

County Offices
Newland
Lincoln
LN1 1YL

19 May 2016

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 27 May 2016 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely



Tony McArdle
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(17 Members of the Council and 4 Added Members)

Councillors J D Hough (Chairman), R Wootten (Vice-Chairman), B Adams, W J Aron, Mrs J Brockway, S R Dodds, A G Hagues, B W Keimach, Ms T Keywood-Wainwright, C R Oxby, Mrs H N J Powell, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten and Mrs S M Wray

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson

Parent Governor Representatives: Mrs P J Barnett and Dr E van der Zee

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 27 MAY 2016**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting held on 15 April 2016	5 - 18
4	Post 16 Transport Policy Statement <i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider the Executive Councillor report on the Post 16 Transport Policy Statement which is due to be considered by the Executive Councillor for Adult Care and Health services, Children's Services on 1 June 2016)</i>	19 - 72
5	Future Provision of Specialist Speech and Language Therapy Services into Primary Schools <i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider the Executive Councillor Report on the Future Provision of Specialist Speech and Language Therapy Services in Primary Schools which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 10 June 2016)</i>	73 - 118
6	Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements <i>(To receive a report which sets out the work undertaken across Children's Services in response to questions 1, 2, 3 and 17 of the CfPS Guide for Councillors on Safeguarding Children)</i>	119 - 124
7	Progress report on the implementation of the Special Educational Needs and Disability reforms <i>(To receive a report which provides an overview of the first full academic year following implementation of the Special educational Needs and Disability (SEND) reforms; comparative financial information between 2014/15 and 2015/16; a brief update on activity so far this current academic year and information on key lessons learned to date)</i>	125 - 142
8	Performance - Quarter 4 2015/16 <i>(To receive a report which provides key performance information for Quarter 4 2015/16 that is relevant to the work of the Children and Young People Scrutiny Committee)</i>	143 - 248

- 9** **Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport - Final Decision** 249 - 342
(To receive a report which invites the Children and Young People Scrutiny Committee to consider a report on the Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final decision which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 3 June 2016)
- 10** **Children and Young People Scrutiny Committee Work Programme 2016** 343 - 350
(To receive a report which enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year)

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Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

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www.lincolnshire.gov.uk/committeerecords



**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
15 APRIL 2016**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors R Wootten (Vice-Chairman), W J Aron, Mrs J Brockway, A G Hagues, B W Keimach, C R Oxby, Mrs H N J Powell, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten, Mrs S M Wray and R B Parker.

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson.

Parent Governor Representatives: Mrs P J Barnett and Dr E van der Zee.

Councillors: Mrs P A Bradwell (Executive Councillor Adult Care and Health Services, Children's Services) and D Brailsford (Executive Support Councillor for Children's Services) were also in attendance.

Councillor Daniel McNally, Stephen Hopkins (Chairman of the Interim Executive Board), Helen Okrafo-Smart (Consultant Headteacher), Mrs Emma Joanne Olivier-Townrow (Former Parent Governor Representative) and Clare Owen (Saltfleetby Parent) attended the meeting as invited guests.

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Stuart Carlton (Assistant Director Children's Lead Early Help), Matthew Clayton (School Organisation Planning Manager), Katrina Cope (Senior Democratic Services Officer), Tracy Johnson (Senior Scrutiny Officer), Heather Sandy (Chief Commissioning Officer for Learning) and Andrew Hancy (Business Support Manager).

67 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors B Adams, S R Dodds and Ms T Keywood-Wainwright.

It was noted that the Chief Executive having received notice under Regulation 13 of the Local Government (Committees and Political Groups) Regulations 1990, had appointed Councillor R B Parker as a replacement member on the Committee in place of Councillor S R Dodds, for this meeting only.

The Chairman welcomed Mrs P J Barnett, newly elected Parent Governor Representative to the meeting.

68 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of members' interest declared at this point in the meeting.

69 MINUTES OF THE MEETING HELD ON 4 MARCH 2016

RESOLVED

That the minutes of the meeting of the Children and Young People Scrutiny Committee meeting held on 4 March 2016 be signed by the Chairman as a correct record.

70 PROPOSAL TO CONSIDER THE FUTURE OF SALTFLEETBY CHURCH OF ENGLAND PRIMARY SCHOOL (FINAL DECISION)

Consideration was given to a report from the Executive Director of Children's Services, which asked the Committee to consider the future of Saltfleetby Church of England Primary School (Final Decision), which was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 29 April 2016. A copy of the full report to the Executive Councillor was attached at Appendix 1 to the report.

The Committee was asked to consider the report, and offer its comments on the proposed future of Saltfleetby Church of England Primary School.

Heather Sandy, (Chief Commissioner – Learning) took the lead on this item and explained to the Committee the statutory process that had been undertaken, with particular reference made to the statutory consultation (which had closed on 13 November 2015, and that a summary of the responses received were shown on pages 41 to 46 of the report presented).

It was highlighted that following the responses received, a discussion had taken place with the Informal Executive Board (IEB), the Parent Group, and the Local Authority at which agreement was reached to extend the timescales for the process, to allow more time to further explore options that might secure the future of the school. It was highlighted that during this time marketing and promotion of the school had taken place to increase the number of pupils on the roll. It was also noted that alternative federation options had been pursued by the School, Local Authority, the Diocese and CfBT.

A solution was not however reached. The Committee noted that there would only be a total of 13 children on the roll for 2016. It was also reported that there were not enough pupils in the local area to sustain an educationally and financially viable primary school without relying on attracting pupils from areas closer to other schools, many of which already had surplus capacity. As a result of the low pupil numbers in the local area and the extremely low current and projected numbers on roll, this had not allowed the IEB to be able to set a balanced budget. The Committee was advised that there was a projected in-year deficit of circa £30k per year based on 20 pupils on roll, which would lead to a deficit of £75k by 2019/20.

Reasons on which the final decision was based were detailed in the report under the heading of 'Reasons for Recommendations' on pages 21 and 22 of the report presented.

Stephen Hopkins (Chairman of the Interim Executive Board) addressed the Committee and set out the rationale for requesting the closure of the school. The IEB decision had been taken in the context of concern over the long term sustainability of the school in relation to being able to continue to offer quality education to pupils within the resources available. The Committee noted that due to the low pupil numbers the IEB had been unable to set a balanced budget. The school was not therefore financially viable. Also, the school was not able to deliver the necessary new curriculum to meet the new Ofsted framework for a good school, due to the low pupil numbers.

The IEB, local authority, diocese and CfBT had pursued alternative federation options to enable the school to continue. There had been one initial expression of federation of interest from another primary school, but unfortunately the Governing Body of the interested school had decided not to pursue further. It was also highlighted that the other school in the federation (Theddlethorpe) would have to become an academy following the latest Ofsted inspection. As no sponsor had expressed an interest in Saltfleetby, the two schools would be required to de-federate to secure the academisation of Theddlethorpe.

In conclusion, the Chairman of IEB felt that following all the work carried out, although regrettable, closure of the school was the right decision.

The Committee was advised from Helen Okrafo-Smart (Consultant Headteacher) that the leadership team at the school had worked hard to deliver the required curriculum, which had at times been very challenging due to the small number of children in each year group.

Clare Owen (Parent Representative from the Saltfleetby C of E Primary School) provided the Committee with a parent perspective of the importance of the school to the centre of village life, and to the children who attended the school, some of whom had special educational needs.

Reference was also made to the previous management of the school; the provision of pre-school facilities; the dedication of staff and teachers; the role of the diocese in the process; the effect the closure would have on the community as a whole; and the effect on the school of its federation with Theddlethorpe. At the end of the presentation, the parent representative made a request to the Committee to revoke the proposal to enable more time for roll numbers to be increased at the school.

During discussion, the following points were raised:-

- That a sub-group of the Children and Young People Scrutiny Committee comprising of Councillors J D Hough and S R Dodds had visited the school

and had found that the school was well set up, and one that undertook some excellent work;

- That communication and relationships with the previous management could have been better. The Committee noted that the Local Authority did not agree with the views that some of the parents and others had expressed about the conduct of senior individuals working at or for the school;
- The negative effect the proposed closure had had on the school. That the uncertainty of its future had resulted in some children being taken out of the school, which had then resulted in the number of pupils on the roll being reduced. One member enquired as to whether parents who had removed their children due to the potential closure would consider bringing them back if the school's future was secured. The parent representative highlighted that nine children had left since September 2015 and that she believed that some parents would return to the school, if it was to stay open. It was also noted that some prospective parents had also been to look around the school and were leaving their decision open pending the decision;
- The excellent SEN support provided by the school. It was noted that the special needs did not bring in a significant amount of money. It was noted further that none of the children in the school were statemented;
- The positive attributes of a small school and the effect on its pupils. Some of the Committee felt that the school should be given more time to increase its roll; although it was noted that it was the view of the education advisors that Ofsted would consider the school to have serious weaknesses;
- The minimum number of pupils required to make a school financially viable. The Committee was advised that the number of pupils required was individual to the unique nature of the school, but was based on financial modelling only and not considering any other factor, a school would normally need more than 33 pupils to make it a financially viable case, but that this would not necessarily provide educational stability and viability. It was highlighted that the future of the funding formula and how it would affect small rural schools was also uncertain, therefore, to specify an exact viable number was neither appropriate nor future proof;
- Concerns were expressed relating to the contents of an email received from the Saltfleetby Parish Council, and a parent; and whether as a result of the comments raised, the Committee should defer its decision until officers had looked into the issues raised. The Committee was advised that officers were currently looking in to some of the issues raised in the said documents with the Council's legal section. The Committee requested that an update on the concerns raised should be received by members of the Committee;
- Some concerns were also raised with regard to the viability of the school and the impact of teaching different year groups together, and how cost effective it was to keep the school open when there were spaces available at nearby good schools;
- Clarification was sought as to who appointed the Interim Executive Board. Officers advised the Committee that the Local Authority put forward nominations. The nominees needed to have educational expertise. The Committee was advised that the final decision relating to appointments was made by the Secretary of State;

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- It was queried as to what the value of diocesan land and buildings was, and whether this could be used as collateral to keep the school open. It was reported that the value of the said land and buildings was not known, but this would be looked into. It was highlighted that if the land and buildings were to be sold, the proceeds from the sale would not likely be able to be used as a sustainable system for the running of the school. The government provided funding for schools based on pupil numbers and that the funding formula could not operate in any other way;
- It was queried what alternative options had been looked into for keeping the school open. It was reported that the local authority, diocese and the school had all looked into alternative options. The Committee was advised by the Church of England Added Member on the Committee that the diocese had investigated bringing the school into the diocesan multi academy trust. However, when the school's educational standards were compared to the Ofsted framework and the church inspection framework, both of which had raised the expected standards, the school had fallen short of the criteria. The diocese had as a result of the findings decided that it could not take the school into the multi academy trust, as there was not the capacity to support the school and it would be too great a risk for the trust as a whole. The Local Authority had contacted other multi academy trusts to see if any could federate, or collaborate with the school. Unfortunately, this did not bring any interest from another trust or school;
- Clarification was sought as to the current financial situation. The Committee was advised based on the number of pupils on roll in October 2015, it was estimated that there would be a £14,000 surplus by the end of the academic year. It was confirmed that due to the low and projected number on roll, the school would not be able to set a balanced budget for the following year;
- Reference was made as to whether the views of parents as detailed in the Appendix to the report had been taken into consideration, as the parents had been overwhelmingly in favour of the school remaining open, and how could the Council justify closing it. The Committee was advised that the Department of Education's guidance stated that with regard to the views of those affected by the proposal, the greatest weight should be given to the parent's views. It was reported that the school was not financially viable and could not provide good school places. It was highlighted that the views of parents had been listened to, but did not outweigh the issue of a good education being provided;
- Some clarification was sought as to the arrangement between Saltfleetby Primary School and Theddlethorpe Primary School. The Committee was advised that the Saltfleetby Primary School was in a federation with Theddlethorpe Primary School, which would have to become an academy following its recent Ofsted inspection. As a result the two schools would have to de-federate. A question was asked as to why Saltfleetby Primary School could not become an academy with Theddlethorpe Primary School. It was highlighted that the two schools were separate entities, and as such would be subject to separate Ofsted inspections, but shared an Executive Headteacher. As mentioned early other trusts had been approached to take both schools on, but none had come forward.

The Committee was advised that if Saltfleetby Primary School was to remain open, then, based on the advice received from the Local Authority's education advisor, the school was likely to go into a category next time it was inspected by Ofsted, and therefore would also be forced to become an academy. However, due to concerns around its financial and educational viability, the school had not attracted a sponsor.

An Amendment was Proposed and Seconded:-

"That the decision relating to Saltfleetby Primary School be delayed by a year due to the uncertainty surrounding the recent admission of two pieces of correspondence received from Saltfleetby Parish Council and parent"

Upon the Amendment being put to the vote: - five committee members voted in favour; and eight members voted against the motion, with two abstentions.

The Motion was therefore lost.

The original recommendations as detailed in the report presented were then proposed and seconded; eight members voted in favour, five members voted against with two abstentions.

The Motion was therefore carried; and it was

RESOLVED

1. That the Children and Young People Scrutiny Committee supports the recommendations to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report presented.
2. That the comments as detailed above be passed to the Executive Councillor for Adult Care and Health Services, Children's Services in relation to this item.

71 UPDATE FROM SCHOOL IMPROVEMENT WORKING GROUP

The Chairman of the School Improvement Working Group, Emma Olivier-Townrow (Former Parent Governor Representative) expressed support to the action taken by the Executive Councillor for Adult Care and Health Services, Children's Services with regard to her stance to the "Educational Excellence Everywhere" White Paper in relation to the forced academisation of schools.

The Working Group had met for the last time on 22 March 2016, where it had been informed of the proposed changes to school improvement as set out in the White paper. As a result, the Working Group had been superseded by the White Paper.

During a brief discussion, some reference was given to the new sector led for school improvement and some concern was expressed about the capacity of small schools to release teachers to engage in both peer reviews and the activities of the

Lincolnshire Learning Partnership. It was reiterated that a fund to support small schools to cover supply costs should be set up to ensure they could engage equally. Officers highlighted that such a fund would have to be agreed by the Lincolnshire Schools' Forum.

The Committee noted that the work of School Improvement Working Group had now ceased, and a vote of thanks was extended to all members of the Working Group.

RESOLVED

That the verbal update be noted.

72 SYNOPSIS OF THE GOVERNMENT WHITE PAPER "EXCELLENT EDUCATION EVERYWHERE"

The Chief Commissioner - Learning introduced the following two new members of staff to the Committee:- Gavin Booth, Children's Services Manager, Education Strategy and Martin Smith, Children's Services Manager, School Standards.

The Committee gave consideration to a report from Debbie Barnes, Executive Director of Children's Services, which summarised the key elements of the Government White Paper "Excellent Education Everywhere". It was reported that there were a number of implications for the Local Authority particularly in relation to the enforced academisation of all schools and the proposal to transfer responsibility for school improvement from local authorities' to school-led systems.

The Chief Commissioner – Learning guided members through the report presented, making particular reference to the following issues:-

- Teacher Training, as detailed at paragraph 1.4.1. It was felt that this was a positive move;
- School Improvement, as detailed at paragraph 1.4.3. It was highlighted that with the Council having the Lincolnshire Learning Partnership put the Council in a good position to share expertise;
- Students and Parents as detailed in paragraph 1.4.7. It was highlighted that trusts would no longer be required to reserve places for elected parents on governing boards, and that governing boards should take a skills-based approach supported by a competency framework, with help to identify skills gaps. Some Members felt that parent governor representation was crucial as their contributions were invaluable;
- Fairer Funding – as detailed in paragraph 1.4.9. The White Paper confirmed that no pupils would be disadvantaged because their school arbitrarily receives less funding than a school with similar costs and pupils. It was felt that Fairer Funding should bring more money into Lincolnshire; and
- Academisation by 2020 of all schools. The Committee was informed that this matter was still being debated, as there was a lack of evidence that academisation would improve schools. It was felt that this would be a problem for Lincolnshire, as freedom of choice and local needs would be inhibited. It

was highlighted that a letter had been sent to all schools inviting them to have a conversation with the Council before making any decisions.

The Committee was also advised that the Executive Councillor for Adult Care, Health Services, Children's Services had written to the Secretary of State expressing the views of Lincolnshire. A copy of the said letter was detailed at Appendix A to the report presented. It was agreed that a copy of the letter issued to all schools in Lincolnshire from the Executive Director would be circulated to all members of the Children and Young People Scrutiny Committee for their information. Members of the Committee expressed support for the action taken.

Some concern was also expressed with regard to compensation to the Diocese in relation to property/land should the academisation proposal go through. Reassurance was given that C of E Schools would not just be handed across to multi academy trusts.

Officers confirmed that at present there was no guidance with regard to these matters. It was felt however, if such a case was to arise that the decision would be one taken by the Secretary of State.

The Committee was advised that lots of pressure was being put on the government, to prevent the demise of the role of local communities in education and schools.

It was also reported to the Committee that there would be a reduction in the Education Support Grant the Local Authority would receive to fund the proposals in the White Paper.

It was reported further that the Local Authority role in the process was to take a leadership role and provide some stability for the schools in Lincolnshire and that this was what was being undertaken. It was noted that work was ongoing with schools across the County.

A Motion was Proposed and Seconded:-

"That the Children and Young People Scrutiny Committee did not support the forced academisation proposals as contained in the White Paper"

Upon being put to the vote, it was unanimously agreed, and it was

RESOLVED

1. That the Children and Young People Scrutiny Committee did not support the forced academisation proposals as contained in the White Paper.
2. That the comments of the Children and Young People Scrutiny Committee and the report presented be noted.

Note: Councillors L and R W Wootten left the meeting at 12:20pm.

73 CONSULTATION ON FUTURE PROVISION OF DEDICATED SPEECH
AND LANGUAGE/PRIMARY UNITS

Consideration was given to a report from Debbie Barnes, Executive Director of Children's Services, which provided the Committee with details of the consultation which recommended the discontinuance of three dedicated speech and language referral units across Lincolnshire, and to provide Speech and Language services to children requiring interventions in the school for which they are on the roll. The Committee was advised that the consultation had commenced on 9 March 2016 and was due to finish on 22 April 2016. Appendix A to the report presented provided a copy of the Consultation document for the Committee's consideration.

The Business Support Manager in guiding the Committee through the report advised that currently for children at primary age, the County Council commissioned three schools to provide educational and therapeutic support to children with complex speech and language difficulties and that currently there were 21 children attending the three units. The three units were situated in Monkshouse Primary (Spalding), Mablethorpe Primary School (Mablethorpe) and Fosse Way (Lincoln).

The consultation document proposed an alternative model which recommended that pupils with complex or severe speech and/or language needs remained within their local primary school and continued to be educated in this setting, whilst receiving short term intensive therapeutic services to support them in reaching their full potential. It was highlighted that pupils with more complex educational support needs would then follow the appropriate pathway for an Education, Health and Care Plan.

It was highlighted that the model also addressed the concerns of some parents that the young children should remain in their local community, at their local school and not having to travel long distances to attend one of the three units.

It was reported that the Lincolnshire Community Health Service, the four Clinical Commissioning Groups and the Local Authority would be working together to enhance the current speech and language treatment outreach support service into mainstream primary schools to allow young children with complex speech and language needs to be able to remain in a mainstream school setting.

The Committee was invited to provide comments on the proposal, prior to the Executive Councillor for Adult Care and Health Services, Children's Services making her decision on 10 June 2016. The Committee was advised that the Executive Councillor report would be considered by the Committee at its meeting on 27 May 2016.

The Committee was advised that the current model resulted in transportation costs of approximately £125,755; and that by placing children in their local community primary school would significantly reduce transport costs by approximately 70% resulting in a saving of £88,000 p.a. to the Local Authority funding. It was also noted that the Local Authority provided £360,002 to the three schools for providing the service.

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Note: Councillor Mrs N J Smith wished it to be noted that she had been previously employed as a speech assistant at a Lincolnshire school.

During discussion, the Committee raised the following points:-

- That the enhanced service would involve a number sessions, which would be needs led;
- That current staffing would be absorbed, but some specialist teachers would be brought in to provide the service;
- The Committee was advised that at the moment, officers were unable to provide details of the final service model; as this was still being worked up;
- One member enquired what provision would be made for deaf children. The Committee was reassured that provision would be made for children with hearing impairment;
- It was noted that by commissioning the intensive speech and language service through the Lincolnshire Health and Community Services (LCHS), the Local Authority would have the ability to oversee the outcomes for children with speech and language complex needs, and hold the LCHS to account for the therapeutic interventions provided, thereby strengthening the Local Authority's position as a commissioning authority. Members welcomed the accountability;
- Some concern was raised as to whether the Local Authority was capable of providing an improved service to all schools, due to the geographical spread of the County; and the need for more experience personnel. The Committee was reassured that the improved provision would be possible; and
- Clarification was sought as to who would be funding the improved service. The Committee was advised that the service was currently funded by the Local Authority through the dedicated school budget.

RESOLVED

That the report and comments made by Children and Young People Scrutiny Committee be noted.

**74 LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP
UPDATE**

A report from Richard Wills, Executive Director with responsibility for Democratic Services, was presented, which enabled the Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters. A copy of the minutes from the last meeting of the Sub-Group held on 6 January 2016, were attached at Appendix A to the report presented.

Councillor R Oxby, Chairman of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group provided an update to the Committee, making particular reference to the Sub-Group having received an update from the Independent Chair, Chris Cook on the Government's review of children's safeguarding and the proposal to centrally commission Serious Case Reviews. The Committee noted that the Sub-Group had

supported the idea of a standard template for the Review reports, but had raised a number of concerns relating to the proposal to centralise the commissioning of reports, and would be monitoring the outcome from the Government's review.

It was highlighted that the Sub-Group had also received the outcomes from a Serious Case Review. The case had related to a young person who had taken their own life as a result of on-line bullying.

It was highlighted further that at the last meeting of the Sub-Group held on 6 April 2016, the Sub-Group had received an update on the new Ofsted Inspection Framework, and that the work being done by the Lincolnshire Safeguarding Board to prepare for its next inspection. It was noted that the Committee would receive the draft minutes from that meeting at its next scheduled meeting on 27 May 2016.

Some concern was raised that due to the position of the item on the agenda insufficient time was being given by the Committee to consider and receive information particularly relating to Serious Case Reviews from the Sub-Group. The Senior Scrutiny Officer advised that the item moved around the agenda, as a result of the presence of more pressing items.

RESOLVED

That the verbal update, and the minutes from the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, held on the 6 January 2016 be noted.

75 CORPORATE PARENTING PANEL UPDATE

Consideration was given to a report from Debbie Barnes, Executive Director of Children's Services, which allowed the Committee to receive an update on the work of the Corporate Parenting Panel.

Councillor D Brailsford, Chairman of the Corporate Parenting Panel advised the Committee that at the last meeting of the Panel held on 10 March 2016, consideration had been given to a report from Barnardo's Lincolnshire on the Leaving Care Service. Some concerns had been raised about access to housing for Care Leavers and it was also highlighted that there was a need to make dual hatted councillors more aware of the housing issues for Care Leavers, which the Chairman of the Corporate Parenting Panel had agreed to do.

The Committee noted that the Panel had also received a report from the Executive Director of Children's Services concerning the national work being undertaken around the educational progress of Looked After Children. The Committee noted further that national research had shown that care was generally a protective factor with early admission to care being associated with better educational outcomes. A number of recommendations had been made, some of which would be for local authorities to take forward, which would significantly improve the educational outcomes for children in care. It was highlighted that there was also a central recommendation which sought creation of a new national system for monitoring educational outcomes and progress for children in care.

The Committee was advised that at the 9 June 2016 meeting the Panel would be receiving a report on Unaccompanied Asylum Seekers, which would also contain information with regard to Syrian refugees. A further report for consideration would be the annual report from Legal Services pertaining to Care Orders.

Draft minutes from the last Corporate Parenting Panel meeting held on 10 March 2016, was detailed at Appendix A to the report presented.

RESOLVED

That the update, and the draft minutes from the Corporate Parenting Panel meeting held on 10 March 2016 be noted.

76 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

Consideration was given to a report from Richard Wills, Executive Director with responsibility for Democratic Services, which provided the Committee with an opportunity to consider its own work programme for the coming year.

The Senior Scrutiny Officer advised that there was one amendment to the work programme as detailed. The Committee noted that a decision report on the recommendations arising from the Grammar School Transport Scrutiny Review would be considered at the meeting due to be held on 27 May 2016, for pre-decision scrutiny. A decision would then be taken by the Executive Councillor for Adult Care and Health Services, Children's Services on whether, or not to accept either Option One or Five sometime in June 2016.

The Committee was reminded that at the last meeting, it had been agreed to establish a working group to look at School Performance. The Committee was advised that it was proposed to hold a one off meeting to review where the Council was with regard to Key Stage Four performance. Nominations were sought from members present. The following four members volunteered to take part in the above said meeting: - Councillors Mrs J Brockway, J D Hough, S R Dodds and Mrs L A Rollings.

Reference was also made to the recent FAB Awards Event, which the Committee was advised had been a great success, as this year the young people had run the whole event themselves. An invitation was made to all members of the Committee to become engaged in the next event.

A request was made for the next set of minutes from the Lincolnshire Safeguarding Boards Scrutiny Sub Group to be included on the agenda for the meeting of the Children and Young People Scrutiny Committee scheduled to be held on the 15 July 2016 instead of the meeting scheduled to be held on 27 May 2016.

RESOLVED

1. That subject to the inclusion of any amendments made at the meeting, the work programme be approved.
2. That the membership of the School Performance Working be comprised of Councillors Mrs J Brockway, J D Hough, S R Dodds and Mrs L A Rollings be agreed.

The meeting closed at 1.05 pm

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Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Post 16 Transport Policy Statement

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Post 16 Transport Policy Statement which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 1 June 2016. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor for Adult Care and Health Services, Children's Services in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider a report on the Post 16 Transport Policy Statement. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report.

Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on the Post 16 Transport Policy Statement
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5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by David Robinson, who can be contacted on 01522 553259 or david.robinson@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Councillor Mrs P Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services
Date:	01 June 2016
Subject:	Post 16 Transport Policy Statement
Decision Reference:	I011251
Key decision?	Yes

Summary:

The Council provides subsidised transport for learners of sixth form age (extended to age 21 or 25 for learners with Learning Difficulties and or Disabilities (LDDs)) to a school sixth form, college of further education or other approved setting. This costs the authority over £2.8m per year (2015/16 forecast), and the authority recovers a proportion of the cost through the charge to parents or students, which is currently £418 per annum (£423 per annum if paid in instalments).

The provision of transport support by the Council is in recognition of a duty to "ensure access" to further education and training opportunities (DFE Guidance on Post 16 Transport to Education and Training, February 2014).

This report sets out the Council's proposed Post 16 Transport Policy Statement as required by section 509AA of the Education Act 1996.

This statement continues the provision of previous years but includes an increase in the charge for Post 16 Transport to £500 from September 2016 to July 2017 and £570 from September 2017 to July 2018. This proposed charge was subject to a survey consultation carried out between February 22nd and March 19th 2016.

Recommendation(s):

That the Executive Councillor for Adult Care and Health Services, Children's Services:

1 approves the adoption of the Post 16 Transport Policy Statement attached at Appendix A as the Council's Post 16 Transport Policy Statement for 2016/17.

2 approves an increase in the charge for post 16 transport to education and training for the academic year 2017 to 2018 to £570 (£579 if paid by instalments).

Alternatives Considered:

The recommendation is for an increase in the student/parental contribution towards the cost of post 16 transport from £418 in 2015/16 to £500 in 2016/17 with a further increase to £570 in 2017/18 with a facility to pay in instalments. There were two alternative recommendations made:

1. To increase the contributions, but by a smaller amount
Or
2. To not increase the contribution, i.e. to leave the contribution at the present level (£418pa)

The reasons for not pursuing these options are set out in the Report.

Reasons for Recommendation:

The Transport Policy Statement attached at Appendix A is seen as sustainable over the next two years as described in the Report.

The recommendation is made in order to help ensure that the post 16 transport support policy is sustainable into the medium-term future during a period of financial retrenchment.

1. Background

The Council has a statutory duty under section 10 of the Education and Skills Act 2008 to exercise its functions so as to promote the effective participation in education or training of persons belonging to its area with a view to ensuring that those persons participate in appropriate full-time education or training, an apprenticeship or are in full-time occupation and participate in sufficient relevant training, all pursuant to section 2 of the 2008 Act.

The Council also has a statutory duty to publish a Post 16 Transport Policy Statement every year, setting out the arrangements for the provision of transport or otherwise that the authority considers it necessary to make for facilitating the attendance of persons of sixth form age at schools, any institution maintained or assisted by the authority which provides further education or higher education or both, any institution within the further education sector, any 16 to 19 Academy or any other establishment at which the authority secures the provision of education or training.

The Council proposes to offer the help as set out in the document attached at **Appendix A**.

Post 16 Transport to Education and Training Statutory Guidance dated February 2014 requires the Council, in planning transport provision, to take into account its duty to promote effective participation under the 2008 Act and the duty under

section 2 of that Act on young people to participate in education or training up to age 18 as described above.

The overall intention of the 16-18 transport duty is stated in the Guidance to be to ensure that learners of sixth form age are able to access the education and training of their choice and ensure that if support for access is required it will be assessed and provided where necessary.

To achieve the aim of ensuring access the Council subsidises the cost of post 16 travel in Lincolnshire to support access to education and training opportunities for learners of sixth-form age. This subsidy ensures that the cost of the travel is not a barrier to accessing opportunities, as is required in the guidance issued to local authorities by the Department for Education.

The context in which the Council's support to post 16 transport must be assessed is one of declining government funding for local authority services. Over the past 6 years government funding to the County Council has reduced by some 40% of the Council's annual income from central government (excluding school budgets).

Over the period from 2009/10 to the end of the 2015/16 financial year the County Council has made some £145m of savings. It is known that further savings of £130m will be required between 2016 and 2020.

These savings have been and will continue to have to be achieved against a background of increasing cost pressures including the cost of adult social care for an ageing population and more generally the national living wage. In the area of transport the requirement that young people remain in education or training to age 18 itself represents a pressure on the cost of post 16 transport. In addition the cost of commercial contracts and bus and train fares has been rising in recent years.

Furthermore the Council has maintained a balanced budget over the last two years by calling on reserves. Once used reserves are gone and they are not a sustainable form of funding for services.

In the course of the savings that have been made to date as referred to above the contribution made by parents and students to the cost of post 16 transport has been maintained at a level that has not exceeded CPI inflation. The annual increase in the charge to parents/students has been less than 2% per annum, adding a total of, only £19 to the annual charge over the 3 year period 2013 – 2016. (£399 to £418).

In the circumstances it is appropriate to consider whether the contribution made by young people and their parents to the cost of transport to post 16 education and training be increased and the Council's level of support correspondingly reduced. Not do so would be to require additional cuts to other services in order to maintain the subsidy at current levels. Alternatively the Council would have to look at other ways of providing support to access education and training which would cut the cost and potentially the level of the current services.

The proposals contained in this Report are considered to be affordable and to enable existing levels of service to be sustained.

Currently, the net cost to the Council of providing the subsidised transport for post 16 learners is over £2m a year. The cost to students, of £423 a year (when paid in instalments), is around £2.22 a day for a return journey, whatever the distance to the qualifying school, college or setting. This compares favourably with commercial fares in nearly all cases.

Some examples of daily commercial fares are given below, with the cost to students of the proposed charge given also.

Provider	Journey	Single as at 31/12/15	Daily Return at 31/12/15	Daily Return (2016/17)	Daily Return (2017/18)
LCC	A designated Lincolnshire Sixth Form or College	n/a	£2.22	£2.66	£3.02
Bus	Skegness to Lincoln	£6.50	£8.50		
Bus	Louth to Lincoln	£6.50	£8.50		
Bus	7 day Megarider		£33.00		
Train *	Metheringham to Lincoln	£4.20	£4.40		
Bus	Skegness to Boston	£4.23	£5.80		
Train *	Heckington To Boston	£5.60	£6.10		
Train *	Wainfleet To Boston	£7.10	£8.60		
Train *	Sleaford To Grantham	£6.20	£10.20		
Bus	Sleaford To Grantham	£3.60	£6.30		
Bus	Long Sutton To King's Lynn	£3.40	£5.80		
Bus	Louth To Grimsby	£4.20	£6.80		
Train *	Market Rasen To Lincoln	£5.90	£8.90		
Bus	Market Rasen To Lincoln	£5.00	£7.70		
Bus	Ruskington To Lincoln	£6.00	£8.50		
Train *	Gainsborough To Lincoln	£6.50	£8.40		
Train *	Ruskington To Lincoln	£5.50	£6.80		
Bus	Gainsborough To Lincoln	£4.20	£7.60		
Bus	Welbourn To Lincoln	£3.60	£6.60		
Bus	Navenby To Lincoln	£3.50	£6.40		

*Young people can get up to a third off these fares by buying a young person's railcard, but travel times are restricted.

The existing level of charge and proposed future levels of charge are set out in the following table.

**Post 16 Transport/Concessionary Transport Charges
Current and Proposed Charges to Parents/Students**

	2014-15	2015-16	2016-17	2017-18
Annual charge	£410.00 Or paid by instalment £414.00	£418.00 Or paid by instalment £423.00	£500.00 Or paid by instalment £510.00	£570.00 Or paid by instalment £579.00
Equivalent Charge per week single payment (38 weeks)	£10.78	£11.00	£13.15	£15.00
Equivalent Charge per week instalment (38 weeks)	£10.89	£11.13	£13.42	£15.23

The policy itself, which it is not proposed to change other than the level of the charge, continues to support families on low incomes by ensuring that the charge is affordable as set out above. At the same time the Council applies a flat charge regardless of location which in a large rural county ensures that families in rural locations are not disadvantaged by the greater cost incurred by the Council in arranging transport in rural locations. For students with learning difficulties or disabilities, the transport needs are assessed on an individual basis. Whatever transport is specifically needed to meet the needs of individual learners, these are provided at the same fixed rate charge. This is made clear in the Transport Policy Statement

In addition to this, colleges, sixth forms and other providers of further education are given 'bursary funding' directly by the government, which funds are specifically provided to help learners with the cost of further education, including transport costs if appropriate. This funding stream, which was once routed through local authorities, is available to students on application. Low income criteria are used by colleges and other providers to determine support given. The control of these funds is in the hands of the providers.

Equality Act 2010

The Council's duty under the Equality Act 2010 needs to be taken into account when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the [Equality Act 2010](#)
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: [Equality Act 2010 section](#)

[149\(1\)](#). The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation: section 149(7)

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others.

A reference to conduct that is prohibited by or under this Act includes a reference to:

- A breach of an equality clause or rule
- A breach of a non-discrimination rule

This duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

An Equality Impact Assessment is enclosed at Appendix C in respect of the proposed Transport Policy Statement. The EIA concludes that there are potential impacts for certain groups in the protected characteristics categories. Mitigating actions are set out in the EIA at Appendix C. In respect of disability, in particular the individual transport needs of students and young learners are always considered and appropriate transport arrangements made. The policy is to provide transport for students to and from home to a school, college or other setting. 'Home' can be a point up to 3 miles from the students actual home for the purposes of operation of the policy, however this distance criteria is always disapplied where the young person could not be expected to walk to a school or college, or to a

transport pick up point and bespoke arrangements are made for the young person as needed.

The potential impacts identified are based on the fact that certain groups with a protected characteristic are often more likely to be on lower incomes. This is addressed by the affordability of the Council charge and the existence of bursaries from provider institutions which take into account ability to pay. These bursaries are provided through funding provided directly by the government to provider institutions. This is money that used to be channelled through the local authority. That is no longer the case.

The Council does not itself therefore operate any kind of reductions or means tested assistance for families on low income. The flat rate charge is considered to be justifiable in a large rural county like Lincolnshire for reasons given above and is less bureaucratic and costly to administer. Families on low incomes can apply for the bursaries just referred to.

Child Poverty Strategy

The Child Poverty Strategy aims have been taken into account in arriving at the Transport Policy Statement. Education and training, and the acquisition of qualifications and skills, is recognised as a key component of an anti-poverty strategy. By providing transport support to all young learners living in Lincolnshire, access is enabled to a choice of appropriate courses of learning opportunities. The following key strategic themes of the strategy are specifically addressed.

Poverty of Access

The provision of transport support to all students, enables all post 16 learners to follow full time education or training courses for two further years after reaching school leaving age, with subsidised transport from their home address (or a point near it) for a single flat rate, whatever the distance to the designated transport area (DTA) school or college. This effectively counters the disadvantage that students from poorer backgrounds might encounter by ensuring that access to opportunities is affordable. The cost to the student, set out in the statement is in most cases less than the commercial fare (see table above).

Poverty of Aspiration

The Council wants all its young people to make the best of their abilities and of the opportunities available to improve their qualifications and skills. Raising of the Participation Age (RPA) legislation requires all young people to stay in prescribed forms of further study or training after reaching school leaving age, until age 18. The policy on transport support ensures that all young learners staying on in full-time education or training can access suitable courses or opportunities, and thus their aspirations can be met and raised.

Best use of Resources

Best use of resources aims to ensure that all key stakeholders contribute towards improving the life chances of children and young people in a co-ordinated way.

Stakeholders in the context of this statement include students, their parents/carers, colleges, schools and other providers of further education, interest groups (e.g.: the students Union, the groups named in the SEN local offer, the County Council and any other groups of individuals involved in or interested in, further education).

By deploying its resources to allow for all post 16 students to benefit the Council is able to ensure maximum value for the outlay, and the policy also helps support the commercial transport network since the Council tends to discharge its policy duty by purchasing season tickets for entitled learners on commercial services.

Joint Strategic Needs Assessment (JSNA) and Joint Health and Wellbeing Strategy (JHWS)

The JSNA reports on the health and wellbeing needs of the people of Lincolnshire. It brings together detailed information on local health and wellbeing needs and looks ahead at emerging challenges and projected future needs.

The Lincolnshire JSNA and JHWS identify a number of needs that directly relate to young people. The policy on transport support under-pins the aims of the JSNA and JHWS in the following areas.

- Improve health and social outcomes and reduce inequalities
- Achieve potential
- Improve educational attainment

Each of the above aims is specifically addressed by this policy statement, since its over riding aim is to enable young people to participate in education and training until they reach the age of 18 or beyond. For students with learning difficulties and or disabilities it is particularly important that they are allowed longer to complete this process of further education and the transport policy supports continued participation for this category until the age of 21 or even 25 years.

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

The Post 16 Transport Policy Statement sets out the means by which the Council supports young people to access education and training and therefore contributes to reducing the potential for crime and disorder. In particular, by offering guaranteed transport at an affordable rate the policy enables young people to engage in purposeful activity namely education and training leading to recognised qualifications. This takes place in recognised settings where issues such as

citizenship and community cohesion are integrated into the student offer by means of curriculum input and tutorial support.

Consultation/Community Engagement

A survey of stakeholders and other interested parties was concluded between 22 February and 19 March 2016. The survey and accompanying information is reproduced as **Appendix B**.

The survey asked the respondent to indicate whether they approved of, disapproved of, or had no view, on the proposed increases, with space for respondents to give reasons or arguments in support of their view.

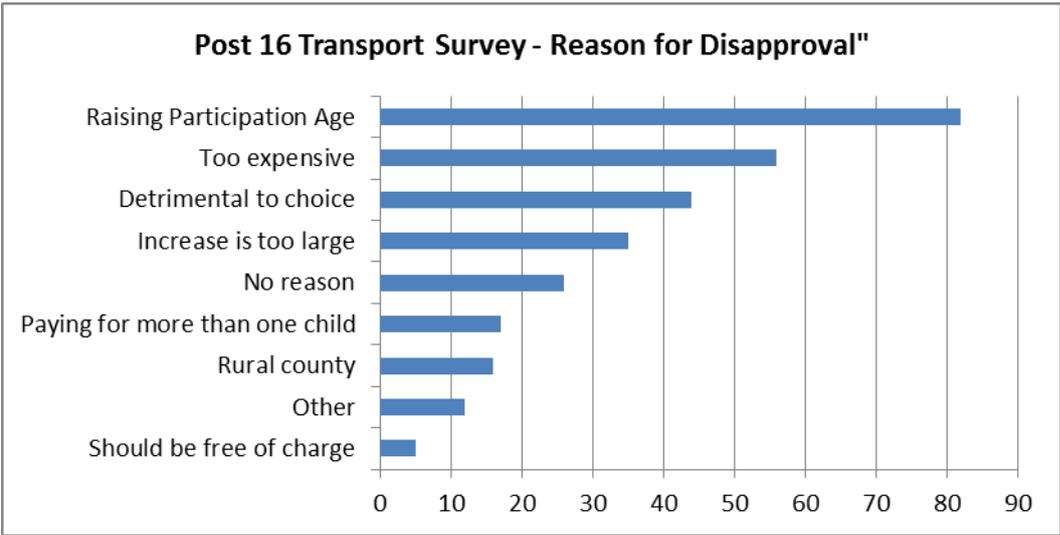
The result of the survey is summarised below.

There were **336** respondents to the survey conducted between 22 February and 19 March 2016. The majority of these respondents (222- 67%) were parents, with a smaller number being students (66 - 20%), and a miscellaneous smaller group (45 -14%) being made up of mainly teachers, administrators, support staff and other professionals, with a few grandparents and governors included.

Of the **336** respondents, a large majority (291- 87%) disapproved of the proposal to increase the charges. A much smaller number (34 - 10%) approved of the proposals, with a very small number (10 - 3%) having no view on the proposals.

The responses indicating disapproval have been analysed, and allocated to 9 main reasons. It should be noted that the survey did not offer options on reasons, but allowed the respondents to state their own reasons for their view. These are reproduced in the bar chart below

Table 3 Reasons for disapproval of proposals from range of responses.



The comments made by respondents can be seen at **Appendix B**.

Analysis of results

It can be seen from the analysis of the 'disapprove' responses, that the most popular explanation or reason (80+) is the recent change in legislation which raised the participation age. However, this does not in itself mean that the Council should subsidise transport at the current rate. The Council must consider the arrangements for the provision of transport or otherwise that the authority considers it necessary to make for facilitating the attendance of persons of sixth form age at schools at the institutions referred to at the beginning of this Report. Balancing the available resources against affordability when compared to commercial fares it can be seen that the proposed levels of charges still confer a significant degree of support on young people whilst ensuring the sustainability of that support at a time of severe public funding cuts.

Other popular responses included that the increase is too much and/or that the charge is too expensive (50+ and 30+), or that the change is detrimental to choice (40+). Again, these responses, though understandable, have to be viewed in the context of the council's duties and also its financial position, and the cost of commercial fares, details of which are provided in the report.

Other noted responses included the cost of transport when more than one student is in further education, and the rural nature of Lincolnshire. These points are noted, and the policy framework itself is designed to provide for transport at an affordable cost whatever the distance needed to travel to a designated sixth form or college. The standard rate is payable whatever the cost to the council of providing the transport for the entitled learner.

It is perhaps understandable that users of the service and parents of students (who will be paying the contribution in the main), and other interested parties who benefit from the service, will disapprove of proposals to increase the contribution. However, one purpose of the increase is to ensure the medium-term sustainability of the policy, to benefit learners throughout the county.

A separate survey conducted by the Council in December/January 2015/16 on spending priorities, asked residents in Lincolnshire to prioritise services where these services were not statutorily required. The respondents to this survey were from a more diverse section of the population. Interestingly, post 16 education transport was not one of the priorities identified by a majority of the respondents to this survey, who put post 16 transport support as a much lower priority than gritting, pothole filling and other services. Over 50% of respondents on the matter of Post 16 transport (4,174) thought the provision should "stop completely" or be "a lot less". A summary of this wider survey of Council services can be accessed at

<http://lincolnshire.moderngov.co.uk/documents/s13249/5.0%20APPENDIX%20G%20-%20Consultation%20Comments.pdf>

2. Conclusion

The Post 16 Transport Policy Statement meets the Council's legal obligations and provides a level of support which will enable every full time Post 16 learner in Lincolnshire to access a choice of courses of education or training.

The decision-maker is asked to consider the information here and approve the statement for publication as the Council's Post 16 Transport Policy Statement for 2016/17.

3. Legal Comments:

The Council has the power to increase the contribution payable by students and parents of children of sixth form age. The Council has a duty to publish a Transport Policy Statement as described in the Report.

The Council must have regard to the statutory guidance referred to in the Report. The way in which the guidance has been taken into account in arriving at the recommendations is set out in the Report together with other matters to which the Executive Councillor must have regard in reaching a decision.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor if it is within the budget.

4. Resource Comments:

Additional income to the Council will arise from the decision of the Executive Councillor on supporting an increase in the charge for Post 16 transport to £500 from September 2016 to July 2017 and £570 from September 2017 to July 2018. The flat rate will relate to a day return for travel of any distance required to the designated or nearest school sixth form or college. The Council's funding is under significant financial pressure due to large reductions in Local Government funding, and this option will reduce the level of subsidy applied on this service contributing towards the Council's overall savings plan. The proposal will ensure the medium-term sustainability of the policy, which ensures that all Lincolnshire post-16 learners, can access a school, college or setting at a cost that is considered affordable.

5. Consultation

a) Has Local Member Been Consulted?

Not Applicable as there are no Local Members as it affects the whole of Lincolnshire.

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The Children and Young People Scrutiny Committee will consider this report at its meeting on 27 May 2016. Comments from the Committee will be reported to the Executive Councillor.

d) Policy Proofing Actions Required

Not Applicable

6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Post 16 Transport Policy Statement
Appendix B	Details of community/stakeholder engagement
Appendix C	Post 16 Education Transport Support Policy – Equality Impact Assessment

7. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Post 16 Education Transport Guidance July 2014	https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance

This report was written by David Robinson, who can be contacted on 01522 553259 or david.robinson@lincolnshire.gov.uk.

Children's Services

Post 16 Education Transport Policy Statement 2016/17

Transport policy statement for learners aged 16-18 in further education (schools, colleges and centres offering courses funded by the Education Funding Agency (EFA)) and for continuing learners aged 19 and over.

Published May 2016

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Summary of policy and main objectives

The aim of the policy is to enable every learner reaching school leaving age living in Lincolnshire to access an appropriate course of education or training to meet their education or training needs. This policy applies to further education and not higher education undergraduate study and is aimed at learners aged 16-18 years, with additional support for learners beyond the age of 18 who have disabilities and/or learning difficulties

To enable this, Lincolnshire County Council will provide or subsidise transport to the nearest Sixth Form, College of Further Education or other licensed providers over 3 miles from the student's home. A copy of college designated transport areas (DTAs) and a list of licensed providers is attached at the end of this policy statement.

This support is subject to an annual contribution by the learner of £500 (2016/17) which can be paid in three instalments of £170 by September, January and April each year, total £510 including an administration charge of £10. Details of when and how the payment may be made are given below. The contribution must be paid by all learners who qualify for transport support. There are facilities for payment by instalments and these are detailed in Section 2 below. The transport provision is one outward journey and one return journey, timed for the start and finish of the school or college day.

Transport provision made is appropriate to the location and timings of the school or college day. It may be necessary for a student to make his or her own way to and from a transport "pick-up" point.

Learners with learning difficulties and/or disabilities may require transport support beyond the age of 19 because their further education requires attendance beyond that age. In these circumstances, transport support is offered up to age 21 years and exceptionally up to 25 years of age, on the same basis as for mainstream post 16 learners. The specific needs of learners with learning or other disabilities are assessed.

The normal entitlement is to transport support for two years with additional support available to learners with a disability or learning difficulty

How and when to apply for transport

If a learner thinks they are eligible for transport support they should make their application from March. They can apply anytime from that month but if the application and payment is not made by 31 July there is no guarantee that transport will be in place for September.

Transport can be applied for online (www.lincolnshire.gov.uk/schooltransport). Alternatively forms can be completed and sent to the transport office. Help with making applications is available by ringing 01522 782020

If a parent or learner wishes to make a paper application they can also request a form from the Customer Service Centre on 01522 782020.

Details of fares, concessions, discounts, subsidies, passes and other travel arrangements available in Lincolnshire

From the County Council – Entitlement

As stated above, there is a learner contribution or charge for the provision of transport support. This is £500 for the school or college year 2016/17. The contribution may be paid in one annual payment, or in 3 instalments of £170 (total £510 including administrative costs). In order to help learners who may have difficulty finding the initial instalment in September, we will, in cases of financial difficulty accept the first payment in up to three smaller instalments. A first instalment must be paid in order to receive the travel pass. Evidence of benefit entitlement may be required.

From the County Council – Concessionary

Transport support as summarised above is available to all learners who qualify under the criteria. Spare seats on contract vehicles (non-fare paying) serving schools and colleges are available for learners who do not qualify for transport support under the policy, where there is no commercial 'fare paying' service in the

area. These are known as 'concessionary seats'. These seats are offered at the same charging rate as for entitled learners (£500 p.a. in 2016/17) although the charge is calculated on a daily basis depending on when the seat is offered. Spare seats can be applied for if a transport entitlement is refused. Please ring 01522 782020 for application details. Concessionary travel/spare seat allocation is given at the discretion of the County Council's Passenger Transport Unit (PTU) and can be withdrawn at short notice if the seat is needed for a learner entitled to transport support

From the County Council – CallConnect

Call Connect is part of the County's public transport network, but operates on a pre-booking basis to transport people from specific pick-up points to specific set-down locations. Anyone can use the service for any purpose, and thus it may be of use to some learners who do not qualify for a bus or train pass under the County's policy. The service costs no more to use than standard bus services and registration is free. Call Connect cannot be booked more than a week ahead in most cases. Details can be obtained by ringing 0345 234 3344 or 01522 553143 or from the website www.lincsinterconnect.com

From local bus operators

Provision of public transport in Lincolnshire is made largely by local bus operators, who offer services on a commercial basis. The County Council supports a number of local bus services to enable people to access services. Most operators have weekly or monthly travel card schemes, discounts and promotions and these can be confirmed with the operators directly. There is a website which can be used to find details of services: www.lincsbus.info. For travel information ring Traveline on 0871 200 22 33. www.traveline.info

From schools and colleges and other providers offering post 16 courses

Schools with sixth form provision and colleges of further education have some funding available to help students of sixth-form age (16-18) with expenses connected with their study, including travel costs. The funding, now known as '**bursary funding**' replaced the Education Maintenance Allowance (EMA) that was paid directly to students and pupils.

Bursary funding is paid to schools and colleges who decide how they are to allocate their funds. Enquiries about support for school or college travel expenses should be made directly to the schools or colleges concerned. We do not have details of specific help offered by individual colleges and advise that they be contacted directly.

The following schools, colleges of further education and independent providers below, offer courses that might qualify for transport support. To find out if transport support is available to a particular college, consult the transport policy and designated transport area (DTA) map at Appendix H (iv) of the policy (www.lincolnshire.gov.uk/schooltransport). You are advised also to contact the

college/school/centre you are interested in directly to ask about any support there might be available with transport. These are listed in alphabetical order below:

- Aegir Community School, Gainsborough Educational Village, Sweyn Lane, Gainsborough, DN21 1PB
Tel: (01427) 619360
Website: www.gainsboroughfederation.lincs.sch.uk
- Boston College, Skirbeck Road, Boston. PE21 6JF
Tel: (01205) 365701
Website: www.boston.ac.uk
- Boston Grammar Schools Federation, South End, Boston, Lincs, PE21 6JY
Tel: (01205) 366444
Website: www.bostongrammarschool.co.uk
- Boston High School, Spilsby Road, Boston, Lincolnshire, PE21 9PF
Tel: (01205) 310505
Website: www.bostonhighschool.co.uk
- Bourne Grammar School, South Road, BOURNE, PE10 9JE
Tel: (01778) 422288
Website: www.bourne-grammar.lincs.sch.uk
- Bourne Academy, Edinburgh Crescent, Bourne, PE10 9DT
Tel: (01778) 422365
Website: www.bourneacademy.org
- Branston Community Academy, Station Road, Branston, LN4 1LH
Tel: (01522) 880400
Website: www.branstonca.lincs.sch.uk
- C G Partnership (Training Projects) Limited, 8 Queen St, Market Rasen LN8 3EH
Tel: (01673) 843489
Website: cgpartnership.com
- Caistor Grammar School, Church Street, Caistor, LN7 6QJ
Tel: (01472) 851250
Website: www.caistorgrammar.com/?page_id=1303
- Carre's Grammar School Academy Trust, Northgate, Sleaford, NG34 7DD
Tel: (01529) 302181
Website: www.carres.lincs.sch.uk
- Children's Links, Holland House, Horncastle College, Mareham Road, Horncastle, LN9 6PH
Tel: (0845) 3730645
Website: www.childrenslinks.org.uk

- College of West Anglia, Tennyson Ave Kings Lynn, Norfolk PE30 2QW
Tel: (01553) 761144
Website: www.cwa.ac.uk
- Cordeaux Academy, North Holme Road, Louth, LN11 0HG
Tel: (01507) 606555
Website: www.cordeauxacademy.org
- De Aston School Academy Trust, Willingham Road, Market Rasen, LN8 3RF
Tel:(01673) 843415
Website: www.de-aston.lincs.sch.uk
- Grantham College, Stonebridge Road, Grantham. NG31 9AP
Tel: (01476) 400281
Website: www.grantham.ac.uk
- Grimsby Institute, Nuns Corner, Grimsby. DN34 5BQ
Tel: (0800) 315002
Website: www.grimsby.ac.uk
- Hill Holt Wood, Norton Disney, Lincoln LN6 9JP
Tel: (01636) 892836
Website: www.hillholtwood.com
- Kesteven and Grantham Girls' School, Sandon Road, Grantham, NG31 9AU
Tel: 01476 563017
Website: www.kestevengrantham.lincs.sch.uk
- Kesteven & Sleaford High School Selective Academy, Jermyn Street, Sleaford, Lincolnshire, NG34 7RS
Tel: 01529 414 044
Website: www.kshssa.co.uk
- Lincoln Castle Academy, Riseholme Road, Lincoln, LN1 3SP
Tel: 01522 529203
Website: www.lincolncastleacademy.co.uk
- Lincoln Christ's Hospital School, Wragby Road, Lincoln, LN2 4PN
Tel: 01522 881144
Website: www.christs-hospital.lincs.sch.uk
- Lincoln College, Student Services, Monks Road, Lincoln, LN2 5HQ
Tel: (01522) 876000
Website: www.lincolncollege.ac.uk
- Lincolnshire Regional College, Heath Road, Skegness. PE25 3SY
Tel 0800 389 0097

Website: www.grimsbyinstitutegroup.co.uk

- Lincolnshire Rural Activities Centre, Kenwick Hill, Louth, Lincolnshire, LN11 8NR
Tel: 01507 608 855
www.grimsbyinstitutegroup.co.uk
- Linkage Community Trust, Toynton Hall, Toynton All Saints, Spilsby, PE23 5AE
Tel: 01790 752449
Website: www.linkage.org.uk
- Monks' Dyke Tennyson College, Louth Campus: Monks' Dyke Road, Louth, LN11 9AW
Tel: 01507 606349
Website: www.mdtc.co
- New College Stamford, Drift Road, Stamford. PE9 1XA
Tel: (01780) 484381
Website: www.stamford.ac.uk
- North Lindsey College, Kingsway, Scunthorpe. DN17 1AJ
Tel: (01724) 281111
Website: www.northlindsey.ac.uk
- North Kesteven School, Moor Lane, North Hykeham, LN6 9AG
Tel: 01522 881010
- Website: www.nkschool.lincs.sch.uk
- Peterborough Regional College, Park Crescent Peterborough, Cambridgeshire PE1 4DZ
Tel: 0845 872 8722
Website: www.peterborough.ac.uk
- The Priory City of Lincoln Academy, Skellingthorpe Road, LN6 0EP
Tel: (01522) 882800
Website: www.prioryacademies.co.uk
- The Priory Witham Academy, De Wint Avenue, Lincoln, LN6 7DT
Tel: (01522) 882929
Website: www.prioryacademies.co.uk
- Queen Elizabeth's Grammar School, West Street, Horncastle, LN9 5AD
Tel: (01507) 522465
Website: www.qegs.lincs.sch.uk
- Queen Elizabeth's Grammar School, Station Rd, Alford LN13 9HY
Tel: (01507) 462403
Website: www.qegs.co.uk

- Riseholme College, Riseholme Park Riseholme Lane, Lincoln LN2 2LG
Tel: (01522) 895290
Website: www.bishopburton.ac.uk/riseholmecollege
- Sir John Gleed School, Neville Avenue, Spalding, PE11 2EJ
Tel: (01775) 722484
Website: www.gleed.lincs.sch.uk
- Sir Robert Pattinson Academy, Moor Lane, North Hykeham, LN6 9AF
Tel: (01522) 882020
Website: www.srpa.co.uk/
- Sir William Robertson Academy Ltd, Main Road, Welbourn, LN5 0PA
Tel: (01400) 272477
Website: www.swracademy.org
- Skegness Academy, Burgh Road, Skegness, PE25 2QH
Tel: (01754) 879122
Website: www.skegnessacademy.org
- Skegness College of Vocational Training, 28 Alghitha Road, Skegness, PE25 2AG
Tel. (01754) 766611
Website: www.skegnesscollege.co.uk
- Spalding Grammar School, Priory Road, Spalding, PE11 2XH
Tel. (01775) 765800
Website: www.spaldinggrammar.lincs.sch.uk
- Spalding High School, Stonegate, Spalding, PE11 2PJ
Tel: 01775 722110
Website: www.spaldinghigh.lincs.sch.uk
- St Bernard's School, Wood Lane, Louth, LN11 8RS
Tel: (01507) 603776
Website: www.st-lawrence-special.lincs.sch.uk
- St George's Academy, Westgate, Sleaford, NG34 7PP
Tel: 01529 302487
Website: www.st-georges-academy.org
- St Peter and St Paul Catholic Voluntary Academy, Western Avenue, LN6 7SX
Tel: 01522 871400
Website: www.sspp.lincs.sch.uk
- The Deepings School, Park Road, Deeping St. James, PE6 8NF
Tel: 01778 342159
Website: www.deepingschool.org.uk

- The Eresby School, Eresby Avenue, Spilsby, PE23 5HU
Tel: 01790 752441
Website: www.eresbyspecialschool.co.uk
- The Garth School ,Pinchbeck Road, Spalding, PE11 1QF
Tel: 01775 725566
Website: www.lincolnshire.schooljotter.com/thegarh
- The Giles Academy, Church End, Old Leake, Boston, PE22 9LD
Tel: 01205 870693
Website: www.gilesacademy.co.uk
- The Grantham Sandon School, Sandon Road, Grantham, NG31 9AX
Tel: 01476 564994
Website: www.sandon.lincs.sch.uk
- The John Fielding Community Special School, Ashlawn Drive, Boston, PE21 9PX
Tel: 01205 363395
Website: www.johnfieldingschool.co.uk
- King Edward VI Grammar School, Edward Street, Louth, LN11 9LL
Tel: 01507 600456
Website: www.kevigs.org
- The King's School, Brook Street, Grantham, NG31 6RP
Tel: 01476 563180
Website: www.kings.lincs.sch.uk
- Lincoln St Christopher's, Hykeham Road, Lincoln, LN6 8AR
Tel: 01522 528378
Website: www.lincolnstchristophers.com
- The Priory Academy LSST, Cross O'Cliff Hill, Lincoln, LN5 8PW
Tel: 01522 889977
Website: www.prioryacademies.co.uk
- The Priory Ruskin Academy, Manthorpe Site, Rushcliffe Road, Grantham, NG31 8ED
Tel: (01476) 410410
Website: www.prioryacademies.co.uk
- The Queen Elizabeth's High School, Morton Terrace, Gainsborough DN21 2ST
Tel: (01427) 612354
Website: www.qehs.lincs.sch.uk
- Skegness Grammar School Vernon Road, Skegness, PE25 2QS
Tel: (01754) 610000

Website: www.sgs.lincs.sch.uk

- St. Francis Community Special School, Wickenby Crescent, Lincoln, LN1 3TJ
Tel: (01522) 526498
Website: www.st-francis.lincs.sch.uk
- Willoughby School, South Road, Bourne, Lincolnshire. PE10 9JD
Tel: (01778) 425203
Website: www.willoughby.lincs.sch.uk
- University Academy Holbeach, Park Road, Holbeach, Spalding PE12 7PU
Tel: (01406) 423042
Website: www.universityacademyholbeach.org
- Walton Girls' High School and Sixth Form, Harlaxton Road, Grantham, Lincolnshire, NG31 7JR01476 563251
Tel: (01476) 563251
Website: www.waltongirls.co.uk
- William Farr Church of England Comprehensive School, Lincoln Road, Welton, LN2 3JB
Tel: (01522) 866900
Website: www.williamfarr.lincs.sch.uk
- YPLP, Earlesfield Centre, Trent Road, Grantham, Lincs, NG31 7XQ
Tel: 01476 592169
Website: <http://www.lincolnshire.gov.uk/yplp>

Transport support arrangements for learners who reach the age of 19 whilst continuing on a course

Providing the student or pupil had not reached his or her 19th birthday before the course began (a date of 1st September is used to determine the notional start date of a course), and remains otherwise eligible for transport, the support will be continued for the remainder of the school or college year, if the student has not received two years of transport support.

For learners with learning difficulties and/or disabilities, transport support may be offered until they are 21 years, or 25 years if needed to complete an appropriate course of study begun before the age of 19 years. Transport is provided at the beginning and end of the school/ College day.

Transport support for learners with learning difficulties/disabilities (LLDD)

Learners with learning difficulties and/or disabilities (LLDD) are individually assessed for transport needs, and appropriate arrangements are made to ensure that their specific needs are met. The provision of transport is subject to an annual contribution from the learner of £500 (2016/17). This contribution may be paid in instalments. (See section 3 above).

Transport support for learners with learning difficulties/disabilities is available under the policy until they are 21 years, or 25 years if necessary, in order to complete an appropriate programme of study.

Apprenticeships and internships

The County Council's post 16 transport support policy does not apply to apprenticeships or internships. For information on support in respect of apprenticeships, contact your apprenticeship provider or the website:

www.apprenticeships.org.uk

Wheels to work and training

Lincolnshire County Council is supporting a county wide 'Wheels 2 Work' (and to training) initiative run by 'Access your Future' from September 2010. Wheels 2 Work is a scheme to provide transport (normally mopeds, but also scooters and electric bicycles) for those who otherwise could not access work or training.

The scheme will be run as a social enterprise and will assist existing post 16 students who have genuine transport needs (which will be assessed before entry on to the scheme is agreed) and to help reduce the number of young people not in education, employment or training (NEETS) in the county. Please note that capacity is limited. For details of the scheme, look on the Website at www.access-your-future.com.

How entitlement to transport support is assessed

When we receive an application, we determine entitlement against the criteria. If the learner is going to his/her nearest and/or designated sixth form or college, and the sixth form or college is more than three miles from the home, he/she will qualify for transport support. Subject to the contribution being paid, transport support, in the form of a bus or train pass, or other form of support, will be provided.

We will consider any application made, and we recommend that anyone who thinks they might be entitled to transport support should apply.

We will respond to your application by writing to the applicant's address confirming entitlement to transport support, and enclosing details of when and how payment of the learner contribution can be made. This payment can be made in a single payment or in instalments. (See section 3 above). After an arrangement to pay the contribution has been made the travel details and pass are sent out. If transport support is refused an opportunity to appeal against the decision is given.

Independent Travel Training/Mobility training

Mobility and independence with travel training is available to eligible students who have difficulty with transport. Applications for help should be made either to the County Council - ring (01522) 782020 or speak to the Student Services Officer or Head of Sixth Form at the school or college. The aim of the training and support is to help bring about the confidence and develop skills needed to travel independently.

Specialist Courses

The policy of the County Council is to offer transport support to young learners, to their nearest or transport designated sixth form or college. Designated transport areas (DTAs) are areas drawn round colleges and schools indicating a transport entitlement, subject to living more than 3 miles from the sixth form or college.

Transport support is not offered to a school or college that is not the nearest or designated one for the students address, and account is not taken of preferred courses or specialist courses, which are not available at the nearest or designated college or school.

There is limited transport support available to access some specialist courses delivered from Riseholme College. These are currently:

- Agriculture (Level 2 or above)
- Environmental Studies (Level 2 or above)
- Horticulture (Level 2 or above)
- Arboriculture (Level 2 or above)
- Equine Management (Level 2 or above)

Transport support is also available under the policy to students following courses in:

- Access to Music (Lincoln only)
- Year 12 and Year 13 students attending the Lincoln University Technical College (Lincoln UTC) until July 2016 when this support ends.

All of the above are supported if the distance criterion is met, i.e. the distance from home to college is over three miles, and the student contribution is paid.

Help with travel support outside the Local Authority Area

Transport support is offered on the basis of the policy criteria stated above to a school college or other further education institution that is outside the LA boundary if it is the nearest or designated school or college to the student's home address.

Lincolnshire based learners living in areas bordering other local authority areas are thus able to travel to centres beyond the Lincolnshire border if it is the nearest appropriate school or college to access a course, and the travelling time is reasonable (up to 75 minutes per journey). The designated transport areas (DTAs) for colleges are shown on a map at Appendix G of the Policy Document.

Appealing against a refusal to offer transport support

If transport support is refused (which should be given as a decision in writing, with a reason), an applicant is entitled to appeal the decision by asking for a review. A refusal to offer transport support will be based on the fact that one or more of the criteria has not been met. Details of how to appeal are given in the letter notifying the decision. Help in appealing a decision and advice on evidence required can be requested by ringing (01522) 782020.

Contact us

You can contact us in a number of ways, detailed below.

For information and queries on ***transport entitlement***:

Education Transport Service
County Offices
Newland
LINCOLN
LN1 1YL

Tel: 01522 782020

Fax: 01522 516054

Email: schooltransportapplications@lincolnshire.gov.uk

For information and queries on the ***transport that has been provided***, tickets etc:

Passenger Transport Unit
Lincolnshire County Council
Crown House
Grantham Street
LINCOLN
LN2 1BD

Tel: 01522 782020
Fax: 01522 568735
Email: ptu@lincolnshire.gov.uk

For Main Office and Switchboard (***all County Council services***)

Lincolnshire County Council
County Offices,
Newland,
LINCOLN
LN1 1YL

Tel: 01522 552222
Fax: 01522 516137
Minicom: 01522 552055
Email: customer_services@lincolnshire.gov.uk

Appendix B

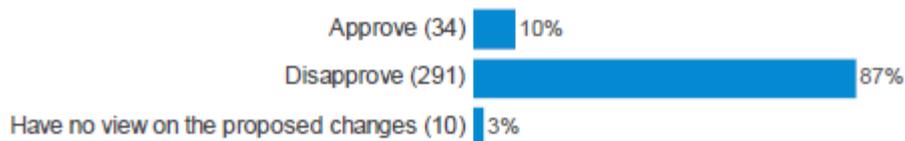
Transport Changes

Transport Changes

This report was generated on 03/21/16. Overall 336 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

The following charts are restricted to the top 12 codes. Lists are restricted to the most recent 100 rows.

To help us make a decision about the charge for post-16 transport over the next two years, please tell us what you think by ticking the relevant box below and leaving your comments. Do you?



Please give us your views:

The increase is £82 from this current year with a further £70 for the 17/18 year. The level of service could be improved and a safer PUDO for the children.

16-18 year olds now have to be in education where it was compulsory before, therefore the bus should be government funded like it is from 4 yrs - 16. They have no choice but to stay on in some form of education so why should parents pay the penalty and be charged a horrific amount of money when the buses run anyway for up to 16 year olds to the school.

Approve conditionally, The case as proposed is fine for any student travelling to their nearest sixth form/ college, however,,if they choose to go to a different schools incurring higher travel costs then these should not be subsidised but charged accordingly.

I think if children have to be in secondary education the government should provide transport. If even if the daily rate is competitive and fair it will still put enormous pressure on family's..

If it is a legal requirement to stay in education until the age of 18, how is it fair to charge people for this?

My daughter travels from sutton bridge to Holbeach daily and the proposed new cost will save me pence per day so I will buy her a weekly ticket from the bus company

I Disapprove of the increase to bus fares for Children travelling to school because I think if they have to stay in Education now transport should be provided for them.

A better installment plan over 12 months by DD would be beneficial with 1 Annual ticket being printed for payers via DD.

I feel that now it is compulsory for pupils to stay in education until 18 years old - that transport to further education should be free for all students.

We believe all education should be encouraged and therefore transport should be free. Plus all children should be in education even if they have an apprenticeship, until they are 18 years old by law now. Therefore transport must be free, as it is for primary and secondary school children. But, if you must have to pay, most children are only doing 3 days a week at college, so why should we have to pay for 5 days worth of transport, paying for two days that are not actually on the bus? or train?

County Council have to make cuts due to Government policy. I was grateful she had transport for 11 years which must have saved money and time for me.

Transport Changes

Please give us your views:

Bus route G78. The price increase wouldnt be so bad if - a) The bus turned up! On four occasions since September I have had totake my child to school as it hasnt arrived. b) If it got to the Grammar School on time. My child is usually just walking in the gates when the bell rings. Since the High/Grammar buses have merged the bus leaves ten minutes later form Donington though it is supposed to arrive at the same time. As when my older child attended, I shall not rely on it at exam times. This somewhat defeats the purpose of paying £500 dont you think?

since many have no other option other than to go to school the government should help more with transport costs. This September I will have two Children in post 16 education thus costing me £1010.00 a year this is will cause us a problem.

A 19% increase from the previous and then a further 14% increase the following year is disgusting for my daughter to carry on her education and succeed in her future. Is the service going to increase by the same % are they going to be more reliable and most of all pleasant?? Are they having newer busses that accommodate all the students! Wasn't the RPA a government decision?? How are they supporting this by making the students pay more money??

1. Because staying at school /in fulltime education is compulsory until the age of 18. 2. Our nearest Sixth Form school is just 6-7 miles away-fee therefore should be lower than for those who travel from much further away. 3. Fee should remain same for 2 sixth form years at least, for those who live & go to their designated school. 4. Different payments should be levied according to distance travelled.

What is most displeasig is that with the RPA being 18 all children have to be in further education to age 18. Therefore as in full time education - they do not earn are effectively children under the schooling system, but not classed as such under the Council's transport policy. The government policy and Council's policy sholud make both being 18. Your statement "these channages do not affect any entitlement under the council's policy" speaks volumes of the mismatched policies.

Thats a 17% increase in the cost. When Tax Credits are increased by 17% I'll be more than happy to pay the increase, until then, this is diabolical especially as government says my child must be in education until 18. Make increase in proportion to increase of tax credits or benefits.

I think having to pay to attend desigated school is a disgrace. My son has been travelling on the same transport since starting school (he is now 13) and I now have to pay for him to attend his local school.

19% increase, please try to manage your money better!

It would be cheaper for me to drive my child to school each day. However I am unable to because I have another child at another school. What's appalling is that the prices are being increased so much!

Although it is a considerable jump in price per year for student at 16 plus in college education it is still considerably cheaper than the private daily bus charge. If my son used these, it would cost me approximately £200 per month and would make the costs to send him to full time college education difficult.

we already have a huge amount to pay out of our own pocket, young people already struggle enough to afford to pay for the equipment, resources and transport to be able to fund their education. increasing prices is unfair and would discourage more students to not attempt further education after their GCSEs.

you shouldn't have to pay anything while your child is in full time education nothing has changed since year 11 so should still be entitled to a free bus pass.

Children have to stay in education post 16 so we have no choice but to pay, plus I dont think this increase is reasonable.

Working in the NHS, I have received no increase year on year in line with current rates, therefore every penny counts.

In my opinion there should be no charge at all for the provision of post 16 transport to and from sixth form for all under 18s as they are compelled to attend full time education up until this age. Therefore why should there even be a charge as they are in the same financial situation as they were age 11-16 even when attending the catchment school when it was free of charge.

Transport Changes

Please give us your views:

As a single parent, I already find it expensive to send my child to sixth form, the government wants them to stay in education but then doesnt subsidise families that need extra help!

I fel that the government should pay the costs as they have said students have to be in education for at least an extra year. This year my daughter got funding for her bus pass, if next year she doesnt then she wont be able to do the next level as I wont be able to fund the bus money.

Students who have to stay in education from ages 16-18 should not have to pay for this as it is the law, also those who cannot afford the fees may be limited with their education.

seems reasonable

How can we expect students to want to travel to college and sixth form establishments if they cannot afford to get there. You will be ceating a generation of people who lack qualifications and therefore lower their job prospects.

I understand the Council's difficulties and appreciate that they subsidise transport. However, I have two girls at the High School, one post 16 and one who may soon have to pay for her transport too - this is a serious situation and one many parents may not be able to manage.

This does not constitute support for all young people to continue their education. They are not working. This relies on parental support, If a parent has two children in sixth form this is a huge amount of money. If children are going to be required to be in education post 16, they should have the same rights as other children who also attend for their education.

It is outrageous that bus fares are rising by 20% when wages are rising by about 1%. This service is vital if students are to realise their true potential by accessing the education that is their right.

I think they should rise the money bit higher specially for students like myself what travel from Sleaford to Lincoln 10.10 every three days a week.

It will make it expensive for families sending children to school, particularly those already paying bus fares for pre-16 siblings and may limit the choice of schools they can afford to attend.

Proposed increase is extreme and may cause hardship and anxiety, especially to those with more than one child to pay for.

Cost of transport for educational reasons should not be subject to huge increases. Students should have the option of selecting the best school to meet their needs and if this means they are prepared to travel to ensure this, then we should respect those carefully considered decisions. I have worked in education for two decades and know that if a young person makes such a choice it is for good reason.

As the government has made it law for children to stay in school or some sort of education until they are 18 I believe that free school transport should continue until they leave!!! So therefore I think any kind of increase is disgusting especially for families on low income how are these people supposed to pay & even if they are not on low income they still shouldnt have to pay.

I totally disapprove of the increase fares on the concessionary transport. The government have made it law that 16 year olds must stay in education until they reach the age of 18. So therefore they should provide funding towards the travel. My daughter will have to pay the above ad at times she has to stand for her entire journey.

It is a lot of extra money. Also I dont think post 16 students attending a special school should pay at all if they cannot use public transport safely. Or in a wheelchair and severe disabilities as need special transport assistance.

If children are required to stay in education post 16, surely trasport should remain free. Having more than one child post 16 makes it even more difficult to afford even with parents in employment.

If it is mandatory for everyone under 18 to be in some kind of education, then they cannot expect us to pay for a decision they made. For parents with more than one child, the fee for both is especially unreasonable.

Transport Changes

Please give us your views:

Disgusted! How are minimum wage families meant to pay this when they are living on the bread line anyway. As it is my daughter has to stand up on her school bus due to not enough seats! The government are making our children stay in further education till they are 18 and now trying to charge all this for a bus pass my daughter wont even use every day of the week or all year round. Its appalling!

I had two students in Sixth Form and struggled to pay for one child, let alone two. In fact one child had to cycle a 5 mile dangerous route as we could no longer afford to pay this cost. This fee also disadvantages parents who do not live within walking distance of their nearest school.

I don't agree with having to pay at all, seeing as my daughter gets the same bus as all the other students, the bus isn't always reliable and I find it not particularly good value for money

Young people have to have transport to get to education facilities and with the new legislation many more are doing so. The government should find this transport otherwise children and parents may make decisions based on cost instead of what is best for that child. Fuel costs have clearly been reducing for providers. This is yet another example of attacking low income families, already meagre incomes - so lets withdraw charitable status of private schools as a cost saving measure and redistribute the wealth. By making it more expensive to pay in instalments you are again penalising less wealthy parents.

Despite the rise in price, you've got to agree that the service is still good value for money, being able to pay in seven installments may soften the blow of the price increase.

The increase is far too much. You can no longer leave school at 16 year to find employment therefore you have to stay at school or go to college. Transport is already expensive and those that cannot afford to pay in one go are charged more for making installments.

The reason for this is that though there is no legal duty to supply school transport for post 16 students, this is purely due to legislation not catching up with updated legislation on students attending sixth form, college or apprenticeships. This does not mean that due to strains placed on local government by central government that students and families are legally obliged to pay for school journeys as further education is mandatory in some form then the cost for transport also should be borne by councils. The cost of public transport for student is vastly disproportionate as the cost of a return journey from Lincoln to Skegness is £8.50, that is 84 miles that equates to just under 10p per mile. The cost per mile from my home to William Farr School is 6 miles return applying your costs this equates to 37p per mile, this is 27 p per mile more (current rates) proposal increasing to 44p per mile. Considering the government whether local or central is legally obliged to supply education

This is prohibitively expensive now. I will have a 16 yo and an 18 in post 16 education from September both requiring a bus pass and I don't think we will be able to afford both.

i cant afford this, even as monthly installments, this will effect my chances of completeing my education

i dont have that sort of spare money lying about, i struggle with it at the minute, i dont want to struggle even more

I am already having problems meeting the cost of travel any increase would cause serious financial difficulty

As we are both pensioners the increase will still be a big help.

Education is compulsory for all children up to the age of 18. The fee is far too high, the busses are running to the schools, why should children aged 16 plus be penalised. Prescriptions etc are still free up to 18 years, why shouldnt transport be.

I disagree with having to pay for my son's buspass as he has to stay in education until he's 18, so I feel he should still be entitled to a free buspass as he was for the first five years of his schooling. Also, I struggle to find the money to pay for his bus pass at the moment and he still has another year of school.

Transport Changes

Please give us your views:

I feel the transport should be free since children are not given the choice to go into the workplace between 16 and 18, most jobs with decent pay/pension require some sort of post 16 qualification. Additionally if they do not pass English and Maths with a GCSE grade C they are made to stay on another year. In the meantime the parents (especially lone parents like myself) struggle on trying to manage paying extra for school transport. Also why take three payments? What is wrong with monthly payments that are far easier for people on a low income to manage and plan for. The bus service is not good either, the Horbling bus rolls up at the end of the school day at 4.15pm - 45 minutes after school finishes. I hear it does a previous journey before, my children do not get home until 4.50pm and still have homework, only to be up at 6.30am to be ready to catch the 7.35 bus. If it was a good bus service it would be dedicated to getting the children to school and back in a timely manner.

Savings should be found somewhere else.

It is not our fault that we live in rural Lincolnshire and the government have mandated children must complete further education. There is no 6 form within 15 miles of our home. In addition to increase costs when the government gives so much to foreign aid and migrants is beyond me.

This is the closest 6th form for my child, so feel it should come under the free remit, especially as it is no longer an option to stay on in education.

I disapprove as I resent having to surrender my child benefit money for travel for my child when they are still in full time education. On speaking to some parents, it seems we may not use this service next year if these charges go ahead as we may car share to take the children to school and allow them to get the train home as they will be allowed to leave the premises when their studies end. With their railcards this means the train will be a cheaper option next year. Parents with children approaching 6th form in September have not been informed of these proposed charges and the ones I have spoken to have been shocked by the price hike as ultimately this affects them too, I think they should have been allowed to air their views - not that it will make much difference, as these things tend to go ahead anyway.....

I have twins going to sixth form, this is going to result in a bill of around £1000. We are a low income family and this is going to be a huge struggle.

The fees are already too high and it is unfair to penalise people because they live in a rural area. Education should be free and these constitutes a charge for accessing education.

It is not our choice for the students to stay on in further education until they are 18 so I don't think parents should have to pay that amount. I think the government should pay towards it

I do not approve of an increase in the costs at all. I do not approve of the fact that we have to pay at all - the bus goes past the house and picks up other children in lower years and we now have to keep our children in education until they are 18, it is not a choice thing.

I do not see why we have to pay for a bus to get the kids to college when by law they have to be in education till they are 18. They do not charge to get them to secondary school.

My son travels by bus to sixth form at Branston, on which he has travelled for the past five years. As the bus is running anyway and students are obliged to attend post 16 education services, I struggle to see why the charge is in place.

I strongly disagree with the proposed increase. The council should be challenging central government for extra funding to the transport budget, so students are able to continue their education. Students now have to be in full time education of a sort, due to Government legislation. In an ideal world it would be fantastic especially in a rural area, where commercial buses are sadly a rarity, due to cutbacks on public transport, that travel was free for children. On a positive note, many thanks, to all your drivers, for getting our children safely to school.

As it is compulsory education and she has taken the bus since year seven I think it should be free. I have to pay in monthly installments as I cannot afford the current price, not sure what I would do with a price increase.

Transport Changes

Please give us your views:

Why so expensive? Who thought of that amount of money, physically I cannot afford that extra £70 for my bus pass, I have to travel and paying everyday will work out just as much!

My son is currently in the sixth form. We live in a rural area and have no choice but to use public transport. As the government insist on some form of post 16 training I feel the cost of transport should be subsidised. If costs are raised it could also be counterproductive with students finding other ways to get to school such as car sharing in upper sixth form. In this case county will be paying bus companies to run buses that aren't full.

As children have to remain in education until age 18 I think they should have free bus travel to school. Next year I will have two children in sixth form and £1,000 is too much money.

I disapprove strongly with the proposed increase in charges by 20%. I suspect that that is why you refrained from using a percentage increase. Do you think the public are stupid! If you wish to save money on transport costs, reduce the mileage allowance counselors, officers and staff receive. Fuel prices have fallen dramatically and I would have thought your financial strategists would have been on the that like a shot. But no, hit the kids transport. Reduce members allowances too, set an example, show how you, the members realise the need to reduces costs. If you HAVE to increase the charges then make the reductions I have suggested and then increase the charges by 4%, that I suggest is a much fairer way of progressing.

post 16 transport for education should be free for all. It should definitely be free for anyone with special educational needs, who have a very limited choice as to where they can undertake post-16 studies.

i think poeple at the age of sixteen should pay a childs bus fair because we are not adults until we are eighteen

This is a big proposed increase. This will discourage 16-18 year olds from taking higher education options. This age group ia already undervalued and receive little or no assistannce. Look at options to make the service more efficient - multiple busses go to the same destination from our village. Village residents receive precious little else form the council - bad lightins, roads, services - this is one of the only benefits village residents have to help their families.

We live in a widely dispersed community. Students are to be encouraged to continue into post 16 education. Any increase in costs to families to access any educational opportunity will only add to the pressure in families struggling financially to discount any course and provider requiring transport, and so undermine opportunities for social mobility offered by the likes of King Edward VI Grammar in Louth.

I understand that these fees need to go up, and to be honest I was expecting the increase to be greater. It is still going to be cheaper than having to pay for the bus fare every day and there is a bursary fund to help if on a low income. I do think the rules need to change for who is allowed free transport from the government.

I disagree with the proposal! Last year when I discovered I had to pay for transport I asked why as my daughter is required to remain in school until she is 18 and would be using the existing transport provided for the non sixth formers. I was directed to the Department of Education being told it was down to them. They responded by saying the local authority governed the transport and costings. The proposed rise would see an increase of 36% over the two years which for a parent who will when this comes into effect have 2 children remaining in sixth form as neither wish to progress to a vocational college course or apprenticeship. This will mean an outgoing of £1000+ per year from our household budget. I note you compare this with the MegaRider but what you fail to mention is that allows the use of transport outside of the school attendance times. which is not the case for this service.

Transport Changes

Please give us your views:

It is also worthy of note that my children currently use a service bus which is a scheduled route open to both the public and pupils as such is not put on as a special. Also those other services in my local area already provide transport to the non sixth form pupils so the route would be required to run regardless of whether sixth formers use it or not. As a public sector worker I am well aware of the need for organisations to save money and generate income but feel that hitting Children who are required by law to remain either in school or training is inappropriate.

It is an awful lot of money to find when education is now compulsory for this age group.

Pupils have to either stay in full time education or apprenticeship at the age of 16 and to have the huge hike in bus fayre is appalling, in September I will have 2 children in sixth form and I feel that this is an awful lot of money you have to find extra

Working for local government myself, I appreciate the difficulties and pressures that councils are under but the proposed figures are a substantial increase, and will cause more financial pressures for parents. We live in Skellingthorpe and our son attends North Hykeham Joint 6th form. There is no direct bus route there.

I feel I pay enough already for transport. My daughter travels a relatively short distance compared to many students and only for four days a week.

I appreciate that travel to/from school is heavily subsidised but I think the proposed increase is a massive leap in price. The table of commercial fares is not a particularly helpful example of what a bargian school transport is as my child's journey is ten minutes from Sudbrooke to Welton where as lots of those in the table are much longer. I have three other children in education and in the future prices for transport to our local sixth form may impact on the choices they make.

I believe this is very expensive however I do understand the pressure on budgets.

Lincolnshire County Councillors have received a 23% increase in their allowances in the last financial year. On top of that they have increased the council tax. They should not expect parents to pay more for their travel in such a rural area.

A 19% increase from the previous year and then a further 14% increase the following year for my daughter to carry on with her education. Is the service going to increase by the same percentage. Wasnt the RPA a government decision?

Education is compulsory till 18 years. These charges are profiteering from young people who live in a rural area with no other way of getting to school! Disgusting that a £500 a year charge or more money just for paying in installments. Freedom of info Act - can we be told how much the tender for coaches are? Unfair as kids dont travel same distance how can you charge kids standard amount same travel 15 minutes (Cowbit) you charge same travel one hour fifteen minutes (Sutton Bridge). Where does South Lincolnshire ever appear on LCC info!! We miss out on so much down in the far south.

We disapprove in the recent price increase and feel that it is very expensive for a short bus journey.

I am already finding it hard to pay the current amount for my daughter and to increase it is an insult. She travels on a normal bus service that is overcrowded, late on many occasions. I notice that in the info for bus, train costs, none of it covered Boston-Spalding areas, is this a tactic to scare parents? With council tax going up, children should be a priority for their education.

In this period of very low inflation with fuel prices at an all time low, we see no justification for an increase. Moreover there ought to be a reduction!

Seems an excessive amount to pay when has been using bus for last five years free of charge and being forced to stay on at school.

We think that as our child has to stay in school till 18 they should have travel included. £500 is a lot of moey to find extra and basically to travel 3 miles it would be cheaper to take a service bus.

Whilst I understand that Councils have to cut costs and make savings, why is it always families and workers who have to suffer and dig into earnings, why not hit pensioner free bus passes or taxi fares for overweight benefit users to go to gyms. Parliament changed laws for age to go up and should have allowed for extra transport in budgets.

Transport Changes

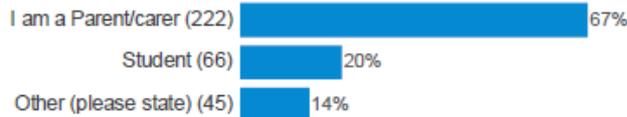
Please give us your views:

Children are expected to stay in school or education of some sort until they are 18. Surley the county council should pay for this or give us help with the extremely high costs that are now increasing.

It is because school is not optional for students under the age of 18.

It is now the law that we attend some form of education util our 18th birthday, and we already subsidise Lincolnshire County Council by having to pay extra for school equipment even though I understand that all services are having to cut their budgets , I strongly feel that education is fundamental for children to achieve their full potential, and some families will struggle to meet the new demands which will affect their children's future.

I do not agree that I should have to pay anything towards school transport what so ever. Schooling is compulsory and transport should be included free..



Lecturer

Teacher

Was a parent - son now at Uni - it was crippling me to pay the costs two years ago

Teacher

FE Lecturer

Member of public

College staff

Support staff

I work at Boston College as an Administrator

Have family in education.

6th Form Administrator

Parent of post 16-18 year olds

Lecturer

Post 16 Provider Staff - concerned at impact on students

Member of the public

Staff

Staff

Secondary school pupil

College staff

Grandparent

Lecturer

Education professional

Lecturer

Student, I no longer live with parents and now live on my own with my infant child

Please attach my email sent from

u

Transport Changes

School Governor

Director of Sixth Form

Student/ carer

College lecturer

Careers Adviser

School

Teacher

careers adviser

work in education

Post 16 children who attend special schools should be exem Be free. They can not use public transpor

Teacher

Staff

Teacher

teacher

Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Post-16 Transport Policy	Person / people completing analysis	School Services Transport Team
Service Area	School Services, Transport Services	Lead Officer	David Robinson, School Services Commissioning Manager
Who is the decision maker?	Councillor Mrs Bradwell	How was the Equality Impact Analysis undertaken?	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database.
Date of meeting when decision will be made	01/06/2016	Version control	1.0
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	A proposed change to the charge to parents/carers of students of sixth form age for their contribution towards the cost of home to school/college transport. The amended charges would take effect from September 2016 for the academic year 2016/17 and from September 2017 for the academic year 2017/18. The Policy remains the same. This is not a proposed change to the policy. The cost to the student/parent/carer is proposed to rise from £418 (£423) per annum to £500 per annum in 2016/17 and £570 per annum in 2017/18		

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state '*no positive impact*'.

Age	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service are primarily year 12 and 13 school students (16 – 18 years of age), but also LLD learners aged to 25.</p> <p>The purpose of the proposed increase is to reduce the subsidy needed from the Council, in order to make the policy more sustainable in the near future in a climate of severe pressure on the education transport budget.</p>
Disability	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service would have to pay this regardless of recognised learning difficulties and/or physical disability.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget.. The cost of the transport to students with disabilities and/or learning difficulties will remain a flat rate cost across the county and is affordable for students and parents.</p>
Gender reassignment	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service would have to pay this regardless of gender reassignment.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget.. The cost of the transport to students who have undergone gender reassignment will remain a flat rate cost across the county and is affordable for students and parents.</p>
Marriage and civil partnership	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service would have to pay this regardless of marriage and civil partnership.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget . The cost of the transport to students will remain a flat rate cost across the county regardless of marriage or civil partnership and is affordable for students and parents.</p>
Pregnancy and maternity	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service would have to pay this regardless of pregnancy and maternity.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget. The cost of the transport to students will remain a flat rate cost across the county regardless of pregnancy and maternity and is affordable for students and parents.</p>

Race	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service would have to pay this regardless of race.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget. The cost of the transport to students will remain a flat rate cost across the county regardless of race and is affordable for students and parents.</p>
Religion or belief	<p>All entitled students would have to pay an increased contribution towards transport costs. The users of the service would have to pay this regardless of religion or belief.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget. The cost of the transport to students will remain a flat rate cost across the county regardless of religion or belief and is affordable for students and parents.</p>
Sex	<p>All entitled students would have to pay a contribution towards transport costs. The users of the service would have to pay this regardless of sex.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget. The cost of the transport to students will remain a flat rate cost across the county regardless of sex and is affordable for students and parents.</p>
Sexual orientation	<p>All entitled students would have to pay a contribution towards transport costs. The users of the service would have to pay this regardless of sexual orientation.</p> <p>If the charge is increased (thereby reducing the cost to LCC of providing this service) the service will become more sustainable in a climate of severe pressure on the education transport budget. The cost of the transport to students will remain a flat rate cost across the county regardless of sexual orientation and is affordable for students and parents.</p>

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

For all groups (not merely those in groups that have protected status), there are some positive impacts of the proposals. The purpose of the proposed increase is to ensure that the service will become more sustainable. This will indirectly support bus and taxi providers by maintaining a major customer base and providing income. This will in turn support the local (particularly rural) population by maintaining local bus services and taxi firms. Maintained transport support will have a positive impact on the local economy and will help support people living in rural areas. They will be less likely to move to larger centres of population to be nearer secondary schools and colleges.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

<p>Age</p>	<p>Younger people (age 16 – 18) are more likely than the general population to be users of public transport due to driving licence age and cost of private transport. Their parents/carers are more likely to have lower disposable income due to having teenager/s to support. If the parents/carers are more likely to have lower disposable income, they are less likely to have access to a car. Colleges are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in major centres of population. Therefore, this group of students/parents may be more reliant on LCC home to school transport.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
<p>Disability</p>	<p>Students and parents/carers who have recognised learning difficulties and/or physical disability are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Colleges are more likely to be a longer distance from the home for rural based students than the primary or secondary school as there are fewer of them and they tend to be sited in major centres of population. Therefore, this group of students/parents may be more reliant on LCC home to school transport. An increase in cost may disproportionately affect this group.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>

Gender reassignment	<p>The Council is not aware of any connection between gender reassignment as a protected characteristic and income. If such a connection exists then the negative impacts will be as for Age and Disability.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
Marriage and civil partnership	<p>The Council is not aware of any connection between marriage and civil partnerships as a protected characteristic and income. If such a connection exists then the negative impacts will be as for Age and Disability.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
Pregnancy and maternity	<p>The Council is not aware of any connection between pregnancy and maternity as a protected characteristic and income. If such a connection exists then the negative impacts will be as for Age and Disability.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
Race	<p>The transport policy booklets, application forms and online information are printed in English. The transport applications are completed in English. People whose first language is other than English may have difficulty in understanding the letter/survey. Parents/carers whose first language isn't English are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Colleges are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in major centres of population. Therefore, students/parents from minority groups may be more reliant on LCC home to school transport. An increase in cost may disproportionately affect this group.</p>

	<p>Mitigating action. The policy booklet and LCC website ask people to contact the Council if they need help with reading the information. The proposed charge is below the commercial cost of transport.. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
Religion or belief	<p>The Council is not aware of any connection between religion or belief as a protected characteristic and income. If such a connection exists then the negative impacts will be as for Age and Disability.</p> <p>Mitigating action. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
Sex	<p>Single parents/carers are more likely to be women and are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Colleges are more likely to be a longer distance from the home for rural based students than the primary or secondary school as there are fewer of them and they tend to be sited in major centres of population. Therefore, this group of students/parents may be more reliant on LCC home to school transport. An increase in cost may disproportionately affect this group.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.</p>
Sexual orientation	<p>The Council is not aware of any connection between sexual orientation as a protected characteristic and income. If such a connection exists then the negative impacts will be as for Age and Disability.</p> <p>Mitigating action. The proposed charge is below the commercial cost of transport. Parents/carers/students can apply to their chosen school/college for a bursary which if granted may contribute towards transport costs. The Policy Statement provides for payments by instalments and for the first instalment itself to be paid in instalments</p>

in cases of financial difficulty. The bursary funding is aimed at helping students with the cost of further education, including transport costs. Colleges and other providers all have schemes to offer support to those on the lowest incomes.

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

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Objective(s) of the EIA consultation/engagement activity

- To identify the groups of people we want to engage in the survey
- To identify barriers that may prevent people from receiving, reading, understanding and returning the letter/survey
- To identify mitigating actions to maximise the completed surveys returned
- To evaluate the survey findings.
- To implement agreed changes.

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Disability	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Gender reassignment	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Marriage and civil partnership	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Pregnancy and maternity	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Race	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.

Religion or belief	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Sex	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Sexual orientation	Office based discussion within School Services Transport Team. Review of existing service users and potential users from in-house knowledge and existing transport users database. Meetings with representatives from the LCC Community Engagement Team to refine our approach and develop the letter/survey. Young people in schools and colleges who may be affected.
Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way? The purpose is to make sure you have got the perspective of all the protected characteristics.	Yes
Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?	We will take into account views from Parents, Carers and young people including schools and colleges. We will compare the number of students using the Post-16 home to school/college transport service over the previous two years with the number using it in 2016/17 and 2017/18 to see if there has been a significant reduction in numbers - if so we will seek to determine the reasons. We will determine the costs of providing the service against the income generated to see if the change to the charges provided the required increase in income.

Further Details

Are you handling personal data?

No

If yes, please give details.

Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.			
Signed off by		Date	Click here to enter a date.

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Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Future Provision of Specialist Speech and Language Therapy Services into Primary Schools

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Future Provision of Specialist Speech and Language Therapy Services into Primary Schools which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 10 June 2016. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor for Adult Care and Health Services, Children's Services in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider a report on the Future Provision of Specialist Speech and Language Therapy Services into Primary Schools. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on the Future Provision of Specialist Speech and Language Therapy Services into Primary Schools

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Andrew Hancy, who can be contacted on 01522 554031 or andrew.hancy@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Councillor Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services
Date:	10 June 2016
Subject:	Future Provision of Specialist Speech and Language Therapy Services into Primary Schools
Decision Reference:	I010968
Key decision?	No

Summary:

This report sets out a proposal to change the way in which speech and language therapy services are delivered within school settings in Lincolnshire. The proposal would see the closure of the three dedicated speech and language units which are located at Fosse Way Primary, Lincoln, Monkshouse Primary, Spalding and Mablethorpe Primary, Mablethorpe. Fosse Way Primary and Mablethorpe Primary are Academy Schools and Monkshouse Primary is maintained by the Local Authority (LA).

Lincolnshire Community Health Service (LCHS) supports over 3150 children with a speech and/or language impairment from birth to leaving school age. Children who do not make progress through targeted speech and language therapy (SLT) provision are provided with additional therapeutic services through an 'enhanced model'.

If children fail to make progress they may be referred for more intensive support and warrant specialist provision to progress their listening, language and literacy skills within one of the above schools. At those schools children receive specific support within the mainstream school setting from specialist teachers and assistants. Alongside this, the units on the site provide dedicated therapeutic services provided by LCHS. Not all children with significant speech and language needs attend these schools as some parents do not wish their child to attend. LCHS therefore have to provide therapeutic support through alternative means to these children.

For children at primary age, Lincolnshire County Council (LCC) currently commissions the above schools to provide at a single location the educational and therapeutic support to children with complex speech and language difficulties described above. At present there are 23 children at these schools receiving intensive SLT and educational support services.

On 9 March 2016 a six week period of consultation commenced which closed on

22 April 2016 and is further referred to in this report in the Consultation section. A summary of written responses received from both schools and through engagement with parents is attached in Appendices A and B.

The purpose of the service is to target SLT therapeutic provision early and begin to close the gap between the speech and language of the child against their peers. This early years work aims to withdraw the support at the point where they are able to be fully integrated into a mainstream local community school without intensive therapeutic support. However, as the child is on the roll of the school where the dedicated therapeutic provision is provided, transfer to a nearer or more local school is not always possible when they need to return as the nearer or more local school may not have any places available.

Further work has been undertaken with LCHS to develop the robustness of an alternative model to support children who require higher levels of intensive therapeutic support to ensure their continued progression in speech and language development. That alternative model of support provision will be 'needs led' and individual children will be taken through the assessment process for an Education Health and Care Plan (EHCP) before being able to access the higher level 'Enhanced Plus' service.

Speech and Language Therapists, together with Specialist Teachers (for speech and language) will assess the needs of children and then work with the local mainstream primary school to implement strategies and support packages to aid their development. A review process will be implemented to ensure children make progress; eventually leading to either an ability to remove or reduce the level of intervention as the mainstream school becomes more adept to providing such support themselves.

This report seeks approval from the Executive Councillor to proceed to the next stage of the process to implement the alternative service whilst supporting parents/carers and pupils in the process to maintain their place within their current school or to support them to secure admission to a preferred alternative local mainstream primary setting.

Recommendation(s):

That the Executive Councillor

1. approves the proposal to implement an alternative model for 'Enhanced Plus' speech and language services to children requiring interventions based within the primary school in which they are on roll.
2. delegates to the Executive Director of Children's Services in consultation with the Executive Councillor for Adult Care and Health Services, Children's Services authority to take all decisions and enter into all necessary arrangements to give effect to the above decision.

Alternatives Considered:

The following alternative has been considered:

1. For the Local Authority (LA) to continue to place children with intensive speech and language needs at the schools referred to so that they can receive therapeutic intervention within the dedicated units provided. This alternative however continues to present the following disadvantages:
 - The solution would not enable children to be educated within their local community school with friends and/or family which could later impact the success of their transition into secondary provision
 - The SLT service provided would remain at only three units within the county so reducing parental choice
 - The alternative fails to remove the requirement for significant travel time across county for some children to the units and does not reduce home to school transportation costs in the longer term
 - It does not remove parental concern that when their child is ready to be reintegrated back into their local primary school they may not be able to be offered a place at the school of their choice
 - Schools continue to struggle to recruit into specialist teachers roles
 - The current process does not support the EHCP pathway for those children with complex needs, meaning they have inappropriate support provision and funding
 - The current model does not encourage local primary schools to develop their support to meet the needs of children with complex SLT needs thereby abrogating their knowledge and skills to employ strategies for any future children who may have similar needs
 - It fails to increase accountability for commissioned LCHS services in targeting achievement against agreed outcomes and progression

Due to the disadvantages stated this option is considered not to be a suitable alternative.

Reasons for Recommendation:

Local Authorities (LA) are under a statutory duty to ensure that there are sufficient school places in their area, to promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential whilst at the same time meeting the aim of enabling children to take up a school place within their local community.

This recommendation proposes the provision of enhanced speech and language services to children requiring interventions in the school at which they are on roll. It is considered that this provision to be in the best interests of Lincolnshire's children.

- The recommendation reinforces the priorities in the Children and Young

People's Plan and supports the Council's aim of ensuring that as many children as possible can reach their full potential through an integrated localised service model.

- In a recent report "Reducing distant SEND placements – Increasing regional sufficiency" commissioned by NHS England and carried out by School Development Support Agency (SDSA) it states *"it is both feasible and achievable to reduce and eventually eliminate the need to place young people with complex SEND conditions in schools that are far away from the family home"*.
- The report further states *"If more children with complex SEND needs are educated in a mainstream school, ideally their local community school, then more places are available in special schools for those with more significant needs and fewer places are required in non-maintained schools and especially those far away"*.

The report also suggests that all new mainstream schools should be designed to include space and facilities that can be used to serve the education and therapeutic support needs of complex SEND conditions so enabling them to operate inclusive policies and be better placed to serve all children from their local community.

- The requirement to provide parental choice is a critical factor in determining the most appropriate solution to meet children's SLT needs. As stated during consultation the Education Act 1996 states *"In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State and local education authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure"*. This recommendation supports this statutory responsibility.
- In addition the Education and Inspections Act 2006 states *"A local education authority in England shall exercise their functions under this section with a view to (a) securing diversity in the provision of schools, and (b) increasing opportunities for parental choice"*. This recommendation secures diversity within its provision of education across Lincolnshire and increases parental choice in enabling a child to remain placed within their local community school.
- The recommendation presented supports the requirement presented by ISOS Partnership to review of SEN provision in Lincolnshire including the enhanced provision of Speech and Language due to concerns raised in connection with the current commissioning arrangements.
- It is essential that the Dedicated Schools Budget (DSB) is used for purposes for which it is intended. There is evidence that elements of funding is being used for school activities outside of the main purpose of running the units. The recommended model ensures funding is utilised for its intended purposes in providing specialist teachers and to commission speech and language therapy services to support children with complex speech and language needs.

- As previously stated there are only three schools in the county able to provide the combination of educational and therapeutic resource which results in significant travel time for some children who are being transported long distances. The recommended model removes this concern.
- At present the pupils are provided with transport to and from school. As some parents have expressed a wish for their child to remain within their current school, the LA has agreed to continue to support their transportation requirements. As children move to alternative schools or transition into secondary provision this will gradually reduce the transport costs.
- By implementing the revised model, it has been agreed the three schools would not be adversely affected financially. The pupils in the units are on the school roll and top up funding will be provided where the numbers are over PAN (Published Admission Number) and then reclaimed as necessary as they fall below PAN.
- The revised model to provide the "Enhanced Plus" SLT service will be closely managed. Children will only be able to access this service once they have been assessed and approved for an EHCP, which will enable their progression to be closely managed and services to be overseen through regular review of their EHCP, holding LCHS to account for the therapeutic interventions provided, thereby strengthening the Local Authority's position as a commissioning authority.

1. Background

The proposed alternative model recommends pupils with complex or severe speech and/or language needs remain within their local primary school and continue to be educated in this setting, whilst receiving short term intensive therapeutic services to support them in fulfilling their potential.

The model addresses a number of parental concerns as stated within this report including the removal of their child from the local school roll, the ability to place back at the same school and the significant travelling requirements placed upon young children.

Through effective partnership working, LCHS, the four Clinical Commissioning Groups (CCGs) and the LA will be required to work together to enhance the SLT outreach support service into mainstream primary schools to support children with complex speech and/or language needs, enabling them to flourish in a mainstream school setting. The revised model will strengthen the resources within LCHS for specialist speech and language support and the Specialist Teaching Service to meet the required demands across the county through providing outreach teaching support services into local primary schools.

Summary of the Revised Provision from SLT

The enhanced provision of Speech and Language support will embody the same principles as that as provided through the ECLIPS model, where support will be provided by Speech and Language Therapists and Specialist Teachers on an outreach basis into mainstream primary settings.

The aim of the service is to meet the needs of the local authority and its partners and the needs of students aged 5-11 in primary schools with a severe specific speech or language impairment. It reduces the need for students to go to specialist units or into alternative provision inside and outside the County, providing a cost effective solution which allows learners to study closer to home, which is better for the student and their family and consistent with the local authority policy.

This is a service where Lincolnshire County Council requires additional input from South West Lincolnshire Clinical Commissioning Group via their contract with Lincolnshire Community Health Services (LCHS) in relation to speech and language therapy, which is not a Local Authority function.

Main Objectives:-

The main objectives of the agreement between the LA, the CCG and LCHS are as follows:-

- To provide strategic information and advice to the LA with regard to its legal duties in relation to part 4 of the 1996 Education Act and to represent the authority at SEND Tribunals and provide professional evidence to the same within the expertise level of the Speech and Language Therapist and in accordance with their own profession's guidelines.
- To provide a full range of speech and language therapy to identified students, working with Head-teacher's and liaising with key contacts in designated maintained or other type of independently state funded primary schools, including Academy and Free Schools, and the SEND strategic and operational working groups to ensure that students' needs are met within Lincolnshire.
- To work directly with named students who have 'Enhanced Plus' provision agreed by the LA as the appropriate provision.
- To build capacity in mainstream maintained primary schools and Academies in meeting the needs of students with speech, language & communication needs, focussing on those schools which have students with significant language needs, but not identified as being in specific need of focussed 'Enhanced Plus' provision.

Description of scheme

The provision of a therapeutic speech and language outreach service to identified children in primary schools (as outlined above) and to children in independent and

non-maintained schools only where an 'Enhanced Plus' provision has been agreed with the Local Authority.

The provision will be delivered by qualified and HCPC (Health and Care Professions Council) registered Speech and Language Therapists. The therapists will hold a degree or equivalent professional qualification in Speech and Language Therapy and be registered with the Health and Care Professions Council. They will possess the competencies and relevant experience to fulfil the requirements of the role and will receive the appropriate clinical supervision to enable them to fulfil it.

To ensure that clinical time is maximised and travelling kept to a minimum, and to enable IT access and professional peer support, the Speech and Language Therapists will be based at NHS premises close to their area of work (it should be noted the sites could be subject to change in response to fluctuating demands). Up to 10% of their time may be spent on duties at the schools hosting joint planning, Individual Education Plan (IEP) and strategy meetings with school staff and Specialist Teachers, depending on need.

Speech and language therapy duties are split into primary and secondary duties. Priority will be given to primary duties.

Primary Duties

Primary duties will include the following:

- Work in partnership with local authority officers.
- Work closely with the pupil, parents, teacher and teaching assistants to secure relevant planning and differentiation.
- Undertake individual assessments and, with others, develop, monitor and evaluate programmes.
- Work with staff on Individual Education Plans (IEPs) and, where appropriate, contribute to reviews.
- Deliver training in speech, language & communication needs to relevant professionals.
- Support students through their primary education in a variety of settings.
- Support student's transition from primary school to secondary education.
- The provision of a telephone helpline and email support.
- To provide appropriate courses during the year to be held at a central location.
- To provide necessary reporting back to the LA in respect of services provided including number of pupils accessing 'Enhanced Plus', contacts made, breakdown of costs, qualitative feedback and training sessions completed

Secondary Duties

These duties focus on building capacity primarily in primary school settings although some work may be required in other settings, in meeting the needs of students with speech, language and communication needs. The work will be targeted towards those primary schools which have children with significant speech

and/or language needs and identified as being in specific need of focussed 'Enhanced Plus' provision.

Secondary duties to include the following:

- Work closely with teachers and teaching assistants to secure relevant planning and differentiation across the setting
- Advise others on appropriate tools and resources to support successful assessment and intervention
- Work with staff on how to draft effective IEP's for children with speech, language and communication needs and to review those as agreed
- Provide training to relevant professionals in speech, language & communication needs.

Where an area of the provision is not achieving the desired outcomes, this element of the service will be reviewed and the focus changed through mutual agreement.

Total Costs for Current and Proposed Service

Whilst consideration is being given to providing this service in the most cost effective way this is not the sole driver for this recommendation. Both the LA and LCHS are committed to ensuring we provide the best support to meet the needs of children within their local community.

1. Costs for Educational Provision (funded by Dedicated Schools Grant - DSG)

At present the LA funds the educational provision at the three identified schools to the sum of £360K (for the full year 2015/16) based on the number of commissioned places originally agreed for the three schools. If places are below the agreed numbers top up funding is removed in line with the DfE requirements.

There are 23 children covered by this service at the schools and the current projected net annual cost based on this number of placements for 2016/17 is approx. £261K. This is funded through the Dedicated Schools Grant (DSG). This funding will be realigned to support the required transition arrangements to the new operational model, and any associated costs to provide the higher 'Enhanced Plus' provision i.e. 3 Specialist Teaching posts (costs in the region of £128,800 based on an average salary with on costs of £46K at 2.8 FTE).

From the reduced costs achieved, funding will be used to strengthen both SLT and Specialist Teaching provision to meet the needs of both those children in the units and those children currently based within mainstream primary schools where they are presently not receiving a higher level of support, but may meet the threshold for provision under the recommended alternative model.

Overall, the costs for the new model will be cost neutral.

Where a child is assessed and approved for an EHCP under the 2013/14 School Funding Reforms, schools will be required to fund any enhanced provision from

their allocated SEND funding. Enhanced provision will be provided from Specialist Teachers through the LA and top up funding will be provided, where required, to ensure adequate provision for identified children is provided. At present only 2 of the children based in the units are being progressed through an EHCP.

2. Costs for Transport Provision (funded by Home to School Transport Budget)

Children's Services currently incurs costs for transport in the region of £125K p.a. This can be broken down as follows:

Establishment	Daily transport costs	School Year transport costs
Fosse Way, Lincoln	£230.00	£44,850.00
Mablethorpe Primary	£249.33	£48,619.35
Monkshouse, Spalding	£165.57	£32,286.15
Total	£644.90	£125,755.50

As many parents have stated they wish for their child to remain in the school within which they are currently on roll, the LA have agreed to continue to fund costs for transport until the child leaves the school (into either an alternative primary or secondary school). The costs for transport will therefore reduce over the course of the time the children remain within their current educational placement.

Taking into account the current age profile of the children at the schools, and their expected transition to secondary, the transport costs will reduce as follows:

	Cumulative Reduction in Pupil Numbers	Cumulative Reduction in Transport costs	Cumulative Percentage Reduction in Transport costs
	23	£125,755	
Year 1 (2016/17)	-1	£5,468	4%
Year 2 (2017/18)	-6	£32,806	26%
Year 3 (2018/19)	-12	£65,611	52%
Year 4 (2019/20)	-17	£92,949	74%
Year 5 (2020/21)	-22	£120,287	96%

The final pupil has only just commenced in year 1 so will not leave until Year 6.

3. Costs for Speech and Language Provision (currently funded by Health)

The funding for this element of the service, provided through LCHS, is approximately £69,000 (for the period 01/04/2015 to 31/03/2016). As stated in point 1 above, it is anticipated additional funding will be required to meet future needs for both the existing cohort of 23 children and any children within mainstream primary settings who are eligible for the 'Enhanced Plus' service and

will require a higher level of input from SLT and Specialist Teachers than that currently being received. Overall this model will still remain cost neutral.

If the service is not fully delivered, or is not on target to be fully delivered by the end of the agreement period, due to, for example, insufficient staff; Lincolnshire County Council will vary payment to the provider accordingly.

Service Provision Pathway

It has already been agreed that no new admissions will be made into the units at the schools. Any children requiring enhanced plus support will need to follow the pathway as agreed below:

- Where a child is identified with a speech and/or language need a referral will be made to LCHS to assess the needs of the individual and support will be provided in line with the LCHS standard support model (i.e. 'basic' support provision).
- If a child fails to make appropriate progress in speech and/or language development, LCHS will appoint a specialist therapist who will reassess their needs. Support will be provided by outreach through the 'Enhanced' SLT provision (i.e. up to 20 contacts within the mainstream primary setting).
- Continued failure to make progress will result in a strategy meeting being held with appropriate professionals and led by LCHS including the child and their parents and carers as necessary. If it is deemed the child will only be able to make further progress through additional intensive support, they will then be referred for an EHCP assessment.
- The appropriate pathway for assessment for an EHCP will then need to be progressed and if agreed will lead to the provision of a suitable plan to meet the child's needs, including the provision of intensive SLT support through the 'Enhanced Plus' service.
- The 'Enhanced Plus' provision will be 'needs led', with input from appropriate professionals required to enable a strong and clear support plan to be put in place with defined and measurable outcomes.
- The achievement of the required outcomes within the EHCP will be reviewed at least termly with professionals and parents/carers and the child, and formally reported back and reflected within the child's annual EHCP review.
- At any point, if the child has made sufficient progress in speech, language and communication, they would revert back to receiving either the basic or enhanced support provision from LCHS or exit the pathway as the provision of support is no longer necessary or required.

Transition for Schools and Children

Pupils and their parents have been provided with an option to either remain on school roll at one of the three schools highlighted or to apply for an alternative school place nearer to their home. Where a child remains on roll in their current school, therapeutic support for SLT will no longer be provided through a unit at that school but will be provided through the 'Enhanced Plus' model into the mainstream primary setting. For the latter, focused SLT and school admission support will be

provided to reintegrate the child's placement back into their local community primary school.

The specialist teachers in each of the units will need to be consulted with on a potential transfer to or TUPE into the Local Authority's Specialist Teaching Service. As these staff are direct employees of the provider schools it will be necessary for these schools to obtain advice from their own HR providers to progress any required consultation with affected staff.

Local mainstream primary schools will be responsible for providing support to pupils through their notional special needs funding. Where the needs of the child are unable to be met by the school they can follow the pathway for assessment for an EHCP, which if approved, would provide appropriate additional resources and funding to the school to support the child's needs. Schools would be required to work with LCHS where intensive support is required and obtain advice and guidance on specialist teaching strategies from the Specialist Teaching Service.

This model therefore provides support for children with complex speech and/or language needs within their own local community school and for those pupils with more complex educational support needs to follow the appropriate pathway for an EHC plan.

Development of a local based approach

Not all children with identified complex speech and/or language difficulties are placed at the identified schools. In fact some parents and carers object to this and support is provided into the local community primary school. This model will be developed and built upon.

Many primary schools across Lincolnshire are successful in supporting children with complex SLT needs. The recommendation for this alternative model of SLT provision has taken into account the need to meet children's needs as much as possible within a local mainstream setting. In addition the recommendation promotes inclusion for children within their local community and local school, ensuring more localised provision reducing unnecessary travel.

It is essential that we build on the requirement for improved partnership working within school localities to ensure children's needs are met. The recommendation strengthens the current SLT outreach support model provided by LCHS and through LA Specialist Teachers into mainstream primary schools and the ECLIPS model of provision within secondary settings, to provide children with intensive support, where required.

Increased accessibility and choice

This recommendation removes the need for a child to be taken off the roll of their current school and placed on roll of the receiving/intake school (i.e. the primary school with the unit provision). It removes initial parent/carer concerns who may not wish for their child to attend one of the identified schools and for them to remain on roll at their current mainstream primary school due to locality or siblings attending the same school.

In addition, if children can be educated in a local primary school, and build a network of friends, this will support their future transition into secondary local provision as they will be moving on with some of their peer group.

Increased local support provision (education and therapy) within mainstream primary settings addresses concerns over transportation and time spent going to and from school in a taxi.

Adoption of a commissioned approach

The new model ensures the providers are held to account in respect of performance or outcomes for these children. LCHS will be required to robustly track and report on progression of pupil's speech and/or language against a range of outcomes, which will be specified within their EHCP.

It is essential the LA has oversight of commissioned outcomes from the services it funds and improved accountability frameworks and reporting on outcomes for education and health progress will be demonstrated and evidenced.

Equality Act 2010

The Council's duty under the Equality Act 2010 needs to be taken into account by the Executive when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: Equality Act 2010 section 149(1).

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others.

The relevant protected characteristics are:

- ❖ Age
- ❖ Disability
- ❖ Gender reassignment
- ❖ Pregnancy and maternity
- ❖ Race
- ❖ Religion or belief
- ❖ Sex
- ❖ Sexual orientation

A reference to conduct that is prohibited by or under this Act includes a reference to:

- ❖ A breach of an equality clause or rule
- ❖ A breach of a non-discrimination rule

This duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

An Equality Impact Analysis has been carried out and is attached at Appendix C. Potential adverse impacts and mitigating actions are identified in the Appendix.

Overall, however, individuals who have protected characteristics should experience an accessible service regardless of the changes made. Accessibility means that first and foremost they have easy access to the service and that the service offered has equal regard in terms of supporting their individual needs and aspirations. The provider will be required to have policies and procedures in place and have staff sufficiently trained in their responsibilities in regard to the Equality Act. An integral part of the provider monitoring will be to look at where individuals have experienced negative outcomes, looks at trends and whether there is any association with protected characteristics. As a result policies and procedures must be changed and regularly reviewed to minimise any negative impact.

The service being proposed by its nature seeks to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Furthermore significant benefits can be identified in respect of fostering good relations between persons who share a relevant protected characteristic and persons who do not share it, since children will be educated in a mainstream setting within their local communities.

Child Poverty Strategy

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so. The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

The Strategy has been taken into account in this instance and the following comments are made:

Poverty of Aspiration

These services will provide expert support to children and young people and will support them to be healthy and happy in their early years and help to ensure that when at school that they are fully supported with any physical or emotional wellbeing issues they may experience.

Best use of Resources

Best use of Resources aims to ensure that all key stakeholders contribute to improving the life chances of children and young people in a coordinated way. This ensures that resources are used in the most effective and appropriate way across county to meet the needs of children.

Joint Strategic Needs Assessment (JSNA)

The Lincolnshire JSNA identifies a number of needs that directly relate to young people. These services will support children and young people in the following ways under the themes of the JSNA.

Be Healthy

These services will help to ensure that all children and young people can be happy and healthy, fulfil their potential, and can address areas of concern with trained health professionals.

Stay Safe

Speech and Language Therapy and Specialist Teaching staff are required to undertake regular safeguarding training and maintain a high focus on keeping children and young people as safe as they can be.

Health & Well Being Strategy

The Lincolnshire Health & Well Being Strategy includes five main themes, the following of which are relevant to these services:

Promote healthier lifestyles

These services offer support to children and young people to enable them to maximise their physical and emotional health.

Improve health and social outcomes for children and reduce inequalities

These services will support children and young people so that it improves their general health and social outcomes.

Deliver high quality systematic care for major causes of ill health and disability

These services will provide expert health care by trained speech and language therapists to children and young people from 5-11 years of age.

2. Conclusion

Based on the drivers as detailed within the consultation document and the feedback received, the direction of travel for Lincolnshire remains to promote localised services, supporting improved choice, which are in the best interest of local children and their parents or carers. The recommendation is for the Executive Councillor to approve an alternative model of service delivery focusing on the enhanced provision of outreach services for speech and language and specialist teaching services into mainstream primary schools so increasing opportunities to promote inclusion of those children with significant speech and language difficulties within their local community.

3. Legal Comments:

The Council has the power to adopt the alternative service delivery model set out in the Report. In arriving at the recommendation a consultation process has been undertaken which has taken into account feedback received. The consultation responses must be conscientiously taken into account to make a decision in accordance with the recommendation.

The proposal is consistent with the policy Framework and within the remit of the Executive Councillor.

4. Resource Comments:

Financial implications will arise from the decision of the Executive Councillor on the proposal to discontinue the speech and language unit services across three of Lincolnshire's schools from the 1st September 2016, and to proceed to implement an alternative model for 'enhanced plus' speech and language services.

A transitional funding agreement will need to be agreed with each school concerned, but it is anticipated that the existing funding can be recycled to meet the transition arrangements to the new operational model, and the cost of the new enhanced plus provision. This will deliver more effective use of resources in the long-term (including transport costs) whilst allowing pupils to stay in their local school.

5. Consultation

Formal consultation with all Lincolnshire schools ended on 22 April 2016. At the same time 3 parent/carer engagement sessions were undertaken in Bourne, Lincoln and Louth to enable parents and carers to discuss the proposed model and to provide feedback.

Appendix A provides a summary of the feedback received from Schools during the consultation.

Appendix B provides details of feedback received from both current and previous parents/carers of children who are and have attended the identified schools.

Summary of Feedback

Schools Feedback:

- 17 individual responses were received from Schools
- Separating the responses from the three identified schools: 8 responses were received:
 - 4 were in favour of the proposal, 3 against and 1 neither for/or against.
 - 7 of the responses were from Primary Schools, 1 from a Special School and Nil from Secondary Schools
- From the three Schools who currently host the SLT units a total of 9 responses were received. Feedback received ranged from TA's to Head-teachers and a Governor. All 9 responses were against the proposal contained within the consultation
- In total 70% of feedback did not support the proposed change to provision.

Parent/Carer Engagement:

- Only 2 parent groups attended the engagement sessions provided across the county (Louth)
- 14 parents have responded to the consultation and advised the LA of which school they would like their child to remain in;
 - 13 have requested their child stays in the current school
 - 1 wishes their child to be placed at an alternative local school
- 8 parents have not yet responded and have now been written to asking for an urgent response to where they would like their child to be placed. The Specialist Teachers at the identified schools have also been asked to assist in obtaining this feedback

- 6 parents/relatives of children who were previously at the identified schools have also provided feedback.

Note: 2 children at the Spalding school are from the same family hence why there are 23 children but only 22 responses required.

Written Responses in the Consultation Period on the proposed change to the delivery model for Speech and Language therapeutic services

Schools	For	Against	Neither For/Against
Primary	4	2	1
Special		1	
Secondary			
Monks House		3	
Fosse Way		4	
Mablethorpe		2	
	4	12	1

Written Responses from engagement during the Consultation Period on the proposed change to the delivery model for Speech and Language therapeutic services

Parents/Carers	For	Against	Neither For/Against
Parents/Carers	1	7	1
Previous parents/carers		6	
	1	13	1

* for 8 pupils

a) Has Local Member Been Consulted?

Not Applicable.

b) Has Executive Councillor Been Consulted?

Yes the Executive Councillor has been involved in the discussions regarding the proposal for the LA and LCHS to provide an alternative enhanced SLT model through local mainstream primary settings on an outreach basis.

c) Scrutiny Comments

The consultation proposals were presented to the Children and Young People Scrutiny Committee on 15 April 2016. The following comments made by the Committee were noted.

- That the enhanced service would involve a number sessions, which would be needs led;
- That current staffing would be absorbed, but some specialist teachers would be brought in to provide the service;
- The Committee was advised that at the moment, officers were unable to provide details of the final service model as this was still being worked up;
- One member enquired what provision would be made for deaf children. The Committee was reassured that provision would be made for children with hearing impairment;
- It was noted that by commissioning the intensive speech and language service through the Lincolnshire Health and Community Services (LCHS), the Local Authority would have the ability to oversee the outcomes for children with speech and language complex needs, and hold the LCHS to account for the therapeutic interventions provided, thereby strengthening the Local Authority's position as a commissioning authority. Members welcomed the accountability;
- Some concern was raised as to whether the Local Authority was capable of providing an improved service to all schools, due to the geographical spread of the County, and the need for more experienced personnel. The Committee was reassured that the improved provision would be possible; and
- Clarification was sought as to who would be funding the improved service. The Committee was advised that the service was currently funded by the Local Authority.

These comments have been considered and reflected upon within this final recommendation within this report.

The Children and Young People Scrutiny Committee will consider this report at its meeting on 27 May 2016. Comments from the Committee will be reported to the Executive Councillor.

d) Policy Proofing Actions Required

An Equality Impact Analysis has been completed and is discussed in the Report and attached at Appendix C.

6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Written Responses in the Consultation Period on the proposed change to the delivery model for Speech and Language therapeutic services
Appendix B	Written Responses from engagement during the Consultation Period on the proposed change to the delivery model for Speech and Language therapeutic services
Appendix C	SLT Equality Impact Analysis Form

7. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Consultation on the Future Provision of Dedicated Speech and Language Units (March 2016)	A copy of the report can be obtained on request from SEND

This report was written by Andrew Hancy, who can be contacted on 01522 554031 or andrew.hancy@lincolnshire.gov.uk.

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APPENDIX A

Written Responses in the Consultation Period on the proposed change to the delivery model for Speech and Language therapeutic services

Point of View	Supports Proposal	Against Proposal	Not For or Against	Other comments/Notes
School Governor	Yes			No additional comments
Head Teacher	Yes			Keep children in mainstream education is a priority - as long as they are supported effectively by the SLT team
Teacher	Yes			We would like to see the funds put into the outreach service available for those who require it. Also this builds evidence towards the EHCP's
Head Teacher	Yes			Pupils will be able to remain in their home locality and not feel 'excluded' by this system There will no longer be reintegration that may prove problematic for pupils and families Expertise can be developed across schools/clusters and provision for all pupils will benefit
Inclusion Leader		Yes		The children need small classes, where work is individualised and targets are built into the everyday work that the children do, brings about a positive change in levels of attainment, attitude and self-confidence alongside making progress with their specific delay or disorder which simply cannot be achieved in their mainstream settings. The new model of delivery would not deliver the intensive support that these children need in order to succeed.
SENCO		Yes		<p>We have had one child go to and then come back from the language unit (some years ago) and one who was offered a place at the beginning of last year but his parents did not want to send him as they were concerned that there would not be a place for him when he was ready to return. The first child returned with a statement but within about a year no longer needed this level of support and the statement was discontinued. From this position I can see both sides. I understand the difficulty in appointing specialists but I do not understand that rational behind thinking that more could be appointed by schools. I understand that some children need to travel great distances but is this not more cost effective than specialists travelling to all over. Perhaps more language units should be set up to alleviate the need to travel.</p> <p>My main concerns are that everything from Speech and Language (and other services) just keep being passed to schools to do. We are already at the point where we are unable to provide the best provision for our children and in some cases what is provided is far less than the best. I think what will happen is these children will get the best the school can offer but this will not be sufficient. Our school is in an area where lots of the children, if not the majority, have poor language skills and resources are very scarce. What happens when 2 or 3 schools cannot get a specialist teacher? Then those children will lose the specialist and the small class sizes.</p> <p>I feel these children need small group provision in order to thrive. Perhaps schools should be forced to take them back (or at least expected to even if this takes them over their numbers for a time). They should have the freedom to keep the place open for the child or risk needing to go over numbers when they return.</p> <p>There is an expectation that these children can have £6000 worth of support and that this will be focused on their speech and language needs but the child may require support with other areas of the curriculum which often ends up that the individual schools are expected to cover. I know that an EHC application could then be made but this might not be necessary if the child attended a unit and their speech improved.</p>
As above (part 2)				<p>Perhaps setting up more, smaller language units specialised for certain age ranges would help the need for children to travel longer distances. Perhaps these could have less support from a speech therapist i.e. not every day but be compensated through small groups with specialist teachers and teaching assistants, or a model that is a little like having an EHC level of support for a year or 2 years.</p> <p>I do understand that this is a difficult area and that there is not enough money for everything and so it needs to be spent wisely. I would say the best way to evaluate this is by looking at the progress made of the children in the units compared to those that are not and if savings need to be made then can savings be suggested by the units themselves which again might mean they do lose some provision but I am sure it would still be good provision for each child and far better than mainstream schools can offer.</p>

Teacher (Monkshouse)		Yes		<p>The children who come to the units in the County have a severe speech delay or disorder and need a nurturing environment to gain confidence in themselves and build their self esteem. Many of these children can present as aggressive, because of their frustrations with being unable to communicate with their peers, and need to be in a small class to regain their self-confidence as well as having access to intensive speech support and the larger classes in mainstream school to try out their new-found confidence in their abilities.</p> <p>Back in mainstream school these children will become more vulnerable and progress in all areas of the curriculum as well as progress with their specific delay will once again slow down and they will not be reaching their potential for future life.</p>
Head Teacher (Monkshouse)		Yes		<p>The children benefit from the small group support/1:1 that can be provided within the Speech and Language unit. Many lack confidence because of their issues and the intensity of support alongside the building of quality relationships enables them to build self-esteem. Being a member of the small class, where work is more individualised and targets are clear and achievable facilitates progress, albeit in small steps. Our main concern of late has been that we have had more children with complex needs, not exclusively Speech and Language, who have found it more difficult to access a larger classroom environment, even with 1:1 support.</p> <p>I am intrigued by the new proposals which seem to suggest that schools endeavour to meet the needs of these children themselves. In our area it is difficult to recruit any staff at all never mind those with specific skills to support these children. Our experience to date indicates that many struggle in a larger mainstream class even with specific support and can disrupt the learning of others.</p>
Teacher (Special School)		Yes		<p>This is a vital service which provides specialist, nurturing support for children with social, speech and language difficulties. It has proven to make a big difference in their lives.</p>
Teacher (Fosse Way)		Yes		<p>As the teacher of the Speech and Language Class at Fosse Way Academy, I disagree with the proposal to close the Speech and Language Unit classes for a number of significant reasons which I do not feel have been analysed or understood by the people making the decisions. I have personally seen the difficulties and the number of barriers that are faced by the vulnerable children that I come into contact with and I know that we give these children a chance to succeed and flourish in mainstream schooling. The complexities and the challenges of having severe SAL issues cannot be overestimated. I will elaborate on some of these challenges below.</p> <p>Behavioural</p> <p>Many researchers believe that there is a link between SLCN and Behavioural, Emotional, Social Development (BESD) which is clear and conclusive. Silva et al (1987) assessed a large number of three year olds in New Zealand to identify those with language delay. This study confirmed the presence of behavioural difficulties in those children with lower language levels; two in three (59%) of language-delayed three year olds had behaviour problems, compared to only 14% of non-language-delayed children. A more recent longitudinal study by Lindsay et al (2007:10) reiterated the co-occurrence of BESD and language difficulties, in that those 'children with language difficulties have higher levels of behavioural, emotional and social difficulties than typically developing children.'</p> <p>Recently Mary Meredith (Children's Services Manager – Inclusion) spoke at the Head teachers update meeting about the need for all children to have their needs met, specifically regarding Speech and Language in order to be able to function and prevent isolation, frustration and ultimately exclusions. The closing of the Speech and Language classes is therefore contradictory to this statement.</p> <p>From my experience of teaching in the 'Speech and Language Class' the majority of children who come into the unit have some BESD needs. These behaviours can present as disruptive and aggressive, borne out of frustration or alternatively very passive behaviours where the child has lost confidence and a desire to communicate with others. As the receiving teacher, the Speech Therapist and I visit the children in their existing school prior to them being accepted for a placement.</p>

			<p>In almost all cases, the prospective child is the one who is completely disengaged from the learning happening within the classroom. They are often not working with the class group. Usually an adult is supporting them separately on a task away from the class or they are completing a low level activity independently. Is it this early school experience which is setting these children up to fail? It is possible that by the time effective action is taken to remediate their 'barriers to learning' a pattern of disengagement in learning (particularly literacy based activities) is already in place. Is it therefore likely that the environmental factors can sufficiently influence the outcomes for children and young people with a learning difference?</p> <p>The proposed model does not take into account the positive effect that being with others who also struggle to make themselves understood has on the child. The feeling that they are not alone and that they have friends (and adults) who have time to listen and support them. Confidence and high self-esteem are two of the most valuable attributes that we can offer our children to produce happy, functioning children who are ready to learn. The small class sizes and the way that we can make adjustments to the curriculum are valuable tools to achieve this and the results speak for themselves.</p> <p>Cognitive The children who are taken into the unit class usually have a number of challenges with their learning.</p> <p>Phonological memory A research study by Alloway et al (2005:417) states that 'young children's speaking and listening abilities were uniquely linked with phonological ... memory.'</p> <p>Phonological knowledge is the bridge linking speech and spelling. Children with speech sound disorders at preschool may be at risk for later spelling difficulties due to poor phonological awareness and difficulties in phonological coding in verbal memory. (Pascoe, Stackhouse and Wells 2006:239) The children need time to overlearn phonological awareness skills as part of their daily work. This is very difficult to implement into a normal working classroom environment as the pace of the curriculum and the expectations for 'phonic work' far exceeds the level at which the vast majority of SAL children are working at.</p>
			<p>Literacy – Reading & Writing One of the challenges that many children, with SLI, face is the ability to learn to read fluently. Writing in 'Special Children' (July 2011:4) Professor Lucy Henry states that '... Because language is important for reading, around half of children identify with SLI also have difficulties with reading.' This view is endorsed by Gillon (2004:86) who stated that ... 'A large percentage of children who have diagnosed spoken language difficulties also encounter difficulties learning to read.' Indeed Broomfield & Combley (2003:7) believe that: If there is a 'faulty' base of poor speech and language competence, perhaps combined with poor metalinguistic skills, there may be difficulties in literacy learning as the child tries to map the written code onto the spoken one. This is certainly true when a child has a phonological disorder and will impact not only upon the reading but also on the written form. Many written words are incoherent to the audience as they are not phonetically plausible to the reader. Until the underlying speech delay or disorder is addressed the child will struggle to make themselves understood both orally and through text. In the SAL class we work hard, using a range of strategies that support children with literacy difficulties to overcome challenges.</p> <p>Working Memory – Vocabulary Learning Many children in the Speech and Language class have difficulties with memory. This is evidenced on 'Specialist Teaching Team' Assessments. Most young children are able to learn new words quickly with it being an almost automatic process. Aitchinson (cited in Bloomfield & Combley 2003:13) summarised this as, '... Pick(ing) up words like a magnet picks up pins - possibly over 10 a day.' From my experience it is often the case that children with speech and language needs find learning and remembering new vocabulary very challenging. Constable et al (1997:3) in a research study stated that acquiring new vocabulary was a complex process. Learning new words necessarily involves phonological processing: auditory discrimination, segmentation, rehearsal, and memory of the new sound pattern, as well as the integration of syntactic, semantic, and pragmatic information from context.</p>

				<p>The children need overlearning of any new vocabulary. This needs to be done in a systematic way and revisited regularly to enable long term recall. It would also therefore make sense that these children would also find it difficult to follow lessons as at a receptive level the amount of vocabulary that is used in an age appropriate classroom and the speed with which it would need to be processed would be beyond the SAL children. Indeed the way that lessons are timetabled in the SAL class are such that learning is chunked (particularly that with excessive amounts of vocabulary e.g.. Science / topic / RE) so that the children build on learning over a week having an RE block over a set week so that learning is retained from one day to the next and as such transferred into long term memory. This is not possible to do in a mainstream class where lessons are taught on a fixed weekly timetable and therefore the child would not retain the language learning from one week to the next.</p> <p>Alongside the above there are many errors in the 'consultation report' detailing the number of students in the provision and the amount of time that they spend in the SAL class as opposed to the mainstream school. Many of the items that were hi-lighted as weaknesses in the provision could be worked on at the County Council level, for example children not been able to gain access back to a local school and the fact that parents do not know what support they can access if their child does not access the SAL class.</p> <p>To conclude:</p> <ul style="list-style-type: none"> • The children who are given a placement in the SAL class are not having their needs met in their local mainstream setting: The children are already failing when they reach us and have become disaffected from their learning. • The children's SAL needs are affecting all elements of their school day – social time & learning activities. Without this facility, the gap between the children and their peers would undoubtedly increase leading to greater levels of need and disengagement as a result of low self-esteem and confidence. • The provision works due to the nature of the work been highly differentiated and individualised to enable all children to succeed. This is only possible due to the knowledge and experience of the team working in the SAL class alongside the small numbers of pupils. • Many children are bordering on exclusion due to their behaviour when they arrive in the SAL class and their attitude improves alongside their speaking skills
Teacher (Mablethorpe)		Yes		<p>I am against the proposal as I feel that the units provide a unique learning environment based around the individuals speech and language therapy needs in a way that cannot be replicated in a mainstream classroom. Our Children receive up to 4 input sessions a day (daily drilling, SLAT therapy session, specialists TA session, unit TA pm session). The literacy teaching is based upon their therapy programmes and individualised. It is supported by Makaton, the pace and smaller group size ensures that all communication attempts are successful, even if it takes 10 minutes to say one sentence - with mime and props! This is what makes our children regain their communication confidence and makes them open to the constant practice that therapy required. The time this takes, the patience and cooperation required from the rest of the call, is very difficult to ensure in a lively class of 30. Our children are often very anxious, reluctant communicators with low self esteem. The units provide a safe, encouraging and fun learning environment where no feels "odd" or has comments made about their speech because all the children have SALT needs. Behaviour problems become nil because embarrassment and frustration are no longer an issue. The unit children do spend some time in mainstream class but this is very carefully managed. We want to promote peer group social interaction and provide good language models. However this is only during activities which have a low language load such as art, PE, ICT etc and the children are supported by a unit TA. Transport has been a barrier children coming into the unit (one we have worked hard to overcome) because parents are asked to put very young, often non verbal children in a car with a lone stranger, the use of a chaperone will overcome this issue. As a unit we provide lots of extras beyond the mainstream curriculum such as extra trips, individual ipads, recording equipment, Makaton etc. I am also the school senco, however the funding for this post comes from the main academy budget and not from the unit money. As a unit we would have welcomed a service level agreement and more accountability/interest within county. We are disappointed that this consultation has not included an opportunity to see our unit in action. Ofsted rated our unit outstanding at our last inspection and we feel you would have too. The children in our unit have already received at least two blocks of outreach therapy. How will you ensure that the "enhanced plus" provision will not just provide more of the same? A great deal of thought needs to be given to the nature of the outreach that you intend to provide as an alternative, it is disappointing that as the specialist teachers we have not been consulted in how this may take shape.</p>

School Staff (Mablethorpe)		Yes		<p>I am whole heartedly against the proposal as I believe it to be a mistake to close the S&L units. I have worked in the Mablethorpe Speech and Language unit for 12 years. During this time I have seen many childrens livesbenefit from being here. I am aware that sine oarents are unsure about moving their child and placing them in a taxi at first, however, I know that these same parents soon realise that it was the best decision for their chil as they soon see the vast improvement of their childs speech and language, communication and confidence etc. Having spoken to our parents aout the closure, some of them burst into tears, and all were upset at the thought of their child leaving, and could not beleive that such a thing was even being contemplated! The children going back to mainstream and receiving enhanced SLT support seems absurd, as those same children, had S&L support in class, and it did not work for them. We are here for those children who need that bit extra, that no mainstream school with S&L intervention can provide. If anyone who has decided to close the units had actually bothered to come and see u working, tlak to the staff, children and parents face to face, they would realise what a mistake it would be to close the unit.</p>
School Staff (Fosse Way)		Yes		<p>As a teaching assistant working in the Speech and Language Class at Fosse Way Academy I feel I want to leave my thoughts and opinions on the closure. I have seen first-hand the success that has been achieved from this provision. We receive children already damaged by the negative experiences they have already had in their former primary school. They have already 'failed' as their speech and language disorders and difficulties have not been addressed effectively. These schools are not at fault but they do not have the small class facility, specialised and highly trained teachers and support staff and as these children need more time to process and access their learning, this is not possible to apply in a large group situation. We gradually and carefully pick up the pieces and re-build these children and being in a safe environment with peers facing the same difficulties it has a very positive effect. Many have huge behaviour issues and before coming to us are already in grave danger of exclusion. They can be violent and aggressive with frustration at not being understood, or alternatively passive, unconfident and have no self-esteem. No two children are alike and each one is given an equal opportunity to flourish, grow and develop to the best of their ability. In this small class they are fully supported to enable them to be a part of a mainstream environment until gradually they become ready to fully integrate and become independent. During this period we teach them the skills, strategies and confidence to cope not only in school but socially too. We target their individual needs and boost self-confidence to maximise their full potential. As our children leave us they are then equipped with all the skills in place to forge ahead educationally and reach their full potential thus allowing them to access any opportunities that should come their way.</p> <p>Closing this provision is a travesty. Closure will fail children in the future and destroy chances they otherwise would have. I have worked for 18 years in this class and I am incredibly proud of what this class, the staff and school has provided for the fortunate children that we have had here but I am truly saddened and disgusted to think of those in the future who may not have this opportunity. I wholly believe the proposed changes are totally unworkable and the needs of the future children cannot be met. To see the difference in a child from when they arrive to when they leave us is immense and I find it bewildering to see any relevant reason for the demise of this service and its success can not be measured in my opinion by finance, the restructuring will have no benefit as the geographical constraints involved will cause so many difficulties in reaching so many children effectively. I therefore unconditionally oppose the closures.</p>
Teacher (Monkshouse)		Yes		<p>The decision to deliver speech and language to children through outreach would result in delayed speech and language progress. Furthermore, closure would impact on learning as specific needs could not be met as effectively if children were taught in larger mainstream classes.</p> <p>I have worked in the Speech and Language unit as a class teacher since September with the specific intention of improving all aspects of Literacy to children with specific speech and language needs. In what I consider to be a short space of time, the children I have taught have vastly improved their Speech and Language skills through intensive sessions from a speech therapist attached to our school who we can liaise with regularly. The children's reading and writing skills have also progressed through focused, small group activities and furthermore working intensively on their speech/Literacy skills in our unit has given them more confidence - they are far more capable of interacting with their peers socially and have adapted to working in their mainstream classroom. This could not have been achieved in the time without a Speech and Language Unit.</p>

Head Teacher and Governor (Fosse Way)		Yes	<p>I am writing in response to the Consultation Document which proposes the closure of Lincolnshire's three specialist Speech and Language Units in favour of replacing them with a model of delivery in the child's local school called Enhanced Plus. In my view, and in the view of the Governing Body of Fosse Way Academy, this move would be a short – sighted approach when attempting to meet the very specific and complex needs of the children attending these units. I therefore disagree with the proposal for the following reasons.</p> <p>Children come to the Speech and Language Unit at Fosse Way having already received an enhanced speech and language input in their own school setting. The children with whom we work have specific Speech, Language or Communication delays or disorders which have not responded to intensive outreach support. Having lost confidence in their ability to be understood and / or developed negative behavioural traits (presenting as either incredibly passive or frustrated and aggressive), these children are extremely vulnerable and difficult to engage. Indeed, Mary Meredith started at recent Headteacher Briefings in Lincolnshire that the major cause of behavioural difficulties in schools was directly due to the communication problems of the children involved. 50-60% of young people who are involved in offending have speech and language and communication needs and the outcomes for these children are bleak unless early intervention is delivered. It would seem at odds to be putting large sums of money into the new behavioural Outreach Support Services in Lincolnshire whilst taking away a service which has a direct positive influence on behaviour.</p> <p>Often the children in the unit class also have difficulties linked to:</p> <ul style="list-style-type: none"> • Confidence / self – esteem • Phonological awareness (the building blocks of spoken & written English) • Memory • Reading • Spelling • Written tasks • Behaviour • Spatial awareness / Motor skills delay
Part 2			<p>Being a member of the small Speech and Language class, where work is individualised and targets are built into the everyday work of the children, brings about a positive change in levels of attainment, attitude and self-confidence as well as progress with a specific delay or disorder. The children in these classes need a specific type of teaching delivery, with regular opportunities taken to overlearn vocabulary and have the curriculum 'chunked' into smaller blocks in order to compensate for the difficult in retention and memory that the children face. The individualised approach is not available in a mainstream setting. The new model of delivery would not, in our opinion, deliver the intensive support that these children need in order to succeed. Indeed, we have evidence to support the view that children taking places in the Speech and Language Unit at Fosse Way Academy greatly outperform children staying in their home school with enhanced provision. This evidence is readily available from the Speech and Language Therapy Service.</p> <p>Whilst the importance of children receiving their education locally cannot be denied, caution should be advised when thinking this will be a cheaper option for meeting their education and therapy needs. The reason that the Speech and Language Units were originally set up across the country in large numbers was to meet the needs of this group of children in a cost effective way. There are very specific costs in the report relating to the existing model, but no detailed cost analysis of moving to the 'Enhanced Plus' model of delivery including the employment costs of the new speech therapy and teaching staff who would undoubtedly need to be employed in order to meet the children's needs.</p> <p>The report also states that there are parental concerns about travelling involved to the Speech and Language Units, and that children would not be able to return to their own local school. These concerns are very quickly allayed when the children join us and we have had nothing but glowing praise for the provision from parents. All children who have joined the Speech and Language Class have been able to return to their locality when ready.</p>

Part 3				<p>Mention is also made in the consultation document about the lack of accountability in the working of the Speech and Language Units in Lincolnshire. I would agree with this, and have mentioned it on many occasions. However, the provision that the Fosse Wat Speech and Language Class provides is exemplary and we have no say in the accountability structure and line management above school level. This is surely a matter for those people in the Local Authority with a mandate for overseeing the effectiveness of the provision of High Needs Unit. This point is linked to the relatively low uptake of places in the units. We accept all children suitable for the Speech and Language Class but have no say in how these places are allocated or advertised. Many schools SENDCO's do not even know about the specialist provision here at Fosse Way so it would seem prudent to advertise the Local Authority's services more widely. I do know that our uptake numbers were incorrectly stated in the consultation document, being too low, despite this error being pointed out on earlier paperwork. I also know that there are currently around 33 children (23 in Units and 10 needing a Unit placement) who will require an Enhanced Plus service. Should the Speech and Language units be closed, I would envisage a situation whereby greater numbers of EHC applications are made due to the difficulties encountered by these children. By improving accountability are increasing the uptake to ensure the units remain full, their costs effectiveness would improve automatically.</p> <p>In conclusion, I would like to make it known that we at Fosse Way Academy disagree with the proposal to close Lincolnshire's Speech and Language Units and replace the current provision with Enhanced Plus deliver mode in the child's local school.</p>
Head Teacher			Yes	<p>Apologies for the lateness and appreciate my views are unlikely to form part of the consultation outcomes. However, I still feel it important to express them. I am neither for nor against the proposal. I do feel the, yet again, schools are being asked to use their notional SEN money for supporting a greater range of children. For some schools, like mine this notional SEN does not cover the cost. We already have to use £6000 for EHCP/statements and emergency funding should issues arise. To further add to this with any speech and language needs is going to provide further strain. Could the saving not be put specifically towards supporting the schools? If it is not then it does seem like a purely cost saving exercise. Although he actions may well suit the child and family, if funding is not offered then other children may be disadvantaged.</p>

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APPENDIX B

Written Responses from engagement during the Consultation Period on the proposed change to the delivery model for Speech and Language therapeutic

Point of View	Supports Proposal	Against Proposal	Not For or Against	Stay in school	Place locally	Other comments/Notes
Parent	Yes			Yes		The child will be kept in with mainstream education so they don't feel isolated from others
Parent		Yes		Yes		My son would not benefit going back into a local school. Children with speech problems need a small group as they would not benefit from a local school
Parent		Yes		Yes		I have decided this because Fosse Way School is the best school for my son because it has helped him so much going to this school and he will not be able to cope in a mainstream school because he will not get all the help and support he needs
Parent		Yes		Yes		I am against the proposal because for my child is more beneficial to stay in Monkhouse in Spalding then go back to local primary school. At least half of my child's time is spent receiving intensive support within the unit in Spalding and I really see improvement, which I can not say when she went to a local school. At a local school in Stamford she had a speech therapist for a year, and her speech in general has not improved. Now I see real improvement since she is in Monkhouse in Spalding, so I want my child to stay in the school she is currently in.
Parent		Yes		Yes		I see how my child has developed and to even consider him going to a mainstream school is something I know would not work for him, he would be left behind even with an assistant helping him, being in a small class with his Speech and Language doing so much for him has what works, not having a few hours per week.
Parent			Yes	Yes		I am worried that my son and the other children are not going to receive the help they need every day, back in mainstream school
Parent (as for above child)		Yes		Yes		I do not believe that our child will receive the necessary one to one tuition and support that he has been getting at the dedicated speech and language unit, to cut funding for the unit is a mistake! Can the government ensure the schools do receive 'enhanced' support? or will the support be twice a week instead of once??
Parent of Previous Pupil (Mablethorpe)		Yes		N/A		<p>I am writing to you regarding my concerns about the proposal to discontinue the dedicated speech and language units based in 3 schools in the County. I only read about this yesterday in The Lincolnite.</p> <p>I realise that things may have changed since my son attended the speech and language unit at Mablethorpe Primary School as he is now approaching 23 years old and went to the school for the whole of reception and up to Christmas in year 1 before returning to our local school in Partney.</p> <p>It was a very difficult decision for us to send him to Mablethorpe at the age of 4 in a taxi but we were advised by his speech therapist that it would be the best way forward for his condition, he had a severe phonological speech disorder and slight dyspraxia.</p> <p>Attending the dedicated speech and language unit within the primary school setting full time completely changed his and our lives. By the time that he returned to Partney school he was able to communicate so much better and integrate fully into school life, which I am convinced would not have happened if he had not had speech therapy on a daily basis and all the specialist help which he received at Mablethorpe.</p> <p>He was, and still is, a very outgoing person. He would talk continually and I, or his elder sister, would translate for him, which he accepted as normal, when he was young as no-one could understand him. If he had gone straight into reception in our local school he would have tried to answer questions in the classroom and would not have been understood by teachers or the other children and then probably just not bothered to answer anymore and become very withdrawn, especially as time went on as other children can be quite cruel and probably laugh at him which would have destroyed his confidence.</p> <p>He went on to do very well at school, in fact he received a certificate on leaving secondary school saying that he was the most likely to succeed, and graduated from university. He now has a good job and frequently does presentations in front of large groups of children, teachers and adult groups.</p> <p>As you can see from my letter, I am as passionate today about the help which he received even though is a long time ago, but I can see the benefits of that early intervention every day and I am sure that if you spoke to other parents or children that have had similar experiences, they would be as passionate.</p> <p>I know that in the current economic climate difficult decisions must be made but I wanted you to know the effect which the specialist, dedicated teaching can have on a child and the difference that it can make to their life.</p>

Parent of Ex-pupil (Fosse Way)		Yes		N/A		More 1:1, a lot more learning. Terrible S&L, used Makaton, Without Fosse Way S&L he wouldn't have come on as fast.
Aunt of former pupil		Yes		N/A		X is now studying 4 languages at RP and his secondary school are encouraging him to make a career out of languages. Couldn't have done this without the exceptional support of FW S&L unit
Parent of Ex-pupil (Fosse Way)		Yes		N/A		Had no S&L. Difficult to get a statement. Small group supports his needs whilst giving him access to mainstream schooling, wouldn't have got the support he needed just in a mainstream school. Cant praise Fosse Way S&L unit enough.
Parent of Ex-pupil (Fosse Way)		Yes		N/A		Everything. Before she started held back 1 year. Paid for private therapy told about us through private therapist (not signposted by LCC at all). Could say alphabet, speech non existent. Intensive speech therapy worked wonders. Now 2x sessions per week - not enough. Not really quite clear to now struggling. No same quality. Not to same level as Fosse Way
Parent of Ex-pupil (Fosse Way)		Yes		N/A		X did very well at Fosse Way. Without having been in a dedicated unit her S&L skills wouldn't be as developed as they are.
Parent		Yes		Yes		Against leaving as there is no way he would have come this far in an 'ordinary' school. Biggest concern is since staying at Mablethorpe is the taxi/transport still available and how long for.
Parent		Yes			Yes	<p>We would like it noted that we are against the new proposal as the amazing support X is currently receiving is working very well and we feel if he doesn't get the amount of support he is currently getting it may impact on his confidence and slow down his progress. The staff at the unit work amazing well keeping us informed in his progress and his targets are being met throughout the whole day which we feel wouldn't happen with the new proposal. Oliver has not just progressed with his speech at the unit, he has grown in confidence hugely and no longer becomes frustrated.</p> <p>We have chosen Caistor Primary for X to attend if the new proposal goes ahead, only because if the units do close he will receive the same amount of support at either school and wouldn't want him to travel for no extra support.</p>
Information received after close of consultation						
Parent	N/A	N/A	N/A	Yes		We want X to stay in his current school
Parent	N/A	N/A	N/A	Yes		A lot of help will be needed as he is very worried about being in a mainstream school
Parent	N/A	N/A	N/A	Yes		None
Parent	N/A	N/A	N/A	Yes		N/A
Parent (2 x children)	N/A	N/A	N/A	Yes		Would need 121 support in class with reading, writing and speech
Parent	N/A	N/A	N/A		Yes	Continued speech therapy with a speech therapist plus a TA within the school for continuity
Parent	N/A	N/A	N/A	Yes		None

Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

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Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Proposal to change the way in which speech and language therapy services are delivered within school settings in Lincolnshire	Person / people completing analysis	Andrew Hancy
Service Area	Special Education Needs (SEN) in Children's Services Directorate	Lead Officer	Sheridan Dodsworth
Who is the decision maker?	The decision maker is the Executive Councillor for Adult Care and Health Services, Children's Services on behalf of the Local Authority (LA).	How was the Equality Impact Analysis undertaken?	By evaluation of the consultation on proposed recommendation to enhance the provision of speech and language therapy services across Lincolnshire by closing the units run at three primary schools and placing direct provision into primary settings; as measured against the protected characteristics of pupils, parents, and local community
Date of meeting when decision will be made	Children and Young People Scrutiny Committee on 27 th May 2016 followed by Executive Councillor decision on 10 th June 2016	Version control	v.3
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned

Describe the proposed change

The Local Authority currently provides funding to three primary schools in Lincolnshire to operate dedicated speech and language services for children who have complex speech and/or language difficulties. These children are referred and placed into the schools through Lincolnshire Community Health Services (LCHS), namely their Speech and Language Therapists (SLT). Initially a child with speech and/or language difficulties will be provided with support in their mainstream primary school. If the child fails to make progress then they may receive enhanced services from LCHS where 20 sessions of SLT support is provided. In many cases this will be sufficient, however for some children it is not. Where this is the case LCHS may recommend to parents/carers that the child is then moved from their current primary school into one of the three primary schools referred to above, where they will receive intensive educational and therapy support for approximately half of the school timetable in a co-located unit, their remaining time being educated within mainstream classes with their peer group. These children do not have an Education and Health Care Plan (EHCP). The proposal is for LCHS to provide an alternative therapy service (Enhanced Plus) into mainstream primary schools across Lincolnshire supported by Specialist Teachers employed by the LA which increases parental choice of placement and promotes inclusion in place of the provision currently delivered through the three units

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state '*no positive impact*'.

Age	Pupils who have complex speech and/or language difficulties will be able to be educated at a local community primary setting. This reduces travel time and distance for these particularly vulnerable children due to their difficulties in communication. It promotes inclusion within mainstream primary schools and supports the child to continue in their education amongst peers, friends and family members if they also attend the same school. They will have access to the same standard of education and curriculum to enable their future success. Pupils will remain part of a larger peer group and not be segregated off to receive therapy services as they currently are within the units.
Disability	Those children who have complex speech and language difficulties may be classed as disabled but at present they do not always progress through the Education and Health Care Plan (EHCP) assessment process. The new model will ensure that children with complex needs are referred for an EHCP and assessed accordingly, and if necessary appropriate support and resources will be put in place to meet their needs. Those pupils with disabilities will have access to a better standard of provision and a broader curriculum choice which will increase their life chances. They will also be part of a larger peer groups and promote wider cultural diversity and inclusion. As for age above, pupils with complex speech and language difficulties will be able to be educated at a local community primary setting. This reduces travel time and distance for these particularly vulnerable children due to their difficulties in communication. It promotes inclusion within mainstream primary schools and supports the child to continue in their education amongst peers, friends and family members.
Gender reassignment	The children impacted by the change will spend more time being educated within a larger peer group as they will not be taken out of the class for significant time periods at school to receive therapy/intensive support which will increase them and others being exposed to this element of diversity.
Marriage and civil partnership	No positive impact
Pregnancy and maternity	No positive impact

Race	The children impacted by the change will spend more time being educated within a larger peer group as they will not be taken out of the class for significant time periods at school to receive therapy/intensive support which will increase them and others being exposed to this element of diversity.
Religion or belief	Being part of a local school community and mixing with their peer group will provide more opportunity for children and adults in school to be aware of and value other religions/beliefs. There have been no concerns raised in connection with religion or belief as part of this review and the recommendations put forward do not discriminate against faith.
Sex	The children impacted by the change will spend more time being educated within a larger peer group as they will not be taken out of the class for significant time periods at school to receive therapy/intensive support which will increase them and others being exposed to this element of diversity.
Sexual orientation	The children impacted by the change will spend more time being educated within a larger peer group as they will not be taken out of the class for significant time periods at school to receive therapy/intensive support which will increase them and others being exposed to this element of diversity.

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Children with complex speech and/or language difficulties will remain within their current school setting and benefit from being part of a group of children that have grown up together, rather than sending them to an alternative school. This will promote inclusion for those children who are also in a class with the child with the needs. In addition, teachers and support staff will be provided with teaching and therapy strategies to support these children so promoting their own awareness of disabilities and how to support both current and future children who may present with similar identified needs.

In addition the recommended model for future provision will support a child to move from their local primary school to secondary provision, keeping contact with friends and peers who they have been educated with. This will assist their transition into secondary provision if speech and/or language support is still required.

Parents will have the opportunity to take and collect their child from school as they will be educated in the local community

The risk of redundancy to the specialist teachers is minimised by offering them the potential opportunity to transfer/TUPE into the LAs Specialist Teaching Service.

There is an expected significant positive impact on the environment arising out of reduced taxi and transport journeys.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

Age	These proposals affect primary aged pupils. The proposal recommends for the services supporting children with complex speech and/or language difficulties to be provided within their local mainstream primary school. There is no significant adverse impact based on age as the children's needs would still be met within their local primary school and they will be in a class with children of a similar age. .
Disability	<p>As above. There may be negative impacts on children with speech and/or language problems from other pupils including the potential for bullying if they fail to understand the reason for the disability or are not accepting of diversity within their peer group. If these children were educated in one of the three primary schools with dedicated units alongside children with similar speech and language difficulties this risk would be reduced.</p> <p>As children currently based within the units are being offered the opportunity to be located back in a mainstream primary setting nearer to home, the move back into an alternative school environment may be difficult for them if they have complex needs or disabilities in addition to their speech and/or language communication difficulties.</p> <p>Mitigation: The potential negative impact will be minimised through adult supervision, one to one support and through creating a school culture which is accepting of and promotes diversity. The children's needs will still be met within their local primary school</p>
Gender reassignment	No perceived negative impact arising out of this specific characteristic
Marriage and civil partnership	No perceived negative impact

Pregnancy and maternity	No perceived adverse impact
Race	No perceived negative impact arising out of this specific characteristic. If there was any potential for a differential impact on children on the basis of race the impacts and mitigation would be as for disability.
Religion or belief	No perceived negative impact arising out of this specific characteristic. If there was any potential for a differential impact on children on the basis of race the impacts and mitigation would be as for disability.. Parents are being offered the opportunity to choose which school their child may wish to go to which includes an ability to select a school of a particular faith or religious denomination.
Sex	20 of the 23 children within the units are male.. Insofar as this represents a differential impact on the grounds of sex the impacts and mitigation would be as for disability.
Sexual orientation	No perceived adverse impact arising out of this specific characteristic

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

The negative impact identified above could apply to children who are currently in local primary settings and have complex speech and/or language communication difficulties but in future, under the new model, will not have the opportunity to move into a dedicated unit providing educational and therapeutic support to children with similar needs.

There is the potential that changing the delivery model may result in potential school staff redundancies if they cannot be accommodated within the school resource plan or budget. They may have to travel further for alternative employment. The LA has a good track record of redeployment of staff and will always seek to avoid redundancy not only to mitigate costs but also reduce the human costs of redundancy, however only one of the three schools is maintained by the LA.

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

Visits to each of the units took place in the summer of 2015 and discussions on the current operational model were held with the units specialist teachers, allocated speech and language therapists and in some cases support staff to gain their views on the benefits and drawbacks of the current model of provision. Head teachers also had the opportunity to input into these discussions. Relevant LA officers have been consulted (in Additional Needs, Finance, Transport, Admissions). Head-teachers of all Lincolnshire schools and academies have been consulted with and been made aware of the proposal at Head-teacher briefings as some may have to take one of the children from the units into their school.

Engagement meetings were held with parents and carers to obtain their views on the current service provision, how their children are supported and their views regarding the proposed model recommending placing their child back into a local community primary school closer to their home. Parents and carers were also offered the opportunity to keep their child in their current primary school, with continued transport provision, if they wished. They will consequently receive Enhanced Plus SLT within the mainstream provision as defined under the new model of provision.

All responses have been considered as part of the decision making process. A final decision will be made by the Executive Councillor for Children's Services on 10th June 2016 following a final recommendation report being provided to the Children and Young People Scrutiny Committee on 27 May 2016.

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	<p>Consultation and discussion have taken place with the three current providers of the service to obtain further feedback to enable this EIA to be finalised. Relevant LA officers (in Additional Needs, Finance, Transport and Admissions) have been engaged in the process as have the managers and Speech and Language Therapists within Lincolnshire Community Health Service. Head-teachers of all Lincolnshire schools and academies have been consulted with to make them aware of the proposal. Additional information provided through head-teacher briefings.</p> <p>Feedback from parents and carers received at the engagement events has been used to build the final EIA before proposals of the recommended model have been put forward to Children and Young People Scrutiny and the Executive Councillor for Adult Care and Health Services, Children's Services.</p>
Disability	<p>As above</p>
Gender reassignment	<p>As above</p>
Marriage and civil partnership	<p>As above</p>
Pregnancy and maternity	<p>As above</p>
Race	<p>As above</p>
Religion or belief	<p>As above.</p>

Sex	As above
Sexual orientation	As above
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	<p>Yes – a wide range of interested parties have been engaged with or consulted and given the opportunity to put forward their views in relation to this proposal.</p>
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	<p>It will be necessary to evaluate the changes to the model on an ongoing basis through the commissioning arrangements of the CCG and LCHS in providing this service. The LA and LCHS will be required to agree commissioned outcomes and progression targets for SLT pupils who will receive the Enhanced Plus service. LCHS will be required to report back to the LA on performance against these outcomes.</p> <p>Feedback can also be received from those Specialist Teachers who will move to be employed by the LA.</p> <p>To access the service in future children with complex SLT needs will be required to go through the process to be assessed for an EHCP to access the 'Enhanced Plus' service. Progression and provision of services in local community primary settings will be able to be evaluated through EHCP plans and reviews undertaken.</p> <p>School Transport would be able to analyse ongoing reduced costs of transporting pupils to alternative local destinations.</p> <p>HR would be able to provide the costs of redundancy or redeployment of staff for the maintained school.</p> <p>Ofsted inspections will monitor the quality of educational provision.</p>

Further Details

Are you handling personal data?	<p>Yes</p> <p>If yes, please give details.</p> <p>Data discussed at meetings (including details of children at the schools and provided with services through LCHS) has been treated as confidential.</p> <p>The process will require formal staff consultation by the three providing primary schools as the employees of the teachers and support staff.</p> <p>Feedback on the proposals included parent/carer names and those of their children and dates of birth but these remain confidential.</p>
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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	Present consultation proposals to CYPSC	Andrew Hancy/Sheridan Dodsworth	15 April 2016
	Consider all feedback from engagement events with parents and carers and consultation with schools	Andrew Hancy/Sheridan Dodsworth	April to May 2016
	If necessary support schools in undertaking consultation with affected staff based on agreed future model	People Services	June to July 2016
	Support for the transition of children into local primary schools	Andrew Hancy	June to July 2016
Signed off by	Andrew Hancy	Date	16/05/2016

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Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements

Summary:

On 9th October 2015 the Children and Young People Scrutiny Committee were asked to consider and comment on the CfPS 21 questions guide for Councillors on Safeguarding Children.

It was agreed following this that Officers would be requested to furnish the Children and Young People Scrutiny Committee with assurance in respect of the questions set out in the CfPS Guide 2015.

This report sets out the work undertaken across Children's Services in response to questions 1, 2, 3 and 17.

Actions Required:

1. That the Children and Young People Scrutiny Committee note and comment on the contents of the response.
2. That consideration is given to members participating in a focus group with staff. This will enable triangulation of evidence presented, thus supporting further challenge and assurance.

1. Background

Elected Members need to feel confident that Safeguarding Services in Lincolnshire are effective and sufficiently robust in identifying, responding to and meeting needs, where children are deemed to be at risk of significant harm, or Children in Need.

Previous assurance has been sought through a Frontline Social Worker and Safeguarding Scrutiny Review undertaken in 2013/14 which supported improvements in practice and monitored progress until all recommendations were implemented.

Recent National scandals around Child Sexual Exploitation have called for a renewed and reinvigorated approach to scrutinising the work of Children's Services Safeguarding practices.

The Centre for Public Scrutiny has developed 21 key scrutiny questions for Safeguarding. This focused approach enables members to adopt a critical check and challenge of the performance and quality of services provided to children and families within their Council.

It equally provides a mechanism for debate and discussion and seeks to identify areas of good practice and areas of challenge.

In Lincolnshire the improvement and safeguarding outcomes for all children is an explicit objective, which is evidence led, efficient and with resources fit for purpose.

This is evidenced through

Question 1: What level of challenge is there in local safeguarding arrangements?

- Independent Scrutiny of the effectiveness of multi agency arrangements is robust. The Independent Chair provides authoritative challenge.
- Lincolnshire Safeguarding Children Board (LSCB) multi agency audit programme – disseminate findings to partners.
- Children's Services audits, both within teams and across teams involving all team managers, service managers and Directorate Management Team (DMT).
- Section 11 audit - compliance across partner agencies.
- Multi agency LSCB escalation policy to challenge safeguarding practices, if an agency has an issue about another agency.
- Independent chairs at child protection case conference and reviewing officers for LAC review.
- Inspection framework and assurance that can meet the requirements of inspection.
- Issues are discussed and challenged at internal meetings such as the team managers meeting, senior management meeting and locality meetings.
- On a multi-agency basis, safeguarding arrangements are challenged through the significant incident group, the operational group and the policy subgroup.

Question 2: How are those in leadership roles for local safeguarding arrangements held to account by the wider system?

- The Director of Children's Services reports to the Chief Executive who holds her to account for deployment of the statutory duties and functions.
- DMT meets weekly and provides critical challenge, scrutiny and direction across all of Children's Services.
- Executive DMT meets monthly.
- Cross Party briefings are held quarterly.

- Lincolnshire Children's Services has been approved as Partners in Practice by the DfE. This is in recognition of the strong leadership of the Director of Children's Services and Assistant Director's challenging, innovation and commitment to Best Practice.
- Peer review is established and embedded across the region. Lincolnshire has been both subject to and lead on Peer Reviews.
- The independent chair has a challenge log of issues that are raised on a multi-agency basis.
- Contract management of commissioned services ensures that safeguarding arrangements are in place.
- The senior liaison officers in each agency have a key role in ensuring any issues their agency has that are not resolved are escalated.
- All partners are held to account through the LSCB.
- Section 11 audit, structure of accountability named by post.
- LSCB scrutiny.

Question 3: How do local commissioning arrangements, strategies and frontline services for children and families take into account the latest safeguarding guidance?

The Children's Services Strategic Commissioning Team ensures that the latest safeguarding guidance is reflected in all areas of the service and that it is consistently embedded into all the teams' activities;

The standard contract terms and conditions- Section D6 of the standard terms and conditions that form part of every contract for commissioned children's services includes:

The requirement of the Supplier to make necessary arrangements to ensure compliance with relevant safeguarding laws and legislation (such as Section 11 of the Children's Act 2004).

The requirement of the Supplier to make the necessary arrangements to ensure compliance with registration requirements with the Disclosure and Barring Service (DBS).

The requirement of the Supplier to fulfil the commitment to safeguard and promote the welfare of children and vulnerable adults, as appropriate, the Supplier shall have:

- (a) Clear priorities for safeguarding and promoting the welfare of children/vulnerable adults explicitly stated in strategic policy documents;
- (b) A clear commitment by senior management to the importance of safeguarding and promoting children/vulnerable adults' welfare;
- (c) A clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children/vulnerable adults;

- (d) Recruitment and human resources procedures that take account of the need to safeguard and promote the welfare of children/vulnerable adults;
- (e) Procedures for dealing with allegations of abuse against members of staff and volunteers;
- (f) Arrangements to ensure all Staff undertake appropriate training and refresher training to enable them to carry out their responsibilities effectively;
- (g) Policies for safeguarding and promoting the welfare of children/vulnerable adults and procedures that are in accordance with guidance and locally agreed inter-agency procedures;
- (h) Arrangements to work effectively with other organisations to safeguard and promote the welfare of children/vulnerable adults including sharing of information;
- (i) A culture of listening to and engaging in dialogue with children/vulnerable adults; and
- (j) Appropriate whistle-blowing procedures.

Service Specifications- Section 1.4 of all Children Services Service Specifications is a standard section which relates to Safeguarding and Section 11 Compliance. This section reiterates the duties on potential Suppliers (as detailed above) and also sets out the Children's Services Strategic Commissioning Team's expectation for all commissioned services to be able to demonstrate that compliance by either an assessment undertaken by the Lincolnshire LSCB (for Suppliers who are delivering statutory functions on the Council's behalf) or an annual self-assessment to be undertaken with the action plan then submitted to contract manager as part of the contract management process.

Question 17: Is there evidence of strong leadership of local safeguarding arrangements from:

- **Local authority members?**

The LSCB has a scrutiny sub group which it shares with the Lincolnshire Safeguarding Adults Board. This group meets quarterly to scrutinise all aspects of LSCB work from policy development through to Serious Case Review learning and audit. This group is chaired by Cllr R Oxby.

- **The Director of Children's Services (DCS)?**

The DCS is heavily involved in all aspects of the work of the LSCB. The DCS attends all Strategic Groups and is an integral part of the LSCB. The DCS meets regularly with the Board Manager and has frequent 1-1 meetings with the Independent Chair of the LSCB. Further to regular meetings with the DCS, the Independent Chair also has quarterly assurance meetings with the Chief Executive of Lincolnshire County Council (LCC). The DCS commits her

personal time and that of her Directorate through staff hours and continued financial contributions to the LSCB.

- **The Lead Member for Children's Services?**

The Lead member is a regular attendee of the Strategic Group and demonstrates unwavering commitment to the Safeguarding Agenda through their attendance at meetings, willingness to contribute in meetings and offers robust challenge.

- **The Clinical Commissioning Group (CCG)?**

The CCG's are key parts of the LSCB; they are well represented at every level of the Board, from the Strategic Group down to every task and finish group around the LSCB. The CCG's demonstrate clear commitment to the LSCB through attendance, contributions in meetings, commitment of staff time to develop multi agency policies and procedures, and their continued financial support to the safeguarding agenda. Pamela Palmer is the most senior representative for the CCG's – Chief Nurse.

- **The Police?**

The Police are a key part of the LSCB; they are well represented at every level of the Board, from the Strategic Group down to every task and finish group around the LSCB. The Police demonstrate clear commitment to the Board through continued attendance, sustained contributions in meetings, and their commitment of staff time to develop multi agency policies and procedures, as well as their continued financial support to the safeguarding agenda. Neil Rhodes is the most senior representative for the Police – Chief Constable.

2. Conclusion

Strategic Partners demonstrate mature relationships which facilitate effective, constructive challenge to ensure a shared local vision is translated and embedded in operational practice. This creates a culture in which all staff work to ensure every child in every part of the County achieves their potential.

3. Consultation

a) Policy Proofing Actions Required

N/A

4. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Janice Spencer, Assistant Director Children's Services, who can be contacted on 01522 554476 or janice.spencer@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Progress report on the implementation of the Special Educational Needs and Disability reforms

Summary:

This report provides an overview of the first full academic year following implementation of the Special Educational Needs and Disability (SEND) reforms; comparative financial information between 2014/15 and 2015/16; a brief update on activity so far this current academic year and information on key lessons learned to date.

Actions Required:

The Children and Young People's Scrutiny Committee is invited to consider and comment on the contents of the report and direct any questions to the Special Educational Needs and Disability (SEND) Service representative in attendance at the meeting.

1. Background

Part 3 of the Children and Families Act 2014, enacted on the 1 September 2014, aligns and 'streamlines' the system of SEN assessment, support and provision for children and young people 0-25, bringing together the provisions of a variety of Acts covering education, health and care as well as introducing new provisions, statutory implementation of associated duties, regulations and a new SEND Code of Practice.

The SEND Reforms set out in the Act include:

- i. Extending the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions about provision;
- ii. Replacing Statements and Learning Difficulties Assessments (LDA) with a birth-to-25 Education, Health and Care (EHC) Plan;
- iii. Offering families the option of personal budgets when an EHC plan is implemented;

- iv. Improving co-operation between all the services and requiring particularly local authorities (LA) and health authorities (HA) to work together;
- v. Requiring LAs to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support; and
- vi. Publication of a new SEN Code of Practice and regulations covering the work of early years providers, schools and post-16 education providers, LAs and HAs.

There is a sharper focus on the measurable outcomes for Children and Young People. It is expected that the majority of children with SEND will have their needs met and outcomes achieved through mainstream education provision and will not need EHC Plans. These are explicit themes running throughout the SEND Code of Practice 2015.

Parents and young people must be involved directly in discussions and decisions about the support available to them individually and more strategically, particularly through the 'co-production' and delivery of the SEND assessment, the EHC planning process and the Local Offer.

Each stage of the EHC Needs Assessment process is subject to appeal to the Special Educational Needs and Disability Tribunal and in some cases the Local Government Ombudsman.

National Context

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

In July 2015 1.3 million (15.4%) pupils in England had special educational needs.

- Moderate learning difficulty was the most common type of need; 23.8% of pupils with a primary need recorded had this type of need.
- Autistic spectrum disorder was the most common need for those pupils with a Statement of SEN or an Education, Health and Care (EHC) Plan.
- SEN is more prevalent in boys across all age groups in state-funded schools. 16% of boys require SEN support compared to 9.2% of girls.
- Pupils with SEN are twice as likely to be eligible for free school meals as those without SEN (28.2% compared to 12.8%).
- The percentage of pupils placed in Special Schools increased by 2.8% from 2010 - 2015.
- In 2013/14, 20.5% of pupils with SEN achieved 5+ GCSEs at A*- C or equivalent including English and mathematics compared to 65.3% with no SEN.
- 84.8% of 16/17 year olds with SEN and/or Disabilities (SEND) were in education and training in June 2015, compared to 89.7% without SEND.
- 49% of pupils with SEN in schools progressed to Higher Education compared to 59% of those without SEN. 34% of those with Learning

Difficulty or Disability (LDD) in colleges progressed to Higher Education compared to 40% of those without LDD (2013/14 destinations).

- Pupils with SEND are more likely to be absent from school and be excluded.

Lincolnshire context

Pupils with identified special educational needs supported through notional SEN funding

Schools and Academies for the 2015/16 financial year had, through most of their formula factors, a notional SEN funding allocation from which they were expected to contribute the first £6,000 towards a pupil who requires SEN/Additional Needs support. The higher level needs (top up funding) and targeted support provision remained outside of this notional SEN funding.

In the October 2015 School Census, 16,235 (15.63%) pupils in Lincolnshire maintained or academy schools had identified SEN, in-line with the England figure of 15.4%.

Of those children and young people who have identified SEN, supported by mainstream schools (SEN Support) without a Statement or EHC Plan, the breakdown by district was:

District Area	Number	% of all SEN Support	% of Total Pupil Headcount in District
Boston	1,686	13%	17.8%
East Lindsey	2,413	18%	13.7%
Lincoln	1,952	15%	14.1%
North Kesteven	1,852	12.5%	11%
South Holland	1,657	12.5%	13.4%
South Kesteven	2,172	16.5%	10.5%
West Lindsey	1,512	11.5%	12.5%
Countywide Teaching and Learning Centre (TLC)	115	0.9%	83.3%
Countywide Pilgrim School	10	0.1%	7.2%
Grand Total	13,369	100%	

School Census October 2015

In the October 2015 school census there were 1610 children and young people identified with SEN that had not previously been identified in any school census in the preceding two years. However, overall the number of children and young people with identified SEN has dropped in the last five years. In October 2010 the total number of young people receiving SEN support in Lincolnshire was 17,450. The decrease follows the national trend; in 2010 21.1% of the school population in

England had SEN. This number fell to 17.9% in January 2014 with a steeper drop in January 2015 to 15.4%. This may be due to more accurate identification of those with SEN following implementation of the SEND system reforms.

In England in 2015 the numbers of young people with SEN supported without a Statement or EHC Plan fell for the fifth year in a row from 18.3% in 2010 to 12.6% in 2015. In Lincolnshire the number is 12.9%.

Pupils with Statements of SEN or EHC Plans

The numbers of children and young people with a Statement or an EHC Plan attending Lincolnshire maintained or academy schools in October 2015 is illustrated below.

District Area	Statement of SEN	EHC Plan	% of all Higher Needs Support	% of Total Pupil Headcount in District
Boston	107	16	4.3%	1.3%
East Lindsey	465	131	20.8%	3.4%
Lincoln	579	106	24%	4.9%
North Kesteven	187	26	7.4%	1.3%
South Holland	390	35	14.8%	3.4%
South Kesteven	429	40	16.47%	2.3%
West Lindsey	286	61	12%	2.9%
TLC	6	0	0.2%	4.3%
Pilgrim School	1	0	0.03%	0.7%
Grand Total	2,450	415	100%	

School Census October 2015

In addition to those identified through the School Census there are a number of young people with Statements, EHC Plans or LDA in independent specialist provision outside of Lincolnshire, independent schools/provision in Lincolnshire or in Further Education. In January 2016 the county had a total of 3,397 young people with a Statement or EHC Plan and a further 105 learners who still had an LDA.

The tables above tell us that:

- Boston has the highest percentage of children and young people with identified SEN in proportion to the numbers of school children in the district
- Despite being the 4th highest district in terms of the overall numbers of pupils in the county receiving SEN Support, Boston is the district with the lowest percentage of all Statements or EHC Plans
- Whilst the Teaching and Learning Centre makes up a tiny percentage of all pupils with SEN, those pupils with SEN attending this countywide provision represent a significantly high proportion of the overall pupil number on roll,

which highlights the high rate of exclusion or risk of exclusion amongst SEN pupils

- Lincoln has the highest percentage of children and young people with a Statement or EHC Plan in proportion to the number of school children in the district
- South Kesteven has the lowest number of children and young people with SEN Support in proportion to the number of school children in the district and has a relatively lower proportion of children with Statements or EHC Plans than a number of the other districts

High Needs Funding Analysis (not including short-term medical provision)

All EHC Plans have been issued in accordance with the evidence provided by schools and other contributing agencies.

The table below highlights the total funding allocated over the last five years (1 April 2011 to 31 March 2016) for learners with high level needs who attend mainstream schools and academies.

Year	April Figure*	March Figure**
2015/16	£8,164,267.00	£10,130,761.74
2014/15	£9,846,406.65	£11,840,432.13
2013/14	£9,966,642.90	£11,292,527.00
2012/13	£9,274,169.84	£10,960,505.06
2011/12	£8,565,547.73	£10,094,748.72

Source: SEND data management/financial system.

***April Figure** – initial higher level needs funding allocated to schools during the budget share process at the start of the financial year.

****March (following year)** – final expenditure for all higher needs funding for the financial year.

Whilst initially the figures suggest that 2015/16 has seen a reduction in high needs funding it is important to note that an additional £2.4m was devolved to schools during this year to ensure that they have the notional funds to meet their responsibility for SEN support. If that figure was included in the high needs funding analysis then the figure for 2015/16 would be £12,630,761.74.

The provision of targeted support for schools with unusually high numbers of high needs pupils was previously agreed by the Schools Forum. In 2015/16 the additional targeted funding given to schools totalled £1,355,685. The budget identified to support schools with unusually high levels of high needs pupils was £892,739 therefore there is an overspend of £462,946.

It is also important to note that Special Schools have received an additional £117,964.15 over the last financial year to support them in maintaining placements that would otherwise have broken down.

NB. All costs contained in this report are as accurate as is possible given the on-going challenges the Council is experiencing with the Agresso system used for all finance activity.

Activity in Lincolnshire following implementation of the reforms

In the first year following the implementation of the SEND reforms the service received 543 requests for EHC Needs Assessment. In 2013/14 the service received 476 requests for statutory assessment. There was a 12% increase in requests in the first year of the implementation of the reforms. At the end of April 2016 the service had received 456 requests for EHC Needs Assessment from 1 September 2015. On average there are 50 requests per month. If this continues for the remainder of the current academic year this will mean a further 10% increase in requests in year two.

Whilst approximately 26% of requests result in a 'no to assessment' decision there is no material difference from 2013/14, when the 'no' figure was very similar. This still requires the first 6 weeks of the process to be completed to reach that decision at the Allocations meeting.

The requests for EHC Needs Assessments continue to come primarily from the primary school sector (around 80%). This is almost exactly the same figure as it was in 2013/14 when the requests were for Statutory Assessment for SEN Statements.

In 2014/15 the service received around 40 requests for EHC Needs Assessments for those in the 17-25 year age group. Previously it was not possible to request Statutory Assessment for young people in this age range. Most of these are young people in their early 20s where their FE colleges have recently been refused further Post 19 High Needs funding for them.

Approximately 70% of the requests for EHC Needs Assessment are for boys. The main requesters of EHC Needs Assessments are schools, parents and early years' settings.

Using the 4 categories of special educational need as set out in the Code of Practice 2015 the following demonstrates the type of need the requests relate to:

- Communication and Interaction – 38%
- Cognition and Learning – 26%
- Social, emotional and mental health – 23%
- Sensory and/or physical needs – 13%

Autism and ADHD/ADD still account for a high proportion of the specified need of the children referred.

The increase in numbers of requests for statutory assessment and overall increase in the numbers of young people with a Statement of SEN/EHC Plan is in-line with the national picture.

In addition to EHC Needs Assessment requests the SEND Service also receives requests for Assessment Places for early years aged children; Exceptional Places (in Special Schools); Medical Funding to support children with conditions such as diabetes and epilepsy and places in the 3 primary school Speech and Language Units. Comparative data in the first two years since the reforms is as follows:

Request	2014-15	2015-16
Assessment Placement	18	12
Exceptional Placement	11	7
Medical Funding	59	44
Speech and Language Place	6	2
Grand Total	94	65

The reduction in all 4 types of request reflects the challenges that the SEND Service have made to schools and partner agencies around managing need in an existing setting with the resources available to support the child e.g. Assessment places – the Code of Practice stipulates that the majority of children should have their SEN needs met in mainstream provision therefore this is the setting in which most children can be appropriately assessed. Assessment of early years' children should be carried out in their private, voluntary or independent nursery rather than in a special school where the conclusion has frequently been that they require special school provision. Where assessed in a mainstream setting the outcome is more evenly balanced between special school provision and mainstream.

The EHC Needs Assessment process is 20 weeks rather than the 26 weeks that were allowed to undertake statutory assessment for Statements. The timescale for transfers from Statement to EHC Plan was extended from 14 weeks to 18 weeks during 2015 (for those begun after the 1 September 2015) and relevant legislation enacted to enable the change. There has been an acknowledgement by the Department for Education of the significant challenges the new process brings and the extra human resource required when undertaking person-centred planning rather than a paper driven process.

In the first year following implementation of the SEND Reforms the service struggled to meet timescales for a variety of reasons. The processes and key decision-making points have been reviewed to refine the procedures. To date, this academic year, 89% of EHC Plans reaching completion have been within the 20 weeks.

Source of EHC Needs Assessment requests and demographic breakdown

Source	Percentage
Schools	45%
Parents/Carers/Family	25.9%
Early Years	20.8%
FE Settings	5%
Local Authority	1.3%
Other	2%

Locality	Percentage
North Kesteven/South Kesteven	35%
Lincoln and West Lindsey	30%
East Lindsey	17.7%
Boston and South Holland	17.3%

The Local Authority *ceased to maintain* 32 Statements/EHC Plans in the financial year 2015/16. This is a small increase on the previous year when 31 Statements were ceased. However, the previous year had seen a significant increase given that the average in the 3 years prior to that had been 17 per year; a low figure for an authority of this size. The Local Authority can only cease to maintain a statement if schools and others involved, through the annual review process, are of the view that the statement needs to cease. There is far greater challenge to schools about the need to maintain Statements/EHC Plans which probably accounts for the increase in *cease to maintain* numbers.

How does Lincolnshire compare?

- In England the proportion of children and young people with a Statement or EHC Plan remained consistent at 2.8% between 2007 and 2015. In Lincolnshire the figure is 3.3%, above the England average. However, in the first published data following the implementation of the SEND reforms there was a trend emerging across England of an increase in numbers of EHC Plans compared to Statements of SEN. This is likely to be, in part at least, a result of the extended age range of learners who may be eligible for an EHC Plan (0-25 years).
- The requests for EHC Needs Assessments in Lincolnshire continue to come primarily from the primary school sector (around 80%). The national picture in 2015 showed 61% of combined Statements and EHC Plans being in the 0-10 year old age group with a peak around the age of 9 and 10.

In Lincolnshire at the 31 December 2015 the breakdown, by age group, of those with EHC Plans (either newly issued or through transfer from Statement) was:

Age Group	Number	% of all EHC Plans
0-4 years	79	7.3%
5-15 years	602	55.7%
16-18 years	355	32.9%
19-25 years	44	4.1%
Total	1080	100%

The England data published in May 2015 showed:

Age Group	% of EHC Plans (4,205)
Under 5 years	16.1%
0-5 years	44.8%
11-15 years	31.6%
16-19 years	7.3%
20-25 years	0.2%

- Lincolnshire now has more children and young people with a Statement or EHC Plan placed in Special School provision than mainstream school. In 2007 37.9% of all children and young people in England, with a Statement, were in Special Schools; in 2015 this number was 43%. In Lincolnshire 49% of children and young people with a Statement or EHC Plan are educated in Special Schools with around 45% in maintained or academy mainstream schools.
- Lincolnshire has seen an increase from 3% in 2013 to 4.5% in 2015 of young people placed in Independent Non-Maintained Specialist Services. This increase reflects the national trend, albeit Lincolnshire is below the national average. In 2013 the national picture showed 5.6% of pupils with a Statement or EHC Plan in 'other' specialist provision; in 2015 this figure was 6.1%.

National comparative data will be released in July 2016.

Transition from Statements to EHC Plans

By the 1 April 2018 all local authorities must have transferred all children and young people with Statements of SEN to the new SEN and disability system who meet the criteria for an EHC Plan.

The statutory guidance places an expectation on local authorities to undertake this transfer process through the routine annual review cycle and specifically where there are key transition points in a young person's life. Lincolnshire commissioned its Special Schools to undertake the transfers for their students over a two year period. The draft EHC Plans are submitted to the local authority for consideration, any required amendments are returned to the schools and the Plans are finally signed off by the authority.

Each local authority is required to publish its Transition Plan. Initially Lincolnshire planned to undertake the transfer process over two years. Like other authorities who also shared the same ambition this had to be reviewed given the enormity of the task, the new EHC Needs Assessment requests coming in and the existing Statement reviews. The transfer process will now be undertaken over the full three years.

The 'must do' group for 2014/15 were those learners transferring from school (including school sixth forms) to a post-16 institution or onto an apprenticeship. Local Authority Caseworkers completed the transfers for mainstream learners whilst the Special Schools completed transfer for their leavers. Despite not

concluding these transfers by the deadline of the 31 May 2015 all transfers were completed for September with all but 4 learners moving on to further educational/training provision. The 4 remaining cases had particular complexities which needed to be resolved.

For the current academic year all school leavers have been allocated a SEND Caseworker who will either undertake the transfer to an EHC Plan or will work with the Special Schools who remain commissioned to complete their students' transfers. All leavers' transfers had to be completed by the 31 March 2016. This has proved challenging. At the 31 March 58% of transfers were completed. All transfers will be completed by the 31 May and all young people will have their September destination identified in good time for the start of the new academic year.

Whilst the SEND service received a significant number of requests for EHC Needs Assessments for Early Years children (0-5) these were spread across the year in 2014/15. Learning in year one identified that if an EHC Plan is required in readiness for transition to primary school requests need to be received by mid-April of the academic year prior to September entry into primary school in order to allow for the 20 week process to be completed. The SEND service has worked with the Early Years colleagues to ensure that early years' settings are aware of this, particularly where primary schools are going to require additional funding at the point of entry. Early Years colleagues, who provide inclusion funding to support early years settings with children with SEND, have a prioritisation process so that those children that will require an EHC Plan to aid transition to primary school are referred to the SEND service in good time to allow the EHC Needs Assessment to be completed.

Over the current academic year there is a statutory requirement for the local authority to transfer the following groups of children and young people from Statements to EHC Plans:

- Children moving from early years setting to school
- Children moving from infant to junior school
- Children moving from primary to secondary school
- Children in Year 9
- Children or young people moving from school (including school sixth forms) to a Post -16 institution or an apprenticeship (by 31 March 2016)
- Those moving from mainstream school to special school or vice versa
- Those leaving Youth Custody, on release
- Young people who receive support as a result of an LDA who intend to be in education beyond 31 August 2016

The Lincolnshire Special Schools will be completing transfers for the remainder of their students this academic year.

One young person will have their Statement transferred specifically under Chapter 10 of the SEND Code of Practice 2015 which relates to young people entering or exiting custody.

Out of County Placements

Out of County placements are made only when Lincolnshire Schools have stated that they cannot meet the special educational needs of a particular learner. There is a continuing pressure on meeting the needs of those learners with Autistic Spectrum Disorders and specifically those with challenging behaviours. Out of county placements go through a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Behavioural, Emotional and Social Difficulties make up 71% of all Out of County placements. It is frequently their challenging behaviour that has led them to be placed in provision outside of Lincolnshire.

Out of County Special School placements had decreased over a number of years but between 2013 and 2015 the number had risen, by approximately 23 places, to 100 at the 31 March 2015. The cost of placements was £6.9m in 2014/15 which was a significant over-spend on the agreed £5m budget. The Schools Forum agreed to another £2m being added to the Out of County budget. The SEND Service has made strenuous efforts to reduce the number of Out of County placements and, at the 31 March 2016 the number of children and young people in Independent Non-maintained Special Schools was 95. However, whilst the numbers have dropped the cost has increased to £7,813,689 in 2015/16.

Independent School placements in Lincolnshire

In addition to Out of County placements there are currently 59 children and young people placed in independent schools in Lincolnshire. The nature of these placements is complex but falls into 3 broad categories: parental preference where the cost of the provision is such that it is the best value for money for the authority; parental preference where parents pay general fees and the county funds the higher needs costs or where maintained or academy schools have said they are unable to meet need.

The cost in 2015/16 of these placements was £1,260,756. The budget for these placements was set at £704,620 and is therefore over-spent by £556,136. A significant element of the increased expenditure is as a result of the number of placements at one specific school which has been used increasingly for young people who can no longer be managed by Lincolnshire Schools or who have been permanently excluded. Although costly these placements are significantly less expensive than an Out of County placement.

Impact of SEND Reforms

The SEND reforms have had a significant impact on the activity around special educational needs. There is undoubtedly increased expectation from parents who are exercising their rights and preferences. The SEND Service is clear that every decision is based on assessed need and the efficient use of public funds but this is increasingly being challenged and balanced against parental preference. Some significant successes at Tribunal provide confidence that decisions made in the

service are sound; nevertheless Tribunals are costly and currently there is an increase in the number of parents lodging appeals to the First Tier Tribunal.

Numbers of Tribunals

2013-14	2014-15	2015-16 (to date)
16	29	36

Mediation

Under the Special Educational Needs and Disability Code of Practice (2015) parents can also request mediation when they disagree with a decision made by the multi-agency decision panel. This is a step before lodging tribunal and must be considered if a parent is thinking about lodging an appeal to the First Tier Tribunal. Mediation is delivered by two independent trusts; Kids and the Together Trust. Costs range from £650 to £895 per mediation. Since the implementation of the reforms mediation has been requested in 112 cases. There are some significant issues emerging from mediation sessions. Whilst the authority’s decision has been upheld in 46 cases, and in 7 cases additional funding to support the child in school has been an appropriate outcome, 59 cases have resulted in the authority agreeing to assess after initially not having the information to support that decision. Using mediation to uncover additional information that would result in the authority making a different initial decision is costly. The service is currently considering an earlier step to resolve disputes and reduce the need to go to mediation (see Lessons Learned).

Key Lessons Learned

1. The process from request for assessment to the 20 week completion of an EHC Plan is extremely tight and challenged the service and its partners in the first year. Refining aspects of the process has significantly increased levels of performance in terms of timescales but there is nevertheless no room for manoeuvre.
2. Person-centred working requires case work which the former Additional Needs Service was not familiar with. The former statutory assessment process was very much paper driven and most staff were office based. The complete re-structure of the SEND service to meet the new demands took almost the full first year to embed. Many new staff were appointed who were new to the local authority and needed to familiarise themselves with a new organisation as well as a new process with new legislation.
3. There was no ‘blueprint’ to work with which inevitably presented some challenges. After 6 months the process was reviewed with all stakeholders and changes were made where it was clear that the original plans were not operating as had been expected. An example of this was the ‘next steps’ process. This was designed to be an opportunity for families to meet with a Keyworker when the local authority had decided not to undertake a statutory assessment. What families reported was that the Keyworker was not offering

them anything they hadn't already been told by phone and in a follow-up letter and therefore the face to face meeting was surplus to requirement. The 'next steps' meetings were stopped and staff (who had been appointed temporarily) were deployed to other work where they could be more effective. Their role had only ever been anticipated as explaining the decision and signposting families to universal services.

4. Following on from Point 3 the number of mediation meetings is significant and, on review, it is clear that whilst the 'next steps' meetings did not work families are simply requesting mediation to challenge the authority's decisions; essentially mediation is being used to resolve disputes. As described above mediation is costly and, in more than half the cases reviewed, has resulted in the local authority over-turning its original decision when new information has come to light at the meditation meeting.

Having considered what other authorities are doing to resolve disputes it is clear that those with the lowest rates of mediation have a process between *decision* and *mediation* to try to resolve differences. The SEND Service has given clear messages to schools, who provide the majority of the information on those known to have involvement with a child, to ensure that parents are asked to give the details of any agency or organisation that knows the child and may have information that would influence the Council's decision on whether or not to assess or issue an EHC Plan. Managers are reporting that too often they are barely into a mediation session when further information is shared that has resulted in the manager immediately over-turning the earlier decision. To attempt to combat this issue the SEND Service is currently considering trialling a 12 month post, operating along the lines of the Family Group Conference Practitioners, to meet directly with any family who is unhappy with the Council's decision to consider how the decision was reached and hopefully to tease out any additional information at that stage that might lead the Council to review its decision. The Council will use part of the implementation grant issued by the Department for Education to fund the post which, if successful, could reduce costs of mediation by approximately 66%.

5. The value of working in partnership with parents, carers and young people cannot be underestimated. The Code of Practice is clear that co-production is essential to the success of the new legislation and in securing better outcomes for young people. Parents and carers have been involved consistently in developing processes, procedures and documentation, including the EHC Plans. Young people have also contributed in the design of the Plans, producing information and in providing feedback. It is clear that Lincolnshire would not have the arrangements it has today without these valuable partnerships. Lincolnshire Parent Carer Forum has been a key partner in the success of the implementation of the reforms in Lincolnshire. It has provided constructive challenge and positive encouragement in equal measure and never fails to attend regional and national briefings alongside Council officers.
6. The importance of the Local Offer. It is a statutory requirement that every local area has a published Local Offer. This is not intended to simply be a directory

of services and there is an expectation that it is kept up to date and that it should 'grow'. The Local Offer should link to the offer of all schools and colleges in the local area and provide a 'one stop shop' for parents, carers, young people and those working with them for all the information they require in relation to SEN and Disability. The new Ofsted and Care Quality Commission (CQC) Local Area Inspections that commence this month have a strong focus on the Local Offer; it is what the inspectors will look at first before arriving in the authority area. The SEND Service is funding a 12 month post, using the implementation grant, to employ a practitioner based in the Commissioning Team to continue the development of the Local Offer and to work with partner organisations to ensure that all services are included on the Local Offer. The practitioner will also work with the Digital Engagement Team to ensure that the website is user-friendly and easily navigable.

7. The need to scrutinise from all perspectives the legal compliance of the EHC Plan design and to ensure that the correct information is contained legally in the right sections. This sounds fairly straightforward but is one of the lessons learned. As there was no stipulation about what an EHC Plan should look like Lincolnshire's EHC Plans were co-produced with parents, carers and young people as well as other partner agencies and were based on the sections set out in the Code of Practice. They were reviewed by a legal adviser and went into operation for several months before discovering that a couple of specific elements meant that they were not always legally compliant. The Plans have been reviewed and re-designed in co-production with parents, carers and other agencies and a new version has been developed which has been considered by counsel and colleagues in the region and Department for Education and is now in operation. The authority has maintained the integral design of the Plans as these were done by children and young people but they should now stand up to any legal challenge.
8. Commissioning Special Schools to undertake the EHC transfers for all of their own pupils was a decision made jointly between the Project Board and the schools in 2014. Special Schools know their pupils well and are used to person-centred planning therefore it made sense to commission the Special Schools, through a Memorandum of Understanding, to manage this process. This technically freed up the local authority to concentrate on the transfers from Statements of SEN to EHC Plans for all mainstream pupils and those in Out of County placements. What was not anticipated was the difficulty there is in a Special School being able to identify the support a young person will require when they move on to another setting e.g. Further Education college or supported internship. They understand well the support a young person requires in a school setting but the progression towards more independent learning or employment raises different issues. As a result a great deal of extra local authority time has been spent in re-drafting Plans and in consulting colleges over placements. At the same time the process needed to factor in draft versions of plans, scrutiny by the SEND Service, re-writes and final sign off by the local authority (which is ultimately responsible for the Plans) which stretched the timescales to their limits (and beyond in the first year). This was unforeseen but the challenges it has brought have been managed and the 2

year transfer process for Special Schools ends this academic year. The authority is grateful to the schools for their support and patience.

9. The Designated Medical Officer role is one that has now been reviewed by the Clinical Commissioning Groups (CCG). Since the implementation of the reforms this role has had a commitment of 1 day per week shared between 2 people. They have participated fully in the Allocations Meetings, where decisions are made about whether to undertake an EHC Needs Assessment, and the Multi-Agency Hub process where EHC Plans and the allocation of resources are agreed. Their support has been invaluable however the time allocated for the role has meant limited resources for direct awareness raising and training for health practitioners. The CCGs have reviewed this position and are currently in the process of developing a full-time post.
10. The Educational Psychology Team has inevitably seen an increase in the number of statutory assessments they are required to undertake as a result of the increased numbers of EHC Needs Assessments. As a result the Children's Services' Directorate Management Team (DMT) and Children's Service Manager commissioned a peer review of the functions and model of working currently operated by the team. A series of recommendations have been made to re-model service delivery. These are currently being worked up into a number of options for DMT to consider at the beginning of June and will inform the future way in which Educational Psychology operates in the county.
11. Provision to be needs led and not service led. The Code of Practice is clear that the needs of children and young people with SEND should inform the services delivered by agencies rather than the child or young person fitting into what is on offer. If the child has an identified need there is a duty to resource provision to meet the need. This is challenging as many services have historically been block commissioned and organisations are tied into contracts. As a result, and in order to comply with the Code of Practice, the local authority has been in a position whereby it has to spot purchase services, usually from independent providers, to meet the identified needs of the child; this can be very costly. Further work is being undertaken to change practice and move to a position whereby services are tailored to meet demand. Services are still at the early stages of capturing themes around identified needs so that they can inform future commissioning arrangements.
12. The take up of Personal Budgets has been less than was anticipated before implementation. This is in part because there is not the market from which to purchase services but also because many organisations are not yet in a position to release funding to offer a Personal Budget due to commitments to block contracts. The information being accumulated through the EHC process will indicate to services where parents, carers and young people would have preferred to take a Personal Budget and will, once again, inform future commissioning arrangements. In some instances families do not want the additional responsibility of becoming an employer with responsibility for all that this entails.

13. Finally, we now have confirmation of the new Framework for joint local area inspections of SEND. The framework and handbook were published on the 27 April and inspections begin this month. The inspection cycle is five years and Lincolnshire will be inspected at some point during that period. The Director of Children's Services will be given 5 days' notice and the inspection team, comprising Her Majesty's Inspector Ofsted, a CQC Inspector and a specialist SEND Ofsted Inspector will undertake a week long inspection of a wide range of services and providers across the local area. Preparations are well underway for inspection and again these are being co-produced with a range of agencies and schools, colleges, early years' representatives and parent carers. Young people and their families will be pivotal to the inspection when it comes.

2. Conclusion

The Committee is invited to consider and comment on the summary of the first full academic year following implementation of the Special Educational Needs and Disability (SEND) reforms and the 13 key lessons learned to date.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Special Educational Needs and Disability Code of Practice: 0 to 24 Years (2015)	www.gov.uk/government/publications
The Children and Families Act 2014	www.legislation.gov.uk

This report was written by Sheridan Dodsworth who can be contacted on 01522 553310 or Sheridan.dodsworth@lincolnshire.gov.uk.

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Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Performance - Quarter 4 2015/16

Summary:

The accompanying appendices to this report provide key performance information for Quarter 4 2015/16 that is relevant to the work of the Children and Young People Scrutiny Committee.

Actions Required:

The Committee is invited to consider and comment on the performance information contained in the appendices to this report.

1. Background

Performance Indicators

Appendix A provides a full and detailed report that covers all Performance indicators used by Children's Services. This is also available for questions.

Appendix B provides a full and detailed report that covers only the Council Business Plan indicators used by Children's Service. This is also available for questions.

Complaints and compliments

Appendix C covers complaints and compliments.

Status of schools

Appendix D gives an overview of the Ofsted status of schools in Lincolnshire, including specific details of schools judged to be inadequate.

Performance Monitoring of Contracts

Appendix E (Exempt) gives an overview of the performance management of contracts.

2. Conclusion

This report summarises the Quarter 4 performance for Children and Young People, and the Children and Young People Scrutiny Committee is asked to raise any questions on the content of the report.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Summary of Performance & Detailed performance data for Quarter 4 2015/16
Appendix B	Council Business Plan Measures
Appendix C	Complaint and compliments report
Appendix D	Ofsted school status report
Appendix E	Performance Monitoring of Contracts - Exempt Paper

5. Background Papers

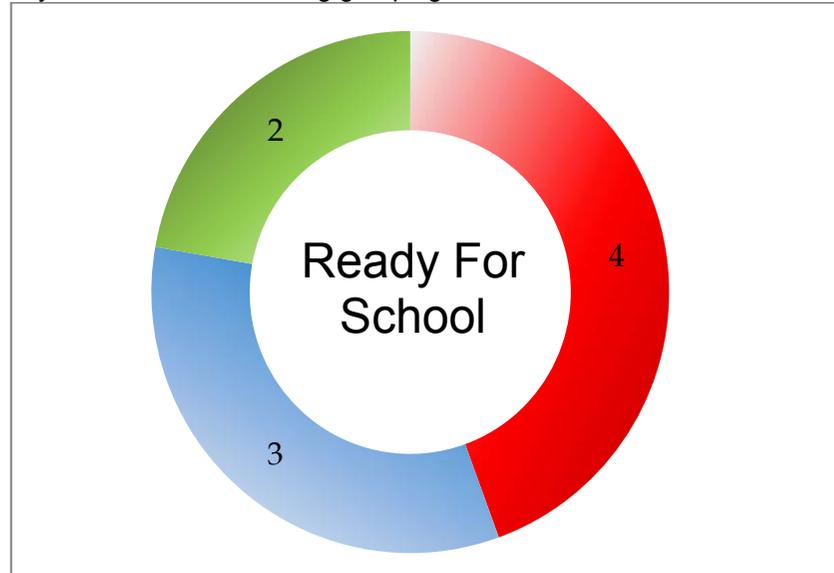
No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sally Savage, who can be contacted on 01522 553204 or sally.savage@lincolnshire.gov.uk.

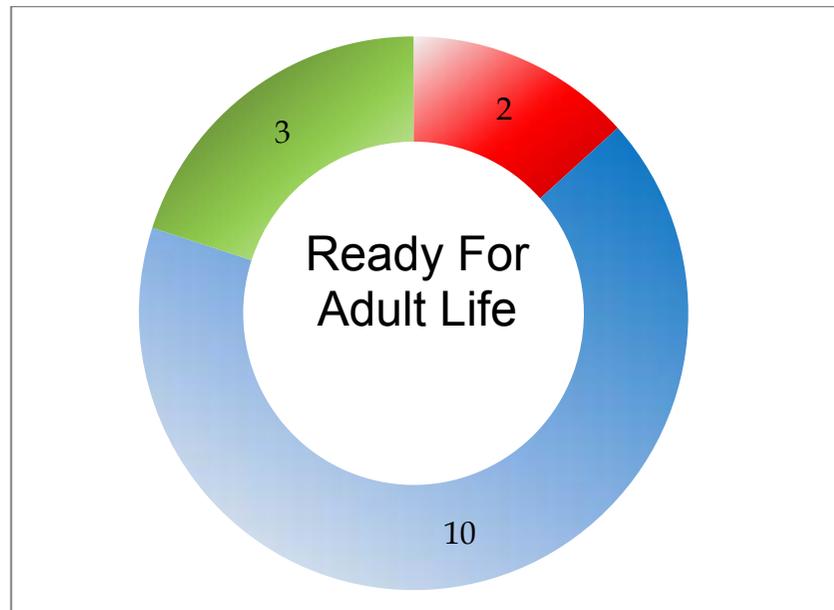
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Summary of performance for quarter 4

These charts summarise the current performance of our 63 indicators, split by the four commissioning groupings.



- Worse than tolerance
- Within tolerance
- Better than tolerance
- Not available

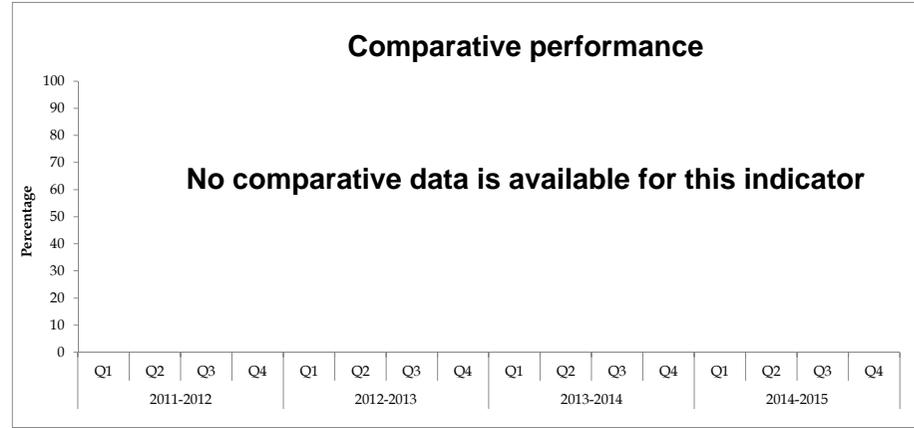
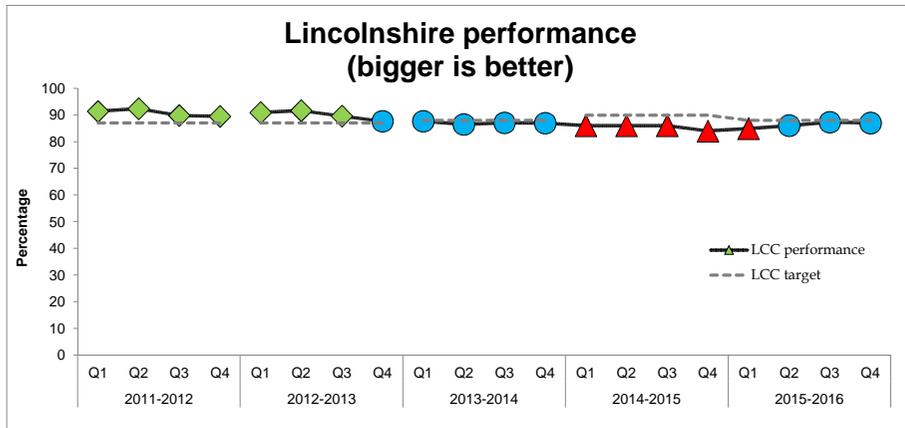


Healthy and Safe

Fostering/adoption of Looked After Children aged 10 to <16

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Target reduced by 2% due to change in LAC population with more children placed at home on orders. This will impact upon the figures.

2015/2016 TOLERANCE RATIONALE

A 2% variance is set for the upper value and 3% for the lower value.

Meeting the upper tolerance level would achieve a performance level not reached in recent years and show a change in the overall trend.

To achieve the lower tolerance level would maintain performance from 2015 and address the current downward trend. It would also meet the national target.

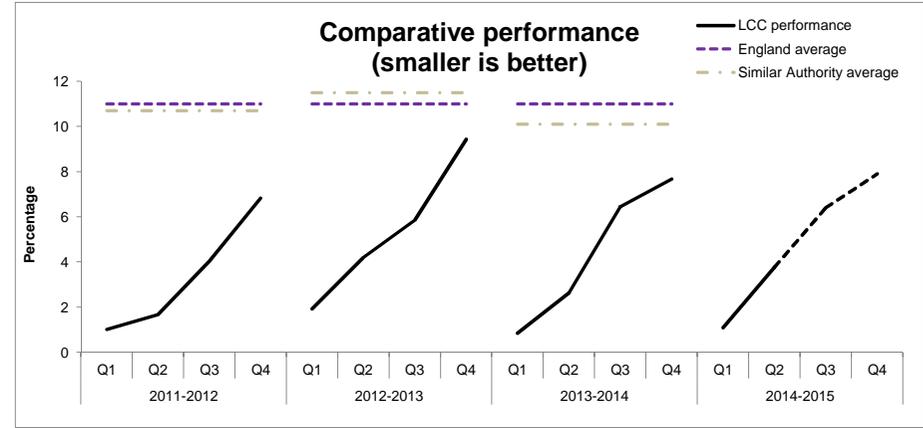
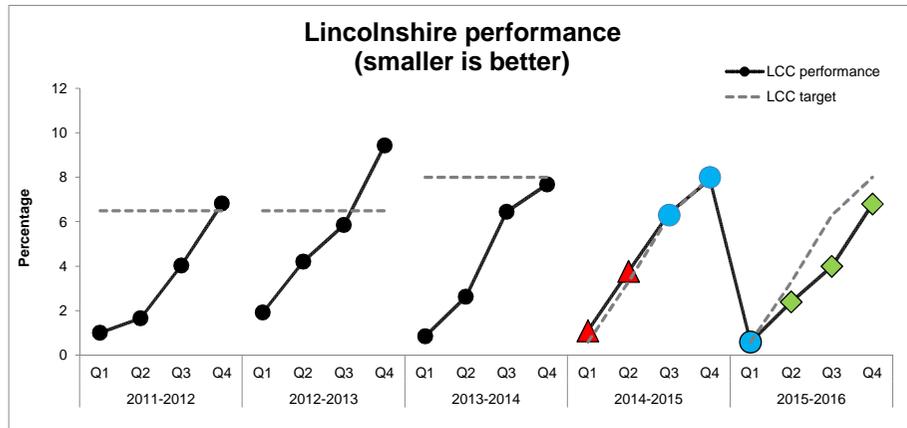
COMPARATIVE DATA SOURCE

No comparative data is available

Stability of placements of Looked After Children: number of moves

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

The year end figure of 6.8% indicates that children who are received into care are more likely to be appropriately matched at the point of admission. The end of year figure is cumulative and does fluctuate according to the profile of children requiring placement during a particular quarter

2015/2016 TARGET RATIONALE

Remain the same as previous years, we are well below the nation and similar authorities averages.

2015/2016 TOLERANCE RATIONALE

Achieving the upper tolerance level should maintain LCC's position within the top quartile nationally and still maintain LCC as one of the best performing of our statistical neighbours. Anything below the lower level should be shown as a significant improvement over last year.

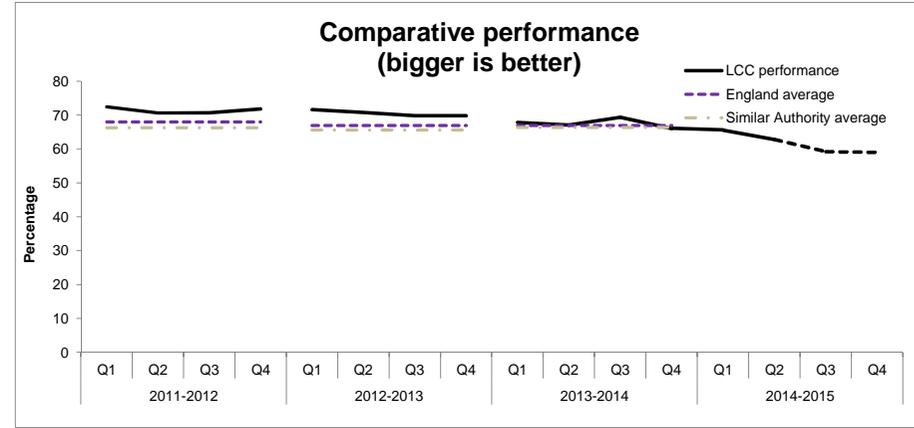
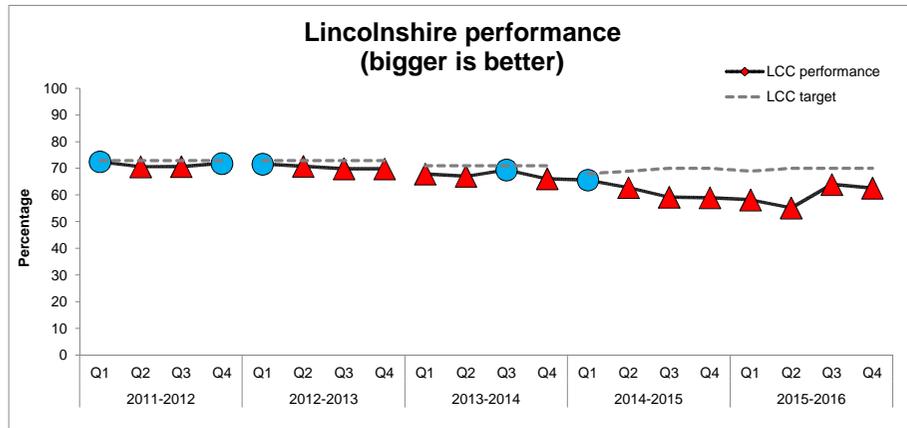
COMPARATIVE DATA SOURCE

Local Area Interactive Tool.
No East Midlands data is available.

Stability of placements of Looked After Children: length of placement

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

This indicator has improved significantly since the previous year end of 59% and suggest an improvement in placement stability.. In the final quarter 7 children have fallen into this cohort. Of these 2 children moved to a planned placement and 2 had to leave a stable foster placement due to carer illness. 3 others experienced placement disruptions due to the foster carers feeling unable to manage particularly challenging behaviours. The service continues to monitor stable placements to ensure that any risks to placements are identified and appropriate supports are made available to foster carers.

2015/2016 TARGET RATIONALE

Target to remain the same as previous year, this is a very challenging figure especially with the present cohort of LAC.

2015/2016 TOLERANCE RATIONALE

Lower tolerances have been set to account for the downward trend currently occurring. A 4% lower tolerance is set to allow for maintenance of the 2014 position at 66%.

The upper tolerance is set at 1% which should push LCC up into Quartile Band A and more importantly stop the downward trend.

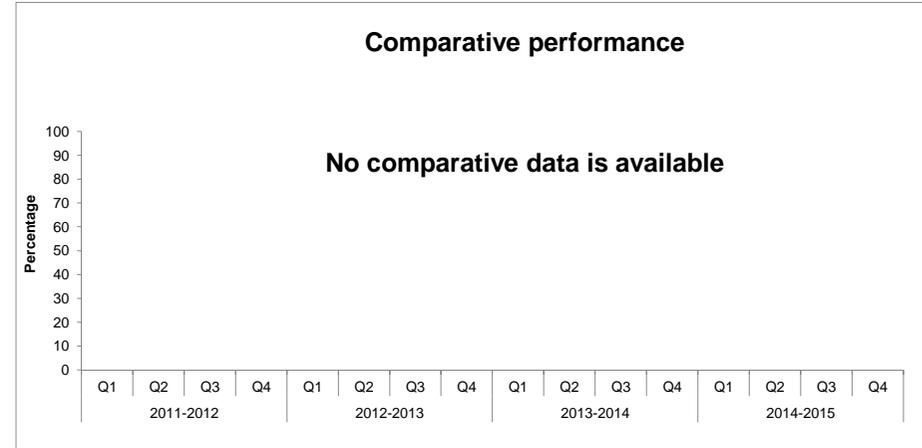
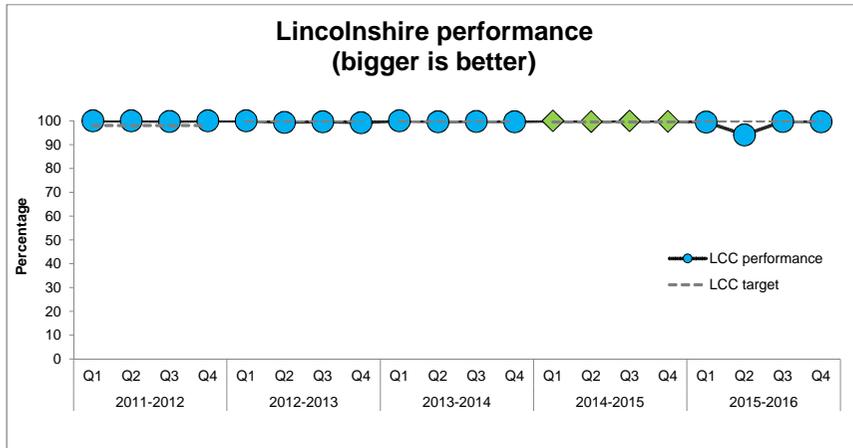
COMPARATIVE DATA SOURCE

Local Area Interactive Tool.
No East Midlands data is available.

Looked After Children reviews within timescale

This indicator is owned by **Yvonne Shearwood**

This indicator is not in any wider plans



Comment on latest performance from Yvonne Shearwood:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

Increased to 100 from 99.5, but with tolerance it will allow performance to drop to 99.5 before performance is highlighted as worse than expected.

2015/2016 TOLERANCE RATIONALE

As the target is 100%, an upper value of 0% has been set. Reaching anywhere above the target would be seen as a significant achievement.

A lower value of 0.5% has been set to accommodate a maintenance of performance.

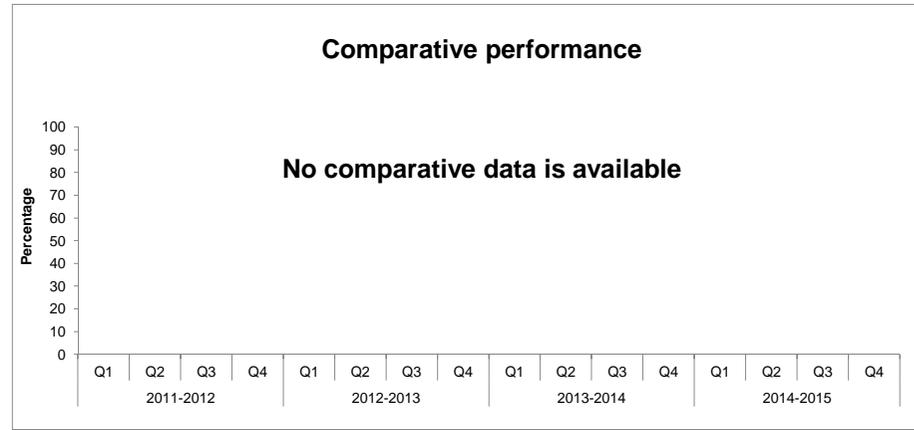
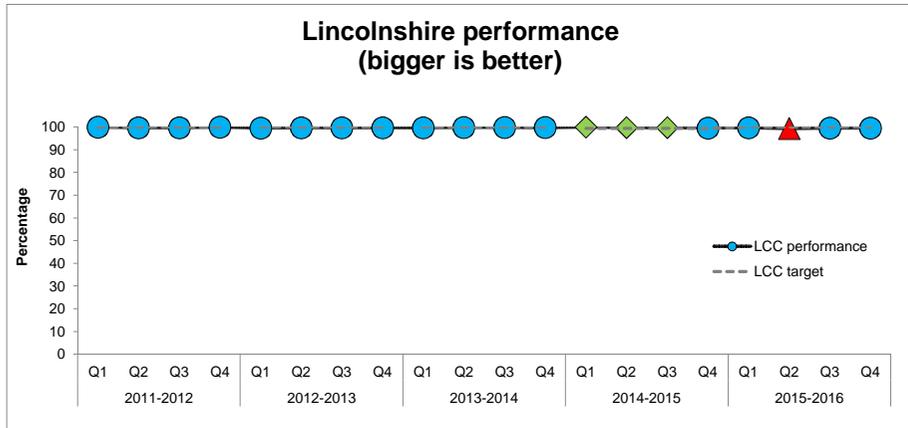
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator since 2010.

Participation of Looked After Children in reviews

This indicator is owned by **Yvonne Shearwood**

This indicator is not in any wider plans



Comment on latest performance from Yvonne Shearwood:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

Increased to 100 from 99.5, but with tolerance it will allow performance to drop to 99.5 before performance is highlighted as worse than expected.

2015/2016 TOLERANCE RATIONALE

An upper tolerance of 0% has been set. Reaching anything above the target would be seen as a significant achievement.

A lower value of 0.5% has been set to accommodate maintenance of the position achieved in 2014.

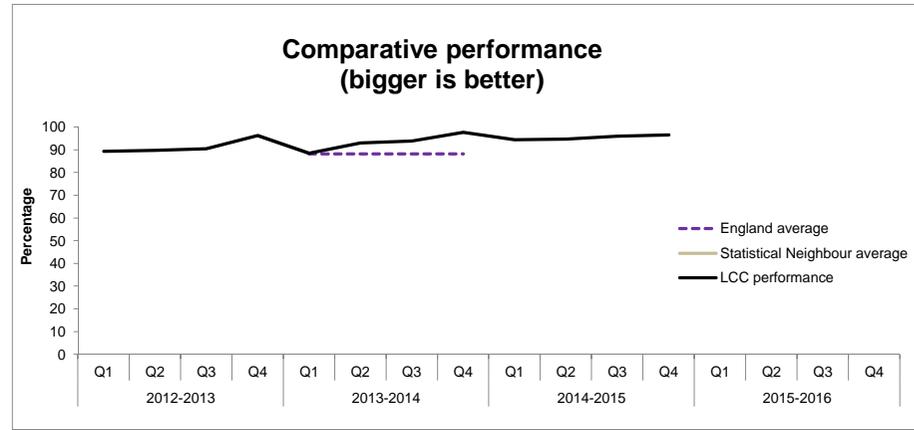
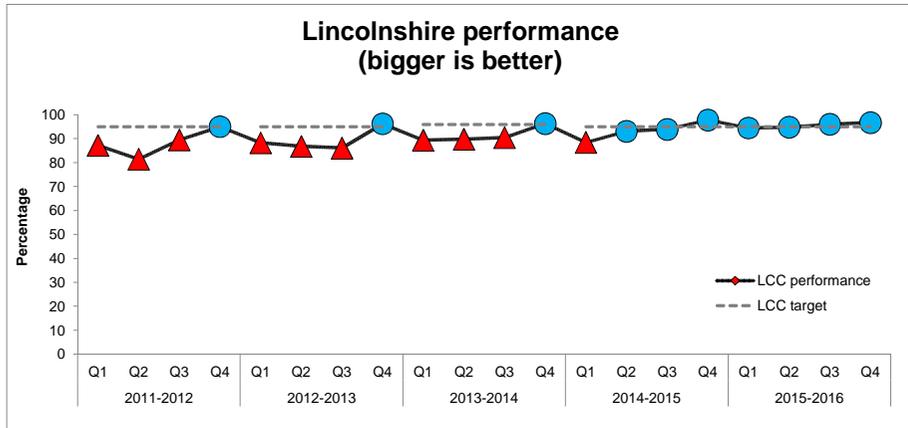
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of Looked After Children with an up-to-date health check

This indicator is owned by **TARA JONES**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

Remain as previous year, tolerance allows performance to be in line with this year's performance

2015/2016 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. This would mean that if all checks were done within timescale we would have achieved an excellent outcome, which would be shown as better than target.

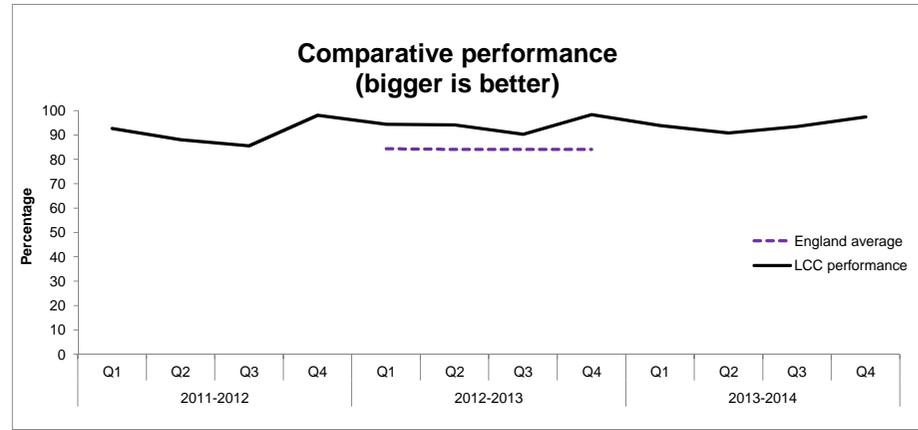
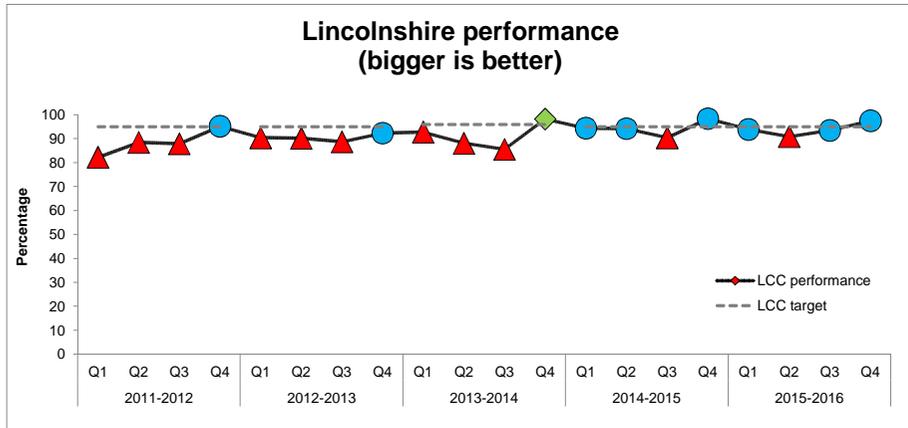
A lower tolerance of 2% has been set to allow for under performance. Data from the last two years shows achieving 93% is very achievable and performance has not often fallen below this marker

COMPARATIVE DATA SOURCE

Percentage of Looked After Children with an up-to-date dental check

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Remain as previous year, tolerance allows performance to be in line with this year's performance.

2015/2016 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. This would mean that if all checks were done within timescale we would have achieved an excellent outcome, which would be shown as better than target.

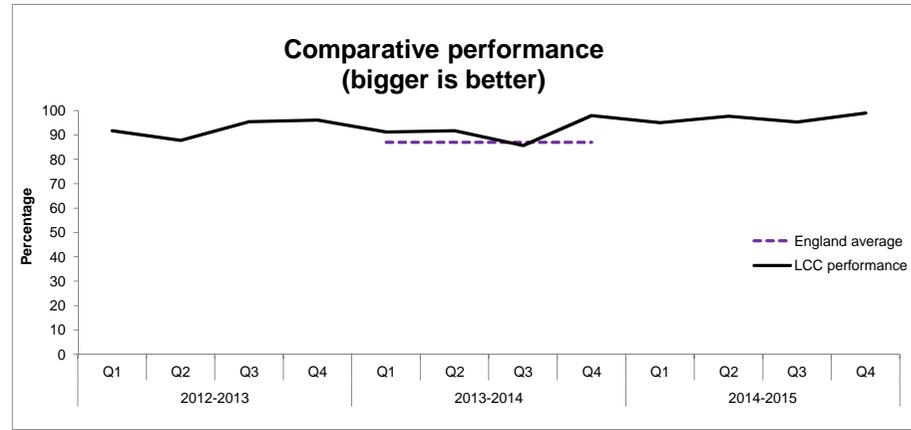
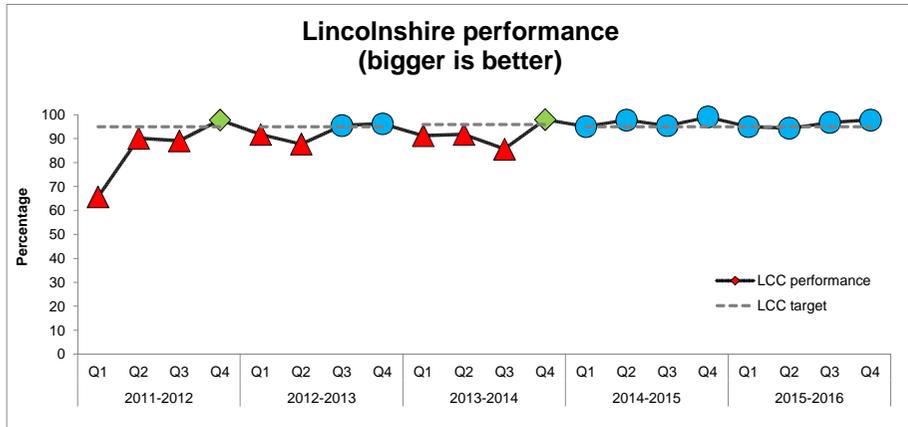
A lower tolerance of 2% has been set to allow for under performance. Data from the last two years shows achieving 93% is very achievable and performance has not often fallen below this marker

COMPARATIVE DATA SOURCE

Percentage of Looked After Children with an up-to-date immunisations

This indicator is owned by **TARA JONES**

This indicator is not in any wider plans



Comment on latest performance from Tara Jones:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

Remain as previous year, tolerance allows performance to be in line with this year's performance.

2015/2016 TOLERANCE RATIONALE

An upper tolerance of 4.5% has been set. Achievement of this would indicate that all LAC received all their health checks within timescale – achievement of 100%.

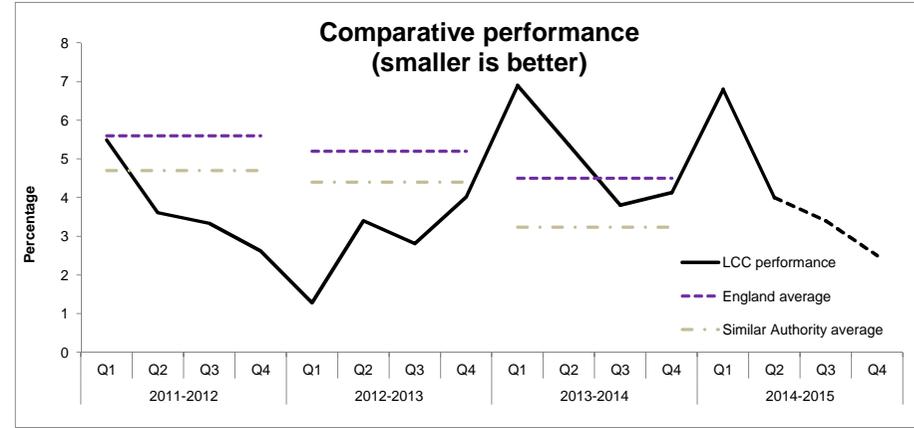
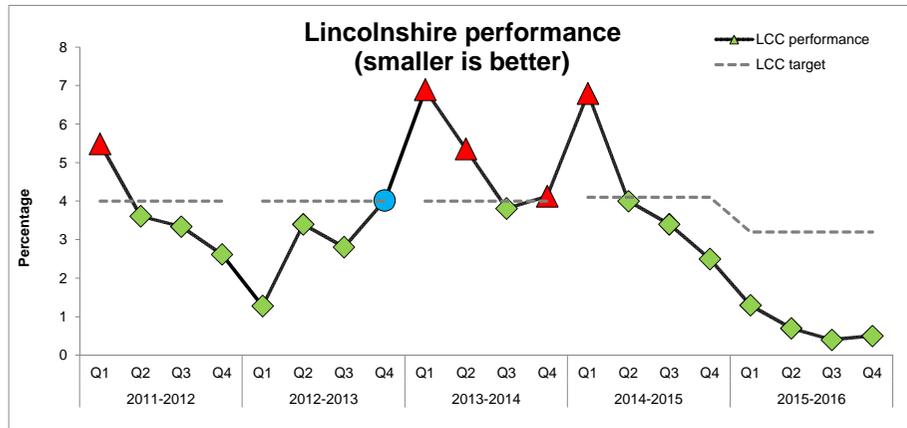
A lower tolerance of 1% has been set to allow for under performance. Data from the last two years shows achieving 94% is very achievable and performance has not often fallen below this marker.

COMPARATIVE DATA SOURCE

Child Protection Plans lasting 2 years or more (Munro N17)

This indicator is owned by **ROZ CORDY**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Roz Cordy:

There are currently 3 children who have had a child protection plan lasting 2 years or more, this high performance is due to robust mechanisms in place to ensure that there is no drift in cases, either children come off a plan due to improved outcomes or alternative arrangements are made such as care proceedings

2015/2016 TARGET RATIONALE

A reduction of 0.9, this would bring us in line with similar authority average, commentary from Q2 says it is likely to improve further.

2015/2016 TOLERANCE RATIONALE

A lower tolerance has not been set as addressing the deterioration in recent years by maintaining the position in March 2014 would be a significant achievement.

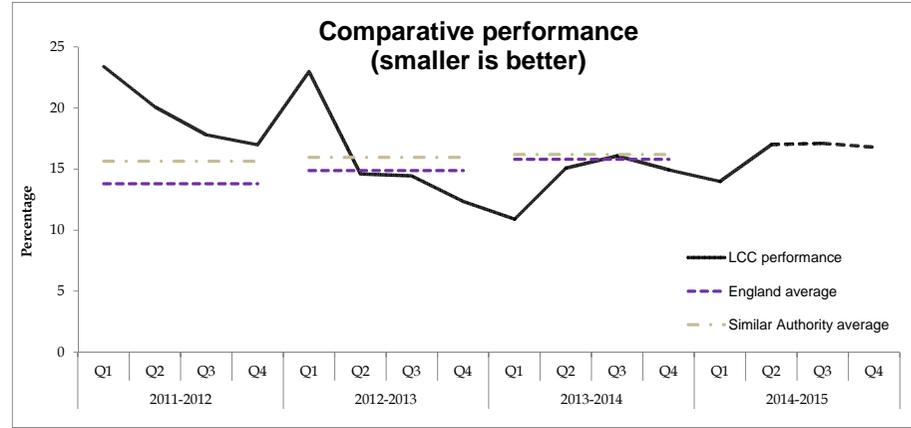
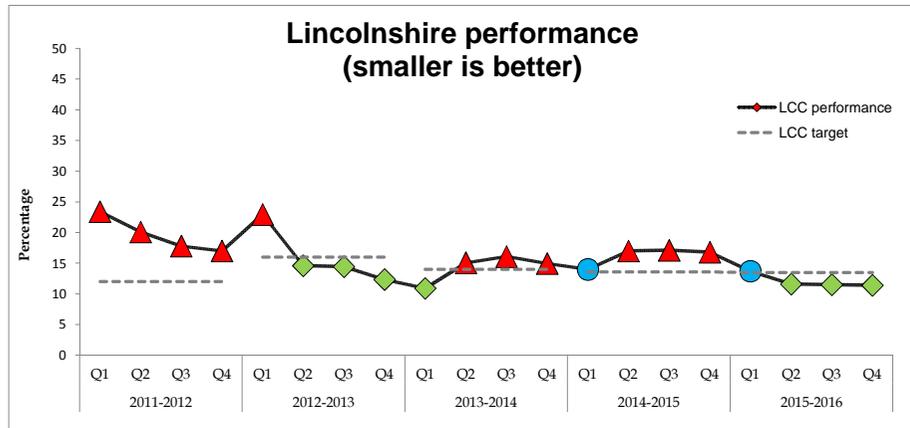
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Children becoming subject to a Child Protection Plan for a 2nd time or more

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

The number of children who have been subject to a plan for a second time or more is low at 11.4% or 60 children over the year. This is excellent performance indicating that the majority of children are protected on a long term basis and there are no further incidents of harm.

2015/2016 TARGET RATIONALE

A decrease of 0.1, trying to return to prior performance and stop the trend of poor performance.

2015/2016 TOLERANCE RATIONALE

Tolerances have been set at 10% (upper and lower). This gives an 'in tolerance' range of approximately 12.3% to 14.9%.

Achievement of the main target would show a significant improvement on last year.

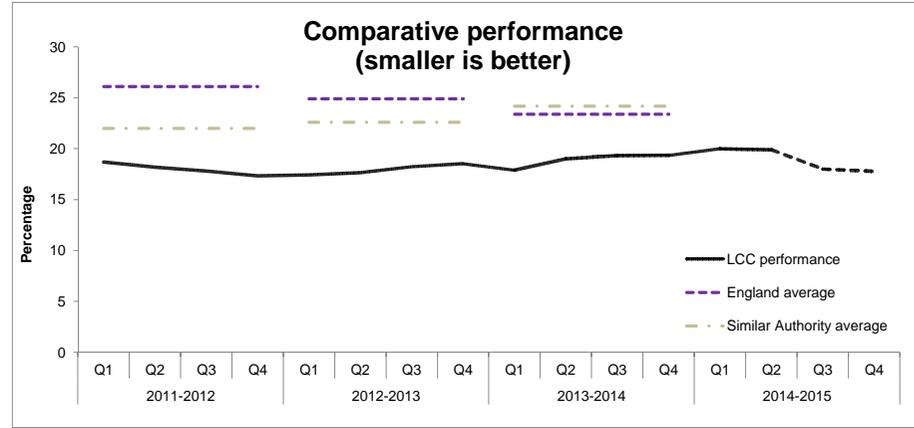
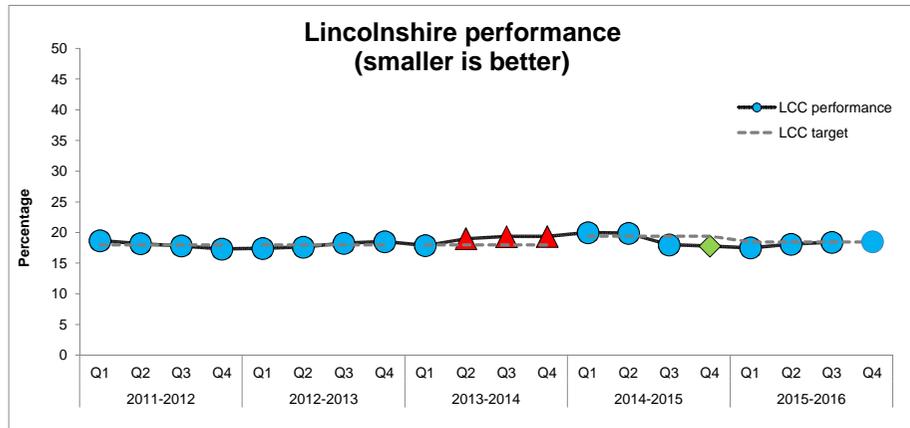
Achievement of the upper tolerance would be maintenance of last

COMPARATIVE DATA SOURCE

Percentage of referrals that are repeats within 12 months

This indicator is owned by **ROZ CORDY**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

This is a 0.9 decrease to show a reduction, but to be realistic about the fluctuations in data

2015/2016 TOLERANCE RATIONALE

An upper tolerance of 0.9% has been set. This is based on the trended expected performance level (indicating deterioration in performance). If this was achieved in 2015, LCC are still expected to maintain their position comfortably within Quartile Band B.

The lower tolerance 1.4% is set to help move LCC up to Quartile Band A (latest marker at 18.3% - 2013 data).

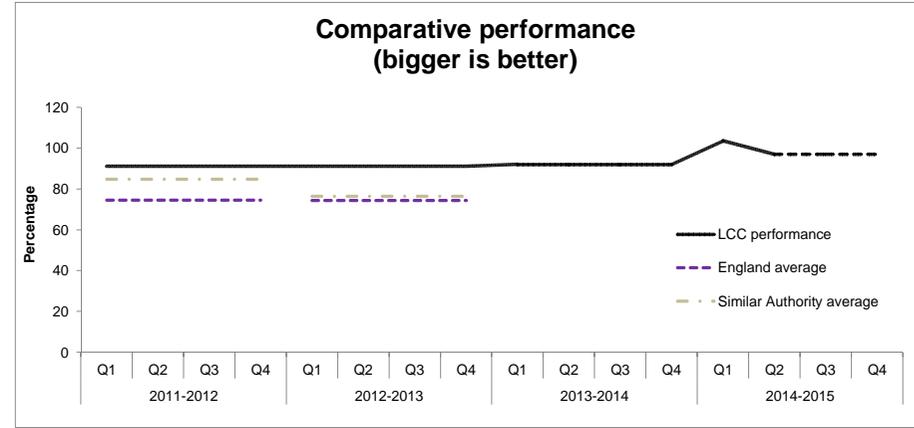
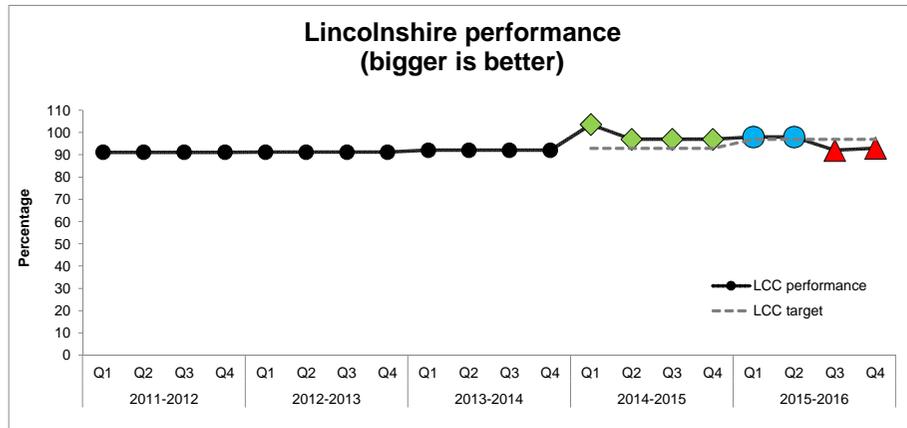
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of referrals to children's social care going on to assessment (Munro N9)

This indicator is owned by **ROZ CORDY**

This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

A small number of referrals are closed down without having a social care assessment (7% at the end of Q4). Although this is below target, every referral that is closed down without a social care assessment is reviewed to ensure that the decision was appropriate and if not a discussion takes place with the relevant manager and assurance mechanisms are in place.

2015/2016 TARGET RATIONALE

This is an increase in line with performance this year, we are maintaining high 90s for three quarters this year.

2015/2016 TOLERANCE RATIONALE

Tolerances have been set to cover the uncertain and controllable nature of this measure.

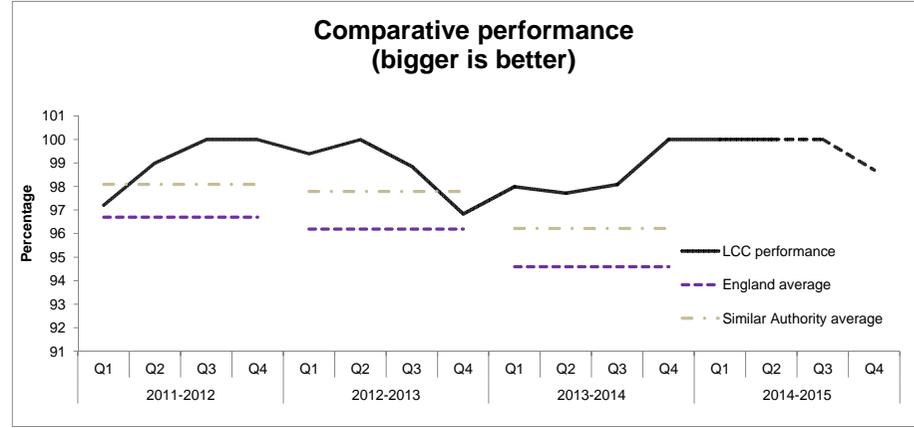
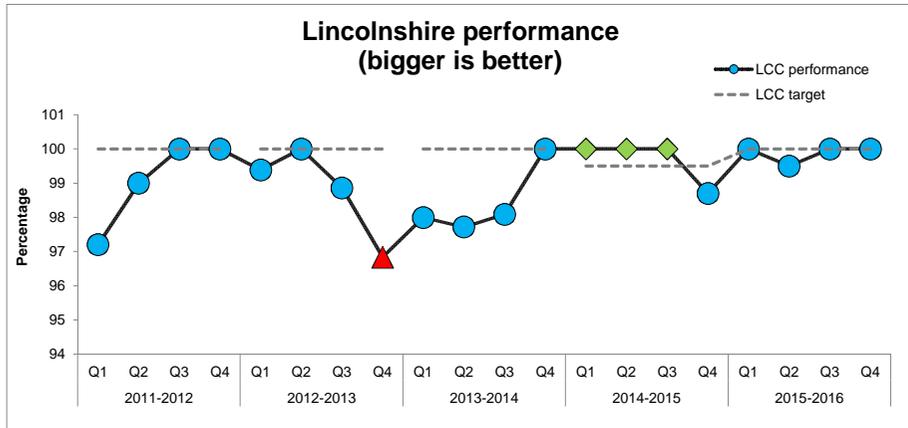
Upper value set at 1% Lower value set to 2% to cover reaching the level achieved

COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Child Protection cases reviewed within timescale

This indicator is owned by Roz Cordy
This indicator is not in any wider plans



Comment on latest performance from Roz Cordy:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

With 100% for all three quarters this year, we have increased the target back up to 100% and have a tolerance range of -2% to allow for performance to slip to 98% if needed.

2015/2016 TOLERANCE RATIONALE

As the target is 100%, achievement of anything above this is considered a significant achievement. Therefore the upper tolerance has been set to 0%

A lower value of 2% has been set to accommodate maintenance of performance to that was achieved in March 2014.

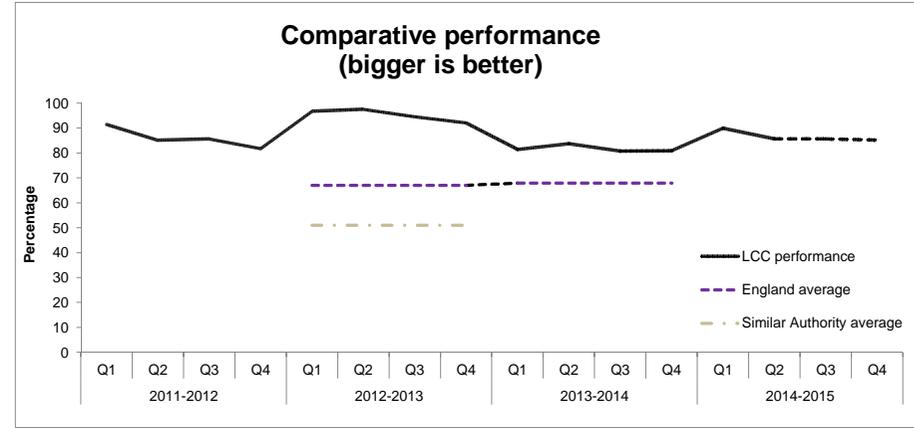
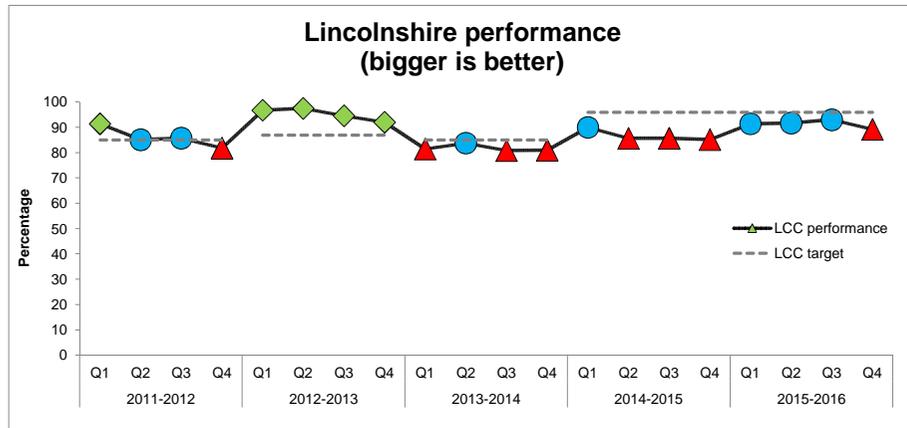
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of privately fostered children visited within required timescales

This indicator is owned by **JOHN HARRIS**

This indicator is not in any wider plans



Comment on latest performance from John Harris:

This is a cumulative figure and the outturn represents 7 visits that were completed outside of timescale across the whole year. The children were seen but not within the requisite number of days. The service has put in place a clear system of prompts to support Social Workers in meeting the time requirement of these visits. Despite that and once the due date is exceeded, the performance cannot be recovered

2015/2016 TARGET RATIONALE

Target remains the same as previous year, performance suggest we will not meet our target this year, so maintaining the target for the next year seems advisable.

2015/2016 TOLERANCE RATIONALE

A 3.5% variance is set for the upper value to allow for 100% achievement of this measure and to highlight 100% as excellent.

A lower value is set at 6%. This is to equate for up to 5 children not being visited within timescales if the expected number of total children in the denominator is reached.

As the change in how the measure is calculated by LCC has only recently been applied, it is not possible to say if the March 2014 position is considered a strong performance or not

COMPARATIVE DATA SOURCE

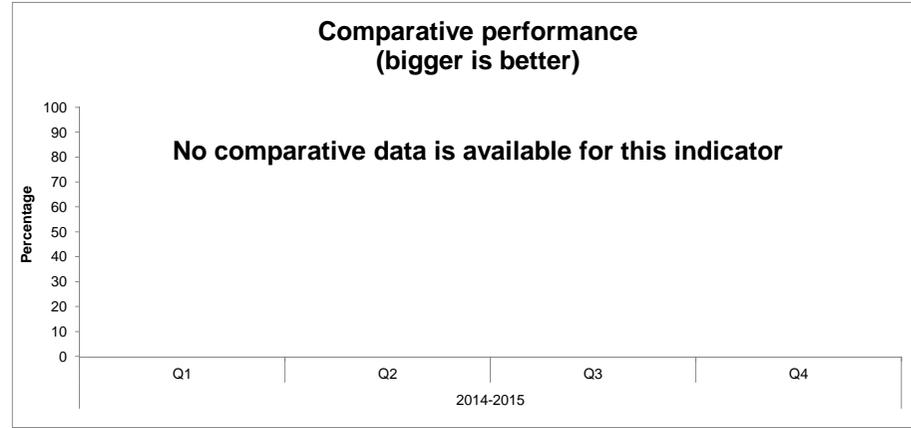
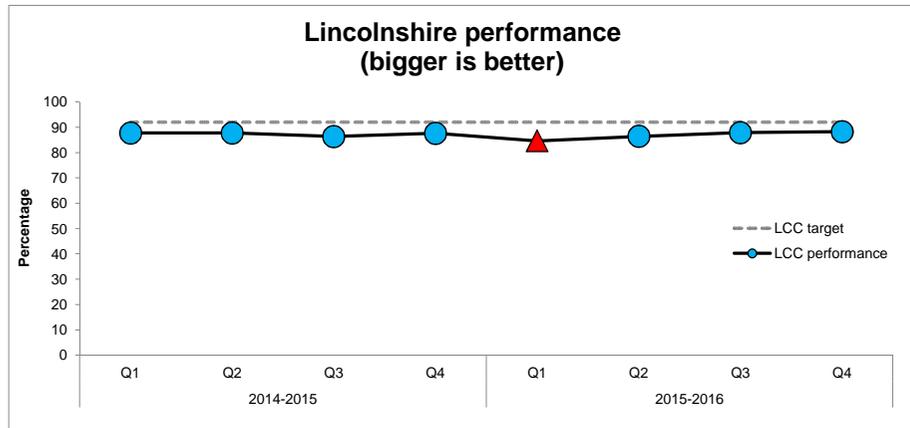
Private Fostering Return (PF1) supporting information. No East Midlands data is available.

Statistical Neighbour information includes a degree of estimation due to suppressed records.

Percentage of assessments completed within timescale (Munro N14)

This indicator is owned by **JO KAVANAGH**

This indicator is not in any wider plans



Comment on latest performance from Jo Kavanagh:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Target to remain the same as previous year. Performance to date doesn't show that we will meet the target this year. Also with the move to Mosaic this could impair the correct reporting for the first two quarters.

2015/2016 TOLERANCE RATIONALE

Tolerances have been set to cover the unknown nature of this measure.

Upper value set at 3% is to factor in the possibility of achieving the 95% met comfortably at its initial launch (Oct 13 to Dec 13).

Lower value set to 7%. This has been set based on the proxy data for Lincolnshire – averaging out at 84% over the last 8 years approximately.

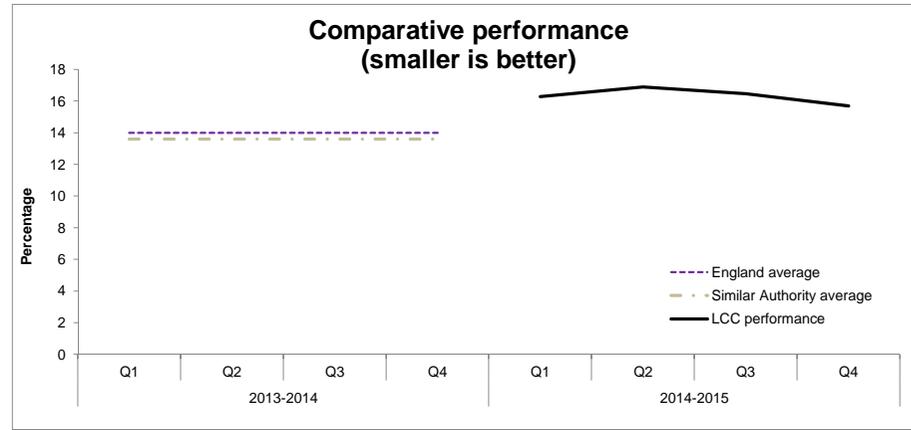
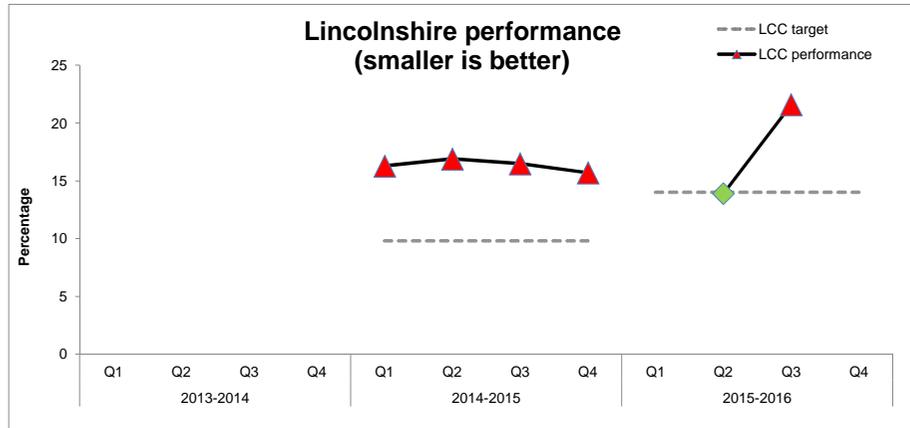
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator.

Vacancy Rate of Social Workers (Munro N23)

This indicator is owned by **MARIE ROBERTSON**

This indicator is not in any wider plans



Comment on latest performance from Marie Robertson:

The measure at present cannot be reported due to issues with Agresso. However, we did manually report on the vacancy rate for the annual statutory return in November which is reflective of our position in September 2015. We reported a vacancy rate of 8 compared to the East Midlands of 20. Both Regionally and Nationally the vacancy rate increased where as our rate decreased from 13 to 8.

2015/2016 TARGET RATIONALE

Increase in the target, we are currently performing at 16.1 at Q3, this figure would allow for decrease in the figure to improve our performance in vacancy rates and bring us in line with National average. This year there will be data cleansing exercises to ensure that the recording of agency staff and vacancies are correct. Work is taking place at a national and regional to ensure that this figure will reduce. The increase in the establishment figures have not helped in getting to grips with the vacancy rate.

2015/2016 TOLERANCE RATIONALE

Tolerance boundaries have been set to allow for current performance and to show good performance if the figures fall below the target figure. This would be a significant improvement from where we are at present.

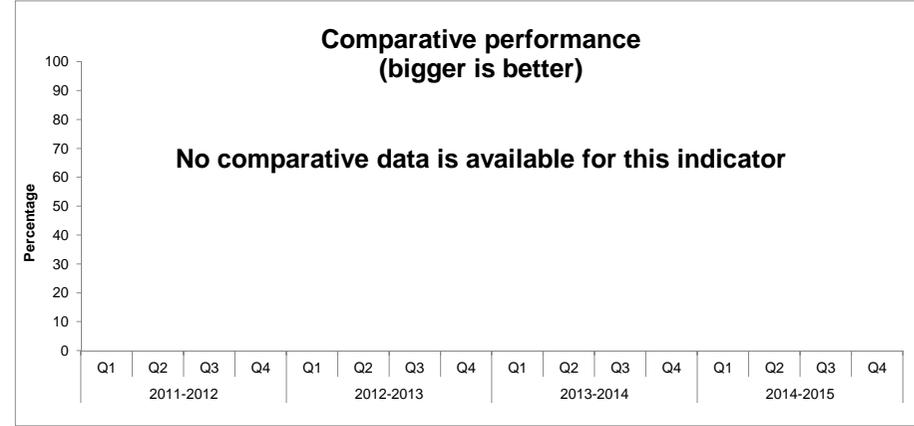
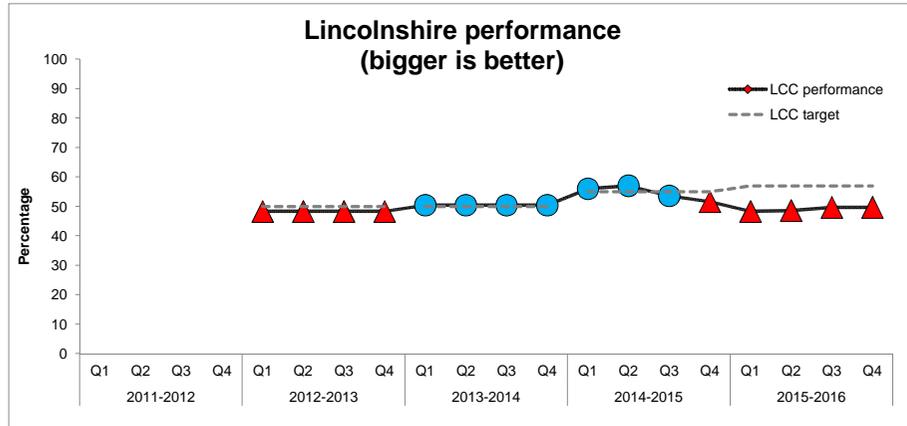
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Percentage of families of children with disabilities using direct payments

This indicator is owned by **SHERIDAN DODSWORTH**

This indicator is not in any wider plans



Comment on latest performance from Sheridan Dodsworth:

The number of families of children with disabilities receiving Direct Payments has remained constant since Quarter 3 at 49.7%; however it is still under-performing by 7.3% against a target of 57%.

Direct Payments are made in lieu of a social care service and offer a degree of choice to families. Direct Payments also carry a large degree of responsibility for families who have to manage an account, be accountable for what they spend their payments on and they also become the 'employer' of whoever they choose to provide a service for their child. This does not suit all families. In addition some families have struggled to find alternative carers to 'purchase' a service from.

The team has consistently increased the number of families taking Direct Payments over recent years but this has plateaued over the last year. It is important to recognise that there are some children with very complex needs that require extensive packages of support that a Direct Payment couldn't address. Additionally some families will choose not to take a Direct Payment for other reasons such as a lack of available market to buy required services.

The team continues to monitor reasons for families not wishing to take a Direct Payment. DMT has agreed that the target of 57% is reduced to 50% in 2016/17 in recognition of there being a number of variables, described above, that will prevent the team from achieving increased targets.

2015/2016 TARGET RATIONALE

Increase by 2%, tolerances allows for performance to be within what the performance is now.

2015/2016 TOLERANCE RATIONALE

Tolerance range set at 53% to 57%. The cohort size is large enough for these values to be sensible.
Achievement of the lower value of 53% would still be an improvement on previous years in line with the trajectory; anything below that would not be consistent with the improving trajectory of previous years.
Anything above 57% would be a significant step up from previous years.

COMPARATIVE DATA SOURCE

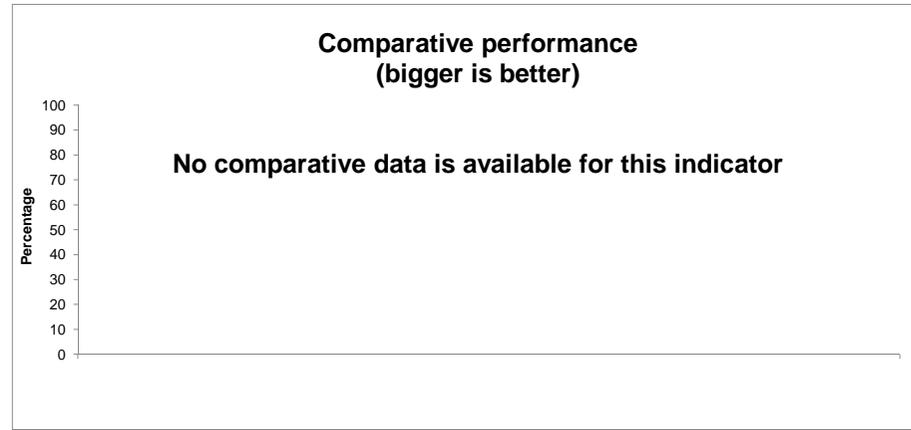
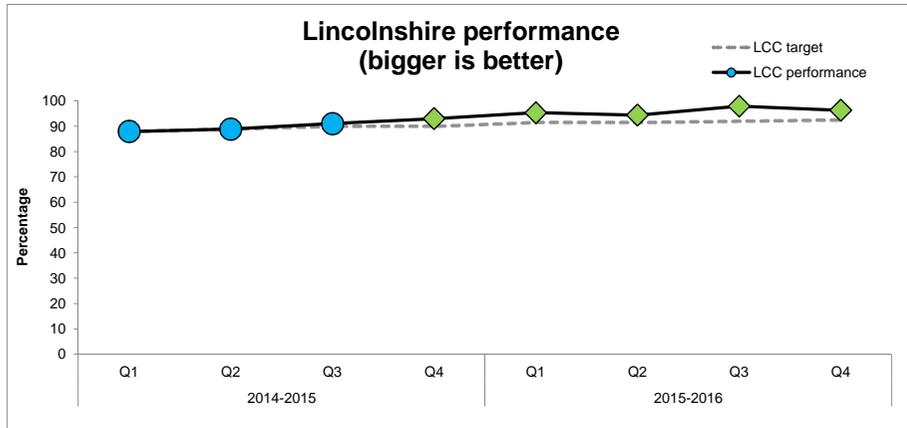
No comparative data is available for this indicator.

Ready for School

Percentage of 0<5 year olds in Lincolnshire registered to a Children Centre

This indicator is owned by **MICHELLE ANDREWS**

This indicator is not in any wider plans



Comment on latest performance from Michelle Andrews:

Registration of children aged 0-5 years at Lincolnshire children's centres has been consistently above target by at least 3% across the year, with the current registration of 96.4% being above target by 3.9%. This good performance is supported by the Information Sharing agreement with health visiting which ensures that centres are informed of and register all live births and transfer in families on a weekly basis.

2015/2016 TARGET RATIONALE

Target increase in line with last year performance, not going to report performance in quarter 1 due to the implementation of Mosaic and the transition from SoftSmart

2015/2016 TOLERANCE RATIONALE

This variance has simply been proposed to allow a little tolerance. A 2% variance against a March 2015 target of 90% will show if we slip below our June 2014 position of 88%.

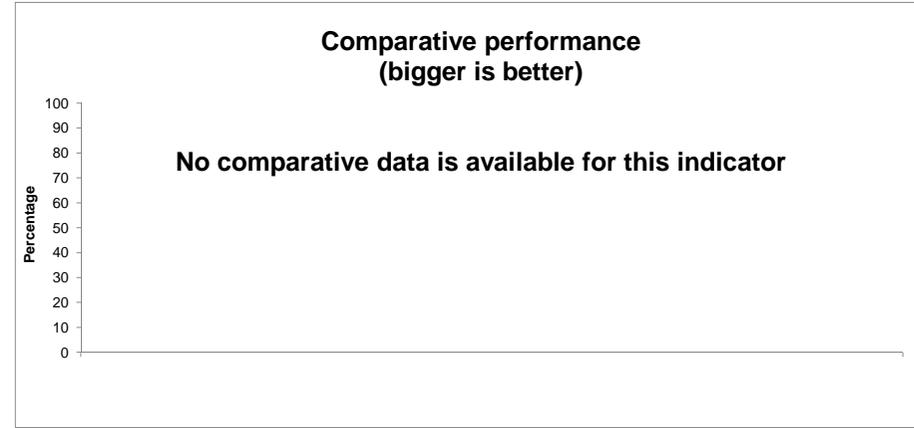
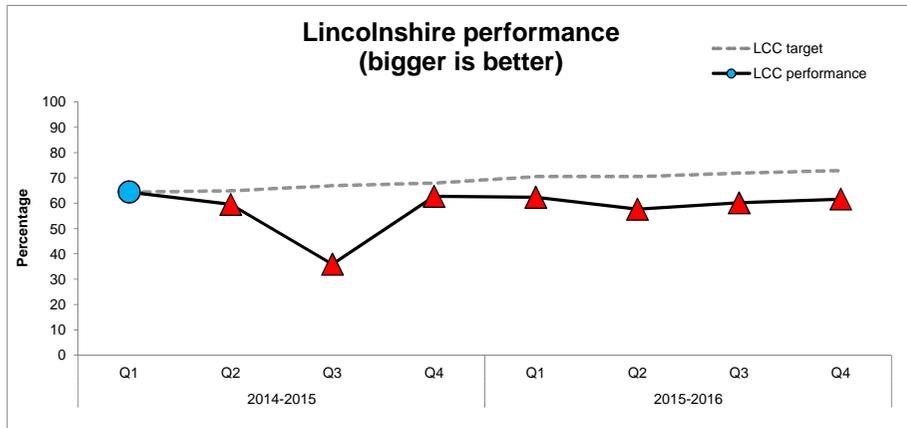
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

Percentage of 0<5 year olds registered having at least one attendance within last 3 months

This indicator is owned by MICHELLE ANDREWS

This indicator is not in any wider plans



Comment on latest performance from Michelle Andrews:

Engagement of children aged 0-5 years in Lincolnshire children's centres remains below target, however performance has increased by 4% over the last 2 quarters with 61.7% of 0-5's engaged. All centres have been set individual engagement targets as part of the performance cycle and each group has an engagement plan to focus on improvement. Centres have parent engagement contracts to increase the engagement of families in services, however, this resource is focused on the most vulnerable rather than universal families. We have an agreement with the RAF to deliver outreach sessions on bases and have implemented a parent volunteer champion project to promote universal services to families and as a result hope to see an increase in universal engagement.

2015/2016 TARGET RATIONALE

Increased in line with last year target profile, with Early years entitlement being registered as an attendance this should increase with this addition.

2015/2016 TOLERANCE RATIONALE

These variances allow some leeway whilst still requiring performance to improve a little by the end of the year.

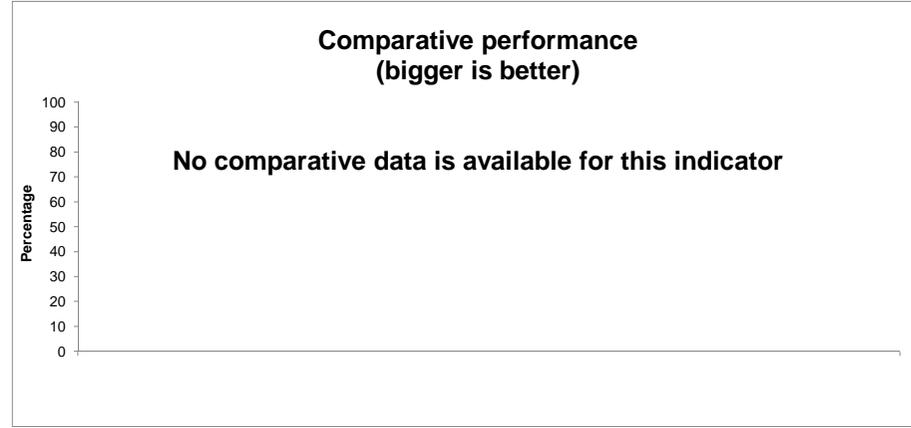
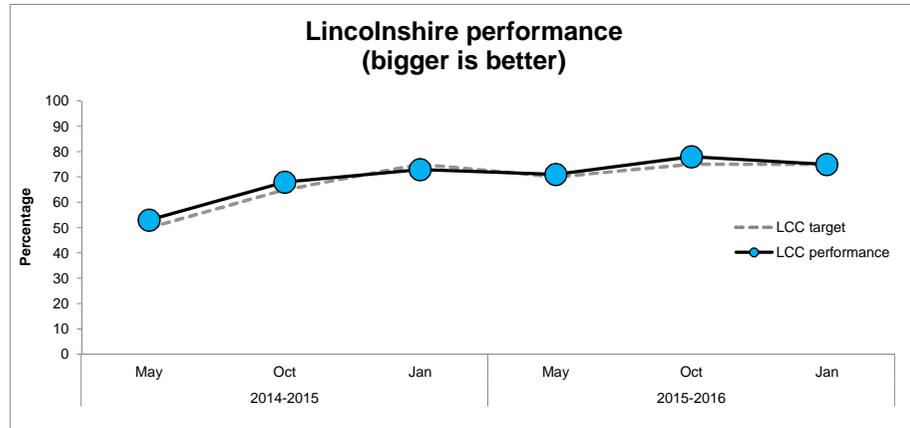
COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

Percentage of eligible 2 year olds who are in receipt of their Early Years Entitlement

This indicator is owned by MICHELLE ANDREWS

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Michelle Andrews

No comment is required as this measure is within tolerance

2014/2015 TARGET RATIONALE

This is the first year this information will have been collected based on the cohort being the 40% most deprived families in Lincolnshire. Previous profile of performance against the 20% most deprived families shows that at the end of 2013/14 financial year the performance was 84.3%. Initial indications shows that performance will be around 50% in May 2014 and so some rough estimates based loosely around figures from last year's 20% most deprived figures have been used to define the final 75% target in January 2015

2014/2015 TOLERANCE RATIONALE

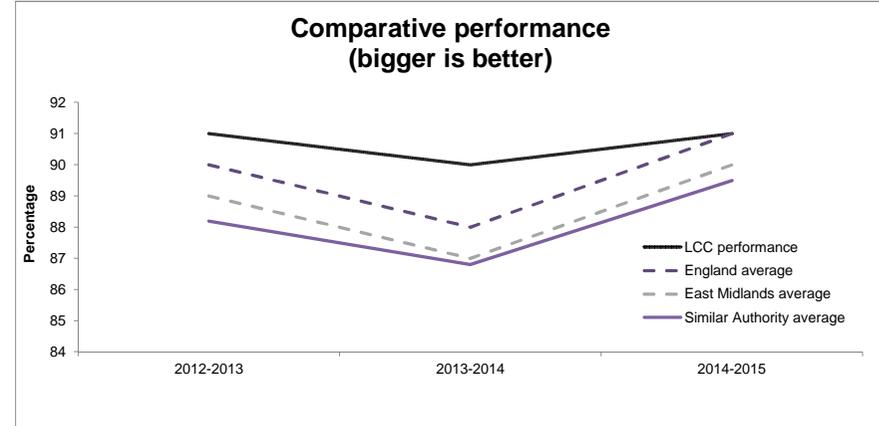
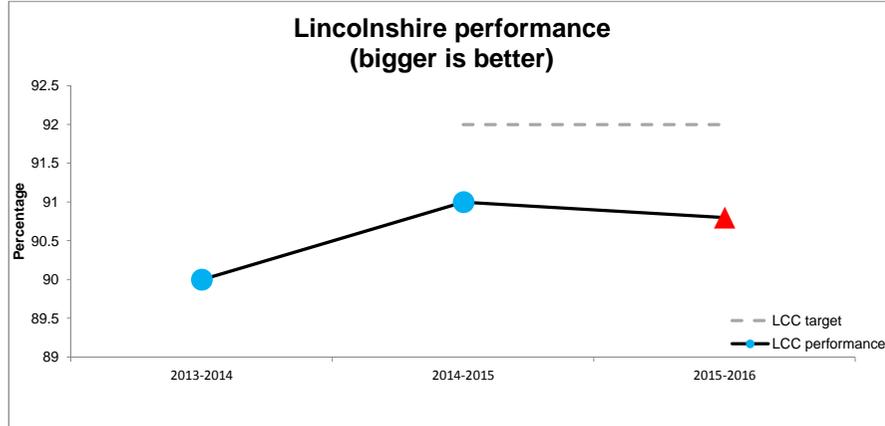
A 5% tolerance has been set relative to each of the targets as this is a previously unmeasured indicator.

COMPARATIVE DATA SOURCE

No comparative data is available for this indicator yet.

Children making expected progress in Reading between Key Stage 1 and Key Stage 2

This indicator is owned by CFBT
This indicator is not in any wider plans



Comment on latest performance from CFBT:

2015 outcomes

- The percentage of LA children that made expected progress in reading in 2015 is 90.8% compared to 91.0% in 2014. This is 0.5% below the national average for 2015.
- Lincolnshire's expected progress in reading has dropped 0.2 percentage points from last year taking us to 90.8%, the Stat Neighbour average has increased by 0.4 percentage points to 90.0% compared to 89.6% last year, and the East Midlands average has dropped by 0.3% to 90.1%. The national figure remains roughly the same, 91.3% this year, compared to 91.1% last year. So through dropping 0.2% we are below national in this measure, but above East Midlands and Stat Neighbour averages. Support packages offered or brokered through Adviser contact with maintained schools

2016 outcomes not yet available - uncertainty of predictions owing to new assessment processes

2015/2016 TARGET RATIONALE

Current performance is between FFT B and D and in line with national. In order that we can at least maintain performance and make ground on National we need to aspire for a 1% increase year on year.

However with the removal of levels we can set trajectory but need to review methodology in 2016

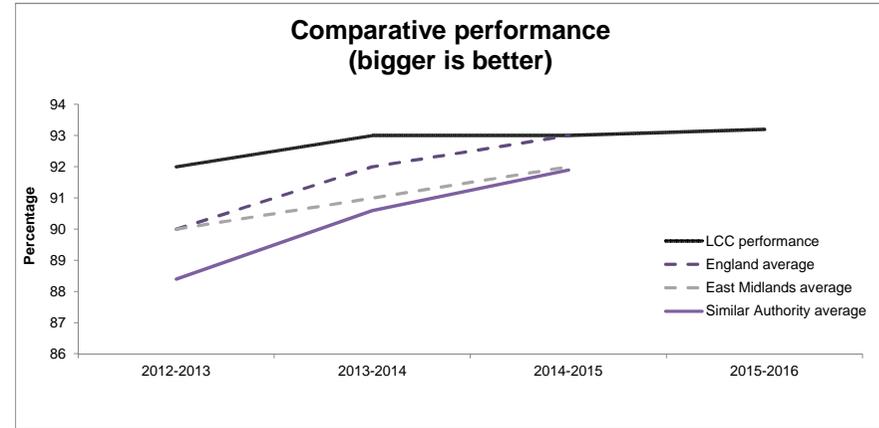
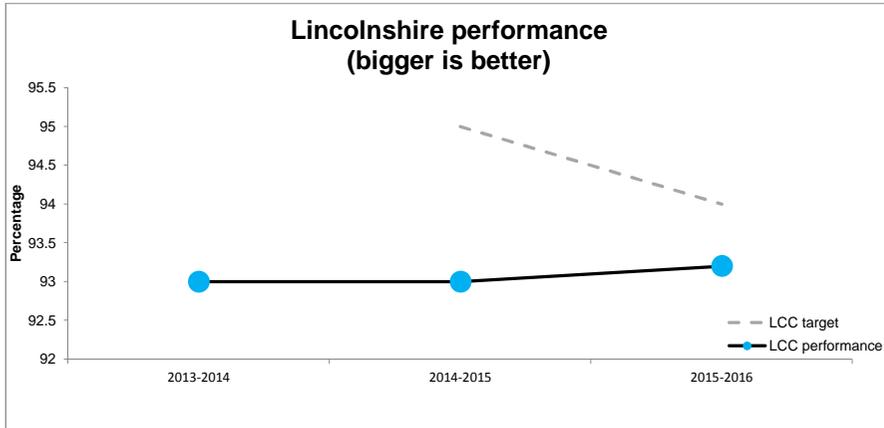
2015/2016 TOLERANCE RATIONALE

Lower - target is an ambitious target so would aim to be no worse than we currently are as we are still above our closest comparator (National)
Upper value set closer to target as would need to highlight if we are able to make that significant an improvement

COMPARATIVE DATA SOURCE

Children making expected progress in Writing between Key Stage 1 and Key Stage 2

This indicator is owned by CFBT
This indicator is not in any wider plans



Comment on latest performance from CFBT:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Current performance is between FFT B and D and in line with national. In order that we can at least maintain performance and make ground on National we need to aspire for a 1% increase year on year

However with the removal of levels we can set trajectory but need to review methodology in 2016

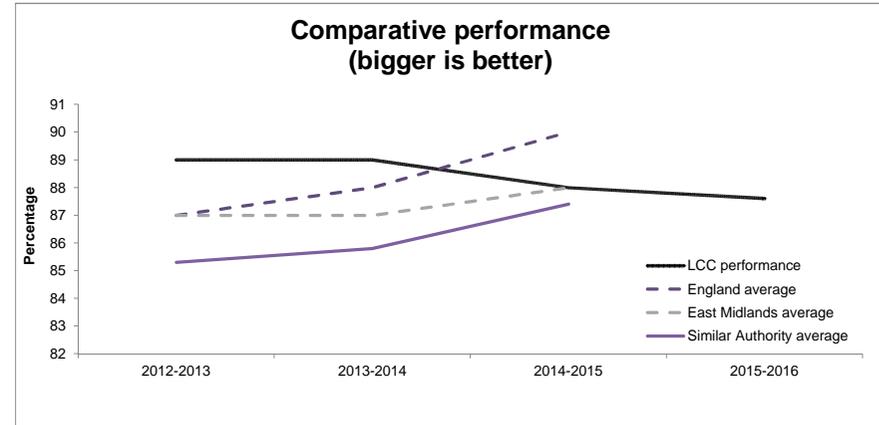
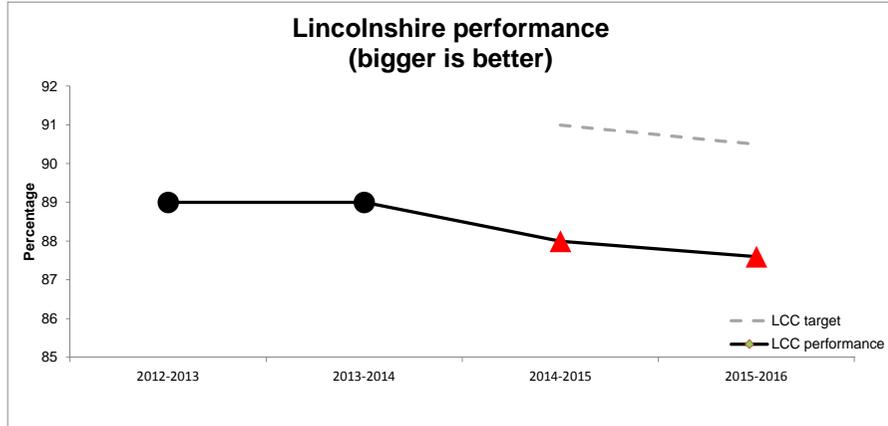
2015/2016 TOLERANCE RATIONALE

Lower - target is an ambitious target so would aim to be no worse than we currently are as we are still above our closest comparator (National)
Upper value set closer to target as would need to highlight if we are able to make that significant an improvement

COMPARATIVE DATA SOURCE

Children making expected progress in Maths between Key Stage 1 and Key Stage 2

This indicator is owned by CFBT
This indicator is not in any wider plans



Comment on latest performance from CFBT:

2015 outcomes

- The percentage of children who made expected progress in mathematics in 2015 fell slightly from 2014 by 0.1%. The proportion of children who made expected progress in mathematics remains below the national average for 2015. The national average has increased slightly to 89.8%
- Our Statistical Neighbour average increased by 0.5% and the East Midlands average remains the same as last year. Therefore, Lincolnshire is 0.3 percentage points below Statistical Neighbours and 0.7% below the East Midlands. Lincolnshire's progress in Maths remains an area of concern.

Support packages offered or brokered through Adviser contact with maintained schools

2016 outcomes not yet available - uncertainty of predictions owing to new assessment processes

2015/2016 TARGET RATIONALE

Current performance is just at FFT A and falling behind national. In order that we can at least catch-up with National we need to aspire for a 2% increase year on year

However with the removal of levels we can set trajectory but need to review methodology in 2016

2015/2016 TOLERANCE RATIONALE

Lower value is still aiming for improvement following the fall over the last year and the Upper value is an aspirational one and should be highlighted if surpassed.

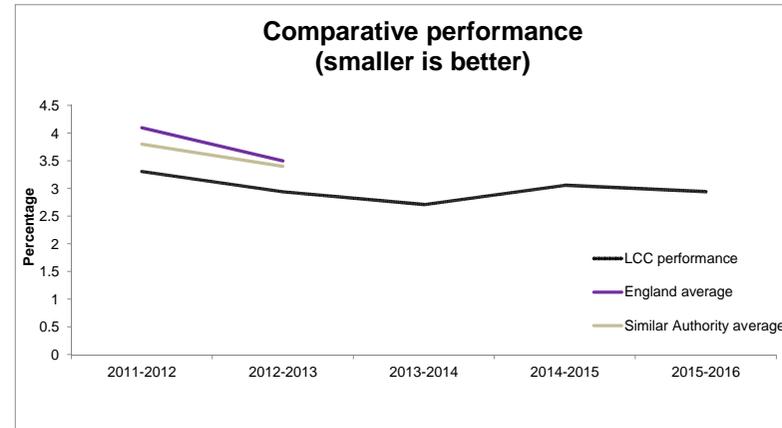
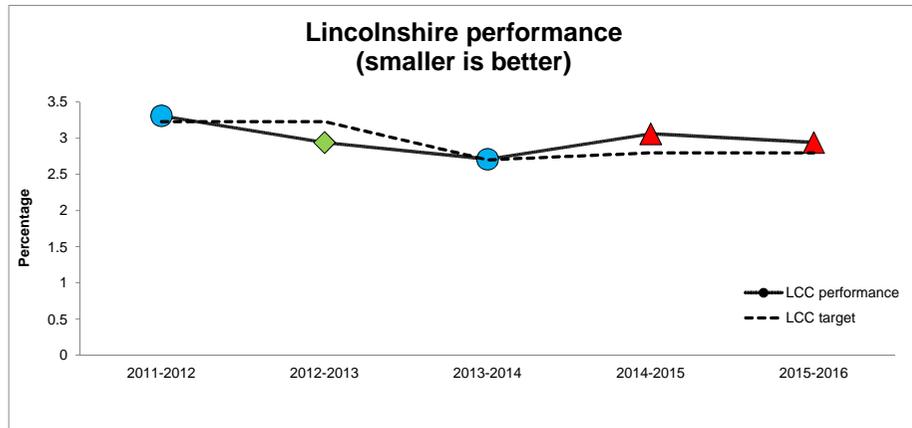
COMPARATIVE DATA SOURCE

Learn and Achieve

Rate of fixed term exclusions

This indicator is owned by **MARY MEREDITH**

This indicator is not in any wider plans



Comment on latest performance from Mary Meredith:

The performance in relation to fixed term exclusions is below target because at the time the data was captured, there was no strategy in place to address this issue - it predates the 'Inclusive Lincolnshire' strategy. We can have no confidence that the target will be met next quarter either because, again, it refers to a period before the Strategy was published. However, appropriate action has now been taken and we can be confident that the target will be met in the year 2016-17 (which refers back to 2015-16 data) The key action is the roll out of the Lincolnshire Ladder of Behavioural Intervention (LLBI), which is at the heart of the Inclusive Lincolnshire Strategy. Schools have responded positively to this ladder and it promotes an inclusive, problem-solving as opposed to punitive response to challenging behaviour. Schools are now screening for unmet learning needs, exploring environmental factors and planning for inclusion through the LCC pastoral support plan much more consistently than was formerly the case. This will result in fewer fixed term exclusions. The pupil reintegration team is also now screening this data and intervening in those cases where there is a pattern of fixed term exclusion for particular pupils. Self-evidently, the sanction is not proving effective and schools are being challenged and supported in adopting a different approach. This includes restorative work, which Family Group Practitioners have been commissioned to deliver. From September 2016, schools will also have access to a Behaviour Outreach Support Service. (BOSS) Access to this will enable them to support individual children more effectively. In addition, through CPD, outreach workers will also build capacity within schools so that the provision is broader and more able to meet a diverse range of needs after a BOSS intervention.

2015/2016 TARGET RATIONALE

The trend has been a reduction over a sustained period, however the margins of change are low. We are currently on target to reduce the percentage again for the last academic year (based on the monthly performance report, locally recorded exclusions).

2015/2016 TOLERANCE RATIONALE

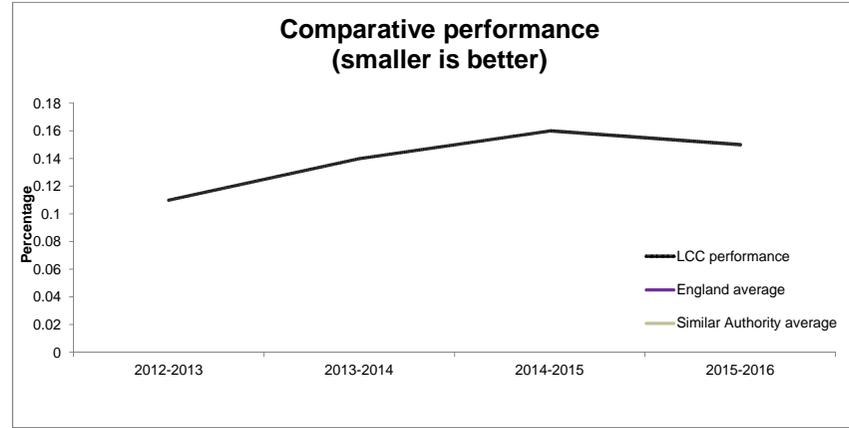
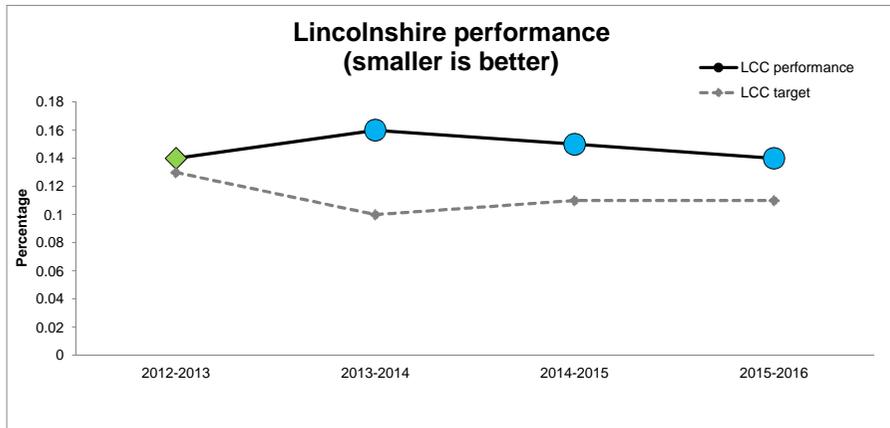
The proposed tolerance is +/- 0.1% which will give a range of 2.90% to 2.70%. This will ensure we are as good as if not better than the current best performing stat neighbour

COMPARATIVE DATA SOURCE

Rate of permanent exclusions

This indicator is owned by **MARY MEREDITH**

This indicator is not in any wider plans



Comment on latest performance from Mary Meredith:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Permanent Exclusions have grown for a number of years and the trend does not seem to be improving. In order to at least come into line with Stat neighbour we need a reduction to the projected level.

2015/2016 TOLERANCE RATIONALE

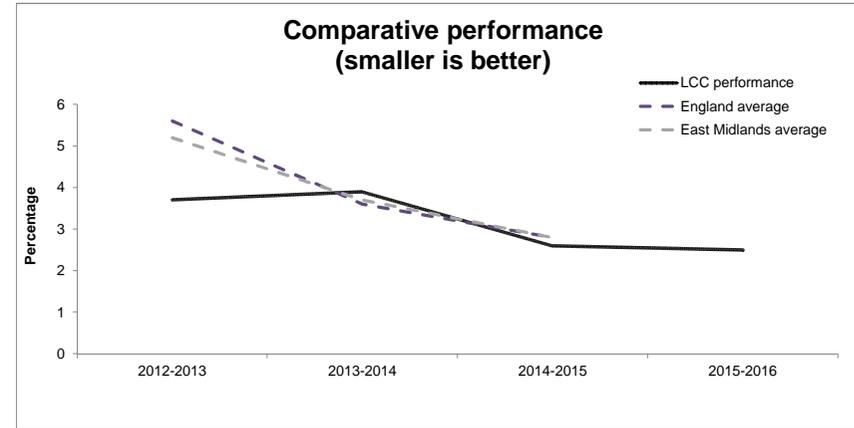
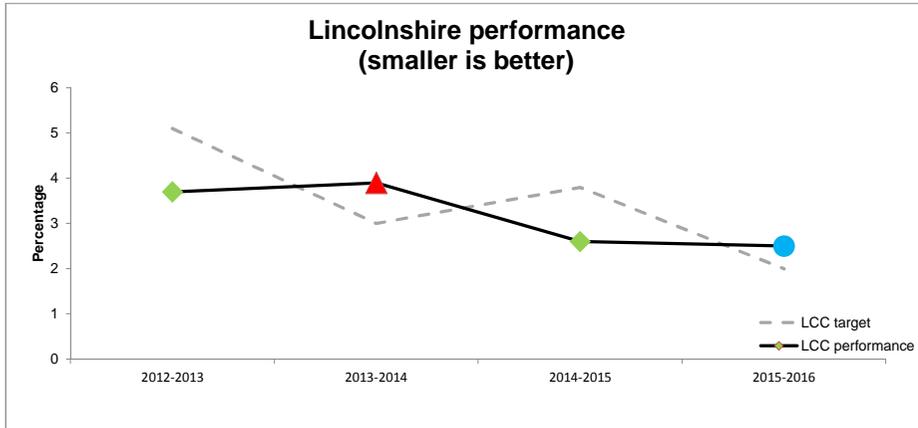
It is proposed to not exceed the 0.15 target as performance worse than this would indicate an increasing rate of permanent exclusions. The minimum target of 0.10 would align us within the performance achieved in 2010-11.

COMPARATIVE DATA SOURCE

Primary School persistent absence rate

This indicator is owned by **JOHN O'CONNOR**

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Persistent Absence has been falling for the last few years. Current performance is such that we should be able to at least maintain excellent performance. The change in 2016 should however have an impact hence an upward trend that year.

2015/2016 TOLERANCE RATIONALE

At the very least we want to maintain performance allowing some flexibility but whilst still requiring a reasonable improvement on historical performance.

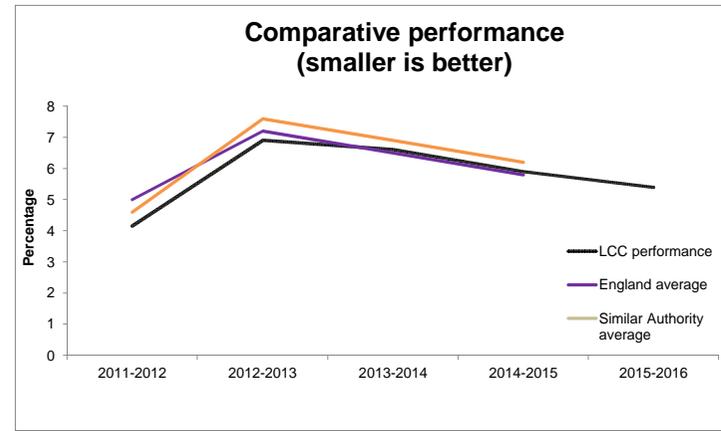
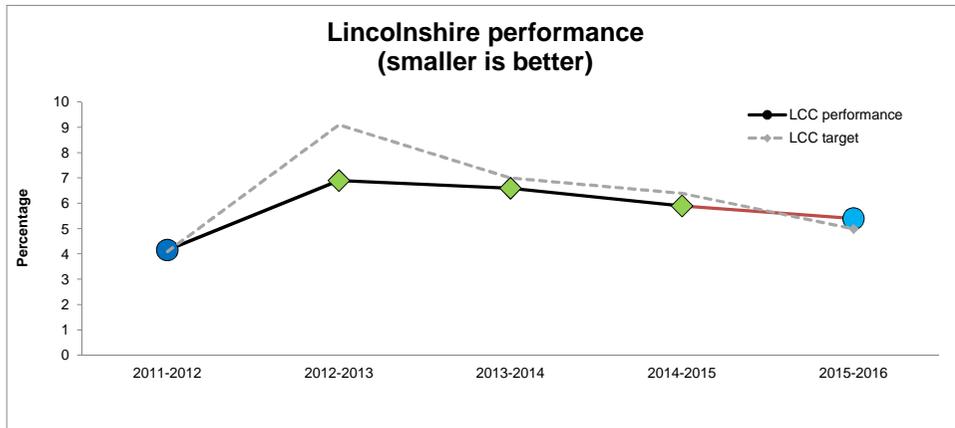
COMPARATIVE DATA SOURCE

DfE SFR??

Secondary School persistent absence rate

This indicator is owned by **JOHN O'CONNOR**

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Persistent Absence has been falling for the last few years. Current performance is such that we should be able to at least maintain performance. The change in 2016 should however have an impact hence an upward trend that year.

2015/2016 TOLERANCE RATIONALE

At the very least we want to maintain performance allowing some flexibility but whilst still requiring a reasonable improvement on historical performance.

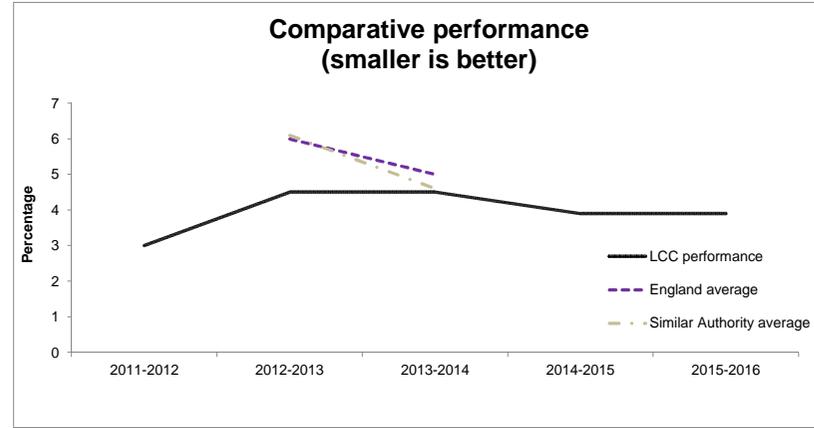
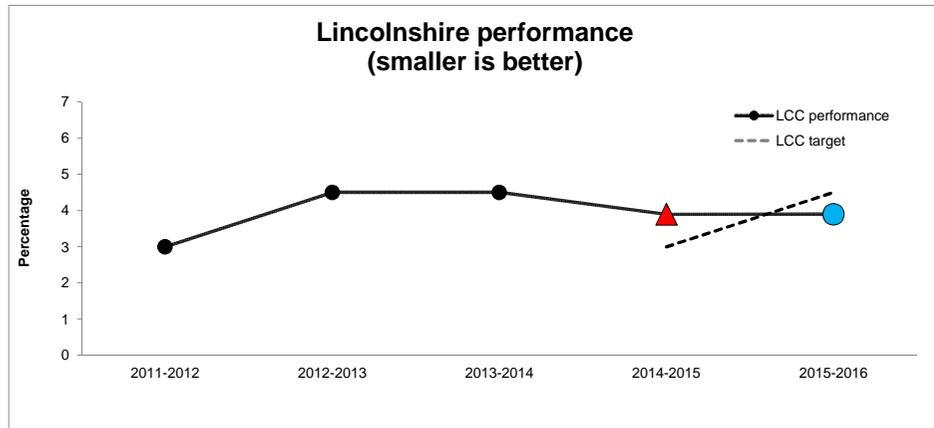
COMPARATIVE DATA SOURCE

DfE SFR??

Looked After Children persistent absence rate

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Increase from previous years target, we are better than National and Stat neighbours, this is a realistic target with the high level of turbulence and instability of these young people. The measure has changed to 10% from 15% absence.

2015/2016 TOLERANCE RATIONALE

- As highlighted in the target rationale 0.3% represents 1 child.
- The lower limit is set to allow for a minimum of 4 children being persistently absent to reflect that it is unlikely for the whole cohort to be settled in education at any time.

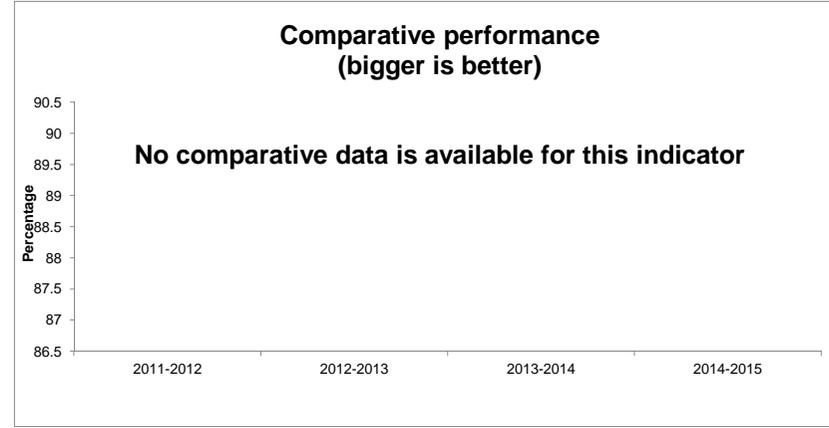
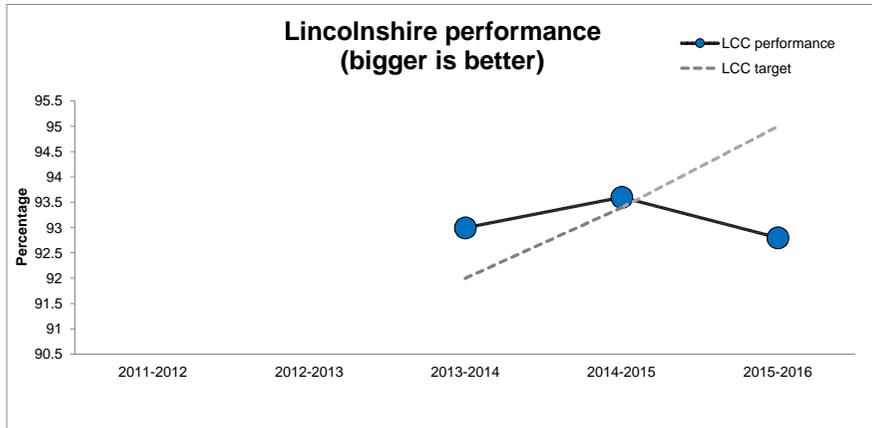
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Primary Admissions First Choice

This indicator is owned by **JOHN O'CONNOR**

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Historic performance has shown some growth. We should aim to be at the top end of our comparators and this is still significantly above National.

2015/2016 TOLERANCE RATIONALE

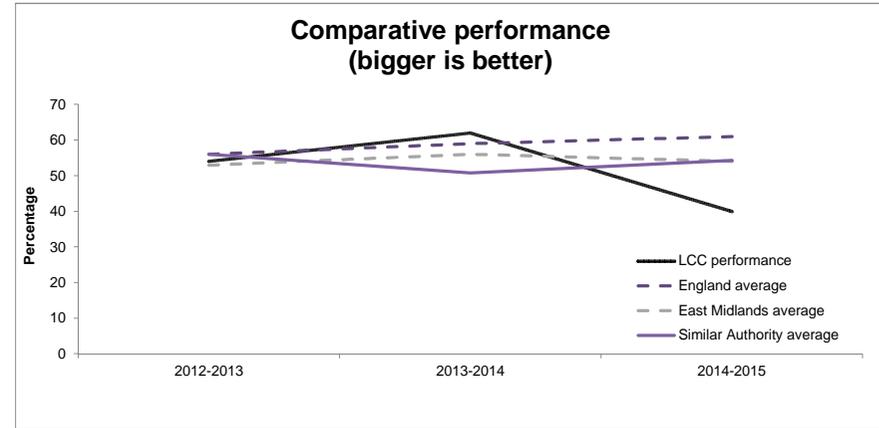
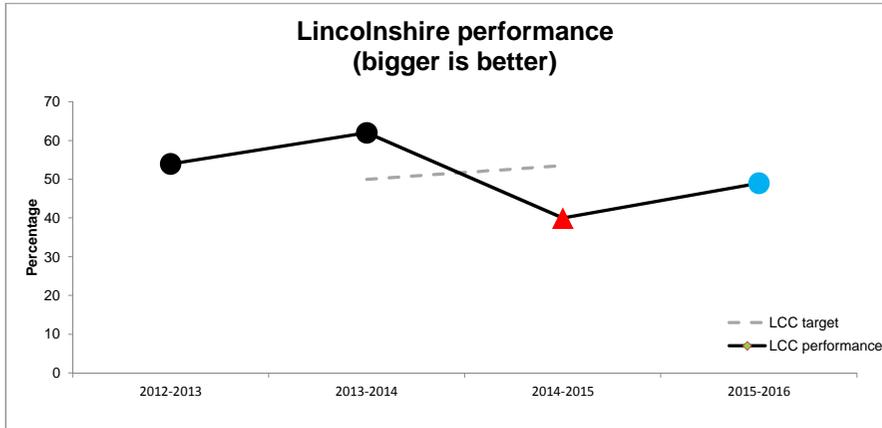
This tolerance allows some flexibility but still ensures an improvement on last year and would recognise excellent performance at the upper value

COMPARATIVE DATA SOURCE

Looked after Children reaching Level 4 in Maths at Key Stage 2

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



Comment on latest performance from KIERAN BARNES:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

The target has been set at 53.57 this is the maximum progress that is expected from this particular cohort, looking at their prior attainment. Schools ambition is significantly lower than the target set.

2015/2016 TOLERANCE RATIONALE

As schools are predicting outcomes significantly lower than the target set, achieving the target itself will be extremely challenging so the upper tolerance has been set at 0. As schools are already predicting lower outcomes, the lower tolerance is set so that any more than 5 children would show poor performance thus incorporating that improvements will be necessary to avoid this low tolerance.

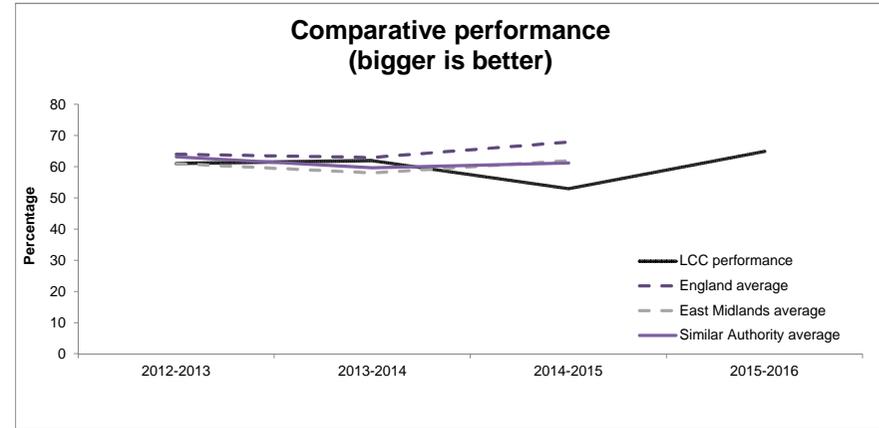
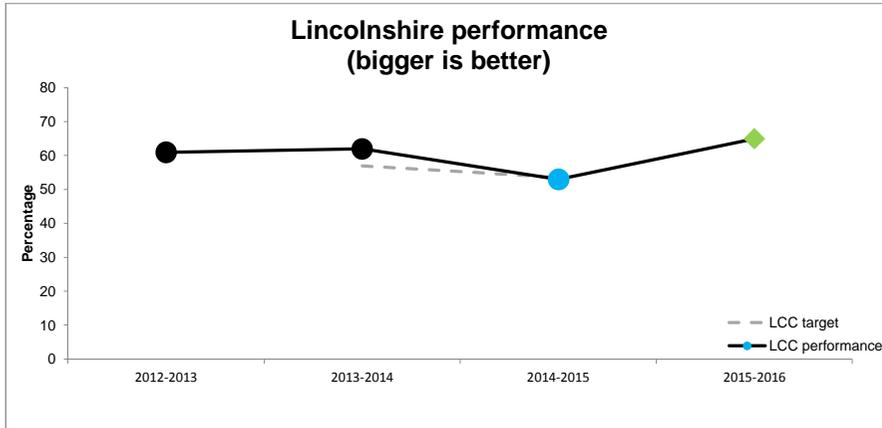
COMPARATIVE DATA SOURCE

Local Authority Interactive Tool

Looked after Children reaching Level 4 in Reading at Key Stage 2

This indicator is owned by KIERAN BARNES

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

Lincolnshire performance is above both East Midlands Average and Similar Local Authority Average (2014-2015). Although the Virtual School introduced a programme of Literacy assessment, intervention and support to schools through the Specialist Teacher Team (beginning in Spring 2015) it is difficult at this time to ascertain as to whether this has had a positive impact on outcomes.

2015/2016 TARGET RATIONALE

The target has been set at 53.57 this is the maximum progress that is expected from this particular cohort, looking at their prior attainment. Schools ambition is significantly lower than the target set.

2015/2016 TOLERANCE RATIONALE

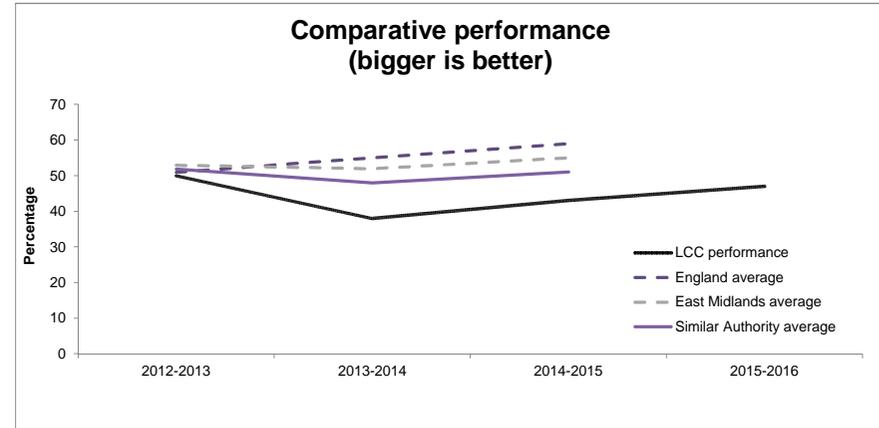
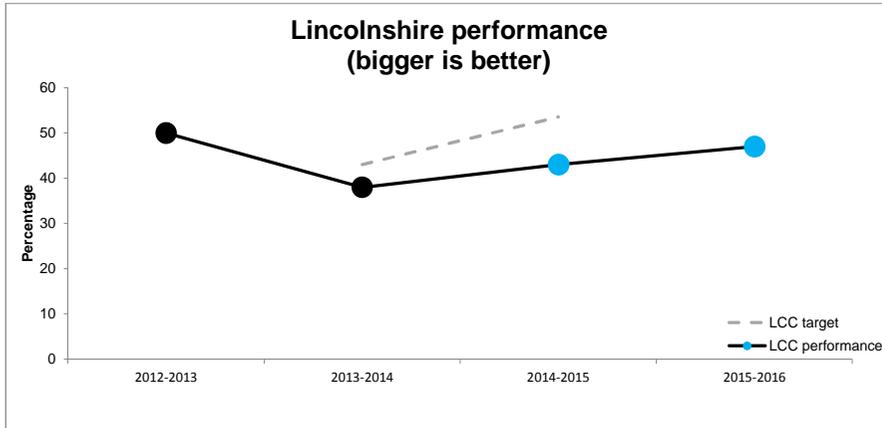
As schools are predicting outcomes significantly lower than the target set, achieving the target itself will be extremely challenging so the upper tolerance has been set at 0. As schools are already predicting lower outcomes, the lower tolerance is set so that any more than 5 children would show poor performance thus incorporating that improvements will be necessary to avoid this low tolerance

COMPARATIVE DATA SOURCE

Looked after Children reaching Level 4 in Writing at Key Stage 2

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

No commentary is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

The target has been set at 53.57 this is the maximum progress that is expected from this particular cohort, looking at their prior attainment. Schools ambition is significantly lower than the target set.

2015/2016 TOLERANCE RATIONALE

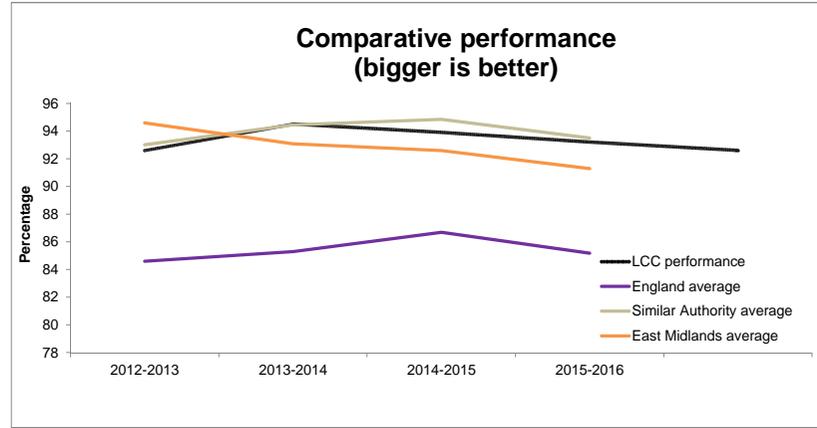
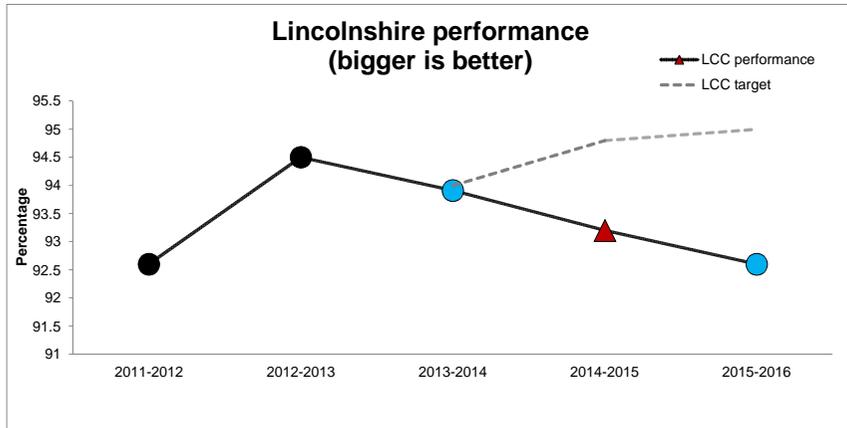
As schools are predicting outcomes significantly lower than the target set, achieving the target itself will be extremely challenging so the upper tolerance has been set at 0. As schools are already predicting lower outcomes, the lower tolerance is set so that any more than 5 children would show poor performance thus incorporating that improvements will be necessary to avoid this low tolerance.

COMPARATIVE DATA SOURCE

Secondary Admissions First Choice

This indicator is owned by **JOHN O'CONNOR**

This indicator is not in any wider plans



Comment on latest performance from John O'Connor:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Historic performance has shown some growth, however in a selective authority this is unlikely to rise as high as our best performing stat neighbour. We should however aim to be at the top end of our comparators and this is still significantly above National.

2015/2016 TOLERANCE RATIONALE

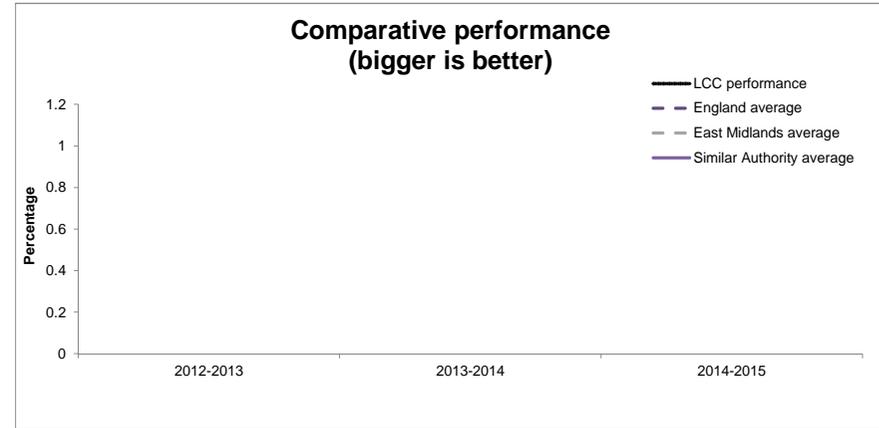
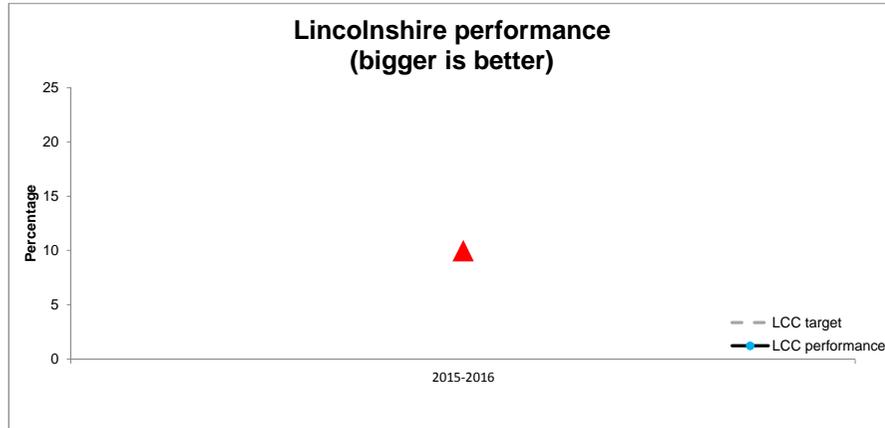
This tolerance allows some flexibility but still ensures an improvement on last year and would recognise excellent performance at the upper value

COMPARATIVE DATA SOURCE

Looked after Children achieving A*-C GCSEs in English and Maths

This indicator is owned by **Kieran Barnes**

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

Performance in 2014-2015 was down from 15% in the previous year. The Virtual School works to support and challenge all real schools to provide high quality teaching and learning to support the unique educational and emotional needs of LAC. The quality of provision should be such that all LAC and young people make at least expected progress. This was not the case in the context of the key targeted group of 12 students 2015. Only five of the twelve achieved a C or above in both Maths and English with the subsequent negative impact on performance.

The Virtual school provides additional support to schools through:

- identifying where academic progress is below expectation and working with schools, providers and other agencies to intervene as appropriate to include PP+ Grant
- referrals to schools causing concern/Ofsted, Regional Commissioner, Secretary of State as appropriate
- academic targets set within the ePEP and this is reviewed termly
- Early intervention to avoid exclusion

2015/2016 TARGET RATIONALE

This is based on a particular cohort, we have increased the target on what we achieved last year. Schools ambitions are significantly lower.

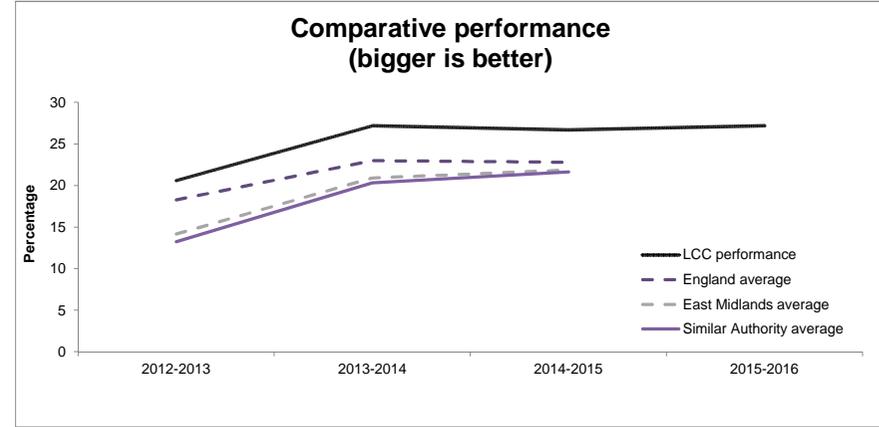
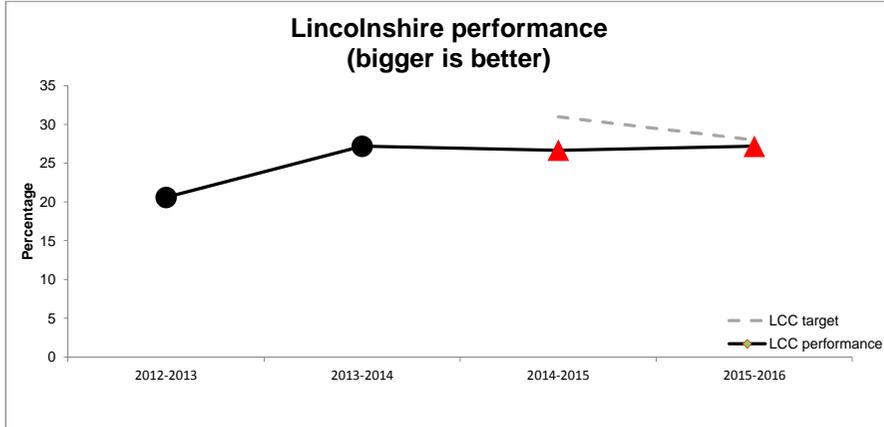
2015/2016 TOLERANCE RATIONALE

As schools are predicting outcomes significantly lower than the target set, achieving the target itself will be extremely challenging so the upper tolerance has been set at 0. As schools are already predicting lower outcomes, the lower tolerance is set so that any more than 5 children would show poor performance thus incorporating that improvements will be necessary to avoid this low tolerance.

COMPARATIVE DATA SOURCE

Percentage of pupils achieving the English Baccalaureate at KS4

This indicator is owned by CFBT
This indicator is not in any wider plans



Comment on latest performance from CFBT:

Lincolnshire was well above the national figure and ranked 1st among its statistical neighbours.

2015/2016 TARGET RATIONALE

Current performance has held up well despite the changes to KS4 this year. Aspiration should be to outstrip national and increase performance.

2015/2016 TOLERANCE RATIONALE

Upper value – Unlikely to go beyond this target, however if it does it should be highlighted and would reach the target set last year

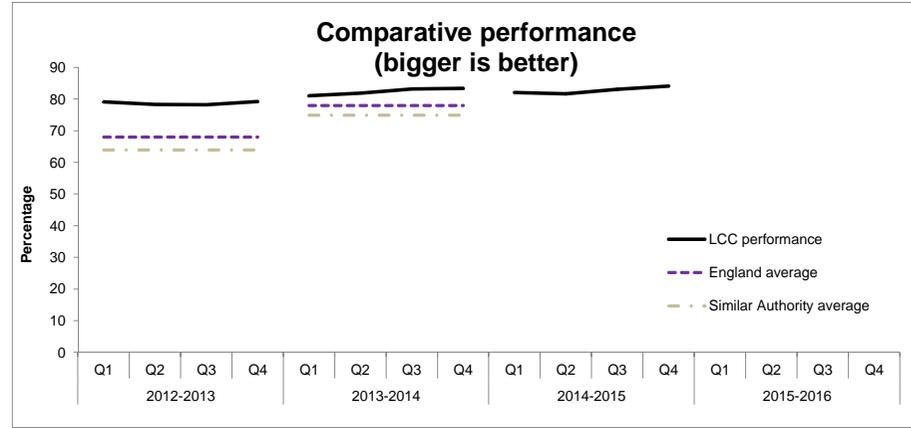
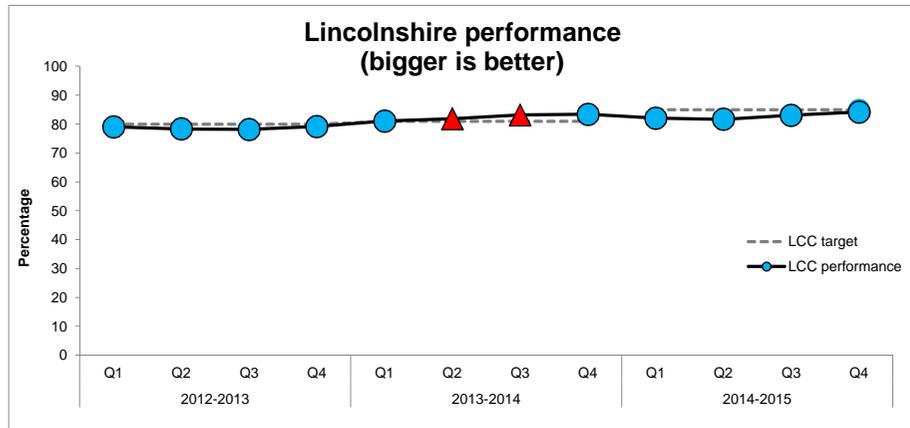
Lower value – would be an improvement on last year's figure without being too aspirational – a 1% change in KS4 achievement could be hard to achieve

COMPARATIVE DATA SOURCE

Percentage of pupils in good or outstanding schools

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

The number of schools who are being judged good or outstanding is increasing. Our best performing Stat neighbour is currently 82% and we should be aspiring to be at least in line with them. Historically we have increased performance and to continue this trend requires aspirational targets.

2015/2016 TOLERANCE RATIONALE

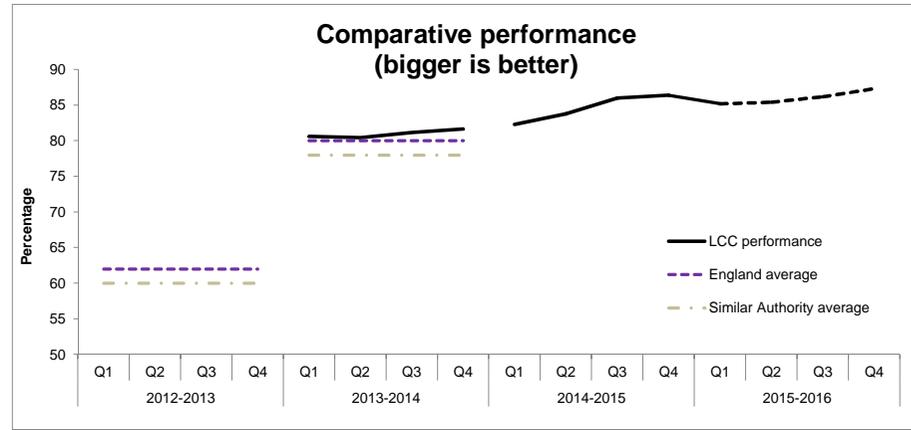
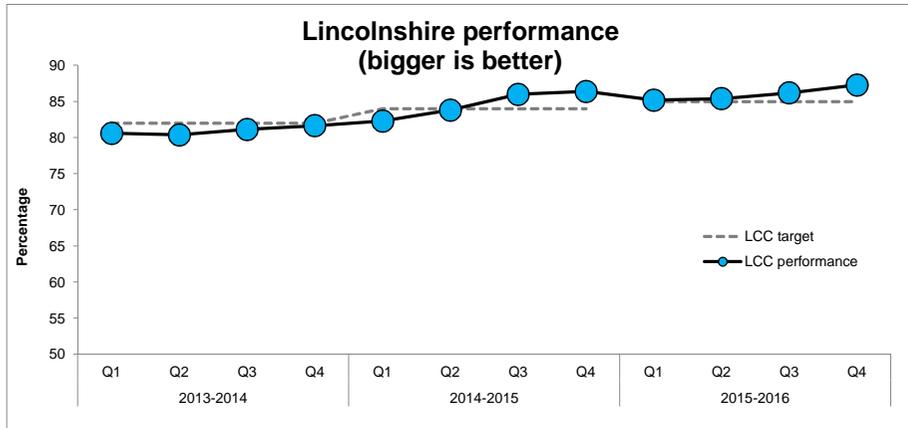
Upper value – would show outstanding performance and should be celebrated
Low value - to maintain our current position

COMPARATIVE DATA SOURCE

Percentage of schools judged to be good or outstanding

This indicator is owned by **KEITH BATTY**

This indicator is not in any wider plans



Comment on latest performance from Keith Batty:

No commentary is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

The number of schools who are being judged good or outstanding is increasing. Our best performing Stat neighbour is currently 80% and we should be aspiring to be at least in line with them. Historically we have increased performance and to continue this trend requires aspirational targets

2015/2016 TOLERANCE RATIONALE

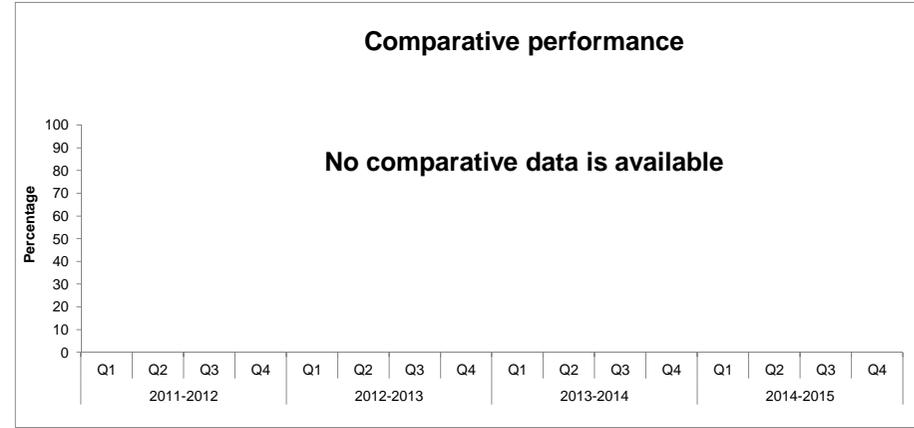
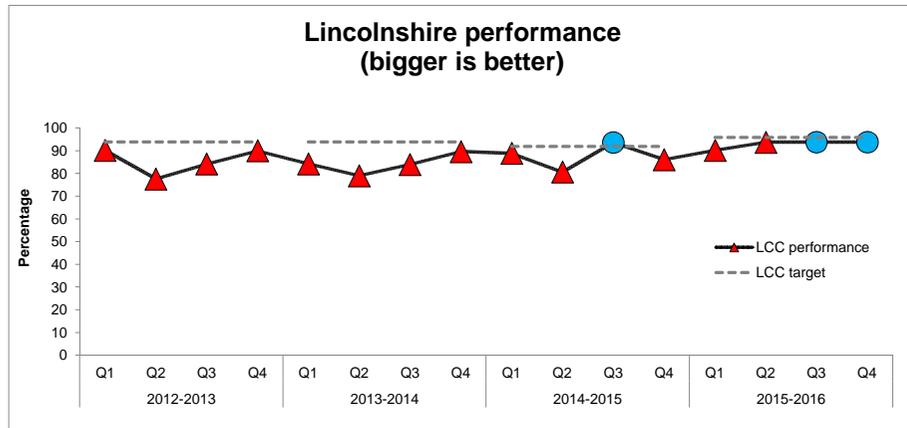
High value – if this is achieved it should be recognised
Low value – This would bring us in line with National

COMPARATIVE DATA SOURCE

Looked After Children with a Personal Education Plan

This indicator is owned by **KIERAN BARNES**

This indicator is not in any wider plans



Comment on latest performance from Kieran Barnes:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

The cohort at present stands at 365, we are targeting for 320 children to have a PEP

2015/2016 TOLERANCE RATIONALE

The upper tolerance has been set to 1.5 this represents on 3 young people
The lower tolerance is set to 3, which represents 10 young people not having a PEP before the performance is shown as poor performance.

COMPARATIVE DATA SOURCE

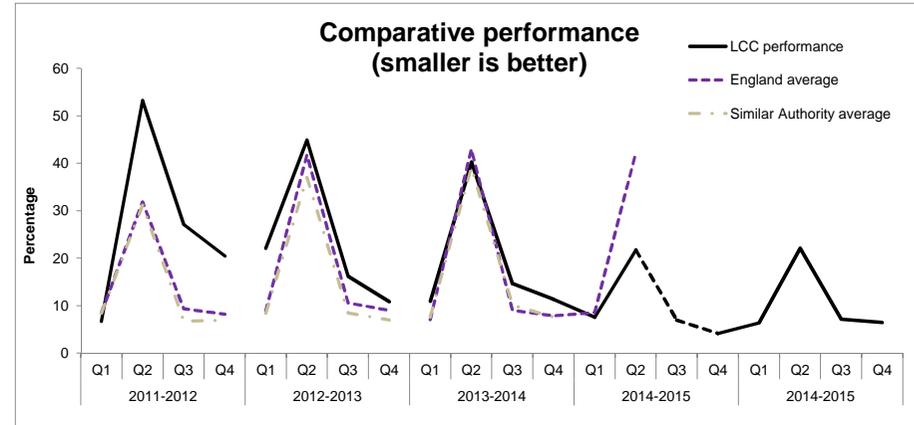
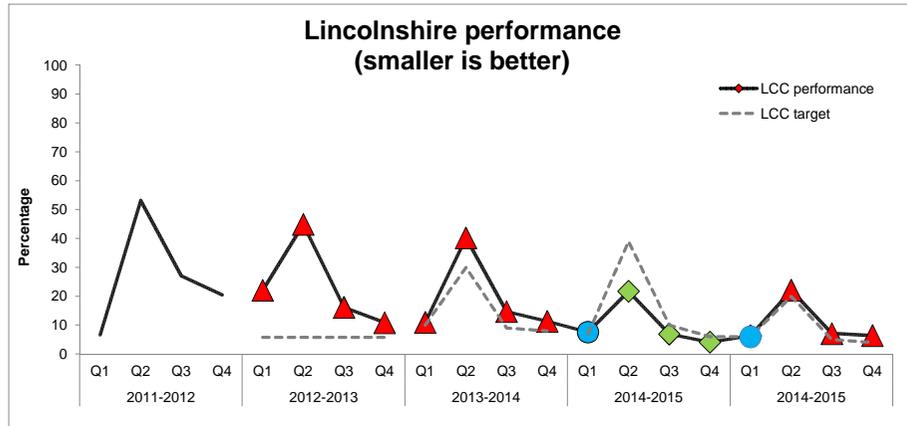
No comparative data is available.

Ready for Adult Life

Percentage of 16 to 18 year-olds whose situation is 'unknown'

This indicator is owned by **MAGGIE FREEMAN**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from Maggie Freeman:

The percentage of young people who are 'unknown' (we do not know whether they are participating in education, employment or training) is 2.43% above target (smaller is better) and slightly worse (-0.33%) than at quarter 3. Ascertaining the status of 18 year olds continues to be a challenge, particularly as UCAS no longer share data about young people entering HE. Job Centre Plus do share information about young people claiming job seekers allowance, but there is evidence some unemployed young people do not claim benefits, and there is no source of data available to us to identify those who are in employment. The Council do not have a statutory duty to encourage participation of 18 year olds and therefore priority is given to 16 and 17 year olds. Year on year performance in relation to 16 and 17 year olds continues to show improvement.

2015/2016 TARGET RATIONALE

Following a very successful 2014/15 tracking of unknowns, which has seen us perform the best we ever have over the previous 3 years and be better than our National and Stat Neighbour comparators, these targets reflect not only just maintaining this standard but improving on them to make Lincolnshire better than the East Midlands average.

2015/2016 TOLERANCE RATIONALE

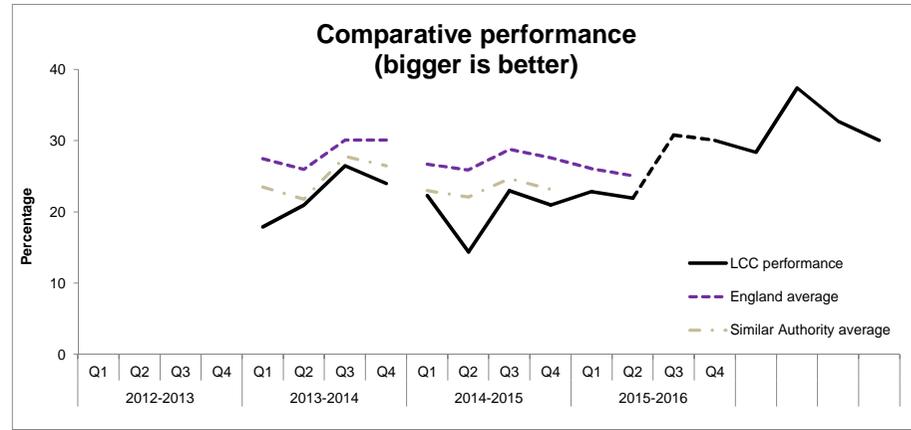
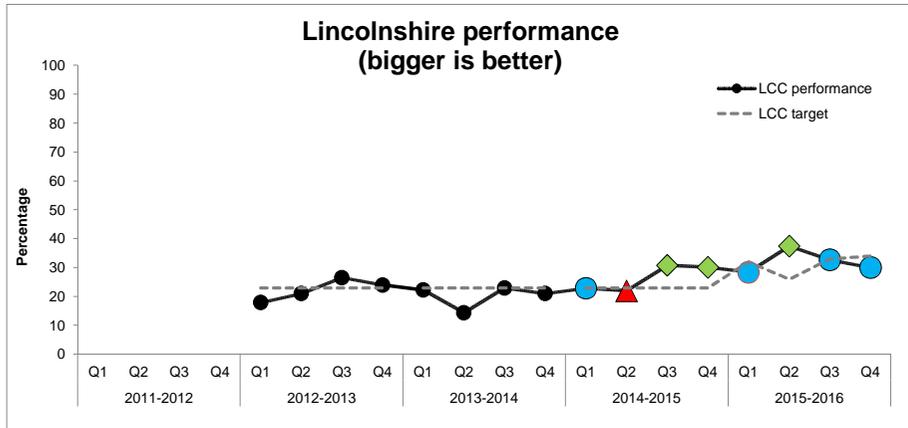
Whilst the overall target is challenging it should be achievable to stay within the tolerance levels if the Unknowns are effectively targeted with the final target tolerance being between 8% and 5%

COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of teenage mothers 16-18 in EET

This indicator is owned by ALISON POXON
This indicator is not in any wider plans



Comment on latest performance from Alison Poxon:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Lincolnshire was showing a decline in EET Teen Mothers – in 2014/15 we have managed to turn that around and improved the number of Teen Mothers in EET – targets have been set to continue that trend.

2015/2016 TOLERANCE RATIONALE

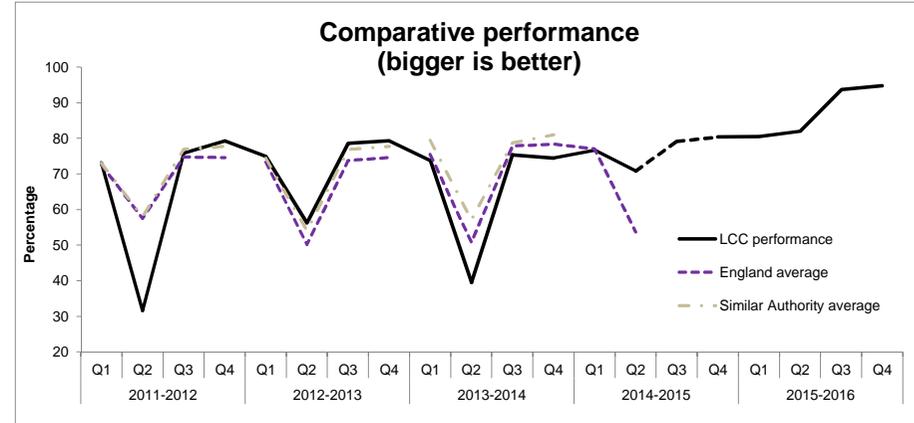
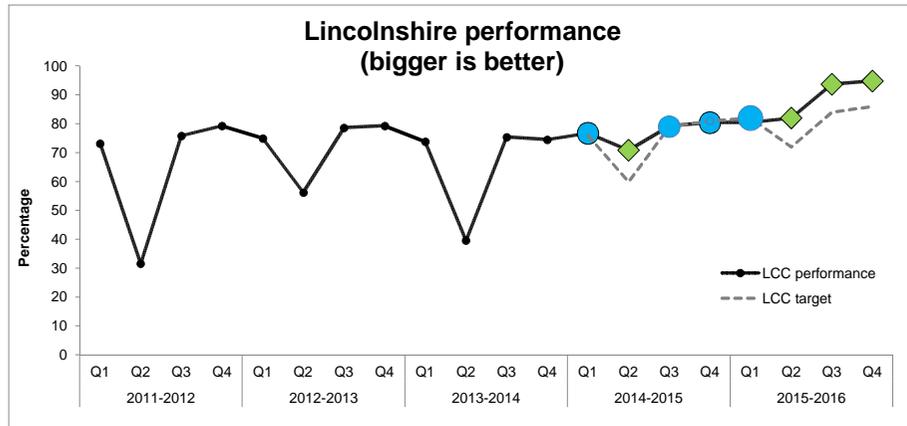
The tolerance should allow for enough allowances to take in to account the small number in the cohort

COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of 16-18 LLDD in learning

This indicator is owned by **MAGGIE FREEMAN**
This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

Performance against this target continues to improve as a result of the SEND (special educational needs and disability) reforms whereby young people with LLDD have an education, health and care plan which is reviewed annually. This means not only do we have better information regarding the situations of these young people, but that they also receive the encouragement they need to engage in education and/or training. The appropriate education support is also put in place to ensure they are retained in learning. Work with providers to develop provision, including the successful development of the supported internship programme, has resulted in improvements in the availability of appropriate learning opportunities for these young people to access.

2015/2016 TARGET RATIONALE

Overall this figure has been improving and the target has been set to bring us in line with our statistical Neighbours who have significantly higher figures in learning that Lincolnshire and also to close the gap with the whole 16-18 cohort

2015/2016 TOLERANCE RATIONALE

Tolerances are set to allow for greater improvement than the target but to keep the lower end as close to the target as possible

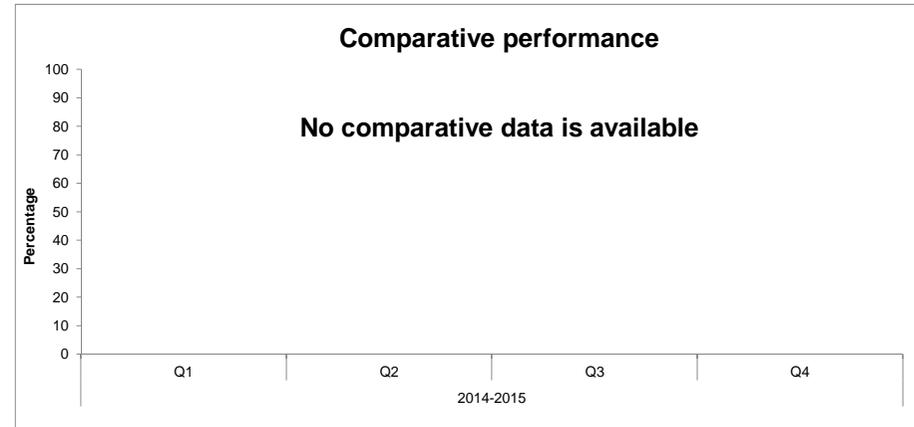
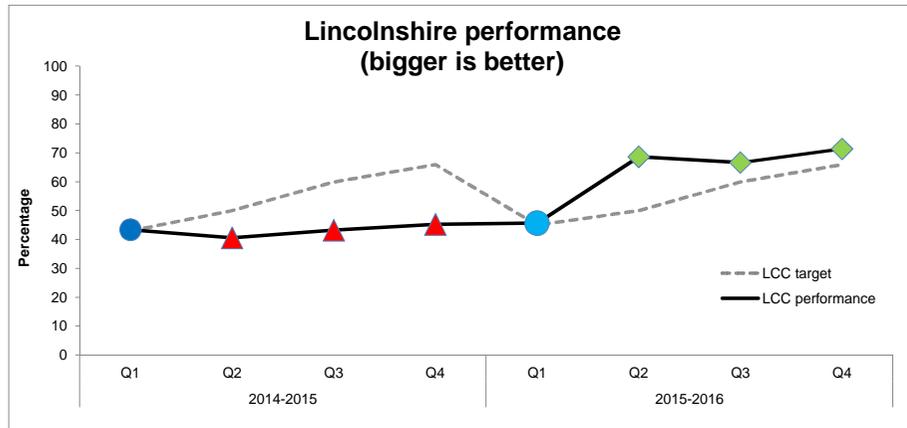
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Percentage of 19-25 LLDD in legitimate outcomes

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

The introduction of changes in arrangements for young adults with Special Educational Needs and Disabilities (SEND) as a result of the Children and Families Bill, have had an impact on the performance against this target. In particular the the greater emphasis given to preparation for adulthood outcomes and the introduction of Education, Health and Care (EHC) plans which can be in place until a young adult is 25, mean that EHC plans can remain in place until an appropriate transition into a legitimate outcome is secured. As a result there is improved information about situations for these young adults.

2015/2016 TARGET RATIONALE

There is no comparator data for this indicator as the DfE do not report on LLDD 19-25. Targets have been set based on known figures – the targets set last year were not achieved – more work needs doing on updating the LDD cohort data in order to improve this figure – will aim to keep targets as they were last year and work more closely with SEND team on updating situations on this cohort

2015/2016 TOLERANCE RATIONALE

I wouldn't expect to see this number decreasing but I would expect to see a large increase as we start to record this data more accurately, therefore a small lower tolerance should be set to allow little reduction in this figure but a larger upper tolerance has been set to allow for required improvement.

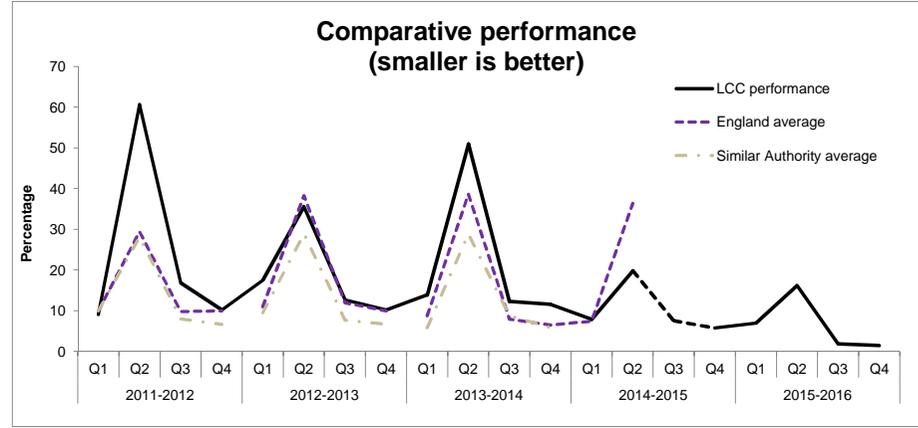
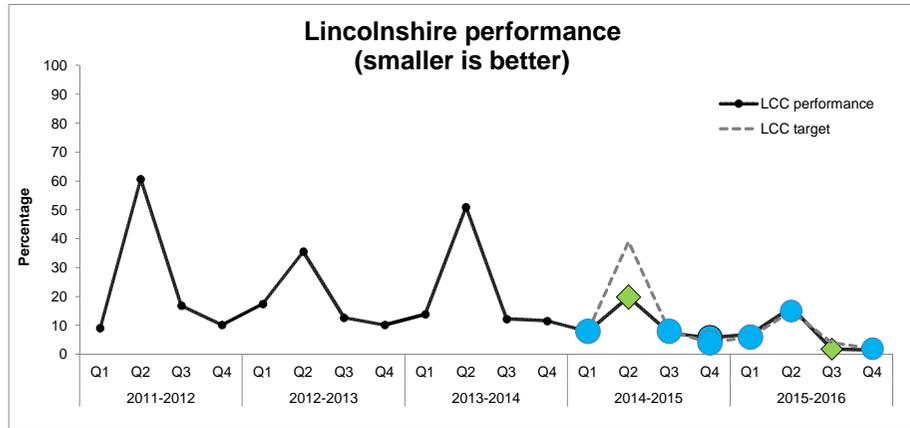
COMPARATIVE DATA SOURCE

No comparative data is available.

Percentage of 16-18 LDD clients with an unknown situation

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

As a vulnerable group we should know the whereabouts of all of the LDD cohort, we have significantly improved recording the whereabouts of these young people versus the universal 16-18s. However I feel that now due to the nature of the cohort we should be aiming to continue this improvement on the number of unknowns and the target for this group should be better than the target for the universal.

2015/2016 TOLERANCE RATIONALE

The tolerance is set to allow some variance in the target and set us within the expected Stat neighbour range

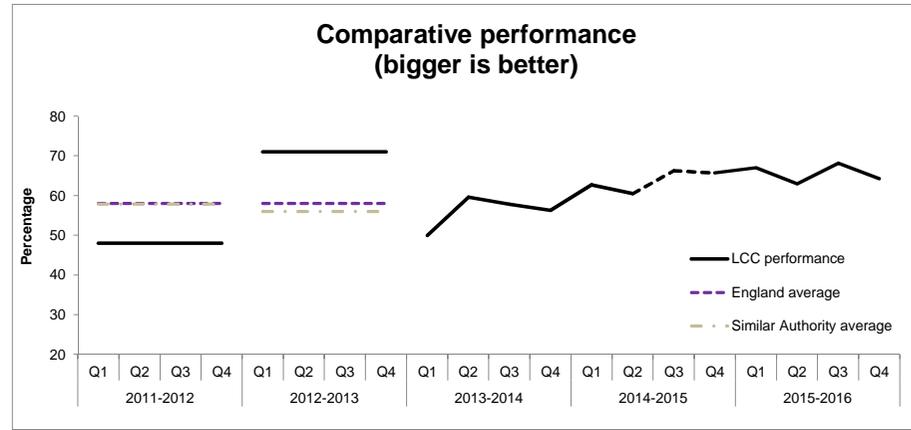
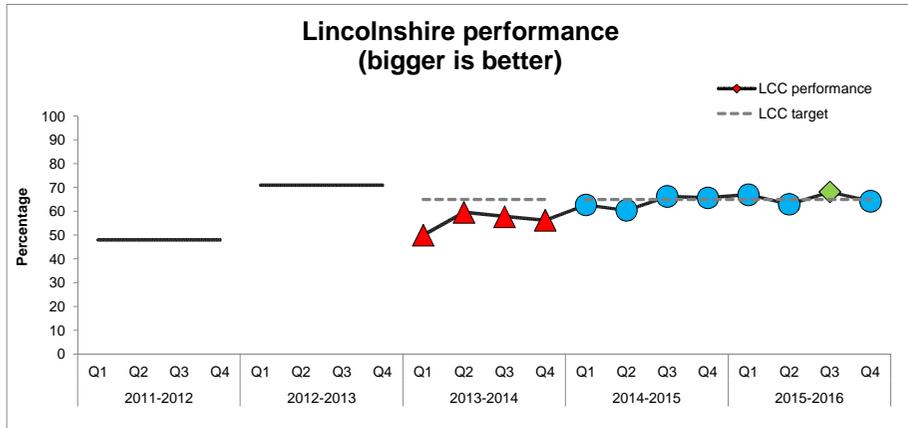
COMPARATIVE DATA SOURCE

National Client Caseload Information System

Care Leavers in suitable employment, education or training

This indicator is owned by **JOHN HARRIS**

This indicator is in the **CHILDREN AND YOUNG PEOPLE'S PLAN**



Comment on latest performance from John Harris:

No comment is required as this measure is within tolerance.

2015/2016 TARGET RATIONALE

Target to remain the same as previous target. Comparative information is only up to 2013. Looking at the previous comparative information, it has been stable around the 58 mark for national and 56 for similar authorities.

2015/2016 TOLERANCE RATIONALE

Upper tolerance set at 3% to aim to regain position in Quartile Band A again.

Lower tolerance set to maintain position achieved in 2014 – trend data is showing a downward trend between 2013 and 2014.

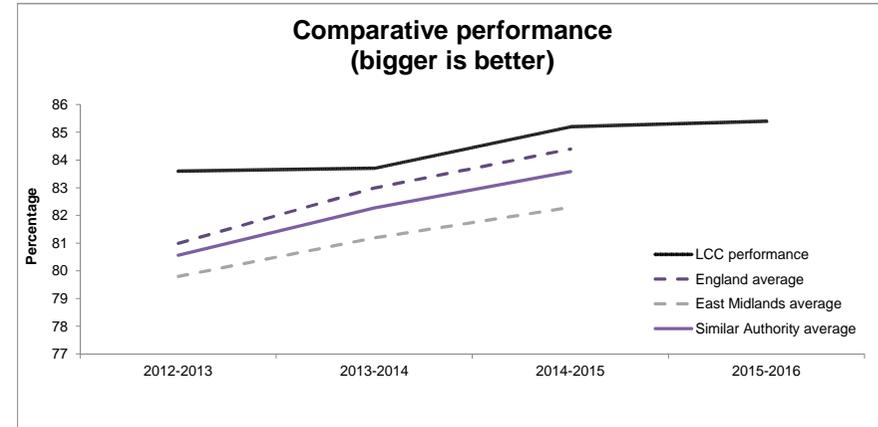
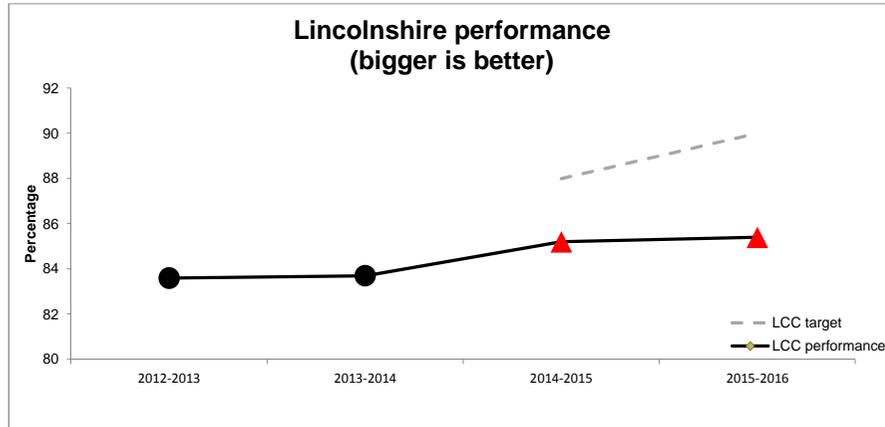
COMPARATIVE DATA SOURCE

Local Area Interactive Tool

Achievement of a Level 2 qualification by the age of 19

This indicator is owned by MAGGIE FREEMAN

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

Although there has been a very slight improvement in performance (0.2%) on the previous year and the trend is a very gradual improvement, performance is 4.6% below target. Although national data is not yet available for comparison, Lincolnshire's performance is above national and regional performance for the previous year, and above that of our statistical neighbours. The tendency for colleges and other providers to enrol students who have not yet achieved a full level 2 qualification on to courses below that level (entry or level 1) rather than onto level 2 programmes continues to be a cause for concern.

2015/2016 TARGET RATIONALE
following 2 year linear progression

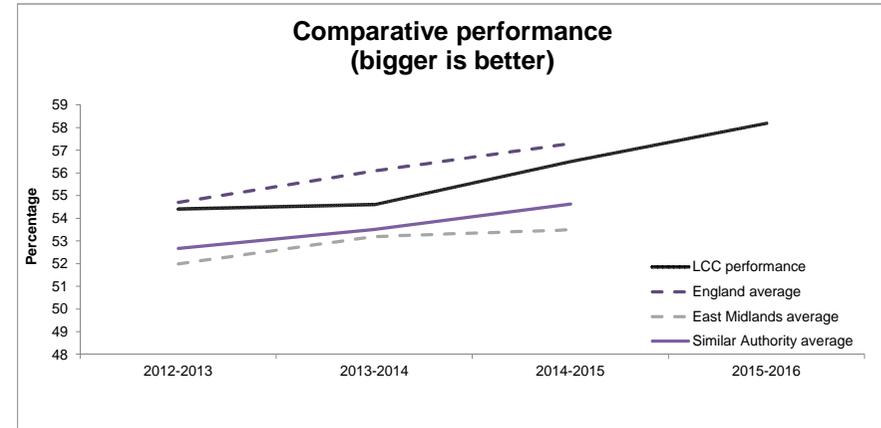
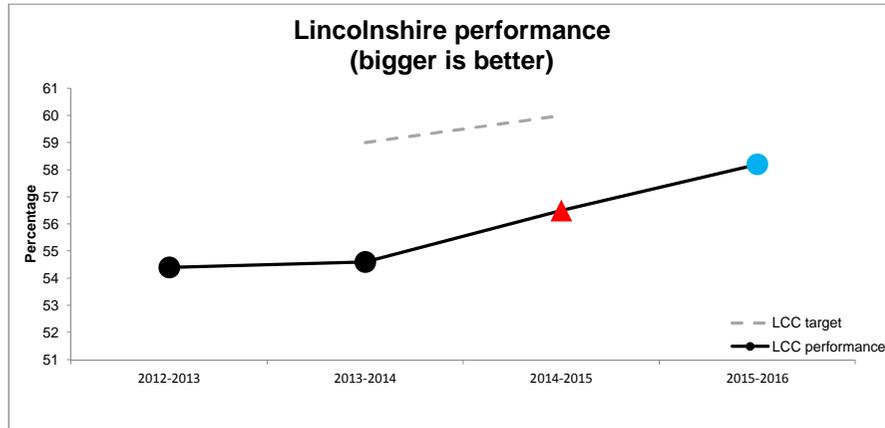
2015/2016 TOLERANCE RATIONALE
low - following Lincolnshire linear trend
high - any more would be a great achievement and against the 3 year Lincolnshire trend.

COMPARATIVE DATA SOURCE

Achievement of Level 3 qualification by the age of 19

This indicator is owned by **MAGGIE FREEMAN**

This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance

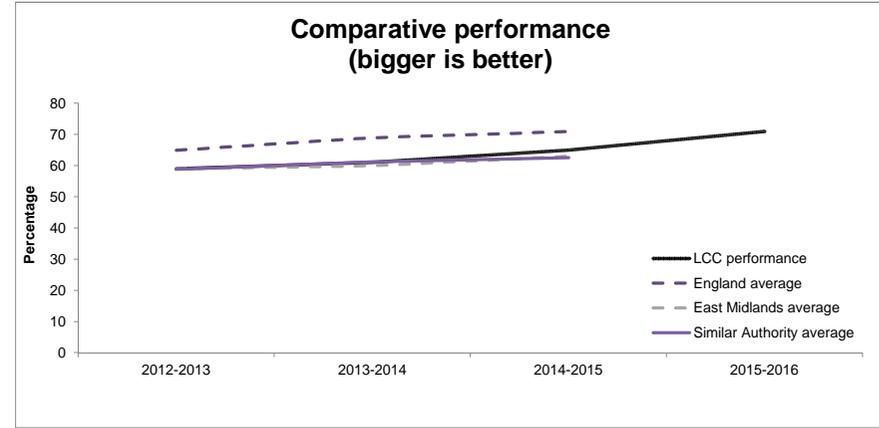
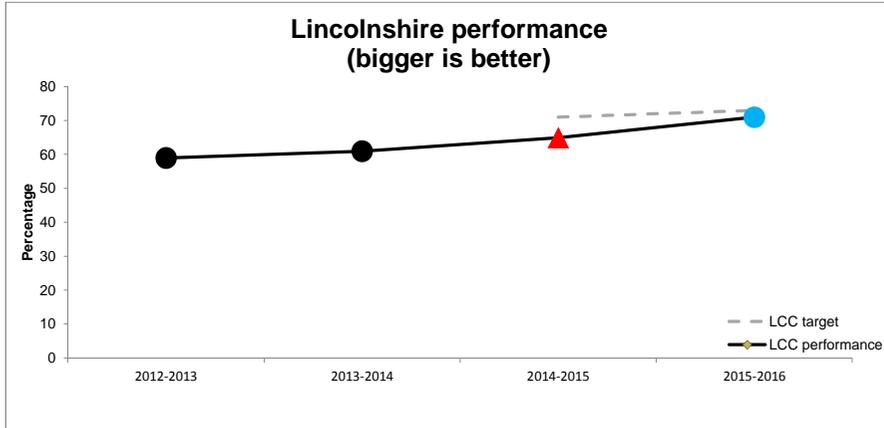
2015/2016 TARGET RATIONALE
following 2 year linear progression

2015/2016 TOLERANCE RATIONALE
Upper - would be a good level of increase
Low - follows Lincolnshire's linear projected figure

COMPARATIVE DATA SOURCE

Achievement of a Level 2 qualification by the age of 19 in the Pupil Premium Group

This indicator is owned by **MAGGIE FREEMAN**
This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

following 2 year linear progression and to bring us in line with national figures

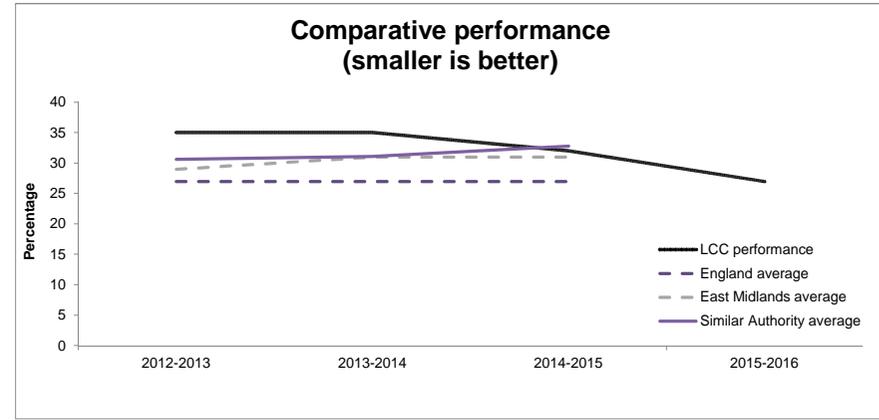
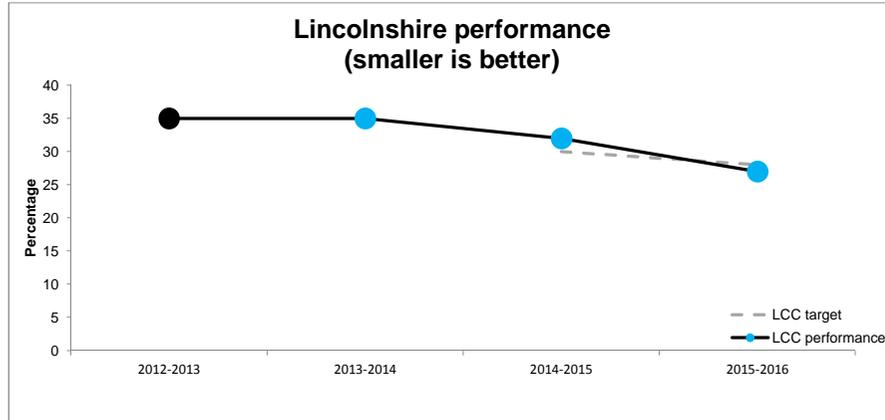
2015/2016 TOLERANCE RATIONALE

High - would require significant improvement for this target to be achieved
Low - still improvement on last year

COMPARATIVE DATA SOURCE

Achievement gap of a Level 2 qualification including English and Maths by the age of 19 between the "Pupil Premium Group" and their peers

This indicator is owned by MAGGIE FREEMAN
This indicator is not in any wider plans



Comment on latest performance from Maggie Freeman:

No comment is required as this measure is within tolerance

2015/2016 TARGET RATIONALE

Target reduced based on rational from Maggie Freeman – see below
Introduction of English and Maths as compulsory post 16 for those who haven't achieved GCSE grade c from 2013/14 will not have made an impact as yet, (and has only become a condition of funding this year) and ditto RPA but not sure acceptance of status quo will be acceptable

2015/2016 TOLERANCE RATIONALE

Upper - would still require improvement to get to where our stat neighbours were last year
Lower - aspirational

COMPARATIVE DATA SOURCE

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Communities are safe and protected

Children are safe and healthy

Looked after children

Looked after children per 10,000 population aged under 18. There are a number of reasons why a child may be 'looked after' by the local authority. Most often it is because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for the child, have been neglecting the child or the child has committed an offence. The local authority has specific responsibilities and duties towards a child who is being looked after or who has been looked after.



Achieved

44.7

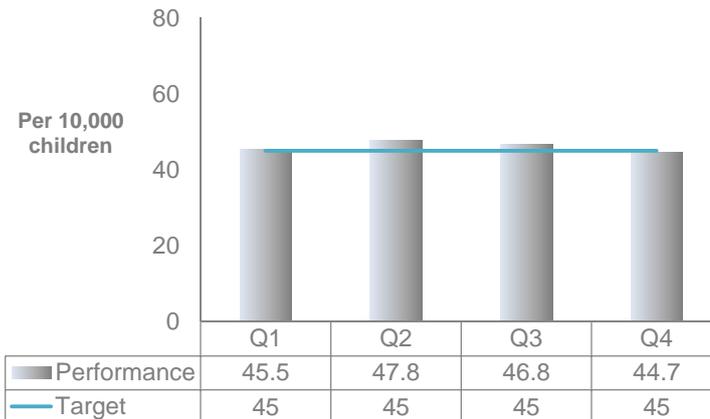
Per 10,000 children
Quarter 4 March 2016



45

Per 10,000 children
Target for March 2016

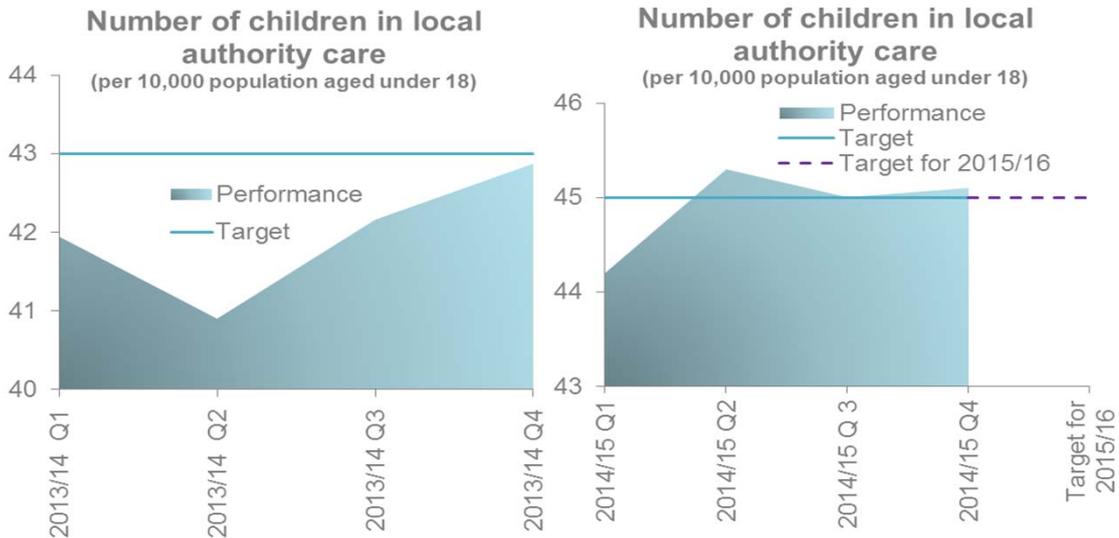
Looked after children



About the latest performance

Looked after performance is on target at 45 per 10,000 population , and our looked after children figures are below national and similar authority averages.

Further details



Measure Name	Looked after children									
	2013-14				2014-15				Target for 15/16	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Performance (per 10,000 population aged under 18)	41.94	40.9	42.16	42.87	44.2	45.3	45.0	45.1		
Target	43	43	43	43	45	45	45	45	45	

About the target

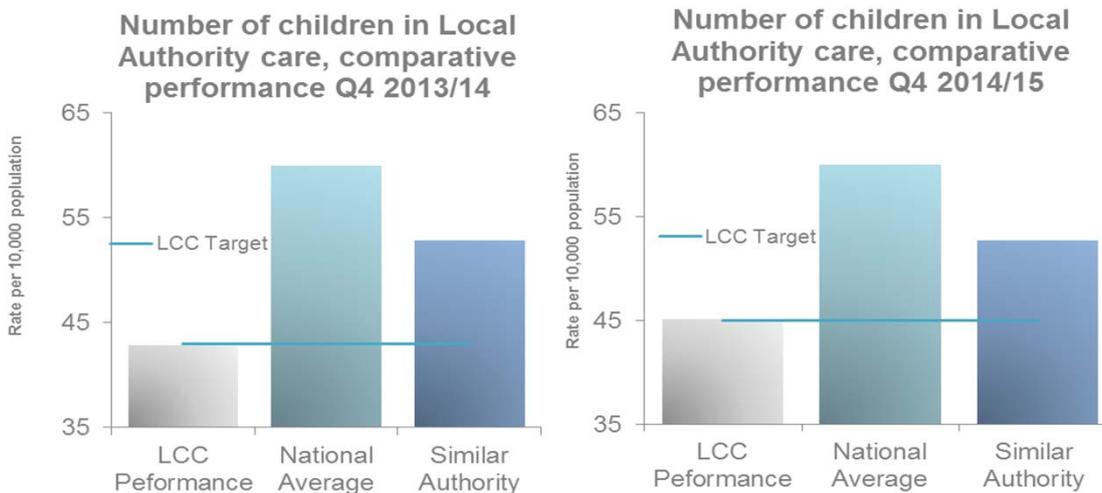
The target reflects our aim to maintain our position. Lincolnshire is below the national and similar authority average.

About the target range

The target range allows for the rate of Looked After Children to vary between 47 and 43 (approximately 600 and 660 children).

About benchmarking

We benchmark nationally and with similar Local Authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	42.87	60	52.8	43
2014/15 Q4	45.1	60	52.7	45

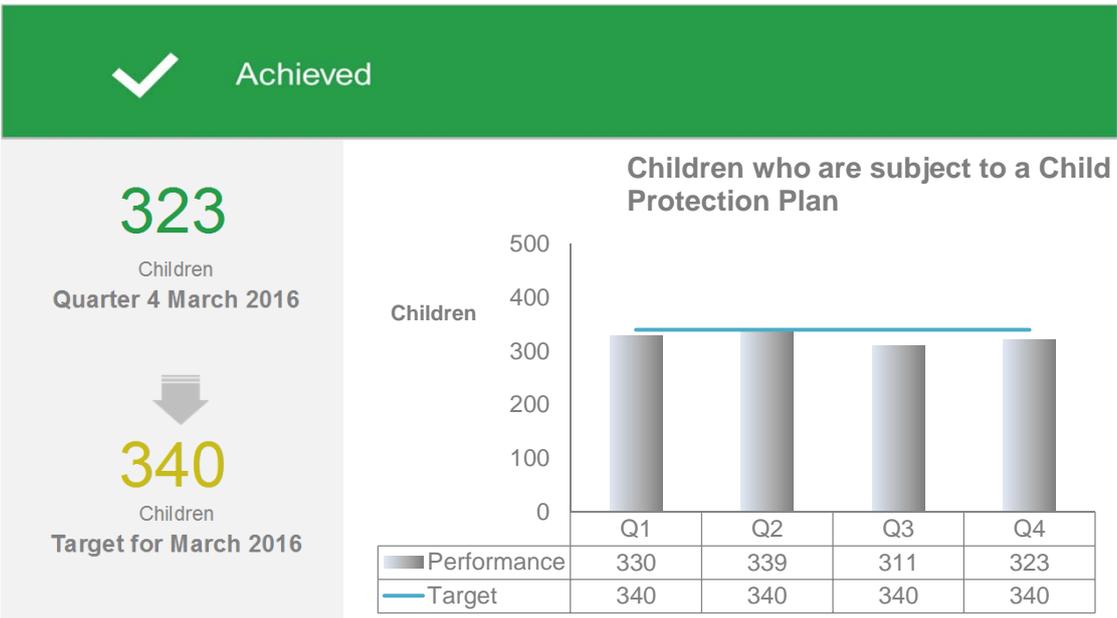


Communities are safe and protected

Children are safe and healthy

Children who are subject to a Child Protection Plan

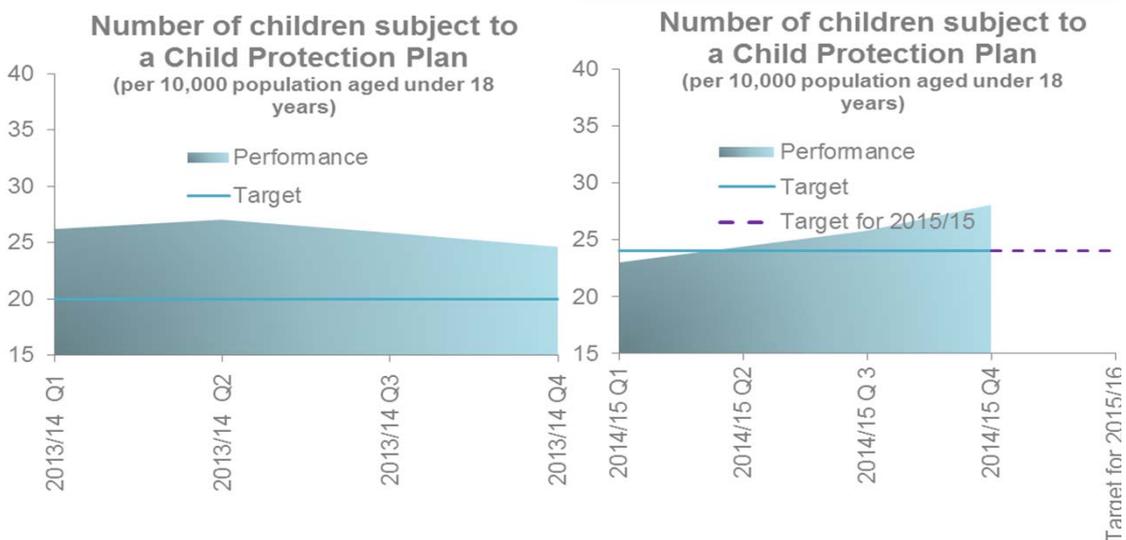
A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.



About the latest performance

Performance is on target at 22.8 per 10,000 population. This is excellent performance and the figures evidence that the number of children on a child protection plan are below national and similar authority averages.

Further details



Measure Name	Children who are subject to a Child Protection Plan								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	26.2	27	25.84	24.62	23	24.4	25.8	28.1	
Target	20	20	20	20	24	24	24	24	24

About the target

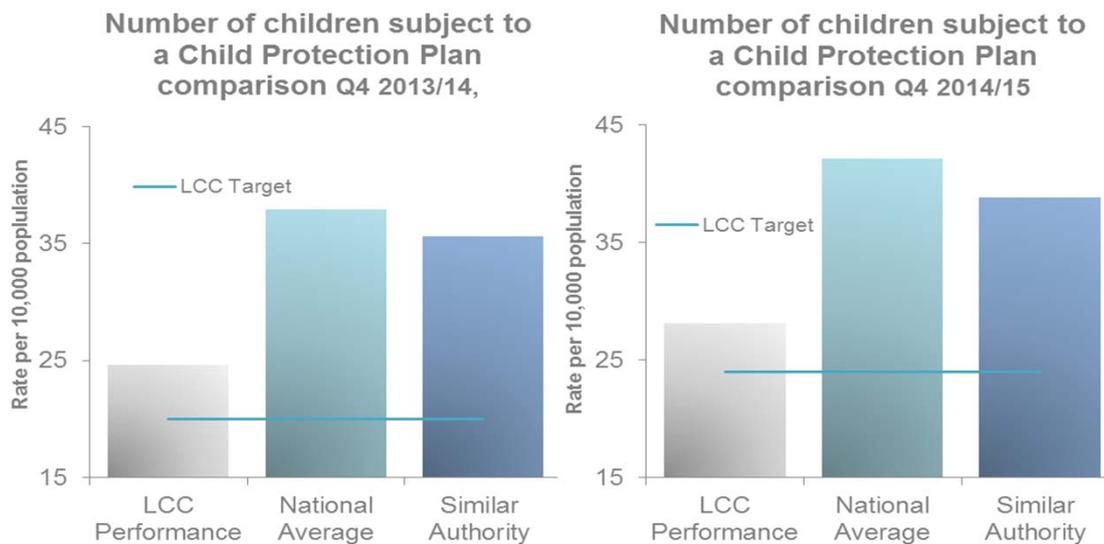
The target has reduced by 2 from previous year, this is to take into account the work around early help, which is the intervention and support put in place to help children and their family before a child enters local authority care.

About the target range

The target range is between 320 to 380 children. This equates to 21 % per 10,000 population aged under 19 to 25% per 10,000 population aged under 18.

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	24.62	37.9	35.6	20
2014/15 Q4	28.1	42.1	38.84	24

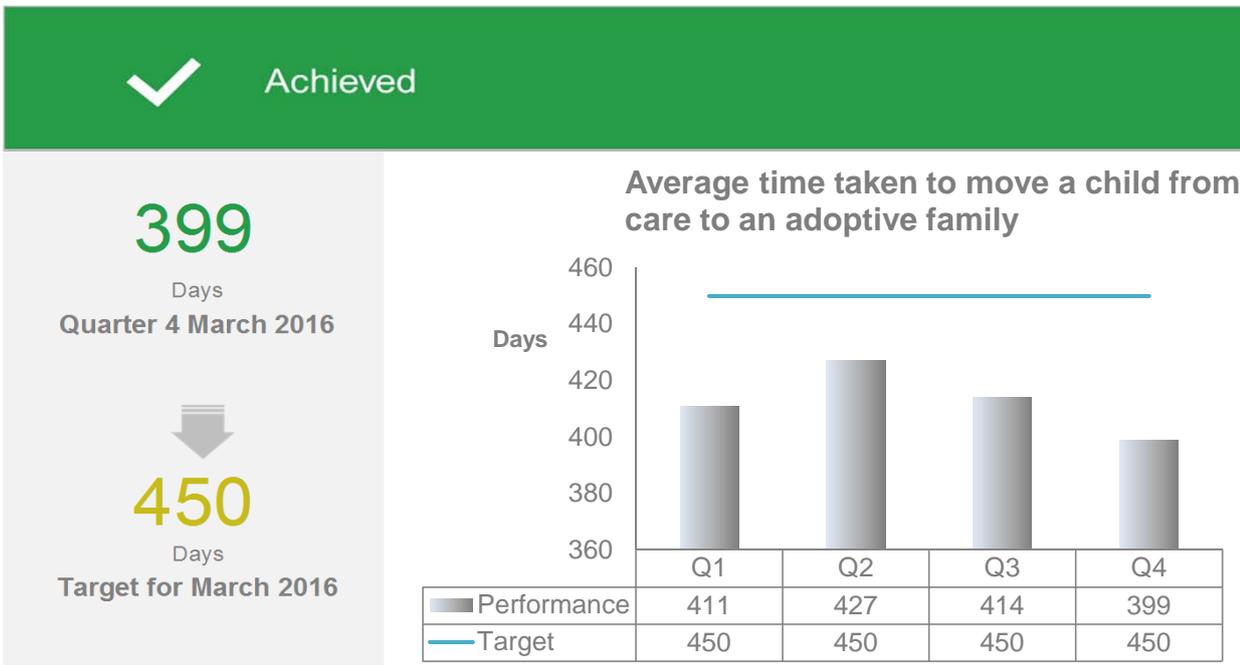


Communities are safe and protected

Children are safe and healthy

Average time taken to move a child from care to an adoptive family

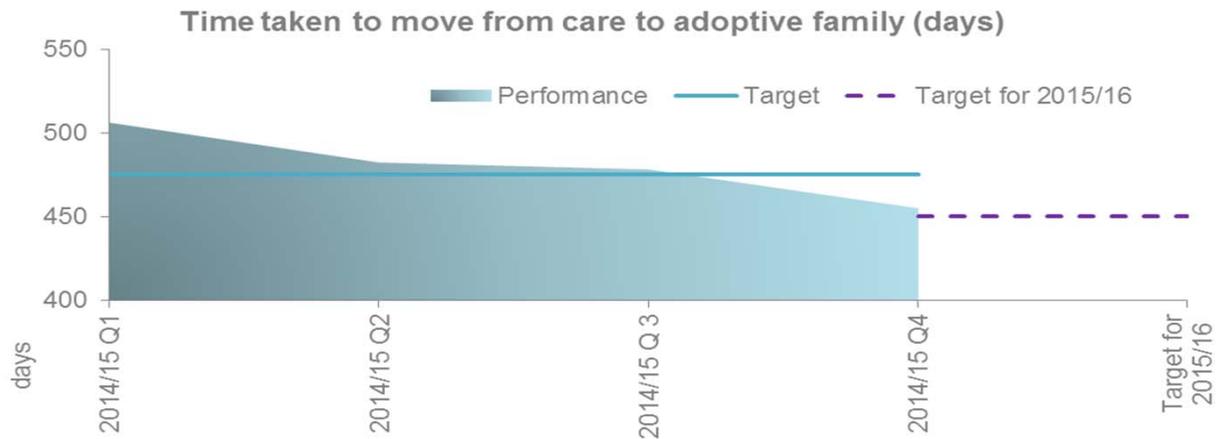
Average number of days between the child entering care and moving in with their adoptive family.



About the latest performance

This is an excellent end of year performance and again shows an improvement in the timeliness of adoption and which has exceeded the adoption target. Performance against the scorecard ranks Lincolnshire as 9th in the country. This demonstrates that the vast majority of Lincolnshire children continue to be placed without delay and performance remains very strong compared with the national average and statistical neighbours.

Further details



Measure Name	Average time taken to move a child from care to an adoptive family								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance				511	506	482	478	455	
Target					475	475	475	475	450

About the target

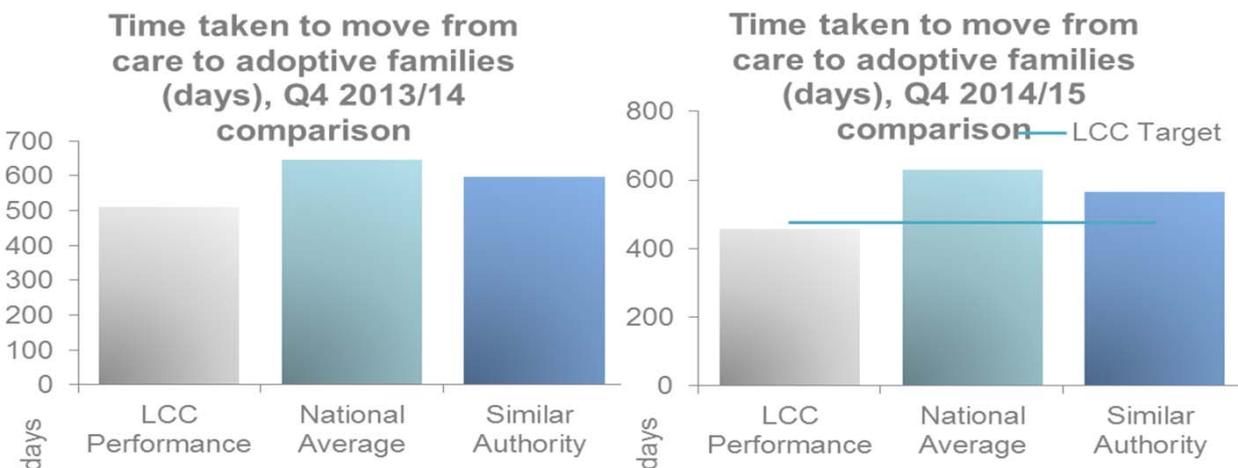
This target was reduced by 25 days from the previous year's target. This would be in line with Cornwall who were ranked top of the similar local authorities. If we aspire to this we should be in the top quartile.

About the target range

The value has been set to an upper level of 540 which should still retain our position in the top quartile. No lower value has been set. Achievement of this target would be deemed a considerable improvement

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	511	647	597	
2014/15 Q4	455	628	565	475

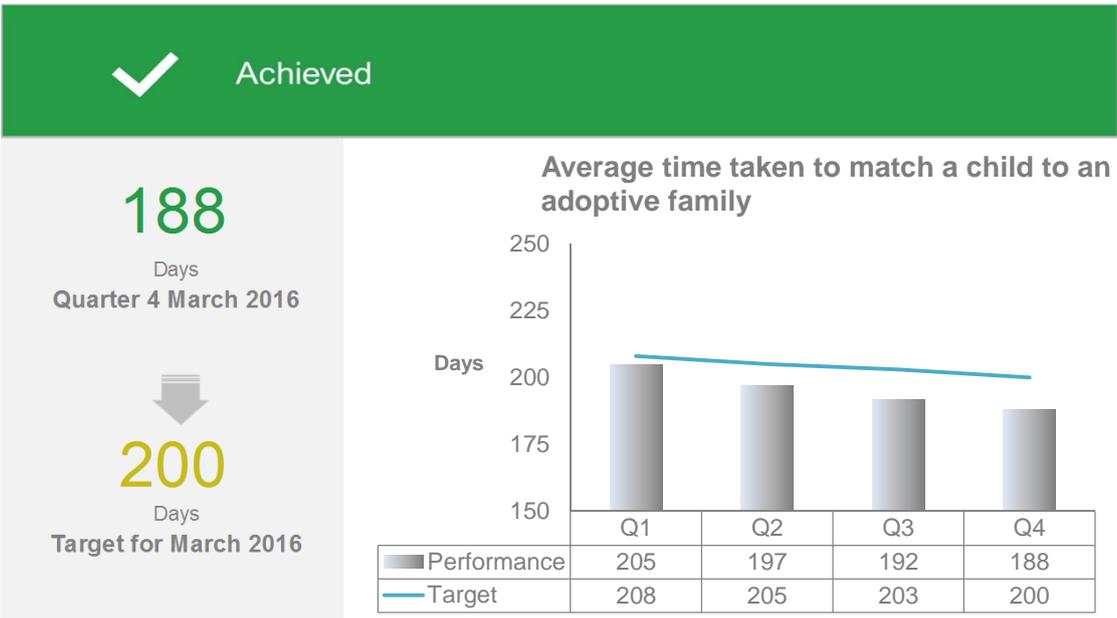


Communities are safe and protected

Children are safe and healthy

Average time taken to match a child to an adoptive family

Average number of days between the local authority receiving the court order to place a child and the local authority deciding on a match to an adoptive family

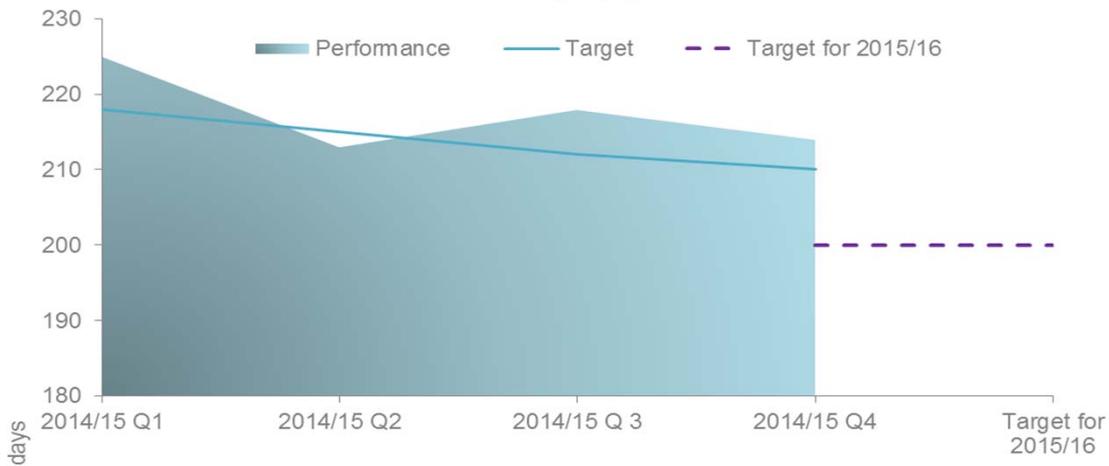


About the latest performance

This measure has shown continuous improvement over both the 3 year rolling total and the single year 2015/16. Improvement in this measure is attributable to the monthly performance reporting and the robust tracking of cases. There continues to be a small cohort of children whose timescales will fall out of the target and this is due to applications from parents for leave of the court to appeal Placement Orders and Adoption Orders. In addition the service is seeing a reduction in the numbers of children and suitable candidates to adopt and this is in line with the national picture. Therefore as the cohort of children reduces and the increase in applications for appeals continues, it is anticipated that the current downward trajectory may not be sustained in 2016/17.

Further details

Time taken to match a child to adoptive family following court order (days)



Measure Name	Average time taken to match a child to an adoptive family								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	214	214	214	214	225	213	218	214	
Target					218	215	212	210	200

About the target

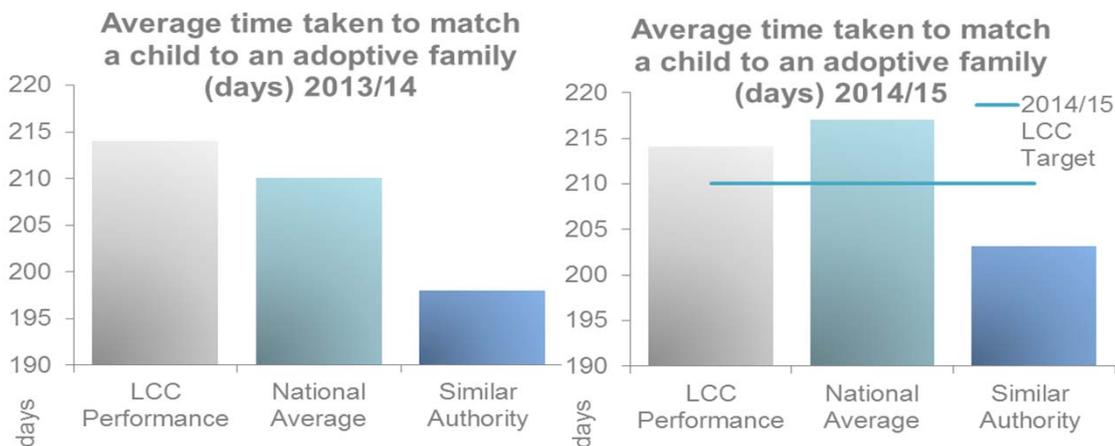
The target decreases at the same rate as the previous year, there are potential cases coming through with notable higher timescales

About the target range

Both upper and lower target ranges have been set to 10 days. Achievement of the upper target range would almost match the position the Council achieved for 2012-2014 and maintain the performance, stopping a downward trend indicated by the national data. Achievement of the lower target range would be a significant improvement and change in direction and should be enough to move us up into the second quartile.

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	214	210	198	
2014/15 Q4	214	217	203.1	210



Health and Wellbeing is improved

Young people are supported to reach their potential

Young People Not in Education, Employment or Training

A young person who is no longer in the education system and who is not working or being trained for work.

Numerator: Number of young person no longer in the education system and not working or being trained for work.

Denominator: Number of young people in the education system, working or being trained for work.

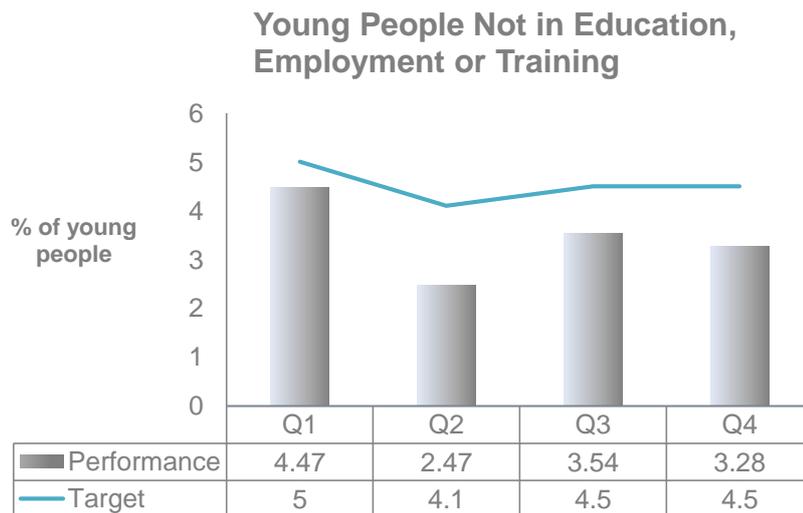
The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

 **Achieved**

3.28
% of young people
Quarter 4 March 2016



4.50
% of young people
Target for March 2016

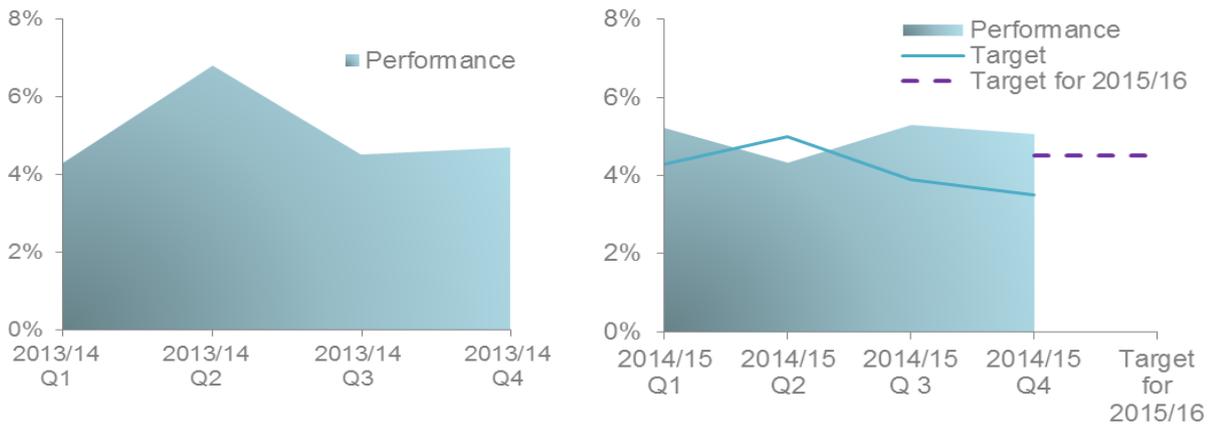


About the latest performance

Performance is better than the target set. However, this figure should be regarded with caution in that whilst performance is showing as better than target, performance in relation to unknowns (particularly for 18 year olds) is worse than target. It is possible therefore that some young people whose status is unknown are in fact NEET. The percentage of young people in year 12 and 13 whose status is unknown is lower, and therefore it can be assumed that NEET performance for this age group is good, and that any substantial increase in NEET resulting from a reduction in unknowns would be among 18 year olds (year 14). Whilst this is a concern, the statutory duty to engage 18 year olds in education, training or employment rests with Job Centre Plus rather than the Council.

Further details

Percentage of 16-18 year olds not in education, employment or training



Measure Name	Young People Not in Education, Employment or Training								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	4.3%	6.8%	4.5%	4.7%	5.2%	4.3%	5.3%	5.1%	
Target					4.3%	5.0%	3.9%	3.5%	4.5%

About the target

The current number of Young People Not in Education, Employment or Training has crept up. This has happened as the number of Young people in the 'Unknown' category has drastically reduced on previous years. This upward trend of NEETs is expected to stabilise and we are working on reducing the figure through 2015/16 and 16/17 year olds.

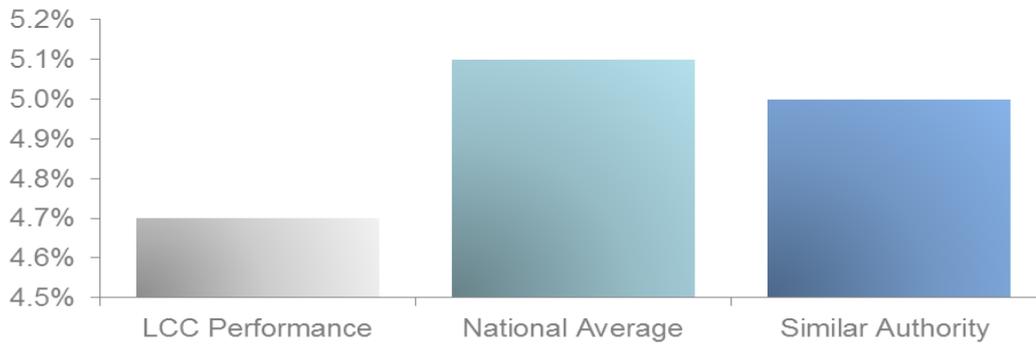
About the target range

In Q1 2015/16 we want to be no worse than Q1 2014/15 which was 5.2%
 In Q2 we want to see an improvement on Q2 2012/13 which is our best performance over the last 3 years. In Q3 and Q4 the target range is plus or minus 0.2 percentage points of target of 4.5%

About benchmarking

For all our comparators the overall NEET figure is between 4.5% and 5%. Lincolnshire is now outside of this range and an aspiration for the year is to get back to the lower level of NEET whilst keeping our counties unknown figure decreasing. We have the option of benchmarking nationally and at similar authority level.

Percentage of young people not in education, employment or training comparison 2013/14.



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	4.7%	5.1%	5.0%	
2014/15 Q4				



Health and Wellbeing is improved

Young people are supported to reach their potential

Achievement gap between disadvantaged pupils and their peers at Key Stage 4

Disadvantaged pupils that achieve at least 5+ A*- C GCSEs including English and Maths compared to all the other pupils.

Disadvantaged pupils are defined as Looked After Children and children eligible for free school meals.

The achievement gap is calculated as follows:

Number of disadvantaged children achieving at least 5+ A*- C GCSEs including English and Maths divided by the number of disadvantaged children who were assessed at Key Stage 4, multiplied by 100.
Number of all the other children achieving at least 5+ A*- C GCSEs including English and Maths divided by the number of all the other children who were assessed at Key Stage 4, multiplied by 100.
The achievement gap is the difference between the two percentages.



Not achieved

32.6

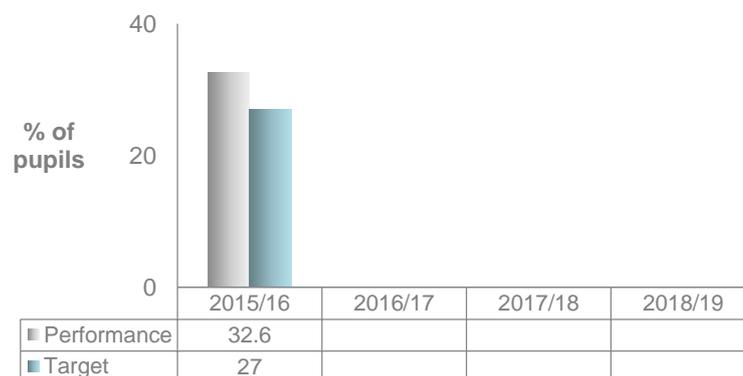
% gap
2015/16



27

% gap
Target for 2015/16

Achievement gap between disadvantaged pupils and their peers at Key Stage 4



About the latest performance

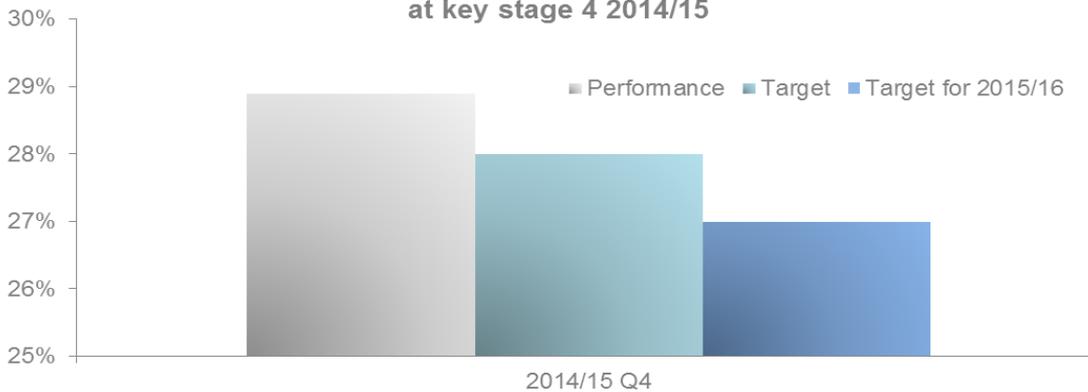
The achievement gap between disadvantaged pupils and their peers has increased this year, We have provided an offer of two days training each term to include the following topics:

- Follow up impact with attending schools including method of delivery / timetabling /number of students having intervention and evaluation of success
- Developing research links with Lincoln University.
- Literacy and numeracy intervention analysis and evaluation primary and secondary
- GCSE conference (raising participation) In partnership with Lincoln University

However, we have found that the amount of schools taking up the offer of training and the participation in networks and events has been poor over the last year. We are finding the more secondary schools that are converting to academies the less interaction we are having with them.

Further details

Achievement gap between disadvantaged pupils and their peers at key stage 4 2014/15



Measure Name	Achievement gap between disadvantaged pupils and their peers at Key Stage 4								Target for 15/16
	2013-14				2014-15				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance								28.9%	
Target								28.0%	27.0%

About the target

Nationally the achievement gap for 2014 was 27.6% and our aspiration is to move towards this benchmark. Our best performing statistical neighbour is currently at 24.9% and therefore it is possible to move towards this position. The cohorts in the Fischer Family Trust show that it is possible to achieve a closing of the gap by making a 2 percentage point improvement year on year.

About the target range

The upper target range would maintain our performance.

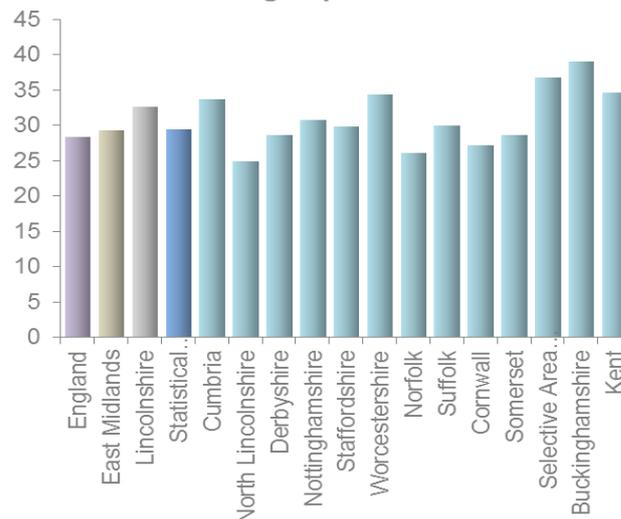
The lower target range would be in line with our current best performing Statistical Neighbour.

About benchmarking

We benchmark nationally and with similar Local Authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage	Percentage point gap between Disadvantaged pupils and their non-disadvantaged peers
England	28
East Midlands	29
Lincolnshire	33
Statistical Neighbour Ave	29
<i>Cumbria</i>	34
<i>North Lincolnshire</i>	25
<i>Derbyshire</i>	29
<i>Nottinghamshire</i>	31
<i>Staffordshire</i>	30
<i>Worcestershire</i>	34
<i>Norfolk</i>	26
<i>Suffolk</i>	30
<i>Cornwall</i>	27
<i>Somerset</i>	29
<i>Selective Area Average</i>	37
<i>Buckinghamshire</i>	39
<i>Kent</i>	35

Percentage point gap between Disadvantaged pupils and their non-disadvantaged peers - 2014/15





Health and Wellbeing is improved

Young people are supported to reach their potential

Pupils aged 16 – 18 participating in learning

This measures young people aged 16, 17 and 18 who are in:-
Full time education or training;
Apprenticeship;
Employment combined with training.

Numerator: Number of young people aged 16, 17 and 18 who are participating in learning.

Denominator: Number of young people aged 16, 17 and 18.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

84.48

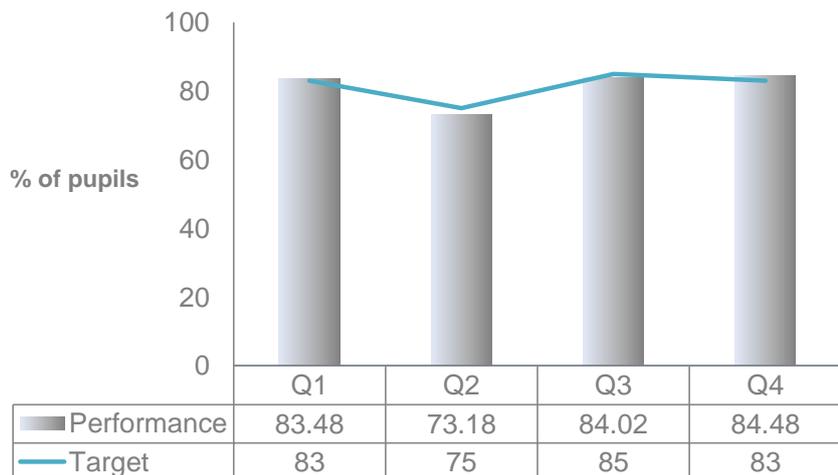
% of pupils
Quarter 4 March 2016



83

% of pupils
Target for March 2016

Pupils aged 16 – 18 participating in learning



About the latest performance

Performance continues to be consistent and on target through quarters 3 and 4 following the traditional annual dip in performance at quarter 2. (This occurs annually as young people's status is recorded as unknown until such time as destination data is gathered). Whilst there is no recent national comparative data the overall trend in performance is slightly better than the average for England. Efforts continue to ensure that participation of the most vulnerable young people increases to the level of the overall cohort.

Further details

About the target

Target is ambitious as we have already made significant increases in performance and we aim to continue improving.

About the target range

The target range does not allow us to slip under current performance.

About benchmarking

Benchmarking data is not available for this measure.



Health and Wellbeing is improved

Young people are supported to reach their potential

Participation in learning age 16

This measures young people who go into:-

Full time education or training;

Apprenticeship;

Employment combined with training;

Working towards participation age 16.

Numerator: Number of young people age 16 in full time education, education or training, apprenticeship, employment combined with training; working towards participation.

Denominator: Number of young people age 16

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

96

% of 16 year olds

Quarter 4 March 2016

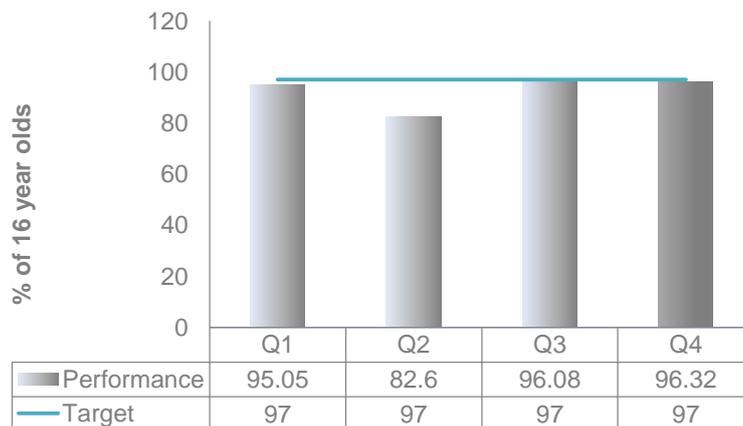


97

% of 16 year olds

Target for March 2016

Participation in learning age 16

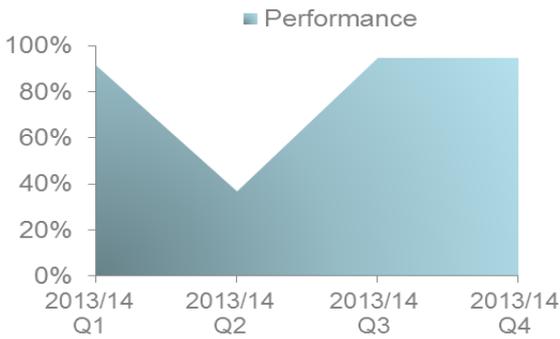


About the latest performance

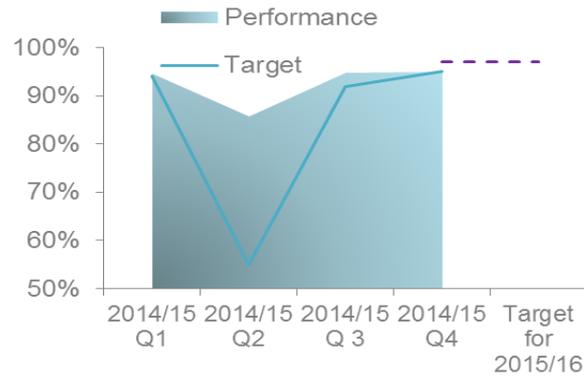
Performance continues to be consistent and on target through quarters 3 and 4 following the traditional annual dip in performance at quarter 2. (This occurs annually as young people's status is recorded as unknown until such time as destination data is gathered). Whilst there is no current national comparative data the overall trend in performance is slightly better than the average for England. Efforts continue to ensure that participation of the most vulnerable young people increases to the level of the overall cohort.

Further details

Percentage of 16 year olds participating in learning



Percentage of 16 year olds participating in learning



Measure Name	Participation in learning age 16								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	91.4%	37.0%	94.6%	94.8%	94.5%	85.7%	94.7%	94.9%	
Target					94.0%	55.0%	92.0%	95.0%	97.0%

About the target

The target reflects continued participation in line with the new Raising of the Participation Age agenda. The target is ambitious as it will maintain our current performance which is currently above all comparators.

Our target in Q2 reflects and expected dip in performance due to lack of destination data following the end of the academic year.

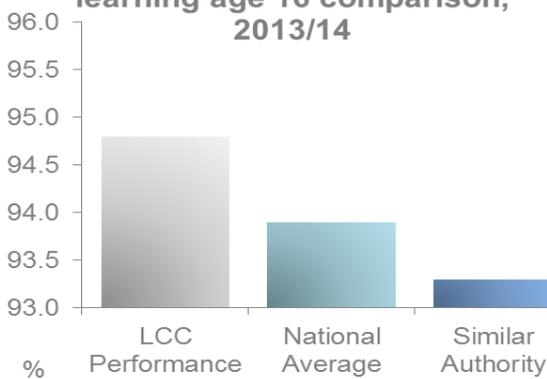
About the target range

The target range is between 84% and 88% which does not allow us to slip under current performance.

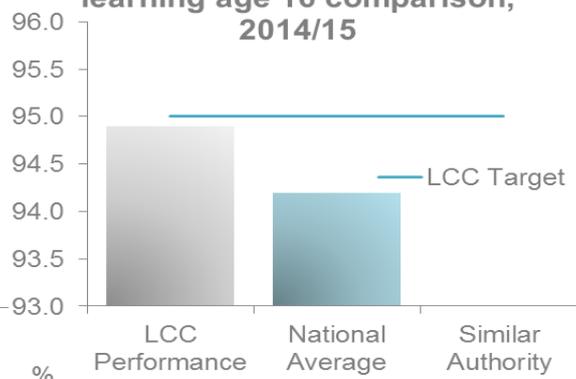
About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Percentage participation in learning age 16 comparison, 2013/14



Percentage participation in learning age 16 comparison, 2014/15



	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	94.8%	93.9%	93.3%	
2014/15 Q4	94.9%	94.2%		95.0%



Health and Wellbeing is improved

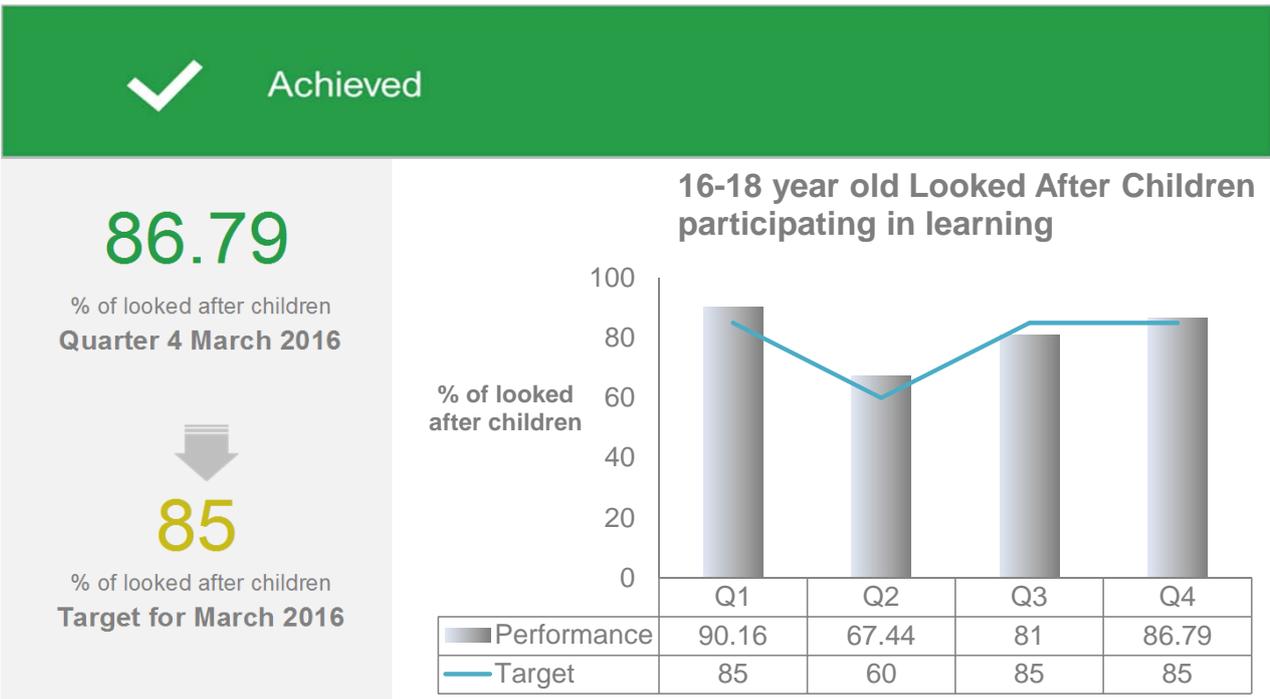
Young people are supported to reach their potential

16-18 year old Looked After Children participating in learning

This measures young people recorded as being Looked After Children at the end of the reporting period and will not take into consideration the length of time that they have been in local authority care. Numerator: Number of Looked After Children participating in learning at the end of the reporting period.

Denominator: Number of Looked After Children at the end of the reporting period.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

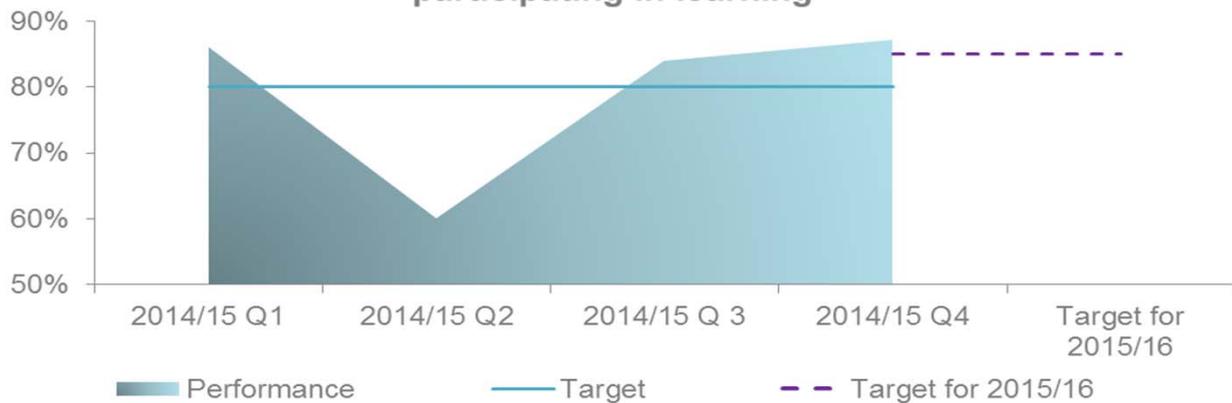


About the latest performance

The push for greater compliance has allowed the Virtual School to develop stronger links with schools, colleges and providers wherever our young people are placed. All our post -16 young people now have designated teachers in place wherever they attend. This has allowed for a more systematic approach to providing the appropriate support to our learners.

Further details

Percentage of 16-18 year olds in Local Authority care participating in learning



Measure Name	16-18 year old Looked After Children participating in learning								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance					86.0%	60.0%	84.0%	87.1%	
Target					80.0%	80.0%	80.0%	80.0%	85.0%

About the target

The 2015/16 target of 85% is an increase of by 5 percentage points on the 2014/15 target of 80%.

About the target range

The target range allows for 2 young people above the target and 5 young people below the target. Due to the small numbers in the cohort each person represents 1.25% and so the target range is 2.5% above and 6.25% below the 85% target.

About benchmarking

Benchmarking data is not available for this measure.



Health and Wellbeing is improved

Young people are supported to reach their potential

Care Leavers in suitable accommodation

A care leaver is a young person who reaches the age of 18 who had been in local authority care.
Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".

Denominator: Number of care leavers turning 19 years of age in the year.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

92.6

%

Quarter 4 March 2016

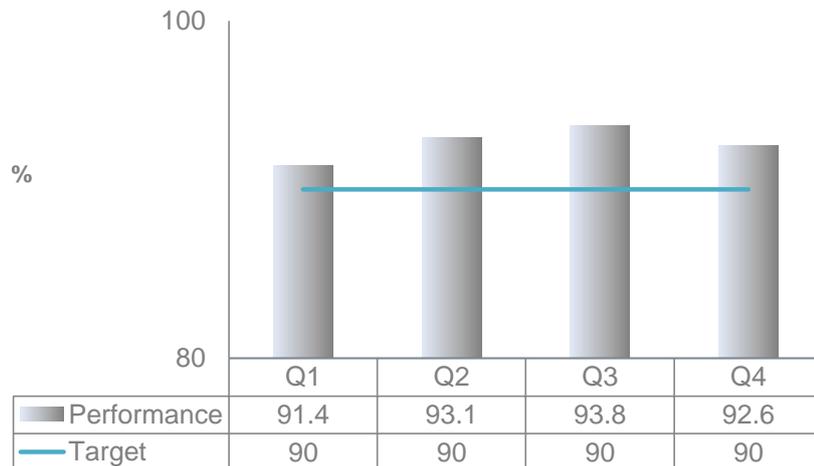


90.0

%

Target for March 2016

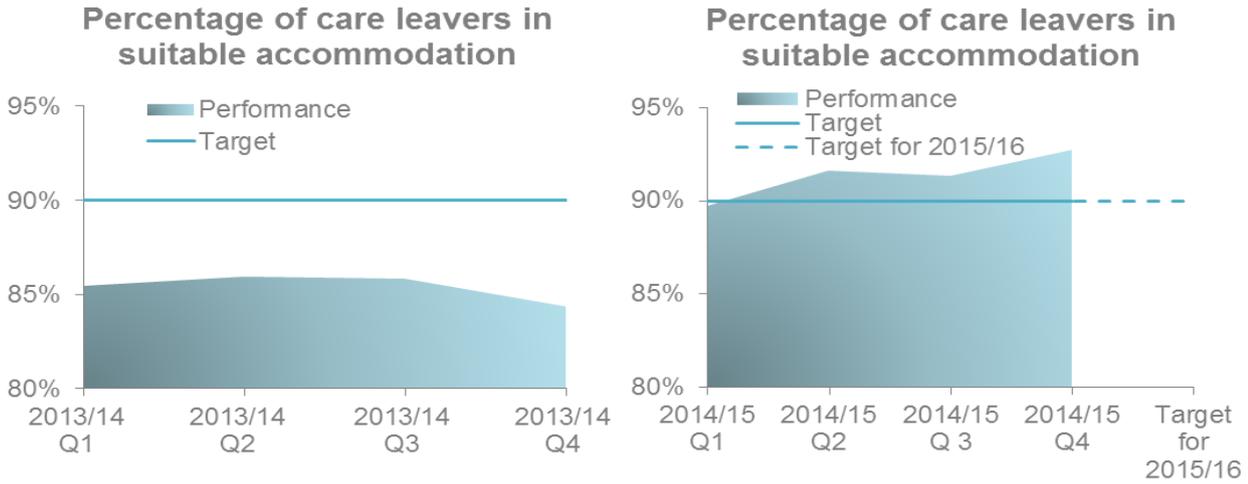
Care Leavers in suitable accommodation



About the latest performance

The performance continues to be positive. At year end there are 20 young people within the Leaving care service deemed to be in unsuitable accommodation. Of these 11 are in custody and 3 have returned to their parents. The leaving care service encourage the remaining young people to make different choices about their accommodation as part of their ongoing working relationship.

Further details



Measure Name	Care Leavers in suitable accommodation								
	2013-14				2014-15				Target for 15/16
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Performance	85.5%	86.0%	85.9%	84.4%	89.7%	91.6%	91.3%	92.7%	
Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%

About the target

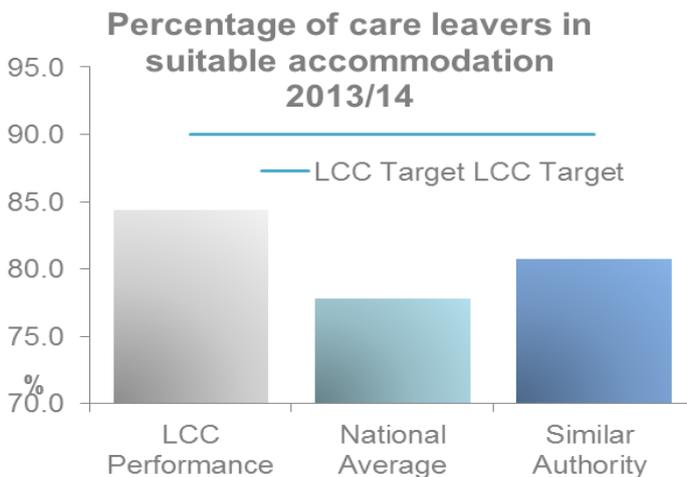
Target is to remain the same level as 2014/15 as this is above both national and similar authority average.

About the target range

The target range is between 86% and 98%. This will allow the performance to be set between the level achieved in 2013/14 and to accommodate an improvement on 2014/15 performance, whilst remaining above our statistical neighbours.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



%	LCC Performance	National Average	Similar Authority	LCC Target
2013/14 Q4	84.4%	77.8%	80.8%	90.0%
2014/15 Q4				



Health and Wellbeing is improved

There is a secure foundation for all children to progress through school and life

Achievement at a good level of development in the Early Years Foundation Stage

Numerator: Number of children achieving a good level of development in Early Years Foundation Stage.

Denominator: Number of pupils in Early Years Foundation Stage.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

69.1

% of children
2015/16



69

% of children
Target for 2015/16

Achievement at a good level of development in the Early Years Foundation Stage



About the latest performance

The percentage of children achieving a good level of development is 69.1%, which is slightly above target and 2.8% above the national average of 66.3%. It is also an increase of 2.1% on the previous year. This increase has been supported by robust trialling and training events for schools to enable a clearer understanding of the profile, quality assurance of judgements and data sets. Following a quality assurance visit in 2015, the Standards and Testing Agency confirmed that Lincolnshire met the statutory arrangements for assessing and reporting. Lincolnshire has been commissioned to deliver Leicester City's moderation process in 2016, recognising our high quality support and processes.

Further details

Measure Name	Achievement at a good level of development in the Early Years Foundation Stage			
	2013	2014	2015	Change from
Lincolnshire	65.4	67.4	69.1	1.7

About the target

As a high performing council we have aspirational aims to be the highest performing in our statistical neighbour grouping. The targets reflect this.

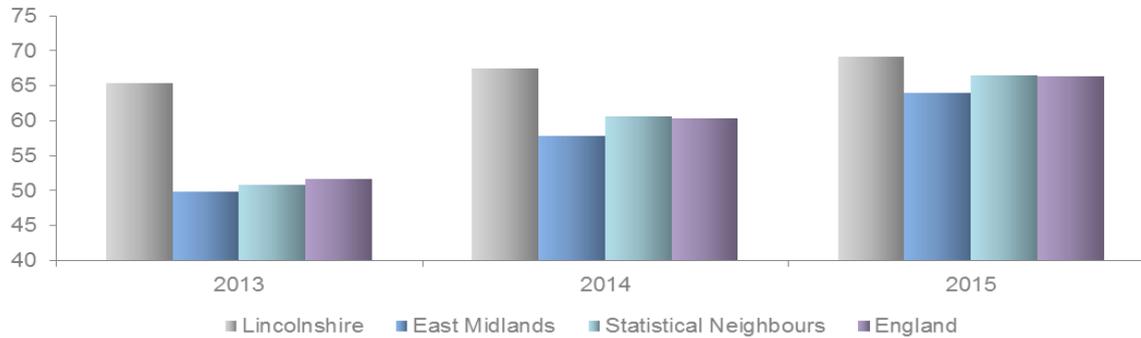
About the target range

The target range is in line with performance against the previous method of measuring performance and takes account of any levelling or dip in performance.

About benchmarking

We benchmark nationally and at similar authority level.

Percentage of children achieving a good level of development at Foundation stage comparison



Measure Name	Achievement at a good level of development in the Early Years Foundation Stage				
	2013	2014	2015	Change from	
Lincolnshire	65.4	67.4	69.1	1.7	
East Midlands	49.8	57.8	64.0	6.2	
Statistical Neighbours	50.9	60.6	66.5	6.0	
England	51.7	60.4	66.3	5.9	

Data is sourced from the Local Authority Interactive Tool (LAIT)



Health and Wellbeing is improved

There is a secure foundation for all children to progress through school and life

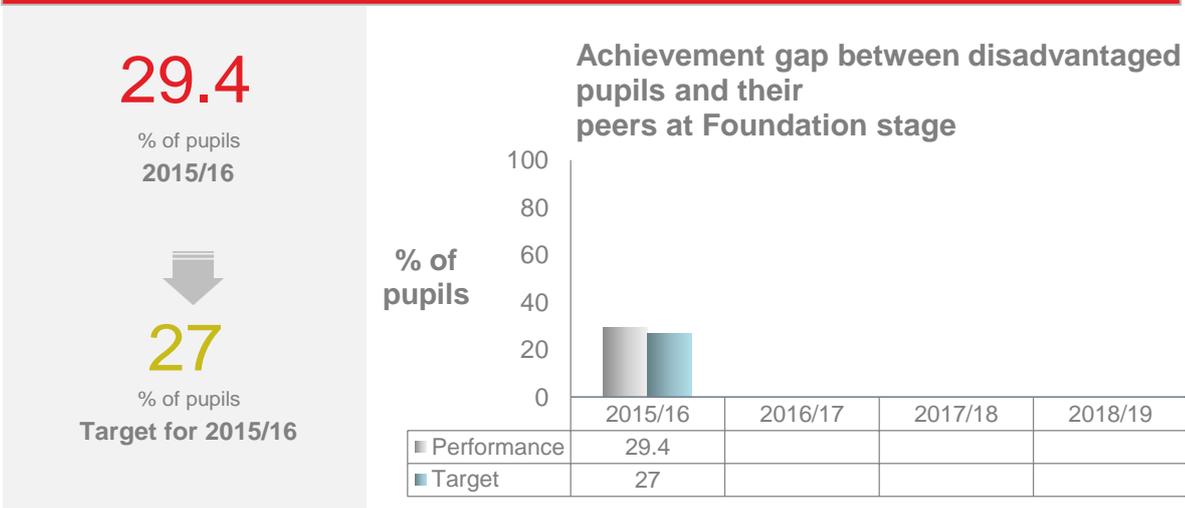
Achievement gap between disadvantaged pupils and their peers at Foundation stage

The percentage gap in achievement between:-

The lowest 20 per cent of achieving children in a local authority compared to the average score across the local authority.

The gap is calculated from unrounded percentages.

✗ Not achieved



About the latest performance

At a national level, the achievement gap between the lowest attaining 20% of children and the mean average is 32.1%. At 29.4% the gap in Lincolnshire remains less than the national figure. Although the gap has widened by 0.9% in Lincolnshire, we have identified that the most significant gap is for children with English as an additional language (EAL) - data shows the number of reception aged children with EAL has increased by 200 in the county since the previous profile. As a result we have identified this cohort as a priority for early years support to reduce the gap in attainment and autumn term agreement trialling for schools has focused on supporting children with EAL.

Further details

About the target

We have shown consistent improvement against all comparators and will probably plateau going forward, however the best improvement in our statistical neighbours show that an upward trajectory is still possible.

About the target range

The target range is based on 2014/15 performance and a significant, aspirational improvement.

About benchmarking

Benchmarking data is not available for this measure.



Businesses Are Supported to Grow

Improve educational attainment for all pupils

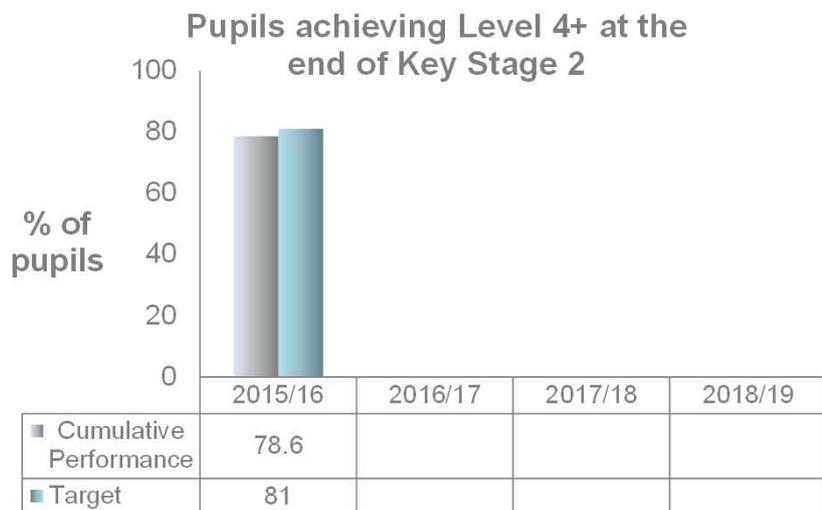
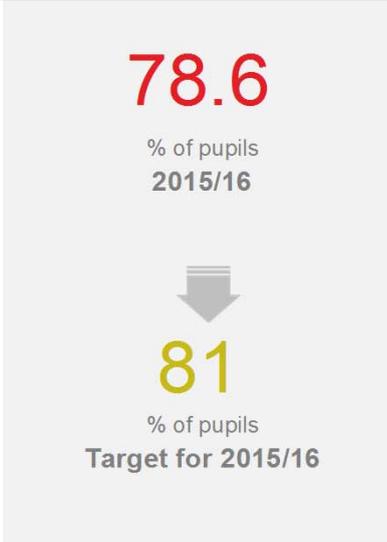
Pupils achieving Level 4+ at the end of Key Stage 2

Numerator: Number of children achieving at least Level four at Key Stage 2 in reading, writing and maths.

Denominator: Number of children who were assessed at Key Stage 2.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

✗ Not achieved



About the latest performance

- The percentage of children who attained L4+ in combined reading, writing and mathematics has risen by 1.6% from 2014. However, this is at a similar rate as seen nationally so that the gap between the LA and national for this measure remains roughly the same
- Lincolnshire performance is just below the East Midlands and Statistical Neighbour average
- 2016 outcomes not yet available - uncertainty of predictions owing to new assessment processes

Further details

This is a new measure for 2015-16 therefore historical data is not available

About the target

3 percentage point increase year on year.

About the target range

Significant improvement is required to achieve the upper target range. Achieving the lower target range would improve our performance but would not be sufficient to make progress against national comparisons.

About benchmarking

We benchmarking nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



Businesses Are Supported to Grow

Improve educational attainment for all pupils

Attainment gap between disadvantaged pupils and their peers at Key Stage 2

This measures the achievement of at least a level four at Key Stage 2 in reading, writing and maths by disadvantaged pupils, compared to all the other pupils. Disadvantaged pupils are defined as pupils who are in local authority care (Looked After Children) or pupils who receive free school meals.

Numerator: Number of disadvantaged pupils achieving at least a level four at Key Stage 2 in reading, writing and maths.

Denominator: Number of all pupils at Key Stage 2.

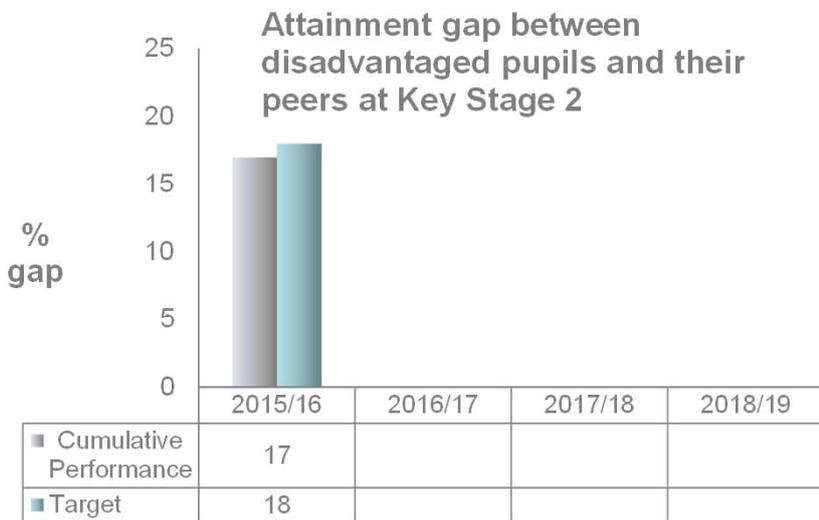
The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

 **Achieved**

17
% gap
2015/16



18
% gap
Target for 2015/16



About the latest performance

For Lincolnshire children, the achievement gap for Key Stage 2 level 4+ Reading, Writing and Mathematics between disadvantaged pupils (identified through eligibility for Pupil Premium Grant) and their peers has narrowed by 4% when comparing the data from 2014 and 2015. The gap in Lincolnshire is 2% wider than the national gap. It is the same as the East Midlands gap and narrower than the average gap for our Statistical Neighbours.

The rate of improvement in Lincolnshire is faster than the national rate of improvement. As a result, the difference in performance has closed significantly over time.

Further details

This is a new measure for 2015-16 therefore historical data is not available

About the target

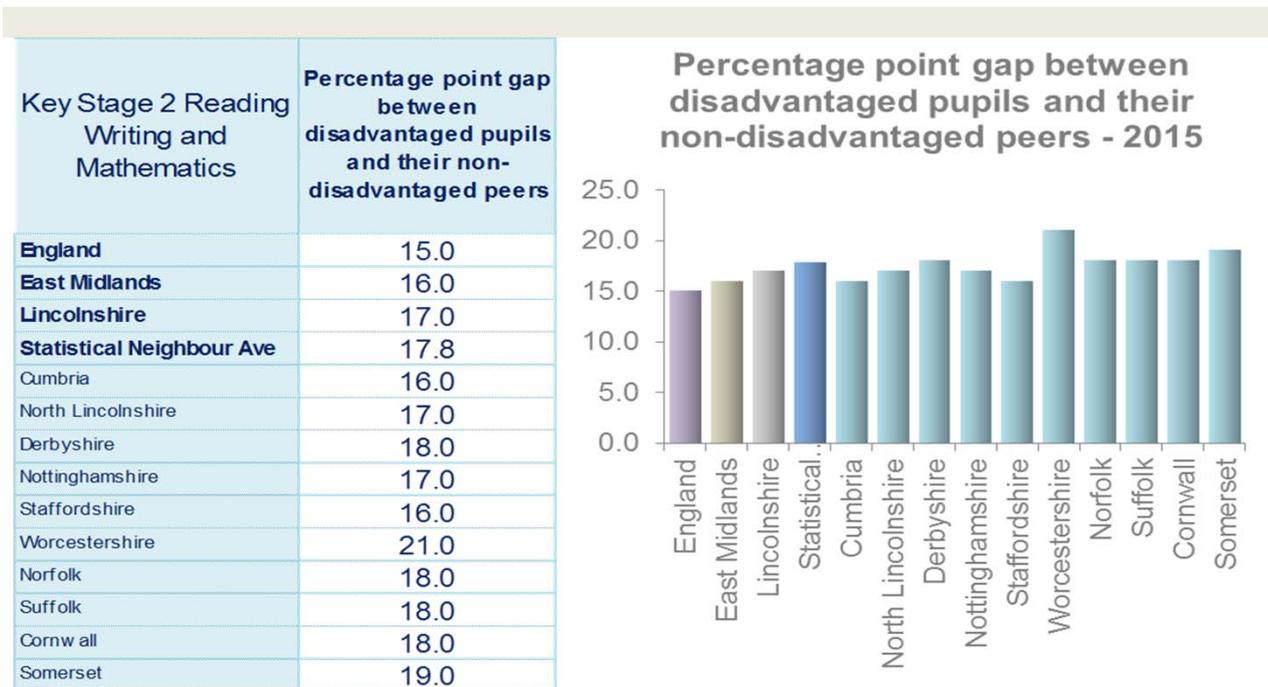
The target for 2015 is 18%. Nationally the Gap for 2014 is 16% and our aspiration is to move towards this benchmark. Our best performing statistical neighbour is currently at 14.3% and therefore it is possible to move towards this position. The cohorts in Fischer Family Trust show that it is possible to achieve a closing of the gap by making a 3% improvement initially and then a year on year decrease of 1%. It is likely that the position will need reviewing in 2016 due to a change in the levels of achievement and a new approach based on the methodology that the Department for Education are currently consulting on.

About the target range

The target range will bring us in line with our statistical neighbours and see our performance match current national performance.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



For 2015, disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 1 to year 6 (i.e. not including nursery or reception) or are looked after children for at least one day or are adopted from care. For previous years, they include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 1 to year 6 (i.e. not including nursery or reception) or are looked after children for at least 6 months. Please see the Characteristics Methodology document for more details



Businesses Are Supported to Grow

Improve educational attainment for all pupils

Achievement of 5 or more A*-C grades at GCSE including English and Maths

This measures pupils achieving at least five GCSE's in exams taken at the end of Key Stage 4, against the Department for Education's first result criteria, including English and Maths.

Numerator: Number of children achieving at least five GCSE's or Equivalent in exams taken at the end of Key Stage 4, including English and Maths.

Denominator: Number of children who were assessed at Key Stage 4.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Achieved

56.1

% of pupils
2015/16



57

% of pupils
Target for 2015/16

Achievement of 5 or more
A*-C grades at GCSE
including English and Maths

% of
pupils

	2015/16	2016/17	2017/18	2018/19
■ Performance	56.1			
■ Target	57			

About the latest performance

The performance of Lincolnshire's secondary schools has tracked the trend of that seen nationally. However, it is clear that the decline in this measure in Lincolnshire is more marked than that seen nationally and indeed when compared to our statistical neighbours. The decline in overall performance has continued as the number of secondary schools becoming academies has increased. Alongside this, the core offer available to schools, in terms of personnel and time, in support of school improvement has reduced steadily over time. However, a wide strategic approach is being taken to respond to county wide concerns. As an outcome of analysis of the 2014 performance of vulnerable groups, and the Ofsted Regional Report 2013-14, the local authority instigated the Closing the Gap Core Offer to all educational settings which included Pupil Premium reviews offered to primary, secondary and special schools, two Pupil Premium conferences, every educational setting offered places and network meetings for primary, secondary and special schools. the Education Development Trust recognises the value of school to school support and actively promotes this through the development of the Lincolnshire Leadership Partnerships which build on its work with Teaching Schools, Multi- Academy Trusts (MATs) and school collaborative partnerships. Local authority support plans include brokered school to school support for schools in a category or at risk of a category. The local authority has also brokered federations and local academy MATs to create solutions that promote system leadership, developing local capacity for school led support. The impact of external support is constantly evaluated e.g. via monitoring meetings, and adjusted accordingly. Ofsted reports are also monitored on publication for comments on the quality of external support and action is taken where concerns are raised. The proportion of good or better, secondary schools and the proportion of pupils attending good or better secondary schools remains in line the national average.

Further details

This is a new measure for 2015-16 therefore historical data is not available

About the target

The target is against the background of a 2014 exam results performance that is probably 2% greater than shown in performance tables due to 0% being recorded against Bourne Grammar. In reality we would have achieved just below 56%. With no sign of a change in policy and potentially other schools following suit it is hard to predict a future likely percentage. In reality a 1% increase, with the changes to assessment criteria again (extension to other subjects of "first" result criteria), is the best that could possibly be achieved.

About the target range

The target range is aligned with performance in 2014.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).



Businesses Are Supported to Grow

Improve educational attainment for all pupils

Achievement gap between disadvantaged pupils and their peers at Key Stage 4

This measures the achievement of at least five A* - C GCSEs including English and maths by disadvantaged pupils, compared to all the other pupils at Key Stage 4.

Disadvantaged pupils are defined as pupils who are in local authority care (Looked After Children) or pupils who receive free school meals.

Numerator: Number of disadvantaged pupils achieving at least five A* - C GCSEs including English and maths.

Denominator: Number of all pupils at Key Stage 4.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

X Not achieved

32.6

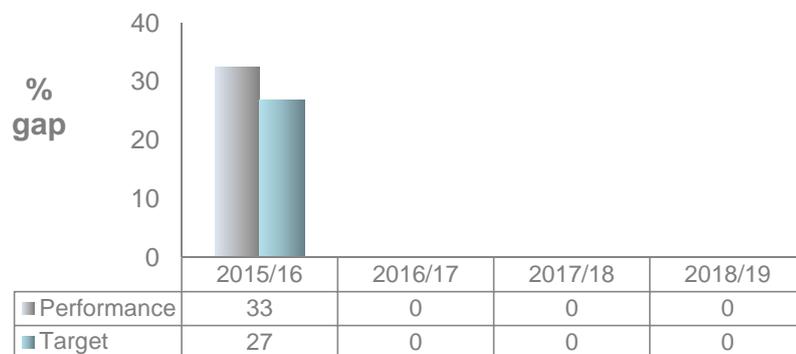
% gap
2015/16



27

% gap
Target for 2015/16

Achievement gap between disadvantaged pupils and their peers at Key Stage 4



About the latest performance

The achievement gap between disadvantaged pupils and their peers has increased this year, we have provided an offer of two days training each term to include the following topics:

- Follow up impact with attending schools including method of delivery / timetabling / number of students having intervention and evaluation of success
- Developing research links with Lincoln University.
- Literacy and numeracy intervention analysis and evaluation primary and secondary
- GCSE conference (raising participation) In partnership with Lincoln University

However, we have found that the amount of schools taking up the offer of training and the participation in networks and events has been poor over the last year. We are finding the more secondary schools that are converting to academies the less interaction we are having with them.

Further details

This is a new measure for 2015-16 therefore historical data is not available

About the target

Nationally the achievement gap for 2014 was 27.6% and our aspiration is to move towards this benchmark. Our best performing statistical neighbour is currently at 24.9% and therefore it is possible to move towards this position. The cohorts in the Fischer Family Trust show that it is possible to achieve a closing of the gap by making a 2 percentage point improvement year on year.

About the target range

The upper target range would maintain our performance.

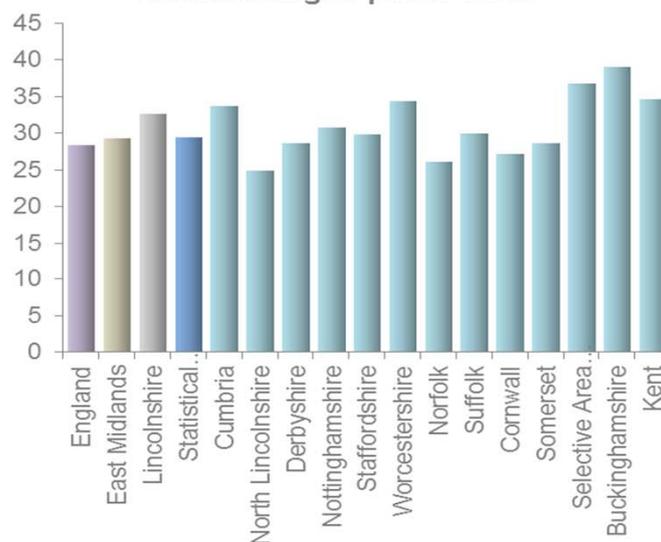
The lower target range would be in line with our current best performing Statistical Neighbour.

About benchmarking

We benchmark nationally and with similar local authorities.

GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage	Percentage point gap between Disadvantaged pupils and their non-disadvantaged peers
England	28
East Midlands	29
Lincolnshire	33
Statistical Neighbour Ave	29
<i>Cumbria</i>	34
<i>North Lincolnshire</i>	25
<i>Derbyshire</i>	29
<i>Nottinghamshire</i>	31
<i>Staffordshire</i>	30
<i>Worcestershire</i>	34
<i>Norfolk</i>	26
<i>Suffolk</i>	30
<i>Cornwall</i>	27
<i>Somerset</i>	29
Selective Area Average	37
<i>Buckinghamshire</i>	39
<i>Kent</i>	35

Percentage point gap between Disadvantaged pupils and their non-disadvantaged peers -2015



Source: KS4 attainment data; Local Authority Interactive Tool (LAIT)



Businesses Are Supported to Grow

Improve educational attainment for all pupils

Education, Health and Care Plans for children with special educational needs completed within 20 weeks

Numerator: Number of Children and Young People with Special Educational Needs, whose education, health and care plans are within statutory timescales (20 weeks).

Denominator: Number of Children and Young People with Special Educational Needs, eligible for a education, health and care plan.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.



Reported annually in Q2



About the latest performance

Further details

About the target

The target has been set at 100% to complete all Education Health Care plans with the 20 week timescales.

About the target range

The target range reflects the uncertain and controllable nature of this measure. The lower target range is 5% and is also in line with our statistical neighbour and the England average.

About benchmarking

This is a new measure for 2015/16 therefore no benchmarking data is currently available.

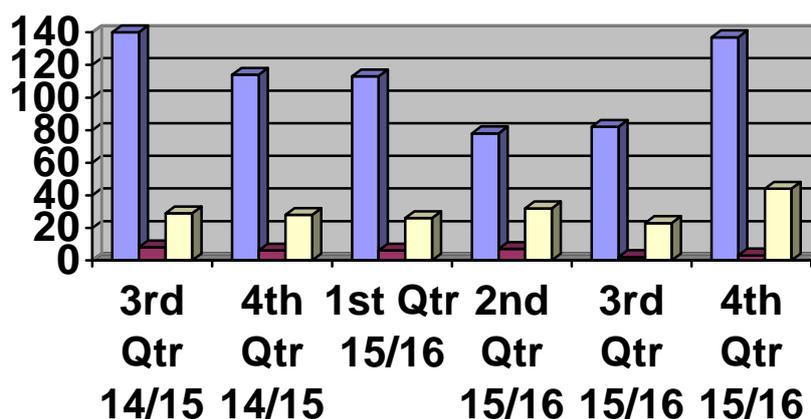
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Customer Satisfaction Information – Scrutiny Committees

Children and Young People Scrutiny Committee		
Date Range for Report	1 st January – 31 st March 2016 (1st October – 31st December 2015)	
Total number of complaints received across all LCC service area.	318 (234)	
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	184 (107)	
Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	4 (2)	
Total Service Area Complaints	Schools	137 (82)
	Corporate – Education and School	3 (2)
	Statutory - Children’s Care	44 (23)
Schools Complaint Reason Codes	Admission issue	2 (2)
	Allegation against Head Teacher	3 (1)
	Allegation against other school staff	9 (5)
	Attendance Issues	10 (3)
	Bullying – Homophobic	1 (1)
	Bullying – Gender	0 (0)
	Bullying – Racial	2 (0)
	Bullying – SEN	1 (1)
	Bullying – Social Media	3 (2)
	Bullying Issue	17 (6)
	Class/School Organisation	15 (8)
	Equality Issue	0 (1)
	Exclusion Issue	6 (2)
	Inconsistency in application of rules	5 (2)
	Meals/Snacks/Drinks	0 (2)
	Medical	10 (6)
	Other	6 (10)
	Parental responsibilities/rights	3 (5)
	Procedural Irregularity	8 (5)
	Racial Issues	9 (4)
	School Neighbours	2 (0)
	School Uniform	3 (0)
	SEN	10 (9)
	Social Media Abuse	0 (3)
	Truancy Issues	0 (0)
	Unfair treatment by staff	12 (4)
	No category selected	0 (0)
Corporate – Education and	Age	0 (0)

School Complaint Reason Codes		
	Breach of confidence	0 (0)
	Conduct/Attitude/Rudeness of staff	0 (0)
	Delayed Assessment of Service request	0 (0)
	Disability	0 (0)
	Disagree with policy	1 (0)
	Disagree with Procedure	1 (1)
	Insufficient Information Provided	0 (0)
	Other	0 (0)
	Procedure not Followed	0 (0)
	Procedural - Other	0 (0)
	Service Delay	1 (1)
Statutory - Children's Care Complaint areas Area information not available this quarter due to no database for statutory complaints	Statutory - Children's Care	44 (23)
Service Area Compliments	Schools	0 (0)
	Corporate - Children's	1 (0)
	Statutory - Children's Care	3 (2)
How many LCC Corporate complaints have not been resolved within service standard	2 (10)	
Number of complaints referred to Ombudsman	10 (7)	

Total Complaint Receipts by Quarter



Summary

LCC Overview of Complaints

The total number of LCC complaints received this Quarter (Q4) shows a 35.8% increase on the previous quarter (Q3). When comparing this Quarter with Q4 of 2014/15, there is a 34.7% increase when 236 were received.

Children's and Young People's Services Overview of Complaints

Children's and Young People's Services received a 72.8 increase (78 complaints) in the number of complaints received compared to Quarter 3. When comparing this with Quarter 4 of 2014/15, there is a 25% increase when 148 complaints were received.

This Quarter, schools make up 74.4% of the total complaints received, with statutory complaints at 23.9% and corporate at 1.6%. In quarter 4 of 2014/15, schools have made up 77% of total complaints with statutory at 19% and corporate at 4%.

School Complaints

The volume of complaints for Quarter 4 (137) is somewhat higher than for this quarter last year (114).

Complaints about Bullying (24 in total – 10 primary / 14 secondary) represent the highest single reason for contact. Complaints relate to 19 different schools and generally show no particular pattern or clustering. Two secondary schools had two complaints each, whilst one had three complaints during the reporting period. The latter school requested support from the LA anti-bullying officer to address identity-based bullying, such as homophobia.

'Classroom / School Organisation' (14 in total – 7 primary / 7 secondary) represents the next highest single reason for contact with LCC. (The category chart captures one misdirected complaint about a college, so the actual figure for schools is 14). Overall, there is little pattern or clustering, apart from three complaints which relate to one primary. The school is being supported in addressing the situation.

The next highest category 'Unfair treatment by staff' (12 in total - 4 primary / 8 secondary) shows no pattern or clustering. These complaints often relate to children receiving detentions or other sanctions which parents don't support.

'Medical' complaints (10 in total - 7 primary / 2 secondary/ 1 unknown) include concerns about management of injuries in schools, as well as issues with support for medical conditions and queries about exclusion periods for illnesses. Complaints relate to nine different schools, with one primary school receiving two separate complaints.

'Attendance' complaints (10 in total - 4 primary / 6 secondary) relate to nine different schools, with one secondary school receiving two complaints from the same parent. In the main, complaints relate to actions taken by schools where attendance has fallen or is at risk of falling below 90%.

'SEN' complaints (10 in total - 7 primary / 3 secondary) are generally single complaints and show no pattern or clustering. One primary school had two complaints but these related to the same case and were both referred by the head teacher.

'Racial Issue' complaints (9 in total - 2 primary / 7 secondary) predominantly consist of racist incident (RI) reports submitted by schools themselves. Only one out of nine is a complaint submitted by a parent. Schools are routinely offered the support of

EMTET when filing a RI Report for the first time or for significant incidents; as are any parents reporting racial issues.

Academies account for 56 out of 137 complaints (41%). This is broadly in line with the percentage of schools which are academies, c. 38%. The share between primary and secondary sectors is 50% primary, 48% secondary (c. 2% did not disclose school or sector). Given that secondary schools only account for approx. 16% of total school provision, this may indicate a higher tendency to refer complaints about secondary schools; however, secondary schools also have much larger pupil cohorts.

Education and School (Corporate) Complaints

Education and School corporate complaints received 3 complaints this Quarter. 1 was regarding admissions for a summer born child. This was unsubstantiated. 1 was regarding a fine received relating to term time leave. This was unsubstantiated. The last one, the LEA were unable to locate a Welsh speaking school, this was partly substantiated.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 4 for Children's Social Care have increased by 21 complaints. From the 44 complaints received this quarter, 5 complaint was substantiated, 16 were partly substantiated and 23 were not substantiated.

Nature of Substantiated complaints	Improvements or changes implemented as a result of customers complaint
Concerns regarding changes in SW's & alleged incident	Ensure that Agency Workers read historical information thoroughly
Letter from SW had mis spellings of Child's name on it	ICS updated
Delay in completing Financial Assessment	To re-allocate to worker for further action
Concerns with practice of Family Services team member	Support and feedback to employee. Inform line manager.
Concerns regarding accuracy of SW's assessment	Social Worker has been spoken to regarding their recording on this case and an amended assessment is being completed.

Nature of partially substantiated complaints	Improvements or changes implemented as a result of customers complaint
Feels the way daughter's case, past & present has been handled poorly	Absent parent this is already in place, SW at the time has been spoken to and has been doing so for some time, whole team reminded on 19/01/16 2. SW at time is no longer with LCC, all IG systems have been updated and tightened significantly, all team have done IG training 3. Delay in referral acknowledgement letter being sent out from CSC – CSC have already done this, no reason has been identified for him not receiving this letter
SW conduct	Discussion with the social worker

	regarding interaction with service users and mindfulness of peoples experiences when trying to explain things.
Regarding the transition from children's to adults	The complaint is partially substantiated on the grounds that there was a mix up with the Child in Need review invitations that the social worker had written and had believed to have been sent.
Regarding social work practice	Work will be done with relevant staff through supervision to ensure that there are clear expectations communicated to anyone within a family's network who is supervising contact between children and their parents.
complaint regarding EDT and the service delivery	No comments were made
Experiences through Children's Centre and supporting bodies	Note added to child's ICS record re factual inaccuracies
Unhappy with support from SW with Grand daughter	No comments were made
Appeal against Child Protection conference	All team reminded about ensure clarity on CPCC reports and also reminding parents they can give their view in meetings Ensure CPCC chairs clear on CP plans (recommendation to be sent to CP chair manager)
Conduct of Family Support Worker	Clear with staff who they can contact for support if their line manager is not available – resent all leaderships contact details to all EHW's. Work around consent and involvement in TAC with all EHW's at the next Practice Development session
Conduct of SW & manager - delay in receiving report prior to Child Prot. Conf.	Reminders to Team re process and procedure for sharing of CPC reports. Importance of responding to communications in timely way.
YP complaint regarding lack of contact from SW	LAC Review to be held differently and the child to be involved more in the planning and consultation stage.
Concerns regarding accuracy of assessment	No comments were made
Concerns for Grandchildren & Daughter - unhappy with CS staff	Reiterate with all workers to leave voicemail identifying they are on annual leave and to call Grantham Area Office for support in their absence.
Mental Health advocate re: conduct of SW	Key worker will contact staff if future discussion on subject held

Similar to last Quarter the main theme of the unsubstantiated complaints were regarding complaints made against social workers. Out of the 23 complaints which were recorded, 14 of these were regarding conduct/attitude of social workers. There were no other themes identified this Quarter.

Overall Children's and Young People Compliments

This Quarter, Children & Young People received 4 compliments which is an increase of 2 compliments from last Quarter when 2 were received.

Education and School (Corporate) Compliments

This Quarter, Education and School Corporate received 1 compliment. This was regarding school admissions staff member.

Children's Care (Statutory) Compliments

Statutory Children's Care received 3 compliments this Quarter. The compliments were regarding:

- Children with disabilities staff member
- 1 was regarding a compliment for staff member in fostering.
- 1 was a social worker compliment.

Ombudsman Complaints

In Quarter 4 of 2015/16, 10 complaints were registered with the Ombudsman. 2 of these complaints were recorded against Children and Young People.

- Regarding the way LCC dealt with child's education
- Complaint that there child was not provided with education when ill and unable to attend school.

At present, 1 of these is open and 1 has been deemed not possible to assess.

Appendix C: Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 31/03/2016

Table 1a/1b: Schools/Pupils in Schools rated Outstanding or Good

Schools Outstanding or Good	CS51	Pupils in Outstanding or Good	CS50
302	87.3%	85,603	84.2%

Table 2a/2b: Count and percentage of schools by Phase and Overall Effectiveness

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	-	1	-	1
Nursery	3	2	-	-	5
Primary	38	203	24	3	268
PRU	-	1	-	1	2
Secondary	12	24	12	2	50
Special	8	11	1	-	20
Total	61	241	38	6	346

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	100%	-
Nursery	60%	40%	-	-
Primary	14%	76%	9%	1%
PRU	-	50%	-	50%
Secondary	24%	48%	24%	4%
Special	40%	55%	5%	-
Total	18%	70%	11%	2%

Table 3a/3b: Count and percentage of pupils by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	-	1016	-	1016
Nursery	352	175	-	-	527
Primary	10046	38099	5483	376	54004
PRU	-	-	-	206	206
Secondary	13546	21708	7537	1371	44162
Special	677	1000	49	-	1726
Total	24621	60982	14085	1953	101641

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	-	100%	-
Nursery	67%	33%	-	-
Primary	19%	71%	10%	1%
PRU	-	-	-	100%
Secondary	31%	49%	17%	3%
Special	39%	58%	3%	-
Total	24%	60%	14%	2%

Table 4: Percentage of schools by Phase and Overall Effectiveness Category for Lincolnshire, Statistical Neighbours and Nationally

Phase	Outstanding			Good			Requires Improvement			Inadequate			Lincs	SN	National
	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National	Lincs	SN	National			
Nursery	60%	65%	59%	40%	35%	39%	-	-	1%	-	-	0%	-	-	-
Primary	14%	14%	17%	76%	68%	66%	9%	13%	13%	1%	1%	1%	-	4%	4%
PRU	-	13%	17%	50%	72%	61%	-	4%	10%	50%	6%	3%	-	4%	8%
Secondary	24%	12%	20%	47%	54%	50%	25%	22%	19%	4%	3%	4%	-	8%	7%
Special	40%	29%	37%	55%	60%	52%	5%	2%	6%	-	1%	1%	-	7%	4%
Total	18%	14%	20%	70%	66%	62%	11%	14%	13%	2%	1%	1%		5%	4%

Table 5: Schools currently judged to be Inadequate and/or under an Interim Executive Board

DfE Number	School Name	Academy Sponsor	Status	Time in Special Measures	Number on Roll
9252247	Gainsborough Benjamin Adlard Community School	CfBT Schools Trust	Inadequate	-	208
9255416	Sir John Gleed School	CfBT Schools Trust	Inadequate	381 days	1095
9251105	The Lincolnshire Teaching and Learning Centre	-	Inadequate	429 days	206
9252041	South Witham Community Primary School	-	Inadequate	-	102
9254062	Cherry Willingham Community School	-	Inadequate	290 days	276
9252220	Theddlethorpe Primary School	-	Inadequate + IEB	-	66
9253137	Saltfleetby CE Primary School	-	IEB	-	19
				Total	1972

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By virtue of paragraph(s) 2 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Decision

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Decision which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 3 June 2016. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor for Adult Care and Health Services, Children's Services in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider a report on the Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Decision. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on the Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Decision

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, who can be contacted on 01522 552164 or tracy.johnson@lincolnshire.gov.uk.

Open Report on behalf of Richard Wills, Director responsible for Democratic Services and Debbie Barnes, Executive Director of Children's Services

Report to:	Councillor Mrs Patricia Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services
Date:	03 June 2016
Subject:	Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Decision
Decision Reference:	I011256
Key decision?	Yes

Summary:

At its meeting on 5 April 2016, the Executive received the final report arising from the scrutiny review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport and delegated the Executive's response to the final report to the Executive Councillor for Adult Care and Health Services, Children's Services. This report invites the Executive Councillor for Adult Care and Health Services, Children's Services to consider the final report and the recommendation contained therein, and decide whether to accept either of the two options outlined in the recommendation.

Recommendation(s):

The Executive Councillor for Adult Care and Health Services, Children's Services is recommended to accept one of the following two options:

- Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years.
- Option 2 (originally Option 5 in the Task and Finish Group report) - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals.

Alternatives Considered:

Within the final report from the scrutiny review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport, there are three alternative options which were considered by the Task and Finish Group who conducted the scrutiny review. These are:-

- Extend free transport to nearest grammar school from all addresses in Lincolnshire, by extending grammar school DTAs into the non-grammar school (i.e. all-ability school) DTA areas
- Remove all secondary school DTAs and offer free transport only to the nearest suitable school
- Amend the grammar school DTA areas only in specific areas to include the areas where the opposition to the policy has been most marked in grammar school DTAs

The benefits, risks and cost implications of these three options are outlined on pages 26-28 of the final report, which is attached at Appendix A.

Reasons for Recommendation:

To comply with the legislative and constitutional requirement on the Executive to consider and respond to reports from overview and scrutiny committees within two months.

1. Background**The Scrutiny Review Report**

The scrutiny review report on Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport, attached at Appendix A, was approved by the Children and Young People Scrutiny Committee at its meeting on 4 March 2016. The Committee's report reflects the work of a scrutiny Task and Finish Group, which comprised nine non-Executive Councillors.

The review was undertaken between September 2015 and February 2016. As part of the review, the Task and Finish Group reviewed the current discretionary Grammar School Transport Policy and the costs involved in providing this policy, examined Grammar School Transport policies at other councils with grammar schools, and held an engagement day with Headteachers and Chair of Governors of a selection of grammar and non-grammar schools, parents, campaign groups, and the Youth Cabinet. The Task and Finish Group also examined a range of options for changing the current Grammar School Transport Policy to address the issues and concerns raised by parents, schools and young people. The Task and Finish Group produced a final report containing one recommendation consisting of two options.

The Task and Finish Group Report was approved by the Task and Finish Group by a majority, with two members of the Group voting against the approval of the Final Report, namely Councillor Mrs Overton and Councillor Wood. Both Councillors addressed the Scrutiny Committee as did Councillor Mrs Austin. An extract from the Scrutiny Committee minutes are attached at Appendix B.

At its meeting on 5 April 2016, the Executive was invited to consider the final report and assign responsibility to the relevant Executive Councillor for responding to the report. The minute from the Executive meeting held on 5 April 2016 for this item is attached at Appendix C.

Executive Director Comments

The Task and Finish Group Report and the investigations and debates that have taken place around it have clearly identified the critical issue in relation to the existing Grammar School Transport Policy as being how to balance the sustainability of two different models of school.

Some areas of the county can be classed as selective areas – i.e areas that are characterised by having schools within them that are entitled to select by aptitude/ability (grammar schools). This creates a situation where children with the aptitude/ability to attend a grammar school will find their most significant peer group of children with the same aptitude within their local grammar school.

One area of the county (which has come to be identified as the white area by reference to the map on page 10 of the Task and Finish Group Report at Appendix A) can be classed as non-selective in that it is characterised by having schools within it that are not entitled to select by aptitude. As a result they all have a group of pupils with grammar school aptitude.

All those schools are available for anyone in the county to attend, subject to the Council's and the Schools' admission arrangements that must comply with government guidance in the form of the Admissions Code. The Grammar School Transport Policy is not therefore about the availability of places within that type of school. It is, however, about the steps the Council takes to facilitate access to those schools by providing transport free of charge.

For the grammar schools themselves, the very fact that they select their pupils from the top 25% of the cohort by aptitude/ability means that they draw their pupils from a much wider geographical area than a non-selective school. The sustainability of the schools themselves and the ability of pupils to take up this opportunity to learn alongside pupils with similar aptitude/ability is supported by the provision of transport across a wider area (the grammar school DTAs) than might otherwise be the case.

However, to widen the scope of these transport areas too widely would potentially impact on the ability of the non-selective schools to attract pupils at the higher end of the ability range and therefore to offer to pupils within the non-selective area the ability to be educated alongside a significant cohort of pupils of the same aptitude.

In striking such a balance, it is inevitable that there will be a boundary somewhere and that individuals will feel a sense of injustice if they are on the "wrong" side of the boundary. That is unfortunate but it does not render the policy unjustified. In fact the policy has a strong educational rationale. The Task and Finish Group received much comment about the precise location of the boundaries in the current policy. However, they have the merit of reflecting community and parish boundaries and generally, when tested, have proven to reflect distance from the nearest provision – i.e the nearest school for those within the non-selective area has been a non-selective school and the nearest for those within the selective area has been a selective school.

For these reasons the continuation of the current policy (Option 1) is a viable option in education terms. On the other hand, extending grammar school transport outside the current DTAs would have the potential to upset the somewhat delicate balance currently maintained. The proposal to review the policy in two years' time is a sensible provision given that the Council operates within a climate of almost constant change.

Option 2 would see a charge introduced for travel to a grammar school from within a grammar school DTA. In other words, there would be no change to the policy in relation to the use of the existing DTAs to determine the right to transport to a grammar school. However, the parents of pupils within a DTA who currently benefit from free transport would in the future be expected to make a contribution to the cost.

When the Task and Finish Group report was first published this proposal elicited concern from the grammar schools themselves who argued that this would be unlawful on the grounds that for a pupil of grammar school aptitude, a grammar school was the nearest suitable school. I addressed this at some length in the Scrutiny Committee as summarised in the minutes at Appendix C and I am satisfied that this proposal is not unlawful.

However, if the Executive Councillor was minded to pursue this Option, any such contribution would need to be carefully assessed to determine its impact on grammar school provision.

Equality Act 2010

The Council's duty under the Equality Act 2010 needs to be taken into account when coming to a decision.

The Council has reviewed its grammar school transport policy and published a report on its findings. The report made two recommendations for the Executive Councillor to consider. These are

Option 1 – Leave the policy as it is at present (entitlement to grammar school transport, provided free until end of year 11, if the pupil meets the residence criteria based on Designated Transport Areas (DTAs)), and review in two years' time.

Option 2 (originally Option 5 in the Task and Finish Group report) – Charge parents/pupils of grammar school pupils living in existing grammar school DTAs for transport to their school where the school is not the nearest suitable school to their home address, but the criteria is otherwise.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: [Equality Act 2010 section 149\(1\)](#). The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation: section 149(7)

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others.

A reference to conduct that is prohibited by or under this Act includes a reference to:

- ❖ A breach of an equality clause or rule
- ❖ A breach of a non-discrimination rule

This duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is

identified consideration must be given to measures to avoid that impact as part of the decision making process.

An Equality Impact Analysis (EIA) supports the compliance by the decision-maker with the public sector equality duty under section 149 of the Equality Act 2010. An EIA for Option 1 and Option 2 (originally Option 5 in the Task and Finish Group report) are attached as Appendices D and E respectively.

In terms of Option 1 the EIA identifies that the existing policy has the potential to impact negatively on people with certain protected characteristics who fall outside the grammar school DTAs and who can be expected because of their protected characteristic to be likely to be less able to afford to pay for transport to a grammar school.

It should be noted that this impact only arises if it is judged against provision of transport to a selective school. However, the Council is not under an obligation to provide education at any particular school or type of school. The Council provides free transport for people outside the grammar school DTAs to schools which reflect the full cohort of pupils including those of grammar school aptitude. Properly understood, therefore, there is no detrimental impact. Access to education appropriate to pupils with grammar school aptitude is not restricted or limited by the fact that free transport is not provided to a grammar school outside a grammar school DTA.

Alternatively, any impact is mitigated by the fact that the Council provides suitable schooling for pupils with grammar school aptitude at other schools within the non-selective area to which it does provide free transport.

Further, as set out earlier in this Report the use of grammar school DTAs is justified on educational grounds to sustain different types of school within a mixed economy of educational provision. Even if the existing policy did represent a limitation or restriction it has a legitimate aim that is important to the balance of education in the county and the DTAs represent a proportionate means of achieving that balance. In the circumstances, having due regard to the Equality Act duty it is open to the Executive Councillor to approve the continuance of the existing policy.

In terms of Option 2, the EIA concludes that the proposal to charge has the potential to impact on persons with a protected characteristic who by reason of that protected characteristic may be expected to be less able to afford such a charge. The mitigation in relation to such a charge would consist in the implementation of a charge at affordable levels together with assistance to those on low incomes.

Again, having due regard to the Equality Act duty it is open to the Executive Councillor to approve the introduction of a charge.

Child Poverty Strategy

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so. The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

Education is recognised as a key component of an anti-poverty strategy. The Child Poverty Strategy aims have been taken into account in this report. By providing transport support to young learners living in Lincolnshire, it will enable access to a range of secondary education provision.

Joint Strategic Needs Assessment (JSNA) / Joint Health & Well Being Strategy (JHWS)

The JSNA reports on the health and wellbeing needs of the people of Lincolnshire. It brings together detailed information on local health and wellbeing needs and looks ahead at emerging challenges and projected future needs.

The Lincolnshire JSNA identifies a number of needs that directly relate to young people. The policy on transport support under-pins the identified topics and aims of the JSNA, in particular Health and Wellbeing Strategy.

The Lincolnshire JSNA and JHWS identify a number of needs that directly relate to young people. The policy on transport support under-pins the aims of the JSNA and JHWS in the following areas.

- Improve health and social outcomes and reduce inequalities
- Achieve potential
- Improve educational attainment

Each of the above aims is specifically addressed by the transport policy, since it's over riding aim is to enable young people to participate in education.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

The Transport Policy sets out the means by which the Council supports young people to access education and therefore contributes to reducing the potential for crime and disorder.

Human Rights

Article 2 of the First Protocol to the European Convention on Human Rights provides that "No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the state shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophic aims."

However English case law establishes that this Article is not engaged in relation to considerations of school transport. The Article is concerned with access to educational institutions and neither the existing policy nor the introduction of charges for grammar school transport would deny access to any of the educational institutions which are provided within Lincolnshire.

2. Conclusion

The Executive Councillor for Adult Care and Health Services, Children's Services is asked to consider the outcomes from the scrutiny review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport and decide whether to accept one of the two options in the recommendation.

3. Legal Comments:

The Council has the power to adopt either of the recommendations set out in the Report. Specific legal issues are addressed within the Report. The proposals are consistent with the Policy Framework and within the remit of the Executive Councillor.

4. Resource Comments:

Financial implications will arise from the decision of the Executive Councillor on supporting either option 1, or option 2 (formerly option 5 in the Task & Finish Group report). The Council's funding is under significant financial pressure and option 1 (i.e. continuation of the Grammar Schools Transport Policy for 2 years) would maintain the same level of funding for this discretionary service within the Council's budget for that period. This would require other Council services to address the budget imbalance over the coming years. The now option 2 (i.e. charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school) would offset the costs of delivering the discretionary service (savings phased over a 5 years period of c.£1.5m) that will contribute towards the Council's financial challenge budget shortfall.

5. Consultation

a) Has Local Member Been Consulted?

Not applicable.

b) Has Executive Councillor Been Consulted?

Yes.

c) Scrutiny Comments

The Children and Young People Scrutiny Committee will consider this report at its meeting scheduled to be held on 27 May 2016. Comments from the Scrutiny Committee will be reported to the Executive Councillor.

d) Policy Proofing Actions Required

Not Applicable.

6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport - Final Report
Appendix B	Extract from Minutes of the Children and Young People Scrutiny Committee meeting held on 4 March 2016
Appendix C	Extract from Minutes for the Executive meeting held on 5 April 2016
Appendix D	Equality Impact Analysis for Option 1
Appendix E	Equality Impact Analysis for Option 2 (originally Option 5 in the Task and Finish Group report)

7. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or tracy.johnson@lincolnshire.gov.uk, and David Robinson, School Services Manager, who can be contacted on 01522 553259 or david.robinson@lincolnshire.gov.uk.

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*Review of the Council's Home
to School Transport Policy in
relation to Discretionary
Grammar School Transport*

*A Review by the Children and Young
People Scrutiny Committee
March 2016*

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Chairman of the Task and Finish Group 4

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Introduction

Foreword by Councillor Mrs Jackie Brockway, Chairman of the Task and Finish Group



This review has looked at the current policy for home to school transport to grammar schools to determine whether the policy is fair, affordable and consistent. The Grammar School Transport Policy, which is discretionary and has been in place for over 30 years, is provided as an additional benefit to enable more pupils to access a grammar school education. The review has identified that there are a wide range of views concerning the current Grammar School Transport Policy with some considering it to be fair as it is, but for others it is viewed to be unfair and discriminatory, particularly for those who live in areas not covered by grammar school Designated Transport Areas. The Task and Finish Group has examined

school transport policies at other councils and has found that a number of councils have already decided to stop providing free transport to grammar schools. Several options have been identified for changing the Grammar School Transport Policy to address the issues identified and these are set out later in the report.

Finally, I would like to thank all the Members who took part in this Task and Finish Group for their dedication and support during the review, and to also thank the officers involved, in particular David Coleman, Sally Savage, David Robinson, Vincent Van Doninck, Tracy Johnson and Rachel Wilson for their support throughout the review. I would also like to thank all the Headteachers, Chair of Governors, parents and Youth Cabinet members who met with us, and the parents who took the time to submit a written response to the review.

A handwritten signature in cursive script that reads "J Brockway".

Cllr Mrs Jackie Brockway

Task and Finish Group Members

The Task and Finish Group also consists of the following Members:



Cllr Chris Brewis



Cllr Colin Mair



Cllr Charmaine Morgan



Cllr Mrs Marianne Overton



Cllr Mrs Christine Talbot



Cllr William Webb



Cllr Paul Wood



Cllr Ray Wootten

Executive Summary, Conclusions and Recommendations

The scrutiny review into the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport was established in June 2015 with the intention of ensuring that the Council is providing a fair, consistent and affordable discretionary transport policy in relation to grammar schools across the county.

During the previous year, a group of parents in villages north of Grantham had campaigned for changes to the Home to School and College Transport Policy in respect of transport to the county's Grammar Schools. Following representations by the parents, and meetings with their representatives and the local MP, Councillor Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services, asked the Children and Young People Scrutiny Committee at its meeting on 24 April 2015 to review the grammar school entitlement policy and consider whether any changes could and/or should be made to meet the parents' requests, and what the implications of changing the policy would be on schools, cost, and parents.

This review was carried out between September 2015 and February 2016. As part of the review, the Task and Finish Group met eight times, during which it has reviewed the current discretionary Grammar School Transport Policy and the costs involved in providing this policy, examined grammar school transport policies at other councils with grammar schools, and held an engagement day with Headteachers and Chair of Governors of a selection of grammar and non grammar schools, parents, campaign groups, and the Youth Cabinet. The Task and Finish Group has also examined a range of options for changing the current Grammar School Transport Policy to address the issues and concerns raised by parents, schools and young people.

The Council's Executive is not able to review the statutory elements of the Home to School and College Transport Policy, and as other discretionary elements of the policy are considered minor and as it is believed that the transport policy as presently constituted meets the needs of pupils, parents and young learners in the county, this review was limited to an examination of the efficacy of the Grammar School Transport Policy in meeting the needs of parents and children in the county and whether the scope of the present Grammar School Transport Policy should be changed.

Conclusions

From the evidence and findings detailed in the report, the Task and Finish Group has drawn a number of conclusions:

- The current Grammar School Transport Policy is lawful and is being administered correctly within the law.
- There is a wide range of views regarding the fairness of the current Grammar School Transport Policy. The majority of the stakeholders who met with the Task and Finish Group consider the current policy to be unfair for those who live in the areas not covered by grammar school Designated Transport Areas (DTAs). Some of those who attended the Engagement Day represented parents living in non-grammar school DTAs. There are also a number of parents who currently receive free transport to a grammar school who are concerned about losing their free entitlement if the policy was changed.
- Amending the Grammar School Transport Policy to include those areas outside the designated transport areas for grammar schools could potentially have a negative impact on the all ability schools in those areas. Expanding the Designated Transport Areas for the grammar schools into these areas could result in the all ability schools losing some of the more able pupils that they would currently attract which would have an adverse effect on those schools' examination results, pupil numbers and in turn, the level of funding received.
- The long term affordability of the current Grammar School Transport Policy is a concern, especially with the increase in the number of primary school pupils in certain areas of the county which in the next few years will start to come through into secondary schools. In addition,

grammar schools that have converted to academies are able to increase their Published Admission Number (PAN) which the Council has no control over and could potentially impact on the future affordability of the policy.

- The Council is under severe financial pressure and there is no extra funding available to extend the policy to areas currently outside the grammar school Designated Transport Areas. A number of other councils with grammar schools in their areas have now stopped providing free transport to grammar schools, except to fulfil a statutory duty, in order to deliver savings.
- There was no consensus reached by the Task and Finish Group on whether the policy should remain the same or be amended. Two members of the Task and Finish Group objected to the recommendation to the Executive.

Recommendation

The Task and Finish Group submit the following two options to the Executive for its consideration:

- Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years.
- Option 5 - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals.

Establishment of the Task and Finish Group

Councillor Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services, asked the Children and Young People Scrutiny Committee at its meeting on 24 April 2015 to review the Grammar School Transport Policy and consider whether any changes could and/or should be made, and what the implications of changing the policy would be on schools, parents, and costs. The Children and Young People Scrutiny Committee agreed at its meeting on 5 June 2015 that there was a need for a scrutiny review to investigate the current Grammar School Transport Policy to ensure the Council's home to school transport policy for grammar schools complies with legislation, is perceived as fair, and is consistent and affordable.

The Overview and Scrutiny Management Committee agreed at its meeting on 18 June 2015 to establish a Task and Finish Group to conduct this scrutiny review, and the following objectives were approved:

To review Lincolnshire County Council's present policy on free transport to the County's grammar schools in respect of:-

- a) The existing entitlement criteria for home to school transport for grammar schools and the need for any geographical or other changes;*
- b) Children across the County have access to grammar school education – does this automatically mean they are entitled to free school transport;*
- c) Whether the policy creates any unfairness, real or perceived;*
- d) The cost of the present policy;*
- e) The potential costs or savings resulting from any changes; and*
- f) Potential implications for all schools as a result of any changes.*

What is the National Policy on Home to School Transport?

The Education Act of 1996, as amended by the Education and Inspections Act of 2006, section 508, 509 and Schedule 35B puts forward the statutory requirements that all councils within England responsible for school transport must follow regardless of the circumstances (hereafter referred to within this report as the statutory proximity rules).

A council has a statutory duty to make such travel arrangements as it considers to be necessary to ensure an eligible child's attendance at school. In general terms, under the 1996 Act a Council must provide transport to and from school for a child aged 5 to 16 between its home address and the nearest qualifying school, under certain conditions. It states that children are eligible to free transport if they are attending their nearest qualifying school and their address is located further than the statutory walking distance (2 miles for children up to age 8 and 3 miles for children aged 8-16). The statutory walking distance is dis-applied if the child could not be expected to walk a distance due to a disability or learning disability.

Furthermore, children entitled to free school meals and from low-income families are eligible to free transport if they attend a school between 2 and 6 miles and one of their three nearest suitable qualifying schools. If the child attends a faith school and they are from a low-income family, then the distance increases to between 2 and 15 miles. Children from low-income families have been defined in multiple ways within the Councils' home to school transport policies, but generally they can be described as such: in order to be qualified as a child from a low-income family, the parent or carer has to be receiving either Income Support, Income-based Job Seeker's allowance, Child Tax Credit whilst having an income below £16,190 per annum, State Pension Credit or the maximum level (i.e. not reduced to income) of Working Tax Credit. These children are therefore entitled to an additional level of transport assistance.

Paragraph 15 of Schedule 35B of the 1996 Education Act (inserted by the Education and Inspections Act 2006) defines the meaning of a qualifying school and lists them as:

- Community, foundation or voluntary schools;
- Community or foundation special schools;
- Schools approved under section 32(non-maintained special schools);
- Pupil referral units;
- Maintained nursery schools or
- City technology colleges, city colleges for the technology of the arts or academies

Statutory Guidance ("Home to School Travel and Transport Guidance – Statutory Guidance for Local Authorities") issued in July 2014 expands this statutory definition by stating that the duty extends to the nearest suitable school which it describes as the nearest qualifying school with places available that provides education suitable to the age, ability and aptitude of the child and any special educational needs of the child.

In law, a qualifying school is simply a school falling within the list set out in the Act.

Although grammar schools are not explicitly listed as a qualifying school they do not need to be. A grammar school is a qualifying school if it falls into one of the categories of school organisation set out in the list of qualifying schools. A grammar school is not a different category of school organisation. It is simply a school designated as such by the Secretary of State by order, under section 104 of the School Standards and Framework Act 1998.

The Department for Education has attempted to clarify the relationship between a grammar school and the concept of a suitable school introduced in the statutory guidance with the statement that a grammar school can be considered a suitable school in appropriate circumstances. The Department for Education's advice to the Ombudsman is:

*"If a parent has a particular interest in their child attending a grammar school or the child has an aptitude for a subject, then a grammar school, or a school that specialises in the subject for which the child has an aptitude, may be more suitable for the child than others, but it doesn't mean that it is the only suitable school or that a non-grammar school or a school without that specialism is unsuitable."*¹

A council has discretion to provide transport to those children who do not qualify under the statutory duties (Section 508C of the 1996 Act as amended). The guidance issued to local authorities gives them discretionary powers to provide transport to children who are not automatically entitled to free transport. The guidance states that it is for local authorities to decide whether and if it will apply its discretion and offer transport support to non-entitled learners. Discretionary transport support does not have to be provided free of charge. It is under this discretionary power that the Council provides grammar school transport to a grammar school which is not a child's nearest school.

What is the Local Policy on Home to School Transport?

The Home to School and College Transport Policy is published annually by Lincolnshire County Council, in line with statutory requirements. It is amended as required by changes in the law or by decisions taken by the Council to change aspects of the policy. The Council may only amend those elements of the policy which are at its discretion. Statutory requirements in respect of school transport must always be met.

Entitlement to school transport in Lincolnshire is based on the statutory duties outlined above, and the Council's own policy to provide free transport to a school from an address in a Designated Transport Area (DTA) for a particular school, subject to the walking distance criterion of 2 or 3 miles being met. A DTA is an area around a school, indicating a transport entitlement. The Council has DTAs for:-

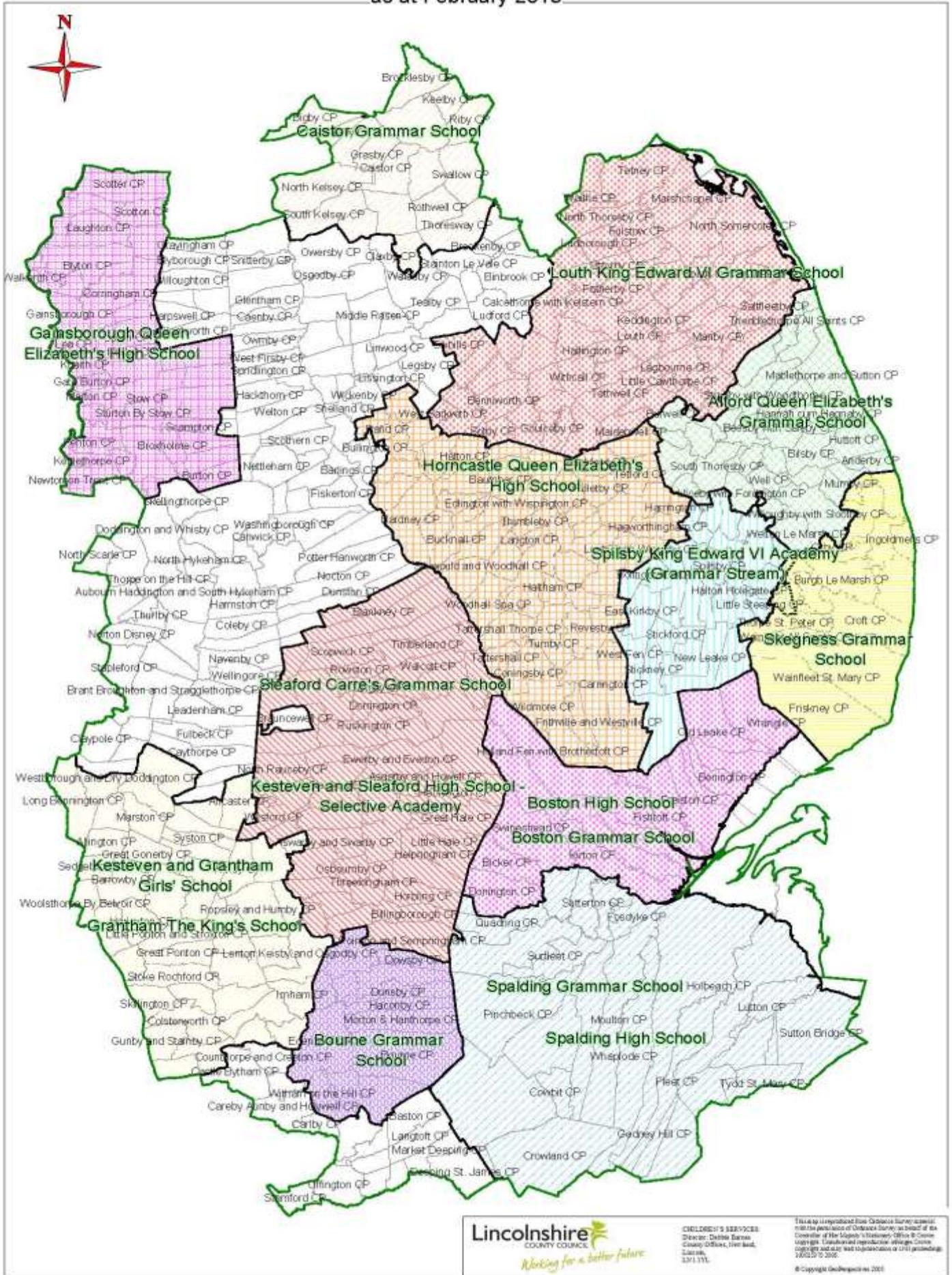
- Primary mainstream schools
- Secondary grammar schools
- Secondary non-grammar mainstream schools
- Sixth form centres
- Colleges of further education

Each of Lincolnshire's 16 grammar schools has their own DTA. The DTA map for grammar schools is set out on the next page. Parents of children in any part of Lincolnshire (or beyond) can elect for their children to sit the 11+ test for entry to a grammar school, but qualification for free transport provision depends on meeting the policy criteria. However, approximately 25% of the county does not have DTAs for grammar schools. These areas are in the DTAs for non-grammar secondary schools. This policy is of long-standing, and dates back at least 30 years, possibly more.

Some members of the Task and Finish Group felt that the boundaries between the grammar school DTAs and the 25% not covered by the grammar school DTAs could not be rationally justified. Others felt that they accurately reflected the fact that Lincolnshire has selective and non-selective areas. It was noted by the Task and Finish Group that on occasions when individual challenges for grammar school transport had been raised, the home address was nearer to a non-selective school than to the nearest grammar school.

¹ Ombudsman Letter to Lincolnshire County Council 13 November 2013

**Grammar School Designated Transport Areas
as at February 2015**



Although the Council's policy comprises both statutory requirements and discretionary provision, the Council's Grammar School Transport Policy is within the discretionary area of the policy. Grammar school transport and post 16 transport are examples of discretionary transport support provided by Lincolnshire County Council. There is no statutory requirement to provide or pay for transport to a grammar school, unless the school is the nearest school over 3 miles to a pupil's home. Otherwise, grammar school transport is discretionary transport provided free of charge to pupils qualifying under the policy up to the end of year 11. Post 16 transport to a school or a college is discretionary transport supplied to pupils/students qualifying under the policy provided a student/parental contribution is made towards the cost.

The Council is able to create a charge within its transport policy for any and all discretionary transport, and does so for post 16 transport and also for concessionary transport, which is the provision of spare seats on Council-contracted transport services for non-entitled pupils. There is no specific guidance on the level of transport charges in the guidance to local authorities, but the guidance does say that any charges levied should be 'affordable'. It is also a general principle in public service provision that a Council should not make a profit on charging for its discretionary services. The Council does not make any profits on the transport services it provides.

The current annual cost of grammar school transport, projected to the 31/03/2016, is £2,484,183.50 as set out in the table below. With a total of 3871 pupils currently receiving free grammar school transport, this works out at an approximate average cost of £640 per pupil.

	Daily Total @ 16/12/15	Annual Total (based on 190 days)	Min	Max	Average	Pupils On Transport @ 26/01/2016
Alford QE Grammar	£ 672.08	£ 127,695.20	£ 3.24	£ 31.20	£ 6.17	217
Boston Grammar	£ 566.24	£ 107,585.60	£ 2.05	£ 20.10	£ 3.13	186
Boston High School	£ 637.72	£ 121,166.80	£ 2.05	£ 12.00	£ 3.01	224
Bourne Grammar School	£ 619.13	£ 117,634.70	£ 1.63	£ 14.32	£ 2.68	251
Caistor Grammar	£ 537.87	£ 102,195.30	£ 2.43	£ 60.00	£ 4.01	138
Grantham The Kings	£ 736.71	£ 139,974.90	£ 2.50	£ 23.58	£ 3.56	232
Horncastle Q.E Grammar	£ 1,546.54	£ 293,842.60	£ 2.63	£ 19.50	£ 5.02	377
Grantham KGGS	£ 819.82	£ 155,765.80	£ 1.82	£ 69.20	£ 3.53	260
Kesteven & Sleaford Selective Academy	£ 823.05	£ 156,379.50	£ 1.40	£ 13.77	£ 3.00	297
Gainsborough Q.E	£ 1,480.65	£ 281,323.50	£ 3.50	£ 25.00	£ 4.84	340
Skegness Grammar	£ 426.94	£ 81,118.60	£ 3.20	£ 12.25	£ 3.99	133
Sleaford Carres Grammar	£ 887.65	£ 168,653.50	£ 1.40	£ 64.00	£ 3.31	304
Spalding Girls High	£ 1,414.33	£ 268,722.70	£ 2.39	£ 29.50	£ 3.80	421
Spalding Grammar	£ 1,238.89	£ 235,389.10	£ 2.64	£ 35.90	£ 3.68	426
Spilsby King Edward VI Academy	£ 667.03	£ 126,735.70	£ 3.66	£ 134.71	£ 13.90	65
£ 2,484,183.50						3871

Until recently, there has been little or no criticism or complaint about the policy, since all children are entitled to transport to a DTA or nearest school if that school is over 3 miles. However, in the last two years there have been complaints from people in a few areas in the south of the county and north of Grantham claiming that the policy is unfair and discriminatory, because, although they have gained a place for their child, they do not live in a grammar school DTA and therefore have to pay for transport.

The Council has successfully defended its policy to the Ombudsman in the recent past. In January 2016, the Ombudsman has provided a decision on two complaints it received which claimed that the policy was unfair and discriminatory. The complainants did not live within the DTA for a grammar school and therefore were not entitled to free transport. As a result, they claimed that they were treated unfairly when the Council refused them free transport to a grammar school and were discriminated against as they lived in one of the few areas that do not provide free transport to a grammar school. The Ombudsman found no fault on either complaint as the policy is publicly available on the Council's website which also includes maps that clearly show which areas are in and out of DTAs for grammar schools.

What have we found out?

Grammar School Transport Policies at Other Councils

There are currently 163 grammar schools within England, of which 16 are located within Lincolnshire. The remaining 147 grammar schools are located within 34 other local authority areas which are as follows:-

1. Barnet Borough Council (London)
2. Bexley Borough Council (London)
3. Birmingham City Council
4. Bournemouth Borough Council
5. Bromley Borough Council (London)
6. Buckinghamshire County Council
7. Calderdale Council
8. Cumbria County Council
9. Devon County Council
10. Enfield Borough Council (London)
11. Essex County Council
12. Gloucestershire County Council
13. Kent County Council
14. Kingston-upon-Thames Borough Council (London)
15. Kirklees Council
16. Lancashire County Council
17. Liverpool City Council
18. London Borough of Redbridge (London)
19. Medway Council
20. North Yorkshire County Council
21. Plymouth City Council
22. Poole Borough Council
23. Reading Borough Council
24. Slough Borough Council
25. Southend-On-Sea Borough Council
26. Sutton Borough Council (London)
27. Telford and Wrekin Council
28. Torbay Council
29. Trafford Council
30. Walsall Council
31. Warwickshire County Council
32. Wiltshire Council
33. Wirral Metropolitan Borough Council
34. Wolverhampton City Council

An overview of these councils can be found in Appendix 1. A comprehensive analysis has been undertaken of all the councils responsible for arranging transport to at least one grammar school. Their respective home to school transport policies have been examined, with particular attention placed on finding special transport provisions for selective schools. The use of transport areas to decide transport eligibility was another point of analysis, due to the extensive Designated Transport Areas used in

Lincolnshire County Council's Grammar School Transport Policy and the need to compare Lincolnshire's policy with other councils' home to school transport provisions.

Lincolnshire County Council has a particular form of Grammar School Transport Policy that is unique within England. Not only do grammar schools within the region have their own Designated Transport Areas (DTA) to determine transport eligibility, they are also created on a separate map, distinguishing themselves from other secondary schools and their DTAs. This analysis will demonstrate the uniqueness of this extensive discretionary policy.

Of the 34 councils, 7 were disregarded after the first stage of the analysis. The London Boroughs [Barnet (Hertfordshire), Bexley, Bromley, Enfield (Hertfordshire), Kingston-Upon-Thames (Surrey), Redbridge (Essex) and Sutton (Surrey)] were not examined any further, due to the London Mayor's Oyster Card Initiative. Children aged between 11 and 15 years old are eligible for an 11-15 Zip Oyster Photo card which enables them to travel free on buses and trams. The Oyster card also permits the user to pay a child rate on Tube, DLR, London Overground, TfL Rail and most National Rail services in London.

Of the 27 remaining councils, 16 councils explicitly mention grammar schools or selective schools within their respective Home to School Transport Policy document. This signifies that 11 councils solely follow their statutory requirements in regards to school transport for grammar school pupils and do not specify whether they regard a grammar school as the nearest qualifying school in any situation.

The other 16 councils do refer to 'grammar schools' or 'selective schools' within their policy. The majority of these policies make it clear within their wording that they do not provide any discretionary provisions for grammar school pupils. These include Devon County Council and Walsall Council which are highlighted below:

*"There is no additional entitlement to transport on the grounds that the school attended is selective. The Local Authority is not obliged to have regard to a parent's preference for the child to attend a selective school when arranging transport."*²

*"Travel assistance for children attending a selective school is only provided where the child meets the eligibility criteria because of the home to school distance requirement or low family income."*³

In other words, their policies regard a grammar school as the nearest qualifying school only if the pupil has been accepted into the school, and the proximity rules (that is, it is the nearest school further than 3 miles from the pupil's home address) have been followed.

Buckinghamshire County Council, which is entirely selective, does not feel it needs to provide any additional transport measures because it believes an *"upper school provides adequate education for a GS qualified pupil"*⁴.

Some councils no longer provide discretionary transport services designed for grammar school pupils. Poole Borough Council in Dorset discontinued their discretionary services to selective schools in 2006 and fully implemented the statutory proximity rules.

This research has only been able to locate 6 other councils that provide specific discretionary measures for grammar school qualified pupils, creating additional levels of transport eligibility. These councils are Kent County Council, Essex County Council, Southend-On-Sea Borough Council, Trafford Council, Medway Council and Warwickshire County Council. An analysis of their policies is set out

² Devon County Council, Education Travel Policy, April 2015

³ Walsall Council, Home to School Travel Assistance Policy, May 2015

⁴ Buckinghamshire County Council School Transport Policy and Guidance, September 2015

below. Southend-On-Sea Borough Council has not been expanded upon due to its similarity in policy with Essex County Council.

Essex County Council

Essex County Council can be defined as a council responsible for a large area, covering 1,338 square miles and including approximately 1,396,600 people. This large area contains just four selective grammar schools. Nevertheless, special provisions have been put forward for grammar school qualified pupils within the Essex Education Transport Policy.

The policy mainly tends to follow the statutory requirements in regards to transport, with the general proximity rules also applying for selective schools:

"If your chosen selective school is closer than your designated (catchment) secondary school, as measured by the nearest road route, and you reside at least 3 miles from the school, then you will qualify for free transport."⁵

However, the policy exceeds its statutory requirements by creating a discretionary policy for children from low-income families attending grammar schools. Free transport to selective schools will be given to children either entitled to free school meals, where the child's household is in receipt of Income Support or Income Based Job Seekers Allowance, or the family is in receipt of Child Tax Credit and the annual household income does not exceed £16,190, regardless of where the child's address is located. The only other official requirement is that the child should live further than 2 miles away from its preferred selective school.

In 2014, only 77 grammar school pupils benefitted from this additional discretionary transport. Nevertheless, it is important to note the potentially high cost arising from this provision regardless of the number of students using this measure. The omission of proximity rules signifies that a grammar school pupil from a low-income family can be funded for free transport to any grammar school of its choosing regardless of the distance that the child lives away from the school and regardless of whether this child attends the nearest qualifying school. This creates the potential for excessive transport costs for a small number of children.

A consultation in 2013 proposed to ban a range of discretionary transport provisions, which were not solely related to grammar schools. However, out of the six proposals made within the consultation to reduce discretionary provisions, the transport scheme for low-income children to selective schools was the only scheme eventually rejected by the Council. All other measures, which would create a smaller, less inclusive yet more cost-efficient transport policy, were accepted at that time.

Catchment areas, formerly a vital part of the transport policy, are now no longer mentioned within the policy document. Over the last two years, Essex County Council has moved from using either catchment areas or the nearest qualifying school as a guideline, to only the nearest qualifying school.

Southend-On-Sea, a former component of Essex County Council, has a similar policy arranging free transport for students from low-income families attending a selective school, provided that they live further than 2 miles away from their preferred school.

Kent County Council

A large area (1,368 square miles) comprising of approximately 1,466,500 people, Kent is known as the largest remaining grammar school area in the country, with 33 wholly selective grammar schools and

⁵ Essex Education Transport Policy, August 2015

four partially selective schools. It is therefore not surprising to find special provisions for grammar schools within the County Council's transport policy.

There are many similarities to be found between Kent County Council's policy and Essex County Council's policy. In most circumstances, transport assistance to a grammar school will only be appropriate if it is the nearest secondary school and the child meets the entry requirements.⁶ However, their policy adds, comparable to the Essex policy, that the Council will provide transport to grammar schools for children from low-income families regardless of whether the school can be qualified as the nearest secondary school.

Kent's policy does however differ in two ways when compared to the Essex County Council's arrangements. Contrary to Essex, Kent's Home to School Transport policy puts a limit on the distance between the child's address and the nearest grammar school. It is also important to note that the Council only provides free transport to the nearest grammar school and does not simply provide transport to a preferred grammar school for children from low-income families.

In summary, children in the care of Kent County Council and children from low-income families who are entitled to free school meals will receive transport assistance to the nearest grammar school provided that the distance between their home and the school is between 2 and 15 miles.

Another key component of the policy is the 'Kent Young Persons Travel Pass'. The Young Persons Travel Pass replaced the Kent Freedom Pass⁷ from September 2014. The Young Persons Travel Pass enables students who are not directly eligible for free transport, in years 7-11, to use the public bus network of Kent, with no need to present cash on services. On production of a pass, a student can travel at any time between 06.00 and 19.00 Monday to Friday, during the academic year (until 31 July). It is a discretionary travel scheme provided by Kent County Council to promote sustainable home to school travel on the public bus network and has been taken up by 25,000 users across Kent.

Since the introduction of the pass, Kent County Council has struggled to maintain the service and its low costs for service users. Originally, a Young Persons Travel Pass would cost the user £200 per annum, which was reduced to £100 for low-income families and carers. However, increasing demand, budget miscalculations and increasing financial pressures have resulted in a budget deficit of £1.43m and subsequently an increase of the cost to £250 per annum starting from September 2015. The cost for low-income families, carers and those working in the local authority will remain at £100 per annum.

Medway Council

Medway Council is defined as a unitary council within the county of Kent. It has responsibility for a relatively small area (74.14 square miles) containing approximately 274,015 people. There are six grammar schools located within the area.

Medway Council deems grammar schools to be a different category compared to other secondary schools. In other words, a Medway grammar school will always be considered as the nearest qualifying school for a child who has been deemed to be of selective ability under the Medway Test Assessment procedures. However, Medway Council will usually reject most appeals for free transport to a grammar school that is not the nearest grammar school from the child's address, unless it can be proven that the child has previously unsuccessfully applied to the nearest grammar school and is requesting transport to the second nearest grammar school.

⁶ Kent County Council Home to School Guidance 2015/2016

⁷ £100 per pass and unlimited travel for students. The Kent Freedom Pass (KFP) was in deficit in both 2012/13 and 2013/14 and this trend continued into 2014/15 with increased journey numbers. There were in excess of 29,000 KFP passes in issue – each pass heavily subsidised by Kent County Council, with an average subsidy per pass of £450. It was a very generous and popular scheme, yet unsustainable in the long-term for Kent County Council.

Medway Council runs a similar scheme to Kent County Council with its own version of the Kent Young Persons Travel Pass, the Medway Youth Pass. The Youth Pass allows young people to receive a 50% discount on adult fares when travelling on any local bus service in Medway, with a one-off payment of £5.90 required.

Trafford Council

Another small area authority (40.94 square miles and around 232,450 people) that has created special arrangements for grammar school pupils similar to Medway is Trafford Council. Within this area, seven grammar schools can be found.

This Council also considers selective schools to be a different category compared to other secondary schools. This indicates that free transport will be provided to the nearest grammar school for which the child is eligible.

Within their Home to School Transport Policy, Trafford Council states that

*"as a Local Authority that operates a selective system, all pupils are within the selective system whether they choose to be or not."*⁸

Warwickshire County Council

The fifth and final notable council policy is the Warwickshire County Council Transport Policy. The Warwickshire area can be described as a medium sized area (763 square miles) with the Council responsible for providing services to around 546,500 people. There are six grammar schools within the area.

Special discretionary provisions are in place for students attending grammar schools in East and South Warwickshire. These pupils can consider a selective school to be the "nearest qualifying school" no matter what their location.

The Council currently works with two priority areas establishing transport boundaries for the six grammar schools. If a child resides in the Eastern Priority Circle it can receive free transport to Ashlawn Selective, Lawrence Sheriff School or Rugby High School. If the child resides in the Southern Priority Circle, it is eligible for free transport to Alcester Grammar School, King Edward VI School, or Stratford upon Avon Grammar School.

These two priority areas represents the closest resemblance to a separate grammar school mapping system such as the one created by Lincolnshire County Council. It could be argued that this policy is even more inclusive, due to it adding multiple grammar schools within one priority circle making the child's home address almost irrelevant as long as it is in either East or South Warwickshire.

However, Warwickshire County Council is currently in the process of decreasing its discretionary transport. A proposal was made in June 2015 to withdraw a number of discretionary provisions due to the current financial pressures. The discretionary element within their policy amounts to £2.9 million. The changes would save the Council up to £1.6 million if fully implemented. One of these proposed changes was to *"assess students attending grammar schools against the same criteria as all other children when assessing entitlement."*⁹

The Council undertook a formal consultation which proposed that a change in policy should occur and that the current discretionary policy should be phased out. This implies that current policy recipients will continue to benefit from free transport until they finish their education.

⁸ Trafford Home to School Transport Policy, January 2014

⁹ Consultation on Home to School Transport, Warwickshire County Council, June 2015

On 8 October 2015, the Warwickshire County Council Cabinet approved the proposed changes within the policy. An extract from the minutes of this meeting reads as follows:

"... from September 2016 new applications for free transport to grammar schools are assessed against the statutory eligibility criteria. Free transport to a grammar school would only be available if it was the nearest school to home with spaces and other relevant criteria were met – such as the distance from home to school."¹⁰

It is expected that 76% of students will lose their free transport benefits to grammar schools. Their calculations assume that 681 out of 892 students will no longer be eligible after the policy changes. However, due to the policy being phased out on a yearly basis, these numbers cannot be considered wholly accurate.

The changes would result in potential savings amounting to £342,000 per annum when the new policy is fully implemented. This full implementation is expected to happen from the 2020/2021 school year. The Council will continue to work with geographical priority areas alongside the statutory proximity rules, but the grammar school transport priority circles will no longer be applied from September 2016.

Catchment vs. Proximity

Despite the clarity of the rules set out in the Education Act of 1996, as amended by the Education Inspection Act 2006, complications occasionally arise when transport areas are operational within a region. Considering the high importance of the Designated Transport Areas in Lincolnshire, it is pertinent to examine the use of transport areas compared to the statutory rules outlined in the aforementioned Act.

In Lincolnshire, Designated Transport Areas (DTAs) are the cornerstone of the Home to School Transport Policy. Not only do they far exceed the old catchment areas from several years ago, they are separated into multiple distinctive maps. This has created a singular grammar school map, calculating the various DTAs for each one of the 16 selective schools in Lincolnshire. These DTAs overlap numerous comprehensive school transport boundaries, and cover around 70-75% of the entire Lincolnshire territory.

Throughout the last few years, a national shift away from transport areas towards the statutory proximity rules can be observed. Along with Lincolnshire County Council, only five other councils with grammar schools are shown to have a preference towards using transport areas, who are Bournemouth Borough Council, Devon County Council, Gloucestershire County Council, Torbay Council and Wolverhampton City Council.

There are six councils found within this research that use both the statutory rules and designated areas to determine transport eligibility. Evidence has been found in Warwickshire, Reading, Slough, Cumbria, North Yorkshire and Telford & Wrekin transport policies that these councils feel both systems have equal merit and can be used effectively as a combination.

The majority of councils responsible for grammar school transport do not expand their policy beyond the statutory requirements. Indeed, certain councils specifically stress within their policy document that *"there is no direct entitlement linked to catchment..."¹¹*

When examining school transport policies, it is noticeable that there is a shift away from transport areas (i.e. the old catchment areas) towards the proximity rules implemented from the amended Education

¹⁰ Minutes of the meeting of the Warwickshire Cabinet held on 8 October 2015.

¹¹ Buckinghamshire County Council School Transport Policy and Guidance, September 2015

Act. Lancashire County Council and Wiltshire Council are two examples of this shift. Lancashire County Council and Wiltshire Council currently work with geographical Priority Areas and Designated Catchment Areas respectively, alongside the proximity rules regarding transport eligibility. However, they are both currently in the process of phasing out the Priority Areas of the transport policy in favour of the statutory proximity rules.

Wiltshire Council's Designated Catchment Areas, as long as they are still operational, can serve as an example of DTAs creating unintentional discretionary transport services. Transport could technically be provided for a child to a grammar school that is not the nearest qualifying school. These catchment areas are all drawn out in different ways, creating an asymmetrical structure. Potentially, a child living in a grammar school 'Designated Catchment Area' could have another secondary school that is also further than 3 miles from its address yet closer than the designated grammar school for this location. This entails that legally the Council would not be obliged to provide free transport to this grammar school, yet provides discretionary transport for the child by using the old catchment areas to determine eligibility.

Another observation that can be made is that it is seemingly the preference of large areas (i.e. areas larger than 1000 square miles) to maintain the use of transport areas and 'transport area mapping tools' to determine transport eligibility. Of the four large statistical neighbours to Lincolnshire, when looking at transport statistics relevant within this analysis, only Wiltshire is moving away from transport areas towards the proximity rules. Cumbria County Council, Devon County Council and North Yorkshire County Council have all used transport areas as a central component within their policy.

Overall, it is clear that the old catchment areas and their former adoption within general transport policy documents have created some confusion. Certain councils have attempted to put together the statutory proximity rules from the 1996 Education Act with the former catchment areas. Bournemouth Borough Council is a prime example of a muddled policy originating from this confusion. Bournemouth claims within its guidance document that it provides transport only to the catchment school from the child's address if the address is further than 3 miles away from the school. It does not provide transport to any other school, according to this policy. However, this guidance document does not take into account the possibility of a child going to a school nearer to its address that has not been designated as the catchment school.

Stakeholder Views on Current Grammar School Transport Policy in Lincolnshire

The Task and Finish Group was keen to seek the views of different stakeholders on the current Grammar School Transport Policy to help inform its recommendations to the Executive. The Task and Finish Group initially planned to conduct surveys of parents and schools across Lincolnshire and meet with the campaign groups and youth groups. However, after consulting with the Community Engagement Team, the Task and Finish Group was informed that if the Executive agree to undertake a formal consultation on any policy changes, then there was a risk that the level of consultation which the Task and Finish Group wanted to undertake could jeopardise this formal process.

As a result, the Task and Finish Group decided to reduce its level of consultation to an Engagement Day which was held on 9 December 2015, with invitations sent to a sample of Headteachers and chair of governors from grammar and non-grammar schools, parents, campaign groups and Youth Cabinet representatives. The aim of the engagement was to find a sample of Lincolnshire residents that would put forward various differing points of view on the subject matter. Furthermore, the Task and Finish Group also collated the written views received from parents throughout the review. In addition, two of the Task and Finish Group members, Councillors Mrs Jackie Brockway and Chris Brewis, attended a meeting of the Youth Cabinet on behalf of the Task and Finish Group to hear wider views of young

people on grammar school transport.

This engagement centred mainly around two questions put forward by the Community Engagement Team, which the participants were encouraged to respond to.

Question 1:

In relation to the Council's Grammar School Transport Policy, have you any views/observations? Please explain any views you have.

Question 2:

On balance, have you any suggestions about whether any changes would make the policy better, clearer or fairer?

Headteachers' Views

During the Engagement Day, Steve Baragwanath (Principal of University Academy Holbeach), Shaun Barton (Assistant Headteacher of Spalding Grammar School), Andrew Fulbrook (Headteacher of Boston High School), Nick Law (Headteacher of Carres Grammar School), Roger Moore (Chair of Governors of Stamford Welland Academy), Anthony Partington (Principal of Stamford Welland Academy) and David Scott (Headteacher of Kesteven and Grantham Girls' School) attended to express their opinion on grammar school transport.

With regards to the first question, the Headteachers commented that they believed DTAs to be the primary issue within the County Council's policy and also felt it necessary for the policy document to provide more clarity in terms of what a suitable school would be in relation to grammar schools. Furthermore, there were concerns that if free grammar school transport was extended, grammar schools would have more pupils applying for places and some children who currently would be able to obtain a place at a grammar school would subsequently miss out. Finally, some of the participants felt uncomfortable by the notion that children from areas outside the grammar school DTAs are currently being excluded from getting into grammar schools on the basis of cost.

When asked to respond to the second question, one recurring point of view amongst the Headteachers was to remove all transport areas and create a policy which established free transport only to the nearest school. However, within the group there was also support for extending the DTAs to cover the whole county. The group did acknowledge the unintended consequences that this policy could create, and felt this could lead to the closure of many schools, with the most vulnerable schools around the edges of the county most at risk. In terms of funding, it was commented that selective schools were worse off and that all schools do not receive the same level of funding.

Within their final arguments, the group of Headteachers recognised that any change in policy would affect all schools in the county, and that the County Council needed to proceed with caution.

Parental Views

Written Statements

Throughout the process of this Task and Finish Group, parents have had the opportunity to comment on the possibility of any changes to the policy.

The majority of the responses received were from parents with children attending a grammar school. These parents tend to support the notion of maintaining or expanding the current DTAs. Outlined below are excerpts from some of the written parental responses which demonstrate some of the arguments

put forward by parents:

"The current Grammar school transport policy seems a sensible and fair solution for pupils that have gained entrance to Grammar schools. The distinct transport policy for Grammar schools allows greater access to such schools for pupils of lower income parents. I will soon have two children in sixth form education; the annual cost of the "contribution" required by the council will be nearly £1,000 a year. I have no doubt that some parents are unable to meet such expense and their children are disadvantaged - this is where the real discrimination rests in the council's policy on school transport."

"This system enables our children, and other children, of a similar financial background to attend Grammar School...If this was taken away, many parents, including ourselves, would not be able to afford to send their children to Grammar School which would then make the 11+ not only based on academic ability but on economic stature which is not only blatantly unfair but also discriminates against the child based on the parents income."

"Children have a right to get to school, and I feel the local authority should cover these costs, especially as the number of grammar schools in Lincolnshire is limited."

Other parents supportive of the current policy put forward other arguments. One parent reasoned that they believe the policy should remain in place due to the fact that if a child has been proven academically able to attend a grammar school, it seems to be the logical choice to send their child to this school due to the fact that this school can offer positive challenges. In addition, if the child was to lose its place, this would have an enormous detrimental effect on the child due to the emotional and personal issues they have had to face over the last few years.

Another parent put forward accessibility, financial issues, distance, environmental issues, traffic congestion, and the recognition that children are the future as possible reasons for maintaining the current transport provisions.

One parent argued that removing the DTAs would put unhealthy pressure on other secondary schools:

"Our local school is an incredibly well recognised Academy and is seriously oversubscribed every year already. There is simply not a large enough capacity within this school to accommodate those extra children whose families may choose not to allow them to sit the 11+ due to future cost implications."

Finally, a number of parents highlighted the possible financial implications that policy changes would create. Some of these parents have calculated the possible costs and stated that the abolition of free grammar school transport would amount to an annual fee of around £500 for each child.

However, several other parents sending their children to other secondary schools and even to grammar schools responded by arguing that an equal system for all students in Lincolnshire could be an option. One citation from a parent is as follows:

"I think that children should only receive free school transport (additional needs children excepted) if they live 3 miles or more from their NEAREST school (regardless of whether the school is grammar or non-selective). This means that if a parent chooses to send their child to another school (be this a grammar school or otherwise) they would have to pay... The reason I feel this way is that grammar schools do not offer a specialist or different education to non-selective schools, children must take a test to get in but that does not mean they are taught a different syllabus. Because of this I feel it would be discriminatory to have a policy for children who have passed a test and one for those who have not passed or taken a test."

A final statement received from a parent also supports a decrease in County Council support due to the financial pressures imposed on Local Government. This parent recommends phasing out the current policy:

"I understand that the county needs to make cuts to travel costs. I feel the fairest way to do this would be to phase out the transport as in all current students from year 7 to 11 would receive it still any current year 6 would know about the costs before they started."

Engagement Day

At the Engagement Day on 9 December 2015, thirteen parents attended to debate and share their views on the Grammar School Transport Policy. These parents had children in either grammar schools or in other secondary education.

The parents commented that this was a system of financial selection rather than educational selection. They highlighted that 25% of the county was not covered, and as there was a county wide policy that supported selective education then not having DTA's in some areas was not fulfilling the policy.

In response to the first question, the parents declared that the policy was unfair and created unequal opportunities for people within the county. They believed that the amount of comprehensive schools available in the areas outside the grammar school DTAs is simply a natural evolution from the way the policy has been throughout the years. According to the participants, all of this has created an unequal system with parents backing the claim that the money currently used for grammar school transport should be spread equally throughout the county, even if this signifies that parents would then have to pay an additional charge.

With regards to question two, the primary response to this question was to continue reviewing the grammar school transport guidelines, and then to alter them to allow for a more inclusive policy. This, in reality, would result in the expansion of the DTA boundaries until they extend to the full county. The parents did not seem fully opposed to the notion of creating a charging system and making a financial contribution as long as this would create equality within the policy.

The parents felt the Council should undertake a substantial data analysis exercise to ascertain the costs and benefits of the current transport provisions. According to the parents, this would primarily be done to determine whether a policy that was created 40 years ago had not lost its relevance. They questioned whether such a long-established policy should not be radically altered to fit the current modern time, demanding creativity in the process of change. The parents also expressed their wish to see a fully operational and dedicated school transport bus service.

Campaign Groups

During the Engagement Day, the Task and Finish Group heard the views from representatives of the two campaign groups. These campaign groups had been created by concerned parents who lived in areas not covered by grammar school DTAs and therefore had to pay for transport to grammar schools.

In answer to the first question, it was highlighted that the campaign groups did not question the accuracy of the policy or how it was implemented, but that they felt the policy itself was flawed and outdated. It was recognised that there were considerable budget pressures facing the Council, but they argued that the choice of whether a child goes to grammar school should not be a financial one. The campaigners reflected that grammar schools were an integral part of the education system and that grammar school transport should cover the whole county.

Their main issue concerned the current grammar school DTA system operating within Lincolnshire. According to the campaign groups, DTAs need to be reviewed on a regular basis to ensure that they were keeping up with educational changes and that all educational needs were being met. The campaign groups argued that free grammar school transport should be provided to all of the eligible children, or to none of the children. According to the campaign groups, some children were paying £7.70 per day to get to school. It was highlighted that transport costs paid by some parents included £500 per child per year and £80 per month.

The campaign groups did seem open to the idea of means-testing, yet questioned at what level people would then be required to pay if such a policy was put in place. However, they believed that there would be a need to create a new policy for those on low incomes. The campaign groups seemed to believe that an advantage existed when attending a grammar school. Finally, these concerned parents argued that if more grammar school pupils were sent to comprehensive schools instead, then some local comprehensives would be overwhelmed by the amount of pupils, eventually reaching an unsustainable rate.

In response to the second question, the campaign groups highlighted four options that they felt the Council could look at in more detail:

1. Part funding for all pupils living more than three miles away at a flat rate
2. Part funding for all pupils at a rate proportional to distance travelled
3. Flat rate travel card
4. Division of budget equally amongst all grammar school children so each family gets the same amount towards travel

The campaign groups' preference would be for every part of the county to be covered by a DTA regardless of cost. However, the campaign groups recognised that Lincolnshire County Council had sizeable savings to make in the future and that the reduced funds could not be used on this discretionary transport.

In summary, the campaign groups would like to achieve the following:

- A policy that was fair and equitable for all residents
- To eradicate the 'have and have not' system based on cost
- That any changes would be subject to an Equality Impact Assessment (EIA)
- Any changes to be cost neutral or provide cost savings to the Council

Youth Cabinet

The Task and Finish Group were invited by the Youth Cabinet to listen to a debate concerning grammar school transport. Councillor Mrs Jackie Brockway, Chairman of the Task and Finish Group and Councillor Chris Brewis attended the Youth Cabinet meeting on 7 November 2015. During this meeting, concerns were raised by the Youth Cabinet about reducing current support and how the more disadvantaged will be affected. The Youth Cabinet considered means-testing grammar school transport as an option, despite the acknowledgement that the cost of administration could be severe. The discussion also raised the issue as to whether the contract is with parents or with children/young people.

During the Engagement Day, Youth Cabinet representatives questioned the reasoning behind why some areas are not covered by the grammar school DTAs and were informed that this was an historical event, and several years ago there would have been grammar schools in those areas that subsequently converted to comprehensives.

In response to the questions, the Youth Cabinet representatives suggested whether a scaling of charges could be an option due to some people falling outside of the means-testing policy. They further suggested a system where all transport users pay a fixed amount, and remove the DTAs completely within the school transport policy. The Youth Cabinet members argued that it should be open to all families to attend grammar school, including those who may be coming from poorer families. They also felt the policy should not revolve around whether the relevant grammar school was the nearest school or not.

Finally, the Youth Cabinet representatives asked to be further involved if any proposed alterations to the Grammar School Transport Policy went to formal consultation.

What are the Options?

Options for changing Grammar School Transport Policy

The Council's finances are under unprecedented pressure, and home to school transport, which is almost a quarter of the Children's Services budget, is being asked to contribute to the savings required in order to ensure that the Council is able to set a balanced budget. In reality, this means that there is no scope for increased expenditure without impact on other services. The proposed savings from the home to school and college transport budget for 2016/17 is £1.631m, which represents 6.5% of the 2015/16 budget of £25.167m. Despite this reduction, there will be no lessening of policy duties, and several new budget pressures are appearing from April 2016 onwards, whose costs are not budgeted for.

The Task and Finish Group has identified five options for the Grammar School Transport Policy. The benefits, risks and cost implications for each of these options are set out below.

The Task and Finish Group has been mindful of the budget pressures facing the Council and taken into consideration the school transport policies at other councils and the views of the stakeholders when considering the options for the Grammar School Transport Policy.

Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years

Benefits

The current Grammar School Transport Policy is understood and mostly accepted, with the exception of small areas and a number of villages in the south of the county and north of Grantham. There is no evidence that the policy has been applied incorrectly or is unfair or discriminatory, and the recent Ombudsman decisions received in January 2016, regarding parental complaints relating to the Grammar School Transport Policy, considered whether it was unfair or discriminatory and found in favour of the Council.

Risks

There is minimal risk of a legal challenge if the policy was left as it is. However, the campaign groups who would like to see a change in the Grammar School Transport Policy would not have their aspirations met and there could be further challenges by parents and campaign groups to the current policy.

Cost Implications

There would be no cost implications if the current policy remained as it is. However, the Task and Finish Group does have concerns about whether the current policy is sustainable and affordable in the long term, given that pupil numbers in primary schools have been increasing and these pupils will soon be transferring to secondary schools. In addition, all but one grammar school is an academy, and academies have the discretion to be able to increase their PAN (Published Admission Number) which the Local Authority has no control over.

Advice of the Task and Finish Group

The Task and Finish Group could not reach a consensus on whether the policy should remain the same or be amended. Some members of the Task and Finish Group felt that they could not support Option 1 as they considered the current system to be unfair due to 25% of the county being excluded from being entitled to free grammar school transport which is why it is currently being challenged. It was also thought that the current policy is not sustainable as it is and that it might be seen as a 'cop out' to leave the policy as it is, and that there would be disappointment that the opportunity to change the policy was not taken.

Other members of the Task and Finish Group felt that the current policy is fair and therefore did not need to be amended. There is no legal duty to provide equal access to all schools. It was also considered by the members that the non-grammar schools who were in the areas not covered by grammar school DTAs were all ability schools and therefore provided suitable education for pupils of all abilities. In addition, members of the Task and Finish Group were very concerned about the impact on the all ability schools in the non-grammar school DTAs if the DTAs were expanded to include these areas, as it could have a negative effect on their pupil numbers, school results and funding.

The Task and Finish Group does recommend Option 1 to the Executive, as the current policy is lawful and there is no evidence that it is legally unfair or discriminatory. The Task and Finish Group recommends that the current policy should be reviewed in two years in order to ensure that it remains financially viable.

Option 2 - Extend free transport to nearest grammar school from all addresses in Lincolnshire, by extending grammar school DTAs into the non-grammar school (i.e. all-ability school) DTA areas

Benefits

This option would enable all children in Lincolnshire to be entitled to free or subsidised transport to a grammar school. This would address the concerns of those parents who have asserted unfairness of the present grammar school DTAs.

Risks

There are a number of risks with this option. Non-grammar schools will be adversely affected as their ability to recruit across the ability range will be undermined. This could reduce the number of pupils on roll at non-grammar schools which would then lead to less funding being available, and would also impact on non-grammar schools' examination results. There is also a risk that non-grammar school pupils will be unfairly disadvantaged as they would not have a choice of transport to more than one school. In addition there is a risk to the Council of not being able to finance the increased costs which would be incurred from this option.

Cost Implications

It is estimated that to implement Option 2 would cost the Council between £2 million and £2.7 million.

Advice of the Task and Finish Group

The Task and Finish Group does not recommend Option 2 to the Executive, as it is financially unviable to provide this level of free grammar school transport.

Option 3 - Remove all secondary school DTAs and offer free transport only to the nearest suitable school

Benefits

The perceived unfairness would be addressed and all pupils' transport needs would be assessed in the same way. It would also lead to savings in the Council's home to school transport budget.

Risks

There would be strong opposition from parents and grammar schools currently benefitting from free transport, who would lose their present entitlement if the school was not their nearest suitable school.

Cost Implications

It is estimated that Option 3 could save the Council £1.4 million from discontinuing the present entitlement.

Advice of the Task and Finish Group

The Task and Finish Group does not recommend Option 3 to the Executive, as it would disadvantage a lot of people in the DTAs for grammar schools and non-grammar schools, and would take away free transport from those who already receive it for a school which is not their nearest suitable school. Lincolnshire does have areas of selective education and the grammar school transport policy does enable access to those selective schools.

Option 4 - Amend the grammar school DTA areas only in specific areas to include the areas where the opposition to the policy has been most marked in grammar school DTAs

Benefits

This option would address the perceived unfairness expressed by residents in the areas just outside grammar school DTAs, and would allow their children to benefit from free transport to a grammar school.

Risks

This option would require a rational justification not only for extending the current boundaries but also for why they have not been extended further.

There is a risk that other parents living in non-grammar school DTA areas might claim unfairness against themselves and demand the same right to free grammar school transport, which would only be satisfied by the adoption of Option 2 above.

Cost Implications

It is estimated that for Option 4 there would be an increase in the transport budget of around £10,000 to £50,000 per annum.

Advice of the Task and Finish Group

The Task and Finish Group does not recommend Option 4 to the Executive, as it could lead to further challenge from parents who would still be outside of a grammar school DTA. In addition, it would adversely affect non-grammar schools in the areas outside the grammar school DTAs and the Council needs to be mindful of the impact of any policy changes on the wider pupil population.

Option 5 - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals

Benefits

This option would enable the Council to raise some funds against the cost of providing the provision.

Risks

There is likely to be opposition from grammar schools and future parents who would benefit from free transport as they would lose this present entitlement.

Cost Implications

This option could possibly lead to a net saving of circa £1.5 million per annum after 5 years. If the charge was means tested for low income families, there would be an estimated cost of employing a 1.0 FTE person at grade 4 or 5 to undertake the administration for means testing all grammar school applications.

Advice of the Task and Finish Group

The Task and Finish Group felt that if a charge was introduced, it should be on a phased basis starting in the 2017/18 academic year, and only applied to new pupils starting secondary school. As a result, the full cost saving would not be realised until five years after it was introduced. The Task and Finish Group also felt that any charge should not be applied to new pupils who already had an older sibling at the same grammar school.

However, the Task and Finish Group was concerned about low income families being able to afford to pay a charge and felt that there should be some means of ensuring that those that could not afford to pay were still able to access grammar schools. The Task and Finish Group felt that a reduced rate for pupils in receipt of free school meals should be considered as part of this option.

For comparison, the Task and Finish Group considered the charging system for post 16 transport which was introduced in 2008. A detailed analysis of the current post-16 transport policy is attached at Appendix 2. In 2015/16, the charge for post 16 transport was £418. It is proposed that this charge will increase to £500 for September 2016 and to £570 for September 2017. Even with these increases, the cost for post 16 transport will still be subsidised by the Council by circa 50%. It is worth highlighting that the Council does not means test for post 16 transport, so there is a flat rate charge for all post 16 transport regardless of income.

The Council does not, in law, have to provide free home to school transport to a grammar school if it not the nearest suitable school to the child's home. Conversely, if the grammar school was the nearest to the child's home, the Council would almost certainly have to provide the transport free of charge.

The Council provides transport to secondary age pupils to grammar schools on the basis of its DTAs. The Council's DTA approach does not require the grammar school to be the nearest school to the pupil's home, merely that the pupil lives in the school's DTA area and is over three miles from the school.

Since the grammar school transport areas are larger than those of the non-grammar schools, the majority of pupils qualifying for transport to grammar schools would not automatically qualify for transport to their DTA grammar school if the Council did not have DTAs as the basis of transport entitlement.

Therefore, it is clear that the Council could introduce a charge for students attending a grammar school where it is not their nearest secondary school.

The Task and Finish Group also considered the possibility of removing the grammar school DTAs and introducing a charge for grammar school transport for the whole of Lincolnshire. However, this was not supported by the majority of the Task and Finish Group due to the potential implications on the all ability schools in the non-grammar school DTAs.

The Task and Finish Group does recommend Option 5 to the Executive, as it would address the issue of perceived unfairness by charging pupils living in a grammar school DTA for transport who attend a grammar school which is not their nearest school. In addition, it would help to raise funds to offset the cost of this discretionary provision. As part of this option, the Task and Finish Group also recommends that the Executive considers phasing in the charge from 2017/18 to new secondary school pupils only; the possibility of some level of financial support for pupils on free school meals; and providing free transport to grammar schools for those pupils with siblings already at the same school.

Recommendation

The Task and Finish Group submit the following two options to the Executive for its consideration:

- Option 1 - To leave the Grammar School Transport Policy as it is, but review it in two years.
- Option 5 - Charge pupils living in grammar school DTAs for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals.

Appendix 1 - Other Local Authorities

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Essex County Council	4	Yes	Statutory rules for all schools, with notable exception: Free transport for children going to GS from low-income families ¹³ living further than 2 miles away.	2013: A consultation to reject discretionary GS transport for low income families was met with fierce opposition, and the policy remained.	From September 2015, children starting secondary school will only receive free transport if they go to closest school (using the statutory proximity rules ¹⁴)	Large Area ¹⁵
Kent County Council	33	Yes	Statutory rules for all schools, with notable exception: Free transport for children going to GS from low-income families living between 2 & 15 miles.	A Young Person Travel Pass is possible for children not eligible to free transport (standard fee is £200-half for low income families).	Works with the statutory proximity rules.	Large Area

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¹² Grammar Schools (Selective Schools)

¹³ Usually policies define low-income families as such: receive free school meals or parents are in receipt of one of these benefits: Income Support, Income based jobseekers allowance, Child Tax Credit (and with an annual income of no more than £16,190), a guaranteed element of state pension credit, income related employment and support allowance or maximum level of Working Tax Credit. Essex County Council however only mentions Child Tax Credit and an annual household income below £16,190.

¹⁴ Children are eligible for free transport if they are attending their nearest qualifying school, and their address is 3 miles walking distance away from the school (2 miles if under 11); For children from low-income families, they can be eligible if they attend a school between 2 and 6 miles and one of the three nearest suitable qualifying schools. If it is a faith school and the child is from a low-income family, then the distance increases to between 2 and 15 miles; the provision of Free Post 16 Transport is not a statutory requirement. (as stated by the Education Act 1996 amended by the Education inspection act 2006, section 508, 509 and Schedule 35B).

¹⁵ Small area: 0 to 100 sq miles; Medium area: 100 to 1000 sq miles; Large area: over 1000 sq miles.

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Medway Council	6	Yes	<p>GS are a different category compared to mainstream schools: grammar schools will always be considered the "nearest qualifying school" regardless of its location, if the child qualifies for entrance.</p> <p>Therefore, free transport will always be provided to the nearest grammar school (does not have to be nearest school)</p>	<p>No plans to change policy at this time, next review will be in 2016.</p> <p>A Medway Youth Pass is available for non-eligible students to save costs.</p>	Purely statutory proximity rules.	Small Area
Trafford Council	7	Yes	<p>GS are a different category compared to mainstream schools: grammar schools will always be considered the "nearest qualifying school" regardless of its location, if the child qualifies for entrance. Free transport will therefore be provided to these schools.</p>	<p>Quote from Policy: TC "recognises that as a Local Authority that operates a selective system, all pupils are within the selective system whether they choose to be or not."</p>	Purely statutory proximity rules.	Small Area

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Warwickshire County Council	6	Yes	Currently, students residing in East and South Warwickshire who have obtained a place in a selective school can consider their selective school to be the 'nearest qualifying school' no matter what their location would be.	Recent proposal & consultation has recommended removing all discretionary transport for GS students. The proposal entails assessing grammar school students against the same criteria as other children attending other schools. It has been approved by the Cabinet in October 2015, and would signify that 76 % ¹⁶ of GS students would lose their free transport whilst saving the Council £342k each year from 2020/2021. ¹⁷	Works with priority areas alongside the proximity rules. This means that a child living within a priority area but with a school in closer proximity than the designated school (and further than 3 miles away) could potentially be eligible for transport to both schools.	Medium Area
Birmingham City Council	8	No	Standard statutory policy without mentioning GS	/	Purely statutory proximity rules.	Medium Area (just: 103.39 sq miles)

¹⁶ 892 pupils (calculated April 2015)

¹⁷ This will affect only the new secondary students (coming into year 7). Grammar school students currently enjoying free transport services will continue to receive this service until they are 16.

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Bournemouth Borough Council	2	No	No special provisions for selective schools	/	Catchment areas seem more important than the proximity rule.	Small Area
Buckinghamshire County Council	13	Yes	No entitlement for GS specifically. Proximity determines free transport.	They believe an "upper school" is able to provide adequate education for a grammar qualified pupil. ^{18 & 19}	Catchment areas are no longer part of the policy (since 2003), proximity is only factor.	Medium Area
Calderdale Council	2	No	No special provisions for selective (grammar) schools.	The Council fulfils only its statutory requirements.	No catchment area mentioned, only proximity rules apply.	Medium Area
Cumbria County Council	1	Yes	No special provisions for selective (grammar) schools.	A selective school can be ignored, if it is the "nearest qualifying school" but you do not want to join a selective school (You do not need to apply).	Catchment area or nearest qualifying school determines eligibility for free transport. Only if a catchment is not in place, then the nearest school will be considered for free transport.	Large Area & Statistical Neighbour of Lincolnshire ²⁰

¹⁸ Buckinghamshire is one of the last remaining counties where education is fully selective (all students are expected to take the 11-plus). Along with 13 GS, there are also 21 upper (modern) schools in the County.

¹⁹ Also, a paid-for travel scheme exists in Buckinghamshire just as it does in most councils, where children who do not qualify for free transport could apply for spare seats within already created bus schemes for the children who do qualify for free transport under the policy. This provides children with more accessible transport.

²⁰ Based on 'Passenger Transport' comparison.

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Devon County Council	1	Yes	"No additional entitlement" if the preferred school is a selective school.	The Council provides "transport to a single school designated for the home address where this is not the nearest school to the home address" ²¹	Clear school Designated Areas for Transport (online interactive map); The (catchment) areas clearly outweigh the proximity guidelines as the dominant rule.	Large Area & Statistical Neighbour of Lincolnshire
Gloucestershire County Council	7	No	No special provisions for selective (grammar) schools.	Free transport can be arranged to either nearest school OR School agreed by County through address (i.e. DTA) ²²	Works with Designated Transport Areas, but there is no specifically designed map for GS (interactive map on website).	Large Area

²¹ Preference for Catchment Areas: "Where the designated school is unable to admit a child, free transport will be available to the nearest school able to offer a place. Evidence must be provided by the parent that the school was unable to admit the child." = CATCHMENT > PROXIMITY

²² If the child is not accepted at the nearest school, the next school will be a possibility.

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Kirklees Council	1	Yes	No special provisions for selective (grammar) schools.	Quote from policy: "Grammar school is not included within 'belief' category. In other words, free transport would not be provided to a grammar school based on the statutory requirements for a child on low income attending a certain belief school (e.g. faith school)."	In previous years the Council worked with catchment areas to determine transport eligibility, but the policy on transport now only mentions proximity rules.	Medium Area
Lancashire County Council	4	Yes	No special provisions for selective (grammar) schools	Quote from Policy: "Grammar schools are under the same policy as the other schools."	Works with Geographical Priority Areas, but they will be phased out from September 2015 in favour of the statutory proximity rules.	Large Area
Lincolnshire County Council	16	Yes	Transport for GS students if they live in the appropriate DTA, or it is the nearest qualifying school and further than 3 miles.	Separate grammar school DTAs set up, overlapping other secondary transport areas. Two different maps.	DTAs determine transport eligibility. The Council is also required to provide free transport using the statutory proximity rules.	Large Area

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Liverpool City Council	1	No	No special provisions for selective (grammar) schools	Pre-paid Merseytravel SOLO zone bus ticket is a cheaper alternative.	Purely statutory proximity rules.	Small Area
North Yorkshire County Council	3	No	No special provisions for selective (grammar) schools.	/	Provides transport to either nearest qualifying school <i>or</i> the 'normal school' (the school allocated to the geographical area within the home address of the child = catchment area)	Large Area (largest) & Statistical Neighbour of Lincolnshire
Plymouth City Council	2	No	No special provisions for selective (grammar) schools, purely following statutory policy.	No Parental Preference option (so no additional entitlement for GS pupils)	Purely statutory proximity rules.	Small Area
Poole Borough Council	2	Yes	No longer provides (discretionary) transport to grammar schools (cancelled in 2006).	"There is no automatic entitlement for a pupil attending a grammar school to receive free transport, unless: It is geographically their nearest school (> 3 miles + statutory low-income provisions)."	Proximity rules (usually nearest school is placed within the old catchment area)	Small Area

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Reading Borough Council	2	No	No special provisions for selective (grammar) schools	"Reading has the lowest proportion of children living inside its borough attending its grammar schools" ²³	Designated areas for schools, unclear whether these areas are more relevant than the proximity rules.	Small Area
Slough Borough Council	4	Yes	Only mentions that GS do not qualify as the nearest school.	No special provisions for selective schools, only statutory requirements.	Catchment <i>or</i> nearest qualifying school can be considered for free transport.	Small Area
Southend-On-Sea Borough Council	4	Yes	"Children from Low Income that have been awarded a place at a selective school are eligible for free transport, even if it is not nearest school."	Similar to Essex County Council policy.	Purely statutory proximity rules.	Small Area
Torbay Council	3	Yes	Only mention of grammar schools is that a GS is "suitable" if the child is of selective ability.	/	DTAs ²⁴ that are also created for GS but they do not overlap with the mainstream school areas.	Small Area

²³ Get Reading Newspaper (15 November 2013).

²⁴ Designated Transport Areas

<i>Home to School Transport Policy</i>	Number of GS ¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Walsall Council	2	Yes	No special provisions for selective schools (they consider it a parental preference choice and will therefore not provide free transport to GS students).	Quote from Policy: "Travel assistance for children attending a selective school is only provided where the child meets the eligibility criteria because of the home to school distance requirement or low family income."	Purely statutory proximity rules.	Small Area
Wiltshire Council	2	Yes	Currently, GS have their own catchment areas which create certain discretionary provisions ²⁵ , but the Council is moving towards purely statutory requirements.	"From September 2015 new applications for transport to either of the Salisbury grammar schools will incur a charge, unless the low household income provisions of the 2006 Education and Inspections Act are applicable or it can be demonstrated that the school attended is the closest school to the applicant's address."	Proximity rules are more relevant than the old catchment areas to determine transport eligibility (but these catchment areas are also used as designated transport areas, only proximity is more important when determining free transport). Catchment areas are being phased out from 2015.	Large Area & Statistical Neighbour of Lincolnshire

²⁵ Transport could be provided to a grammar school that is technically not the "nearest Qualifying school"

<i>Home to School Transport Policy</i>	Number of GS¹²	Mention of GS in its Policy	What sort of GS Policy?	Further information on the Policy	Transport Area?	Size of Area
Wirral Metropolitan Borough Council	6	No	No special provisions for selective (grammar) schools.	Recently limited their discretionary travel support (did not include any grammar school provisions).	Purely statutory proximity rules.	Small Area
Wolverhampton City Council	1	No	No special provisions for selective schools. No transport for a preferred school.	/	Designated schools are put forward (catchment > proximity).	Small Area
Telford and Wrekin Council	2	Yes	No special provisions for selective schools.	/	Catchment or nearest school can be considered for free transport.	Medium Area
London Boroughs: Barnet (Hertfordshire), Bexley, Bromley, Enfield (Hertfordshire), Kingston-Upon-Thames (Surrey), Redbridge (Essex) and Sutton (Surrey)	19	/	Transport is provided through the London Mayor Initiative with the Oyster Card for students.	/	/	/

Appendix 2 – Post 16 Transport Policy

Lincolnshire County Council will provide or subsidise transport to the nearest Sixth Form, College of Further Education or other licensed providers over 3 miles from the student's home. To qualify, a pupil or student must: live in Lincolnshire, be at least 16 years and under 19 years of age (on 1 September in the year the course starts), study a full time course (i.e. minimum of 12½ hours of taught study) and attend its nearest or designated school with a sixth form provision, or nearest or designated college. The transport provision is one outward journey and one return journey, timed for the start and finish of the school or college day.

Legal requirements

Section 509AA - The legislation recognises that a local response to transport arrangements is important in enabling young people's participation in education and training. A local approach allows local circumstances to be taken into account. The legislation therefore gives local authorities the discretion to determine what transport and financial support are necessary to facilitate young people's attendance. The local authority must exercise its power to provide transport or financial support reasonably, taking into account all relevant matters. A failure to make arrangements would amount to a failure to meet the duty.

The law therefore does not define precisely the circumstances which make assisted transport necessary for post-16 students who are above the statutory age for schooling. It is for the LA to decide, against the statutory guidance on post-16 transport support published annually by the Education Funding Agency (EFA) whether transport needs to be provided and under which circumstances assistance with travel should be available.

Background to Post 16 Transport Provision

Until 2008, all education transport provided in Lincolnshire for pupils and students who qualified for assistance under the policy was provided free of charge. In that year there was policy change which restricted the entitlement of students post 16 to a nearest or designated college (previous to that time they could receive free travel to any school or college of choice for a post 16 course), and the introduction of a charge for the provision of post 16 transport and for concessionary transport, which was set at £180 for the following school/college year.

Prior to the decision being taken, a consultation took place with stakeholders and interested parties. There were many responses, and it is fair to say that the majority of the responses were opposed to the introduction of the charge. However, a large minority of respondents accepted that charging was not unfair, understanding that the Council had to restrain its costs, and also that the Council was not obliged to pay the costs of sixth-form transport. A sizeable minority responded to say that they did not feel that the Council should have been providing any free transport that was not required in law.

The representations were collated and summarised in a report which went to the Council's Children and Young People Scrutiny Committee and Executive before being confirmed. There was a general consensus that the Council's policy was generous and fair, even after the introduction of charging, and that the policy for post 16 transport support would be better able to withstand future financial pressure if there was a parent/student contribution towards its costs.

Current Policy

- The support is subject to an annual contribution by the user of £418 (2015/16).
- Contribution can be paid in three instalments of £141 by September, January and April each year, totalling £423.
- Includes an administration charge of £5.

- Schools with sixth form provision and colleges of further education have some bursary funding available to help students of sixth-form age (16-18).
- Bursary funding is paid to schools and colleges who decide how to allocate their funds.
- Transport support for learners with learning difficulties/disabilities is available under the policy until they are 21 years, or 25 years if necessary, in order to complete an appropriate programme of study.

Future Proposals

- Increase the charge to £500 from September 2016 for post-16 transport.
- Increase the charge to £570 from September 2017 for post-16 transport.
- Facilitated in payments of 7 instalments.
- Still leaves the cost over 50% subsidised on average.
- This is to ensure the medium-term sustainability of the policy.
- A school-based approach to the procurement of home to school transport for special schools is intended to make cost savings.

Appendix 3 - Contributors to the Review

The Task and Finish Group would like to offer their sincere thanks to all the parents and campaign group representatives who attended the Engagement Day and who have provided written responses to the review.

Furthermore, the Task and Finish Group would like to extend their thanks to the following people who attended the Engagement Day:

- George Baker, Youth Cabinet
- Steve Baragwanath, Principal of University Academy Holbeach
- Shaun Barton, Assistant Headteacher of Spalding Grammar School
- Andrew Fulbrook, Headteacher of Boston High School
- Kian Hearnshaw, Youth Cabinet
- Nick Law, Headteacher of Carres Grammar School
- Roger Moore, Chair of Governors of Stamford Welland Academy
- Anthony Partington, Principal of Stamford Welland Academy
- David Scott, Headteacher of Kesteven and Grantham Girls' School

In addition, the Task and Finish Group would like to extend their gratitude to the Youth Cabinet and all the following people who have contributed to this review:

- Debbie Barnes, Executive Director of Children's Services, Lincolnshire County Council
- Councillor Mrs Patricia Bradwell, Executive Councillor for Adult Services, Health and Children's Services, Lincolnshire County Council
- David Coleman, Chief Legal Officer, Lincolnshire County Council
- Andrew Garbutt, Participation Officer, Lincolnshire County Council
- Rob Hewis, Programme Officer, Community Engagement Team, Lincolnshire County Council
- Colin Hopkirk, Programme Officer, Community Engagement Team, Lincolnshire County Council
- Tracy Johnson, Senior Scrutiny Officer, Lincolnshire County Council
- Teri Marshall, Principal Transport Officer - Review and Local Bus, Passenger Transport Unit, Lincolnshire County Council
- Andrew McLean, Children's Service Manager - Commissioning, Lincolnshire County Council
- David Robinson, School Services Manager, Lincolnshire County Council
- Sally Savage, Chief Commissioning Officer (Children's), Lincolnshire County Council
- Vincent Van Doninck, Graduate Management Trainee, Lincolnshire County Council
- Rachel Wilson, Democratic Services Officer, Lincolnshire County Council

More Information

If you would like any more information about the work of Overview and Scrutiny at Lincolnshire County Council then please get in touch with the Scrutiny Team by calling 01522 552164 or by emailing the Team at scrutiny@lincolnshire.gov.uk

**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
4 MARCH 2016**

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors R Wootten (Vice-Chairman), B Adams, W J Aron, Mrs J Brockway, S R Dodds, B W Keimach, Ms T Keywood-Wainwright, Mrs H N J Powell, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, M A Whittington, L Wootten and Mrs S M Wray.

Added Members

Church Representatives: Mr P Thompson.

Parent Governor Representatives: Dr E van der Zee.

Councillors A M Austin, Mrs P A Bradwell (Executive Councillor for Adult Care and Health Services, Children's Services), D Brailsford (Executive Support Councillor for Children's Services), Mrs M J Overton MBE and P Wood were also in attendance.

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Keith Batty (Director of Programme, CfBT Education Services), Stuart Carlton (Assistant Director Children's Lead Early Help), David Coleman (Chief Legal Officer), Cheryl Hall (Democratic Services Officer), Tracy Johnson (Senior Scrutiny Officer), Mary Meredith (Children's Services Manager, Inclusion), Wayne Oldfield (Inclusion Vice-Principal), Ben Pearce (Headteacher at Skegness Academy), David Robinson (School Services Manager), Heather Sandy (Chief Commissioning Officer for Learning), Sally Savage (Chief Commissioning Officer - Children's) and Vincent Van Doninck (Graduate Management Trainee).

The Chairman welcomed the Headteachers, pupils and parents who were in attendance at the meeting for Minute 62 – Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Draft Final Report.

**62 REVIEW OF THE COUNCIL'S HOME TO SCHOOL TRANSPORT POLICY
IN RELATION TO DISCRETIONARY GRAMMAR SCHOOL TRANSPORT -
DRAFT FINAL REPORT**

Consideration was given to a report by Tracy Johnson (Senior Scrutiny Officer), which presented the report of the Task and Finish Group on the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport. The

Task and Finish Group was proposing to submit the following two options to the Executive for its consideration: -

- “Option One – To leave the Grammar School Transport Policy as it is, but review it in two years;
- Option Five – Charge pupils living in grammar school Designated Transport Areas for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals.”

The Chairman referred to a letter from the Chair of the Lincolnshire Consortium of Grammar Schools, which outlined concerns about the review and the Report. The Committee was advised that a response had been sent to the Chair of the Lincolnshire Consortium of Grammar Schools from the Chairman of the Task and Finish Group. The correspondence had suggested that the Council had a statutory duty to transport children to their nearest grammar school because for a child with the necessary aptitude that was the nearest suitable school. As a result, the Executive Director of Children’s Services provided advice on the relevant provisions of the Education Acts.

The legal advice concluded that the existence of a grammar school in an area did not change either the nature or the obligations of other schools in the area in relation to their responsibilities to teach pupils across the ability range. Since that responsibility existed it would be very difficult to argue in law that the provision made by non-selective schools was unsuitable, since the law would expect those responsibilities to be fulfilled. Therefore a non-selective school in a selective area would have to offer teaching across the ability range and would be considered to be a suitable school.

The Chairman of the Task and Finish Group presented the Report to the Committee and in doing so, referred to an email from one of the campaign group members which had also highlighted concerns with the review and the Report. In response to the points raised, the Chairman highlighted the following: -

- The Task and Finish Group had examined the Designated Transport Areas for grammar schools in detail and had reflected on the fairness of the policy, and the differing opinions of the members were reflected in the Report;
- The Task and Finish Group did not have access to parental contact details, owing to data protection provisions. All the schools who were invited to participate were asked to let their parents know of the parental meeting. The extent of the engagement of the Task and Finish Group and the rationale for this were detailed in the Report;
- The arrangements for inviting headteachers to participate were explained;
- Four proposals from the campaign groups were considered by the Task and Finish Group and they were detailed in the report. These options were discounted when the Task and Finish Group decided against extending the Designated Transport Areas;

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
4 MARCH 2016

- The requirement for an Equality Impact Assessment would only apply for reports for decision either to the Executive or Executive Councillor and did not apply to the Task and Finish Group, which could only make recommendations;
- It was confirmed that all elements of the scoping document had been undertaken as part of the review, with the exception of the Equality Impact Assessment, which legal advice had subsequently indicated was not required;
- It was reiterated that the Task and Finish Group had considered the questions of fairness and they had also considered the Designated Transport Areas;
- It was confirmed that the reason for the proposals for a review in two years' time was owing to the current financial position of the Council; and
- In relation to option five in the Report, it was clarified that any charge would not cover the full cost and that the cost for transport would still be subsidised by the Council. However, it was reiterated that the level of any charge would be a matter for the Executive to decide.

The Chairman invited other Members of the Task and Finish Group to speak, where the following points were noted: -

- The Chairman of the Task and Finish Group was thanked for her chairmanship of the Task and Finish Group;
- It was reiterated that the Task and Finish Group had examined all facts put before it and considered the legalities of each option;
- It was stated that the County Council provided free transport to 3871 grammar school pupils at an average cost of £640 per pupil, per year. One member of the Task and Finish Group therefore supported Option Five of the Report;
- One of the Members questioned the extent of the engagement with stakeholders and also questioned whether the Task and Finish Group had fulfilled the objectives, as set out in the scoping document. It was alleged that Option 1 of the Report was unfair and would not eliminate discrimination across the County. It was also alleged that Option Five would not meet the needs of the 25% of the County which fell outside the Designated Transport Areas;
- Two Members of the Task and Finish Group urged the Committee to amend Option Five, as follows: 'Charge pupils for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals';
- One of the Members of the Task and Finish Group alleged that the Recommendations in the Report did not remove disadvantage in some instances. The same Member stated that every child should be able to attend the school that was best for them and families should not feel that they have to move to obtain a place in a school of their preference.

A County Councillor representing an electoral division in Boston addressed the Committee and suggested an alternative approach whereby the funded entitlement to transport to a pupil's nearest school would be put towards the cost of travel to a grammar school at a further distance, with the parents paying the difference.

Members of the Committee were invited to ask questions, where the following points were noted: -

- It was stated that the County Council had an equal commitment to pupils in any type of school, and it should not be seen to be harming the viability of other schools by just supporting grammar schools alone;
- Pupils could flourish in other types of schools to the same level as those who attend grammar schools;
- It was commented that although the County Council had followed legislation, it was felt that the legislation was dated;
- It was also commented that although the County Council was obliged to support all schools, parents should still have a right to decide which school their child should attend. Therefore, the Task and Finish Group was urged to reconsider its recommendations;
- A view was put forward that in the future only those parents who could afford it would send their children to grammar schools;
- A Member of the Committee expressed their support for Option One within the Report;
- It was stressed to the Committee that there were a number of high quality secondary modern and comprehensive schools operating in Lincolnshire and grammar schools benefited from a traditional position of superiority; and
- The Chairman of the Task and Finish Group reiterated that a wide range of views were taken into account as part of the Review, which had included views from schools, parents, chair of governors, members of the public and groups such as the Youth Cabinet.

The Committee agreed by a majority decision to support the recommendations in the Report.

The Committee thanked the Members of the Task and Finish Group and supporting officers for their hard work on the Review.

RESOLVED

- (1) That the draft final report on the Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport be approved.
- (2) That approval be given to the submission of the final report to the Executive on 5 April 2016 for its consideration and response.

EXECUTIVE
5 APRIL 2016

PRESENT: COUNCILLOR M J HILL OBE (LEADER OF THE COUNCIL)

Councillors Mrs P A Bradwell (Executive Councillor for Adult Care and Health Services, Children's Services) (Deputy Leader), C J Davie (Executive Councillor for Economic Development, Environment, Planning, Tourism), R G Davies (Executive Councillor for Highways, Transport, IT), M S Jones (Executive Councillor for Finance, Property), P A Robinson (Executive Councillor for Fire and Rescue, Emergency Planning, Trading Standards, Equality and Diversity), R A Shore (Executive Councillor for Waste, Recycling), Mrs S Woolley (Executive Councillor for NHS Liaison, Community Engagement), C N Worth (Executive Councillor for Libraries, Heritage, Culture, Registration and Coroners Service) and B Young (Executive Councillor for Crime Reduction, People Management, Legal).

Councillors: Mrs J Brockway, J D Hough, Mrs A M Newton, P J O'Connor, Mrs M J Overton MBE and P Wood attended the meeting as observers.

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), David Coleman (Chief Legal Officer), Glen Garrod (Director of Adult Care), Michelle Grady (Head of Finance (Communities)), Cheryl Hall (Democratic Services Officer), Judith Hetherington Smith (Chief Information and Commissioning Officer), Dr Tony Hill (Executive Director of Community Wellbeing and Public Health), Tracy Johnson (Senior Scrutiny Officer), Pete Moore (Executive Director of Finance and Public Protection), Liz Morgan (Consultant in Public Health), David Robinson (School Services Manager), Anita Ruffle (Group Manager - Passenger Transport Unit), Vincent Van Doninck (Graduate Management Trainee), Nigel West (Head of Democratic Services and Statutory Scrutiny Officer) and Richard Wills (Executive Director for Environment and Economy).

56 REVIEW OF THE COUNCIL'S HOME TO SCHOOL TRANSPORT POLICY
IN RELATION TO DISCRETIONARY GRAMMAR SCHOOL TRANSPORT -
FINAL REPORT

A report from the Director responsible for Democratic Services was considered, which presented the Executive with the Task and Finish Group's final report following its scrutiny review into the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport.

The Task and Finish Group was chaired by Councillor Mrs J Brockway, a Member of the Children and Young People Scrutiny Committee. The Task and Finish Group

also included Councillors C J T H Brewis, C E D Mair, D C Morgan, Mrs M J Overton MBE, Mrs C A Talbot, W S Webb, P Wood and R Wootten. The review was undertaken between September 2015 and February 2016.

The Executive was asked to make arrangements to respond to the report by 5 June 2016.

A copy of the review by the Children and Young People Scrutiny Committee was set out in Appendix A to the report.

Councillor Mrs J Brockway (Chairman of the Task and Finish Group) presented the report to the Executive, alongside the Chairman of the Children and Young People Scrutiny Committee; School Services Manager; Senior Scrutiny Officer; and Graduate Management Trainee. The Executive was advised that the Review had identified that there were a wide range of views concerning the current Grammar School Transport Policy with some considering it to be fair in its current form, but for others it was viewed to be unfair and discriminatory, particularly for those who lived in areas not covered by the grammar school Designated Transport Areas.

Members were advised that there was no consensus reached by the Task and Finish Group on whether the policy should remain the same or be amended. It was noted that two Members of the Task and Finish Group had objected to the recommendation to the Executive. Similarly, the Children and Young People Scrutiny Committee by a majority vote had referred the report to the Executive. The Chairman of the Task and Finish Group took the Executive through the one recommendation, which consisted of two options, within the report, as detailed on page 86.

The Chairman of the Task and Finish Group and the Chairman of the Scrutiny Committee both thanked the Members of the Task and Finish Group and supporting officers for their work on the Review.

The Chairman invited other Members of the Task and Finish Group, who were present at the meeting to speak, where the following points were noted: -

- It was alleged that Option 1 of the Report was unfair and would not eliminate discrimination across the County. It was also alleged that Option Five would not meet the needs of the 25% of the County which fell outside the Designated Transport Areas;
- The Executive was urged to amend Option Five, as follows: 'Charge pupils for transport to a grammar school where it is not the nearest suitable school. This should be introduced to new pupils, excluding pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals'; and
- One of the Members of the Task and Finish Group alleged that the recommendations in the Report did not remove disadvantage in some instances. The same Member stated that every child should be able to attend the school that was best for them and families should not feel that they have to move to obtain a place in a school of their preference.

Members were provided with an opportunity to ask questions, where the following points were noted: -

- It was confirmed that the reason for the proposals for a review in two years' time was owing to the current financial position of the Council;
- In relation to Option five in the Report, it was clarified that any charge would not cover the full cost and that the cost for transport would still be subsidised by the Council;
- It was stated that the County Council had an equal commitment to pupils in any type of school, and it should not be seen to be harming the viability of other schools by just supporting grammar schools alone;
- It was also commented that although the County Council was obliged to support all schools, parents should still have a right to decide which school their child should attend;
- It was clarified that Option 5 would only apply to new pupils, excluding those pupils with siblings at the same grammar school, on a phased basis with some level of financial support for pupils in receipt of free school meals;
- It was confirmed that the Executive would not be making a decision on this but the Executive Councillor for Adult Care and Health Services, Children's Services would be invited to respond to the Children and Young People Scrutiny Committee by 5 June 2016.

The Executive extended their congratulations to the Task and Finish Group for all their hard work in producing the review report.

RESOLVED

- (1) That the scrutiny review report on Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport be received.
- (2) That the Executive makes arrangements to respond to the report by 5 June 2016, and the Executive Councillor for Adult Care and Health Services, Children's Services indicates in the response which recommendations have been accepted and where recommendations are accepted, to bring forward an action plan for their implementation.

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Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

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Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Home to School Transport Policy in relation to Discretionary Grammar School Transport - Option (1) to leave the policy unchanged and review in 2 yrs	Person / people completing analysis	David Robinson, Commissioning Manager, Children's Transport Services
Service Area	Children's Commissioning Transport Services	Lead Officer	David Robinson, Commissioning Manager, Children's Transport Services
Who is the decision maker?	Councillor Mrs P. Bradwell	How was the Equality Impact Analysis undertaken?	Consideration of the results of the Task and Finish Group's investigations including; review of current policy; examination of policies at other councils; written views received from parents; engagement day with Head Teachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; meeting with the Youth Cabinet; review of the views of two campaign groups.
Date of meeting when decision will be made	03/06/2016	Version control	1.0
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	<p>This EIA considers Option 1 in the Task and Finish Group report, namely to leave the Grammar School Transport Policy as it is, but review in two years.</p> <p>The Grammar School Transport Policy is a discretionary policy to provide free transport to grammar schools for pupils living within Designated Grammar School Transport Areas. The Policy is described within the Task and Finish Group Report.</p> <p>The Policy is considered rational as a response to the partially selective and partially non-selective status of schools in Lincolnshire. In particular the Grammar School Transport Areas reflect the fact that as selective schools the Grammar Schools will draw their pupils from a wider area than a non-selective school but balances this against protecting the non-selective schools in the areas of Lincolnshire not covered by the Grammar School DTAs.</p>		

The Policy relates only to transport and does not affect the right to attend a grammar school or any particular grammar school.

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state '*no positive impact*'.

Age	<p>The pupils attending grammar school are of secondary school age and post 16 (11 – 18 years of age). The Council's Grammar School Transport Policy only affects children up to the end of year 11 (11 – 16 years of age) as post-16 transport is covered by a separate policy and is supplied to qualifying students provided a student/parental contribution is made towards the cost. The Grammar School Transport Policy also affects the pupils' parents and carers who are responsible for ensuring their children attend school.</p> <p>If option 1 is adopted – The entitlement of qualifying children and their parents/carers within a grammar school DTA to free transport to a grammar school will continue.</p>
Disability	<p>If option 1 is adopted as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic</p>
Gender reassignment	<p>If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic</p>
Marriage and civil partnership	<p>If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic</p>
Pregnancy and maternity	<p>If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic</p>
Race	<p>If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic</p>

Religion or belief	If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic
Sex	If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic
Sexual orientation	If option 1 is adopted - as above the entitlement will continue for qualifying children and their parents/carers with this protected characteristic

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

For all groups (not merely those in groups that have a protected characteristic), there are some positive impacts of the proposals. The continuation of the free transport service to grammar schools within the DTAs would support the whole secondary school sector in Lincolnshire by providing certainty, stability and potentially, increased choice to lower income parents within the DTAs.

Maintaining the numbers of pupils using school transport will indirectly support bus and taxi providers by maintaining a major customer base and providing income. This will in turn support the local (particularly rural) population by maintaining local bus services and taxi firms. Maintained transport support will have a positive impact on the local economy and will help support people living in rural areas. They will be less likely to move to larger centres of population to be nearer a grammar school on economic grounds.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

Age	<p>Younger people (age 11 -16) are more likely than the general population to be users of public transport as they are not yet old enough to obtain a driving licence. Their parents/carers are more likely to have lower disposable income due to having teenager/s to support. If the parents/carers are more likely to have lower disposable income, they are less likely to have access to private transport or to afford the full cost of transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport.</p> <p>The lack of free transport outside the grammar school DTAs may disproportionately affect this group in relation specifically to attending a selective school. However free transport is provided to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school age among a substantial cohort of pupils of grammar school aptitude</p> <p>Mitigating action.</p> <p>If not attending a selective school is considered an adverse impact mitigation is provided by the Council providing free access to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school aptitude among a substantial cohort of other pupils of grammar school aptitude.</p>
Disability	<p>Students and parents/carers who have recognised learning difficulties and/or physical disability are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant</p>

	<p>on LCC home to school transport.</p> <p>The lack of free transport outside the grammar school DTAs may disproportionately affect this group in relation specifically to attending a selective school. However free transport is provided to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school age among a substantial cohort of pupils of grammar school aptitude</p> <p>Mitigating action.</p> <p>If not attending a selective school is considered an adverse impact mitigation is provided by the Council providing free access to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school aptitude among a substantial cohort of other pupils of grammar school aptitude.</p>
Gender reassignment	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic. Insofar as there are, the same considerations as for Age and Disability apply
Marriage and civil partnership	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic. Insofar as there are, the same considerations as for Age and Disability apply
Pregnancy and maternity	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic. Insofar as there are, the same considerations as for Age and Disability apply
Race	<p>Parents/carers whose first language isn't English are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. . If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport.</p> <p>The lack of free transport outside the grammar school DTAs may disproportionately affect this group in relation specifically to attending a selective school. However free transport is provided to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school age among a substantial cohort of pupils of grammar school aptitude</p>

	<p>Mitigating action.</p> <p>If not attending a selective school is considered an adverse impact mitigation is provided by the Council providing free access to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school aptitude among a substantial cohort of other pupils of grammar school aptitude.</p>
Religion or belief	<p>The Council does not consider there to be any specific detrimental impact on people with this protected characteristic. Insofar as there are, the same considerations as for Age and Disability apply</p>
Sex	<p>Parents/carers who are women are more likely to be single parents or have lower disposable income as they may be less likely to be in secure full time well paid employment. .If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport.</p> <p>The lack of free transport outside the grammar school DTAs may disproportionately affect this group in relation specifically to attending a selective school. However free transport is provided to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school age among a substantial cohort of pupils of grammar school aptitude</p> <p>Mitigating action.</p> <p>If not attending a selective school is considered an adverse impact mitigation is provided by the Council providing free access to the nearest suitable school which in the areas outside the grammar school DTAs are non-selective schools but which provide education suitable to pupils of grammar school aptitude among a substantial cohort of other pupils of grammar school aptitude.</p>
Sexual orientation	<p>The Council does not consider there to be any specific detrimental impact on people with this protected characteristic. Insofar as there are, the same considerations as for Age and Disability apply</p>

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you

can include them here if it will help the decision maker to make an informed decision.

No other negative impacts identified

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

- To identify the groups of people we want to engage in the review of the Policy and to receive and consider their views.
- To identify barriers that may prevent people from engaging with the review
- To identify mitigating actions to maximise the scope of the review
- To evaluate the review findings.
- To implement agreed changes.

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Disability	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Gender reassignment	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Marriage and civil partnership	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Pregnancy and maternity	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Race	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Religion or belief	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.

Sex	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Sexual orientation	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way? The purpose is to make sure you have got the perspective of all the protected characteristics.	Yes This EIA has been drawn up with the evidence of the contributors to the engagement exercises available in particular notes of the meetings held and records of correspondence received and considered.
Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?	If option 1 is adopted – review the Policy again in two years' time

Further Details

Are you handling personal data?	<p>No</p> <p>If yes, please give details.</p>
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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	Review this EIA in 2017	David Robinson	April 2017 review
Signed off by		Date	Click here to enter a date.

Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

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Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Home to School Transport Policy in relation to Discretionary Grammar School Transport - Option (2) To charge pupils living in grammar school DTA, for transport	Person / people completing analysis	David Robinson, Commissioning Manager, Children's Transport Services
Service Area	Children's Commissioning Transport Services	Lead Officer	David Robinson, Commissioning Manager, Children's Transport Services
Who is the decision maker?	Councillor Mrs P. Bradwelll	How was the Equality Impact Analysis undertaken?	Consideration of the results of the Task and Finish Group's investigations including ; review of current policy; examination of policies at other councils; review of written views received from parents; engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; meeting with the Youth Cabinet; review of the views of two campaign groups.
Date of meeting when decision will be made	03/06/2016	Version control	1.0
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	<p>This EIA considers Option 2 in the Task and Finish Group report, namely to charge pupils living in grammar school DTA, for transport subject to certain protections.</p> <p>The current Grammar School Transport Policy is a discretionary policy to provide free transport to grammar schools for pupils living within Designated Grammar School Transport Areas. The Policy is described within the Task and Finish Group Report as is the detail of the proposal to introduce charging.</p>		

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state '*no positive impact*'.

Age	<p>The pupils attending grammar school are of secondary school age and post 16 (11 – 18 years of age). The Council's Grammar School Transport Policy only affects children up to the end of year 11 (11 – 16 years of age) as post-16 transport is discretionary transport supplied to qualifying students provided a student/parental contribution is made towards the cost. The Grammar School Transport Policy also affects the pupils' parents and carers who are responsible for ensuring their children attend school.</p> <p>If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget.</p>
Disability	<p>If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget</p>
Gender reassignment	<p>If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget</p>
Marriage and civil partnership	<p>If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget</p>
Pregnancy and maternity	<p>If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget</p>
Race	<p>If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget</p>

Religion or belief	If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget
Sex	If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget
Sexual orientation	If option 2 is adopted - The policy will become more sustainable in the future in a climate of reduction to the education transport budget

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

For all groups (not merely those in groups that have a protected characteristic), there are some positive impacts of the proposals. The purpose of the proposed change to the Policy is to ensure that the service will become more sustainable. A more sustainable transport service to grammar schools would support the whole secondary school sector in Lincolnshire by providing certainty, stability and potentially, increased choice. Maintaining through ensuring sustainability the numbers of pupils using school transport will indirectly support bus and taxi providers by maintaining a major customer base and providing income. This will in turn support the local (particularly rural) population by maintaining local bus services and taxi firms. Maintained transport support will have a positive impact on the local economy and will help support people living in rural areas. They will be less likely to move to larger centres of population to be nearer a grammar school on economic grounds.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

<p>Age</p>	<p>Younger people (age 11 -16) are more likely than the general population to be users of public transport as they are not yet old enough to obtain a driving licence. Their parents/carers are more likely to have lower disposable income due to having teenager/s to support. If the parents/carers are more likely to have lower disposable income, they are less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport. The introduction of charges for transport may disproportionately affect this group.</p> <p>Mitigating action. If option 2 is adopted – Charges for transport will be introduced to new pupils living in a grammar school DTA for transport to a grammar school where it is not the nearest suitable school on a phased basis with some level of financial support for pupils in receipt of free school meals. New pupils with siblings at the same grammar school would be excluded from the charge. Parents/carers/pupils can apply to their chosen school for a bursary which if granted may contribute towards transport costs.</p>
<p>Disability</p>	<p>Students and parents/carers who have recognised learning difficulties and/or physical disability are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport. The introduction of charges for transport may disproportionately affect this group.</p> <p>Mitigating action. If option 2 is adopted – Charges for transport would be introduced to new pupils living in a grammar school DTA for</p>

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Gender reassignment	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic . If there is the same considerations as for Age and Disability apply.
Marriage and civil partnership	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic . If there is the same considerations as for Age and Disability apply.
Pregnancy and maternity	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic . If there is the same considerations as for Age and Disability apply.
Race	<p>Parents/carers whose first language isn't English are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport. The introduction of charges for transport may disproportionately affect this group.</p> <p>Mitigating action.</p> <p>If option 2 is adopted – Charges for transport will be introduced to new pupils living in a grammar school DTA for transport to a grammar school where it is not the nearest suitable school on a phased basis with some level of financial support for pupils in receipt of free school meals. New pupils with siblings at the same grammar school will be excluded. Parents/carers/pupils can apply to their chosen school for a bursary which if granted may contribute towards transport costs.</p>
Religion or belief	The Council does not consider there to be any specific detrimental impact on people with this protected characteristic . If there is the same considerations as for Age and Disability apply.

Sex	<p>Parents/carers who are women are more likely to be single parents and are more likely to have lower disposable income as they may be less likely to be in secure well paid employment. If the parents/carers are more likely to have lower disposable income, they may be less likely to have access to private transport. Grammar schools are more likely to be a longer distance from the home than the primary or secondary school as there are fewer of them and they tend to be sited in or near major centres of population. Therefore, this group of pupils/parents may be more reliant on LCC home to school transport. The introduction of charges for transport may disproportionately affect this group.</p> <p>Mitigating action.</p> <p>If option 2 is adopted – Charges for transport will be introduced to new pupils living in a grammar school DTA for transport to a grammar school where it is not the nearest suitable school on a phased basis with some level of financial support for pupils in receipt of free school meals. New pupils with siblings at the same grammar school will be excluded. Parents/carers/pupils can apply to their chosen school for a bursary which if granted may contribute towards transport costs.</p>
Sexual orientation	<p>The Council does not consider there to be any specific detrimental impact on people with this protected characteristic . If there is the same considerations as for Age and Disability apply.</p>

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

No other negative impacts identified

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

- To identify the groups of people we want to engage in the review of the Policy and to receive and consider their views.
- To identify barriers that may prevent people from engaging with the review
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- To evaluate the review findings.
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Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Disability	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
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Marriage and civil partnership	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Pregnancy and maternity	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Race	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Religion or belief	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.

Sex	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Sexual orientation	School transport staff utilising the work of the Task and Finish Group who reviewed current policy; examined policies at other councils; reviewed written views received from parents; held an engagement day with Headteachers and Chairs of Governors, parents, campaign groups and the Youth Cabinet; met with the Youth Cabinet; reviewed the views of two campaign groups.
Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way? The purpose is to make sure you have got the perspective of all the protected characteristics.	Yes This EIA has been drawn up with the evidence of the contributors to the engagement exercises available in particular notes of the meetings held and records of correspondence received and considered.
Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?	If option 2 is adopted – we will compare the number of pupils using home to grammar school transport service over the previous two years with the number using it in the two years following the introduction of transport charges to see if there has been a significant change in numbers using the service - if so we will seek to determine the reasons. We will determine the costs of providing the service against the income generated to see if the change to the charges provided the required increase in income.

Further Details

Are you handling personal data?	<p>No</p> <p>If yes, please give details.</p>
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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	Review this EIA in 2017	David Robinson	April 2017 review
Signed off by		Date	Click here to enter a date.

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Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	27 May 2016
Subject:	Children and Young People Scrutiny Committee Work Programme 2016

Summary:

This item enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year.

Actions Required:

- (1) To comment and agree on the content of the work programme, as set out in Appendix A to this report.
- (2) To note the content of the Children's Services Forward Plan, as set out in Appendix B to this report.

1. Background

Current Work Programme

At every meeting of the Committee, Members are invited to consider their future Work Programme and to agree on items to be included in the Work Programme. The current work programme for the Committee is attached at Appendix A to this report.

Forward Plan

Also attached at Appendix B for the Committee's consideration is a list of the intended decisions of the Executive or Executive Councillor for Adult Care and Health Services, Children's Services, which fall within the remit of the Children and Young People Scrutiny Committee.

Scrutiny Activity Definitions

Set out below are the definitions used to describe the types of scrutiny, relating to the items:

Budget Scrutiny - The Committee is scrutinising the previous year's budget, the current year's budget or proposals for the future year's budget.

Pre-Decision Scrutiny - The Committee is scrutinising a proposal, prior to a decision on the proposal by the Executive, the Executive Councillor or a senior officer.

Performance Scrutiny - The Committee is scrutinising periodic performance, issue specific performance or external inspection reports.

Policy Development - The Committee is involved in the development of policy, usually at an early stage, where a range of options are being considered.

Consultation - The Committee is responding to (or making arrangements to respond to) a consultation, either formally or informally. This includes pre-consultation engagement.

Status Report - The Committee is considering a topic for the first time where a specific issue has been raised or members wish to gain a greater understanding.

Update Report - The Committee is scrutinising an item following earlier consideration.

Scrutiny Review Activity - This includes discussion on possible scrutiny review items; finalising the scoping for the review; monitoring or interim reports; approval of the final report; and the response to the report.

2. Conclusion

That consideration is given to the content of this report.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Children and Young People Scrutiny Committee Work Programme
Appendix B	Children's Services Forward Plan

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Theme: “That every child, in every part of the county should achieve their potential”

Chairman: Councillor John Hough

Vice Chairman: Councillor Ray Wootten

27 May 2016		
Item	Contributor	Purpose
Post 16 Transport Policy Statement	David Robinson School Services Manager	Pre-Decision Scrutiny (Executive Councillor decision on 1 June 2016)
Future Provision of Specialist Speech and Language Therapy Services into Primary Schools	Andrew Hancy Business Support Manager	Pre-Decision Scrutiny (Executive Councillor decision on 10 June 2016)
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements – Key Scrutiny Questions for Safeguarding – Questions 1-3 and 17	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Progress report on the implementation of the Special Educational Needs and Disability reforms	Sheridan Dodsworth Children's Service Manager – SEND	Status Report
Theme Performance: Quarter 4	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Decision	Tracy Johnson Senior Scrutiny Officer David Robinson School Services Manager	Pre-Decision Scrutiny (Executive Councillor decision on 3 June 2016)

15 July 2016		
Item	Contributor	Purpose
Commercial Offer for Schools	James Sharples Change Manager, Performance and Programmes Miriam Binsztok Commissioning Officer	Status Report

15 July 2016		
Item	Contributor	Purpose
Partners in Practice	Debbie Barnes Executive Director of Children's Services	Status Report
Early Years and Children's Health Services Model and Commissioning Plan	Charlotte Gray Team Manager Children's Commissioning	Pre-Decision Scrutiny (Decision in September TBC)
Post 16 Strategic Priorities and Area Based Review	Maggie Freeman 14 – 19 Commissioner	Policy Development
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report

9 September 2016		
Item	Contributor	Purpose
Post 16 Strategic Priorities and Area Based Review	Maggie Freeman 14 – 19 Commissioner	Pre-Decision Scrutiny (Executive Councillor decision TBC)
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements – Key Scrutiny Questions for Safeguarding – Questions 5-7	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Theme Performance: Quarter 1	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Inclusive Lincolnshire Strategy – Six Monthly Update	Mary Meredith Service Manager – Inclusion	Update Report
Potential Impact of Forced Academisation and Options for Schools	Heather Sandy Chief Commissioner - Learning	Status Report

21 October 2016		
Item	Contributor	Purpose
Sector Led Model for School Improvement – Update Report	Heather Sandy Chief Commissioner - Learning	Policy Development
Special Guardianships Orders	Janice Spencer Assistant Director – Children's (Safeguarding)	Status Report

21 October 2016		
Item	Contributor	Purpose
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		
Additional Item		
Additional Item		

25 November 2016		
Item	Contributor	Purpose
Theme Performance: Quarter 2	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements – Key Scrutiny Questions for Safeguarding – Questions 8, 9, 13, 14	Janice Spencer Assistant Director – Children's (Safeguarding)	Performance Scrutiny
Partners in Practice Update	Debbie Barnes Executive Director of Children's Services	Update Report
Additional Item		
Additional Item		

Items to be scheduled

Centre for Public Scrutiny's Guide to Scrutinising Children's Safeguarding Arrangements Guide – Key Scrutiny Questions for Safeguarding – Questions 18, 20, 21

Theme Outcomes

The Children and Young People Scrutiny Committee is aligned to the five principles set out in the Children and Young People's Plan 2012-2015:

- 1. Early Intervention and Prevention**
 - Strong universal services, providing early action and intensive support to vulnerable children and young people.
- 2. Safeguarding and Best Start in Life**
 - Ensuring children are safe in every environment.
 - Encouraging community responsibility for safeguarding.

3. Aspiration and Well Being

- Ensuring all those working with children champion the importance of aspiration.
- Develop self-esteem, self-belief and resilience in all children, young people and their families.

4. Learning and Achievement

- All children being the best that they can be.
- Closing the gap between vulnerable groups and children living in disadvantaged communities.

5. Best Use of Resources

- Integrating delivery with a focus on outcomes, life chances and opportunities.
- Effective use of resources to provide better services locally.
- Empower communities, creating opportunities for them to engage.

For more information about the work of this Committee please contact Tracy Johnson, Senior Scrutiny Officer, on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 1 JUNE 2016

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
I011251 New!	Post 16 Transport Support Statement	1 June 2016	Executive Councillor: Adult Care and Health Services, Children's Services	Students/FE providers including schools/other interested parties via online survey, Children and Young People Scrutiny Committee	Report	School Services Manager Tel: 01522 553259 Email: david.robinson@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions
I011256 New!	Review of the Council's Home to School Transport Policy in relation to Discretionary Grammar School Transport - Final Decision	3 June 2016	Executive Councillor: Adult Care and Health Services, Children's Services	Children and Young People Scrutiny Committee	Report	Senior Scrutiny Officer Tel: 01522 552164 Email: tracy.johnson@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions
I010968	Consultation on Future Provision of Speech and Language/ Primary Units	10 June 2016	Executive Councillor: Adult Care and Health Services, Children's Services	Engagement sessions with parents and carers of primary aged children; consultation with the three primary schools who currently host the dedicated SLT units Lincolnshire Community Health Services; Children and Young People Scrutiny Committee	Report	Business Support Manager Tel: 01522 554031 Email: andrew.hancy@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	All Divisions

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