


County Offices
Newland
Lincoln
LN1 1YL

23 November 2017

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 1 December 2017 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
(11 Members of the Council and 4 Added Members)

Councillors R L Foulkes (Chairman), R J Kendrick (Vice-Chairman), M D Boles, Mrs W Bowkett, S R Dodds, M T Fido, Mrs K Cook, C Matthews, A P Maughan, L Wootten and R Wootten

Added Members

Church Representatives: Mr S C Rudman and Reverend P A Johnson

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

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 1 DECEMBER 2017**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting of the Children and Young People Scrutiny Committee held on 20 October 2017	7 - 16
4	Announcements by the Chairman, Executive Councillor for Adult Care, Health and Children's Services and the Executive Director of Children's Services	
5	Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire <i>(To receive a report from Eileen McMorrow, Senior Project Officer Special Educational Needs and Disabilities (SEND) Review, which invites the Committee to consider a report on Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire, which is due to be considered by the Executive on 5 December 2017)</i>	17 - 66
6	Domiciliary Care and Short Breaks Services for Children with Disabilities <i>(To receive a report by Jonas Gibson, Commissioning Manager, which invites the Committee to consider a report on Domiciliary Care and Short Breaks Services for Children with Disabilities which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services between the 15 and 22 December 2017)</i>	67 - 96
7	Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools <i>(To receive a report by Jonas Gibson, Commissioning Manager, which invites the Committee to consider a report on Alternative Education for Key Stage 4 Pupils Permanently Excluded from Schools, which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services between 5 and 12 December 2017)</i>	97 - 120

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| 8 | <p>National Funding Formula for Mainstream Schools'
 <i>(To receive a report from Mark Popplewell, Head of Finance, Children's Services, which asks for the Committees views on the Local Authority's funding formula proposals for 2018/19 and advises of the direction of travel following the government's implementation of a national funding formula for schools in 2018/19 and 2019/20, which will be considered by the Executive Councillor for Adult Care, Health and Children's Services on 10 January 2018)</i></p> | To Follow |
| 9 | <p>0 - 19 Health Services
 <i>(To receive a report from Sally Savage, Chief Commissioning Officer – Children's, which provides the Committee with an update on the progress made by the Council to deliver 0 – 19 health services to children and young people following the decision made by the Executive in November 2016 to insource these services)</i></p> | 121 - 132 |
| 10 | <p>Lincolnshire Music Service - Update
 <i>(To receive a joint report from John O'Connor, Children's Services Manager, Education Support and Jennifer McKie, Senior Music Adviser, Lincolnshire Music Service, which updates the Committee on the history and future of the music service following a decision taken by the Council in December 2016 to continue to operate a music service on a fully traded basis)</i></p> | 133 - 146 |
| 11 | <p>Performance - Quarter 2 2017/18
 <i>(To receive a report from Sally Savage, Chief Commissioning Officer – Children's Services, which provides key performance information for Quarter 2 2017/18 relevant to the work of the Children and Young People Scrutiny Committee. Please note that Appendix D to this report contains exempt information under Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, and discussion of this information could result in the exclusion of the press and public)</i></p> | 147 - 180 |
| 12 | <p>Children and Young People Scrutiny Committee Work Programme
 <i>(To receive a report from Simon Evans, Health Scrutiny Officer, which enables the Children and Young People Scrutiny Committee to consider its work programme for the coming year)</i></p> | 181 - 190 |

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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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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
20 OCTOBER 2017**

PRESENT: COUNCILLOR R L FOULKES (CHAIRMAN)

Councillors R J Kendrick (Vice-Chairman), M D Boles, Mrs K Cook, Mrs W Bowkett, S R Dodds, M T Fido, C Matthews, A P Maughan, L Wooten and R Wooten.

Added Members

Church Representative: Mr S C Rudman.

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

Officers in attendance:-

Debbie Barnes (Executive Director, Children's Services), Katrina Cope (Senior Democratic Services Officer), Simon Evans (Health Scrutiny Officer), Andrew Hancy (Business Support Manager) and Martin Smith (Children's Services Manager, School Standards).

26 DECLARATIONS OF MEMBERS' INTERESTS

There was no declaration of members' interest made at this stage of the meeting.

27 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Reverend S Evans (Church Representative) and Dr E van der Zee (Parent Governor Representative).

**28 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE HELD ON 8 SEPTEMBER 2017**

RESOLVED

That the minutes of the Children and Young People Scrutiny Committee meeting held on 8 September 2017, be confirmed and signed by the Chairman as a correct record, subject to two typographical errors on page 5 being amended (second bullet point, start of the fifth sentence, addition of an 's' to the word Officer and removal of the word 'to' from the sixth sentence).

29 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR ADULT CARE, HEALTH AND CHILDREN'S SERVICES AND THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

The Executive Councillor for Adult Care, Health and Children's Services advised the Committee of an article on the Young Inspectors, which had featured in the October's edition of 'Children & Young People Now'. It was agreed that a copy of the article would be circulated to all members of the Committee after the meeting.

The Committee was also advised that the 0-19 Health Service, comprising of Health Visitors and Schools Nurses had joined the council on the 1 October 2017; and the staff were settling in well.

It was also reported that the Sector-Led service had managed to secure £0.5m to invest in supporting schools to help with their teaching of English and Writing. It was hoped that the sector would be able to do the same with Maths, to help those schools that required assistance.

30 SECTOR-LED SCHOOL IMPROVEMENT MODEL

The Committee received a presentation from Martin Smith, Children's Services Manager School Standards, which provided the Committee with an explanation of the sector-led model for school improvement; and also provided an update on the progress made in implementing the model.

The presentation made reference to the background behind the Sector-Led approach in Lincolnshire. It was highlighted that the local authority was now one of a range of partners who together were supporting school improvement. The partners included teaching schools, the Lincolnshire Learning Partnership (LLP), the Diocese of Lincoln, school clusters, Multi-Academy Trusts; and individual schools and academies.

It was noted that the picture nationally was that local authorities who were coping best were finding new ways of maintaining dialogue with schools; thinking about functions that brought in key partners at middle tier level; developing governance mechanisms and processes that covered their whole area; and understanding the new role of the local authority to achieve local connectivity.

The Committee was advised of the composition and role of the Local Authority (LA) and the Lincolnshire Learning Partnership. Reference was also made to the commitment of the Lincolnshire Learning Partnership Board to ensure that no school was more important than an individual child's needs; and to the commitment expected from schools in contributing to support each other to improve and share knowledge to ensure that no school failed. The Committee was advised that currently 340 schools had signed up to being part of the LLP; and further information was provided to the positive impact of the LLP to date.

A short video was provided to the Committee concerning the work of the Teaching Schools Alliance; and the Mobilise Choice System.

In conclusion, the Committee was advised that for 2017/18; further clarity would be developed around the function of the LLP Board, and its governance and role within the emerging system to ensure that relationships were explored further between the Lincolnshire Teaching School Together, the Lincolnshire Learning Partnership and the Council to ensure transparency of roles moving forward.

Following a question raised by a member in relation to the role of the Regional Schools Commissioner (RSC) with regard to private schools, the Committee was advised that the RSC had no role in private schools but had a role with state funded schools. The Committee was advised further that the role of the RSC was to act on behalf of the Secretary of State for Education and act as a middle tier between academies and free schools. Some of the RSCs responsibilities included: taking action where academies and free schools were underperforming; deciding on applications from local authority maintained schools to convert to academy status; and improving underperforming maintained schools by providing them with support from an Academy sponsor. It was also highlighted that the RSC had no direct relationship with Ofsted.

During discussion, the Committee raised the following points:-

- One member felt that it was important to ensure that the service was equipped to meet changing demands. Officers reassured that this had already been discussed at Head Teacher briefings; and with the sector led model, schools were now able to influence the agenda to cope with change;
- One member highlighted that it would be useful for the Committee to have further information on the peer reviews. Officers advised that the peer reviews had been well received; and that it was apparent that the development of middle leadership in schools was an area to be developed further;
- A concern was raised as to whether any more could be done to reduce the number of exclusions. Officers advised that steps were already being taken with regard to this matter, with particular reference being made to closer working with some secondary schools. Overall, the direction of travel was positive;
- A question was asked as to whether schools had confidence in commissioning with regard to the sports premium. Officers reassured that what was delivered locally met the required needs. Confirmation was given that the market met the need for the sports premium;
- One member highlighted that the Roman Catholic Diocese of Nottingham were taking an active role in the partnership. Officers agreed that the information provided needed amending to reflect this participation;
- A member enquired as to what was a teaching school. Officers advised the Committee that a teaching school was a school which had been designated by the Department for Education as a strong school with capacity and expertise to support others. Other schools then joined the teaching school to give and receive support from other schools. It was noted that schools were responsible for their own improvement and that schools brought training and professional development from other schools;

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- Some concern was raised with regard to the loss of highly trained and skilled young people out of Lincolnshire. The Committee noted that the economic concern for this issue was the responsibility of Greater Lincolnshire Local Enterprise Partnership. It was highlighted that a lot of work was being undertaken with regard to apprenticeships. It was further highlighted that some Councillors were going to be visiting schools to share their experiences. Some reference was also made to the Apprenticeship Levy and its impact on employers;
- Some members extended their support to the emerging model, but a question was asked as to whether as a result of Academisation, had Lincolnshire currently got the right educational offer for young people in the right place, as in some areas, it would appear that educational provision was lacking. The Committee was advised that the local authority could no longer open up new educational provision as all new schools needed to be Free Schools/Academies. It was also noted that small secondary schools could sometimes find it challenging to provide a full secondary school curriculum with challenges in staff recruitment. Clarification was given that it was up to academies or new educational providers, working with the Community to apply for Free Schools in their area, not the local authority. An explanation of the process of Academisation was briefly explained to the Committee. One member expressed concern regarding a local school; and the committee suggested that the member should speak to the church representative outside of the meeting;
- A question was asked as to whether sport was offered in all schools. Officers clarified that the LA did not gather this level of data; the LA considered a school's performance based on its results and other national datasets. The Committee was advised that the LA only had access to data that was publicly available for Academies; and
- A request was also made for some Signs of Safety Analysis to be presented to the Committee.

RESOLVED

That the presentation on the Sector-Led School Improvement Model be received.

31 CORPORATE PARENTING SUB-GROUP UPDATE

The Committee received a verbal update from Councillor D Brailsford, Chairman of the Corporate Parenting Sub-Group, which provided an update on the work undertaken by the Sub-Group since the previous meeting on 6 July 2017.

Appendix A to the report provided the Committee with a copy of the draft minutes from the last meeting of the Sub-Group held on 21 September 2017 for information.

The Committee was advised that at the meeting on 21 September 2017, the Sub-Group had received further training on a number of areas, which included:-

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- Residential Services in Lincolnshire – This item provided the Sub-Group with an overview of residential provision for Looked After Children in Lincolnshire;
- Role of Visiting Members – The Sub-Group had received an overview of the role of elected members in children's safeguarding including the Lead Member and the Visiting Members who conducted visits to the seven residential homes;
- Independent Visiting Service – The Sub-Group had received an overview of the children's homes regulations; and the Regulation 44 reports which were completed following visits to children's homes by the Independent Visiting Service; and
- Barnardo's Leaving Care Service – This item had provided the Sub-Group with a summary of the Leaving Care Service in Lincolnshire, which was provided by Barnardo's.

The Committee was advised that the next meeting of the Corporate Parenting Sub-Group was due to meet on 7 December 2017, when it would be receiving in-depth training on Legal Services care proceedings; and private fostering. The Sub-Group would also be considering the revised Looked After Children Placement Sufficient Strategy.

During a short discussion, members of the Committee raised the following issues:-

- One member enquired whether visiting members could have a breakdown of the children as some of the children's issues were very complex. The Committee noted that this information had been made available previously to visiting members. Officers agreed to raise the matter with the Assistant Director Children's, Safeguarding;
- One member advised that page 39 had made reference to the Showmen's Guild of Great Britain, rather than the Showmen's Guild, (East Midlands); and
- The timescales for leaving care – Officers advised the Committee that the local authority had responsibility for young people in care up to the age of 21 (25 years old if they were in education or training). It was noted that the Government was currently consulting on extending this support to the age of 25 years. It was highlighted that there were some care leavers who were able to live independently, but were unable to find suitable accommodation in some parts of the county in multi-occupancy homes. It was agreed that this needed to be discussed with district councils. It was highlighted further that new legislation might place additional statutory duties on district councils and Officers agreed to share the consultation with district councils.

One member advised that dual hatted members could also assist in this matter by speaking to their respective district councils asking them to exempt care leavers from council tax.

RESOLVED

That the work of the Corporate Parenting Sub-Group be supported and that the draft minutes from the Corporate Parenting Sub-Group held on 21 September 2017 be received.

**32 PROPOSED CHANGES TO ENHANCED RESOURCE PROVISION UNITS
SUPPORTING CHILDREN WITH HEARING IMPAIRMENTS**

Consideration was given to a report from Andrew Hancy, County Manager Business Support, which provided feedback on the public consultation which proposed alternative options on the future provision of Enhanced Resource Provision (ERP) units supporting children with significant hearing impairments across Lincolnshire.

It was reported that in June 2017 a review of the Enhanced Resource Provision (ERP) units had taken place to ensure that children with a hearing impairment were being provided with the highest quality support in schools, and that they were receiving support when they needed it, from a school as close to their home as possible. The Committee noted that the review had evidenced that the number of children accessing support through an ERP had reduced significantly over recent years; and that the units were currently underutilised. It was highlighted that the review had concluded that many parents and carers preferred to have their children attending local schools as they had confidence that the needs of their children were being met. Further feedback indicated that parents and carers preferred not to have their child travelling excessive distances to a dedicated ERP unit; and that they preferred their child going to a local school with family members and their friends.

The Committee noted that as well as the ERP units, the council employed a Lincolnshire Sensory Education Support Team (SEST), which was staffed by specialist qualified teachers who provided learning support to children with sensory impairments. It was noted that SEST currently supported 545 children across Lincolnshire with a sensory impairment from birth to school leaving age. It was noted further that 98% of these children were supported within their local mainstream schools with outreach support being provided from SEST.

It was reported that depending on the level of the child's need they were likely to have an Education, Health and Care Plan in place, which provided any additional support or resources required to meet their needs within a mainstream school setting or specialist setting.

The Committee was advised that at present there were four schools (two primary and two secondary) across Lincolnshire who had a ERP unit providing targeted support to nine children with significant hearing impairments. It was highlighted that specialist teaching at the units was provided by SEST. The Committee noted that those children who were educated in schools with an ERP, the majority of their time was spent being supported in main stream classes with their peer group. Then dependent of the level of support required the children would then spend time in the ERP unit receiving targeted teaching and being supported by Teaching/Learning Assistants.

In conclusion, as a result of the feedback received a number of alternative models for service provision had emerged, the four options were summarised at the bottom of page 18, with further details of each of the options being shown in the consultation

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document at Appendix A 'Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments, Have your Say'. The Committee noted that the consultation had commenced on 18 October 2017 and was due to close on 29 November 2017. The Committee was advised that the proposals were not about reducing the level of provision from SEST, the intention was to enhance it by providing targeted support where and when it was needed.

The Committee was advised that a further report would be presented to the Children and Young People Scrutiny Committee at its 19 January 2018 meeting.

During discussion, the Committee raised the following issues:-

- One member enquired if Option 4 (Decommission the ERP Units and support children in mainstream school setting) was adopted, who would fund it? Officers advised that it was the local authority's responsibility. A further point raised was whether option 4 removed parental choice, particularly in cases where children had a hearing impairment, as well as other complex needs;
- The cost of the classroom – Officers confirmed that the exercise was not a cost reduction exercise. The main driver was to ensure that the service provided was meeting the needs of the service users. Officers clarified that there was not a separate unit in the physical sense. The definition of a unit in this particular instance was; children in a mainstream classroom environment that would spend an allotted period of time, (dependent on the level on need) with a Specialist Teacher or Support Teaching Assistant in a separate area;
- One member felt that Option 3 (No further placement of children into the ERPs – all new placements into local mainstream school) should enable the child currently at the units to continue to access education in that school;
- Some members felt that a further option should be to maintain provision at Ruskington Primary School and Thomas Cowley High School;
- It was further suggested that there should be a fifth option that provision at Ruskington Primary School should be maintained (as this school had the highest number of pupils – six in total). Officers advised that the primary school was supportive of the proposals. It was further noted that the schools who had been spoken to had indicated that they preferred having children in a mainstream environment, with the children attending their local school in their local community. A further suggestion was made to having the option of one ERP at Ruskington as a variance to Option 2 – Reduce the number of ERP units from 4 to 2 across Lincolnshire. One member enquired as to whether the children in mainstream would be subject to bullying. Officers reassured the Committee that children were currently in mainstream classes mixing with their friends and colleagues; and were also socialising at break times; the only time the children were separated was when they were having one to one time with their Specialist Teacher/Teaching Assistant;
- One member expressed concern at the lack of modern research comparing mainstream education to individual units. It was highlighted that some schools were equipped to deal with children for example with the provision of hearing loops; and staff being trained to deal with communicating with children with hearing impairments. Some members of the Committee highlighted their personal experiences relating to the provision of equipment in schools

available to children with hearing impairments to help them in a mainstream environment;

- Clarification was given that the SEST provided support to children with sensory impairment, which included hearing, visual and multiple sensory impairment. The Committee noted that Thomas Cowley did employ their own specialist teacher. Officers advised that the proposals were in line with the national direction of travel;
- The use of Google URL shortening service for any website addresses to help feedback on line; and
- The Committee agreed that when the report was presented to the January 2018 meeting an Appendix should be included to say what the impact was for the children currently in ERP.

RESOLVED

1. That the report presented be received.
2. That the feedback on the options as detailed above be considered by officers.
3. That the report presented to the 19 January 2018 Children and Young People Scrutiny meeting should contain information relating to the impact of the proposals on the children currently in Enhanced Resource Provision units.

33 LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP UPDATE

The Committee received a short update from Councillor S R Dodds, Chairman of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group concerning in particular the Sub-Group's consideration of child safeguarding matters.

Appendix A to the report provided the Committee with a copy of the draft minutes from the last meeting of the Sub-Group held on 26 September for Committee's information.

The Committee was advised that the Sub-Group had received training on the Lincolnshire Safeguarding Board (LSCB), which had highlighted the multi-agency membership of the Board, its role and key functions. It was highlighted that the national and local objectives for the period 2016-2018 included four local objectives around sexual exploitation, emotional wellbeing, healthy relationships; and reducing risk taking behaviours.

It was reported that the next meeting of the Sub-Group would be held on 15 January 2018.

RESOLVED

That the work of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group be supported and that the draft minutes from the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 26 September 2017 be received.

34 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

The Committee gave consideration to a report from Tracy Johnson, Senior Scrutiny Officer, which enabled the Committee to consider and comment on the content of its work programme as detailed at Appendix A.

Simon Evans, Health Scrutiny Officer presented the report and advised that there was nothing further to add, other than the potential item suggested earlier in the agenda relating an item on the protocol with the Regional Schools Commissioner.

RESOLVED

That the work programme as detailed at Appendix A to the report presented be received, subject to the addition of an item relating to a protocol with the Regional Schools Commissioner being added to a future agenda.

The meeting closed at 12.50 pm

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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:	1 December 2017
Subject:	Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire

Summary:

This item invites the Children and Young People Scrutiny Committee to consider a report entitled *Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire* which is due to be considered by the Executive on 5 December 2017. The views of the Scrutiny Committee will be reported to the Executive, as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report (Appendix 1) and to determine whether the Committee supports the recommendations to the Executive set out in the report.
- (2) To agree any additional comments to be passed to the Executive in relation to the report.

1. Background

The Executive is due to consider a report entitled *Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire* on 5 December 2017. The full report to the Executive 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 recommendations 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

The Children and Young People Scrutiny Committee is being consulted on a proposed decision by the Executive Councillor for Adult Care, Health and Children's Services on *Domiciliary Care and Short Breaks Services for Children with Disabilities*.

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report to Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (15 December – 22 December 2017) on Domiciliary Care and Short Breaks Services for Children with Disabilities

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 Eileen McMorrow, who can be contacted on 01522 550988 or Eileen.McMorrow@lincolnshire.gov.uk .

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

Report to:	Executive
Date:	05 December 2017
Subject:	Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire
Decision Reference:	I014741
Key decision?	Yes

Summary:

Attached to this covering report, is the strategy: "Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire". The strategy seeks to outline outcomes from a collaborative review of the strategic direction of provision for pupils with SEND. The development of the strategy is in keeping with the Department for Education: High Needs Strategic Review announced in March 2017.

Proposals are identified within the report and will be subject to wider consultation with parents, pupils, academy trusts, schools (mainstream and special) and the range of providers engaged in providing for the health and education of pupils with SEND in Lincolnshire schools.

The Executive is asked to approve the attached strategy for the purpose of consultation and to approve engagement in public consultation with children and young people, parents/carers, schools and academy trusts, support groups, independent providers, health and social care partners, Regional Schools Commissioner, Elected Members and all interested parties.

This will enable feedback, comments and suggestions from those most closely associated and affected by proposed changes to further inform the final strategy.

Recommendation(s):

That the Executive:-

- 1) Approve the strategic vision of SEND provision as outlined in the Building Communities of Specialist Provision Strategy document at Appendix 1 for the purposes of consultation.

2) Approve engagement in public consultation on the strategy in order to collect feedback, comments and suggestions from those most closely associated and affected by the proposed changes.

3) Delegate to the Executive Councillor for Adult Care, Health and Children's Services authority to approve the final adoption of the strategy and to take all decisions necessary to give effect to any changes to maintained special school provision made necessary by the strategy.

Alternatives Considered:

1. Not to change the nature of specialist provision.

The Building Communities of Specialist Provision Strategy has been developed in response to the requirements of the DfE High Needs Strategic Review, in order to enhance the provision of special school places to meet the growing demand. This requires Local Authorities to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all pupils with SEND.

As this strategy has been developed in line with DfE requirements, not to adopt it would mean the County Council is not compliant with those requirements.

Reasons for Recommendation:

Approval for the strategy is sought so a local integrated system of specialist provision which meets the education, health and care needs of pupils with SEND can be implemented.

The strategy will:

- Ensure that pupils and families are at the heart of all SEND provision.
- Develop current Lincolnshire special schools so they have the provision and resources to meet All Needs, which enables pupils to be educated in the right setting, as close as possible to where they live.
- Enhance Lincolnshire special schools so they can provide equity of provision to all pupils regardless of where they live.
- Through investment, ensure sufficiency of places in special school settings for all pupils who require this provision (as identified in their Education, Health and Care Plan) to attend ideally their nearest school, or one in their locality.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated in the county,

specifically pupils with Autism Spectrum Disorder (ASD) and Challenging Behaviour.

- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in their local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of SEND pupils in mainstream and support pupil transition within a fluid and flexible system.

1. Background

Local

Lincolnshire has 20 special schools for pupils with SEND, a mixed economy of Multi-Academy Trusts and LA Maintained schools. There are four Social, Emotional and Mental Health special schools (SEMH schools - one primary and three secondary) and two LA Maintained hospital schools. Almost all special schools are delivering Good or Outstanding education according to current Ofsted ratings (one school is rated as Requires Improvement).

Research commissioned by Lincolnshire County Council (LCC) conducted by the ISOS Partnership (2015/16), identified the need to "reshape" SEND provision to meet the needs of the increasing population of pupils requiring placement in special school settings. It also highlighted the need for more collaborative working between special and mainstream schools and lends its support for an "All Needs" approach to SEND. (ISOS Partnership, 2015)

Further research by ISOS examined parental views of SEND services, in particular the experience of parents of pupils educated in Out of County/Independent Non-Maintained Schools (referred to as OOC). Responses were varied but parents generally viewed out of county placement as a last resort and as a result of continuous system failings for their child.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review current provision and devise a new strategy to reshape the special school system in Lincolnshire.

Since the introduction of the SEND Code of Practice in 2014, and following national trends, Lincolnshire has seen a significant increase in the number of pupils identified with SEND, with increasing numbers seeking a place at a special school.

This high demand for special school places means that, based on school premises size, many Lincolnshire special schools have significant capacity pressures. Along with capacity challenges, the current education system has special schools operating within clearly defined designations. This means that pupils are taught in special schools which can only meet the needs of their specific designation e.g. autism specific or physical disability/profound and multiple learning difficulty specific. As a consequence many pupils have to travel for significantly long periods

and distances in order to access special school place where their needs can be met and there is capacity.

Leaders in education in Lincolnshire have identified that the existing provision is experiencing considerable pressures and questions around sustainability and premises suitability have been raised. These pressures are examined in detail within the strategy including the unacceptable distances travelled by pupils to school and excessive demand on special school places making the current system unsustainable.

National

Since 2010, there has been a gradual increase in the number of pupils attending state-funded special schools. In 2010, 38.2% of pupils with statements were educated in special schools: by 2016 this had increased to 42.9% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC plans attending independent schools has also increased between 2010 and 2016, from 4.2% to 5.7%. (Special educational needs: an analysis and summary of data sources. DfE May 2017)

Nationally, the numbers of pupils who are identified as having SEND are continuing to significantly increase and needs are becoming more complex. Pupils are being identified as having several different physical, health, social, emotional and educational needs which require a coordinated approach of support and care involving a range of different expertise and services. Access to specialist support and the location of these services are likely to be under pressure as needs and demands increase. It is therefore timely and essential to review arrangements of provision and access to pupils, which will result in redesigning the system of provision for pupils with SEND, to better meet those needs now and to be flexible and responsive enough to deal with future requirements.

Whilst local and national data indicates that there is a need for increasing the number of school places to support pupils with SEND, we must also consider how mainstream schools can be made more accessible so that the right support and access to additional services can be achieved. This will meet the DfE High Needs Strategic Review requirements of collective responsibility and joint accountability; as well as help achieve greater access to a wider curriculum for pupils with SEND. This will contribute to the objective of preparing more pupils for employment and independent living.

In Spring 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of out of county/long distance placements for children and young people with SEND. It identified the need for a more strategic approach to developing system-wide change, which must be affected through collaboration and a common moral purpose. This report further supports the need to review existing special school provision due to national and local demands.

"The key to success however lies in the strategic leadership of the school system as solutions are more likely to emerge through a coherent approach when all partners are working to a common vision."

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In March 2017, the Department for Education announced the High Needs Strategic Review, which requires local authorities, alongside schools, to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all young people.

"Supporting local authorities to create sufficient good school places for all pupils, including those with special educational needs and disabilities (SEND), is a high priority for the Government. Local authorities have important specific responsibilities for children and young people with SEND."

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of the review is one of close collaboration between all schools and providers in producing a strategic plan which delivers sustainable, good quality provision to meet current and future needs, and reflects what parents and pupils want. It is expected that LA's will work with maintained schools, academies, free schools and others to agree how SEND education should be met across their area, including considering the best ways of supporting mainstream schools to meet these needs.

In response to the identified local challenges and national directives, education leaders in Lincolnshire have recognised the need to work more collaboratively to address the main issues impacting on special school provision.

In order to address the Local and National context issues and accordance with the DfE High Needs Strategic Review the Building Communities of Specialist Provision Strategy has been co-produced. This is available in Appendix A.

The Building Communities of Specialist Provision Strategy will enable Lincolnshire pupils with SEND to access an integrated and collaborative all needs education system which provides excellent education, health care and support interventions.

It will:

"Establish an integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live."

The strategic vision of this integrated school system will provide the foundations for:

"Provision without boundaries: where children feel they belong, are respected, hopeful and optimistic about their future."

The strategy seeks to create an integrated education, health and care provision which will:

- a. Provide a local education system in which parents can have confidence that their child's education, health and care needs can be met.
- b. Ensure a sufficient supply of special school places for pupils with SEND.
- c. Provide local community special schools, which can meet the needs of all pupils in their community, by removing the current barriers to access, particularly where schools can only meet the needs of pupils with specific designations of disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school in their locality.
- e. Develop a system which enables pupils with SEND to access a greater range of mainstream curriculum and experiences.
- f. Increase opportunities for pupils with SEND to transition to a mainstream setting, if this is identified as most appropriate and beneficial.
- g. Support pupils to access education close to their family and their community thus reducing the number of pupils being educated in Out of County placements/Independent Non-Maintained special schools.
- h. Recognise the very specific needs of some pupils with hearing impairments, where parental preference identifies the importance of belonging within a British Sign Language community and support pupils to access these arrangements, where agreed through the SEND process.
- i. Create and enhance relationships between special and mainstream schools so pupils with SEND can remain in mainstream schooling.
- j. Clarify and enhance health interventions across special schools, so all schools can meet the health and therapeutic needs of the pupils in their communities.
- k. Improve opportunities for special and mainstream teaching staff to share best practice, skills and knowledge.

This strategy proposes to make significant changes to the existing specialist education provision, creating an integrated system where pupils attend their nearest school, confident their educational and health needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught by teaching staff who are skilled in the learning profiles of all pupils with SEND. Where pupils can develop friendship bonds with their classmates which can extend beyond the school boundaries as they are educated in their local communities and where they can learn in a flexible, integrated system which supports transition.

As the strategy requires changes to be made to existing provision it will trigger the statutory provisions and guidance which apply to changes to maintained schools. This recommends a period of pre-consultation engagement and requires a minimum 4 week period of statutory consultation.

As the strategy is so central to the proposals it is intended to carry out a fuller pre-consultation engagement that takes in the Strategy as well as the specific changes which would be proposed for individual schools. This will allow the Council to consider feedback on the Strategy as part of the process of making any changes and the consultation approach has been designed to reflect these two elements of the engagement.

In addition to the Council's own schools, the Council's own processes for effecting change will need to be closely co-ordinated with the separate and different process that Academy schools must follow to affect the kinds of changes being proposed. Close liaison between the County Council and Academy schools has been carried out and will be maintained to ensure co-ordination of timetables and decision-making.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, 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 Act
- * 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.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation

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 section 149 may involve treating some persons more favourably than others

The 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

The primary equality consideration for the strategy is the protected characteristic of people with disabilities, as it proposes to significantly alter the educational experience of pupils with SEND. In producing the strategy, the needs of pupils with SEND and their families have been central to its development, with the primary aim of reducing the negative impact of excessive travel time to school which their mainstream peers do not experience. In order to ensure pupils with SEND and their families perspectives are considered throughout the strategy, Lincolnshire Parent Carer Forum have been involved in its coproduction and will be leading independent events within the consultation process.

The strategy proposes to abolish disability segregation by reshaping the special school system to remove designations from the entry criteria, enabling pupils to attend their local school which will meet all type of need and disability. By investing in schools to ensure they have the resources to meet all needs, resulting in a positive impact on pupils with SEND. Less than 2% of mainstream school pupils in Lincolnshire travel more than 10 miles to school compared to over 35% of special school pupils. Pupils with SEND have longer journeys, taking more time and involving more stress, than their mainstream counterparts and the strategy aims to address this disadvantage.

Consideration has been given to the small cohort of pupils with hearing impairment who are assessed via the EHCP process as requiring education in a specialist school for the deaf. The number of pupil's who require access to a school which uses British Sign Language as a first language, is so significantly low that it would not be viable to provide this type of specialist school in county. However, every pupil who is identified as requiring this type of education is supported, via the EHCP process, to access specialist provision.

By removing the barriers of designation from special schools, the strategy will also seek to reduce separation in schools and offer pupils with SEND more opportunity for integration and inclusion.

The proposed mechanisms within the strategy which will address the need for greater collaboration between mainstream and special school i.e. special school satellites, will offer greater inclusion and enable pupils with SEND to access more mainstream opportunities. These may include access to the mainstream curriculum, social activities and extended day; affording pupils with SEND the same opportunities and experiences as their mainstream peers. This strategy also encourages pupils with SEND to foster good relationships with their mainstream

peers by providing greater opportunity to associate.

Age has been considered within the strategy as the proposed model requires some minor changes to the age ranges of two schools. The age change for these schools will form part of the consultation process and will consider in detail the impact of this proposal. LCC are committed to ensuring that the schools affected are provided with additional resources to meet the needs of the new cohort of pupils joining the school.

Age and disability has been considered as a protected characteristic with regards to pupils with SEND and their experience of transition. By removing the need to transition between schools at key points in their education, the strategy recognises that pupils with SEND have different needs than their mainstream peers when it comes to transition.

All other protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of proposals within the strategy.

A full Equality Impact Assessment is currently being developed as part of the Building Communities of Specialist Provision Strategy and will be further developed throughout the consultation process to ensure parental and pupil feedback is incorporated in the document. The EIA will be submitted for consideration as part of the final proposal in relation to the strategy following consultation.

Joint Strategic Needs Analysis (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision

Lincolnshire's Joint Strategic Needs Assessment for children and young people aged 0 – 25, with SEND, illustrates a growing trend in complexity of need both nationally and locally. Nationally there has been a 12% increase, since 2014, in the numbers of young people with an Education, Health and Care (EHC) Plan. Lincolnshire follows the same trend with 2.9% of school aged pupils having an EHC Plan.

In England in 2010, 38% of pupils with a Statement of SEN attended maintained Special Schools. By 2017 this figure has risen to almost 43% of young people with an EHC Plan attending special schools. In Lincolnshire almost 45% of school aged pupils with an EHC Plan attend a maintained or academy special school with a further 5% attending an Independent Non-maintained Specialist Provision. 36% of children with an EHC Plan attend mainstream schools with the remainder in Post 16 or Early Years settings. There is a growing pressure on special school places as a result of this increase in the requirement for specialist provision.

The most common type of primary need for children with an EHC Plan is Autism Spectrum Disorder (ASD). There is a slight rise from last year to almost 26% of young people in England with this condition identified as their primary need. In Lincolnshire, the number of children with an EHC Plan that have ASD identified as their primary need is 22.4%, a 0.4% increase since 2016. ASD is often associated

with high levels of anxiety or challenging behaviour which makes it difficult for mainstream schools to manage the needs of these pupils. 70% of young people in out of county placements have ASD or Social, Emotional and Mental Health identified as their primary need. The difficulties associated with ASD are highlighted in the JSNA Autism report.

The significant pressures in SEND provision, evident in the JSNA, provide the drivers for this strategic change.

Consideration has been given to the JHWS and the aim of the strategy is to improve the wellbeing of children with SEND.

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 adoption of the Building Communities of Specialist Provision Strategy does not relate to the reduction of crime and disorder in local communities.

3. Conclusion

In conclusion, the Building Communities of Specialist Provision Strategy proposes to develop an integrated system of special education for pupils with SEND, which will meet their education and healthcare needs, as close as possible to home. Through significant capital investment, special schools would be enhanced to meet the needs of pupils with all needs and designations of disability (with exceptions identified in the strategy) and to create increased capacity to meet the growing demand. Schools will require investment to ensure they have the appropriate resources to meet all needs and that staff are sufficiently skilled to meet pupil need.

The proposed model has been agreed with all special school Head Teachers and the Lincolnshire Parent Carer Forum and fully meets the strategic vision for SEND provision. However, without full and open consultation we cannot fully appreciate the impact this Strategy will have on pupils with SEND and their families.

This strategy is being presented for approval to engage in public consultation. If this is agreed, engagement and public consultation will be carried out in such a way as to co-ordinate consultation on the strategy with the statutory consultation requirements falling on the Council in relation to specific proposals for changes to individual schools.

The results of the consultation will be presented to Children's and Young Peoples Scrutiny Committee and the Executive (or the Executive Councillor) in seeking a decision whether to proceed with the strategy and the school changes that it would entail.

4. Legal Comments:

The Council has the power to adopt the recommendation in the Report. The relevant considerations including as to Equality Act duties are set out in the Report.

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

5. Resource Comments:

The recommendation in the report to adopt the strategic vision for SEND provision as outlined in the Building Communities of Specialist Provision Strategy document is predicated on developing localised special education opportunities for children and their families in Lincolnshire and capacity to meet need. Having a local offer that fulfils this, whilst having strong links between mainstream and special providers will help to achieve the best possible outcome for children and young people with SEND, and ensure value for money (in terms of placement and transportation costs) is being achieved by the Local Authority due to expertise being retained locally delivered through effective size operations. The government has provided revenue and capital funding to support Local Authorities to make capital investment in provision for pupils with SEND, which with earmarked capital funding within the Council's capital grants will enable the strategy to be fulfilled.

It is anticipated that this strategy will require revenue funding to support the implementation of this strategy, such as training, start-up costs, transitional support etc. The Schools Forum supported the Local Authority proposal to earmark revenue funding of up to £2m from the Dedicated Schools Grant underspend for this project whilst funding remains available. The proposed amount is purely indicative, and earmarking this funding is of sound financial planning. Ongoing revenue funding for high needs provision will continue to be funded through the high needs block of the Dedicated Schools Grant.

6. Consultation

a) Has Local Member Been Consulted?

Yes.

b) Has Executive Councillor Been Consulted?

Yes.

c) Scrutiny Comments

This decision is to be considered at Children's and Young Peoples Scrutiny Committee on 1st December 2017. The comments of the Committee will be reported to the Executive.

d) Have Risks and Impact Analysis been carried out?

See e) below.

e) Risks and Impact Analysis

The risk and impact analysis insofar as it can be determined at this stage is set out in the Report. The analysis will continue to be developed throughout the consultation process in response to feedback to ensure all interested parties have the opportunity to be considered.

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire

8. Background Papers

Document title	Where the document can be viewed
DfE High Needs Strategic Review	SEND Project Office.
ISOS Partnership - SEND Review: Gathering feedback from parents and carers	SEND Project Office.
ISOS Partnership – Assessment of the sufficiency of specialist provision for children with SEND in Lincolnshire	SEND Project Office.
Reducing distant SEND placements; Increasing regional sufficiency	SEND Project Office.
DfE Guidance - Making Significant Changes to an Open Academy	SEND Project Office.
DfE Guidance - Making Prescribed Alterations to LA Maintained Schools	SEND Project Office

This report was written by Eileen McMorrow, who can be contacted on 01522 550988 or Eileen.McMorrow@lincolnshire.gov.uk .

**Building Communities of Specialist Provision:
A Collaborative Strategy for Children and
Young People with Special Educational Needs
and Disabilities (SEND) in Lincolnshire**

Forward by Councillor Mrs Patricia Bradwell

I am delighted to share our ambitions to improve the availability of local services for children and young people with a special educational needs and those with a disability.

I believe that all children have the right to access education as near to their local community as possible and am fully committed to working with our schools and with parents to help realise this ambition. All Lincolnshire schools strive to offer the right level of support to children and young people, but when mainstream schools can no longer meet the complex needs of some of our children, we all want them to be able to access high quality education which helps them to achieve their potential, as near to their local community and family as possible. This strategy, supported through significant investment, will help us to achieve this.

It outlines the proposed strategic direction of SEND provisions for Lincolnshire, not only focusing on education but also placing the health and care needs of pupils at the heart of the strategy. We recognise that this will require some significant changes to existing provision, but be assured that we have worked in collaboration with all Special School Head Teachers/Executive Head Teachers and the Lincolnshire Parent Carer Forum to ensure that the changes will benefit families in Lincolnshire.

The strategy acknowledges the potential impact to individual pupils and families and describes how risks will be managed whilst keeping children and families' needs at the heart of any proposals for change. Whilst much of the strategy focuses on the role of special schools, it is also important to consider the role of mainstream schools in enhancing the educational opportunities of pupils with SEND in their settings and for those who may benefit from access to a more challenging curriculum but require the support of a specialist setting. All our schools in Lincolnshire are committed to doing their best to support pupils who have enhanced learning needs.

I am pleased to confirm that the Council have committed significant investment which will enable change and the capital outlay required to implement the proposed model. It is important that families have confidence that our special schools will be equipped to meet the wide ranging and complex needs of some of our children. They are Lincolnshire children and they deserve the right education, in the right place with the right facilities and the right staff to help them to realise their potential.

Strategic Vision of SEND Provision

The Building Communities of Specialist Provision Strategy will enable Lincolnshire pupils with SEND to access an integrated and collaborative all needs education system which provides excellent education, health care and support interventions.

It will:

"Establish an integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live."

The strategic vision of this integrated school system will provide the foundations for:

"Provision without boundaries: where children feel they belong, are respected, hopeful and optimistic about their future."

The strategy seeks to create an integrated education, health and care provision which will:

- a. Provide a local education system in which parents can have confidence that their child's education, health and care needs can be met.
- b. Ensure we have a sufficient supply of places in schools for pupils with SEND.
- c. Provide local community special schools which can meet the needs of all pupils in their community by removing the current barriers to access, particularly where schools can only meet the needs of pupils with specific designations of disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school in their locality.
- e. Develop a system which enables pupils with SEND to access a greater range of mainstream curriculum and experiences.
- f. Increase opportunities for pupils with SEND to transition to a mainstream setting, if this is identified as most appropriate and beneficial.
- g. Support pupils to access education close to their family and their community thus reducing the number of pupils being educated in Out of County placements/Independent Non-Maintained special schools.
- h. Recognise the very specific needs of some pupils with hearing impairments, where parental preference identifies the importance of belonging with a British

Sign Language community and support pupils to access these arrangements, where agreed through the SEND process.

- i. Create and enhance relationships between special and mainstream schools so pupils with SEND can remain in mainstream schooling.

- j. Clarify and enhance health interventions across special schools, so all schools can meet the health and therapeutic needs of the pupils in their communities.
- k. Improve opportunities for special and mainstream teaching staff to share best practice, skills and knowledge.

This strategy proposes to make significant changes to our existing specialist education provision, creating an integrated system where pupils attend their nearest school, confident their educational and health needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught by teaching staff who are skilled in the learning profiles of all pupils with SEND. Where pupils can develop close friendship bonds with their classmates which can extend beyond the school boundaries as they are educated in their local communities and where they can learn in a flexible, integrated system which supports transition.

By working in collaboration with Lincolnshire special schools, Lincolnshire Parent Carer Forum and all other interested parties, this strategy, if approved will ensure that all pupils and their families can access an education system which will support them to achieve their full potential within their local communities.

Our special school Head Teachers, Lincolnshire Parent Carer Forum and the Lincolnshire Learning Partnership (LLP) have formally committed to its strategic vision but it can only be achieved if there is real cohesion and collaboration across all organisations involved in the strategy.

Our stakeholders believe that by working together, we can:

- Ensure that pupils and families are at the heart of all SEND provision.
- Enhance Lincolnshire special schools so they can meet All Needs, which enables pupils to be educated in the right setting, as close as possible to where they live.
- Enhance Lincolnshire special schools so they can provide equality of provision to all pupils regardless of where they live, with access to the same resources and support.
- Through investment, ensure sufficiency of places in special school settings for all pupils who require this provision (as identified in their Education, Health and Care Plan) to attend ideally their nearest school, or one in their locality.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated in the county,

specifically pupils with Autism Spectrum Disorder (ASD) and Challenging Behaviour.

- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in their local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of SEND pupils in mainstream and support pupil transition within a fluid and flexible system.

"Enhancing the education, care and support of children and young people with additional needs is at the heart of this project. Enabling all pupils to attend their nearest special school will maintain high quality educational provision and provide opportunities for the creation of a localised special needs community."
(James Husbands, Head Teacher at Willoughby Special School, Bourne)

Context

Local

Lincolnshire has 20 Specialist schools for pupils with SEND, a mixed economy of Multi-Academy Trusts and Local Authority Maintained schools. There are four Social, Emotional and Mental Health special schools (SEMH schools - one primary and three secondary) and two LA Maintained Hospital schools. Almost all special schools are delivering Good or Outstanding education according to current Ofsted ratings (one school is rated as Requires Improvement).

Research commissioned by Lincolnshire County Council (LCC) conducted over a number of years by the ISOS Partnership (2015/16), identified the need to "reshape" SEND provision to meet the needs of the increasing population of pupils requiring placement in special school settings. It also highlighted the need for more collaborative working between special and mainstream schools and lends its support for an "All Needs" approach to SEND. (ISOS Partnership, 2015)

Further research by ISOS examined parental views of SEND services, in particular the experience of parents of pupils educated in Out of County/Independent Non-Maintained Schools (referred to as OOC). Responses were varied but parents generally viewed out of county placement as a last resort and as a result of continuous system failings for their child.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review current provision and devise a new strategy to reshape the special school system in Lincolnshire.

Since the introduction of the SEND Code of Practice in 2014, and following national trends, Lincolnshire has seen a significant increase in the number of pupils identified with SEND, with increasing numbers seeking a place at a special school.

This high demand for special school places means that, based on school premises size, many Lincolnshire special schools have significant capacity pressures. Along with capacity challenges, the current education system has special schools operating within clearly defined designations. This means that pupils are taught in special schools which can only meet the needs of their specific designation e.g. autism specific or physical disability/profound and multiple learning difficulty specific. As a consequence many pupils have to travel for significantly long periods and distances in order to access special school place where their needs can be met and there is capacity.

Leaders in education in Lincolnshire have identified that the existing provision is experiencing considerable pressures and questions around sustainability and premises suitability have been raised. These pressures will be examined in detail within the strategy including the unacceptable distances travelled by pupils to school and excessive demand on special school places making the current system unsustainable.

National

Since 2010, there has been a gradual increase in the number of pupils attending state-funded special schools. In 2010, 38.2% of pupils with statements were educated in special schools: by 2016 this had increased to 42.9% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC plans attending independent schools has also increased between 2010 and 2016, from 4.2% to 5.7%. (Special educational needs: an analysis and summary of data sources. DfE May 2017)

Nationally, the numbers of pupils who are identified as having SEND are continuing to significantly increase and needs are becoming more complex. Pupils are being identified as having several different physical, health, social, emotional and educational needs which require a coordinated approach of support and care involving a range of different expertise and services. Access to specialist support and the location of these services are likely to be under pressure as needs and demands increase. It is therefore timely and essential to review arrangements of provision and access to pupils, which will result in redesigning the system of provision for pupils with SEND, to better meet those needs now and to be flexible and responsive enough to deal with future requirements.

Whilst local and national data indicates that there is a need for increasing the number of school places to support pupils with SEND, we must also consider how mainstream schools can be made more accessible so that the right support and access to additional services can be achieved. This will meet the DfE High Needs Strategic Review requirements of collective responsibility and joint accountability; as well as help achieve greater access to a wider curriculum for pupils with SEND. This will contribute to the objective of preparing more pupils for employment independent living.

In Spring 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of out of county/long distance placements for children and young people with SEND. It identified the need for a more strategic approach to developing system-wide change, which must be

affected through collaboration and a common moral purpose. This report further supports the need to review existing special school provision due to national and local demands.

"The key to success however lies in the strategic leadership of the school system as solutions are more likely to emerge through a coherent approach when all partners are working to a common vision."

(Chilvers, P. Reducing Distant SEND Placements: Increasing Regional Sufficiency, 2016)

In March 2017, the Department for Education announced the High Needs Strategic Review, which requires local authorities, alongside schools, to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all young people.

"Supporting local authorities to create sufficient good school places for all pupils, including those with special educational needs and disabilities (SEND), is a high priority for the Government. Local authorities have important specific responsibilities for children and young people with SEND."

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of the review is one of close collaboration between all schools and providers in producing a strategic plan which delivers sustainable, good quality provision to meet current and future needs, and reflects what parents and pupils want. It is expected that the LA's will work with maintained schools, academies, free schools and others to agree how SEND education should be met across their area, including considering the best ways of supporting mainstream schools to meet these needs.

In response to the identified local challenges and national directives, education leaders in Lincolnshire have recognised the need to work more collaboratively to address the main issues impacting on special school provision.

Current Provision and Challenges

Pupils with SEND

In the academic year 2015/16 the SEND Service received 723 requests for Education, Health and Care Plan Assessments; this was a 38% increase on 2014/2015 and 52% increase on 2013/2014 (the year before implementation of the SEND reforms).

There are increasing numbers of Education, Health and Care Requests, Assessments and Plans being allocated: as of Jan 2017, 3916 pupils in county are subject to an EHCP or Statement compared to 3,300 in 2014 at the implementation of SEND reforms. At 2.8% of the pupil population this is in line with the regional average but Lincolnshire actual numbers are significantly higher than the neighbouring LA's.

Increasing numbers of parents are requesting special school placement for their children, reporting that mainstream schools cannot meet their specific needs. Of the 3,916 pupils with an EHCP or Statement in Lincolnshire, 45.5% pupils attend special school with 41% attending mainstream, above the national average of 43.8% in special school. This move towards increased number of pupils requesting and being educated in special school has been challenged by the DfE High Needs Strategic Review who are encouraging Local Authorities to consider how best to meet the needs of pupils with SEND in mainstream schools, wherever possible. (All data from Lincolnshire School Census, January 2017)

Designation

Of the 3916 Lincolnshire pupils with SEND who have EHCP/Statements 1,481 pupils are educated in special schools (excluding SEMH and Hospital schools).

These pupils are, at present, most likely to be educated in a school which has clearly defined designations i.e. Moderate and Severe Learning Difficulties combined or Physical Disabilities and Profound and Multiple Learning Difficulties combined.

Some of the schools have begun the progression into providing a far wider range of need than their designation due to sufficiency demands, whereas others have remained committed to their specialism.

Table 1: Current School Designation

Designation	Schools
Physical Disability/ Profound and Multiple Learning Difficulty	St Francis School, Lincoln
Severe Learning Difficulty/ Profound and Multiple Learning Difficulty	St Bernard's School, Louth The Sandon School, Grantham The John Fielding School, Boston The Garth School, Spalding
Moderate Learning Difficulty/ Severe Learning Difficulty	St Christopher's School, Lincoln St Lawrence School, Horncastle The Eresby School, Spilsby Ambergate Sports College, Grantham Willoughby School, Bourne The Priory School, Spalding
Autism Specialist	Gosberton House, Gosberton
All Needs	Warren Wood, Gainsborough The Aegir School, Gainsborough

When mapping the pupil distribution across the special schools, it became apparent that schools were admitting a significantly wider range of pupil need than their original designation suggested, as can be seen from Table 2.

This demonstrates that special schools can meet the needs of pupils with a wider range of need, which would enable children to access education in their local community, nearer their home, reducing unacceptable travel time to school. This

must be an entitlement for all our children rather than this practice happening in some areas of our county.

Table 2: Actual distribution of pupil need across special schools

Shaded areas indicates the school has pupils with the indicated type of need in attendance. For definitions please see All Needs Definition.

School	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Ambergate, Grantham												
Sandon, Grantham												
Gosberton House, Gosberton												
Priory, Spalding												
John Fielding, Boston												
Garth, Spalding												
St Christopher's, Lincoln												
St Francis, Lincoln												
St Lawrence, Horncastle												
Eresby, Spilsby												
St Bernard's, Louth												
Warren Wood, Gainsborough												
Aegir, Gainsborough												

Capacity and Commissioned Places

Through this strategy, we are committed to enabling pupils to access special school education as near to their community as possible and that means ensuring there is adequate capacity in each school and locality to meet need. At present there are significant challenges regarding capacity with 50% of special schools beyond capacity for their premises size.

The table below evidences the increasing need for more special school places year on year. Special schools are constantly adapting to meet this need and find extra space for pupils but this is not sustainable in the current system. Significant investment is required to overhaul our special schools so they have capacity to meet the growing need and changing profile of their population.

Table 3: LCC Commissioned special school places from 2015/16 – 2018/19

School	15/16	16/17	17/18	18/19
Sandon, Grantham	77	74	75	72
Ambergate, Grantham	122	125	142	144
Gosberton House, Gosberton	90	90	90	95
Priory, Spalding	130	128	129	133
Garth, Spalding	45	50	55	59
John Fielding, Boston	44	49	52	58
St Christopher's, Lincoln	260	282	261	242
St Francis, Lincoln	133	151	146	140
St Lawrence, Horncastle	141	154	157	155
Eresby, Spilsby	57	58	69	79

St Bernard's, Louth	62	62	63	68
Willoughby, Bourne	71	69	79	80
Warren Wood, Gainsborough	60	57	85	93
Aegir, Gainsborough	127	121	117	111
Total	1419	1470	1520	1529

To ensure sustainability and adequate capacity in any future special school system, consideration must be given to significant growth planning and sufficiency forecasting for this cohort. Forecast methodology for SEND pupils is being developed and will inform this strategy once available.

School Premises

Beyond the capacity demands, some special schools are challenged with premises which are not suitable to meet the demands of their existing pupils. Buildings are narrow with some units having little or no wheelchair access. Storage for medical aids is limited with corridors being used to store standing frames and walkers.

Hygiene suites are small and impractical and scope for redevelopment is, in places, limited due to site restrictions. Unsurprisingly, some special schools are, at present, unable to meet the needs of pupils with ASD and challenging behaviour as they do not have the space to segregate and manage risk appropriately, which is impacting on the need for OOC placements for this cohort of pupils.

Additionally, pupils with complex physical and medical needs are mainly attending St Francis School in Lincoln as this has the specialist resources to meet their needs. As a consequence, pupils are travelling significant distances to attend this school, rather than one close to home, which does not have the resources to meet need.

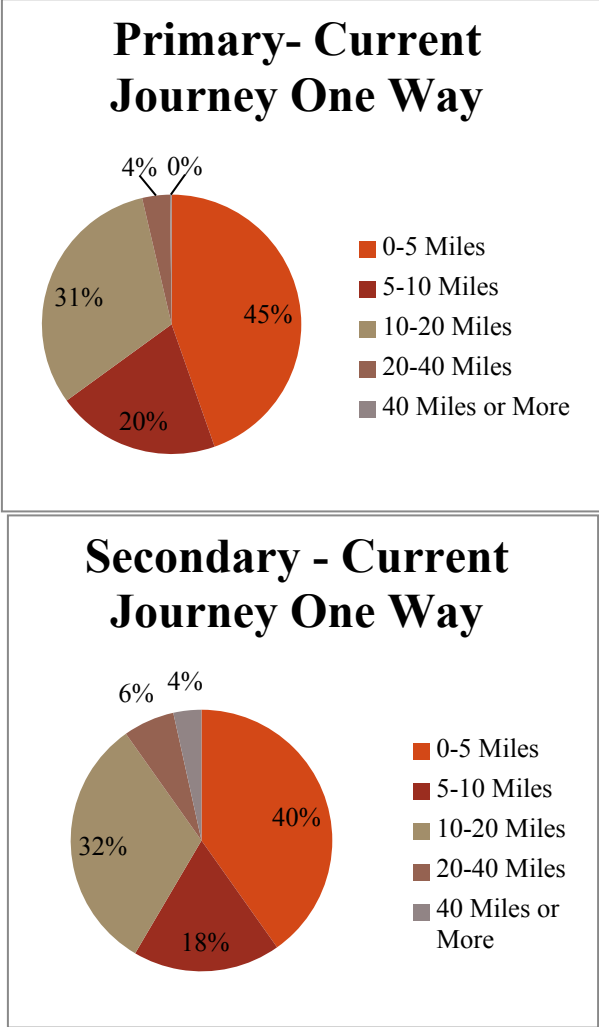
There is a significant challenge for many of the county's special schools to be able to meet the needs of pupils in their local community due to design and space challenges. Whilst some schools are built to meet the needs of our most physically and medically complex pupils, other are designed for pupils with learning difficulties and it would require significant capital investment to implement this strategy. A strategic capital investment program is essential to ensure our schools can meet

the needs of pupils in their local communities, thereby reducing travel time and its impact.

Travel and Transport

This review has identified significant challenges to pupils and families due to the excessive travelling pupils need to undertake to attend school.

The tables below indicate the journeys that are being conducted special school pupils as of July 2017.



- 84 (5.25%) currently travel between 20 and 40 miles to school (i.e. up to 80 miles a day return)
- 493 (31.4%) currently travel between 10 and 20 miles to school (i.e. up to 40 miles a day return)
- 296 (18.9%) currently travel between 5 and 10 miles to school

This is in direct contrast to their mainstream counterparts of whom less than 2% travel more than 10 miles one way.

Transport for children in special schools is costing almost £10m per annum and rising year on year and this is unsustainable for the Local Authority.

The consequence of special school designation and capacity is that almost 70% pupils do not attend their nearest special school, with some pupils travelling past other special schools to be educated where their specific needs can be met. The impact of considerable travel distance on pupils and families cannot be underestimated, with reduced school performance, challenging behaviour, increased levels of fatigue and poor engagement possible where pupils are subject to excessive travel times. It is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible. It is not uncommon for pupils to have a three hour daily round trip to and from school. In the autumn, winter and early spring, such a journey, added to the school day means that pupils are often travelling in the dark at both the beginning and the end of their day.

Out of County/Independent Non-Maintained Special School Placement

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 or Social, Emotional and Mental Health issues and specifically those with challenging behaviours. Out of county placements go through a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Social, Emotional and Mental Health difficulties make up 70% of the 88 Out of County placements. It is frequently their challenging behaviour that has led them to be placed in provision outside of Lincolnshire.

The number of Out of County placements has remained relatively static over the last three years but the costs have risen significantly. In the financial year 2016/17 the authority spent £7.997m on independent non-maintained specialist provision, an increase of £0.348m from the 2015/16 spend.

OOC placements may not always be the best way of achieving positive outcomes for pupils with SEND, and many parents report extra strain for the rest of the family. Being educated away from home can reduce the pupil's ability to form close social networks in their local community, leaving them with without a sense of belonging in their community.

Parent/Carer Perspective

The experiences of pupils and their families must be at the heart of this strategy and effective consultation is crucial to ensure that their voices are heard. It is essential that this strategy recognises the challenges faced by pupils with SEND and their families on a daily basis and how difficult it is for some to simply get to school or access the right education for their children.

Parents, via the Lincolnshire Parent Carer Forum, have expressed views about the travel time for pupils and raised concerns around access to appropriate school places so far outside their local community. Parents have also raised concerns, via

the ISOS Partnership research, about the impact of OOC placements and how it negatively affects their family life.

"We lost our child at the age of 11; we lost a massive part of his teenage years. We would have preferred him to go to a school in-county; had there been a school with the right provision.....it has been very sad for us as a family."

(ISOS Partnership. SEND Review: Gathering feedback from parents and carers, 2015)

This can cause considerable strain on many pupils and their families as getting to and from school every day involves travelling a significant distance from their home and community. Some pupils may have to live away from home, in order to access a school place which provides for their specific needs. Pupils with SEND experience exclusion from all parts of society and school is a place where they should experience friendship, belonging and community. Attending a school which is a significant distance from home often limits the number of social opportunities pupils can access, as their friends are geographically dispersed too. Arranging social opportunities for pupils with SEND is often impossible for parents as the special school they attend does not have an established community around it. Access to extended day opportunities are also limited due to transport arrangements and parents report that their children miss out on opportunities which would support their social development. This can have a detrimental effect on how pupils enter the world of work or further education, and how prepared they are for adulthood.

For more information about our parents perspectives, please read the Eve's and Trevor's stories in Appendix 1.

Funding

The High Needs Strategic Review has allocated £283,911 to Lincolnshire develop its strategic plan for SEND provision. Once the plan has been sanctioned and agreed, LCC will be allocated £2,314,235 for capital investment to increase SEND sufficiency across the next 3 years.

In addition, LCC have identified the following funding streams to support the significant capital investment required to implement this strategic vision:

- Basic Needs Budget Boston - £5.2m
- Basic Needs Budget Lincoln - £8.5m
- Property Maintenance/Condition Budget - £24m.

Projected capital expenditure for this strategy will be available once the proposed model has been consulted up and agreed.

Summary of Reasons for Change

- There is a clear need for a specialist school system which is sustainable and can meet current and future needs of pupils and their families, recognising that needs are becoming more complex and special school places are at a premium.

- There are areas of insufficiency of special school places, resulting in pupils attending schools some distance away from home.
- Some special schools operate within clearly identified designations, meaning pupils may have to travel further to attend a school which can meet their need.
- Lincolnshire special schools buildings are designed to meet the needs of pupils within their specialism. Therefore, even where there is capacity and a willingness to meet pupil need, the building and resources available may restrict admission.
- Almost 70% of pupils with SEND are not attending their nearest school. For some of these pupils, this is not a significant issue. However, for over 36% of pupils their school return journey is between 40 and 80 miles per day. These calculations do not include diversions to collect other pupils so actual return journey times can be over 3 hours.
- The effects on pupil wellbeing, performance and health of attending a school that is local to their address are often underestimated. However, it is clear that a longer day, caused by an arduous or long journey at each end of the school day, does nothing to improve the outcomes for pupils with SEND.
- Reduced travel time may result in increased social or family time for pupils with SEND. Opportunities for accessing local clubs or spending more time with family and friends may be greater.
- OOC provision is unsustainable and is not always the most appropriate provision for pupils with SEND. Families are dramatically impacted by the loss of their child to residential provision and in most cases would rather their child was educated close to home.
- Pupils with SEND and their families are facing too many challenges just to access the right education in the right place at the right time.
- When they do have access to quality education, it is often significantly far away from home that they are then missing out on the important social experiences which their mainstream peers take for granted.
- Pupils educated in OOC are also missing out on the social opportunities and experiences enjoyed by their mainstream peers and face greater challenges when returning to their local communities.

- Mainstream settings can offer many pupils with SEND the opportunity for real inclusion but require access to enhanced support from special schools to be able to continue meeting need throughout a pupil's education.

Proposed Model

Education leaders in Lincolnshire are united in their commitment to the strategic vision and proposed model and are working towards agreement from all Multi-Academy Trust Boards and LA Maintained schools Chair of Governors. This vision also has the formal endorsement of the Lincolnshire Learning Partnership, who recognise the significant impact this proposed strategy could have on Lincolnshire pupils.

Each school has committed to a model of provision which will break down the barriers of segregation based on type of disability, where pupils will be educated within their local communities.

At the heart of this strategy is the aspiration to enhance the lives of pupils with SEND and their families by improving their educational experience. However, it must be recognised that pupils with SEND can often be the most vulnerable members of our society, some of whom find significant change challenging.

LCC and all other stakeholders can confidently reassure parents and all concerned parties that, at no point in the implementation of this strategy, will any pupil be expected, persuaded or forced to change school against their wishes. All opportunities to move to a school closer to home will be on a voluntary basis and transition will only occur as part of an agreed and fully supported process, at a time in their education that is least likely to cause upset. If this strategy is agreed, it is an opportunity for pupils and families, not a requirement.

The proposed strategy will seek to create communities of specialist education across the county to for pupils with SEND, in both special and mainstream schools, through collaboration and collective responsibility ensuring All Needs can be met at the nearest school. Pupils will no longer have to travel considerable distances to a school that can meet all their needs, nor will pupils need to be educated away from home, unless specific need dictates (Pupils with significant hearing impairment may choose to attend an Out Of County school for the deaf community, when agreed through the SEND process).

The county will operate within a 4 locality model (see Appendix 3) with each locality having a shared responsibility for every pupil with SEND who lives within their locality and requires a place at a Specialist school. Each locality will develop a multi-disciplinary, collaborative Allocations Hub responsible for ensuring every pupil assessed as needing one will have access to a special school place as close as possible to home which can meet their needs.

Where there is existing segregation based on age (i.e. primary and secondary schools are separate and distinct) due to the specific design of their premises, this will remain, though the majority of schools will be providing All Through education for pupils of statutory school age (4-16 years). This negates the needs for excessive transitions for vulnerable pupils who find change and transition potentially difficult.

Every school is committed to meeting the needs of pupils within the All Needs definition, as defined by the Government's school's database, "Get Information about Schools".

All Needs Definition
Specific Learning Difficulty
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Speech, Language and Communication
Autistic Spectrum Disorder
Physical Disability
Moderate Learning Difficulty
Severe Learning Difficulty
Profound and Multiple Learning Difficulty
Social, Emotional and Mental Health Needs (as a secondary need only)

A significant capital investment program will ensure all special schools have the right facilities and resources to educate pupils with all needs as defined above.

Each locality (and the special schools within) will work collaboratively with their SEND partners to ensure that the provisions received in school not only benefit the pupils educationally but also ensure that their healthcare needs are effectively met.

Each locality (and the special schools within) will develop learning support network with its neighbouring mainstream schools to support mainstream inclusion for pupils with SEND. These learning opportunities will enable pupils with SEND to remain in mainstream school if this is the right place for them to be educated. There will also be greater opportunities for transition from special to mainstream, where identified as appropriate and beneficial for the pupil.

Opportunities to access mainstream and special provision will be developed across the sector so pupils have access to a broad range of educational and social experiences.

It is imperative that the newly proposed system can address the previously discussed system challenges to create an integrated and collaborative all needs school system to deliver effective education and healthcare to pupils with SEND across Lincolnshire.

Key Features

- A collaborative system of special schools that can meet most special educational needs and disabilities (excluding hearing impaired) by being designated "all needs" and taking pupils of all ages.

- A new special school to meet the demand for places. This will be a Free School, and will be part of the collaborative special school system. The new school is likely to be based in Lincoln as this is where demand and need is greatest.
- Four localities within the county which provide school places for SEND which are local and more easily accessible to pupils in terms of distance and travel time.
- Equal access to resources, expertise and support across the county for pupils with SEND in mainstream and special schools, which supports pupils to access or remain on roll at whichever school best meets their need (special or mainstream).
- New satellite units, accessible from each locality, on mainstream school sites (primary and secondary) which are managed by local special schools and offer transition support for SEND pupils accessing curriculum areas in mainstream or requiring additional support from special schools whilst accessing their school place in mainstream.
- A professional staff development and support network accessible to all schools which can provide shared experience, advice, knowledge, training and support on a full range of special educational needs and disabilities issues and needs.
- Space and facilities which will support education and therapy needs of pupils with complex physical, medical, emotional, social and educational needs in “all needs” schools across Lincolnshire.
- An integrated approach with Health services, to delivering medical, health and therapy support to pupils with SEND.

Proposed Model: Summary of School Changes

Below is a brief summary of the proposed changes to be consulted on. For a more detailed description of the proposed, see Appendix 2. For designation definition please see All Needs Definition.

North West Locality			
School	Current Designation	Current Age Range	Proposed Changes
St Christopher's School, Lincoln	MLD/SLD/ASD	3-19	Designation change to All Needs Age Range - No Change
St Francis Special School, Lincoln	PMLD/PD	3-19	Designation change to All Needs Age Range - No Change
New Free School, Lincoln			New All Needs 3-19 Built to address over-crowding at St Christopher's.

Warren Wood, Gainsborough	All Needs	2-11	No change to age range or designation
The Aegir School, Gainsborough	All Needs	11-19	No change to age range or designation

North East Locality			
School	Current Designation	Current Age Range	Proposed Changes
St Lawrence School, Horncastle	MLD/SLD	5-16	Designation change to All Needs Age Range - No Change
St Bernard's School, Louth	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change
The Eresby School, Spilsby	MLD/SLD	2-19	Designation change to All Needs Age Range - No Change

South West Locality			
School	Current Designation	Current Age Range	Proposed Changes
The Sandon School, Grantham	SLD/PMLD	3-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 3-19 across both sites
Ambergate Sports College, Grantham	MLD	5-16	
The Willoughby School, Bourne	MLD/SLD	2-19	

South East Locality			
School	Current Designation	Current Age Range	Proposed Changes
The Garth School, Spalding	SLD/PMLD	2-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 2-19 across both sites
The Priory School, Spalding	MLD/SLD	11-16	
Gosberton House Academy, Gosberton	ASD/SCLN	2-11	Designation change to All Needs Age Range - No Change
The John Fielding School, Boston	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change Significant expansion and relocation proposed (48-140 pupils)

Specialist School Satellites

In addition to the proposed changes to school designation, the need for greater collaboration between special and mainstream schools to support effective transition has been identified. Local narrative reflects national trends with more pupils with SEND seeking placement in special schools when mainstream schools can no longer meet their needs.

The strategy proposes to address this issue through the development of special school satellites, in order to promote collaboration and flow between the two types

of provision. Four potential locations will be identified initially, based on numbers of pupils with moderate learning difficulties (the most likely candidates for this provision) capacity demands and existing relationships with local mainstream schools:

The proposed model would implement a phased approach to this initiative, with the first 4 sites being identified and developed to support the initial pilot. Developing physical premises on the mainstream site would be essential to this provision, to ensure its sustainability and avoid changes of personnel affecting its usage. The initial pilot would accommodate two classes of 8 pupils on each site.

Based on mainstream schools sites who are committed to the strategy, these satellites would enable special school pupils with moderate learning difficulties or ASD to access elements of the mainstream curriculum through an integrated and personalised timetable while based at the satellite unit. This would enable pupils to access elements of the mainstream educational experience and curriculum with a view to possible transition back to mainstream permanently. Access to mainstream may include educational opportunities or social activities but the focus would be to broaden the educational experience of the pupil and enable them to access wider curriculum opportunities. Pupils would remain on the role of the special school until permanent transition has occurred, if this is the ultimate aim, or continue with an integrated timetable if this proves beneficial.

Additionally, the mainstream school hosting the satellite would be able to refer pupils on their role to a Specialist Outreach provision, hosted within the satellites. Where mainstream pupils are identified as requiring some additional support with elements of their learning and would benefit from the nurturing environment of the special school, a program of targeted, time-limited intervention would be provided. This would require LCC agreement as any places in the satellites would be accessed through LCC SEND processes, ensuring the right pupils access this specialist support.

This approach would support workforce development, with special school staff sharing skills and knowledge with their mainstream colleague, enhancing the mainstream skill set.

Other Local Authorities have implemented this model successfully and report a significant impact on the mainstream settings approach to pupils with SEND. The strategy would support the implementation of these satellites as an initial pilot and review throughout the duration of the strategy.

Interdependencies

Social, Emotional and Mental Health and Hospital School Provision

As part of the special schools review, which informs this strategy, significant challenges have been identified within the provision of Social, Emotional and Mental Health education. Questions have been raised around the suitability of the pathways to the SEMH settings which vary according to the pupil's point of identification/diagnosis. There are challenges regarding current capacity and whether it is sufficient or if there is a need for more primary school places and

whether the existing model can meet the increasingly complex needs of pupils with SEMH.

A work stream with the objective of developing a shared ethos and way of working across the county for SEMH provision, consistent with the vision and principals of this strategy, has been established. However, it is not ready to report back into this strategy due to the complexity of the task assigned. The strategic vision for SEMH provision in Lincolnshire is currently being developed and will be introduced into this strategy when it is ready to be considered for consultation. Time must be taken to fully understand the experience for pupils with SEMH and their families and any future model of provision for pupils with SEMH must be:

- High quality
- Evidence-based
- Collaborative across education, health and social care
- Tailored to the individual needs of children and young people
- Flexible and coherent across transitions.

Health Provision for Pupils with SEND

Delivering a robust and effective health offer to pupils with SEND in a locality-based, all needs school system can only be achieved through collaboration with our partners in the health and social care. This model proposed within the strategy would have a significant effect on the pupil populations of each school, moving away from specific types of need to a greater range of needs in each school. The proposed capital investment will address the resources required to meet the need of a wider range of pupils but the special schools may require changes to existing health provision arrangements to ensure the needs of their pupils are met.

We recognise that there will be an impact on health commissioning arrangements across the localities and will be working closely with our Health partners throughout the duration of the strategy to ensure we develop a fully integrated system of education, health and care. A development workshop has been arranged during the consultation period, for sector leaders, commissioners and providers. The event will be co-facilitated by LCC and Health Leads and will focus on developed an integrated approach which ensures pupils with SEND can access an:

"Integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live."

Impact of Proposed Model

Impact of Proposed Model

To fully understand the impact of this proposed strategy, we need to hear the voices of pupils and their families through a full and open consultation process. We have identified some potential impacts for pupils and families but which may include the following.

Potential impact on pupils and their families

- The immediate impact on pupils and families would be the understandable concern around change. Pupils with SEND are less likely to be comfortable with significant change than their mainstream peers and may be unable to cope with a school change, even if it meant reduced travel time. This is why it is so important to provide support to pupils and their families if they choose to transition.
- The proposed model would provide parents with greater choice as the previous barrier of disability specific designations will have been removed.
- Investment in all special schools will ensure a wider range of needs can be met, close to home, enabling parents to have more confidence in the special school system and not need to look beyond the county for specialist provision.
- Local all needs special schools would create communities around each school, which could better support pupils to access more social opportunities during term time and school holidays and extend friendships beyond school hours.
- It would enable pupils reduce their travel times significantly. Pupils would no longer be subjected to long and arduous journeys before and after school and therefore would be less fatigued, have greater capacity for concentrating at school, and have more valuable 'amenity time' with their families and peers.
- Parents and carers would benefit from having more time with their children before and after school, making the daily routine less rushed and providing more opportunity.
- Pupils and their families would have greater opportunity to access other activities such as after-school clubs as their travel time is reduced, giving them more after-school time.
- We recognise that this may impact working families detrimentally as parents have planned their work times around pupils transport arrangements. We would work closely with individual families who would like their child to attend a nearer school to support them with challenges this strategy presents.

- By providing all age schools, where possible, pupils with SEND would not have to experience potentially challenging transitions through their educational journey.
- By developing a special school system which work collaboratively with local mainstream schools and has established pathways for transition, pupils with SEND will have greater access to mainstream opportunities and curriculum.

Impact on special schools

Following significant capital investment and the implementation of this strategy, we would anticipate significant impact to special schools, beyond the obvious capacity increase and improved resources to meet all level of need. The change to the pupil population will undoubtedly require a program of workforce development for each special school to ensure all needs can be met and this must be a consideration for all school when planning change. Upskilling staff to meet a wider variety of need will ensure the quality of education provided is consistent.

Impact for LCC

The primary impact for LCC is the anticipated reduction of transport costs, if all pupils attend their nearest special school. The model presented will potentially enable 70% pupils to access a suitable school closer to where they live and see the mean distance travelled to school per pupil reduce from 11.73 miles to 5.72 miles.

This would ultimately mean a transport budget reduction of between £2m - £3m per annum, but these savings will only be realised when the strategy is fully implemented.

Conclusion and Next Steps

In conclusion, the presented strategy would seek to make significant changes to our existing special education provision in order to create an integrated system where pupils attend their nearest school, confident their educational and health needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught by teaching staff who are skilled in the learning profiles of all pupils with SEND. Where pupils can develop close friendship bonds with their classmates which can extend beyond the school boundaries as they are educated in their local communities and where they can learn in a flexible, integrated system which supports transition.

The proposed model has been agreed by all Lincolnshire special school Head Teachers and Lincolnshire Parent Carer Forum, who are committed to supporting the significant changes this strategy requires to create communities of specialist provision and support for pupils with SEND.

If this strategy is approved, the consultation process will commence in early January 2018.

The current challenge to the special school system means it is unsustainable and inflexible. It is imperative that we take this opportunity to build communities of special educational provision which is holistic, flexible, integrated and can meet the needs of a growing population now and in the future.

Appendix List

1. Case Studies : Eve's and Trevor's Stories
2. Draft Proposed Changes to Special Schools
3. Proposed Model Map

Eve's Story

Eve attended play school and mainstream primary in her local community. From the penultimate year at primary school I drove her 40 miles to a Special School for children with complex physical disabilities on a joint placement for one day a week. This worked very well for a year in identifying whether she would be best placed in Special School or would attend the Mainstream Secondary School the next year.

The down side was the transport. I drove her the 40 miles (taking 90 minutes due to traffic etc) due to her not being confident with taxis etc and found that even with me driving her directly there, she was very tired by the journey (as was I!).

After another year in joint placement, whilst attending mainstream secondary school, it became clear that Eve was getting lazy and looked at her day at Special School as a holiday rather than pushing herself. We subsequently went into Mainstream full time.

This worked brilliantly and she gained lots of friends in her local community (sadly she wasn't able to go to the same mainstream school as her twin – due to accessibility issues) but made lots of connections in the community attending youth club, guides etc.

Eve is now on a supported internship and has a placement at the Local Nursing Home as Activities Coordinator.

This, I strongly believe, is due to the strong links we have made whilst being schooled in our local community where everyone knows her and values her contribution to society.

In my ideal world:

- There would be NO Criteria. The child has needs and they should be met by whomever, however and whenever, but the child's needs should always be met.
- We would not have to fight for services. Service providers would have enough funding to cover these services or explore alternative options.
- Parents would attend one meeting held at school with all professionals involved in my child's case. I would only have to repeat information once and service providers would be able to provide answers to my questions.
- My child would have been able to go to the same mainstream school as her sister because the environment is not a problem.
- Systems such as statementing, EHC, PIP etc. would be simple and easy to understand. There would be no red tape or bureaucracy.
- I am always treated as an equal, listened to, respected and acknowledged as an expert on my child. This would not stop at 18 when they become an adult. We would receive support in dealing with the young person's transition to adulthood.
- There would be plenty of provision in my community for my child with a disability to play sport alongside her non-disabled sibling and friends, without my intervention
- Service providers would be able to prioritise teaching a young person independent living skills rather than have to concentrate on GCSE's, setting my child up to fail.

My daughter may have a disability but she does not see herself as having a disability and is mainly disabled by the environment and other people. I would love for other people to see her as she sees herself.

Trevor's Story

Trevor travelled to School A, 28 miles from home, from age 10 until he left at 16. It was difficult to find the right provision for him and we decided on School A because at the time it 'just felt right' and had a good record, etc. We felt that our local Special School (School B) was not right educationally although as time went on, and reviewing our situation in particular due to the travel, we did try to get Trevor into School B but there were no places. Nor at the time did we feel the other locality school (School C & School D) were right.

The travel was OK at first; from home to School A via another village only just off route. However, after a couple of years the route was changed so Trevor went via a town 12 miles in the opposite direction collecting students before going onto School A. He was collected from home at 7.15 each morning and this put a big strain on us having to get him out of bed to make sure he was ready in time when he would still be exhausted from school and the travel the previous day. This also impacted on his ability to learn when at school as he would be so tired. It also impacted on his behaviour which, at times, was intolerable and certainly affected his brother and all of us as a family. In addition, the taxi company was and still is changed constantly, sometimes during the school year. I cannot see how this benefits anyone. Trevor would just get used to one driver and escort and then it would change. I did write a letter of complaint to the transport dept at Lincoln but they told me that any travel less than 3/4 hour was acceptable (I am sure though that the journey was more than this on many days). As I mentioned, we did try to move him to School B later but there were no places so we decided just to 'stick it out.'

Trevor does have 'autistic tendencies' and got and still gets very tired, therefore trying to get him out of bed and rushing him to get ready most days was stressful for him and the rest of the family. I had a responsible, 'full on' job and would arrive at work most days feeling exhausted before I even started!

I think that the whole situation put a huge strain on all of us. His brother has been, over the years, a very tolerant brother and it is difficult to quantify exactly how this situation affected him as it was and still is just second nature to us all. In general, for him, the fact he has a brother like Trevor has caused him not only to miss out on things but a 'sadness' that his older brother is different compared to his friend's brothers.

In my Ideal World:

Trevor would be an independent, fit 19 year old sportsman who could drive, probably have a girlfriend and be at college. I know some people with disabled children say they wouldn't swap them but I cannot understand that because Trevor would love to be all the above things.

However, in this world Trevor would have received more help and guidance regarding choice of school. He went to School A but struggled because of his limited ability and, although we questioned this often, it was difficult to move him once he was established in the school. Unfortunately, we were never happy that he was at the right school but it was difficult to understand alternatives.

Transport of course was an issue; length of journey but also the change of taxi providers on continual basis. Trevor would just build relationship with one escort and driver and then it would change. We would have been more than happy to contribute financially to ensure consistency.

Model of Proposed Changes to Special Schools

DRAFT - POTENTIAL REMODELLING OF COUNTY PROVISION AND INDICATIVE PRESCRIBED/SIGNIFICANT CHANGE PROCESSES REQUIRED (AS HIGHLIGHTED)

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
North West	Gainsborough	Warren Wood	Mayflower Academy	Primary (112)	All Needs	Primary All Needs (112)	N/A	Already all needs with sufficient capacity.	Minor accommodation requirements to be reviewed.
		Aegir Community School	Mayflower Academy	Secondary (160)	All Needs	Secondary All Needs (160)	N/A	Already all needs with sufficient capacity.	Minor accommodation requirements to be reviewed.
	Lincoln	St Christopher's School	Maintained	All Through (272)	MLD/SLD	All Through All Needs (190)	Change to the type of need catered for.	<p>St Christopher's to become All Needs School, with pupils of Primary and Secondary School age in this area also attending the New Free School to be built in Lincoln.</p> <p>Significant remodelling of site is required as it is unsuitable to meet All Needs. Site has substantial space but layout and condition is inappropriate.</p>	<p>There will be a capital impact.</p> <p>Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity and high priority condition and suitability requirements.</p>

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
		St Francis School	Maintained	All Through (152)	PMLD/PD	All Through All Needs (173)	Expansion and change to the type of need catered for.	St Francis is currently the only SEN school in the county specialising in PD/PMLD need. It has been designed to meet the highest level of need and would therefore be able to meet All Needs. However, capacity would need to increase slightly due to its change of designation. The school is on a substantial site and could accommodate remodelling/expansion.	
		New Free School	Free School/Acad emy	n/a	n/a	All Through All Needs (120)	Free School Application	Possible Wave 13 application or LA led capital bid if there is the opportunity. A MAT will need to be identified to lead the bid.	New school on new site.

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
North East	Horn-castle	St Lawrence School	The Wold's Federation	All Through (80)	MLD/SLD	All through all needs (150) expand to accommodate demand in the wider area (e.g. The Eresby and St Bernard's = 340 in total)	Expansion to absorb Spilsby area pressure/overflow and change to the type of need catered for.	<p>Whilst it would appear that there would be spare capacity at St Lawrence, current need is being met through the use of unsuitable temporary classrooms. Significant remodelling would be required to for the school to meet All Needs of pupils in the Horncastle area. Additionally, capacity challenges at The Eresby School and St Bernard's School would indicate a capacity shortfall in the quadrant. LCC proposes to consider the quadrant as a whole school system, enabling pupils to be educated in their local area, rather than specifically their nearest school.</p>	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity and high priority condition and suitability requirements.
	Louth	St Bernard's School	The Wold's Federation	All Through (96)	SLD/PMLD	All through all needs (100)	Expansion and change to the type of need catered for	<p>The site has limited potential for expansion, potentially redeveloping the existing boarding block to accommodate teaching space, in order to meet projected capacity.</p> <p>The school is of poor</p>	

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
								condition and design and would require significant remodelling and resources to meet the needs of those with the most complex disabilities.	
	Spilsby	The Eresby School	David Ross Education Trust	All Through (72)	MLD/SLD	All through all needs (84)	Possible expansion	<p>Unfortunately, the current site could not accommodate expansion up to the natural NOR of 156 due to its location. Capacity could be increased to 88 with some development/remodelling but there is no space for extension.</p> <p>Consider the quadrant as a whole school system, enabling pupils to be educated in their local area, rather than specifically their nearest school. Capacity at St Lawrence, and potentially St Bernard's after investment, could be utilised.</p>	Minor development and internal remodelling with some modest capital investment required.

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment														
South West	Gran- tham	The Sandon School	Community Inclusive Trust	All Through (64) NOR 71	SLD/PML D	All through all needs (approx. 229)	Change to the type of need catered for, expansion, amalgamation and potential age range change.	All through all need split site single school (funding impact dependant) across two premises. One school will expand to take on the capacity of the discontinued school when they merge. Potentially an all through all needs school on one site if the site could be extended in the future (dependant on other factors).	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity.														
		Ambergate Sports College	Community Inclusive Trust	All Through (144) NOR 142	MLD/SLD					Bourne	Willoughby School	Maintained	All Through (96)	MLD/SLD	All through all needs (135)	Expansion and change to the type of need catered for	This school is already meeting the needs of those with the most complex disabilities and has appropriate facilities. A small extension will be required to increase capacity and the site can accommodate this.	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity.	Sleaford	New Free School	Free School/Acad emy	n/a	n/a
	Bourne	Willoughby School	Maintained	All Through (96)	MLD/SLD	All through all needs (135)	Expansion and change to the type of need catered for	This school is already meeting the needs of those with the most complex disabilities and has appropriate facilities. A small extension will be required to increase capacity and the site can accommodate this.	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity.														
Sleaford	New Free School	Free School/Acad emy	n/a	n/a	n/a	Primary All Needs (112)	Free School Application	Possible future application or LA led capital bid if there is the opportunity. A MAT will need to be identified to lead the bid - on hold until required in the future.	No action at this time, but potential new school on new site in the future if there is a sufficiency requirement.														

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
South East	Boston	The John Fielding School	Community Inclusive Trust	All Through (64)	SLD/PML D	All Through All Needs (140)	Expansion and relocation and change to the type of need catered for.	The current site would not be able to meet capacity or pupil need and therefore the new model proposes a new build of this school on a more suitable site, designed to meet the highest level of need. A site has been identified. (option to consider former John Fielding buildings for a primary SEMH school in the future).	There will be a capital impact. John Fielding will need to be rebuilt on a new site.
	Spalding	The Garth School	Community Inclusive Trust	All Through (55)	SLD/PML D	All Through All Needs (195)	Change to the type of need catered for, expansion, amalgamation and potential age range change.	Priory Garth to become all through all-need single school across two sites.	Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity and high priority condition and suitability requirements.
		The Priory School	Community Inclusive Trust	Secondary (141)	MLD/SLD			Adaptations would be required to ensure that all needs and all ages could be catered for across the two sites combined. The two schools would merge to become one single split site school. One school will technically (but not physically) expand to take on the capacity of the discontinued school when they merge. An age range change would	

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
								be needed if it were Priory to expand across the two sites and incorporate primary provision.	
	Gos- berton	Gosberton House Academy	The Lincolnshire Education Trust	Primary (64)	Autism Specialist School	Primary All Needs (92)	Expansion and change to the type of need catered for.	<p>Gosberton House would transition from a specialist ASD Primary School to an All Needs Primary School; serving pupils in the Spalding and surrounding area. This would be a significant change of designation for Gosberton House and would require considerable support and management around the transition.</p> <p>The current premises would require a small level of expansion to accommodate projected capacity and significant remodelling to support the needs of those with the highest level of complex disability.</p>	

Other SEND provision not involved in structural/organisational change:

Quadrant	Location	School	Academy/ Maintained	Age	Current Designation
Countywide	Lincoln	The Pilgrim School	Maintained	Secondary	Hospital: Community based.
	Louth				
	Sleaford				
	Boston				
South West	Sleaford	Ash Villa	Maintained	Secondary	Hospital: Provides education for inpatient acute mental health unit.
	Grantham	The Phoenix Academy	The Phoenix Academy Trust	Secondary	SEMH
North West	Lincoln	Fortuna School	Maintained	Primary	SEMH
	Lincoln	Athena School	Maintained	Secondary	SEMH
North East	Spilsby	Woodlands Academy	Community Inclusive Trust	Secondary	SEMH

Proposed Model

NW

- Warren Wood, Gainsborough
- Primary All Needs
- Aegir School, Gainsborough
- Secondary All Needs
- St Christopher's School, Lincoln
- All Through All Needs
- St Francis School, Lincoln
- All Through All Needs
- New Free School, Lincoln
- All Through All Needs

SW

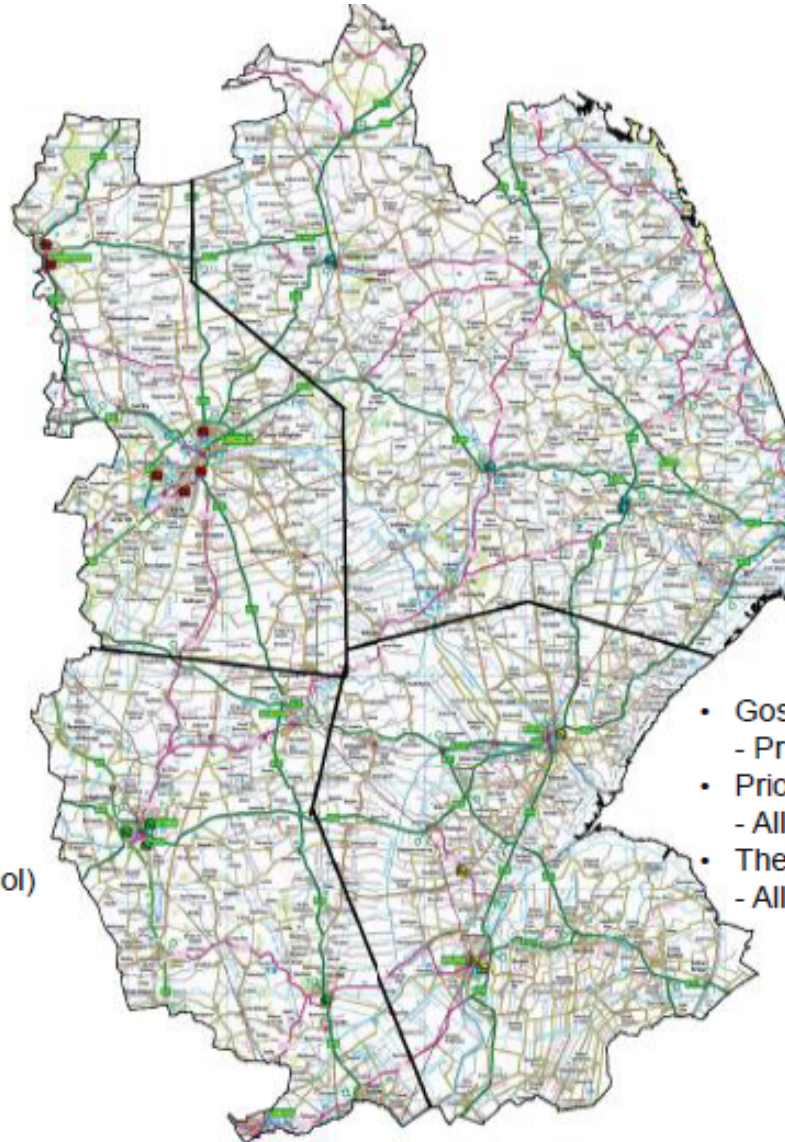
- Sandon and Ambergate, Grantham
- All Through All Needs (split site school)
- Willoughby School, Bourne
- All Through All Needs

NE

- St Lawrence School, Horncastle
- All Through All Needs
- St Bernard's School, Louth
- All Through All Needs
- Eresby School, Spilsby
- All Through All Needs

SE

- Gosberton House Academy
- Primary All Needs
- Priory and Garth School, Spalding
- All Through All Needs (split site school)
- The New John Fielding School, Boston
- All Through All Needs



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

Report to:	Children and Young People Scrutiny Committee
Date:	1 December 2017
Subject:	Domiciliary Care and Short Breaks Services for Children with Disabilities

Summary:

This item invites the Children and Young People Scrutiny Committee to consider a report entitled *Domiciliary Care and Short Breaks Services for Children with Disabilities* which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services for decision between 15 December and 22 December 2017. 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 (Appendix 1) and to determine whether the Committee supports the recommendations to the Executive Councillor set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor in relation to the report.

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider a report entitled *Domiciliary Care and Short Breaks Services for Children with Disabilities* for decision between 15 December and 22 December 2017. 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 recommendations 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

The Children and Young People Scrutiny Committee is being consulted on a proposed decision by the Executive Councillor for Adult Care, Health and Children's Services on *Domiciliary Care and Short Breaks Services for Children with Disabilities*.

4. Appendices

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

Appendix 1	Report to Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (15 December – 22 December 2017) on Domiciliary Care and Short Breaks Services for Children with Disabilities
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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 Jonas Gibson, who can be contacted on 01522 553258 or Jonas.Gibson@lincolnshire.gov.uk

Executive Councillor

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

Report to:	Councillor Mrs P A Bradwell, Executive Councillor Adult Care, Health and Children's Services
Date:	15 December – 22 December 2017
Subject:	Domiciliary Care and Short Breaks Services for Children with Disabilities
Decision Reference:	I014802
Key decision?	Yes

Summary:

Children's Strategic Commissioning Service is currently reviewing the Domiciliary Care and Short Breaks services that support children with disabilities (CWD) and their families, which are currently outsourced. The annual value of these contracts in 2016/17 was £820,148.

The services provide much needed support and respite to Children with Disabilities and their families to ensure that, with additional support, the child may remain with their family in their own home.

This report aims to update the Executive Councillor for Adult Care, Health and Children's Services on the services commissioned for CWD, to highlight future commissioning intentions, and to seek approval to re-procure these services by means of an open competitive tender. As there is likely to be minimal interest in the market for a Domiciliary Care service for CWD on its own, it is proposed that two other contracts for CWDs (short breaks services) are re-commissioned at the same time as the Domiciliary Care service to generate interest in the market.

Recommendation(s):

That the Executive Councillor :

1. Approves the re-commissioning of the Domiciliary Care, Targeted Positive Activities (TPA) for Young People with Disabilities and Early Support and Learning Provision (ESLP) services in Lincolnshire with start dates of no later than 1 October 2018.
2. Approves that a commissioning exercise be undertaken to deliver contracts for each element of the short break services to be awarded to a single or multiple provider(s) of county-wide services.

3. Delegates to the Director of Children's Services, in consultation with the Executive Councillor for Adult Care, Health and Children's Services, the authority to approve the award of the contract/s and the entering into of all necessary legal documentation.

Alternatives Considered:

1. Recommissioning the domiciliary care service on its own and not include either of the Short Break services.

The fundamental issue with the domiciliary care service is the inability to be able to recruit carers to offer support during the times when the majority of families need it most (before and after school). This will mean the Council is at risk of receiving minimal or no bids for the service.

2. Do Nothing – and continue with current contractual arrangements. Whilst the ESLP could continue under a contract extension, both the domiciliary care and the TPA contracts need to be recommissioned.
3. De-commission the services beyond the existing contracts, would mean that vital services to CWD and their families would effectively cease and the Council would not be fulfilling its statutory duties in respect of support to CWD.
4. Influence/Partnership working with other agencies to try to secure the continuation of services through them acting either as a commissioner/co-commissioner or provider/co-provider. However there is no requirement for any organisation, other than the Council, to commission or provide these services, and there is no certainty that such partnership working to engage another agency as a provider could be achieved.
5. Insourcing the services within the Council, however there are established providers delivering services in Lincolnshire and these services are not the Council's key areas of expertise and doing so would not immediately result in improved value for money.

These commissioning options are provided in greater detail further on in this report. However It is believed that re-commissioning by means of an open competitive tender is the best approach to securing value for money services from experienced providers that services users will engage with.

The other commissioning options would not achieve this as successfully.

Reasons for Recommendation:

By approving the recommended approach to re-commissioning the three services, this provides the greatest opportunity for the Council to secure a suitable supplier(s) to develop a sufficient level of provision and increase the quality of the services that children with disabilities receive across Lincolnshire.

1. Introduction

1.1 The services that are in scope include:

- Domiciliary Care
- Early Support and Learning Provision (ESLP)
- Targeted Positive Activities for Young People with Disabilities (TPA)

1.2 It should be noted that under normal circumstances a full commissioning analysis for each service would have been undertaken. However these services were only recently reviewed and commissioned. At that time, extensive engagement was carried out and all feedback was included as part of the Equality Impact Analysis which was used to inform the decision at that time to re-commission the services. This current exercise is to ensure that there is sufficient and sustainable provision going forward, and that the Local Authority meets its obligations.

1.3 Children and Young people with disabilities are 'children in need' as defined by The Children Act 1989 Section 17 (10) and as such are entitled, following assessment of need, to receive services designed to improve outcomes and their life experiences.

1.4 Lincolnshire County Council as a local authority has a statutory duty to give carers of CWD breaks from caring under paragraph 6(1)(c) of Schedule 2 of the Children Act 1989 and in performing their duty the Council must pursuant to the Breaks for Carers of Disabled Children Regulations 2011:

- Have regard to the needs of those carers who would be unable to continue to provide care unless breaks from caring were given to them; and
- Have regard to the needs of those carers who would be able to provide care to their disabled child more effectively if breaks from caring were given to them to allow them to –
 - i) Undertake education, training or regular leisure activity
 - ii) Meet the needs of other children in the family more effectively, or
 - iii) Carry out day to day tasks which they must perform in order to run their household.

1.5 Failure to meet this statutory duty and to have sufficient provision to meet the needs of CWD means Lincolnshire County Council would be in breach of the law and would leave itself exposed to an increased risk of judicial review. Previous engagement with families and other stakeholders when considering

options to de-commission these services received substantial challenge and the decision was taken to re-commission this valued provision.

2. The Services

2.1 Domiciliary Care

2.1.1 The service is currently commissioned through a contract (value £0.414m p/a) with Lincolnshire Community Health Service (LCHS), and provides a range of personal care duties which enables CWD and their parents/carers to help maintain and supports them to stay safe and be healthy in their own home.

2.1.2 The type of care for CWD includes:

- Support them in their own home, with their parents/carers present;
- Provide assistance with administration of medication that may involve some invasive procedures;
- Enable them to develop their personal and independent living skills and be self-caring where ever possible;
- Support and enable their parents/carers to develop the skills needed to care for them throughout childhood;
- Provide assistance for the child or young person at meal times;
- On certain occasions provide assistance throughout the night/out of core hours;
- Where required provide emergency response care within 24 hours of notification to prevent family breakdown;
- On certain occasions where required contribute towards End of Life Care.

2.1.3 The contract runs from 01/11/15 until 30/09/18 with an option to extend for a further 2 years. The service is required to deliver 450 hours of domiciliary care per week in the family's home following an assessment of need.

2.1.4 The current service was commissioned alongside Adult's homecare with the intention of maximising any potential synergies and integration across each service, whilst ensuring best use of resources. However it was clear from this exercise, that adult homecare providers did not have the appetite to diversify into the children's marketplace given the low volume and the common requirements of children and young people, i.e. services required at the same time of day (early mornings and evenings) and with wide coverage, as no bids were received.

2.1.5 The decision was made not to extend the current contract due to the inability to deliver the contracted hours which has been caused by difficulties recruiting and retaining staff. This in turn led LCHS to confirm their intention to exit the existing contractual arrangements at the contract end date of 30 September 2018 or earlier if a suitable alternative provider can be in place.

2.1.6 Currently the existing domiciliary care provision is unable to meet current and increasing demands due to staffing levels, which means that Children's

Services are relying heavily on putting in place spot purchase arrangements with additional domiciliary care providers.

- 2.1.7 The current domiciliary care service is based on the specified unit costs of £18.67 per hour for urban work and £19.16 per hour for rural work. The contract was previously delivered by Action for Children with an annual value of £0.75m, and a unit cost of £32.42 per hour (based on 450 delivery hours per week).
- 2.1.8 External benchmarking suggests that the average price expected by providers is nearer to £26.00 per hour, and that delivering below 500 hours per week is sub optimal for providers. Benchmarking has also highlighted that the costs of delivering domiciliary care to children is greater than adult provision due to the specialism and intimacy of the care required.
- 2.1.9 Many local authorities face very similar local pressures in respect of, recruitment in their localities, i.e. competition from other employers, external perceptions of the care sector relating to role, low-pay and limited career paths.
- 2.1.10 Consideration should be given to adopting an enhanced hourly rate which is both reflective of the market and also provides the ability to recruit to the specialist care workers required for children's needs.
- 2.1.11 Due to the nature of the service (early mornings and evenings) new staff have been difficult to recruit, most applicants stated that they wanted full time hours and those wanting part time hours wanted to do them either over 2 days or just morning care, unfortunately the children are at school during the day and work cannot be performed during this time.
- 2.1.12 Where the current provider is unable to deliver the required support, additional support is sought by way of spot purchasing from alternative care providers which brings added costs to the budget but also has an impact on resources within the service area.
- 2.1.13 The previous lack of market interest in domiciliary care highlights the risk that there may not be a provider interested in bidding to deliver the service. However by procuring the services together as three separate lots, increasing the scope and provide flexibility for bidders, should generate more interest from the existing market and also could attract potential new entrants.

2.2 Early Support and Learning Provision (ESLP)

- 2.2.1 The ESLP service for CWD and their families in Lincolnshire is commissioned through a single contract (value £0.196m p/a) with Kids, an external supplier. The contract runs until 30/04/18 with an option to extend for a further 2 years. Since the decision was taken not to extend the domiciliary care contract, the ESLP service has been extended until 30.09.18, which ensures that all services now have the same expiration date.

2.2.2 The service is aimed at improving outcomes for young children under 5 who have significant disabilities and/or complex medical needs, including: children with physical and sensory impairments, significant learning difficulties, emotional and behavioural difficulties and social and communication disorders, children with complex health needs, including epilepsy, tube feeding and oxygen dependency. A high proportion of children are likely to require additional support to meet their individual personal care, supervision and learning needs.

2.2.3 The ESLP sessions are available once a week from Children’s Centres at the following locations: Louth, Lincoln, Birchwood, Sleaford, Boston, Skegness, Gainsborough, Grantham, Waddington, Holbeach, Spalding and Stamford. The sessions last for 1 hour and 59 minutes, with an additional parent support hour either before or after each session, with 12 sessions per week (over 46 weeks) being delivered. In total, over 550 sessions are put on each year, with on average 66 children attending per week in the following locations:

Settings and days held	Grantham (Monday)	Lincoln North (Monday)	Gainsborough (Tuesday)	Boston (Tuesday)	Lincoln North (Wednesday)	Birchwood (Wednesday)	Skegness (Wednesday)	Stamford (Wednesday)	Sleaford (Thursday)	Louth (Thursday)	Holbeach (Friday)	Waddington (Friday)	Spalding (Friday)	Total Children Attending
Average number of children accessing	4	7	7	5	7	6	5	4	3	7	3	4	4	66

2.3 Targeted Positive Activities for Young People with Disabilities

2.3.1 This service is commissioned through a contract (value £0.21m p/a) with Action for Children. The contract runs until 30/09/18 which includes a six month extension that ensures all services now have the same expiration date following the decision not to extend the domiciliary care contract. This service provides targeted positive activities for young people with disabilities throughout Lincolnshire.

- 2.3.2 These targeted activities provide the necessary support to meet the needs of:
- Children and Young People who have severe learning disabilities or behaviour which is challenging, or, those children and young people whose behaviour is associated with other impairments such as severe learning disabilities.
 - Children and Young People with complex health needs including those with disability and life limiting conditions, and /or those who require palliative care and /or those with associated impairments such as cognitive or sensory impairments and/or have moving /handling needs and/or require special equipment/adaptations.

2.3.3 The service provides a wide range of activities, led by the individual preferences and capabilities of children and young people in attendance and

includes activities comparable with their peers but suitable to their abilities. Services are held in suitable venues for delivery of activities and which are secure, accessible, of adequate size, welcoming, suitably equipped and located appropriately throughout Lincolnshire which are easy for families to access in order to maximise attendance.

- 2.3.4 The provision sessions are held across the County in all of the districts in the following towns; Boston, Gainsborough, Horncastle, Lincoln, Spalding, Washingborough, Grantham.
- 2.3.5 Sessions are provided in each district twice a month for community activities and youth groups, with holiday clubs being provided in each of the school holidays. In total, nearly 500 sessions are put on each year, with just over 240 children and young people registered to attend the various sessions/activities.
- 2.3.6 In order to ensure that there is sufficient and sustainable provision going forward, it is essential to secure providers that can deliver all the services and that this is achieved via an open competitive tender.

3. Commissioning Options

3.1 Do Nothing

- 3.1.1 This means continuing with current contractual arrangements and not altering services or funding.
- 3.1.2 Doing nothing would mean that whilst the ESLP service contract could continue via a contract extension, both the domiciliary care service and the TPA contracts would expire and so at the very least the Council would be required to recommission these services due to the need being identified by parents/carers during the last review, and the Council's statutory duty to provide these services. Therefore this is not a legitimate option for consideration.

3.2 Decommissioning

- 3.2.1 This means not commissioning any services beyond existing contracts and that services would effectively cease.
- 3.2.2 The services commissioned support the Council in fulfilling its statutory duty in respect of children and young people who are classed as 'children in need' under the Children Act 1989 Section 17 (10) and as such are entitled, following assessment of need, to receive services designed to improve outcomes and their life experiences.
- 3.2.3 Lincolnshire County Council has a statutory duty under paragraph 6(1)(c) of Schedule 2 of the Children Act 1989 to give carers of disabled children a break from care provision. If the services were to be decommissioned the Council would be in breach of their statutory duty and would open themselves up to the risk of a legal challenge. The Council would also have a duty to consult on this,

with the very likely impact being significant reputational damage and public opposition. There would also be a risk of legal challenge with the Council needing to be very clear about the Short Break services it is securing locally to meet its statutory obligations.

- 3.2.4 Decommissioning is not recommended as we would not be fulfilling our statutory duties, and because there is strong evidence that offering Short Break services to children and young people with disabilities, particularly for vulnerable families, improves outcomes and social development.

3.3 Influencing/Partnership

- 3.3.1 This means not commissioning any services beyond existing contracts but working with other agencies to try secure the continuation of services through them acting either as a commissioner/co-commissioner or provider/co-provider.

- 3.3.2 There is no requirement for any organisation, other than the Council, to commission or provide these services. The responsibility for commissioning clearly lies with the Council to provide these services, ultimately enabling the Council to meet its statutory duties. Commercial aspects of the service cannot be delivered without funding and it is not feasible to consider that these services could be delivered through influence/partnership alone. This is not a legitimate option for consideration.

3.4 Insourcing

- 3.4.1 This means bringing the services within the Council with staff potentially being subject to TUPE rights and then being employed and managed by the Council.

- 3.4.2 Children's Services are keen to create a sufficient and sustainable market place. These services are not the Council's key areas of expertise, and would need to rely on any transferring staff or newly recruited staff to establish a service. There are no identified value for money benefits in bringing the services in house. Anecdotally, vulnerable families report that they like to engage with non-Social Care providers for these services.

3.5 Re-commissioning

- 3.5.1 This means going out to the market, by means of an open competitive tender process, with the intention of continuing to outsource the services to meet the requirements of service users.

- 3.5.2 Lincolnshire's market of providers for domiciliary care services for children is narrow with little competition. In 2015, the domiciliary care Children's service was commissioned alongside the domiciliary care Adult Services through an open competitive tender exercise based on a maximum 3 years contract. Only two bids were received for the Children's domiciliary care service from organisations that already operating in Lincolnshire. The second provider withdrew at a very late stage, leaving LCHS the only bidder.

3.5.3 Any opportunity for the market to bid again, needs to be based on a higher value/larger scope contract in order to increase the level of interest from the existing market and new entrants. Therefore the approach to recommissioning the three services together is expected to deliver this interest.

3.5.4 The scale of the contract shouldn't preclude small medium enterprises from being able to bid and consortium bids will be encouraged.

3.5.5 Benefits include:

- To deliver outcome based support using flexible care plans that shift away from minute by minute visits.
- Continue to support an experienced market that can also attract funding from outside of the Council and thus strengthen Lincolnshire's economy.
- Clear understanding of how funding is being used as a result of providers being required to submit a detailed budget breakdown during the tender process and also required to provide regular detailed financial reporting.
- Reduced likelihood of negative media attention.
- To ensure greater flexibility and capacity, whilst still maintaining the geographical focus which recognises the issue of travel time across Lincolnshire.
- To create opportunities for Providers to bid for one or more services which may provide greater return on investment whereby the Council may be able to leverage a reduction in overhead costs from the Provider.
- To deliver a more generic approach focussing on needs and outcomes rather than diagnosis.
- To improve quality within CWD domiciliary care services.
- To ensure the best value available within the market.
- To ensure services are able to respond to changing needs and demands.
- To open up a greater pool of potential bidders from a more competitive market.

3.5.6 Dis-benefits include:

- Reduced direct control of budget, performance and flexibility over service delivery.

4. Legal Issues:

4.1 Equality Act 2010

4.1.1 Under section 149 of the Equality Act 2010, 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 Act;

- 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.
- 4.1.2 The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.
- 4.1.3 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.
- 4.1.4 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.
- 4.1.5 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.
- 4.1.6 Compliance with the duties in section 149 may involve treating some persons more favourably than others.
- 4.1.7 The 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.
- 4.1.8 An initial desktop Equality Impact Assessment has been completed and is attached at Appendix A; this is a live document and continues to be updated. This assessment identifies that there are no specific impacts on those with protected characteristics based on the proposed recommissioning of services. This reflects the fact no significant changes have been made to services.

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

- 4.2.1 The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health and Well Being Strategy (JHWS) in coming to a decision.
- 4.2.2 Consideration has been given to the JSNA and the JHWS and as referred to above the proposals contribute to the theme: Improve health and social outcomes for children and reduce inequalities and the outcome: Ensure all children get the best possible start in life and achieve their potential.
- 4.2.3 These services provide vital support to ensure that as they grow up, children and young people are able to access the provision and support they need to succeed in education, training and employment, and therefore reduce inequalities.
- 4.2.4 There has been an increase in the number of young people placed in Special Schools. In 2010/11 there were 1,492 commissioned special school places; in 2013/14 there were 1,573 places commissioned and in May 2016 this number had risen to 1,737, highlighting the growing need for services supporting Children and Young People with SEND.
- 4.2.5 The services being delivered to Children and Young People and their families provide respite and support to enable the Children and Young People to remain in their home and not accessing independent provision which has high cost implications.

4.3 *Crime and Disorder*

- 4.3.1 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.
- 4.3.2 These services are not directly related to preventing crime and disorder however as part of the delivery, services will be engaged in Early Help/Team Around the Child (TAC). These processes ensure that there are appropriate routes to escalate any concerns at the earliest opportunity.

5. Conclusion

- 5.1 The inability to meet demand in the domiciliary care service has enabled the exploration of a different approach to recommissioning all three services. As a result, Children's Services are seeking an approach to recommission

the existing services together to generate sufficient market interest to identify provider/providers that will provide the support to CWD and their families.

- 5.2 These services provide CWD and their families with much needed support and relief. Without which, families would face the risk of going into crisis, suffering family breakdown which could result in children having to go into provision away from the family home potentially having to go to out of county, which would have high cost implications.

6. Legal Comments:

The legal background to the decision is set out in the Report. The recommendations are lawful, consistent with the Policy Framework and within the remit of the Executive Councillor.

7. Resource Comments:

Currently there is budget provision in 2017/18 to cover the full cost of the contracts for the Early Support and Learning Provision (ESLP) of £196,666 (within the Dedicated Schools Budget (DSB) Code L13617) and the Targeted Positive Activities (PTA) of £240,000 (within L10095).

In respect of the Domiciliary Care, a budget provision of £255,000 in 2017/18 is available (within L10093 'CWD AFC Domiciliary-family support) to cover this contract. The reason this budget is less than the full value of the contract (£414,000) is that LCHS have been unable to deliver the full contracted hours and therefore costs have significantly dropped. It should be noted that the excess budget was utilised elsewhere in Children's Services

Combining the three contracts into one should provide better value for money and a greater number of bids received to choose from.

8. Consultation

a) Has Local Member Been Consulted?

n/a

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 1 December 2017. Comments from the Committee will be reported to the Executive Councillor.

d) Have Risks and Impact Analysis been carried out?

Yes

e) Risks and Impact Analysis

The EIA is included in the appendices

9. Appendices

These are listed below and attached at the back of the report	
Appendix A	Equality Impact Assessment

10. 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 Jonas Gibson, who can be contacted on 01522 553258 or Jonas.Gibson@lincolnshire.gov.uk .

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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	Domiciliary Care & Short Breaks Services for Children with Disabilities	Person / people completing analysis	Mark Coupland
Service Area	Children's Strategic Commissioning Service	Lead Officer	Jonas Gibson
Who is the decision maker?	Cllr Bradwell	How was the Equality Impact Analysis undertaken?	Internal review, and feedback from service providers and professionals. Further engagement is planned which will include young people and parents/carers. This EIA will be updated once this engagement has taken place.
Date of meeting when decision will be made	05/12/2017	Version control	V0.1
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	Children's Strategic Commissioning Service is currently reviewing the services that support Children with disabilities (CWD) and their families, which are currently outsourced. These services provide much needed support and respite to CWD and their families to ensure that with additional support the child may remain with their family in their own home. The proposal is to retender the Domiciliary Care, Holiday Clubs, Community Activities and Youth Groups; Early Support and Learning Provision services in Lincolnshire by open competitive tender with start dates of 1 st October 2018. Therefore the current services will continue but by retendering the services this could lead to a change in provider.		

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>By retendering the services into three lots this will give current providers who are already working with children across one service will provide the opportunity to deliver additional services to the same children, Promoting a greater level of consistency in service and developing stronger relationships between care worker and the children with disabilities and families.</p> <p>To ensure sufficient capacity in the market to provide the amount of quality domiciliary care needed, at the time needed. To ensure that providers deliver good quality services that can deliver and evidence outcomes identified in care planned. To work with the market to bring about the required changes in a planned way.</p>
Disability	<p>Greater access to services by providers being able to share existing resources across the three services. 0-19 Years - By retendering the services into three lots this will give current providers who are already working with children across one service will provide the opportunity to deliver additional services to the same children, Promoting a greater level of consistency in service and developing stronger relationships between care worker and the children with disabilities and families.</p> <p>To ensure sufficient capacity in the market to provide the amount of quality domiciliary care needed, at the time needed. To ensure that providers deliver good quality services that can deliver and evidence outcomes identified in care planned. To work with the market to bring about the required changes in a planned way</p>
Gender reassignment	<p>No positive impact.t</p>
Marriage and civil partnership	<p>No positive impact</p>
Pregnancy and maternity	<p>No positive impact</p>

Race	No positive impact
Religion or belief	No positive impact
Sex	No positive impact
Sexual orientation	No positive impact

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.

None

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>Potential limited number of providers in the market place. Market place may not be able to sustain rates Service users could outstrip providers capacity if hourly rate is lower than market expectations Loss of providers could lead to excess costs to the Council as fewer providers could lead to a monopoly on provision of CWD services.</p>
Disability	<p>Potential limited number of providers in the market place. Market place may not be able to sustain rates Service users could outstrip providers capacity if hourly rate is lower than market expectations Loss of providers could lead to excess costs to the Council as fewer providers could lead to a monopoly on provision of CWD services.</p>
Gender reassignment	'No perceived adverse impact'
Marriage and civil partnership	'No perceived adverse impact'

Pregnancy and maternity	'No perceived adverse impact'
Race	'No perceived adverse impact'
Religion or belief	'No perceived adverse impact'
Sex	'No perceived adverse impact'
Sexual orientation	'No perceived adverse impact'

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 perceived adverse impact'

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 and understand the impact, both positive and negative, that the services would have on children and young people, and their families, based on the protected characteristics.
- To engage with providers to determine how they will be impacted, either positively or negatively.
- To engage with children and young people and their parents/carers who may use the services to determine how they will be impacted, either positively or negatively.
- To make sure we have considered all of the impacts the services could have on children and young people and their parents/carers, based on the protected characteristics and where there are any negative impact identified to a particular group of children and young people, that steps are identified to avoid or reduce the impact to an acceptable level.
- To enable the EIA to be further developed as further engagement is undertaken; this will include children and young people, their parents/carers as well as other professionals.

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

Age	<p>An extensive engagement was conducted recently involving all parents/carers, professionals and other stakeholders. This feedback was included as part of the Commissioning Plan which was used to inform the decision at the time to recommission these services. This current exercise is to ensure that there is sufficient and sustainable provision going forward, with services continuing and that the Local Authority meets its obligations.</p> <p>Further consultation has been conducted with a representation from the relevant Children's Services teams, using professional knowledge and expertise, background research. It is planned that further engagement will take place which will include young people and parents/carers to help inform the 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	As above
Sex	As above
Sexual orientation	As above
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 at this time
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?	Further engagement to take place, including children and young people and their parents/carers and a wider range of professionals.

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.	Further engagement to take place, including children and young people and their parents/carers and a wider range of professionals.	Mark Coupland	30 th January 2018
Signed off by		Date	Click here to enter a date.

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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:	1 December 2017
Subject:	Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools

Summary:

This item invites the Children and Young People Scrutiny Committee to consider a report entitled *Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools* which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services for decision between 5 December and 12 December 2017. 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 (Appendix 1) and to determine whether the Committee supports the recommendations to the Executive Councillor set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor in relation to the report.

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider a report entitled *Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools* for decision between 5 December and 12 December 2017. 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 recommendations 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

The Children and Young People Scrutiny Committee is being consulted prior to a proposed decision by the Executive Councillor for Adult Care, Health and Children's Services on *Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools*.

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report to Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (5 December – 12 December 2017) on Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from 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 Mary Meredith, who can be contacted on 01522 554549 or mary.meredith@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 Adult Care, Health and Children's Services
Date:	05 – 12 December 2017
Subject:	Alternative Education Provision for Key Stage 4 pupils permanently excluded from schools
Decision Reference:	I014831
Key decision?	Yes

Summary:

This report aims to update the Executive Councillor for Adult Care, Health and Children's on the current Alternative Education Provision (AEP) situation, highlighting future commissioning intentions, and to seek approval to procure a number of places by means of an open competitive tender that will support this vulnerable cohort of young people.

There is a clear need for greater capacity within Lincolnshire's AEP sector. There are several reasons for this. One is that, historically, Lincolnshire's Pupil Referral Unit (PRU) now known as Springwell Lincoln City Academy and part of the Wellspring Academy Trust, has gone over PAN (Pupil Admission Number) by, on average, 75 pupils and there has been a year-end reconciliation with the provider to cover the additional numbers. Investing in additionality at the beginning of the year will improve the quality of strategic planning. In supporting this approach, which discussed and agreed at Schools' Forum, is that disaffected KS4 pupils benefit from vocational and work-related learning.

Most schools rely on access to local AEP for this, lacking the resource in-house. It is crucial that investment sustains the sector and, with a minimum of 75 places required, there is an opportunity to do just this - diversifying Lincolnshire's AEP offer in the best interests of disaffected KS4 learners.

Recommendation(s):

That the Executive Councillor approves:

- 1) The model for the Alternative Education Provision for Key Stage 4 pupils who have either been permanently excluded from schools or referred through the Lincolnshire Ladder of Intervention.

2) The following commissioning options:

- a) AEP service(s) are procured through an open competitive tender process with a view to it being operational from 04/09/18.
- b) That the Director of Children's Services in consultation with the Executive Councillor for Adults, Health and Children's Services be delegated the authority to approve the final form and content of the service model, and approving the entering into of all necessary legal documentation.
- c) That the Director of Children's Services be delegated the authority to increase the ongoing capacity of this provision if required to a maximum of 125 places.

Alternatives Considered:

1 Influence/Partnership working to commission the increased capacity within the current provision commissioned through Springwell, however, this would not have achieved the goal of diversifying and increasing sufficiency of provision within the sector. In addition, Springwell has inherited a setting in special measures and significant expansion has the potential to destabilise and thereby undermine school improvement.

2 Do Nothing and not create additional places. However, without a dramatic fall in exclusions, this is a significant risk. The Council cannot be in a position where it is unable to fulfil its legal duty to provide full time education on the 6th day following a permanent exclusion. In the past, the Pupil Referral Unit has accommodated pupils over PAN [*Published Admissions Number*], but academies are not obliged to do so and this makes the Council extremely vulnerable to not fulfilling its legal duties.

3 Insourcing the services within the Council, however there are established providers delivering varied vocational services in Lincolnshire and these services are not the Council's key areas of expertise and doing so would not immediately result in improved value for money.

These commissioning options are provided in greater detail further on in this report. However It is believed that re-commissioning by means of an open competitive tender is the best approach to securing value for money services from experienced providers that pupils and schools will want to engage with.

Reasons for Recommendation:

The recommended approach to create additional places model for AEP has been developed taking into account feedback from Schools, the Schools Forum and Children's Services Directorate Management Team, and this approach is deemed to provide the best offer to pupils and their families within available

resources. Not agreeing, or changing this approach risks altering/removing services where there is a clear rationale for needing them. Further work would be needed to understand the impact of changes which would increase the time required to implement new services and for savings to be realised.

Alternative commissioning options have been given thorough consideration and the recommendations provided to the Executive Councillor are believed to offer the best approach to securing value for money services that will improve outcomes for these young people. It is believed that to agree alternative commissioning options would result in this not being achieved as successfully.

By approving the recommended approach to commission this provision, this provides the greatest opportunity for the Council to secure suitable, quality service provider(s) to support young people across Lincolnshire.

1. Background

1.1 AEP is commonly defined as education outside school, arranged by local authorities or schools themselves. It can be something in which a young person participates as part of their regular timetable, away from the school site or the pupil referral unit (Springwell Lincoln City Academy) and not led by school staff. Schools are encouraged to use such provision to try to prevent exclusions, or to re-engage pupils in their education. Many secondary schools in Lincolnshire use AEP in this way, dual registering pupils for behavioural intervention or to follow vocational pathways.

1.2 An imperative for the Council is to ensure that a supply of high quality, local and affordable AEP is always available for Lincolnshire schools so that pupils at risk can benefit from vocational opportunities and through them a positive post-16 pathway. Vocational learning is proven to have a key role in securing positive outcomes for vulnerable learners with research confirming that its benefits extend beyond the courses themselves; underachieving pupils also make accelerated progress in maths and English when re-engaged through work-related learning. (e.g. Dearden et al. 2003).

1.3 However, maintaining and strengthening the vocational sector does necessitate a degree of investment with a challenging financial context (school budgets) one of several factors currently undermining it. To this end, a tender process is planned for January 2018 with successful vocational providers (DfE registered only) benefitting from the stimulant of an LCC contract and schools for the first time in recent years having access to 'free' vocational learning places – part time or full time – when they can demonstrate that they have followed the Lincolnshire 'Ladder'. Those schools that choose not to follow the Ladder to secure LCC commissioned places will be able to operate in the same way that they have in the past, purchasing places as required through service level agreements with their preferred providers.

1.4 This vocational learning offer is, then, designed to provide secondary Headteachers with a further positive alternative to exclusion. Like any responsive strategy, 'Inclusive Lincolnshire' continues to evolve as its efficacy is tested in the field. Whilst the number of permanent exclusions in Lincolnshire fell for the second consecutive year in 2016-17, the gains have been predominantly in the primary phase and we must acknowledge and respond to the fact that more work needs to be done to develop the secondary strategy.

Commissioning Options

1.5 Influence/Partnership working

1.5.1 This means working with other agencies to try secure the services through them acting either as a commissioner/co-commissioner or provider/co-provider.

1.5.2 The increased capacity within the current provision commissioned through Springwell was considered. However, this would not have achieved the goal of diversifying the sector. In addition, Springwell has inherited a setting in special measures and significant expansion has the potential to destabilise and thereby undermine school improvement.

1.5.3 There is no requirement for any organisation, other than the Council, to commission or provide these services. The responsibility for commissioning clearly lies with the Council. Commercial aspects of the service cannot be delivered without funding and it is not feasible to consider that these services could be delivered through influence/partnership alone. This is not in such circumstances a viable consideration.

1.6 Do nothing

1.6.1 Do nothing and not create additional places. However, without a dramatic fall in exclusions, this is a significant risk. The local authority cannot be in a position whereby it is unable to fulfil its legal duty to provide full time education on the 6th day following a permanent exclusion. In the past, the Pupil Referral Unit has accommodated pupils over PAN, but academies are not obliged to do so and this makes the Council extremely vulnerable to not fulfilling its legal duties.

1.7 Insourcing

1.7.1 Insourcing the services within the Council, however there are established providers delivering varied vocational services in Lincolnshire and these services are not the Council's key areas of expertise and doing so would not immediately result in improved value for money.

1.8 Procurement

1.8.1 This means going out to the market, by means of an open competitive tender process, with the intention of obtaining external suppliers to delivery the services to meet the requirements of our Key Stage 4 pupils.

1.8.2 Through engagement with schools, schools are able to buy direct AEP and some have done this directly, however the small volume of places purchased across such a vast area as Lincolnshire means that it is not a sustainable solution for suppliers in the marketplace. The Schools Forum collectively support this approach to take.

1.8.3 Lincolnshire's market of suppliers for AEP who are DfE registered is minimal. Previous suppliers of this service who aren't registered will need to become registered in order to successfully bid or become part of a consortium whose lead is DfE registered.

1.8.4 Locations of AEP will need to be carefully considered to ensure geographical coverage is maximised and that also transport times for pupils and transport costs are kept to a minimum.

1.8.5 Based on current market rates and with the requirement for 75 places (starting 4th September 2018), it is anticipated that tender value may be in the region of £1m per annum over the academic year. Clearly the scale of this contract is likely to increase the level of interest from the existing market and also attract new entrants.

1.8.6 The scale of the contract should not preclude small medium enterprises from being able to bid and consortium bids should be encouraged.

1.8.7 Advantages include:

- Continuing to deliver education to a vulnerable young people.
- Deliver vocational education alongside academic education to increase engagement and attendance.
- To achieve GSCE attainment based on clear individual education plans.
- Clear understanding of how funding is being used as a result of providers being required to submit a detailed budget breakdown during the tender process and also required to provide regular detailed financial reporting.
- Provide a county wide coverage which recognises the issue of travel time across Lincolnshire.
- To ensure the best value available within the market.
- To ensure services are able to respond to pupils' needs and demands.
- To open up a greater pool of potential bidders from a more competitive market.
- To develop the marketplace as a whole to improve the sufficiency and sustainability of provision.
- Direct control of budget, performance and flexibility over service delivery.

1.8.8 Dis-advantages/risks include:

- Lack of market interest to become registered with the DfE.
- Providers not registered in time for start of 18/19 academic year.
- Unable to obtain full capacity at the start of the academic year.

2. Legal Issues:

2.1 Equality Act 2010

2.1.1 Under section 149 of the Equality Act 2010, 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 Act;
- 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.

2.1.2 The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

2.1.3 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.

2.1.4 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.

2.1.5 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.

2.1.6 Compliance with the duties in section 149 may involve treating some persons more favourably than others.

2.1.7 The 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.

2.1.8 The Equality Act duty has been taken into account in preparing this Report.

AEP will ensure that those pupils permanently excluded or on a pre exclusion placement through the Lincolnshire Ladder of Intervention continue to receive education and obtain qualifications that are achievable and are supported to enter and/or maintain education and training opportunities enhancing employment prospects, life chances and reducing inequalities.

2.2 Joint Strategic Needs Analysis (JSNA and the Joint Health and Wellbeing Strategy (JHWS)

2.2.1 The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision.

2.2.2 The Lincolnshire JSNA identifies a number of needs that directly relate to young people. The service provision commissioned will support young people in the following ways under the themes of the JSNA.

2.2.3 AEP is delivered to ensure young people are able to maintain their educational commitments and achieve GCSE's. There is a well-established link between; under-achievement, low attainment at school, reduced economic output and familial disadvantage. Achieving GCSEs and apprenticeships improve earnings, employability and lifetime productivity. Even achieving at very low levels, just one or two GCSE passes compared to none is associated with large economic gains. Individual education plans are predicated on the needs of the young person with the individual active in creating those plans and the outcomes they wish to achieve.

Some young people in receipt of the service may have behaviours that challenge and/or mental health or emotional well being problems. The support offered will empower young people to address such issues or to seek support from other professional services.

2.3 Crime and Disorder

2.3.1 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

2.3.2 The service may from time to time be in contact with young people who may be experiencing or partaking in crime and disorder and consideration has been given in the model to support those most at risk and to indirectly prevent /divert them away from crime and disorder.

3. Conclusion

3.1 The need to increase capacity for AEP placements is key to the Council meeting its obligations in ensuring young people, permanently excluded or on a pre excluded placement from school, continue to receive education and that it is widely recognised that disaffected Key Stage 4 pupils benefit from vocational and work-related learning.

3.2 The required AEP capacity is currently unable to be found, except through external commissioning of these placements. Children's Services are therefore seeking an approach to commission a minimum of 75 placements (but up to a maximum of 125), with effect from the start of the 2018/19 academic year to ensure that education for our Key Stage 4 pupils can be maintained.

4. Legal Comments:

The Recommendation is appropriate to enable the Council to discharge its duty to provide alternative education provision for excluded children at KS4.

The other legal issues which the Executive Councillor must have regard to are dealt with in the report.

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

5. Resource Comments:

The recommendation in the report to procure through an open competitive tender process to be operational from September 2018 will ensure sufficient capacity is available to fulfil the Local authority's legal duty to provide full time education on the 6th day following a permanent exclusion, and offer vocational learning places to schools that have followed the Lincolnshire 'ladder' to support re-engagement.

The commissioning by means of an open tender with DfE registered providers is identified as the best approach to securing value for money with experienced providers and diversity in the market place. The funding to meet this cost is to be met through the high needs budget of the Dedicated Schools Grant, which is intended to support inclusive education.

6. Consultation

a) Has Local Member Been Consulted?

n/a

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 1 December 2017. Comments from the Committee will be reported to the Executive Councillor.

d) Have Risks and Impact Analysis been carried out?

Yes

e) Risks and Impact Analysis

The EIA is included in the appendices

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Equality Impact Analysis

8. Background Papers

Document title	Where the document can be viewed
Lincolnshire Ladder of Intervention	http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article

This report was written by Mary Meredith, who can be contacted on 01522 554549 or mary.meredith@lincolnshire.gov.uk

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	Alternative Education Provision for Key Stage 4 pupils permanently excluded from schools	Person / people completing analysis	Jonas Gibson
Service Area	Children's Strategic Commissioning Service	Lead Officer	Jonas Gibson
Who is the decision maker?	Cllr Bradwell	How was the Equality Impact Analysis undertaken?	Internal review, and feedback from schools and professionals. Further engagement is planned which will include young people and parents/carers. This EIA will be updated once this engagement has taken place.
Date of meeting when decision will be made	05/12/2017	Version control	V0.1
Is this proposed change to an existing policy/service/project or is it new?	New	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	Children's Services Inclusion Service is currently reviewing the capacity for Alternative Education Provision (AEP) places for Key Stage 4 pupils who have been permanently excluded from schools or who are on a pre exclusion placement through the Lincolnshire Ladder of Intervention. This service would ensure that pupils at risk can benefit from vocational opportunities and through them a positive post-16 pathway. The proposal is to commission a minimum of 75 places of AEP in Lincolnshire by open competitive tender which will start from the new academic year 4 th September 2018.		

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>By tendering this service it will ensure that there is a sufficient and sustainable market place to deliver this service to 15-16 year olds who have been permanently excluded from school or who are on a pre-exclusion placement following the Lincolnshire Ladder of Intervention.</p> <p>It will ensure that young people have their right to receive full time education.</p> <p>Disaffected KS4 pupils will benefit from vocational and work-related learning and that due to their interest in these areas their attainment improves.</p>
Disability	No positive impact
Gender reassignment	No positive impact
Marriage and civil partnership	No positive impact
Pregnancy and maternity	No positive impact

Race	No positive impact
Religion or belief	No positive impact
Sex	No positive impact
Sexual orientation	No positive impact

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.

None

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	There will be a change in the location and education establishment, but education will continue. There may be different arrangements for transport, and transport may take longer, but this will be arranged and journey times kept to a minimum.
Disability	No perceived adverse impact
Gender reassignment	'No perceived adverse impact'
Marriage and civil partnership	'No perceived adverse impact'
Pregnancy and maternity	'No perceived adverse impact'

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Race	'No perceived adverse impact'
Religion or belief	'No perceived adverse impact'
Sex	'No perceived adverse impact'
Sexual orientation	'No perceived adverse impact'

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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 perceived adverse impact'

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 and understand the impact, both positive and negative, that the services would have on young people, and their families, based on the protected characteristics.
- To engage with providers to determine how they will be impacted, either positively or negatively.
- To engage with young people and their parents/carers who may use the services to determine how they will be impacted, either positively or negatively.
- To make sure we have considered all of the impacts the services could have on young people and their parents/carers, based on the protected characteristics and where there are any negative impact identified to a particular group of young people, that steps are identified to avoid or reduce the impact to an acceptable level.
- To enable the EIA to be further developed as further engagement is undertaken; this will include young people, their parents/carers as well as other professionals.

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

<p>Age</p>	<p>A report was presented to Lincolnshire Schools Forum in October 2017 regarding the current Alternative Education Provision (AEP) and also future arrangements for this. The report identifies the number of exclusions and the need to ensure that a supply of high quality, local and affordable AP is always available for Lincolnshire schools so that pupils at risk (of exclusion) can benefit from vocational opportunities and through them a positive post-16 pathway.</p> <p>Vocational learning is proven to have a key role in securing positive outcomes for vulnerable learners with research confirming that its benefits extend beyond the courses themselves; underachieving pupils also make accelerated progress in Maths and English when re-engaged through work-related learning. (e.g. Dearden et al. 2003).</p> <p>Further consultation has been conducted with a representation from the relevant Children's Services teams, using professional knowledge and expertise, background research. It is planned that further engagement will take place which will include young people and parents/carers to help inform the services.</p>
<p>Disability</p>	<p>As above</p>
<p>Gender reassignment</p>	<p>As above</p>
<p>Marriage and civil partnership</p>	<p>As above</p>

Pregnancy and maternity	As above
Race	As above
Religion or belief	As above
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>	Yes at this time
<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>	Further engagement will take place, including young people and their parents/carers and a wider range of professionals.

Further Details

Are you handling personal data?

No
If yes, please give details.

Actions required

Include any actions identified in this analysis for on-going monitoring of impacts.

Action

Further engagement to take place, including children and young people and their parents/carers and a wide range of professionals.

Lead officer

Jonas Gibson

Timescale

31st January 2018

Signed off by

Date

Click here to enter a date.

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

Report to:	Children and Young People Scrutiny Committee
Date:	1 December 2017
Subject:	0-19 Health Services

Summary:

This report invites members to note the progress made by the Council to deliver 0-19 health services to children and young people following the decision made by the Executive in November 2016 to insource these services. It also provides information on the 0 -19 health services now being delivered by the Council.

Actions Required:

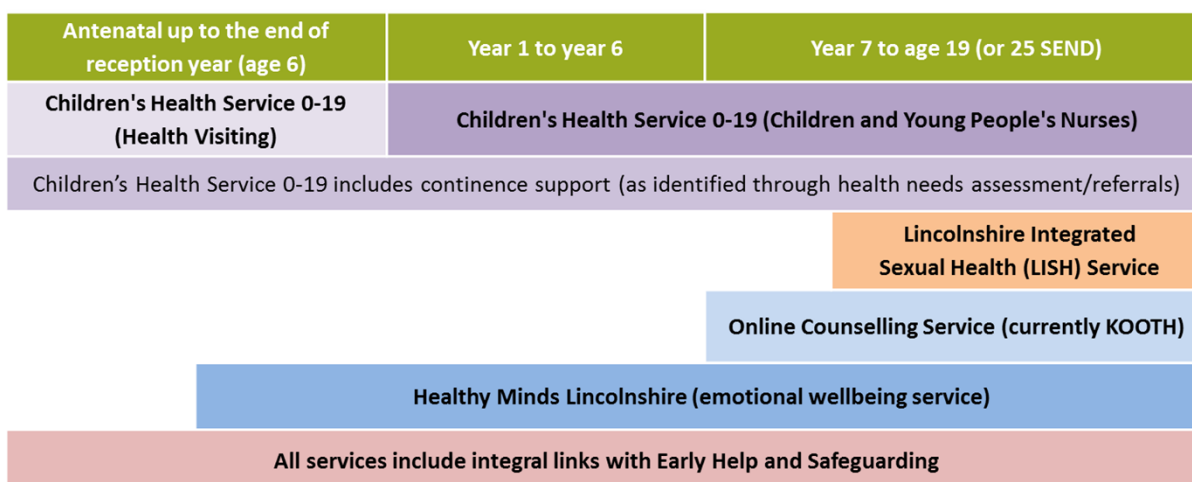
Committee members are asked to:

- 1) note the progress made on insourcing these services to the Council;
- 2) endorse the approach to delivering 0-19 health services as part of an integrated locality based offer to children and families;
- 3) comment on any further opportunities there may be developing these services in the future; and
- 4) identify if they require any further information at future meetings.

1. Background

A new model of 0-19 health services was agreed by the Council's Executive on 1 November 2016. On 1 October 2017 this new model became operational.

The table below demonstrates the key elements of the new service model against a timeline for parents/carers, children and young people from the antenatal period up to age 19, or up to age 25 if the child or young person has a special educational need or disability (SEND). Further detail is supplied in Appendix A.



Children's Health Service 0-19 – The Model

The Children's Health Service 0-19 supports the delivery of the Healthy Child Programme (HCP) across Lincolnshire for children and young people aged 0 to 19 (or up to age 25 SEND). The programme supports families to ensure that their children grow up to be healthy, safe and able to achieve their potential.

Since October 2015, local authorities have been responsible for commissioning public health services for children aged 0-19; this presented new opportunities for bringing together a robust approach for improving outcomes for children and young people across both health and local authority led care services for children and young people aged 0 to 19.

The Children's Health Service 0-19 will be integrated within Children's Services Locality Teams to ensure that children, young people and families have swift access to a range of professionals in their local community that can help them at the earliest sign of any concerns.

The service provides strong universal support during the antenatal period through the delivery of health checks and an antenatal education programme. There is a strong focus on providing more support during the first year of a child's life with a key focus on providing all families with a consistent Health Visitor with whom they can build a trusting relationship. As children and families thrive they still have effective access to support should concerns arise.

Health Visitors can work consistently and as frequently as needed with a family to help them to meet their child's needs and improve the child's development in readiness for school and later life. Health Visitors also attend Team Around the Child (TAC), Child in Need (CIN) and Child Protection (CP) meetings as needed for children and young people with whom they are already involved or where their specific nursing skills are of direct benefit. Health Visitors and Family Health Workers now support children until the end of reception year at school, particularly supporting the transition to school for children with more complex health needs. Family Health Workers continue to undertake the National Child Measurement Programme of height and weight measurement in reception and year 6.

School aged children with more complex health needs and other health concerns (e.g. continence/enuresis, weight concerns and anaphylaxis) can access direct support from a Children and Young People's Nurse. Children and Young People's Nurses undertake Health Needs Assessments for referrals made to the service and support individual needs cases where there is a relevant identified health need and their specific nursing skills are of direct benefit. They also attend Team Around the Child, Child in Need and Child Protection meetings as needed for children and young people with whom they are already involved or where they are needed to provide health support.

Lincolnshire Integrated Sexual Health (LISH) Service

From 1 October 2017 the LISH Service, provided by Lincolnshire Community Health Services NHS Trust, now delivers a young person's sexual health service throughout the county for teenagers from age 13 to 19 (or up to age 25 SEND). LISH continue to deliver the existing universal service to all ages from 13.

The new service includes clinic provision aimed at increased access for younger people, which is linked to existing LISH clinics so that if young person needs an additional specialist service, direct access links to universal services are in place. A significant engagement, research and analysis piece of work will be undertaken to establish the kind of clinical services that young people would prefer and how to reduce barriers to accessing services.

LISH will ensure that its services meet the 'You're Welcome' Standards and have a young person's focus – all staff are able to provide friendly, appropriate and confidential support.

The existing universal service LISH already delivers across the county includes:

- Reproductive health – advice about best forms of family planning, contraception, psycho sexual counselling and C-card
- GUM [Genitourinary Medicine] sexual health – STI [Sexually Transmitted Infection] testing, diagnosis and treatment, support and advice, partner notification
- Co-ordination of the National Chlamydia Screening Programme within Lincolnshire.

Information about services, clinics and online testing for chlamydia are all available online through the LISH website. Clinics are available across the county at various times and days including evenings and Saturdays, and can be booked online or over the telephone. The new service has a greater focus on marketing via schools, colleges and communities to ensure young people are aware of universal and enhanced services available in their area.

The following services are also available and are listed on the LISH website:

- C-card is available at many pharmacies, GP surgeries and other organisations, such as some libraries and further education providers
- Chlamydia screening is available at GP surgeries and many pharmacies
- Pregnancy testing and emergency hormonal contraception are also available at many pharmacies.

LISH can provide help and support to schools and further education providers, where they experience specific concerns around young people and their sexual health. Training, support and condom supplies in relation to C-card and Chlamydia screening are also available.

Lincolnshire County Council is developing a programme around supporting the delivery of Relationship and Sex Education (RSE) in primary and secondary schools, further education settings and for parents. This will help to prepare schools for mandatory RSE, following the Social Work and Children's Act 2017, and will include:

- Working with schools to ensure that all pupils have access to high quality, inclusive RSE that takes account of age and religious background
- Providing tailored guidance, resources, support, policies and evaluation in relation to Personal Social Health Education (PSHE)/RSE provision in schools
- Providing training for teachers, head teachers and other professionals
- Providing information to inform and empower parents to assist them to have confident conversations with their children including sex and relationships.

Online Counselling Service (KOOH)

An Online Counselling Support Service (currently provide through KOOH) is available for children and young people in Lincolnshire who are aged 11-18 (up to age 25 if they are SEND or a care leaver) that have emotional or mental health concerns. The service provides help, support and guidance to children and young people in relation to short-lived, low to moderate level mental health concerns. Such concerns may affect the psychological and emotional well-being of young people causing concern to themselves, their families and friends.

Funding for this service has been doubled, increasing capacity within the service to meet demand and support more children and young people in Lincolnshire.

Healthy Minds Lincolnshire (Emotional Wellbeing Service)

Healthy Minds Lincolnshire is a brand new service to support the emotional wellbeing needs of children and young people in Lincolnshire. The service commenced on 1 October 2017 and is delivered by Lincolnshire Partnership NHS Foundation Trust (LPFT) via a Partnership Agreement led by the council, which runs until 30 September 2020 with the option to extend for up to a further two years.

It is a countywide service and is available to all Lincolnshire children and young people up to the age of 19 (or up to 25 if they are SEND or a care leaver), and their families. The service focuses on early intervention, promoting resilience and the prevention of emotional wellbeing concerns escalating to mental health issues.

Qualified practitioners deliver direct evidence-based interventions for Lincolnshire children and young people who are experiencing emotional wellbeing concerns

and who do not meet the eligibility for other available services, thus impacting on their ability to thrive. Advice, guidance and signposting is also available to parents/carers and professionals supporting children with emotional wellbeing concerns.

In addition, training and support is available to Lincolnshire pre-school and school workforce (including state funded academies), as well as relevant children's services professionals, to build confidence and provide the tools to support children's emotional wellbeing concerns. This includes working with providers of further education in Lincolnshire to contribute to the core training delivery of Initial Teacher Trainees and Child Care qualification programmes.

Healthy Minds Lincolnshire also works closely with other services – particularly CAMHS [Child and Adolescent Mental Health Services], the new Children's Health Service 0-19, the online counselling service (KOOOTH) and relevant adult services – ensuring there are seamless pathways for Lincolnshire children and young people and they receive timely support from the best placed professional.

A new online Emotional Wellbeing/Behaviour Pathway has been developed to support public and professionals to access or refer to the most appropriate services more easily. Young people, parents/carers and professionals can go to www.lincolnshire.gov.uk/ewb to view self-help information and identify relevant national and local support services, ensuring that they access the right service at the right time.

	Services	16/17	17/18	18/19
Pre-October 2017 Services	Health Visiting	£8,300,000	£3,771,968	£0
	Family Nurse Partnership	£350,000	£0	£0
	School Nursing	£2,629,040	£1,238,625	£0
	Children's Health Service 0-19	£0	£5,793,447	£9,229,040
	Online Support Services	£0	£0	£100,000
Post-October 2017 Services	Emotional Wellbeing Service	£0	£0	£1,000,000
	Sexual Health Service	£0	£125,000	£250,000
	Total	£11,279,040	£10,929,040	£10,579,040
Savings		£0	-£350,000	-£350,000

In 2017/18, £350,000 of ongoing savings from children's health services have been made. A further £350,000 of ongoing savings will be made in 2018/19.

A costs analysis was undertaken on the preferred model for the children's health service 0-19 (25 SEND) and a budget of c£9.2m per annum was deemed sufficient for the Children's Health Service 0-19, this includes some contingency funding for potential unknown costs associated with in-house delivery. It is anticipated that further savings should be achievable, particularly in relation to much lower estates and overhead costs than under current contract arrangements.

The Transfer Process

The aim was to transfer the service to the Council in a way that allowed for an element of transformation while ensuring that continuity of service would be ensured for families and uncertainty minimised for staff.

A full programme of work was overseen by staff from within Children's Services working closely with wider Council colleagues and key individuals in Lincolnshire Community Health Services NHS Trust (LCHS). Linda Dennett was seconded from LCHS to provide expert clinical and service knowledge and continuity for staff. To ensure the programme was driven forward effectively there were monthly meetings of the Transition board – chaired by Debbie Barnes and a Transitional Working Group comprised of the key leads from across the Council. In addition to this there were fortnightly meetings between Lincolnshire County Council and LCHS throughout the process up to an including the date of transfer to ensure the transfer was safe and actions were managed via the Joint transition meeting. There were a number of sub group feeding in to these arrangements including finance, human resources, information technology and governance, clinical governance and future transformation.

Communications

Lincolnshire County Council delivered Information/engagement events to ensure staff were kept fully informed throughout the transfer process, which feedback demonstrated was valued by staff. In addition to this there was an open channel for anyone to raise concerns or queries and receive responses as well as regular written updates to staff and key stakeholders.

Communication with partners and other organisations and members of the public, was led by the Lincolnshire County Council communications team using local media and other forms of written and verbal updates to ensure key messages were shared in a timely way throughout the process.

IMT/Property

A crucial part of the programme was ensuring staff had access to the systems required to ongoing services and ensure a seamless transition. Systmone is the data system utilised for patient records within the 0-19 children service operated by TPP. It was imperative that there was no interruption to the availability of this system associated to the transfer of staff to Lincolnshire County Council. All IT options were considered and due to the time constraints and the risk of downtime it was decided that a six month transition period would be put in place starting on the 1 October. During this time transferring staff would retain their LCHS laptop and phone with full access to systmone maintained to minimise risk to service disruption. There would have access to a Lincolnshire County Council email account retail an NHS secure email address and have access into Agresso and other Lincolnshire County Council systmone and support via a citrix arrangement.

From the 1 October staff have maintained access to systmone via an agreement with Lincolnshire County Council/LCHS and TPP and this agreement will remain in

place for the duration of the interim arrangements with a planned end date of the 1 April 2018 when it is envisaged that Lincolnshire County Council will have entered in to a direct contractual relationship with TPP and all staff will have Lincolnshire County Council laptop and mobile phones which will be fully compatible to all systems required.

The IMT solution had a direct impact on the property solution for staff office accommodation and this was managed throughout the transition. A small number of properties have been retained for a six months period to enable a smooth transition were suitable office solutions were not able to be found within the transfer window. However no changes were made to the locations where the public access the service to minimise the impact of the transfer on children and families.

Current Workforce Position

It was the Council's explicit intention to work with the previous provider (LCHS) to maintain service continuity at transfer to minimise risks to service users and to provide opportunities for existing staff to transfer into Lincolnshire County Council. Staff were subject to a TUPE transfer and a concurrent formal consultation was held with the previous school nursing staff to reconfigure the service to school age children as described previously. This consultation concluded on the 14 September 2017, the implementation document was released to staff on the 2 October and changes were implemented as from the 1st November.

These processes have resulted in there currently being 91.04 full time equivalent (fte) health visitors. The current establishment is 106 FTE. The vacancies are dispersed across the county but are supported by 10 'relief' Health Visitors who work flexibly across the teams to support consistent service delivery.

Ten (8.63 fte) Transfer of Field of Practice (TOFOP) students commenced their work-based practice on the 1 November 2017. These practitioners were previously registered School Nurses who took the opportunity to convert to Health Visiting as a result of the changes to the School nursing service. They are experienced 0-19 Health professionals and as such are supporting delivery of the Healthy Child Programme as part of their work-based training.

Six health visiting students are currently undertaking their university based public health degree and consolidating their practice in the community under the supervision and mentorship of the Community Practice Educators.

A recruitment plan is place and will ensure ongoing recruitment to fill these and future vacancies.

The selection process for is Children & Young People's Nurses (C&YPN) is complete. Due to the number of nurses who chose not to transition to the council there are currently vacancies in that service. Currently the service is established at 4 fte Senior Children & Young People's Nurses and 8 C&YPNs. On a positive note the senior posts were filled but there are 3.5 FTE C&YPN vacancies and these posts will be appointed to as soon as is possible.

Three members of the previous school nursing team challenged the posts as not being suitable alternative employment and voluntary redundancy terms have been accepted. Two of the staff have chosen to work their twelve week notice period and will be available to support the service whilst recruitment takes place. In addition the TOFOP students, as experienced school nurses, will also be supporting the transition of the service from universal to targeted and the associated review and handover of cases (to Healthy Minds Lincolnshire for example).

Clinical Governance

In order to ensure that the serviced that is delivered is clinically safe and of the highest quality a Clinical Quality Group has been established which will report to DMT and the newly convened Lincolnshire Clinical Governance Board. The group is chaired by the Lead Nurse, Children's Services and the terms of reference were ratified at the inaugural meeting held on the 31 October 2017.

The Children's Health Service Clinical Quality Group is established to provide assurance to the Clinical Governance Board that appropriate and effective governance mechanisms, systems and processes are in place across the service for all aspects of quality and risk including safety of clinical services, patient experience, health outcomes and compliance with national, regional and local requirements.

A clinical incident reporting system (Datix) has been procured and its development and implementation is being supported by an internal project Group. The 0-19 Children's health workforce is very familiar with the system as it is widely used across the health community and therefore user acceptance and capability is ensured. The anticipated 'go live' date is the end of November. In the interim, a manual reporting and governance process has been put in place supported by a robust pathway to ensure that all clinical incidents are reported and managed timely and effectively and that any lessons learned are fed back to staff and used to inform service development and improve practitioner performance where relevant.

Care Quality Commission (CQC) registration is in place and the Lead Nurse is the registered manager of the service. A 'Good to Outstanding ' Action plan is has been developed. The plan is built around the five CQC domains and the Key Lines of Enquiry – delivering services which are Safe, Caring, Responsive, Effective and Well Led. In addition a CQC preparedness 'business as usual' framework has been developed to support front line staff in providing the evidence to demonstrate that services are and continue to be compliant with the relevant CQC regulation.

In common with the ethos of self-assessment and peer review throughout children's services the 0-19 teams will use the framework to undertake 'self-assessment to support them to identify areas of improvement and clarification as well as support delivery of improved inspection process and representation.

Opportunities and Plans 0-19 Health Part of Children's Services

Transfer of 0-19 health services (25 for SEND) into the Local Authority is an opportunity to continue the journey of integration of services and develop a vision for services that incorporates universal, targeted and specialist provision working in a seamless way with children and families in a locality area.

We believe having health, social care and early help working together in a locality area will make it easier for children, young people and their families to access the support they need when they need it and this fits with the wider vision for Children's Services – "Putting Children First - Working Together with Families to Enhance Children's Present and Future Lives"

We are now actively working on delivering this vision within an integrated locality model with managers and entire staff group in the localities, to ensure the arrangements work effectively whilst driving continuous innovation and improvement.

Following the transfer of 0-19 health on 1 October 2017, senior managers attended a residential facilitated by the Virtual Staff College and started to undertake work on re-visioning the locality teams, defining the common moral purpose for the service whilst reviewing the current arrangements for locality provision in regards to the elements that are working well and what will require a different approach.

In November, we have held four locality events with the entire staff group in each locality area facilitated by the Service Managers and the Organisational Development team. These events are an opportunity for staff in localities to start thinking about the role of the professionals in that locality area, also what would be the purpose of this locality model and what would make them work as an effective team. Staff group are actively engaged in finding solutions to some of the challenges for the service moving forward; the events are also utilised as an opportunity for staff to make individual pledges for the future, as both a shared and personal commitment is needed for this vision to be achieved.

The solutions and suggestions from the locality events will be taken forward and considered at a residential with all locality team managers and senior managers in December; the intention is to finalise the common moral purpose and achieve clarity on how the locality teams can maximise the potential of the integrated services with all the strategic, cultural and operational implications.

Effective universal provision and early intervention should enable families to address their problems early and we should see less families where their needs have escalated to the extent that specialist intervention is inevitable.

As an integrated locality service we want to work with families using well evidenced, strengths-based approaches - we use Signs of safety methodology as an over-arching practice model which leads the way in which we support risk management, assessment and planning, and we want to adopt a restorative approach to support our interactions, direct work and interventions with the families and other professionals.

All staff in the locality areas will be trained in Restorative Practice, which is a new model of practice in Lincolnshire that focuses on relationships and building personal and community resilience that should make our interventions more

effective as we work with the families, helping them to help themselves and enabling them to access support as they need it.

2. Conclusion

The 0 -19 health service has successfully transferred into the Council. Additional services to support the overall model have been commissioned and are in place. Staff are working in localities and work has begun with them to identify the future model of working which will achieve the benefits of integrated working. Work to address outstanding issues regarding IT and property is ongoing. Vacant posts are being recruited to and a strategy for recruitment and retention is being developed. Regular communication with partners is taking place and some early positive feedback has been received, including from staff teams. The focus now moves to improving performance in relation to the key elements of the service and future transformation to ensure we achieve the full benefits of integration.

2. Consultation

a) Have Risks and Impact Analysis been carried out??

Yes

b) Risks and Impact Analysis

An Equality Impact Assessment was carried out as part of the assessment of future commissioning options which was reported to the Children and Young People Scrutiny Committee in October 2016

3. Appendices

These are listed below and attached at the back of the report	
Appendix A	Service Model

4. Background Papers

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

New Model of Children's 0-19 Services in Lincolnshire

Antenatal to end of reception year (around age 6)	Year 1 to age 19 (or 25 SEND)
<p>Health Visitors (HVs) and Family Health Workers can provide support for children and families from antenatal through to the end of reception year as part of the Children's Health Service 0-19 provided by Lincolnshire County Council (LCC):</p> <ul style="list-style-type: none"> • Antenatal education sessions for pregnant women in Lincolnshire delivered jointly by HVs, midwives and early years workers • Antenatal 28+ weeks, 10-14 day and 6-8 week reviews by a named HV • 3-4 month and 18 month health advice sessions in children's centres • 8-12 month and 2-2½ year reviews delivered by HVs • Additional targeted reviews and support for vulnerable families • Co-delivery of health and early years sessions in children's centres • Work closely with schools to discuss support for those children with additional health needs • Height and weight measurement as part of National Child Measurement Programme (NCMP) in reception year • Parents and carers can contact the service directly and referrals can be made by phoning 01522 308800. GP Practices can email the simple Children's Health Service 0-19 – GP Referral Form through to childrenshealth@lincolnshire.GCSx.gov.uk 	<p>Children and young people from year 1 up to age 19 (or 25 SEND) supported by Children and Young People's (CYP) Nurses as part of LCC's Children's Health Service 0-19:</p> <ul style="list-style-type: none"> • Targeted support for children and young people with long term or more complex health needs and other health concerns (including continence/enuresis, healthy weight, anaphylaxis etc.) • Undertake Health Needs Assessments for relevant safeguarding cases or referrals, support safeguarding and individual needs cases where a health need is identified and work closely with schools to discuss support for those children with identified ongoing health needs • Height and weight measurement in year 6 as part of NCMP • Parents/carers and young people can contact the service directly and referrals can be made by phoning 01522 308800. GP Practices can email the simple Children's Health Service 0-19 – GP Referral Form through to childrenshealth@lincolnshire.GCSx.gov.uk <p>A countywide sexual health service for young people age 13+ delivered as part of the Lincolnshire Integrated Sexual Health Service (LISH) provided by Lincolnshire Community Health Services NHS Trust, this is in addition to the existing universal service:</p> <ul style="list-style-type: none"> • HPV vaccinations to continue as a separate vaccinations and immunisations service provided by LCHS • Countywide sexual health advice and support, diagnosis and treatment for young people age 13+ available in communities, including reproductive health, GUM sexual health and Chlamydia screening • More information is available on the website at www.lincolnshirehealthyfamilies.nhs.uk/sexualhealth or anyone can contact LISH on 01522 309309 (Monday to Thursday 8am-6.30pm and Friday 8am-4.30pm). <p>The existing Online Counselling Service (KOOH), provided by Xenzone, is available young people from year 7:</p> <ul style="list-style-type: none"> • Capacity has been increased to support more children and young people • Access is through online self-referral or signposting from professionals to www.KOOH.com.
<p>A new online single point of access is available for information and advice about services that can offer support for common emotional wellbeing, behaviour and mental health concerns. Professionals, children and young people and parents/carers can go to www.lincolnshire.gov.uk/ewb to find out more about these issues, view self-help information and identify available support services, including the new Healthy Minds Lincolnshire (Emotional Wellbeing Service) for children and young people up to age 19 (or 25 SEND or care leaver), provided by Lincolnshire Partnership NHS Foundation Trust:</p> <ul style="list-style-type: none"> • Deliver evidence-based interventions to children and young people for concerns such as confidence issues, minor self-harm, relationship difficulties, exam stress, transition anxiety and self-esteem, focusing on early intervention, building emotional resilience, normalising emotions and teaching coping/self-care skills to prevent concerns becoming mental health issues • Support parents/carers of children and young people transitioning into primary, secondary or across groups/key stages • Give advice and guidance to school staff, young people, parents/carers and other key professionals • Support Further Education providers in Lincolnshire, contributing to Initial Teacher Training delivery and childcare qualifications • Support school staff to assess pupils' emotional wellbeing and offer training on interventions that can be delivered in school settings • Provide and support an Emotional Wellbeing Toolkit/resource for school staff to use with pupils • Parents/carers and professionals can call 01522 309777 for advice/signposting (Monday to Friday 9.30am-4.30pm) and GP Practices can call this number for referral advice • GP Practices can refer children who live or go to school in Lincolnshire by using the simple Healthy Minds Lincolnshire – GP Referral Form and email this to LPFT at lincs.spa@nhs.net • Suspected Autistic Spectrum Disorder/Attention Deficit Hyperactivity Disorder cases should be referred directly to Community Paediatrics. 	<p>All services include integral links with Early Help and Safeguarding, involving the most appropriate health professional and the right time to best meet the needs of the child.</p>

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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:	1 December 2017
Subject:	Lincolnshire Music Service - Update

Summary:

This report updates the Scrutiny Committee on the history and future of the music service following the decision in December 2016 that Lincolnshire County Council continue to operate a music service on a fully traded basis.

Actions Required:

To consider the contents of the report and ask questions as required.

1. Background

In May 2015, Lincolnshire County Council approved the proposal that they cease to operate a music service and support Lincolnshire Music Service (LMS) to become a viable charitable entity. It became clear, through analysis, that the level of support required represented an unacceptable high level of risk/liability to Lincolnshire County Council. If this support was removed, the proposal became untenable.

In April 2016, Lincolnshire County Council withdrew their base budget allocation to LMS. LMS still retains two main income streams:

1. DfE Music Grant amounting to £975,000 on an annual basis
2. Traded income from schools and other stakeholders amounting to £1.6 million on an annual basis

In December 2016, Lincolnshire County Council approved the continuation of the LMS on a fully traded service. LMS is a large traded service consisting of around 100 staff members (55 FTE) and is the lead organisation of the Lincolnshire Music Education Hub (LMEH). LMEH consists of approximately 20 organisations united to achieve the best possible music education for children and young people within Lincolnshire. LMEH is a genuine partnership which invests in a collaborative approach with outcomes for children and young people as its core value. It will ensure that every child aged 5-18 has the opportunity to:

- Learn a musical instrument (other than voice) through whole-class instrumental teaching programmes for a minimum of a term of weekly tuition on the same instrument
- Play in ensembles and perform from an early stage
- Access progression routes that are affordable and appropriate
- Sing regularly with access to choirs and other vocal ensembles
- Access an instrument loan scheme, with discounts of free provision for those from low income families
- Engage with professional musician and/or venues through large-scale and/or high quality music experiences to inspire and enthuse
- Access a high quality music curriculum within school

During 2016/2017:

- 87.5% of Lincolnshire schools received opportunities/support from LMS and/or LMEH
- 15,000 children and young people aged 5-18 received instrumental tuition as a whole class, large group and individual/small group tuition through LMS
- 69% of Lincolnshire schools were supported in terms of Primary Music Membership, continuous professional development and music curriculum development
- Over 22,000 children and young people aged 5-18 experienced music opportunities either through live music, high quality events and other programmes

Feedback 2016/2017 based on a 1/3 of schools responding to an online survey in September 2017:

- 99% of schools rated quality as good or better
- 98% of schools would recommend the service to another colleague
- 92% of schools rated breadth of offer as good or better
- 82% of schools rated value as good or better

2. Conclusion

LMS is a well-respected service which has served the children and young people of Lincolnshire for over 40 years. In 2016, we were long-listed for a national award by the Music Education Council which placed us in the top 10% of high achieving Music Services. Arts Council England, as our key funder, have categorised LMS as low risk in terms of their risk register.

We are committed to *Making Music Matter in Lincolnshire* and that every child in every part of the county is given the opportunity to achieve their full musical potential. To do this, we will continue to review the offer available to Lincolnshire's children and young people.

3. Consultation

The Lincolnshire Music Education Hub is the steering group for the decisions made in relation to the Acts Council Grant conditions. Annual feedback from schools, detailed above, helps to focus the impact of the service on children, young people and schools.

a) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

There are no fundamental changes to the provision requiring a new impact analysis.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Future of the Music Service Update – Report to Executive Councillor responsible for Children's Services – 9 December 2016

5. Background Papers

Document title	Where the document can be viewed
Music Service Options Review – Report to Executive Councillor - May 15	Available on request

This report was written by Jennifer McKie, who can be contacted on 01522 552841 or jennifer.mckie@lincolnshire.gov.uk.

Executive Councillor

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

Report to:	Councillor Mrs P A Bradwell, Executive Councillor responsible for Children's Services
Date:	9 December 2016
Subject:	Future of the Music Service - Update
Decision Reference:	I012108
Key decision?	No

Summary:

An update on the future of Lincolnshire Music Service following on from the decision, in May 2015, that Lincolnshire County Council ceases to operate a music service and support Lincolnshire Music Service in becoming a viable charitable entity.

Recommendation(s):

- (1) That the Executive Councillor responsible for Children's Services approves the continued operation of the Lincolnshire Music Service by Lincolnshire County Council on a fully traded basis.
- (2) That the Executive Councillor responsible for Children's Services authorises the Executive Director of Children's Services to explore the benefits of the Charitable Incorporated Organisation providing any of the existing Lincolnshire Music Service services and delegates to the Executive Director of Children's Services the authority to take decisions and enter into arrangements to that effect.

Alternatives Considered:

A range of options were previously considered in the Executive Paper presented on 5th May 2015. These included:

1. Lincolnshire Music Service continues to be a service offered by Lincolnshire County Council, but exists as a traded, non-Lincolnshire County Council funded service.

Under this option Lincolnshire Music Service continues to be delivered by Lincolnshire County Council with an 8% shortfall in income secured through business remodelling. The key advantage is the Council's 'brand' with the

necessary infrastructure in place as well as wider support. The disadvantage is that Lincolnshire County Council systems and processes are not essentially entrepreneurial or commercial and access to third party and new avenues of funding is limited.

2. Lincolnshire County Council continues to provide funding for the Lincolnshire Music Service and makes savings elsewhere within the Children's Services budget to ensure that the budget is balanced.

Under this option Lincolnshire Music Service continues to be delivered by Lincolnshire County Council and the Council continues to contribute to the service. The advantages are outlined in option 1 above. As well as the disadvantages outlined in option 1, Lincolnshire County Council would need to find around £200k per annum to support the service. In these circumstances, if there was a viable option in which Lincolnshire Music Service is able to become self-sustaining without recourse to Lincolnshire County Council this was a better solution.

3. Lincolnshire County Council ceases to run a Music Service and disestablishes it and does not provide any support to the Lincolnshire Music Service to become a viable charitable entity.

Under this option Lincolnshire County Council ceases their relationship with Lincolnshire Music Service and all staff are made redundant. This option is detrimental to the creative outcomes of children and young people within the county. It also carries a great cost with many Lincolnshire Music Service staff members with high levels of continuous service. The redundancy costs are over £1 million.

4. Lincolnshire County Council ceases to operate a music service and supports Lincolnshire Music Service to become a viable charitable entity.

Under this option, Lincolnshire County Council cease to provide a music service but Lincolnshire Music Service would continue on a commercial basis through a new entity. This option would maintain Lincolnshire Music Service as a resource for children and young people whilst enabling the service to access the financial benefits of a charitable status. The Executive Councillor's attention is drawn to a list of pre-requisites which lists a number of potential means of support to be offered by Lincolnshire County Council to the new entity to support its viability. Upon approval of this option in principle, each of the pre-requisites need to be worked through with Lincolnshire Music Service. As part of this process legal advice will be taken to ensure that any arrangement does not breach legal requirements including State Aid. The final decision would be taken under the delegation with the Executive Councillor.

Reasons for Recommendation:

In May 2015 it was agreed to pursue option 4 in greater detail. During the analysis it became clear that option 4 was not financially viable for the charitable entity based on the level of risk the Local authority would accept upon the transfer taking place. The level of support required, which was demonstrated in the report (Music Service Options May 2015) represented an unacceptable high level of risk/liability to Lincolnshire County Council. If this support was removed, the proposal became untenable.

Option 1 as stated within the Executive Paper May 2015 remains an attractive proposal for Lincolnshire Music Service. Although there were disadvantages to this proposal, some of these are now resolved and further exploration could result in a hybrid model. This would allow Lincolnshire Music Service to function and continue to provide a service for over 20,000 children and young people.

1. Background

There is a need to review the decision taken on 5th May 2015 whereby it was agreed Lincolnshire County Council cease to operate a music service and support Lincolnshire Music Service to become a viable charitable entity. In order for the new entity to become viable, attention was drawn to a list of pre-requisites which listed a number of potential means of support to be offered by Lincolnshire County Council to the new entity to support its viability. These were listed in the Appendix A document (Lincolnshire Music Service Report to Departmental Management Team (DMT) - November 2014) and included:

1. The agreement to carry forward any Lincolnshire Music Service surplus into the new organisation post April 2015.
2. Underwrite the redundancy costs accrued up until the time of TUPE transfer, in perpetuity.
3. Agree to finance the bond (circa £190k) for the Trust to become a recognised body for Teacher's Pension Scheme. This bond is a hypothetical representation of funds as a guarantor which could sit within the reserves of Lincolnshire County Council.
4. Transfer of existing assets e.g. instruments which are of no material value to Lincolnshire County Council. If this was agreed in principle a full inventory would be confirmed.
5. Benevolent loan agreement if needed during the first 12 months to address cashflow vulnerability.
6. The agreement for Lincolnshire County Council to continue to administer the Assisted Instrument Purchase Scheme enabling tax free purchasing for families within the county. This is a relatively straight forward tax free purchase process for parents with no financial burden to Lincolnshire County Council. Suppliers have already been identified through the central purchasing team and therefore the administration would be minimal.
7. The agreement for Lincolnshire County Council to pass to Lincolnshire Music Service, any funds that are collected through Standing Orders that were set-up in favour of Lincolnshire Music Service, by parents, prior to

the transfer (e.g. membership fees for county ensembles and foreign tours). (This arrangement would effectively apply only for a few months after the date of transfer.)

8. A data sharing agreement between Lincolnshire Music Service and Lincolnshire County Council in order to validate information e.g. Free School Meals / Looked After Children impacting subsidised tuition. This is also necessary to complete the annual data return requested by Arts Council England.

The TUPE measures that would need considering would be relating to technical, economic and organisational and would include:

- 1 Childcare vouchers
2. Mileage rates

Lincolnshire County Council has explored cost and risk factors aligned to the outlined pre-requisites and cannot provide the requested level of support. Without this support the new charitable entity is not viable. Redundancy costs alone for the Lincolnshire Music Service staffing structure of around 100 employees amount to over £1 million. There is a significant level of liability for both Lincolnshire County Council and Lincolnshire Music Service with the original proposal.

In April 2016, Lincolnshire County Council withdrew their base budget allocation to Lincolnshire Music Service. Lincolnshire Music Service still retains two main income streams:

1. DfE Music Grant amounting to around £1million on an annual basis
2. Traded Income from schools and other stakeholders e.g. families amounting to around £1.7 million on an annual basis

Lincolnshire Music Service is a well-respected service which delivered to over 20,000 children and young people in 2015/16. They serve almost every school within Lincolnshire and have a national reputation as an excellent service. Lincolnshire Music Service is the lead organisation of the Lincolnshire Music Education Hub which is a genuine partnership of around 22 organisations united to achieve the best possible music opportunities for children and young people. The Hub has been placed on the 'longlist' for the National Education Council Music Education Awards to be announced in December 2016. It would be detrimental to Lincolnshire County Council and the lives of children and young people if this valued service was closed. It would also carry a great cost.

In May 2015, option 1 was a viable alternative considered which would allow Lincolnshire Music Service to continue to be a service offered by Lincolnshire County Council, but exist as a traded, non-Lincolnshire County Council funded service. This was considered at the time but the key disadvantage was that Lincolnshire County Council systems and processes were not entrepreneurial or commercial and access to third party and new avenues of funding was limited. The 8% shortfall in funding highlighted at the time has now been resolved through efficiencies and business remodelling. Business remains strong with a

projected income target of £1.7 million and the generation of reserves amounting to around £60,000 during 2016/17.

In preparation for the implementation of option 4, a Charitable Incorporated Organisation (CIO) was launched in September 2015 (Charity Number: 1161313). This is led by four external Trustees, has its own constitution and bank account with an overarching objective of supporting children and young people with their music making. The CIO has the potential to be the vehicle for some of Lincolnshire Music Service trade including ensemble activities. The CIO could also benefit from third party income streams through gift-aid and sponsorship. The CIO has not yet traded but it is ready to deliver ensemble activities within the region. The Hub commissions all aspects of delivery to partners and this could potentially involve the CIO leading ensemble activity within the county. The CIO could be commissioned by the Lincolnshire Music Education Hub to carry out this agenda for the benefit of children and young people. If the recommendation is to explore the benefits of the CIO to provide some of the Lincolnshire Music Service work then this can be developed under a delegation to the Executive Director of Children's Services.

The model described above is in operation in other Local Authorities and is a mature solution that maximises investment.

For Lincolnshire Music Service to continue to operate as a large traded service within the infrastructure of Lincolnshire County Council there are issues which need to be resolved to create a conducive environment for a traded service. We would need to resolve the following operating principles:

1. Finance: Lincolnshire Music Service requires the ability to carry forward funds in order to build a level of reserves. Lincolnshire Music Service receives DfE Music Grant which is an Arts Council England restricted fund including any income generated from it.
2. Finance: Introduction of a Business Manager role, replacing the current finance officer role, to provide a strategic function in line with the requirements of our key funder Arts Council England. It is not feasible for the Senior Music Adviser to carry out the self-service Agresso agenda for such a large traded service. This has now been agreed by the Resourcing Board.
3. Finance: Negotiation to commence regarding the level of overheads charged to Lincolnshire Music Service for the in-house support and premises provided. Finance to work alongside Lincolnshire Music Service to ascertain the overhead costs in order for Lincolnshire Music Service to budget accordingly.
4. Finance: The continuation of locally agreed inflationary increases and pay-spine to reduce the level of ongoing price increases beyond the point of market control.
5. HR: Understanding and knowledge from HR and Payroll regarding the annualised hour's contracts for Instrumental Tutors and the processes needed for these to be fully functional for Lincolnshire County Council. Discussion has now commenced.

6. Recruitment: Greater flexibility is needed regarding the current recruitment process through the Resourcing Board. A 20% variance of hours on contracts agreed by the Resourcing Board would save the level of admin and time lost to secure new staff members to fulfil outstanding buy-back requests from schools.
7. Data: Lincolnshire Music Service completes an annual DfE Data Return and the continuation of data sharing with other departments is critical for the service to secure funding for future years.

Legal Issues

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 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.

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

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic as the duty cannot be delegated and must be discharged by the Executive Councillor. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

To discharge the statutory duty the Executive 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.

There will be limited change to the offer for children and young people and therefore no immediate impact.

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:

Economic Poverty

Improved performance of schools will enhance pupil's educational performance and attainment, providing improved chances of access to further education and well paid employment.

Around 20,000 children and young people accessed opportunities through Lincolnshire Music Service during 2015 enhancing pupils' educational performance and attainment. Learning a musical instrument has the following educational benefits:

- Teaches perseverance and discipline
- Fosters self-expression and relieves stress
- Promotes social skills
- Boosts self-confidence
- Promotes happiness
- Increases the capacity of your memory
- Enhances coordination
- Boosts listening skills
- Improves reading and comprehension skills

Poverty of Access

Lack of qualifications and skills are a key barrier in accessing creative employment opportunities and the ability to earn at least a living wage. Improving schools and pupils performance will enhance the ability to access employment opportunities. Other key skills as outlined above are also vital in terms of self-confidence and securing the path to employment.

Poverty of Aspiration

A key part of school improvement is to close the gap of attainment between those vulnerable groups and their peers and to ensure that pupil premium funding is utilised effectively. This service will provide support and monitor schools use of the funding to ensure vulnerable groups are able to achieve their aspirations and fulfil their potential. This also includes bespoke remission policies for children in challenging circumstances including free school meals and looked after children.

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. Lincolnshire Music Service is the lead organisation of the Lincolnshire Music and Arts Education Hub removing the duplication of multiple organisations and implementing a streamlined approach to music education in Lincolnshire.

Joint Strategic Needs Assessment (JSNA)

The Lincolnshire JSNA identifies a number of needs that directly relate to young people, with a specific focus on Educational Attainment. This service directly supports the improvement in:

- Outcomes for pupils at the end of Foundation and Key Stage 4
- Outcomes for pupils eligible for Free School Meals (economic deprivation), and those with Special Educational Needs
- Reducing the gap in achievement between “key vulnerable groups” and their peers

Health & Well Being Strategy

The Lincolnshire Health & Well Being Strategy includes five main themes. This service specifically supports:

Promoting healthier lifestyles – monitoring of appropriate educational activity.

Improve health and social outcomes for children and reduce inequalities – ensuring the pupil premium funding is targeted to close the attainment gap between vulnerable groups and their peers.

The wider benefits of music are evidenced earlier in the report in terms of deeper impact.

2. Conclusion

Although option 4 was the preferred proposal in May 2015, Lincolnshire County Council does not have the appetite for this level of liability. Lincolnshire Music Service as a commercial charitable entity is not viable without this support. The alternative option for Lincolnshire Music Service to be a service offered by Lincolnshire County Council, but exist as a traded, non-Lincolnshire County Council funded service should now be considered.

The 8% shortfall in income has been resolved through efficiencies and business remodelling. In addition the newly formed CIO will have real benefit for Lincolnshire. Lincolnshire Music Service, as lead organisation of the Lincolnshire Music Education Hub, would like to commission the CIO to carry out the function of ensemble activity. This would be with the agreement of the Hub Strategic Steering Group and would include 6 County Groups e.g. Lincolnshire Youth Symphony Orchestra and around 22 Music Centre Ensembles e.g. Boston Youth Jazz Orchestra. The Hub already commissions around 22 organisations to deliver activity for the benefit of children and young people. The model described above is in operation in other Local Authorities and is a mature solution that maximises investment. If the recommendation is to explore the benefits of the CIO to provide some of the Lincolnshire Music Service work then this can be developed under a delegation to the Director of Children’s Services.

Further exploration of the operating principles of Lincolnshire Music Service, as outlined within the background section, would result in a successful traded environment for Lincolnshire Music Service.

Lincolnshire Music Service is a valued and successful Lincolnshire County Council department delivering to almost every school in Lincolnshire. It is vital that Lincolnshire Music Service remains a Lincolnshire County Council department and we work together to create a positive working environment to enable the service to prosper. It is essential we secure the continuation of music making opportunities whilst allowing Lincolnshire Music Service to thrive for the benefit of young people in the county.

3. Legal Comments:

The Executive Councillor has the power to pursue the recommended option.

The issues the Executive Councillor must take into account in reaching a decision are set out in the report.

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:

The recommendation outlined in the report to approve the continuation of the Lincolnshire Music Service by Lincolnshire County Council on a fully traded service will not create any new financial liabilities to the Council. The service has responded to the removal of base budget Council funding identified through the Council's savings plan, therefore is operating on a sustainable basis.

The recommendation for the Executive Director of Children's Services to take decisions on music services being delivered by the Charitable Incorporated Organisation will continue to ensure the Council is safeguarded against any financial implications.

5. Consultation

a) Has Local Member Been Consulted?

n/a

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The Children and Young People Scrutiny Committee met on 25 November 2016 and considered a report concerning the Future of the Music Service – Update.

The Committee unanimously supported the recommendations contained in the report and welcomed the positive solution for moving forward the Music Service.

d) Policy Proofing Actions Required

n/a

6. 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
Executive Councillor Report on Music Service Options Review (including Appendix A - DMT Report on Music Service Options Review - November 2014) - May 2015	http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=124&MId=4236&Ver=4

This report was written by John O'Connor, who can be contacted on 01522 553213 or john.o'connor@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:	1 December 2017
Subject:	Performance - Quarter 2 2017/18

Summary:

The accompanying appendices to this report provide key performance information for Quarter 2 2017/18 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 of this report and recommend any actions or changes to the Executive Councillor for Adult Care, Health and Children's Services.

1. Background

Performance Indicators

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

Complaints and compliments

Appendix B covers complaints and compliments.

Status of schools

Appendix C 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 D 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) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

N/A

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Council Business Plan Measures
Appendix B	Customer Satisfaction Information
Appendix C	Summary of Most Recent Mainstream Ofsted Inspections - Breakdown of 'Overall Effectiveness' Judgement by School Type
Appendix D	Children's Services Contract Performance - Exempt Information

5. Background Papers

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

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Communities are safe and protected

Reduce the number of young people committing a crime

Juvenile first time offenders

The First Time Entrant (FTE) measure is a rate per 100,000 of 10-17 population in Lincolnshire. However, for this purpose we are reporting the actual number of young people, rather than the rate. Data is reported with a 6 month lag and a rolling 12 month period, for example July 2016 - June 2017 data is reported in Q3 2017/2018.

The number of young people entering the criminal justice system for the first time is mostly controlled by external influences such as Police policies.

A lower number of young people entering the criminal justice system for the first time indicates a better performance.



Not achieved

283

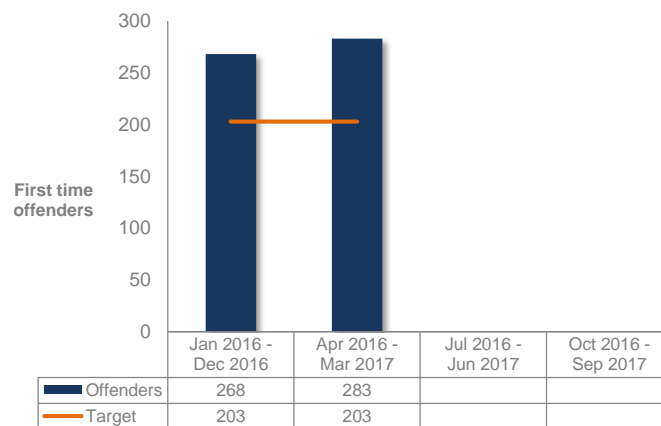
First time offenders
April 2016 to March 2017



203

First time offenders
Target for March 2017

Juvenile first time offenders

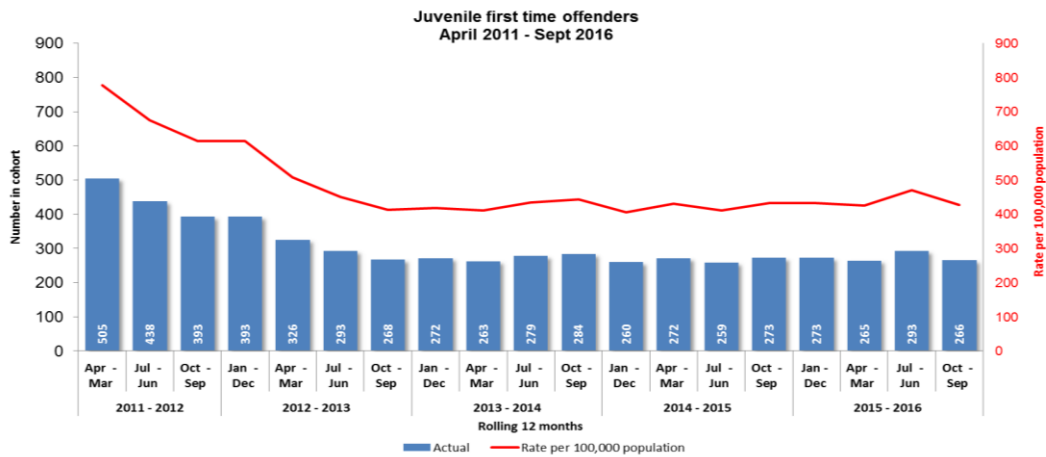


About the latest performance

The most recent published FTE (first time entrants) figure for Lincolnshire is 283 actual young people for the period of April 2016 to March 2017. This is higher than the target figure of 203. The number of young people entering the criminal justice system for the first time is mostly controlled by external influences, e.g. Police policies, and therefore it is difficult to predict future performance. However, there are no expectations that this figure is likely to rise sharply in the near future. The figure of 283, when expressed as a rate per 100,000, 10 to 17 year old population is 454, which is higher than the local Midlands region of 359, and the National average of 321.

In June we launched a new diversionary project in Lincolnshire in conjunction with Lincolnshire Police. This, through joint co-operation between both Services, will divert young people that offend at a low level, through local panels that will try to prevent those young people from getting a criminal record. What we should see will be a more effective restorative justice process, instead of giving the young person a criminal record that will unfairly affect their future life chances. This also should therefore help reduce the numbers of first time entrants. The first impact on the FTE rate will show in the third quarters figures.

Further details



About the target

Our target is based on the average performance of Youth Offending Services within the Midlands Youth Justice Board region. The target is set by Lincolnshire County Council, the Youth Justice Board monitor and challenge progress.

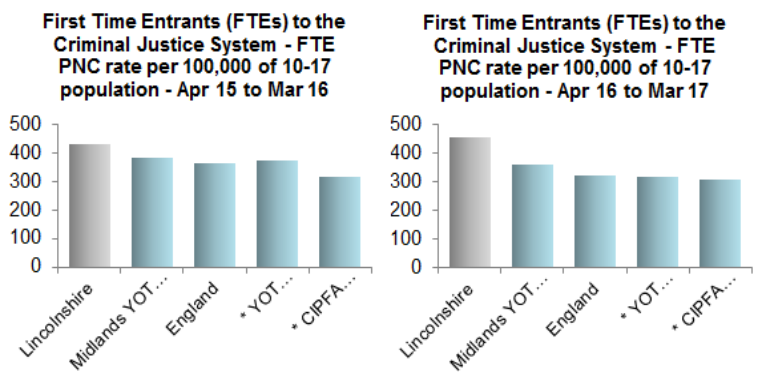
About the target range

Target ranges are difficult to define as external factors can have a major influence on the numbers of young people entering the criminal justice system for the first time, for example arrests made by the Police and decisions whether to prosecute or not. It has been agreed that +/-20 First Time Entrants is a reasonable target range.

About benchmarking

Data from the Ministry of Justice is used to benchmark First Time Entrant per 100,000 population. The Youth Offending Team (YOT) comparators in this instance are Cambridgeshire, Cornwall, Devon, Gloucestershire, Leicestershire, Norfolk, North Yorkshire, Somerset, and West Mercia.
 NOTE: The original analysis used in calculating the YOT families (based on socio-economic factors) is now around 10 years old. In that time, the demographics and socio-economic factors of the local areas will have changed. Therefore, it is advised caution be used when using these YOTs families.

Lincolnshire County Council provides performance reports to the Chartered Institute of Public Finance and Accountancy (CIPFA) which facilitates benchmarking services to enable performance to be monitored against other local authorities. We benchmark against other Local Authorities within our CIPFA Group of 16 authorities. The CIPFA comparators in this instance are Cumbria, Derbyshire, Gloucestershire, Norfolk, Nottinghamshire, Somerset, Staffordshire, Suffolk, and Warwickshire.
 NOTE: The comparators are taken from the CIPFA website and use the default options for selecting Councils similar to Lincolnshire.



Juvenile First Time Offenders	Apr 15 - Mar 16		Apr 16 - Mar 17	
	Number	Rate	Number	Rate
Lincolnshire	269	432	283	454
Midlands YOT Region	3613	380	3433	359
England	17663	362	15812	321
* YOT Comparators	2089	372	1731	318
* CIPFA Comparators	1664	317	1582	306



Communities are safe and protected

Reduce the number of young people committing a crime

Juvenile re-offending

The number of young people aged 10 to 17 who commit a proven offence in a rolling 12 month period following previous involvement with Lincolnshire Youth Offending Service. Also reported is the cohort size of all offenders in the period. Data is reported with a 2 year lag and a rolling 12 month period so for example January 2015-December 2015 will be reported in Q3 2017/18.

A lower percentage of juvenile reoffending indicates a better performance.



Achieved

35.1

%

October 2014 to September 2015

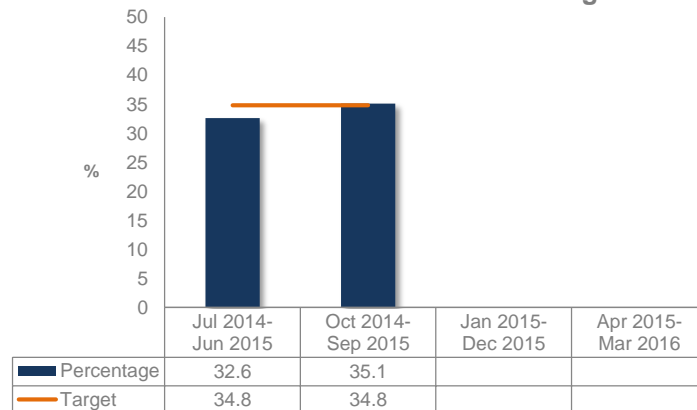


34.8

%

Target for September 2015

Juvenile re-offending

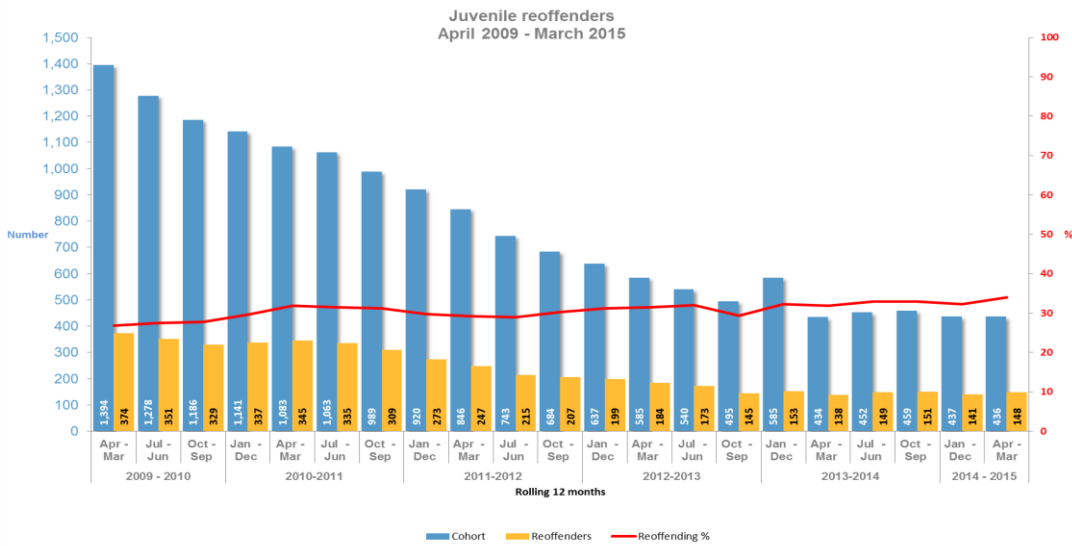


About the latest performance

The currently reported rate of 35.1% re-offending by young people within the period of October 2014 to September 2015 has put Lincolnshire in the top 45 Youth Offending Services across the country. We are currently slightly higher than the Midlands rate of 34.1% and below the National rate of 37.5%.

Whilst the figure has increased over the last few quarters, this is primarily due to the reduction in actual young people re-offending, which leaves the Service with a small group of harder to engage offenders. When referencing actual numbers of offenders the data shows that out of 422 young people offending during 2014/15, only 148 re-offended, compared to 199 out of 637 in 2012. This is a significant reduction in the actual numbers of re-offenders in recent years.

Further details



About the target

Our target is based on the average performance of Youth Offending Services within the Midlands Youth Justice Board region.

About the target range

The target range of +/-2% reflects the fall in number of the young people the service works with who remain difficult to engage with.

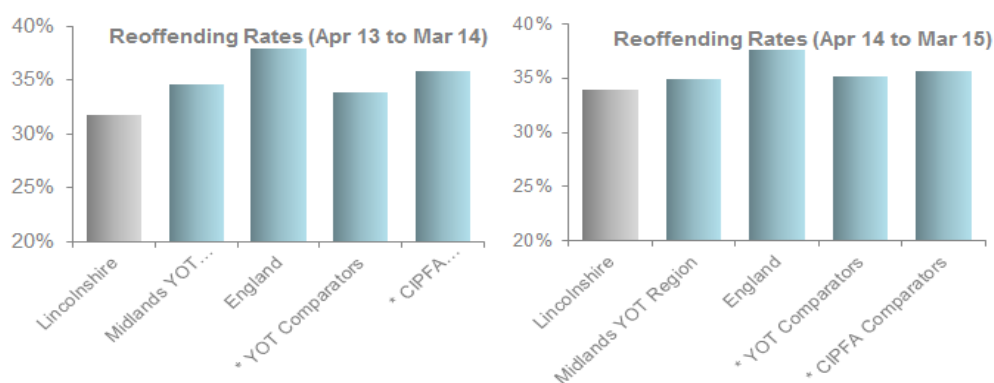
About benchmarking

Data from the Ministry of Justice is used to benchmark First Time Entrant per 100,000 population. * The YOT comparators in this instance are Cambridgeshire, Cornwall, Devon, Gloucestershire, Leicestershire, Norfolk, North Yorkshire, Somerset, and West Mercia.

NOTE: The original analysis used in calculating the YOT families (based on socio-economic factors) is now around 10 years old. In that time, the demographics and socio-economic factors of the local areas will have changed. Therefore, it is advised caution be used when using these YOTs families.

Lincolnshire County Council provides performance reports to the Chartered Institute of Public Finance and Accountancy (CIPFA) which facilitates benchmarking services to enable performance to be monitored against other local authorities. We benchmark against other Local Authorities within our CIPFA Group of 16 authorities.* The CIPFA comparators in this instance are Cumbria, Derbyshire, Gloucestershire, Norfolk, Nottinghamshire, Somerset, Staffordshire, Suffolk, and Warwickshire.

NOTE: The comparators are taken from the CIPFA website and use the default options for selecting Councils similar to Lincolnshire.



Juvenile Reoffending Rate after 12 months	Apr 13 - Mar 14				Apr 14 - Mar 15			
	Number in cohort	No. of Reoffenders	No. of Reoffences	Percentage Reoffending	Number in cohort	No. of Reoffenders	No. of Reoffences	Percentage Reoffending
Lincolnshire	434	138	452	31.80%	436	148	514	33.94%
Midlands YOT Region	7148	2470	7695	34.56%	6532	2282	7018	34.94%
England	39677	15035	47020	37.89%	34416	12963	42423	37.67%
* YOT Comparators	3581	1211	3583	33.82%	3138	1103	3717	35.15%
* CIPFA Comparators	3988	1430	4188	35.86%	3454	1230	3921	35.61%



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. This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

A lower rate of children looked after by the Local Authority indicates a better performance.



Achieved

47.9

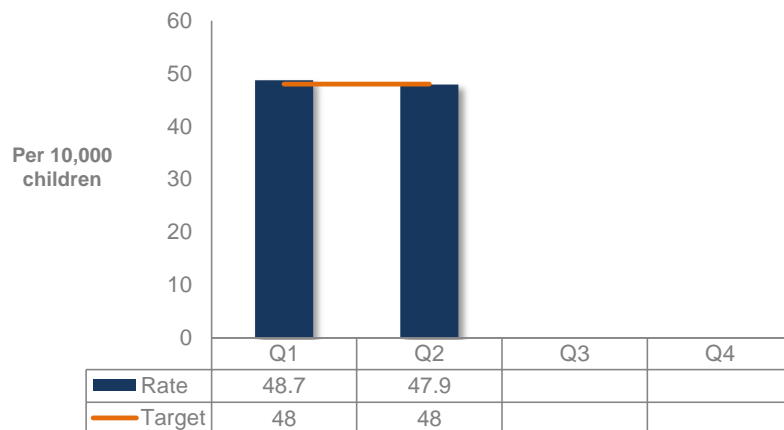
Per 10,000 children
Quarter 2 September 2017



48

Per 10,000 children
Target for September 2017

Looked after children

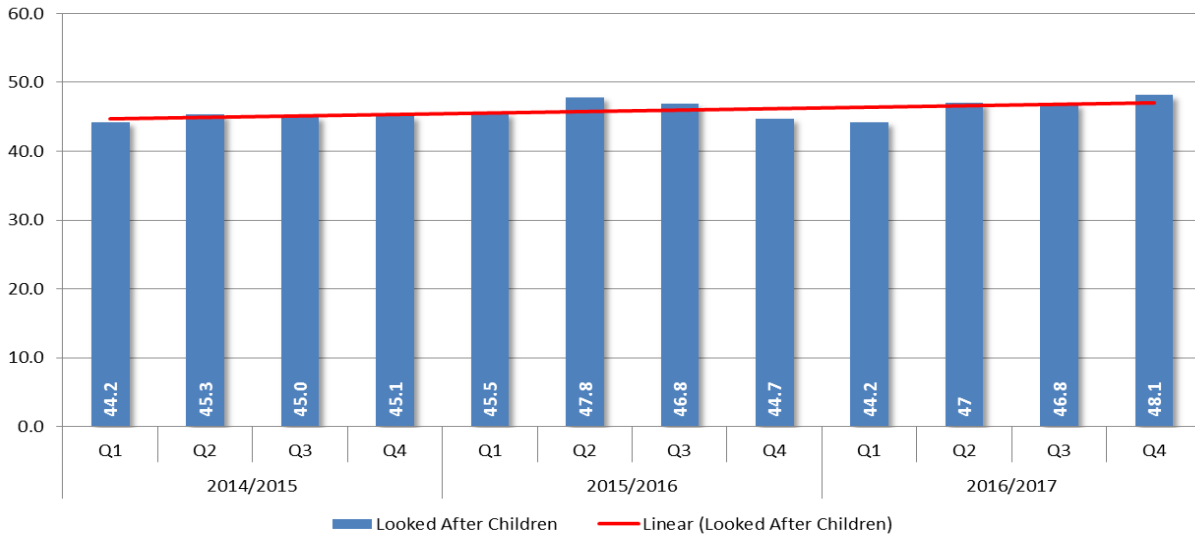


About the latest performance

The number of children looked after was 690 on the last day of September, 47.9 per 10,000 population. This was a significant reduction from the first quarter and is below the target of 48 per 10,000 population. The reduction has been achieved by a focus on ensuring that only the right children come into care and that appropriate care planning takes place including exit plans from the looked after system. The trend is positive, on the 19/10/17 the number of children looked after was at 677 which is a reduction of 13 looked after children.

Further details

Looked After Children per 10,000 of the Lincolnshire population



About the target

The target has been revised in Quarter 1 of 2017/18. This is to reflect national increases in rates of Looked After Children, but Lincolnshire remain below the rate of national and statistical neighbours.

About the target range

The target range allows for the rate of Looked After Children to vary between 46 and 50 per 10,000 population. This equates to a range of 654 to 711 children.

About benchmarking

We benchmark nationally and with similar Local Authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Number of children in Local Authority care, comparative performance Q4 2015/2016



Number of children in Local Authority care, comparative performance Q4 2016/2017



	2015/2016	2016/2017
LCC Performance	45	48
East Midlands	53	54
National Average	60	60
LCC Target	45	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.

This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

A lower number of children who are subject to a child protection plan indicates a better performance.



Achieved

362

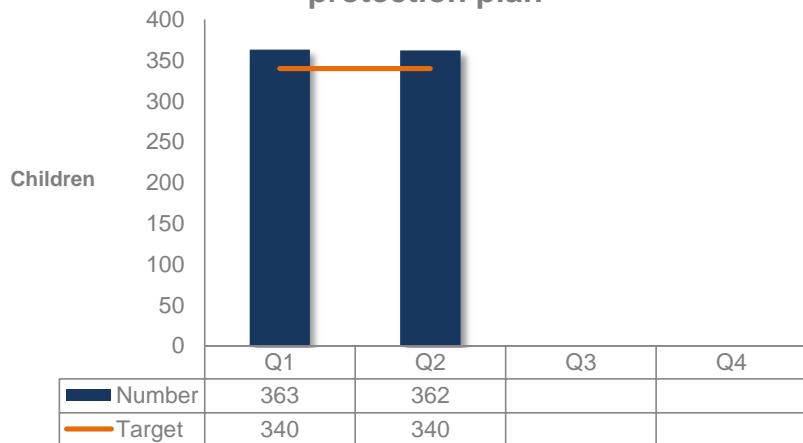
Children
Quarter 2 September 2017



340

Children
Target for September 2017

Children who are subject to a child protection plan

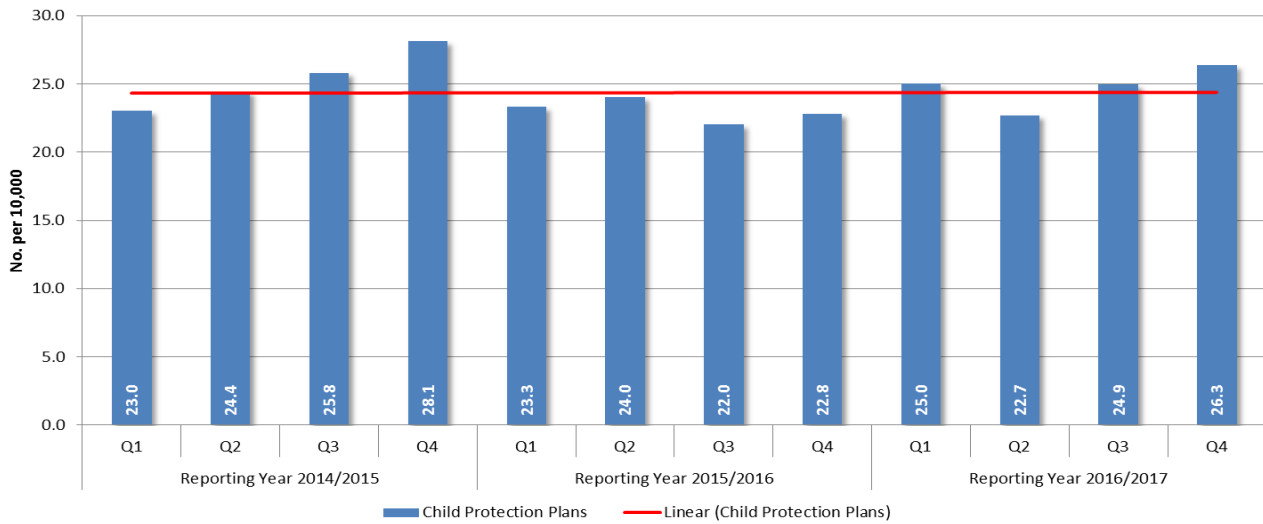


About the latest performance

The target is 24 per 10,000 population which equates to 340 children, the current rate is 25.5 which correlates to 362 children. The rate has reduced over the last two quarters from 26.3 (correlating to 374 children) in Quarter 4 2016/17, to 25.5 in Quarter 2 of this reporting year. Child protection Plans are robustly managed through a multi-agency review process, ongoing work is being completed to ensure the right children are subjects of child protection plans.

Further details

**No. of Children Subject to a Child Protection Plan
(per 10,000 of the population under 18)**



About the target

The target remains the same as the previous year reflecting 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.

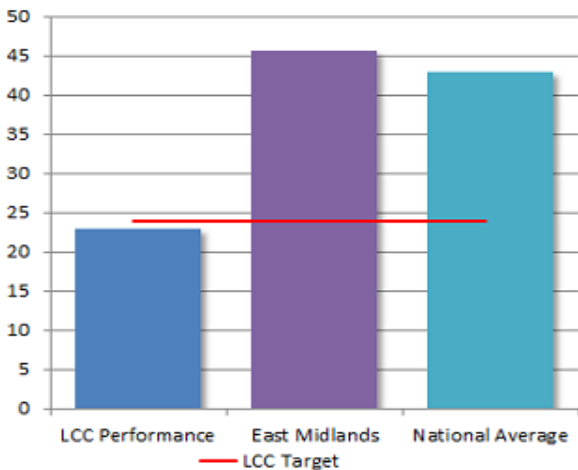
About the target range

The target range is set to vary between 21 and 25. This equates to a range of 320 to 380 children.

About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Number of children subject to a Child Protection Plan comparison Q4 2015/2016



Number of children subject to a Child Protection Plan comparison Q4 2016/2017



	2015/2016	2016/2017
LCC Performance	22.8	26.3
East Midlands	45.6	45.5
National Average	42.9	43.1
LCC Target	24	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. A lower number of days taken to move a child from care into an adoptive family indicates a better performance.



Achieved

374

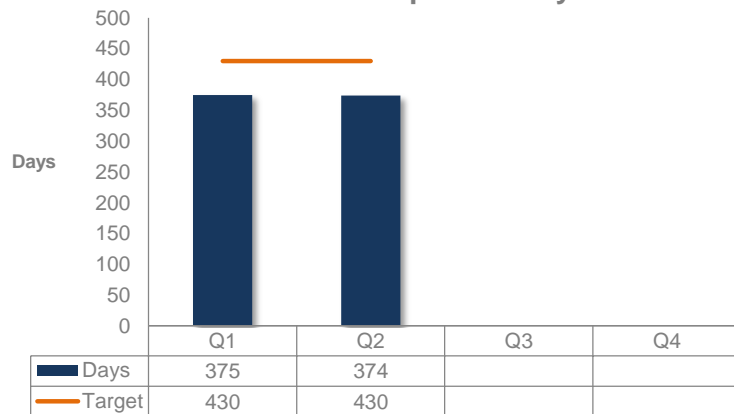
Days
Quarter 2 September 2017



430

Days
Target for September 2017

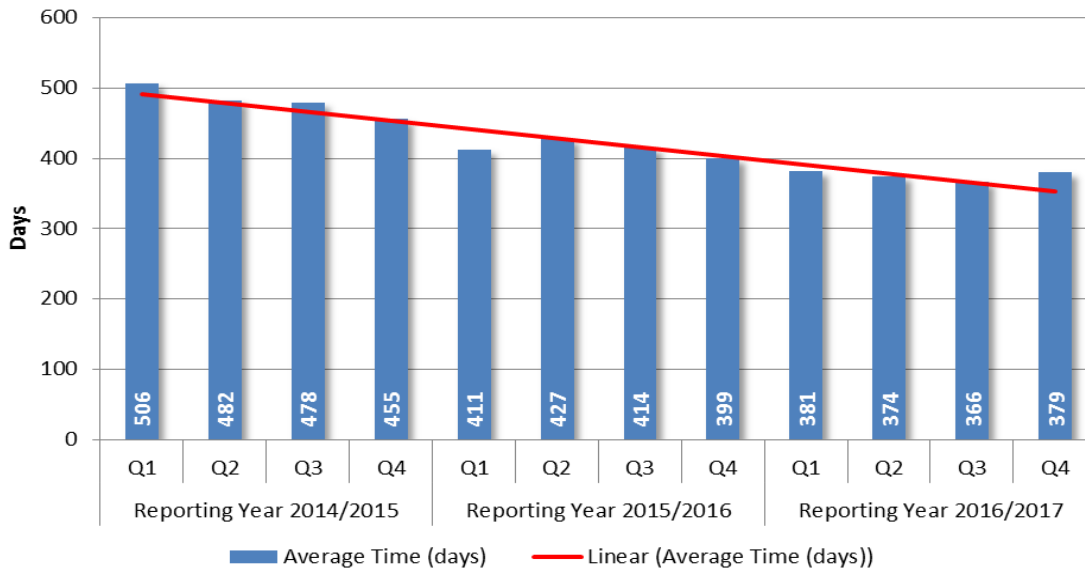
Average time taken to move a child from care to an adoptive family



About the latest performance

As an authority we continue to do well compared with the national average in terms of the time it takes for a child to move in with their adoptive family. There remain challenges around Court processes (particularly around appeals) however, we continue to strive to improve our performance.

Average Time (Days) Taken to Move a Child From Care to an Adoptive Family



About the target

The target has been set to 430 days. To aspire to this should mean performance situated in the top quartile.

About the target range

The value has been set to an upper level of 520 days and a lower level of 430 days which should still retain our position in the top quartile.

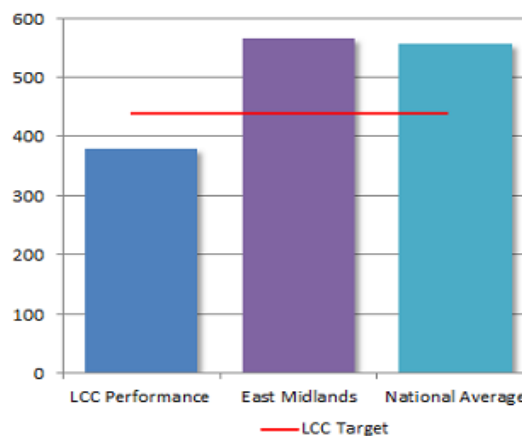
About benchmarking

We benchmark nationally and with similar local authorities. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Time taken to move from care to adoptive families (days)
Q4 2015/2016



Time taken to move from care to adoptive families (days)
Q4 2016/2017



	2015/2016	2016/2017
LCC Performance	399	379
East Midlands	591	566
National Average	593	558
LCC Target	450	430



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.
A lower number of days taken to match a child to an adoptive family indicates a better performance.



Achieved

167

Days

Quarter 2 September 2017

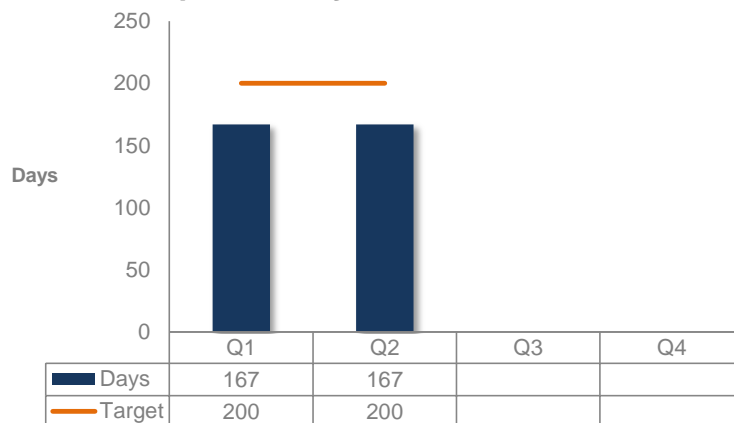


200

Days

Target for September 2017

Average time taken to match a child to an adoptive family

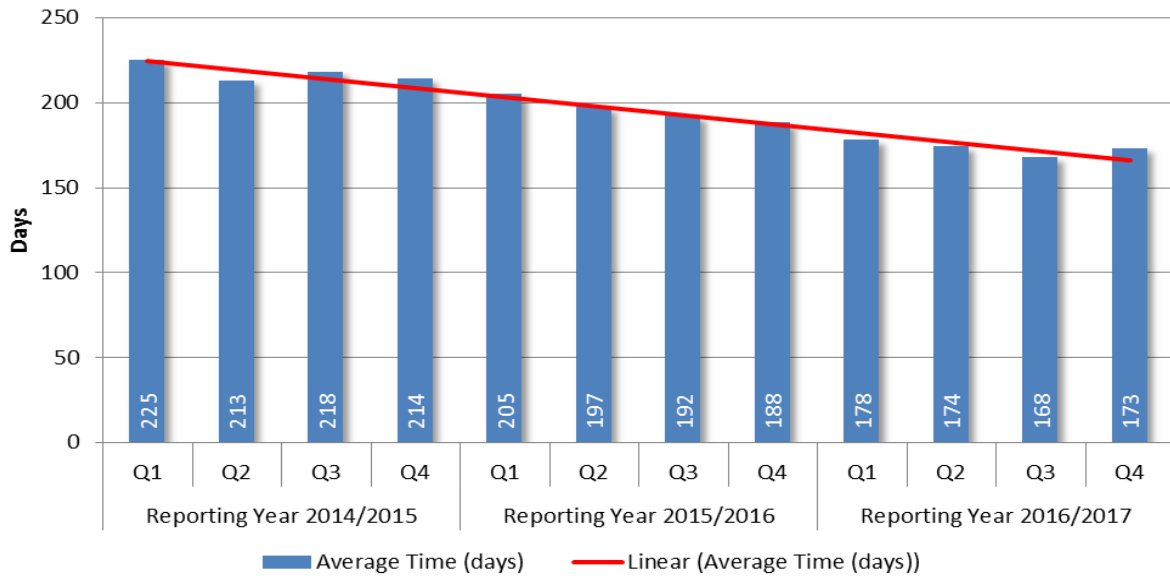


About the latest performance

The adoption team continues to make good progress in terms of matching children to adopters in a timely fashion

Further details

Average Time (Days) Taken to Match a Child to an Adoptive Family



About the target

The target remains the same as the previous year, there are potential cases coming through with notably higher timescales.

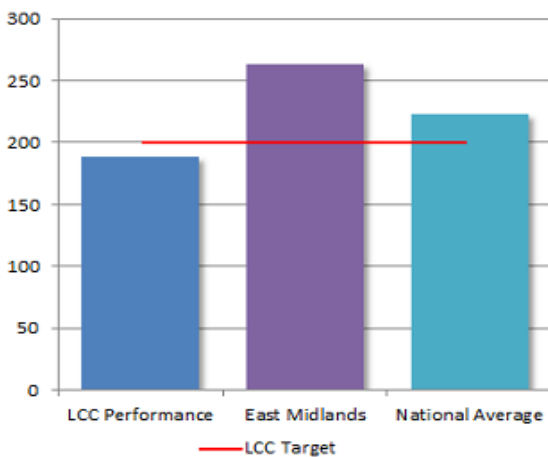
About the target range

Both upper and lower target ranges have been set to 10 days.

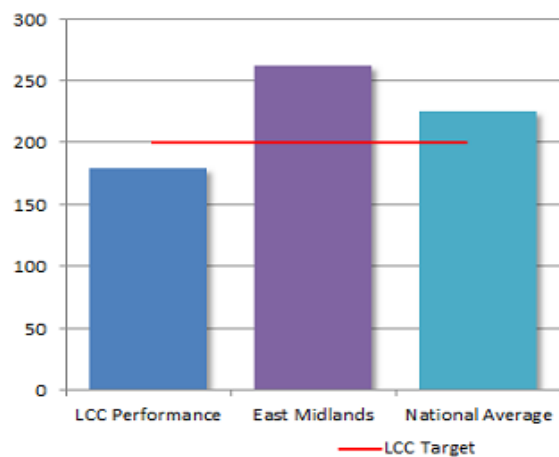
About benchmarking

We can compare ourselves to our statistical neighbours through the Adoption Leadership Board Return which is available on a quarterly basis.

Average time taken to match a child to an adoptive family (days) Q4 2015/2016



Average time taken to match a child to an adoptive family (days) Q4 2016/2017



	2015/2016	2016/2017
LCC Performance	188	179
East Midlands	263	263
National Average	223	226
LCC Target	200	200



Health and Wellbeing is improved

Young people are supported to reach their potential

16-17 year old Looked After Children participating in learning

This measures young people recorded as being Looked After Children participating in learning 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.

The parameters of this measure were previously defined as recording 16-18 year old Looked After Children participating in learning. As of Q1 2017/18 onwards, the Department for Education no longer require monitoring of children aged 18, and so the measure has been amended accordingly, restricting data provision to 16-17 year old Looked After Children only. A higher percentage of Looked After Children participating in learning indicates a better performance.



Not achieved

61.07

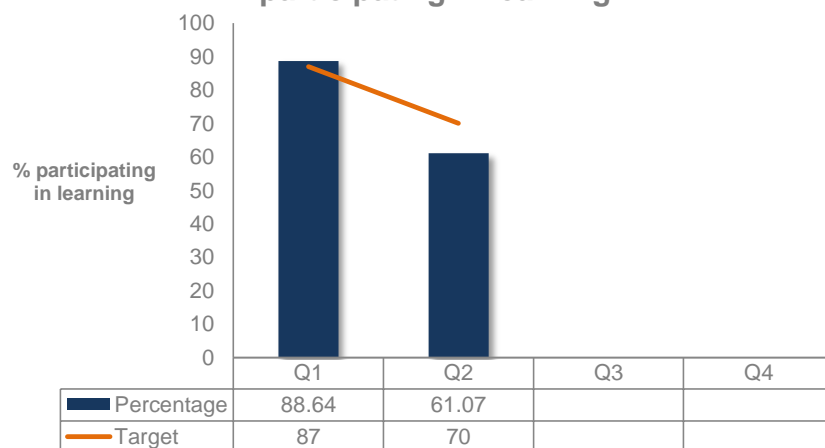
% participating in learning
Quarter 2 September 2017



70

% participating in learning
Target for September 2017

16-17 year old Looked After Children participating in learning



About the latest performance

The performance for this quarter is below the lower tolerance for this performance indicator, this represents approximately two young people. The Virtual school team have identified all of those 16-17 year olds not participating in learning and have been successful in finding appropriate placements for the majority of students in the period September to October 2017. This has brought performance within the tolerance range for this indicator as of 23rd October 2017, which although outside of Quarter 2's reporting parameters, shows a positive increase.

Further details

The definition of this measure was revised as of Q1 2017-18; data prior to this is unavailable as we are no longer able to compare it directly with current data.

About the target

Lincolnshire County Council does not always have capacity to track and validate all new learners placements in the first month of their new setting, to coincide with Q2 reporting. Targets have been profiled from Q1 2017/18 to account for possible fluctuations in performance.

About the target range

The target range is set at a level to allow for 2 percentage points above the target and 5 percentage points below the target.

About benchmarking

Benchmarking for this measure is not currently available.

 Health and Wellbeing is improved


Young people are supported to reach their potential

Care Leavers in suitable accommodation

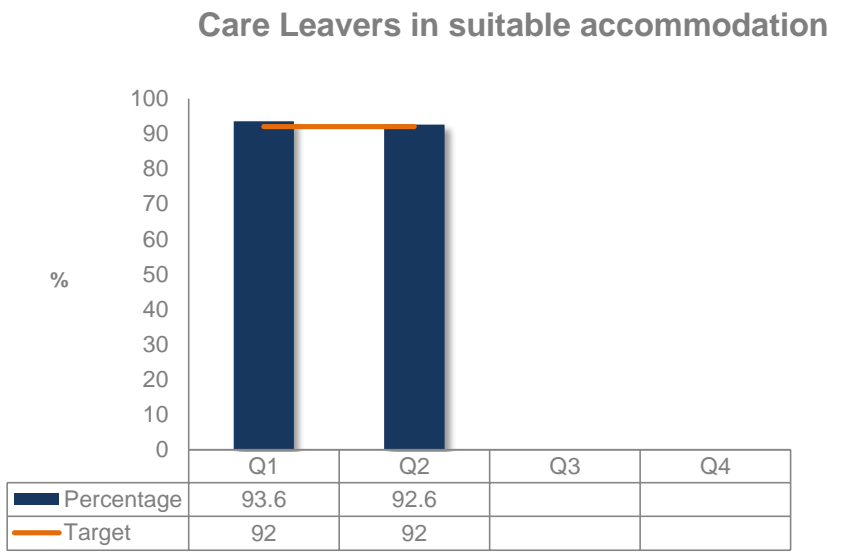
A care leaver is a young person who reaches the age of 18 who had been in local authority care.
 Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".
 Denominator: Number of care leavers turning 19 years of age in the year.
 The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.
 A higher percentage of care leavers in suitable accommodation indicates a better performance.

 **Achieved**

92.6
%
Quarter 2 September 2017



92
%
Target for September 2017

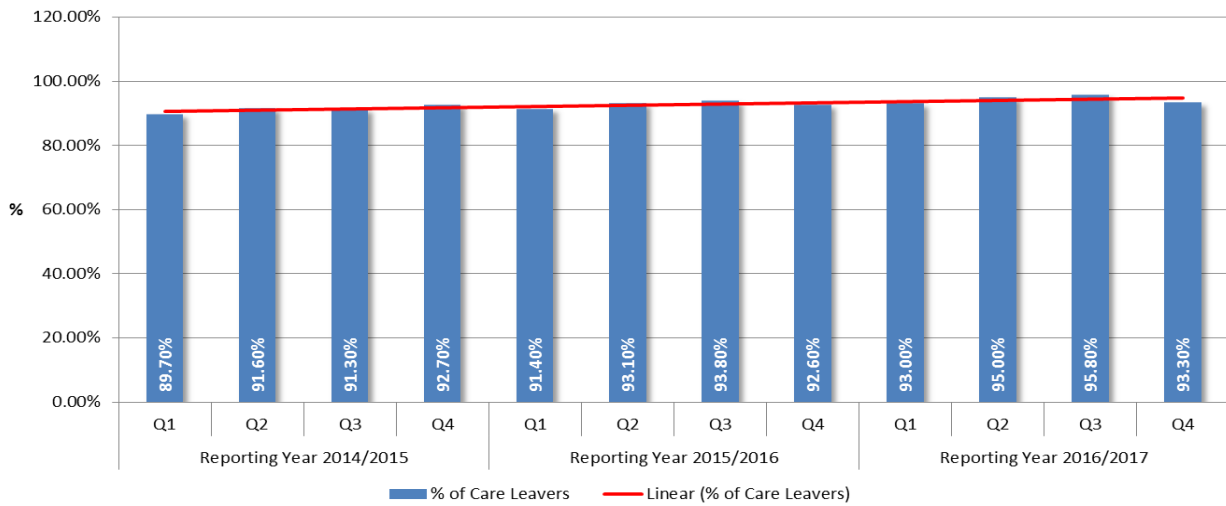


About the latest performance

This performance remains ahead of target and continues the trend established over the 3 previous years. It suggests that there are good housing options for the majority of care leavers and that they are supported to make positive housing choices. There remains a group of young people who are considered to be in unsuitable accommodation, some are in custody or some have returned to families who were previously considered to be unsuitable.

Further details

Percentage of Care Leavers in Suitable Accommodation



About the target

In 2017/18 the target has increased to 92% from 90% in the 2016/17 reporting year. Performance has been in line with the revised target since Q2 of 2015/16.

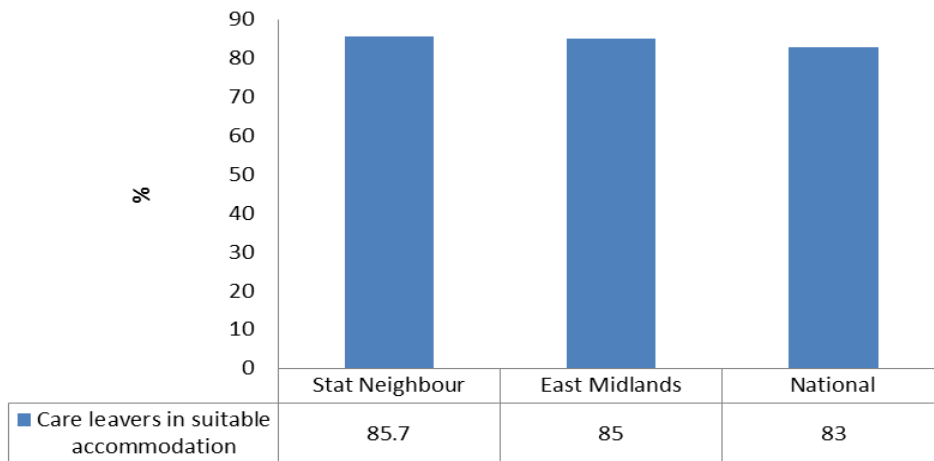
About the target range

The target range for this measure allows for a -4 or +8 percentage point fluctuation against the target.

About benchmarking

We benchmark nationally and at similar authority level. Benchmarking data is sourced from the national LAIT (Local Authority Interactive Tool).

Care leavers in suitable accommodation (2015/16)



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**Customer Satisfaction Information
Children and Young People Scrutiny Committee Q2
Date range for report 1st July 2017 – 30th September 2017**

LCC Overview of compliments

Overall Compliments

The overall compliments received for Children and Young People shows an increase of 100% this Quarter, with 14 compliments being received compared to 7 received last Quarter.

Total number of compliments relating to <u>Children and Young People Scrutiny Committee</u>	Current Q2	Q1	Q4	Q3	Q2
	14	7	5	13	7

Children and Young People Compliments

Children and Young People received 14 compliments this Quarter. The compliments were:

1 x Feedback from Cllr Foulkes for team he shadowed at Grange House, Grantham

2 x compliments for staff at Children's Centres.

1 x CWD staff member praise for work with family.

2 x Early Help Workers for working with family and from Independent Chair for work with family.

4 x Social Worker compliments – feedback from parents, Young People, Independent Chair & a member of staff from Addaction.

4 x SEND staff compliments from families & school children for support

LCC Overview of complaints

The total number of LCC complaints received this Quarter (Q2) shows a 38% increase on the previous quarter (Q1). When comparing this Quarter with Q2 of 2016/17, there is an 87% increase when 117 (excluding school complaints figures) complaints were received.

Total number of complaints received across all LCC service area.	Current Q2 17/18	Q1 17/18	Q4 16/17	Q3 16/17	Q2 16/17
	219	159	169	218	210
Total number of complaints relating to <u>Children and Young People Scrutiny Committee</u>	45	56	37	112	125
Total Service Area Complaints broken down					
Statutory - Children's Care Complaint areas	39	47	36	33	26
Corporate – Education & Schools	6	9	4	6	3
Number of complaint escalations	8	2	2		
How many LCC Corporate complaints have not been resolved within service standard	10	0	1	6	8
Number of complaints referred to Ombudsman	11	9	7	8	17

Education and School (Corporate) Complaints

Education and School corporate complaints received 3 complaints this Quarter. There were 2 school administration related complaints. Both complaints were found to be unsubstantiated. There was 1 Youth Offending complaint; this was found to be overall substantiated.

There were 3 Social Care related complaints (not statutory). These were related to a lack of response from correspondence, a lack of signage for Children's Centre and an alleged mistake by staff member. 2 complaints were substantiated, the other was unsubstantiated.

Children's Care (Statutory) Complaints

Complaint receipts in Quarter 2 for Children's Social Care have decreased by 8 complaints compared to last Quarter. From the 39 complaints received this quarter, 4 complaints were substantiated, 11 were partly substantiated and 21 were not substantiated. 3 went straight to Stage 2 investigations. Feedback forms have been returned for all complaints.

Nature of Substantiated complaints	Improvements or changes implemented as a result of customers complaint
Unhappy with son's SW due to lack of contact.	Ensuring that social workers are completing CIN visits in time scales through supervisions and audits.
Complaint about perceived lack of communication from SW in removing child	Service Users require to be given full information and explanation as to the status of case when a further contact comes in that requires action.
Alleges foster carer has been spiteful and malicious toward her son regarding his daughter	Communication required between services in LCC. Joint supervision to be arranged.
Lack of communication with customer - calls not returned	None recorded

Nature of Partly Substantiated complaints	Improvements or changes implemented as a result of customers complaint
Complaint regarding SW handling of daughters case	Initial confusion with the case started at CSC and who out of a sibling group (across a blended family) – SW had then not fully appreciated who was and who wasn't having contact at family home. Situation to some extent thereafter not helped by family members dysfunctional relationships with each other. SW accepts that she had not called people within appropriate time frame
Complaint of confusion and miss information relating to removal of children.	N/A
Complaint against son's SW and alleged aggressive attitude	Reflection of interaction between SW and service users
Complaint regarding lack of help for family with Daughter	SWs formally reminded by Team Manager via email of importance of ensuring all interactions/discussions are recorded on children's case notes. SWs formally reminded by Team Manager via email of importance of providing clients with information on how to make a complaint, comment or compliment.
Concern of procedure when allegations made against parent & lack of follow up following incident	N/A

Complaint in relation to care received / procedure for a LAC placement / accommodation	Updates done to Mosaic system. SW and PS updated/looked at changes in approach. New senior manager in place for Youth Housing
Mother disagrees with assessment	Reports to be checked for grammatical errors prior to authorising. Factual information to be confirmed when received with other party.
Complaint in relation to detail contained within assessment for Daughter	None recorded
Grandmother feels that CS not working with family / Daughter - concerns over G 'Daughters placement	None recorded
Mother's complaint in relation to her new SW	None recorded
Parents complaint regarding WL FAST	None recorded

Complaint escalations

In Quarter 2 of 2017/18 there were a total of 22 complaint escalations for LCC. 7 of which were taken forward as Statutory Childrens Stage 2 complaints with an agreed Terms of Reference signed in this period. 1 was a Mid-Year admission complaint, this was unsubstantiated.

Ombudsman Complaints

In Quarter 2 of 2017/18, 11 LCC complaints were registered with the Ombudsman. 5 of these complaints were recorded against Children's Services. 2 were statutory matters in relation to SEN, which are both active investigations. 3 were in relation to school appeals / admissions. All 3 were preliminary enquiries, with 1 being classed as premature.

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Summary of most recent Mainstream Ofsted Inspections- breakdown of 'Overall Effectiveness' judgement by school type as at 30/09/2017

Table 1a/1b: Schools/Pupils in Schools rated Outstanding or Good

Schools Outstanding or Good	CS51	Pupils in Outstanding or Good	CS50
316	91.1%	89,173	87.4%

Table 2a/2b: Count and percentage of schools by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	1	-	-	1
Free School	-	1	1	-	2
Nursery	3	2	-	-	5
Primary	42	210	15	4	271
PRU	-	1	-	-	1
Secondary	12	25	6	4	47
Special	9	10	1	-	20
Total	66	250	23	8	347

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	100%	-	-
Free School	-	50%	50%	-
Nursery	60%	40%	-	-
Primary	15%	77%	6%	1%
PRU	-	100%	-	-
Secondary	26%	53%	13%	9%
Special	45%	50%	5%	-
Total	19%	72%	7%	2%

Table 3a/3b: Count and percentage of pupils by Phase and Overall Effectiveness Category

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total
All-through	-	1072	-	-	1072
Free School	-	238	214	-	452
Nursery	370	191	-	-	561
Primary	11587	40944	3077	666	56274
PRU	-	-	-	-	-
Secondary	13212	19818	5103	3701	41834
Special	725	1016	61	-	1802
Total	25894	63279	8455	4367	101995

Phase	Outstanding	Good	Requires Improvement	Inadequate
All-through	-	100%	-	-
Free School	-	53%	47%	-
Nursery	66%	34%	-	-
Primary	21%	73%	5%	1%
PRU	-	-	-	-
Secondary	32%	47%	12%	9%
Special	40%	56%	3%	-
Total	25%	62%	8%	4%

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%	61%	62%	40%	39%	37%	-	-	0%	-	-	0%	-	-	0%
Primary	15%	14%	18%	78%	71%	69%	6%	8%	8%	1%	1%	1%	-	5%	4%
PRU	-	11%	16%	100%	76%	64%	-	7%	7%	-	4%	3%	-	2%	10%
Secondary	24%	13%	21%	53%	60%	52%	14%	15%	14%	8%	6%	5%	-	6%	7%
Special	45%	31%	37%	50%	61%	53%	5%	2%	4%	-	1%	2%	-	5%	4%
Total	19%	15%	20%	72%	69%	65%	7%	9%	9%	2%	2%	2%		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
9256911	Skegness Academy	Greenwood Dale Foundation Trust	Inadequate	139 days	1057
9256908	The Gainsborough Academy	The Lincoln College Academy Trust	Inadequate	308 days	710
9253027	West Grantham Academy St Johns	West Grantham Academies Trust	Inadequate	245 days	358
9252023	Weston St Mary CE Primary School	-	Inadequate	90 days	46
9252092	Holbeach Bank Primary School	-	Inadequate	98 days	63
9254030	Long Sutton The Peele Community College	-	Inadequate	-	618
9255210	Chapel St Leonards Primary School	-	Inadequate	217 days	199
9255408	Lincoln Christs Hospital Academy	-	Inadequate	209 days	1316
				Total	4367

Table 6: Schools not yet inspected

DfE Number	School Name	Number on Roll
9251111	Springwell Lincoln City Academy	247
9252018	Castle Wood Academy	88
9252027	St Giles Academy	438
9252035	Ingoldsby Academy	52
9252036	Hykeham Manor Farm Academy	29
9252040	Theddlethorpe Primary School	80
9252042	South Witham Community Primary School	100
9252043	Gosberton Academy	134
9254013	Thomas Middlecott Academy	473
9254018	Somercotes Academy	306
9254035	Spalding Academy	907
9254039	Louth Academy	-
9254041	The Priory Pembroke Academy	-
9254042	Cordeaux Academy	-
Total:		2854

Table 7: Ofsted Statistical Neighbour Comparison as at 31/07/2017

Region	Percentage of Schools Good or Outstanding
Lincolnshire	86.7%
Statistical Neighbours	84.0%
National	85.2%

Source Data: Monthly Management Information:

<https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes>

NB: May be slight deviation in figures between LA calculated data and Ofsted data, due to differences in reporting methodologies.

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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**Open Report on behalf of Richard Wills,
Director responsible for Democratic Services**

Report to:	Children and Young People Scrutiny Committee
Date:	1 December 2017
Subject:	Children and Young People Scrutiny Committee Work Programme

Summary:

This item enables the Committee to consider and comment on the content of its work programme for the coming year to ensure that scrutiny activity is focused where it can be of greatest benefit. Members are encouraged to highlight items that could be included for consideration in the work programme.

The work programme will be reviewed at each meeting of the Committee to ensure that its contents are still relevant and will add value to the work of the Council and partners.

Actions Required:

Members of the Committee are invited to:

- 1) Review and agree the Committee's work programme as set out in Appendix A to this report.
- 2) Highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

1. Background

Overview and Scrutiny should be positive, constructive, independent, fair and open. The scrutiny process should be challenging, as its aim is to identify areas for improvement. Scrutiny activity should be targeted, focused and timely and include issues of corporate and local importance, where scrutiny activity can influence and add value.

Overview and scrutiny committees should not, as a general rule, involve themselves in relatively minor matters or individual cases, particularly where there are other processes, which can handle these issues more effectively.

All members of overview and scrutiny committees are encouraged to bring forward important items of community interest to the Committee whilst recognising that not all items will be taken up depending on available resource.

Purpose of Scrutiny Activity

Set out below are the definitions used to describe the types of scrutiny, relating to the items on the Committee Work Programme:

Policy Development - The Committee is involved in the development of policy, usually at an early stage, where a range of options are being considered.

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.

Policy Review - The Committee is reviewing the implementation of policy, to consider the success, impact, outcomes and performance.

Performance Scrutiny - The Committee is scrutinising periodic performance, issue specific performance or external inspection reports.

Consultation - The Committee is responding to (or making arrangements to) respond to a consultation, either formally or informally. This includes pre-consultation engagement.

Budget Scrutiny - The Committee is scrutinising the previous year's budget, or the current year's budget or proposals for the future year's budget.

Member Report – The Committee is reviewing the work of the Sub-Groups or Working Groups.

Requests for specific items for information should be dealt with by other means, for instance briefing papers to members.

Identifying Topics

Selecting the right topics where scrutiny can add value is essential in order for scrutiny to be a positive influence on the work of the Council. Members may wish to consider the following questions when highlighting potential topics for discussion to the Committee:-

- Will Scrutiny input add value?
Is there a clear objective for scrutinising the topic, what are the identifiable benefits and what is the likelihood of achieving a desired outcome?
- Is the topic a concern to local residents?
Does the topic have a potential impact for one or more section(s) of the local population?
- Is the topic a Council or partner priority area?
Does the topic relate to council corporate priority areas and is there a high level of budgetary commitment to the service/policy area?

- Are there relevant external factors relating to the issue?
Is the topic a central government priority area or is it a result of new government guidance or legislation?

Scrutiny Review Activity

Where a topic requires more in-depth consideration, the Committee may commission a Scrutiny Panel to undertake a Scrutiny Review, subject to the availability of resources and approval of the Overview and Scrutiny Management Board. The Committee may also establish a maximum of two working groups at any one time, comprising a group of members from the Committee.

Work Programme items on scrutiny review activity can include discussion on possible scrutiny review items; finalising the scoping for the review; consideration and approval of the final report; the response to the report; and monitoring outcomes of previous reviews.

2. Conclusion

The Committee's work programme for the coming year is attached at Appendix A to this report. A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix B.

Members of the Committee are invited to review, consider and comment on the work programme as set out in Appendix A and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

Consideration should be given to the items included in the work programme as well as any 'items to be programmed' listed.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

Not Applicable

b) Risks and Impact Analysis

Not Applicable

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	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

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 by e-mail at tracy.johnson@lincolnshire.gov.uk

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Chairman: Councillor Robert Foulkes

Vice Chairman: Councillor Robert Kendrick

1 December 2017		
Item	Contributor	Purpose
Building Communities of Specialist Provision – A Collaborative Strategy for Children and Young People with Special Education Needs and Disabilities in Lincolnshire	Eileen McMorrow, Senior Project Officer SEND Review	Pre-Decision Scrutiny / Consultation (<i>Executive Decision on 5 December 2017</i>)
Domiciliary Care and Short Breaks Services for Children with Disabilities	Jonas Gibson, Commissioning Manager	Pre-Decision Scrutiny (<i>Executive Councillor Decision: 15-22 December 2017</i>)
Alternative Education Provision for Key Stage 4 Pupils Permanently Excluded from Schools	Jonas Gibson, Commissioning Manager	Pre-Decision Scrutiny (<i>Executive Councillor Decision: 5-12 December 2017</i>)
National Funding Formula for Mainstream Schools	Mark Popplewell, Head of Finance, Children's Services	Pre-Decision Scrutiny (<i>Executive Councillor Decision: 10 January 2018</i>)
0 Health Services	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Music Service - Update	John O'Connor, Children's Services Manager: Education Support Jen McKie, Senior Music Adviser, Lincolnshire Music Service	Policy Review
Performance: Quarter 2 2017-18	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

19 January 2018		
Item	Contributor	Purpose
Budget Proposals 2018/19	Debbie Barnes, Executive Director of Children's Services	Budget Scrutiny
Inclusive Lincolnshire Strategy	Mary Meredith, Children's Service Manager - Inclusion	Policy Review
Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments	Andrew Hancy, County Manager, Business Support	Pre-Decision Scrutiny <i>(Executive Councillor Decision: 2 February 2018)</i>
Early Years Childcare Provision	Michelle Andrews Children's Service Manager – Early Years	Policy Review
Corporate Parenting Sub-Group Update (7 December 2017 Minutes)	Cllr David Brailsford Chairman of the Sub Group	Member Report

9 March 2018		
Item	Contributor	Purpose
Proposal to amend the age ranges of Grainthorpe Primary School and Marshchapel Primary School (Final Decision)	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny <i>(Executive Councillor Decision: 23 March 2018)</i>
Lincolnshire Local Authority School Performance 2016-17	Martin Smith, Children's Service Manager - School Standards	Performance Scrutiny
Restorative Panels Pilot	Andy Cook, Youth Offending Manager	Policy Review
Partners in Practice	Tara Jones, Children's Service Manager – Partners in Practice	Policy Review
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update (15 January 2018 minutes)	Cllr Sarah Dodds, Chairman of the Sub Group	Member Report
Theme Performance: Quarter 3	Sally Savage, Chief	Performance Scrutiny

9 March 2018		
Item	Contributor	Purpose
	Commissioning Officer – Children's	

20 April 2018		
Item	Contributor	Purpose
Prevent and the Implications for Children and Young People	Nicole Hilton, Community Assets and Resilience Commissioning Manager	Policy Development
Monks Abbey Primary School – Change to Planned Admission Number	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny <i>(Executive Councillor Decision – 8 May 2017)</i>
Supported Accommodation for Looked After Children	Janice Spencer, Assistant Director – Children's Safeguarding	Pre-Decision Scrutiny <i>(Executive Councillor Decision: Date to be determined)</i>
Corporate Parenting Sub-Group Update <i>(15 March 2018 minutes)</i>	Cllr David Brailsford, Chairman of the Sub Group	Member Report

8 June 2018		
Item	Contributor	Purpose
Building Communities of Specialist Provision – A Collaborative Strategy for Children and Young People with Special Education Needs and Disabilities in Lincolnshire	Eileen McMorro, Senior Project Officer SEND Review	Pre-Decision Scrutiny <i>(Executive Councillor Decision - Date to be confirmed)</i>
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update <i>(16 April 2018 minutes)</i>	Cllr Sarah Dodds, Chairman of the Sub-Group	Member Report
Theme Performance: Quarter 4	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

20 July 2018		
Item	Contributor	Purpose
Corporate Parenting Sub Group Update (14 June 2018 minutes)	Cllr David Brailsford, Chairman of the Sub-Group	Member Report

To be programmed

- Lincolnshire Learning Partnership (LLP) Strategic Plan and Impact Evaluation
- Home to School Transport Policy including post 16 transport and grammar school transport (The outcome of the scrutiny review in 2016 on Grammar School Transport was to reconsider the current policy in two years' time.)
- Education including educational policy updates and the impact in Lincolnshire's schools; monitoring the changing position and how the Local Authority is fulfilling its responsibilities; relationship with academies; school improvement; overview of academies and maintained schools; and small rural schools
- Significant place planning and school reorganisation
- Safeguarding children and social care work
- Educational progress of Looked After Children (LAC), including electronic Personal Education Plans (ePEPs)
- Post Adoption Support
- Support for foster carers
- Regional Schools Commissioner – Schools Needing Support

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 DECEMBER 2017

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO 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
1014741	Building Communities of Specialist Education, Health and Care Provision for Children and Young People with Special Education Needs and Disabilities in Lincolnshire	5 December 2017	Executive	Specialist School Head Teachers and Executive Heads; Lincolnshire Parent; Carer Forum; Lincolnshire Learning Partnership; Regional Schools Commissioner; Department for Education	Senior Project Officer for Specialist School Project 01522 550988 Eileen.McMorrow@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service	Yes	All
1014831	Alternative Education for Excluded Key Stage 4 Pupils	Between 5 December 2017 and 12 December 2017	Executive Councillor: Adult Care, Health and Children's Services	Lincolnshire Schools Forum; and Children and Young People Scrutiny Committee	Children's Commissioning Manager – Commercial Services Tel: 01522 553258 Email: Jonas.gibson@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service	Yes	All
1014802	Domiciliary Care and Short Breaks for Children with Disabilities	Between 8 December 2017 and 15 December 2017	Executive Councillor: Adult Care, Health and Children's Services	Children and Young People Scrutiny Committee	Children's Commissioning Manager – Commercial Services Tel: 01522 553258 Email: Jonas.gibson@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service	Yes	All
1014786	Supported Accommodation for Looked after Children ¹	Between 15 December 2017 and 22 December 2017	Executive Councillor: Adult Care, Health and Children's Services	Children and Young People Scrutiny Committee	Corporate Parenting Manager Tel: 01522 553916 Email: andrew.morris@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service	Yes	All

¹ After the publication of the Executive Forward Plan, it was agreed to defer the proposed decision on Supported Accommodation for Looked After Children until April 2018.

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO 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
I014788	Schools National Funding Formula	10 January 2018	Executive Councillor: Adult Care, Health and Children's Services	All Lincolnshire Schools and Academies; Children and Young People Scrutiny Committee and the Lincolnshire Schools' Forum	Head of Finance – Children's Services Tel: 01522 553326 Email: mark.popplewell@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service	Yes	All
I014740	Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments	2 February 2018	Executive Councillor: Adult Care, Health and Children's Services	Parents: children; schools; health; and other stakeholders with an interest in hearing impairments; Children and Young People Scrutiny Committee	County Manager Tel: 01522 554031 Email: Andrew.Hancy@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service	Yes	All