

County Offices  
Newland  
Lincoln  
LN1 1YL

11 January 2018

**Children and Young People Scrutiny Committee**

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 19 January 2018 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 1 Parent Governor Vacancy



**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA  
FRIDAY, 19 JANUARY 2018**

| <b>Item</b> | <b>Title</b>   | <b>Pages</b> |
|-------------|--|--------------|
| 1           | <b>Apologies for Absence / Replacement Members</b>   |              |
| 2           | <b>Declarations of Members' Interests</b>  |              |
| 3           | <b>Minutes of the meeting of the Children and Young People Scrutiny Committee held on 1 December 2017</b>  | 5 - 20       |
| 4           | <b>Announcements by the Chairman, Executive Councillor and Executive Director</b>  |              |
| 5           | <b>Revenue Budgets Proposals 2018/19 and 2019/20</b><br><i>(To receive a report which looks at the budget implications of four commissioning strategies and describes the budget proposals for the next two financial years, based on the four year funding deal announced by Government as part of the 2018/19 Local Government Finance Settlement)</i>   | 21 - 30      |
| 6           | <b>Thirty Hours Free Childcare (The Extended Entitlement)</b><br><i>(To receive a report which shares Lincolnshire's position on the thirty hours funded childcare entitlement, including sufficiency to support this national agenda)</i>   | 31 - 118     |
| 7           | <b>Inclusive Lincolnshire Strategy - Policy Review</b><br><i>(To receive a report which provides an update on the progress of the Inclusive Lincolnshire Strategy)</i>   | 119 - 126    |
| 8           | <b>Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments</b><br><i>(To receive a report which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services for decision on 2 February 2018. The views of the Scrutiny Committee will be reported to the Executive Councillor, as part of her consideration of the recommendation.</i><br><b><i>Please note that Appendix C to this report contains exempt information under Paragraph 2 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></b> | 127 - 172    |
| 9           | <b>Corporate Parenting Sub Group Update</b><br><i>(To receive a report which presents to the Committee the minutes of the Corporate Parenting Sub Group held on 7 December 2017 for consideration)</i>   | 173 - 184    |
| 10          | <b>Children and Young People Scrutiny Committee Work Programme</b><br><i>(To receive a report which provides the Committee with an opportunity to consider and comment on its work programme for the coming months)</i>  | 185 - 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
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**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE  
1 DECEMBER 2017**

**PRESENT: COUNCILLOR R L FOULKES (CHAIRMAN)**

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

**Added Members**

Church Representatives: Reverend P A Johnson.

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

Councillors: D Brailsford and Mrs J E Killey were also in attendance.

Officers in attendance:-

Jonas Gibson (Commissioning and Development Manager), Mark Popplewell (Head of Finance (Children's Services)), Debbie Barnes (Executive Director, Children's Services), Katrina Cope (Senior Democratic Services Officer), Simon Evans (Health Scrutiny Officer), Eileen McMorrow (Senior Project Officer Specialist Schools Project), Mary Meredith (Head of Children's Service Manager, Inclusion), Heather Sandy (Chief Commissioning Officer for Learning), Sally Savage (Chief Commissioning Officer) and Jennifer Mckie (Senior Music Adviser, Lincolnshire Music Service).

**35 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS**

Apologies for absence were received from Councillors L Wootten, R Wootten and Mr S C Rudman (Church representative).

An apology for absence was also received from Councillor Mrs P A Bradwell (Executive Councillor for Adult Care, Health and Children's Services).

**36 DECLARATIONS OF MEMBERS' INTERESTS**

There were no declarations of members' interest made at this stage of the meeting.

**37 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE HELD ON 20 OCTOBER 2017****RESOLVED**

That the minutes of the meeting held on 20 October 2017, be confirmed and signed by the Chairman as a correct record.

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

The Chairman welcomed to the meeting Reverend Philip Johnson, who had been appointed by the Diocesan Board of Education as the replacement member for Reverend Sue Evans.

The Committee was advised that the Chairman and Vice-Chairman had on the 14 November 2017 had a very interesting visit to Bridge House in Boston, which supported Key Stage 3 and Key Stage 4 pupils who found themselves outside of mainstream education.

Also, on 16 November 2017, the Chairman advised that he and Councillor S R Dodds had been on very successful visits to the premises of the Lincolnshire Leaving Care Service in Louth, Ingoldmells and Skegness.

The Chairman advised further that he and Councillors A P Maughan and Mrs K Cook had attended the V4C meeting at Sleaford. It was noted the V4C or Voices for Choices was Lincolnshire's Council for Looked after Children aged between 8 and 17 years. The V4C aimed to bring looked after children and young people in Lincolnshire together for social activities and to have a greater say in their activities.

The Executive Director for Children's Services updated the Committee with regard to the Children and Young People Now Awards 2017. Children's Services had been shortlisted in the Early Intervention, Children in Care and Partnership Working categories, but had not been selected as a finalist in the 2017 awards.

**39 BUILDING COMMUNITIES OF SPECIALIST PROVISION FOR CHILDREN  
AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND  
DISABILITIES IN LINCOLNSHIRE**

Consideration was given to a report from Eileen McMorrow, Senior Project Officer Special Educational Needs and Disabilities (SEND) Review, which asked the Committee to consider the strategic vision of SEND provisions as detailed in the Building Communities of Specialist Provision Strategy information detailed in the Executive report attached at Appendix 1.

The Committee was advised that Lincolnshire had 20 special schools for pupils with SEND, and that all special schools were delivering Good or Outstanding education according to the current Ofsted ratings. In 2015/16 the Council had commissioned

some research by the ISOS Partnership which had identified the need to reshape SEND provision to meet the needs of the increasing population of pupils requiring placement in special school settings. The research had also highlighted a need for more collaborative working between special and mainstream schools. The combination of the research and changes to national policy development from the Department for Education (DfE), the Council had identified the need to review its current provision and create a new strategy to reshape the special school system in Lincolnshire.

It was highlighted to the Committee that the high demand for special school places had put significant capacity pressures on many of Lincolnshire special schools. It was highlighted further that the current education system had special schools operating within clearly defined designations, and as a result many pupils had to travel for significant periods of time and distance in order to access a special school place which could meet their individual needs.

In response to the identified local challenges and national directives, Lincolnshire had recognised the need to work more collaboratively to address the main issues impacting on special school provision. The Building Communities of Specialist Provision Strategy proposed to develop an integrated system of special education for pupils with SEND, to meet their education and health care needs as close to their home as possible. This would be achieved as a result of significant capital investment being made to special schools to enhance their provision to meet most of the needs and designations of disability, and to create increased capacity to meet growing demand.

The Committee was advised that the proposed model had been agreed with all special school Head Teachers and the Lincolnshire Parent Carer Forum and fully met the strategic vision for SEND provision. If agreed the proposals would then be subject to wider consultation. The results of the consultation would then be presented to a future meeting of Children and Young People Scrutiny Committee and finally to the Executive (or the Executive Councillor) for a decision on whether to proceed with the strategy and the proposed special school changes.

It was highlighted that comments raised from the meeting would be reported to the Executive for their consideration at the meeting due to be held on 5 December 2017.

During discussion, the Committee raised the following issues:-

- How the proposal would be funded – The Committee was advised that the purpose of the report was for the Committee to consider the strategic vision for SEND provision and to support the engagement in public consultation. It was then proposed to bring a further report back to the Committee following the consultation. This report would provide the Committee with details of the financial costs. It was reported that the proposals would cost in the region of £40m. The Committee was advised that there was a grant of £2m from the Department for Education (DfE) for Local Authorities to refresh their SEND provision. The remainder of the £38m would be met as a result of the increasing number of places, and grant use from the basic needs funds;

historic money for conditions for special schools from 2012; and money from the DfE for Free Schools. The Committee was advised that the best estimate was that at the moment, there would be a shortfall of approximately £5m. It was highlighted that officers would consider with schools how to bridge any gaps. The Committee noted that the strategy was for a 3/5 year project; and that there was an element of risk, but it was felt that the end result would be worth it for the improvements gained for pupils of Lincolnshire with SEND. Some concern was expressed as to whether free schools would adhere to the proposed strategy. It was highlighted that ideally a free school application would be through an existing Lincolnshire academy who had signed up to the strategy. It was reported that a new special school to meet demand was likely to be based in Lincoln;

- Satellite Units – The Committee was advised that the new satellite units would be accessible from each locality, on mainstream school sites both primary and secondary. These would be managed by local special schools and would 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. Clarification was given that if a school was in special measures, the satellite unit would not be affected as it was the responsibility of the local special school;
- Future Proofing – The Committee welcomed the level of positive involvement from special schools and their head teachers in the development of the proposals. It was felt that proposed provision in the future needed to be secured should circumstances in special schools change. Reassurance was given that if a special school in the future indicated that it could not meet the needs of a pupil in its area, this would be a matter for the local authority and other special schools. It was felt that this would in effect mean that the school would be influenced by the 'peer pressure' of other special schools, but officers noted the positive commitment demonstrated by Head teachers and Governors/Trustees to date;
- British Sign Language – The Committee was advised that the strategy would continue with commissioned provision in response to need;
- Education Health and Care Plans – A question was asked as to whether there was any issues relating to the completion of EHCPs. The Committee was advised that a national report had concluded that some mainstream schools were struggling in relation to supporting pupils with SEND, with particular reference being made to autism. The Committee noted that there had been a 50% increase in the number of assessments conducted and an increase of 33% in the number of EHCPs. The Committee was assured that Lincolnshire was meeting its statutory timescale despite the increase in demand and that the strategy looked to increase the number of places by 10%. It was highlighted that it was hoped that ultimately, in mainstream schools parents would have the confidence that the schools were meeting the needs of the young person without the need for a EHCP;
- Lincolnshire County Council Commissioned special school places (bottom of page 40 of the report). A question was asked as to why places for St Christopher's, Lincoln were decreasing for 18/19. The Committee was

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advised that St Christopher's was over capacity by 80/90 pupils and therefore work was being done to reduce the numbers;

- Plans in place to assist in transition. The Committee noted that transition to the new provision was being considered very carefully with Head Teachers and special school Head Teachers who were best placed in helping with the upskilling of the work force's development. Reassurance was given that packages would be in place before transition. Further reassurance was given that there would be good communication with parents and that the implementation would be done gradually;
- Some concern was expressed regarding the risk of some schools taking systematic advantage of the opportunities on offer as a result of the proposals. Officers advised that they were aware of the risks and reassured the Committee of the role of the local authority in meeting its statutory obligations, specifically in meeting the needs of pupils with special educational needs and disabilities;
- The positive effect the strategy would have on reducing the time spent by the young people traveling to a special school that would be able to meet their individual needs; and
- Gosberton House – Some concern was raised as to whether the excellent provision for autism received at Gosberton House would be affected by the strategy. Officers advised that the outstanding work done at Gosberton House was recognised and steps were being taken to use the knowledge and skills of the Head Teacher to lead on autism, to ensure that the level of provision received at Gosberton House was extended across the county.

Overall, the Committee extended its support to the recommendations set out on pages 19 – 20 of the Executive report presented at Appendix 1; and requested that the Executive take into consideration the comments raised by the Committee as detailed below.

The Chairman extended thanks on behalf of the Committee to officers for a very informative report.

#### RESOLVED

1. That the Children and Young People Scrutiny Committee strongly supports the three recommendations as detailed on pages 19/20 of the Executive report presented at Appendix 1.
2. That the Executive be requested to consider the following comments made by the Committee before making their decision:-
  - Future Proofing – The Committee welcomed the level of positive involvement of special schools and their head teachers in the development of the proposals. The Committee reflected on how to secure the proposed provision in the future when the particular circumstances of special schools and head teachers might change. The Committee was assured that if a special school were in the future to indicate that it could not meet the needs of an individual pupil in its

area, this would be a matter for the local authority, but would also be a matter for the special schools. This would in effect mean the school would be influenced by the 'peer pressure' of other special schools.

- Meeting Statutory Obligations – The Committee is aware of the role of the local authority in meeting its statutory obligations, specifically in meeting the needs of pupils with special educational needs and disabilities. The Committee has highlighted there is a risk that some schools might be seeking to take systematic advantage of the opportunities on offer as a result of the proposals. The Committee acknowledges that any gains for each school would be ultimately for the benefit of the pupils.
- Communication with Parents – The Committee has stressed the importance of communicating with parents during the implementation of the proposals. The Committee was assured that the implementation of the proposals would be gradual.

#### 40 DOMICILIARY CARE AND SHORT BREAKS SERVICES FOR CHILDREN WITH DISABILITIES

The Committee gave consideration to a report from Jonas Gibson, Commissioning Manager, which invited the Committee to consider the services commissioned for children with disabilities, (CWD), details of which were contained in the Executive Councillor report attached at Appendix 1.

In a joint presentation, the Commissioning Manager, Children's Services and Team Manager, Children with Disabilities advised the Committee that the inability to meet demand in the domiciliary care service had enabled the exploration of a different approach to recommissioning all three services, by means of an open competitive tender. It was noted as there was likely to be minimal interest in the market for a Domiciliary Care Service for children with disabilities on its own; it was proposed that two other contracts for CWDs (short breaks services) were to be re-commissioned at the same time as the Domiciliary Care service to generate interest in the market. It was noted that the annual value of the contracts in 2016/17 was £820,148. It was highlighted that the approach to recommissioning the three services would provide 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.

Reference was made to the three individual services detailed at paragraphs 2.1; 2.2; and 2.3 of the report presented. Particular reference was made to fact that it had been difficult to recruit staff for the domiciliary care due to the nature of the service (early morning and evenings). It was highlighted that many local authorities faced very similar local pressures in respect of recruitment in their localities as a result from competition from other employers, external perceptions of the care sector relating to role; low-pay and limited career paths.

Appendix 1 of the report provided the Committee with details of the Equality Impact Assessment.

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The Committee was requested to consider whether it supported the recommendations in the report and whether it wished to make any additional comments to the Executive Councillor for Adult Care, Health and Children's Services.

During discussion, the Committee raised the following issues:-

- Recruitment – Some concern was expressed to the recruitment situation. It was highlighted that there should be a more joined up approach between children and adults as there appeared to be competition for the carers. Officers confirmed that discussion and previous experience had shown that adult providers did not generally really want to expand into the children's element of domiciliary care;
- Quality of the Service being provided – The feedback received was that the Domiciliary Service currently provided by the Lincolnshire Community Health Services was very good; and
- The use of direct payments – It was reported that 110 families had opted for direct payment out of 250. The problem was still the same families were finding it hard to recruit carers.

**RESOLVED**

1. That the Children and Young People Scrutiny Committee supports the three recommendations as detailed on pages 69/70 of the Executive report presented.
2. That the Executive Councillor Adult Care, Health and Children's Services be requested to consider the following comments made by Committee before making a decision:-
  - The Committee highlighted the need to develop greater interest in the market in order to resolve the issues encountered with recruitment and retention of carers across Lincolnshire. The Committee also highlighted that on many occasions Children's Services competed with Adult Services for the same pool of staff. Officers highlighted that many local authorities faced very similar local pressures in respect of recruitment in their localities as a result from competition from other employers. It was confirmed that work was being undertaken with providers to develop a wider range of skills and interest within the market;
  - A member of the Committee highlighted the reducing annual value of the contracts and queried whether this had led to a reduction in overall quality. Officers confirmed that service feedback remained positive, and while there had been some missed appointments, overall quality of care was good with training provided to staff also being very positive; and
  - A member of the Committee queried the level of uptake of direct payments by services users within this area. Officers confirmed that around 110 families out of 250 took direct payments, however, it

was reported that these families often also encountered the same issues with recruitment and retention of carers.

41 ALTERNATIVE EDUCATION PROVISION FOR KEY STAGE 4 PUPILS  
PERMANENTLY EXCLUDED FROM SCHOOLS

Consideration was given to a report from Jonas Gibson, Commissioning Manager, which asked the Committee to consider whether it supported the future commissioning intentions to procure a number of places for alternative education provision for key stage 4 pupils permanently excluded from schools by means of an open competitive tender. Mary Meredith, Children's Services Manager – Inclusion, was also in attendance to present the report to the Committee.

The Committee was advised that there was a clear need for greater capacity with Lincolnshire's Alternative Education Provision (AEP) sector. It was reported that there were several reasons for that, one of which was that historically Lincolnshire's Pupil Referral Unit (PRU), now known as Springwell Lincoln City Academy and part of the Wellspring Academy, Trust had gone over Pupil Admission numbers by on average 75 pupils and that there had been a year-end reconciliation with the provider to cover the additional numbers. It was highlighted that investing in additionality at the beginning of the year would improve the quality of strategic planning.

The report highlighted that it was crucial that investment sustained the sector and with a minimum of 75 places required, there was an opportunity to do this in diversifying Lincolnshire's AEP offer in the best interests of disaffected Key Stage 4 learners. The increase in capacity was key to the Council meeting its obligations in ensuring young people, permanently excluded, or on a pre-excluded programme placement from school continued to receive education. The report highlighted that the required AEP capacity was currently unable to be found, except through external commissioning of these placements. The Committee was advised that Children's Services were 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 Key Stage 4 pupils could be maintained.

The Committee was requested to consider whether it supported the recommendations as detailed in Appendix 1 to the report and whether it wished to make any additional comments to the Executive Councillor for Adult Care, Health and Children's Services. The Committee noted that any comments raised would be reported to the Executive Councillor before the decision being taken between the 5 December and the 12 December 2017.

During discussion, the following issues were raised:-

- Some concern was expressed as to whether if capacity was increased whether this would portray the wrong message and that schools would not seek to establish or develop their own solutions. Officers felt that this was a risk, but reminded the Committee that the Local Authority was responsible for the education of those excluded from day six and thereafter. The Committee noted the progress that had been made by the primary sector in reducing the

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number of pupils excluded. Clarification was given that all that was being proposed was formalising what was already in place, to ensure that places were available;

- It was noted that Lincolnshire's market of suppliers for AEP who were DfE registered was minimal; and that previously suppliers of the service wishing to bid would need to become registered;
- The Advantages of providing AEP places. Page 103 of the report detailed a list of reasons. Some concern was expressed regarding sub-contractors. The Committee was reassured that quality would be monitored through contract management;
- Some concern was expressed that the local authority was being held to ransom because of its statutory duty. It was felt by some members that this was a national policy issue, which should be escalated via local MPs;
- The statutory role of the local authority at day six. Reference was made to the Children's Commissioner briefing report entitled *Falling through the Gaps in Education*. A suggestion was made for the findings of report being considered by the Committee at a future meeting;
- Work experience – One member enquired whether the young people excluded had the opportunity to gain work experience. Officers advised that it was up to the new school or Pupil Referral Unit to arrange this in line with the pupils education plan; and
- Reference was made to paragraph 1.8.2 which related to the fact that schools were able to buy direct AEP, which some had done; this however was not a sustainable solution for suppliers in the market place. It was agreed that schools working collaboratively together might have a more positive impact in reducing exclusions. Officers agreed that more work could be done to try and help schools to work together to create alternative provision.

**RESOLVED**

1. That the Children and Young People Scrutiny supports the recommendations as detailed on pages 99/100 of the Executive Councillor report presented. (Executive Councillor for Adult Care, Health and Children's Services).
2. That the Committee wishes to advise the Executive Councillor for Adult Care, Health and Children's Services that it intends to consider some of the broader issues on alternative education provision, including those highlighted in the Children's Commissioning Briefing Paper '*Falling Through the Gaps in Education*', Published in November 2017'.

The Children's Commissioner's briefing is available at the following link:-

<https://www.childrenscommissioner.gov.uk/publication/briefing-falling-through-the-gaps-in-education/>

**42 NATIONAL FUNDING FORMULA FOR MAINSTREAM SCHOOLS'**

Consideration was given to a report from Mark Popplewell, Head of Finance, Children's Services, which invited the Committee to consider a report entitled 'National Funding Formula for Mainstream Schools', which was appended at Appendix 1 to the report, which was due to be considered by the Executive Councillor for Adult Care, Health and Children's Services on 10 January 2018.

In guiding the Committee through the report the Head of Finance, Children's Services highlighted the background to the Government's implementation of the national funding formula for school for 2018/19.

The Committee was advised that the Government had encouraged Local Authorities to move towards the national funding formula so that schools' allocations were on a sensible trajectory towards the move to a 'hard' national funding formula from 2020/21.

Page 17 and 18 of the report presented provided the Committee with information relating to the government's building blocks of the schools national funding formula, which included basic per-pupil funding (including minimum per-pupil level), additional needs funding, school-led funding and geographical funding. Details of the fourteen formula factors within the building blocks were shown including key points from the formula.

Table one on page 5 of the report, outlined Lincolnshire's schools overall planned funding level for 2018/19, through the implementation of the national funding formula compared to other Local Authorities. It was highlighted that Lincolnshire continued to remain in the lowest quartile for school funding levels with Lincolnshire primary schools overall being the 33<sup>rd</sup> lowest funded Local Authority and Lincolnshire secondary schools being the 37<sup>th</sup> lowest out of 150 Local Authorities overall.

Tables two and three on page 7 provided the planned monetary gains by the sector in year 1 of the national funding formula implementation using schools 2017/18 census data.

The Committee was advised that due to the Government's tight timescales for completion of the work, the consultation with schools had been conducted in a relatively short period of time. The Local Authority had however forewarned schools of the consultation. The Forum was advised that the response rate had been disappointing (9% of primary schools and 20% of secondary schools). A copy of the consultation document was shown in Appendix A to the report.

It was highlighted that the implementation of the national funding formula was forecasted to bring in more monies into Lincolnshire schools by an overall increase of 3.7% in 2018/19, and a 6.6% increase overall in 2019/20 from the current 2017/18 schools baseline funding, which was a positive picture for Lincolnshire.

Details of the next steps to be followed were shown on page 8 of the report; and it was highlighted that the Council understood the impact of the national funding

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formula for 2018/19 and 2019/20 and that it was proposed to replicate the national funding formula in each of the two years to ensure a sensible trajectory for schools towards the 'hard formula' due to take effect in 2020/21. It was noted that 97% of schools that had responded to the consultation supported the Local Authority's proposals to adopt the national funding formula for 2018/19.

Officers were praised for their timeliness in responding to the Government's request.

A discussion ensued from which the Committee raised the following issues:-

- One member enquired how the proposal would affect Looked After Children (LAC). The Committee was advised that the Government had not used the Looked After Children factor in the national funding formula, but had instead increased the pupil premium plus rate for 2018/19 from £1,900 to £2,300. The report highlighted that around 60% of Local Authorities used the LAC funding, of which Lincolnshire was one of them. It was noted that the Local Authority funded £600 per LAC within its local funding formula, therefore to ensure that schools were not financially disadvantaged, the Local Authority would only adjust the schools baseline by £400 for each eligible LAC pupil to correspond with the pupil premium plus increase, which would provide protection within the schools baseline. It was also noted that the Virtual Head Teacher was responsible for determining how the funding was used to support the Looked After Child;
- Views of the Lincolnshire Schools' Forum – One member asked if the views of the Lincolnshire Schools' Forum could be fed back to the Committee. The Committee was advised that the Lincolnshire Schools Forum had considered a recent report relating to the national funding formula on 4 October 2017 and was due to consider the matter further at its meeting on 11 December 2017, before approval by the Executive Councillor for Adult Care, Health and Children's Services. The Lincolnshire Schools Forum had not foreseen any issues; but were pleased that the funding formula would bring additional funding into Lincolnshire which would start to create fairer and equitable funding;
- Mobility funding – The Committee was advised that the mobility factor in the national funding formula was intended to support schools that had a high proportion of pupils joining the school mid-way through an academic year. It was highlighted that as Lincolnshire did not have a mobility factor currently within the local funding formula, Lincolnshire would not be in receipt of any funding for 2018/19. It was noted that the Government was reviewing the mobility factor and the Local Authority had agreed to keep this formula factor under review to ensure all schools were funded fairly;
- Special Educational Needs – The Committee was advised that schools would continue to receive the notional SEN £6,000 within the formula to support children with special educational needs. The report highlighted that the Local Authority would be required to review the funding formula arrangements connected to schools delegated budgets, such as the school reorganisation policy and targeted notional SEN fund mechanism, in light of the schools national funding formula changes. All steps would be taken to ensuring fair and objective funding was allocated to schools; and

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- Sparsity – Some concern was expressed with regard to the fact that Lincolnshire schools were poorly funded and the impact of the national funding formula on the smaller more vulnerable rural schools; and that lobbying should continue with regard to this. It was reported that all schools through the National Funding Formula would be receiving at least 0.5% per pupil gain in funding in 2018/19.

Overall, the Children and Young People Scrutiny Committee supported the recommendations as detailed on page 3 of the report, but wished to highlight to the Executive Councillor for Adult Care, Health and Children's Services for the need to continue lobbying for small rural schools; that the Committee was going to look at SEN funding at a future meeting; and that it was important to ensure that Looked After Children were not disadvantaged going forward.

**RESOLVED**

1. That the Children and Young People Scrutiny Committee supported the recommendations to the Executive Councillor for Adult Care, Health and Children's as detailed on page 3 of the report presented.
2. That the Executive Councillor for Adult Care, Health and Children's be requested to consider the following comments made by the Committee before making a decision:-
  - The Committee stressed the need to continue to lobby central Government for a fairer funding formula for schools as Lincolnshire was still a poorly funded area under the National Funding Formula;
  - The Committee highlighted concern that due to the Government's tight timescales the consultation with schools had been conducted in a relatively short period of time, in addition the Committee highlighted the low response rate of 11%. Officers confirmed that the Local Authority had forewarned schools of the consultation and provided information to schools at Headteacher briefings;
  - The Committee highlighted the need for funding to continue to adequately consider the sparsity factor and rural nature of Lincolnshire, in order to provide small and remote schools with additional funding and a degree of financial stability;
  - The Committee highlighted concern in relation to Looked After Children (LAC) funding arrangements. Officers confirmed that the Local Authority had previously funded £600 per LAC within its local funding formula and to ensure schools are not financially disadvantaged would only adjust the schools baseline by £400 for each eligible LAC to correspond with the pupil premium plus increase, therefore providing some protection within the schools baseline;
  - The Committee queried the current arrangements with mobility funding in relation to areas within Lincolnshire where pupils might move to the County mid-way through the academic year which would be a significant financial challenge to small rural schools. Officers confirmed that the

Local Authority did not have a mobility factor currently within the local funding formula but would keep a close eye on the mobility fund as this was an area of risk; and

- The Committee highlighted the reported need to review the targeted notional SEN funding mechanism in light of the schools national funding formula changes. Officers confirmed that all steps would be taken to not disadvantage schools as part of these changes.

#### 43     0 - 19 HEALTH SERVICES

Consideration was given to a report from Sally Savage, Chief Commissioning Officer – Children's, which provided the Committee with an update on the progress made by the Council to deliver the 0 – 19 health services to children and young people. It was noted that a decision had been made by the Executive in November 2016 to insource the 0 - 19 health services. Details of the new model of Children's 0 – 19 Services in Lincolnshire was detailed at Appendix A for the Committee to consider.

The reported highlighted that the 0 - 19 health services had successfully transferred into the Council. It was highlighted further that additional services to support the overall model had been commissioned and were now in place. Work had also started on identifying the future model of working by staff in the localities. The Committee noted that regular communication with partners was taking place; and that positive feedback had been received. Moving forward the focus was now on improving performance in relation to the key elements of the service and that future transformation to ensure that the full benefits of integration were achieved.

The Committee was also advised that from 1 October 2017, the Lincolnshire Integrated Sexual Health Service provided by Lincolnshire Community Health Services NHS Trust was now delivering a young person's sexual health service throughout the county for teenagers from age 13 to 19. Full details of the service were shown on pages 123/124 of the report presented. Reference was also made to the launch of the new Healthy Minds Lincolnshire Service to support the emotional wellbeing needs of children and young people in Lincolnshire, this service had also commenced on 1 October 2017. The Committee noted that a new online Emotional Wellbeing/Behaviour Pathway had been developed to support public and professionals to access or refer to the most appropriate services more easily.

It was reported that the transition of services had occurred with minimum disruption; however, they were two issues that were currently ongoing these were IT; and property issues.

A discussion ensued, from which the following issues were raised:-

- Impact of the Integrated Sexual Health Services – The Committee was advised that the service had only been running for two months; but that extra resources had been allocated to enable more work to be undertaken with young people; this included speaking to young people in schools. A suggestion was made for some of the engagement sessions with young people to be held outside of a school environment;

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- Interaction with young people – The Committee was advised that officers were looking into ways of interacting more with young people i.e. on-line portal; and web based application; and Apps;
- Concern was expressed as to whether the IT provision would be in place for the workforce to be able to operate efficiently. Officers advised that it was hopeful that the IT would be in place by 1 April 2018. It was highlighted that interim arrangements were in place, officers were receiving support from health colleagues;
- The poor uptake of Children's Immunisations in the Lincolnshire East CCG area. Officers clarified that immunisations were commissioned by NHS England and administered by GPs. 0-19 staff would be encouraging the uptake of immunisation across the county, when visiting or speaking to young people and families. It was highlighted that additional visits were not funded; and
- Healthy Minds – One member enquired whether the service had commenced. Officers advised the Committee that a training programme was being rolled out to schools. It was highlighted there had been numerous requests during the first two months of the service.

**RESOLVED**

1. That the progress made on insourcing the 0 - 19 health services to the Council be noted.
2. That the approach to delivering 0 - 19 health services as part of an integrated locality based offer to children and families be endorsed.
3. That the comments raised by the Committee in relation to IT provision; and that health visitors should continue encouraging the uptake of immunisations be noted.

**44 LINCOLNSHIRE MUSIC SERVICE - UPDATE**

The Committee gave consideration to a joint report from John O'Connor, Children's Services Manager, Education Support and Jennifer McKie, Senior Music Adviser, Lincolnshire Music Services, which updated on the history and future of the music service following the decision by the Council in December 2016 to continue to operate a music service on a fully traded basis.

The report highlighted that the Lincolnshire Music Service was a well-respected service, which had served the children and young people of Lincolnshire for over 40 years. The Committee was advised that the service had been long-listed for a national award by the Music Education Council, which had placed the service in the top 10% of high achieving music services.

In a short presentation to the Committee, the Senior Music Adviser provided the Committee with a short presentation which provided an overview of the Lincolnshire Music Service. The short film captured the incredible opportunities the Lincolnshire Music Service provided for children and young people in Lincolnshire.

The Committee was advised that the Lincolnshire Music Service had streamlined their working practices to ensure that the service provided was fit for purpose. It was highlighted that there had been engagement with 87% of schools across the county and over 22,000 children and young people had accessed the service during the last academic year. It was highlighted that there were supportive subsidies in place for looked after and pupil premium children. The service also provided pathways for the most talented young people with many progressing to conservatoire level and accessing professional playing careers.

The Committee was invited to attend a County Groups Music Showcase at the Epic Centre, Lincolnshire Showground during April 2018, which would demonstrate the extraordinary musical talent within the county.

The Executive Director of Children's Services thanked the Senior Music Adviser for the excellent service provided by the Lincolnshire Music Service.

#### RESOLVED

That the report presented be noted.

#### 45 PERFORMANCE - QUARTER 2 2017/18

Consideration was given to a report from Sally Savage, Chief Commissioning Officer, which invited the Committee to consider and comment on Quarter 2 performance information relevant to the work of the Children and Young People Scrutiny Committee.

Attached to the report were the following Appendices:-

- Appendix A – Council Business Plan Measures
- Appendix B – Customer Satisfaction Information
- Appendix C - Summary of Most Recent Mainstream Ofsted Inspections
- Appendix D – Children's Services Contract Performance – Exempt Information

During a short discussion, the following issues were raised:

- Page 166 - 16 – 17 year old Looked After Children participating in learning. One member enquired as to why 39% of LAC were not in education, learning or training. Officers advised that from the small cohort, some were in prison and some were pregnant young mothers. The Committee was advised that a series of workshops had been delivered to support care leavers; as were apprenticeship opportunities to help them to be work ready. The Committee noted that the 12 week targeted course was provided by Barnardo's. Officers were asked to provide a breakdown of the figures for future reports, instead of percentages;
- Ombudsman Complaints – Clarification was given that a report would only be taken to a full Council meeting in circumstances where a decision had been upheld and the Ombudsman had directed this;

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- Page 175 – Table 5 - Schools currently judged to be inadequate and/or under Interim Executive Board;
- Page 159 – Children who are subject to a child protection plan – The Committee noted that the target was 24 per 10,000 population, which equated to 340 children, the current rate was 25.5 which correlated to 362 children. It was noted that the tolerance was very sensitive and that the rate had reduced over the last two quarters; and
- Page 151 - Juvenile first time offenders - One member enquired as to how many young juvenile first time offenders were LAC. Officers agreed to look into this matter. The Committee was reminded of the recently launched diversionary project in Lincolnshire in conjunction with Lincolnshire Police, which would divert young people who had offended at a low level, through local panels to help to try to prevent the young people from obtaining a criminal record. It was hoped that this would also reduce the number of first time entrants. The Committee noted that the effectiveness of the restorative panel process should be seen in Quarter 3.

**RESOLVED**

That the performance for Quarter 2 2017/18 be received by the Children and Young People Scrutiny Committee and that officers note the comments raised by the Committee.

**46 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME**

The Committee gave consideration to a report from Simon Evans, Health Scrutiny Officer, which enabled the Committee to consider and comment on the content of its work programme as detailed in Appendix A.

The Health Scrutiny Officer advised the Committee that the following items had come forward earlier in the meeting, these were:-

- Children's Commissioner – Briefing – Falling Through the Gaps in Education;
- Funding for Special Education Needs, and the process behind EHC Plans.

**RESOLVED**

That the work programme as detailed at Appendix A to the report presented be received, subject to the addition of the items listed above.

The meeting closed at 1.20 p.m.

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

|            |   |
|------------|---|
| Report to: | <b>Children and Young People Scrutiny Committee</b> |
| Date:      | <b>19 January 2018</b>                              |
| Subject:   | <b>Revenue Budget Proposals 2018/19 and 2019/20</b> |

**Summary:**

This report describes the budget proposals for the next two financial years based on the four year funding deal announced by Government as part of the 2018/19 Local Government Finance Settlement. This report specifically looks at the budget implications for the following commissioning strategies:

- Readiness for School;
- Learn & Achieve;
- Readiness for Adult Life; and
- Children are Safe & Healthy.

The budget proposals are now open to consultation. Members of this Committee have the opportunity to scrutinise them and make comment, prior to the Executive meeting on 6 February 2018.

**Actions Required:**

The Children and Young People Scrutiny Committee is asked to consider this report and members of the committee are invited to make comments on the budget proposals. These will be considered by the Executive at its meeting on 6 February 2018.

## **1. Background**

1.1 The Executive are currently consulting on a two year financial plan for revenue and capital budgets to take the Council to the end of the four year funding deal from Government. This is the first time in four years the Council has been able to develop budget plans for more than the next financial year. The Council continues to face significant reductions in Government funding, growing cost pressures from demand led services such as adult and children's social care, waste disposal and the Council's responsibility to pay staff and contractors the National Living Wage. Uncertainty around Government funding beyond the four year funding deal (which runs from 2016/17 to 2019/20) means the Council doesn't consider it practicable, at present, to develop sustainable long term financial plans into the next decade.

1.2 In developing its two year financial plan the Council has considered all areas of current spending, levels of income and council tax plus use of one off funding (including use of reserves and capital receipts) to set a balanced budget. All areas of service expenditure have been reviewed to identify cost pressures which must be funded and savings which can be made, through efficiencies and by reducing the level of service provided.

1.3 At its meeting on 19 December 2017 the Executive agreed proposals for the Council's revenue and capital budgets, and Council Tax level for 2018/19 to be put forward as a basis for consultation.

1.4 The Commissioning Strategies reporting to the Children and Young People Scrutiny Committee and their associated activities are:

#### Readiness for School

1.5 The vast majority of our youngest children have access to a wide range of good or outstanding pre-school learning opportunities, which provides high quality early education to help children to develop the skills needed to interact confidently with their peers and adults. Children Centres are an essential element of our early help offer which supports parents in the challenging but rewarding job of bringing up their children. Children Centres provide access to health services as well as parenting advice and guidance and support parents in their own aspirations back into education or employment. All this supports children's readiness for school.

1.6 Services include:

- Children Centre activities covering 21 centres over 48 sites; and
- Supports early education and child care (disadvantaged 2 year olds, universal 3 & 4 year olds entitlement – funded through the early years block of the Dedicated Schools Grant).

#### Learn & Achieve

1.7 As children progress through their primary years and into secondary, they develop further as independent learners. Through education, they explore their own creativity and express their own ideas and thinking, drawing on their individual talents. Well supported and skilfully challenged students will excel in their chosen subjects and core curriculum. It is important that at every stage of learning and development, parents are provided with meaningful information and guidance to help them support their child's learning, development and achievement of full potential.

However, we know that children who live in poverty, children who are looked after and other vulnerable groups do not do as well in education as their peers and the data indicates that they under perform. As education is an important pathway out of poverty, it is right that we focus our efforts on ensuring all children have access to the same life chances.

#### 1.8 Services include:

- School Support Services (e.g. promoting attendance at school, music service, governor support);
- School Improvement;
- Capacity to facilitate the completion of Education, Health and Care Plans / Statementing process plus associated interventions;
- Children with a disability service, and
- Home to school / college transport.

#### Readiness for Adult Life

1.9 There is a need for an increasingly stronger link between education providers, local business and industry. Information about the current and anticipated local and regional economies needs to be used to fire young people's imaginations and support them in planning for their futures so they can be prepared and ready for adult life and independence where possible. There is a need to ensure that all young people especially the most vulnerable are supported to make positive and healthy life decisions. However, as funding is reduced, we need to find alternative ways to prepare young people for adulthood and independence.

#### 1.10 Services include:

- Positive activities for young people;
- Supported accommodation / lodgings;
- Secure accommodation, and youth offending service, and
- Leaving Care.

#### Children are Safe & Healthy

1.11 All children deserve the chance to grow up in a loving, secure family and our services aim to support parents and carers to improve children's lives. Safeguarding is everyone's business: universal services such as schools, health and childcare providing information and advice, so they enjoy good physical and mental health; live a healthy lifestyle working in partnership with targeted services, and specialist services to support parents, children and young people requiring additional support. Some children will always require extra help because of the disadvantages they face. The key is to ensure children and families receive services at the first onset of problems through strong preventive services.

#### 1.12 Services include:

- Child protection (contract, referral, assessment and family support);
- Looked after Children;
- Fostering and adoption;
- Residential homes;
- Child and Adolescent Mental Health Service (through a Section 75);
- 0-19 Health Services; and
- Targeted support for young people at risk of sexual exploitation.

## **Revenue Budget Proposals**

### **Readiness for School**

1.13 Table A below sets out the revenue budget proposals for the next two financial years:

**Table A – Proposed Revenue Budget – Readiness for School**

| <b><u>Change of Previous Year</u></b> | <b><u>£'000</u></b> |
|---------------------------------------|---------------------|
| <b>Original Budget 2017/18</b>        | <b>4,969</b>        |
| <b><u>Changes for 2018/19</u></b>     |                     |
| Pay Inflation                         | 12                  |
| Cost Pressures                        |                     |
| Savings                               | -196                |
| <b>Proposed Budget 2018/19</b>        | <b>4,785</b>        |
| <b><u>Changes for 2019/20</u></b>     |                     |
| Pay Inflation                         | 13                  |
| Cost Pressures                        |                     |
| Savings                               |                     |
| <b>Proposed Budget 2019/20</b>        | <b>4,798</b>        |
| Percentage Change                     | -3.44%              |

1.14 Readiness for School strategy is proposing to make savings of £0.196m in 2018/19. There are no savings proposed for 2019/20. The proposed reduction of £0.196m provides the full year effect of the cost savings from the 2017/18 budget decision to commission a new model of delivery based on a single Early Years' Service. The new model of delivery was implemented in July 2017 and combined elements of the Locality Services and Early Years activities in Children's Centre Communities.

1.15 The initial budget proposals for 2016/17 included savings linked to tier three children's centres (£0.421m). At the County Council meeting in February 2016 it was agreed that no saving would be made in this area in 2016/17 and 2017/18. The Council has reconsidered delivering savings in tier three children's centres and is still not proposing any savings in this area in the next two financial years (2018/19 and 2019/20).

## Learn & Achieve

1.16 Table B below sets out the revenue budget proposals for the next two financial years:

Table B – Proposed Revenue Budget – Learn & Achieve

| <u>Change of Previous Year</u> | <u>£'000</u>  |
|--------------------------------|---------------|
| <b>Original Budget 2017/18</b> | <b>33,476</b> |
| <u>Changes for 2018/19</u>     |               |
| Pay Inflation                  | 85            |
| Cost Pressures                 | 736           |
| Savings                        | -146          |
| <b>Proposed Budget 2018/19</b> | <b>34,151</b> |
| <u>Changes for 2019/20</u>     |               |
| Pay Inflation                  | 85            |
| Cost Pressures                 | 749           |
| Savings                        |               |
| <b>Proposed Budget 2019/20</b> | <b>34,985</b> |
| Percentage Change              | 4.51%         |

1.17 Learn and Achieve strategy is proposing to make savings of £0.146m in 2018/19. There are no savings proposed for 2019/20. Within this strategy there are also proposed cost pressures of £0.736m in 2018/19 and £0.749m in 2019/20.

1.18 The proposed reduction of £0.146m relates to the estimated reduction in funding from the Government for the Special Education Needs and Disability (SEND) Reform Grant from £0.532m in 2017/18 to £0.386m in 2018/19. The grant funding was to recognise the programmes of change underway in the area of SEND to streamline the system of SEN assessment, support and provision for children and young people 0-25, bringing together the provisions of a variety of Acts covering education, health and care as well as introducing new provisions, statutory implementation of associated duties, regulations and a new SEND Code of Practice. These changes have had a significant impact on the service with a 52% increase (or 247) in pupil assessment compared to the year before implementation (2013/14).

1.19 Within this strategy there are also proposed cost pressures for Home to School/College Transport of £0.736m in 2018/19 and £0.749m in 2019/20. The Government's pledge to deliver living wage rises to £9 per hour by 2020 through a continued annual increase from the current rate of £7.50 per hour will have a financial impact on the Home to School/College Transport budget.

1.20 The Home to School/College Transport is a challenging and volatile budget with unfavourable economic conditions, and changing legislation (incorporation new guidelines relating to safety, Disability Discrimination Act (DDA) passenger access and ERO6 emissions standards by 2020). The Home to School/College Transport is also impacted by local decisions of school reorganisations and growth in special school pupil numbers, added with the challenges of Lincolnshire being a rural county. The budget therefore remains a financial risk to the Council.

Readiness for Adult Life

1.21 Table C below sets out the revenue budget proposals for the next two financial years:

Table C – Proposed Revenue Budget – Readiness for Adult Life

| <b>Change of Previous Year</b> | <b>£'000</b> |
|--------------------------------|--------------|
| <b>Original Budget 2017/18</b> | <b>4,778</b> |
| <u>Changes for 2018/19</u>     |              |
| Pay Inflation                  | 45           |
| Cost Pressures                 | 1,641        |
| Savings                        |              |
| <b>Proposed Budget 2018/19</b> | <b>6,464</b> |
| <u>Changes for 2019/20</u>     |              |
| Pay Inflation                  | 46           |
| Cost Pressures                 |              |
| Savings                        |              |
| <b>Proposed Budget 2019/20</b> | <b>6,510</b> |
| Percentage Change              | 36.25%       |

1.22 Readiness for Adult Life strategy is not proposing to make any savings. Within this strategy there is a proposed cost pressure of £1.641m in 2018/19. The cost pressure relates to the Local Authority’s legal duty to provide supported accommodation for homeless young people over 16 years. This is due in part to case law, referred to the Southwark judgement, and the complex needs of this age group where parents are refusing to continue to provide care for them and also due to care leavers. The complexity of an individual's needs and an increase in demand has contributed to this pressure.

1.23 A transformational group was established to consider ways of controlling the level of demand through more suitable and cost effective provision to best meet the needs of the young people. Measures are being implemented to pilot in-house provision at a lower cost base and be tailored to provide intervention services and support to transition individuals into stepped down provision. The budget pressure is to align the budget to anticipated demand and recommended commissioning arrangements.

1.24 The number of young people requiring support in this category has increased materially over the two years from nine (9) young people in November 2015 to supporting eighteen (18) by a year later, and the number of young people receiving support being twenty-three (23) in November 2017 with a reported peak of twenty-seven (27) young people in July 2017. The costs are significant per week due to the complexity of these young people (average is in excess of £2,000 per week).

Children are Safe & Healthy

1.25 Table D below sets out the revenue budget proposals for the next two financial years:

Table D – Proposed Revenue Budget – Children are Safe & Healthy

| <b>Change of Previous Year</b> | <b>£'000</b>  |
|--------------------------------|---------------|
| <b>Original Budget 2017/18</b> | <b>62,713</b> |
| <u>Changes for 2018/19</u>     |               |
| Pay Inflation                  | 299           |
| Cost Pressures                 | 2,585         |
| Savings                        | -200          |
| <b>Proposed Budget 2018/19</b> | <b>65,397</b> |
| <u>Changes for 2019/20</u>     |               |
| Pay Inflation                  | 302           |
| Cost Pressures                 | 1,194         |
| Savings                        |               |
| <b>Proposed Budget 2019/20</b> | <b>66,893</b> |
| Percentage Change              | 6.67%         |

1.26 Children are Safe and Healthy strategy is proposing to make savings of £0.200m in 2018/19. Within this strategy there are also proposed cost pressures of £2.585m in 2018/19 and £1.194m in 2019/20. The proposed reduction of £0.200m in 2018/19 relates to a fall in insurance premiums costs for Children's Services considering historic activity of numbers and value of claims.

1.27 A number of cost pressures exist within children's social care where the Local Authority has a statutory duty to protect children and take action when thresholds are met. Financial shortfalls have been identified for the future years based on the growth trends on the number of looked after children placements and Special Guardianships Orders.

1.28 The national increase in looked after children is currently considered by the sector to be at 8% due to a number of reasons, for example case law, the impact of austerity, and the increasing complex nature of family life as a result of substance use, mental health and domestic abuse. Growth of 5% in looked after children has been forecast locally, which identifies a proposed budget pressure of £0.887m in

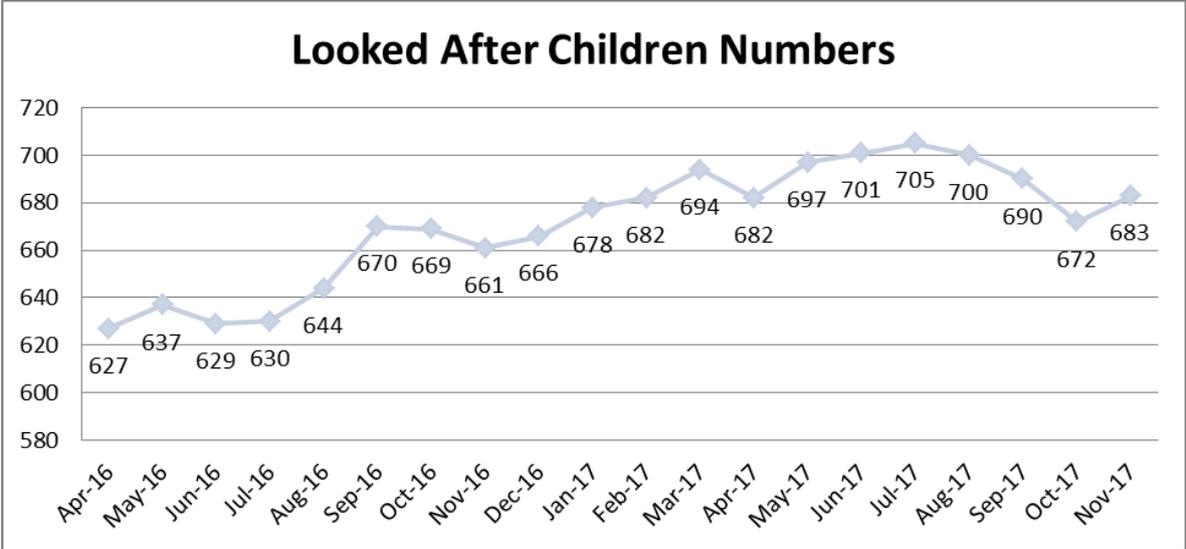
2018/19, and a further budget pressure of £0.948m in 2019/20. This will support costs in fostering, kinship care, and residential home arrangements.

1.29 The increasingly complex needs looked after children have, has resulted in a higher demand for out of county specialist placements also. The proposed budget pressure of £1.264m in 2018/19 is to rebase the budget to anticipated demand levels (24 placements), and the service is optimistic that they can take measures to contain costs in this area. Lincolnshire remains one of the most successful Local Authorities in providing value for money as evidenced in the CIPFA benchmarking report due to the high percentage of looked after children managed through internal foster carers, which is forecast to continue.

1.30 Special Guardianship Orders (SGOs) are increasingly being seen by the Courts as an important option for permanency for children who need to be removed from their birth parents which is endorsed by officers. The Local Authority is however required to fund SGOs (subject to means testing) so whereas we would once have seen children adopted, we are seeing increased SGO's which must be funded until the child reaches the age of 18 years. The expected increases are based on average numbers of SGO's being granted per month, which identifies a proposed budget pressure of £0.434m in 2018/19, and a further budget pressure of £0.246m in 2019/20. The growth in SGOs has been significant over the last two years with 282 SGOs granted in November 2015 compared to 430 November 2017 (an increase of 53%).

1.31 Chart A provides a summary of the looked after children numbers across 2016 to 2017. In addition to the 683 looked after children, Children's Services also supports 2,731 children in need; 334 child protection cases, and 2,768 early help cases at any given point.

Chart A – Looked After Children Numbers



1.32 The Government's direction of travel appears to be placing additional responsibilities onto Local Authorities, however the financial implications to the authority are unclear presently.

### **Capital Programme**

1.33 The proposed capital programme matches the revenue budget and runs until 2019/20, plus major schemes which stretch into future years. Schemes comprise: a number of major highways schemes, the rolling programme of renewal and replacement of fire fleet vehicles, and the new rolling programmes to replace the gritters fleet and equipment and vehicles at the Waste Transfer Stations. The gross programme is set at £322.647m from 2018/19 onwards, with grants and contributions of £132.088m giving a net programme of £190.559m to be funded by the County Council.

1.34 For Lincolnshire schools, Children's Services manage and maintain a comprehensive annual capital programme of individual school condition and maintenance projects which is overseen by the Children's Services Capital Programme Board. The service has requested that all capital funding made available by the DfE for schools is passed on to Children's Services to enable it to manage critical priority issues.

1.35 The two year award for Provision of Schools Place Basic Need Grant £11.026m in 2018/19, and £22.971m in 2019/20. This will allow the Council to plan strategically through the rolling Basic Need Capital Programme for the places needed in schools and academies. The Schools Conditions allocation in 2018/19 will continue to be based on the property Data Survey programme about the condition of maintained school buildings. This is planned to be announced before the start of the new financial year, however initial estimates for 2018/19 are between c.£3.500m to £4.000m.

1.36 Devolved Formula Capital allocations in 2018/19 for maintained schools will continue to be based on the Spring 2017 pupil census using the primary and secondary pupil rate of £11.25 and £16.88 respectively and a lump sum of £4,000 per school. This is planned to be announced before the start of the new financial year;

1.37 A new three year award of Special Provision Fund allocations £0.771m per annum from 2018/19 to 2020/21, total of £2.314m. This will allow the Council to make capital investments in provision for pupils with special education needs and disabilities in line with the Building Communities of Specialist Provision Strategy. This can be invested in new places and improvements to facilities for pupils with education, health and care plans.

## **Other Consultations**

1.38 A consultation meeting with local business representatives, trade unions and other partners will take place on 26 January 2018.

1.39 The proposals will be publicised on the Council website together with the opportunity for the public to comment.

1.40 All consultation comments and responses will be available to be considered when the Executive makes its final budget proposals on 6 February 2018.

## **2. Conclusion**

2.1 These budget proposals reflect the level of Government funding available to the Council and the proposal to increase Council Tax in 2018/19 by 1.95% and in 2019/20 by 1.95%. Adult Care Premium is proposed to increase by 2.00% in 2018/19 and 2.00% in 2019/20. They are based on a thorough and comprehensive review of the Council's services. The budget proposals therefore aim to reflect the Council's priorities whilst operating with the resources available to it.

## **3. Consultation**

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

No

### **b) Risks and Impact Analysis**

An Equality Impact Assessment will be completed for the proposed increase in Council Tax. This will be reported to the Executive at its meeting on 6 February 2018.

Further Risk and Impact Assessments will need to be undertaken on a service by service basis.

## **4. Background Papers**

| Document title   | Where the document can be viewed                     |
|--|--|
| Council Budget 2018/19 - Executive Report 19 December 2017 | Committee Services, County Offices, Newland, Lincoln |

This report was written by Mark Popplewell, who can be contacted on 01522 553326 or [mark.popplewell@lincolnshire.gov.uk](mailto:mark.popplewell@lincolnshire.gov.uk).

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

|            |   |
|------------|---|
| Report to: | <b>Children and Young People Scrutiny Committee</b>           |
| Date:      | <b>19 January 2018</b>  |
| Subject:   | <b>Thirty Hours Free Childcare (The Extended Entitlement)</b> |

**Summary:**

To share Lincolnshire's position on the thirty hours funded childcare entitlement, including sufficiency to support this national agenda.

**Actions Required:**

The Committee is invited to consider the content of the report and to endorse the local authority's approach to secure sufficient funded education places for eligible children.

## **1. Background**

### **National Context**

The Government committed to doubling the amount of free childcare from 15 to 30 hours a week for eligible working parents of three and four year olds from September 2017. The intention is for the extended entitlement to have a real impact on the lives of families, supporting parents who wish to work, or to work more hours.

All three and four year olds are already entitled to 15 hours a week of free early learning. Take-up is currently at 95% nationally and at 97% of all 3 and 4 years old are accessing Early Education places in Lincolnshire (2017 DfE Statistical First Release).

The quality of provision continues to improve, with 96% of early years group providers in Lincolnshire being rated as Good or Outstanding at inspection as at March 31<sup>st</sup> 2017.

The Government has confirmed that the 30 hours will be delivered through local authorities, as it is currently for the existing 15 hours. Providers delivering any part of the 30 hour entitlement must follow the requirements of the Early Years Foundation Stage and must be registered with Ofsted.

Parents of 3 and 4 year olds need to meet the following criteria in order to be eligible for 30 hours free childcare:

- They earn or expect to earn the equivalent to 16 hours at National Minimum or Living Wage over the coming three months.
- This equates to £115 a week (or c.£6,000 a year) for each parent over 25 years old or £111.20 a week (or c.£5,700 a year) for each parent between 21 and 24 years old.
- This applies whether you are in paid employment, self-employed or on zero hours contract.
- The parent (and their partner where applicable) should be seeking the free childcare to enable them to work.
- Where one or both parents are on maternity, paternity, shared parental or adoption leave, or if they are on statutory sick leave.
- Where one parent meets the income criteria and the other is unable to work because they are disabled, have caring responsibilities or have been assessed as having limited capability to work.
- Where a parent is in a 'start-up period' (i.e. they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months.
- If a non-EEA national, the parent must have recourse to public funds.

In addition to these changes the Government has introduced new ways to help parents with childcare costs. 'Childcare Choices' is the new online HMRC childcare service. [Childcare Choices](#) sets out all current and upcoming Government childcare offers and support available to parents, including the Tax-Free Childcare scheme, 30 hours, the universal 15 free hours, 2 Year Old childcare offer, Tax Credits, Universal Credit and Childcare Vouchers. Parents are able access this information via their own personal Gateway account.

The DfE have confirmed that the Local Authority will be required to continue to fund a place for a child whose parents cease to meet the eligibility criteria and ensure that providers are aware of this. This is known as the "grace period". During the grace period, the Local Authority will continue to fund a child for their additional 15 hours a week over 38 weeks of the year, or its equivalent if the entitlement is being stretched. The "grace period" runs from the day after a parent has reconfirmed eligibility until the end of term.

To assist local authorities to implement this agenda successfully Childcare Works continue to deliver the DfE's national support contract for the 30 hours free childcare programme. Lincolnshire is actively engaging in the national and regional progress sharing meetings.

### **Lincolnshire's Position**

The DfE indicated that there were 5,010 eligible children in Lincolnshire - this equates to 30% of all 3 and 4 year olds. In Lincolnshire, 40% of 3 and 4 year olds accessing their Early Year's Entitlement (EYE) were attending for more than 15 hours childcare per week prior to September 2017.

In order for Lincolnshire to review our position and plan for successful implementation, Hemsall's Consultancy were commissioned to complete Lincolnshire's Childcare Sufficiency Assessment (CSA). There was some suggestion from the sector that the delivery of 30 hours may impact on the other existing Early Years Entitlements. EYCC is currently monitoring the impact of 30 hours on the universal 15 hours and 2 year old entitlement to ensure there is no displacement on these places available to families. For more detailed information refer to the Childcare Sufficiency Report 2017 which references the wider Childcare Sufficiency Assessment (Appendix A).

There are currently 655 providers registered to deliver funded places in Lincolnshire, this includes 78 schools and 288 childminders, this demonstrates we have a diverse market place which enables parents to access their extended entitlement. Data confirms that currently 93.2% of these providers are delivering the 30 hours (this includes private, voluntary, independent, childminders and schools) and only 6.8% are unable to deliver. This evidences an extremely encouraging level of provider engagement with the new extended entitlement.

Using the Government eligibility checking service (ECS) audit tool, we are aware that 3,173 eligible codes were issued for the autumn term 2017. Following the first term of implementation, Lincolnshire has funded 2,981 children for their extended entitlement. This equates to 94% of those children with an eligible code.

Parents access the Government childcare service and create their own gateway account to check for their child's eligibility. After being issued with eligible codes from HMRC, parents will inform their chosen childcare provider. Lincolnshire offers an eligibility checking service for providers to enable them to verify the ID code for children before they offer a place to parents to ensure funding is available before parents take up a place.

The Local Authority was successful in securing DfE funding to provide this digital solution for childcare providers in Lincolnshire and this has been developed and implemented in preparation for September 2017.

Early Years Childcare (EYCC) support has been working with the early years sector during the last 18 months in preparation for implementation from September 2017 to ensure that there are sufficient childcare places to fulfil the offer made by government. EYCC has delivered key messages on sufficiency, quality, business viability and the importance of retaining the universal 15 hour delivery, as well as places for the funded two year olds so that these are not displaced.

Since autumn term 2015, EYCC has been delivering key messages about the 30 hours at the termly Leadership & Management Briefings to keep the sector abreast of the government changes and the impact within Lincolnshire. The summer term 2017 briefings provided an opportunity to look in-depth at the 30 hours. This included a detailed analysis of the sufficiency position for Lincolnshire and changes to systems and processes for accessing and delivering this new funded education entitlement.

These briefings were designed to offer the opportunity for all providers delivering funded places to attend. We recognise that childminders are an increasing and important partner within the market and therefore additional evening and Saturday sessions were delivered to support their 30 hour journey.

Training has been made available through the training directory to give providers an opportunity to access business support advice & guidance as part of the 30 hours developments. In addition, EYCC has developed a comprehensive 30 Hours Guidance Toolkit which has been published for childcare providers.

We have been working closely with the Family Information Service (FIS) to ensure the Family Services Directory is updated and information is available for providers offering funded places for children with SEND.

EYCC continue to work with out of school providers to deliver part of the 30 hour offer by wrapping around other early year's providers that are unable to meet parental demands outside of 9am to 3pm arrangements.

The summer term is the highest period of take-up for the Early Years Entitlement funding for 3 & 4 year olds. There is still an unknown impact of how this may affect the market place when we are at maximum capacity during 2018. There is a national feeling that the Government has underestimated the number of children that may be eligible, however this is still unknown and may become more evident during the spring term. Many parents may return to work or increase their working hours based on this new offer and therefore demand for places would increase.

Following implementation of the 30 hours free childcare, we have arrangements in place, to undertake a parental consultation to establish if all eligible families in Lincolnshire who need a 30 hour place are able to access it, this would enable us to develop places where any further gaps are identified, This arrangement will be implemented if FIS gap forms suggest that parents are struggling to find places.

During the first term of implementation from September 2017, there have been no reports of parents being unable to find a place. Additional gap analysis will be undertaken during the first year of delivery. Capital funding has been secured via the DfE to support any known localised pressure on places or destabilisation of other existing funded places.

The local authority secured £1,594,138 of capital funding from the DfE to develop six capital projects to create 259 new 30 hour places in Lincolnshire. Some have been completed and others are ongoing and are expected to complete in the New Year.

## **2. Conclusion**

The sufficiency position for Lincolnshire is good, EYCC are monitoring the childcare market to ensure that the Local Authority has the ability to respond flexibly to any changing demand. EYCC are reporting to DMT as required so that

DMT can closely monitor the sufficiency of 30 hour places over the next 12 months.

### 3. Consultation

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

Yes

#### b) Risks and Impact Analysis

Following the completion of the Childcare Sufficiency Assessment risks and impact were considered, a sufficiency action plan is currently being developed following implementation of the 30 hours in September, part of this work will include a risk and impact analysis.

EYCC will continue to work with the sector to develop partnership models to support parental demand, and to build resilience and sustainability across the sector.

EYCC has submitted a bid to the DfE Development Support Fund to enhance sector support.

### 4. Appendices

|   |   |
|---|---|
| These are listed below and attached at the back of the report |   |
| Appendix A  | The Sufficiency Report for Lincolnshire |

### 5. Background Papers

| Document title   | Where the document can be viewed   |
|--|--|
| Lincolnshire's Early Years Entitlement Guidance 2017               | <a href="http://www.lincolnshire.gov.uk/eycc/early-years-entitlements/registration-and-delivery/129305.article">www.lincolnshire.gov.uk/eycc/early-years-entitlements/registration-and-delivery/129305.article</a> |
| Early Education and Childcare Statutory Guidance (DfE March 2017)  | <a href="http://www.gov.uk/government/publications/early-education-and-childcare--2">www.gov.uk/government/publications/early-education-and-childcare--2</a>   |
| Early Education and Childcare Operational Guidance (DfE July 2017) | <a href="http://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide">www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide</a>     |

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**Lincolnshire County Council**  
**Childcare Sufficiency Report**  
**June 2017**

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- Three District economic profiles
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## **1 Introduction**

Lincolnshire County Council (LCC) commissioned Hemsall's to undertake a Childcare Sufficiency Assessment (CSA) in January and February 2017.

The key aim of the CSA is to inform strategic planning to ensure the sufficiency duty (outlined below) is met.

### **1.1 Methodology**

The CSA draws on an audit of registered childcare providers and schools and academies exempt from registration offering early education provision. Data is based on a 'census week' (week commencing 16<sup>th</sup> January 2017) and was collected between 16<sup>th</sup> January and 10<sup>th</sup> February 2017.

Desk research has been undertaken to ensure that demand for childcare takes account of future trends, including employment and population:

- Providing a context for the CSA
- Identifying possible demand for 30 hours for eligible 3 and 4 year-olds from September 2017 and take-up of existing statutory early years entitlements
- Providing an assessment of quality based on Ofsted inspection outcomes

Additional analysis of population data and provider capacity has been undertaken to inform planning for 30-hours childcare which will be rolled out nationally from 1<sup>st</sup> September 2017.

Methodology is outlined in detail in the appendices.

### **1.2 The strategic context for childcare sufficiency**

The Childcare Act (2006) requires local authorities in England to ensure a sufficiency of childcare for working parents, parents studying or training, and for disabled children.

Childcare sufficiency relates to the provision of registered childcare for children aged 0-14 years old, and up to 18 years old for disabled children and children with additional needs.

The duties in the act (section 6) require local authorities to shape and support the development of childcare in their area in order to make it flexible, sustainable and responsive to the needs of the community. This role is described as a 'market management' function, supporting the sector to meet the needs of parents, children and young people, parents and stakeholders.

Under section 6 of the act there is a requirement on local authorities to produce an annual sufficiency report on the availability and sufficiency of childcare in their area. This information should be made available to parents and elected members.

To meet section 6 duties, local authorities need to collect and publish information on the supply of provision and demand for childcare in their area. Statutory guidance provides clear indication of what must be included in the annual review, and what should be included.

Section 7 requires local authorities to secure prescribed early years provision free of charge. This provision is for children aged 2, 3 and 4 years of age. In the region of 40% of two year-olds nationally<sup>1</sup> are legally entitled to free early years provision, and all three and four year-olds. The Childcare Act (2016) extends the Childcare Act (2006) and the duty to provide universal entitlement for 3 and 4 year-olds; from September 2017, eligible families will have access to 30 hours free childcare for 3 and 4 year-olds, extending the current provision of up to 15 hours a week (570 hours a year) universal early learning for this age range.

Section 12 places a duty on local authorities to provide information, advice and assistance to parents and prospective parents relating to the provision of childcare, services or facilities that may be of benefit to parents and prospective parents, children and young people. The

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<sup>1</sup> Help paying for childcare: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Childcare Act (2016) amends the Childcare Act (2006) to allow regulations to require local authorities to publish information of a prescribed interval, description, interval and manner.

The focus of childcare sufficiency is on supporting working parents/carers and those studying or training to do so, and supports a number of other policy priorities, including:

### **1.2.1 Child poverty**

The Government's Child Poverty Strategy 2014-2017 takes forward the work of the Child Poverty Strategy 2011-2014. The strategy reasserts a commitment to tackle poverty at its source – be it family breakdown, education failure, addiction, debt or worklessness<sup>2</sup>.

Childcare sufficiency has a role to play in achieving this aim:

- Affordable childcare supports families to work, or to train for maximise work opportunities which helps to raise household income and improve outcomes for children – children in workless families are three times as likely to be in relative poverty than families where at least one parent works
- Good quality pre-school experience supports children's cognitive and emotional development, aiding transition between home and school and improving school readiness<sup>3</sup>. A key platform of the Child Poverty Strategy is to break the cycle of poor children going on to be poor adults by raising educational attainment.

### **1.2.2 Supporting economic well-being**

There are clear links between the Child Poverty Strategy and supporting parents into work through the Work Programme, Help to Work scheme and flexible support through Jobcentre Plus. These schemes rely upon the availability of good quality, affordable childcare. For some families this need is at least partially satisfied by informal childcare arrangements (e.g. family and friends) but for no means all. Single parent households and families without established social structures may not have access to informal care. For those that do,

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<sup>2</sup> Child Poverty Strategy 2014-17:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/324103/Child\\_poverty\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324103/Child_poverty_strategy.pdf)

<sup>3</sup> Effective Pre-school Education, Institute of Education (2004)

informal care may not support the social and cognitive outcomes associated with good quality formal pre-school learning.

### **1.2.3 Links to the Troubled Families programme**

Troubled families are defined as those that have problems and cause problems to the community around them, putting high costs on the public sector<sup>4</sup>. For some children living in a troubled family, access to childcare and out of school activities can provide structure and routine, supporting socialisation and school attendance. Childcare can support a parent to attend counselling, training, or to take up employment. In Lincolnshire this is the Families Working Together Programme.

### **1.2.4 Supporting children to achieve their potential**

There is a large body of evidence demonstrating the lasting impact of good quality early years childcare and the savings in future expenditure that can be made by investing in children aged under five years old (e.g. Field 2010)<sup>5</sup>. In 2008 a Joseph Rowntree Trust report concluded that appropriate childcare could move between a sixth and a half of children out of poverty today. A 2012 DfE research report<sup>6</sup> evidenced that early education starting at an early age had a direct impact on the attainment of children.

The body of evidence is large and growing; studies find a quality pre-school experience can boost children's all-round development, and is particularly beneficial for least advantaged children.

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<sup>4</sup> Support for Families: <https://www.gov.uk/government/policies/helping-troubled-families-turn-their-lives-around>

<sup>5</sup> Field (2010) 'The Foundation Years – preventing poor children becoming poor adults': <http://webarchive.nationalarchives.gov.uk/20110120090128/http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf>

<sup>6</sup> DfE (2012) 'Achievement of Children in the Early Years Foundation Stage Profile': <https://www.gov.uk/government/publications/achievement-of-children-in-the-early-years-foundation-stage-profile>

## **2 Key findings and Priorities**

### **2.1 Key findings**

#### **2.1.1 Population**

Lincolnshire is a large rural county, with a strong agricultural and tourism base. It is one of the least ethnically diverse counties in the UK. However, the population is becoming more diverse. There has been an increase in recent years in the number of residents born overseas and the number and percentage of pupils for whom English is an additional language.

The population in Lincolnshire is growing, increasing by around 3% since the Census (2011). The child population (aged 0-14 years of age) is estimated at 116,752 (mid-2015), just under 16% of the total population. Between 2015 and 2020 population projections estimate the 0-14 year-old population will increase by 6% overall to 124,116 against an increase of 3% in the population as a whole.

Increases in the child population are forecast in the 5-9 year-old and 10-14 year-old populations with 0-4 year-olds forecast to remain static at around 40,000 county-wide. This has implications for childcare sufficiency as demand will increase as the current cohort of 5+ year-olds grows, alongside a growth in early years entitlements.

The districts of Boston, South Holland and West Lindsey have higher projected increases in the child population 2015-2020 than county averages.

There are ambitious plans to deliver 100,000 new dwellings across the Greater Lincolnshire area by 2031, which includes increases in the stock of new homes in all districts across Lincolnshire. Lincoln, East Lindsey, South Kesteven and South East Lincolnshire are all identified as having a high number of new homes planned. New housing developments may increase the demand for childcare and taken with the increase in the over five-year-old child population, identify a need to consider statutory early years and childcare duties in strategic plans.

### **2.1.2 Economy**

Economic activity rates and out of work benefit claimants in Lincolnshire are in line with regional and national averages. Patterns of work differ amongst districts with higher unemployment rates in Lincoln compared to the county as a whole and high economic activity rates in South Kesteven and West Lindsey. West Lindsey also has high relative levels of self-employment.

Across Lincolnshire gross weekly pay and hourly pay (excluding overtime) are lower than across the East Midlands and compared to GB as a whole.

Average earnings show wide variation between districts with relatively high gross weekly pay in North Kesteven (8% above the county average) and West Lindsey (6% above the county average) and relatively low gross weekly pay in Boston (11% below the county average) and Lincoln (6% below the county average).

### **2.1.3 Childcare sufficiency – current supply**

Lincolnshire has a mix of childcare provision with delivery of places from all provider types – day nurseries, pre-schools, childminders, schools and Academies. There are a total of 889 Ofsted registered early years and childcare settings in Lincolnshire, 60% of which are childminders. Collectively, childcare settings are registered to deliver in the region of 16,730 places across all age ranges. Providers may choose not to offer all registered places and operate below maximum registered places (referred to here as operating capacity). Across all settings types, average operating capacity is estimated at 81%. This means there is unused capacity in the market for providers to offer more places than they currently do, from the same premises. It may require changes to staff numbers and models of delivery to do this, but capacity does exist.

Childcare capacity, in particular for pre-school-aged children fluctuates throughout the year. Places come under increasing pressure in the summer term ahead of the school intake to Reception in September.

Childcare on non-domestic premises (e.g. day nurseries, pre-schools) offers the vast majority of registered places – 91% of 0-4 year-old places and 75% of places for children aged 5-10 years old. Childminders deliver places across the age ranges and make a significant contribution to the stock of available childcare.

Provision for children aged 11-14 years old is more likely to be out of school (in the form of clubs, activities and groups) and delivered by schools, for their own pupils. The extent to which such provision can be classed as 'childcare' to meet the sufficiency duty remains a key question. After school activities provided by schools may be available for limited hours (e.g. 45 minutes to an hour and therefore be too short for formal registration) and may be subject to short term cancellation (for example, if a teacher is off sick or is required elsewhere and therefore not be reliable enough to support parent/carers to work).

#### **2.1.4 Availability of childcare**

Childcare is available throughout the year and for full days, which supports parents to work. In each district there are settings offering care from early in the morning until early evening (albeit this may be only a few settings) and on average and across all registered provision, childcare settings are open for an average of 9.07 hours a day. Early years and childcare is delivered throughout the year with settings open an average of 45 weeks a year, supporting parents to access early years and childcare throughout the year and not just in term-time.

#### **2.1.5 Quality**

Quality of early years provision across the county is high; as at August 2016 91% of early years provision in Lincolnshire was rated as good or better by Ofsted which is an increase year on year of seven percentage points. Quality is continuing to rise; as at December 2016, 93% of early years provision was rated as good or better. This supports a higher percentage of 2, 3 and 4 year-old children to access their early years entitlements in high quality settings compared to the region and country as a whole. There is a large and growing body of evidence that finds a good quality pre-school experience can boost children's all-round development and is particularly beneficial for the most disadvantaged.

92% of 2 year-olds receiving funded early education in Lincolnshire were in settings judged good or outstanding by Ofsted compared to 83% in the East Midlands region and nationally (England).

For 3 and 4 year-olds similarly a higher proportion of children receiving funded education in Lincolnshire were doing so in good and outstanding settings (89%) compared to the East Midlands region (84%) and nationally (86%).

### **2.1.6 Delivering the early years entitlements in Lincolnshire**

All 3 and 4 year-olds and the most vulnerable two-year-olds are entitled to 570 hours free early education a year, delivered as a minimum as 15 hours a week over 38 weeks (school term time) but can be taken as a stretched offer with fewer hours a week over more weeks year. Take-up of the universal entitlement for 3 and 4 year-olds in Lincolnshire is 97% (in line with regional and national averages) and for 2 year-olds, 74%, which is higher than the region (64%) and nationally (68%). Take-up of the 2 year-old early years entitlement increased to nearly 80% in the autumn term 2016.

### **2.1.7 30-hours childcare**

From September 2017 eligible 3 and 4 year-olds will be entitled to an additional 570 hours free childcare, taking the entitlement for eligible children to 1,140 hours a year.

The extended entitlement for eligible 3 and 4 year-olds is commonly referred to as '30-hours childcare'. Eligibility criteria for 30-hours childcare which will be rolled out nationally in September 2017 are shown in the appendices of the main report. In brief, 30-hours childcare is aimed at reducing the cost of childcare for working families and supporting parents to work.

In Lincolnshire the DfE/HMRC estimate 5,010 children will be eligible for 30-hours childcare from 1<sup>st</sup> September 2017. This equates to 30% of all 3 and 4 year-olds and 44% of those not already on school roll. The actual figure of eligible children could be higher, and there will be differences in the proportion of the 3 and 4 year-old population eligible across and within districts.

There will be high demand for flexible provision to support eligible working parents to access 30-hours childcare, and Lincolnshire already has a stretched offer (places available throughout the year) and settings open from early in the morning until early evening which is a good base to work from. Take-up of early years entitlements currently (January 2017) shows around 21% of 2, 3 and 4 year-olds accessing a stretched offer. Lincolnshire intends to work with the sector to encourage extended models of delivery, which will support providers to increase capacity and generate a higher income.

An assessment of capacity to meet demand for 30-hours childcare suggests current supply will meet demand, albeit places may not always be in the settings or exact locations parents would want to use. Much will depend on providers' engagement with the new 30-hours policy. Initial feedback from the provider audit (January 2017) shows at that time 62% of respondents were intending to offer the extended entitlement and 30% unsure. Since then, funding rates have been announced that show a national uplift in early years funding and which compares more favourably to fees charged by settings according to Government research. Providers' intentions to deliver 30-hours childcare will change as we get nearer to, and beyond, the policy introduction in September 2017. Lincolnshire audited providers registered to deliver funded early education places in the county in March 2017 during the interim headcount. In that audit, 72% of providers were intending to offer 30-hours childcare (up from 62% in January 2017) and 20% were unsure.

Demand for 30-hours is not easy to predict and there is a risk 30-hours childcare could destabilise provision for eligible 2 year-olds and for delivery of the universal 3 and 4 year-old entitlement. The situation will need to be very closely monitored up to September 2017 and beyond.

In addition to providers on the Ofsted register there are 284 schools and academies that are exempt from registration. Many of these schools and academies deliver early years provision for children in the relevant age ranges and out of school and holiday provision for older children. This further increases the stock of childcare available to support parents to work.

### **2.1.8 Policy direction**

There are a number of policy initiatives that will impact on childcare sufficiency. These include:

- National living wage
- Automatic enrolment for employees pensions from April 2016
- Tax free childcare
- Right to Request
- Benefit changes

#### **National living wage and national minimum wage**

The Government's National Living Wage was introduced in April 2016 for workers aged 25 years and older. For workers aged below 25 years old the National Minimum Wage applies. The National Living Wage was initially set at £7.20 per hour. Staff costs constitute the largest component of the cost base of childcare providers<sup>7</sup> and the introduction of the National Living Wage in 2016 increased earnings for a full-time worker aged over 25 years old by £910 a year relative to the National Minimum Wage.

From April 2017 the National Living Wage increased to £7.50 per hour and the National Minimum Wage for workers aged 21-24 years old, increased to £7.05 per hour and for workers aged 18 to 20 years old, £5.60 per hour. Rates will change each April.

#### **Automatic enrolment for employee pensions**

From April 2016 every employer was required to automatically enrol workers into a workplace pension scheme if they are aged between 22 and State Pension age and earning more than £10,000 a year. Automatic enrolment for employee pensions has been gradually introduced and will be fully rolled-out by February 2018. The introduction of automatic enrolment may also impact on provider's costs.

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<sup>7</sup> Review of childcare costs: the analytical report. DfE (2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/479659/151124\\_Analytical\\_review\\_FINAL\\_VERSION.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/479659/151124_Analytical_review_FINAL_VERSION.pdf)

### **Tax-Free childcare**

Tax-Free childcare is being introduced in 2017 and aims to provide 20% support on childcare costs up to £10,000 per year for each child (and up to £4,000 for disabled children). Eligibility criteria apply, including upper and lower household income thresholds. Tax Free Childcare will replace childcare vouchers which will be withdrawn by 2018 and will be available to working parents meeting the eligibility criteria with children aged 0-12 years old (and up to 17 for disabled children). Tax-Free Childcare is aimed at supporting working families by reducing childcare costs.

### **Right to Request**

Introduced in 2016, parents have the 'right to request' the school their child attends considers establishing wrap-around and holiday childcare. Childcare providers have the 'right to request' a school allows it to use its facilities at the end of the school day and during school holidays when the school is not using them. The overall aim of the policy is to help parents to work, or work for longer (source: Department for Education 'Wraparound and holiday childcare. Parent and childcare provider 'rights to request' May 2016<sup>8</sup>). 'Rights to request' refers to children from Reception up to the end of Key Stage 3 (Year 9). Where there is demand, schools and providers may also want to consider wraparound/holiday childcare for the under 5s or for Year 10 and above.

Guidance stipulates schools should inform parents of their 'right to request', setting out a timetable and process that parents will need to follow, deciding upon the threshold of level of requests required to take things forward. Requests should not be refused without reasonable justification.

### **Benefit changes**

Changes to benefit conditionality mean most lone parents receiving income support are now transferred to Jobseekers Allowance (JSA) when their child reaches the age of 5 years. Lone parents are expected to seek work to receive the benefit and therefore require

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<sup>8</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/525135/Rights\\_to\\_request\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525135/Rights_to_request_guidance.pdf)

childcare from at least this age. This increases demand for childcare, especially for school aged children.

From April 2017 parents, including lone parents, claiming Universal Credit as a job seeker are expected to prepare for work when the youngest child turns 2 years old and to look for work when the youngest child turns 3 years old, with support from Jobcentre Plus. This will have a direct impact on the local authority sufficiency duty to ensure sufficient childcare for working parents and those training or studying for work.

## **2.2 Priorities**

There are a number of influencing factors to childcare sufficiency in Lincolnshire including: a rising and more diverse population; large-scale housing development plans; the introduction of 30-hours childcare ; in addition to this there are Local and national drivers and policy initiatives that impact on the costs of delivery, and support for parents to meet the costs of childcare. Following the 2017 Lincolnshire Childcare sufficiency assessment the priorities for the LA are able to be grouped into three core themes which are summarised below and which will inform the action plan that will be developed in response to the CSA.

The three themes are;

### **2.2.1 Market management**

This element focuses on the supply and demand for childcare, provider engagement with the 30 hours free childcare, development of places and supporting partnership working to meet the needs of families. There is also a need to ensure that there is support for the sector to ensure there are sustainable approaches to business delivery models in a changing political and financial environment.

### **2.2.2 Evidence-based planning**

This element focuses on work that Early Years and Childcare Support will undertake with providers including identifying systems to develop on-going monitoring of capacity of places by age range, including where providers have vacancies. It will also need to consider where

parents can access provider data on their local provision, including SEND and how they can gain access to provision to enable their child to take up their early year's entitlements

### **2.2.3 Supporting working parents to meet the costs of childcare**

The final element is supporting working parents as the introduction of Tax Free Childcare and 30-hours childcare are aimed at reducing the childcare bill for working families. Priorities in this element will include maximising take up of the 30 hours free childcare via standard and stretched offers and ensuring Parents, employers, providers and other key stakeholders can access information about all government support to help parents meet the cost of childcare at the Childcare Choices' website ([www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)).

Due to the benefit changes, including the introduction of Universal Credit in 2017, this is likely to increase the need for childcare to support parents returning to, or taking up, work when the youngest child turns 3 years old. The two-year-old early learning entitlement is economically targeted towards families claiming out of work benefits, and those working and on a low household income (below £16,190 per year). Therefore the LA will need to closely monitor the market place and support the sector to respond appropriately to the market demands

In order for the LA to effectively meet the sufficiency duty The Early Year's and Childcare Service will develop a sufficiency action plan set out within the themes above ; the action plan will set out Lincolnshire's priorities and how the LA intend to deliver them.

## **3 The context for childcare sufficiency**

Lincolnshire is one of the largest counties in England, sharing its borders with Yorkshire in the north, Northamptonshire, Norfolk and Cambridgeshire in the south and Rutland, Leicestershire and Nottinghamshire in the west.

Largely rural by nature, Lincolnshire has a small number of urban centres including Lincoln and Boston. Agriculture is an important element of the economy, as is tourism, particularly

in the coastal resorts and towns. It is one of the least ethnically diverse counties in the UK, but with increased migration in recent years mainly from new member states of the European Union attracted to Boston, parts of South Holland and Lincoln<sup>9</sup>. The presence of agriculture and the tourism industry, particularly to the coast, means there is a seasonal nature to employment in the county.

### 3.1 Population

The Lincolnshire population stands at an estimated 736,000 mid-year 2015<sup>10</sup>, an increase of 3% since the 2011 Census.

The child population (aged 0-14 years of age) is estimated at 116,752 (mid-2015), just under 16% of the total population. Between 2015 and 2020 population projections estimate the 0-14 year old population will increase by 6% overall to 124,116 against an increase of 3% in the population as a whole.

Increases in the child population are forecast in the 5-9 year old and 10-14 year old populations with 0-4 year-olds forecast to remain static at around 40,000 county-wide.

#### Child population 2015 and 2020

|                | 2015 estimated population |          |            |            | 2020 estimated population and % increase 2015 - 2020 |                    |          |                    |            |                    |            |                    |
|----------------|---------------------------|----------|------------|------------|--|--------------------|----------|--------------------|------------|--------------------|------------|--------------------|
|                | Age 0 - 4                 | Aged 5-9 | Aged 10-14 | 0-14 total | Age 0 - 4  | % change 2015-2020 | Aged 5-9 | % change 2015-2020 | Aged 10-14 | % change 2015-2020 | 0-14 total | % change 2015-2020 |
| Lincolnshire   | 39,972                    | 39,559   | 37,221     | 116,752    | 39,841   | 99.7%              | 42,354   | 107.1%             | 41,919     | 112.6%             | 124,116    | 106.31%            |
| Boston         | 4,299                     | 3,851    | 3,329      | 11,479     | 4,197  | 97.6%              | 4,293    | 111.5%             | 3,921      | 117.8%             | 12,413     | 108.14%            |
| East Lindsey   | 6,488                     | 6,724    | 6,409      | 19,621     | 6,357  | 98.0%              | 7,064    | 105.1%             | 7,330      | 114.4%             | 20,753     | 105.77%            |
| Lincoln        | 5,911                     | 5,071    | 4,196      | 15,178     | 5,764  | 97.5%              | 5,395    | 106.4%             | 4,824      | 115.0%             | 15,985     | 105.32%            |
| North Kesteven | 5,859                     | 6,042    | 6,127      | 18,028     | 5,978  | 102.0%             | 6,463    | 107.0%             | 6,626      | 108.1%             | 19,069     | 105.77%            |
| South Holland  | 5,009                     | 4,835    | 4,503      | 14,347     | 5,047  | 100.8%             | 5,363    | 110.9%             | 5,107      | 113.4%             | 15,519     | 108.17%            |
| South Kesteven | 7,633                     | 8,041    | 7,748      | 23,422     | 7,634  | 100.0%             | 8,379    | 104.2%             | 8,623      | 111.3%             | 24,638     | 105.19%            |
| West Lindsey   | 4,773                     | 4,994    | 4,910      | 14,677     | 4,864  | 101.9%             | 5,397    | 108.1%             | 5,488      | 111.8%             | 15,751     | 107.32%            |

<sup>9</sup> Lincolnshire Local Economic Assessment 2011 <http://www.research-lincs.org.uk/UI/Documents/Local%20Economic%20Assessment.pdf>

<sup>10</sup> ONS population projections, local authority by single year of age 2015 (from NOMIS 140217)

Source: Office for national Statistics Mid Year Population Estimates 2015; population estimates<sup>11</sup>

The districts of Boston, South Holland and West Lindsey have higher projected increases in the child population 2015 – 2020 than the county averages.

### **Looked After Children**

Lincolnshire has a relatively small Looked After population<sup>12</sup>, with approximately 630 in March 2015 compared to approximately 600 in March 2014. This rise of around 5% compares to an increase nationally (England) of 1%.

In Lincolnshire 100% of Looked after Children are accessing the 2 year old early education entitlement and the authority has committed to fund Looked After Children from the time the child turns 2 years old to support the ‘narrowing the gap’ agenda.

### **Ethnicity**

Overall Lincolnshire has a much lower proportion of Non-white residents than the country as a whole (2.4% compared to 14% nationally as at the 2011 Census). Asian/Asian British residents accounted for around 1% of the population in 2011 and Black/Black British 0.4% of the population. According to the 2011 Census 7.1% of the population of Lincolnshire were born outside the UK, which is a lower rate than for England (13.8%) and East Midlands region (9.9%). Lincoln and South Holland have higher percentages of the population born outside of the UK (9.8% and 9.6% respectively) and in Boston the percentage of the population born outside of the UK (2011) was 15.1%<sup>13</sup>.

A high proportion of residents born outside the UK were from Europe, mainly from new EU accession countries. People born in Poland and Lithuania accounted for 10.6% of the population in Boston and 5.9% in South Holland.

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<sup>11</sup> Population projections: Lincolnshire Research Observatory <http://www.research-lincs.org.uk/Population.aspx>

<sup>12</sup> Source: Lincolnshire Research Observatory JSNA Topic – Looked After Children V4.1 March 2016

<sup>13</sup> Lincolnshire Research Observatory, 2011 Census <http://www.research-lincs.org.uk/UI/Documents/country-of-birth-ethnicity-and-nationality-of-lincolnshire-residents-census2011-112013.pdf>

The number and percentage of primary pupils whose first language is not English is increasing. In 2007, 2.82% of pupils in primary had English as an additional language; in 2016 this had increased to 10.20% (source: Department for Education).

In secondary school in 2007, 2.41% of pupils had English as an additional language and in 2016 this had increased to 6.80%.

### 3.2 Economic overview

Lincolnshire has similar levels of economic activity and unemployment as found in East Midlands and the country as a whole.

#### Economic activity

Economic activity refers to the number or percentage of people of working age who are either in employment or who are unemployed. Economic activity rates in Lincolnshire are slightly lower than the East Midlands region and GB as a whole. There are proportionately more people that are self-employed in Lincolnshire than across the East Midlands in line with the country as a whole.

Unemployment levels are in line with region and below national averages at 4.2% (compared to 4.2% in East Midlands and 4.9% in GB). Unemployment levels are higher for women than for men (5.2% of economically active women were unemployed in the period October 2015 to September 2016 compared to 3.3% of men):

#### Economic activity rates October 2015 – September 2016

|                     | Lincolnshire | East Midlands | Great Britain |
|---------------------|--------------|---------------|---------------|
| All people:         |              |               |               |
| Economically active | 76.9%        | 77.7%         | 77.8%         |
| In employment       | 73.6%        | 74.3%         | 73.9%         |
| Employees           | 62.7%        | 64.3%         | 63.1%         |
| Self employed       | 10.5%        | 9.7%          | 10.4%         |
| Unemployed          | 4.2%         | 4.2%          | 4.9%          |

Source: ONS annual population survey (NOMIS). Percentage is a proportion of economically active

The lowest economic activity rates are in Lincoln which has a rate of 71.1% and a relatively high unemployment rate at 6.4%. The highest economic activity rates are in South Kesteven (82.7%) and West Lindsey (80.3%). District economic summaries are shown in appendix 3.

East Lindsey has a very high rate of self-employment amongst those working – 17.2% compared to 10.5% across the county.

### **Economic inactivity**

Economic inactivity refers to people who are neither in work nor employed. This group includes, for example, those looking after a home or retired. Economic inactivity rates in Lincolnshire are in line with East Midlands and GB as a whole:

#### **Economic inactivity rates October 2015 – September 2016**

|                                   | <b>Lincolnshire</b> | <b>East Midlands</b> | <b>Great Britain</b> |
|-----------------------------------|---------------------|----------------------|----------------------|
| All people: economically inactive | 23.1%               | 22.3%                | 22.2%                |
| Not wanting a job                 | 68.9%               | 74.8%                | 75.8%                |
| Wanting a job                     | 31.1%               | 25.2%                | 24.2%                |

Source: ONS annual population survey (NOMIS)

### **Out of work benefits**

Between January and December 2015 15.7% of households in Lincolnshire were workless, broadly in line with East Midlands and GB as a whole (15.6% and 15.3% respectively).

In 2016 1.7% of Lincolnshire residents were claiming out-of-work benefits, in line with national and regional averages.

Jobseekers Allowance (JSA) is payable to people under pensionable age who are available for, and actively seeking, work of at least 40 hours a week. Across the county 1.1% of the resident population aged 16 – 64 years old were claiming JSA in August 2016. This compares to 1.1% in East Midlands and 1.2% nationally.

## Industry

Lincolnshire (in line with the East Midlands region) has relatively high levels of employment in Manufacturing and Wholesale and Retail trades.

### Employee jobs by industry (2015)

| Industry   | Lincolnshire<br>% | East Midlands<br>% | Great Britain<br>% |
|--|-------------------|--------------------|--------------------|
| Mining and quarrying   | 0.2               | 0.3                | 0.2                |
| Manufacturing  | 13.9              | 13.5               | 8.3                |
| Electricity, gas, steam and air conditioning supply                  | 0.3               | 0.9                | 0.4                |
| Water supply; sewerage, waste management and remediation activities  | 1.1               | 0.7                | 0.7                |
| Construction   | 5.5               | 5.1                | 4.6                |
| Wholesale and retail trade; repair of motor vehicles and motorcycles | 19.0              | 17.1               | 15.8               |
| Transportation and storage   | 4.0               | 5.1                | 4.7                |
| Accommodation and food service activities                            | 7.3               | 5.7                | 7.2                |
| Information and communication  | 1.6               | 1.3                | 4.2                |
| Financial and insurance activities                                   | 1.1               | 1.8                | 3.6                |
| Real estate activities   | 1.3               | 1.2                | 1.7                |
| Professional, scientific and technical activities                    | 4.4               | 6.1                | 8.4                |
| Administrative and support service activities                        | 9.5               | 10.4               | 8.9                |
| Public administration and defence; compulsory social security        | 3.7               | 3.8                | 4.4                |
| Education  | 9.5               | 9.5                | 9.2                |
| Human health and social work activities                              | 13.6              | 12.7               | 13.3               |
| Arts, entertainment and recreation                                   | 1.8               | 2.1                | 2.4                |
| Other service activities   | 1.8               | 1.8                | 2.0                |

Source: ONS Business Register and Employment Survey

% is a proportion of total employee jobs excluding farm-based agriculture

Just under a third of all employee jobs are part-time (31.5%). Employees may hold more than one part-time job.

### Earnings by workplace

Across Lincolnshire gross weekly pay and hourly pay (excluding overtime) are lower than across the East Midlands and compared to GB as a whole.

### Earnings by residence (2016)

|                                 | Lincolnshire<br>£ | East Midlands<br>£ | Great Britain<br>£ |
|---------------------------------|-------------------|--------------------|--------------------|
| Gross weekly pay                | 465.9             | 501.7              | 541.0              |
| Hourly pay – excluding overtime | 11.40             | 12.59              | 13.66              |

Source: ONS annual survey of hours and earnings – residence analysis

Average earnings show wide variation between districts with relatively high gross weekly pay in North Kesteven (8% above the county average) and West Lindsey (6% above the county average) and relatively low gross weekly pay in Boston (11% below the county average) and Lincoln (6% below the county average).

In the Early Years National Funding Formula review, Lincolnshire’s area cost adjustment was 1.07 compared to 1.10 in the East Midlands region, which supports earnings data presented above. The area cost adjustment reflects cost differentials between local areas, particularly in terms of staff costs which are the main cost driver for childcare providers.

### 3.3 Indices of Deprivation 2015

The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation for small areas in England<sup>14</sup>. The IMD combines information from seven domains (income deprivation; employment deprivation; education, health and skills deprivation; crime;

<sup>14</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/467901/English\\_Indices\\_of\\_Deprivation\\_2015\\_-\\_Frequently\\_Asked\\_Questions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/467901/English_Indices_of_Deprivation_2015_-_Frequently_Asked_Questions.pdf)

barriers to housing and services and; living environment deprivation) to produce an overall relative measure of deprivation.

Lincolnshire county ranks 90 out of 152 local authority areas (where 1 is the most deprived). At a district level, East Lindsey has the highest level of relative deprivation with 12 of the 81 LSOAs falling into the 10% most deprived in England and 10 in the 11%-20% most deprived LSOAs. North Kesteven has the lowest level of relative deprivation:

### 2015 Indices of Multiple Deprivation

| Local authority area<br>(total number of LSOAs<br>for each area in<br>brackets) | Number of LSOAs in the<br>10% most deprived areas<br>in England | Number of LSOAs in the<br>11%-20% most deprived<br>areas in England | Rank of average rank+ |
|---|---|---|-----------------------|
| Boston (36)   | 1   | 5   | 66                    |
| East Lindsey (81)   | 12  | 10  | 33                    |
| Lincoln (57)  | 10  | 9   | 45                    |
| North Kesteven (64)   | 0   | 0   | 266                   |
| South Holland (49)  | 0   | 1   | 134                   |
| South Kesteven (81)   | 2   | 1   | 223                   |
| West Lindsey (52)   | 4   | 3   | 152                   |
| Lincolnshire (420)  | 29  | 29  | 90                    |

+ The Rank of average rank is against the rest of England. For districts the rank is out of 326 and for the county, 152 with 1 being the most deprived and the higher the number, the least deprived

Source: Lincolnshire Research Observatory

### 3.4 Deprivation Supplement

A mandatory deprivation supplement forms part of the national and local Early Years Funding Formula which determines the hourly rate paid to settings delivering funded early years places.

The deprivation supplement is based on the measure 'Income Deprivation Affecting Children Index (IDACI) which is part of the IMD. IDACI determines the probability of a child coming from a deprived area, based on the child's postcode. For example, a child with an IDACI score of 0.2 has a 20% chance of coming from a deprived area and a child with an

IDACI score of 0.8, an 80% chance of coming from a deprived area. IDACI pupil information (presented below) has been taken from the October 2016 Census.

A monetary sum per pupil has been assigned to deprivation bands 1 to 6. Only pupils with an IDACI score of 0.2 or above trigger deprivation funding, targeting funding at children deemed to be more deprived.

### Deprivation scores and funding

| Deprivation Band | IDACI Score lower limit | IDACI score upper limit | Funding Per Pupil |
|------------------|-------------------------|-------------------------|-------------------|
| 1                | 0.2                     | 0.25                    | £150              |
| 2                | 0.25                    | 0.3                     | £300              |
| 3                | 0.3                     | 0.4                     | £450              |
| 4                | 0.4                     | 0.5                     | £600              |
| 5                | 0.5                     | 0.6                     | £750              |
| 6                | 0.6                     | 1.0                     | £900              |

Source: Lincolnshire County Council, October Census 2016

The October Census information determines the following year's annual deprivation funding allocation for those providers delivering early years entitlements.

### Deprivation allocations for 2017/2018

|                 | Number of Children | IDACI Band 0 | IDACI Band 1 | IDACI Band 2 | IDACI Band 3 | IDACI Band 4 | IDACI Band 5 | IDACI Band 6 |
|-----------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| PVI             | 6,226              | 4,289        | 612          | 428          | 550          | 247          | 70           | 2            |
| Schools         | 1,443              | 686          | 152          | 181          | 262          | 107          | 54           | 0            |
| Nursery Schools | 308                | 123          | 25           | 36           | 48           | 62           | 14           | 0            |

Source: Lincolnshire County Council

### 3.5 Early Years Pupil Premium

Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4 year-olds. Children are eligible for

EYPP if they met certain (largely) economic criteria including children from workless and low-income families.

In the following table data shows the number of PVI settings (including nurseries, pre-schools and childminders) returning Census data in January 2017, and the number of children for whom EYPP is being claimed, by district.

### Early Years Pupil Premium – settings and counts – January 2017

| District       | Count of Settings | Count of Pupil Premium |
|----------------|-------------------|------------------------|
| Boston         | 35                | 254                    |
| East Lindsey   | 65                | 530                    |
| Lincoln        | 58                | 247                    |
| North Kesteven | 84                | 279                    |
| South Holland  | 54                | 315                    |
| South Kesteven | 94                | 396                    |
| West Lindsey   | 75                | 256                    |
| <b>Totals</b>  | <b>465</b>        | <b>2277</b>            |

Source: Lincolnshire County Council

### 3.6 New housing

The National Planning Policy Framework requires local planning authorities to identify a rolling 5 year supply of deliverable housing across the period. Planned housing growth does not necessarily equate to increased demand for childcare. Average household size and population demographics will impact on the size and nature of new housing development, and potential demand for childcare depending on the mix of population.

It is possible not all identified sites will be delivered; however, the summary information and plan links below give an indication of potential housing growth that needs to be taken into account when planning to deliver sufficient childcare in the future.

### **South Kesteven 2016-2020**

South Kesteven has a requirement to build 3,445 dwellings in the five year period 2015-2020. The South Kesteven District Council Housing and Land Supply Assessment (April 2015) identifies deliverable sites in detail:

<http://www.southkesteven.gov.uk/CHttpHandler.ashx?id=16358&p=0>

### **Central Lincolnshire (North Kesteven, West Lindsey and City of Lincoln)**

Central Lincolnshire Five Year Land Supply Report 1 April 2016 to 31 March 2021 (republished May 2016) identifies a five year supply of deliverable housing sites of 12,283 between 2015 and 2020 (against a requirement to deliver 11,531 new dwellings). A number of areas are identified as having a relatively high number of new sites, including in particular Gainsborough Lincoln, Bracebridge Heath, Branston, Caistor, North Hykeham, Sleaford, Waddington Low Fields,

[https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwit oIWg\\_cHSAhXBDcAKHVtXBy8QFggdMAA&url=https%3A%2F%2Fwww.n-kesteven.gov.uk%2F\\_resources%2Fassets%2Fattachment%2Ffull%2F0%2F17733.pdf&usg=AFQjCNGMrXlk\\_uKIAO3L0QStXFUPSvC6gw](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwit oIWg_cHSAhXBDcAKHVtXBy8QFggdMAA&url=https%3A%2F%2Fwww.n-kesteven.gov.uk%2F_resources%2Fassets%2Fattachment%2Ffull%2F0%2F17733.pdf&usg=AFQjCNGMrXlk_uKIAO3L0QStXFUPSvC6gw)

### **East Lindsey 2017-2021**

East Lindsey identifies a target for new housing of 3,509 between 2017 and 2021

<http://www.e-lindsey.gov.uk/CHttpHandler.ashx?id=6776&p=0>

The South East Lincolnshire Local Plan (Boston Borough and South Holland) is not yet sufficiently advanced for draft housing figures to carry significant weight according to Boston Borough Council's assessment of 5-year housing land supply as at December 2016 (para 2.1).

### **South Holland 2016-2021**

The estimated supply of deliverable housing in South Holland is for 2,151 dwellings between 1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2021. <http://www.southeastlincslocalplan.org/wp-content/uploads/2016/04/South-Holland-District-Council-5-year-Housing-Land-Supply->

[Assessment-31st-March-2016.pdf](#). This is below the housing requirement which is identified as 3,683 dwellings in the same period.

### **Boston Borough 2017-2021**

In their housing land supply assessment, Boston Borough identifies a five-year requirement for between 2,420 and 2,916 new homes January 2017 to December 2021 <http://www.boston.gov.uk/CHttpHandler.ashx?id=9891&p=0>

### **Greater Lincolnshire**

The Greater Lincolnshire Local Enterprise Partnership (LEP) works with Government to improve the economic climate across Lincolnshire, North Lincolnshire and North East Lincolnshire. Local Plans across the Greater Lincolnshire area aim to deliver 100,000 new dwellings by 2031<sup>15</sup>. This includes:

- Central Lincolnshire – 33,300 new dwellings
  - Lincoln – 18,800 homes
  - Gainsborough – 10,000 homes
  - Sleaford – 4,500 homes
- East Lindsey – 5,841 homes inland and 1,605 coastal
- South Kesteven – 13,620 homes
- South East Lincolnshire 13,920 homes
  - Boston 4,520 homes
  - South Holland 9,400 homes

North Lincolnshire and North-East Lincolnshire are unitary local authorities with independent sufficiency duties.

### **North Lincolnshire 2015-2020**

Estimated total supply of deliverable housing 5,136 with nearly 70% of sites identified in Scunthorpe.

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<sup>15</sup> <https://www.greaterlincolnshirelep.co.uk/priorities-and-plans/priorities/priority-2/>

<http://www.planning.northlincs.gov.uk/planningreports/FiveYearLandSupply/5YearHousingSupplyStatement2014.pdf>

### **North East Lincolnshire 2016-2021**

The Council's emerging Local Plan advances a housing requirement of 13,340 additional homes in the period 2013-2032, equating to an average requirement of 702 new homes each year.

<https://www.nelincs.gov.uk/wp-content/uploads/2016/06/20160413-FiveYearHousingLandSupply.pdf>

## **4 Overview of the childcare market**

Data to inform the childcare sufficiency assessment has been drawn from:

- Data held by the Family Information Service (FIS) showing the number of Ofsted registered early years and childcare providers – these include childminders, pre-schools, day nurseries and maintained schools with an early years registration
- A survey of all settings on the early years and childcare register. To develop an assessment across all provision, where settings have not responded to the survey, an average figure per district has been used based on actual returns
- A survey of exempt provision in schools and academies. This data is reported without using returns to estimate places across all exempt provision but reported to give an indication of the rich and diverse non-registered provision available across Lincolnshire

For pre-school provision (0-4 years) places data has been assessed by:

- Using data from 250 provider returns (from 292) where data provided around places offered and Ofsted registration was compatible
- Calculating averages based on that data and applying it to non-responding settings and where data provided was not considered reliable, using Ofsted registration data as the base

For school-aged children (5+ years)

- Using data from 217 provider returns (from 292) where data provided around places and Ofsted registration was compatible
- Calculating averages based on that data and applying it to non-responding settings and where data provided was not considered reliable, using Ofsted registration data as the base

Estimating the number of childcare places available is not precise. The assumptions outlined above provide an estimate of places for pre-school and school-aged children, not an exact count.

#### 4.1 Registered childcare provision in Lincolnshire

There are a total of 889 Ofsted registered early years and childcare settings in Lincolnshire, 60% of which (532 settings) are childminders.

##### Registered childcare provision – February 2017

| District            | Childcare on Domestic Premises | Childcare on Non Domestic Premises | Childminder | Total      |
|---------------------|--------------------------------|------------------------------------|-------------|------------|
| Boston              | 1                              | 27                                 | 27          | 55         |
| East Lindsey        | 0                              | 56                                 | 50          | 106        |
| Lincoln             | 0                              | 33                                 | 85          | 118        |
| North Kesteven      | 0                              | 73                                 | 136         | 209        |
| South Holland       | 1                              | 36                                 | 50          | 87         |
| South Kesteven      | 0                              | 75                                 | 97          | 172        |
| West Lindsey        | 0                              | 55                                 | 87          | 142        |
| <b>Lincolnshire</b> | <b>2</b>                       | <b>355</b>                         | <b>532</b>  | <b>889</b> |

Source: Lincolnshire County Council FIS/provider audit February 2017

Boston has the lowest number of registered childcare providers (55, 6% of total). North Kesteven has a high number of registered childminders (136, 26% of all registered childminding provision), boosting the overall number of childcare settings in that district.

Collectively, childcare settings are registered to deliver in the region of 16,730 places across all age ranges. Providers may choose not to offer all registered places and operate below maximum registered places (referred to here as operating capacity). Across all settings types, average operating capacity is estimated at 81%.

Operating capacity is highest in South Holland (92% based on Census returns) and lowest in West Lindsey and South Kesteven (76% operating capacity).

### Operating capacity in Census week compared to registered capacity

| District              | Number of Ofsted registered places / Places Offered | Number of places offered in census week | Operating capacity |
|-----------------------|---|---|--------------------|
| <b>Boston</b>         | 1,464   | 1,217                                   | 83%                |
| <b>East Lindsey</b>   | 2,429   | 2,099                                   | 86%                |
| <b>Lincoln</b>        | 1,807   | 1,515                                   | 84%                |
| <b>North Kesteven</b> | 3,539   | 2,777                                   | 78%                |
| <b>South Holland</b>  | 1,682   | 1,546                                   | 92%                |
| <b>South Kesteven</b> | 3,757   | 2,837                                   | 76%                |
| <b>West Lindsey</b>   | 2,052   | 1,562                                   | 76%                |
| <b>Lincolnshire</b>   | <b>16,730</b>                                       | <b>13,553</b>                           | <b>81%</b>         |

Base: 889 Ofsted registered providers; provider audit February 2017

Percentages rounded

The vast majority of registered settings responding to the audit offer childcare to children aged 0-4 years of age (99%) with 85% offering care for children aged 5-10 years of age and just over half (53%) for children aged 11 years and older.

Places data may under-estimate provision for older children (aged 8 years old and over). Out of school provision may also be available after school (in the form of clubs, activities and groups) that is run by the school, for pupils attending the school, and for less than 2 hours. It is not required to be registered as childcare and is not always advertised with the Family Information Service (FIS).

The question is the extent to which such provision can be classed as 'childcare' to meet the sufficiency duty. After school activities provided by schools may be available for limited hours (e.g. 45 minutes to an hour and therefore be too short for formal registration) and subject to short term cancelation (for example, if a teacher is off sick or is required elsewhere and therefore not be reliable enough to support parent/carers to work). Provision available in exempt provision is explored in 4.8.

#### **4.2 Number of places by age range of children 0-4 years old**

Providers were asked to indicate how many places were available for each age range of child week commencing 16<sup>th</sup> January 2017, to support an assessment of provision by age range. Responses indicate on average 82% of operating capacity is offered to children aged 0-4 years old and within that, 57% is offered to children aged 3-4 years old.

Comparing the percentage of places 0-4 years against the estimated population 0-4 indicates a lower level of childcare provision for children in this age range in Lincoln (15% of children compared to 12% of places and Boston (11% of children compared to 9% of places) and a higher level of provision in North Kesteven (15% of children compared to 19% of places).

### Operating capacity by district and age range 0-4 years old (all registered childcare)

| District              | Number of places offered in census week for 0-1yr olds | Number of places offered in census week for 2yr olds | Number of places offered in census week for 3-4yr olds | Total places 0-4 | % of all places 0-4 (based on operating capacity – 11,115 places) | Number of children aged 0-4 years (% of all children in age range) |
|-----------------------|--|--|--|------------------|---|--|
| <b>Boston</b>         | 149  | 323  | 566  | 1,038            | 9%  | 4,299 (11%)  |
| <b>East Lindsey</b>   | 245  | 497  | 1,078  | 1,820            | 16%   | 6,488 (16%)  |
| <b>Lincoln</b>        | 245  | 361  | 690  | 1,296            | 12%   | 5,911 (15%)  |
| <b>North Kesteven</b> | 291  | 563  | 1,233  | 2,087            | 19%   | 5,937 (15%)  |
| <b>South Holland</b>  | 167  | 388  | 846  | 1,401            | 13%   | 5,009 (13%)  |
| <b>South Kesteven</b> | 318  | 688  | 1,186  | 2,192            | 20%   | 7,633 (19%)  |
| <b>West Lindsey</b>   | 141  | 373  | 765  | 1,279            | 12%   | 4,773 (12%)  |
| <b>Lincolnshire</b>   | <b>1,557</b>   | <b>3,194</b>   | <b>6,364</b>   | <b>11,115</b>    | <b>100%</b>   | <b>39,972 (100%)</b>   |

Base: 250 responses, grossed up to 889 total registered settings. Average figures by district and childcare type have been applied to non-respondents. ONS 2015 Mid-Year population estimates. Percentages rounded

The majority of places in registered provision are in childcare on non-domestic premises. Non-domestic childcare accounts for an estimated 91% of places for children aged 0-4 year, and 95 of places for children aged 3-4 years.

### Places offered by district and age range – non-domestic childcare

| District                       | Number of places offered in census week for 0-1yr olds | Number of places offered in census week for 2yr olds | Number of places offered in census week for 3-4yr olds | Total places 0-4 |
|--------------------------------|--|--|--|------------------|
| Boston                         | 138  | 307  | 552  | 997              |
| East Lindsey                   | 208  | 446  | 1,041  | 1,695            |
| Lincoln                        | 175  | 296  | 608  | 1,079            |
| North Kesteven                 | 226  | 505  | 1,176  | 1,907            |
| South Holland                  | 132  | 348  | 786  | 1,266            |
| South Kesteven                 | 288  | 623  | 1,148  | 2,059            |
| West Lindsey                   | 97   | 275  | 709  | 1,081            |
| Lincolnshire                   | <b>1,264</b>   | <b>2,799</b>   | <b>6,019</b>   | <b>10,082</b>    |
| % of operating capacity by age | <b>81%</b>   | <b>88%</b>   | <b>95%</b>   | <b>91%</b>       |

Base: 171 responses, grossed up to total registered settings. Average figures by district and childcare type have been applied to non-respondents.

Childminders deliver places across the age ranges and make a significant contribution to the stock of available childcare. The percentage of places offered by childminders for children aged 0-4 years old decreases with the age of the child:

### Places offered by district and age range – childcare on domestic premises

| District                       | Number of places offered in census week for 0-1yr olds | Number of places offered in census week for 2yr olds | Number of places offered in census week for 3-4yr olds | Total places 0-4 |
|--------------------------------|--|--|--|------------------|
| Boston                         | 11   | 16   | 14   | 41               |
| East Lindsey                   | 37   | 51   | 37   | 125              |
| Lincoln                        | 70   | 65   | 82   | 217              |
| North Kesteven                 | 65   | 58   | 57   | 180              |
| South Holland                  | 34   | 40   | 60   | 134              |
| South Kesteven                 | 30   | 66   | 38   | 134              |
| West Lindsey                   | 44   | 98   | 56   | 198              |
| Lincolnshire                   | <b>293</b>   | <b>394</b>   | <b>345</b>   | <b>1,032</b>     |
| % of operating capacity by age | <b>19%</b>   | <b>12%</b>   | <b>5%</b>  | <b>9%</b>        |

Base: 46 responses, grossed up to total registered settings. Average figures by district and childcare type have been applied to non-respondents.

### 4.3 Number of places by age range of children 5-10 years old

Based on audit data there are an estimated 2,338 places for children aged 5-10 years of age, 17% of total places offered in the audit census week. It should be noted, this estimate is likely to underestimate the number of places available in this age range as it will not take into account places for children aged up to 8 years old and over in provision that is not required to be registered with Ofsted.

#### Places offered by district and age range 5-10 years old (all registered childcare)

| District            | Number of Ofsted registered places / Places Offered (Potential Capacity) | Number of places offered in census week (Operating Capacity) | Number of places offered in census week for 5-10yr olds* |
|---------------------|--|--|--|
| Boston              | 1,464  | 1,217  | 168  |
| East Lindsey        | 2,429  | 2,099  | 281  |
| Lincoln             | 1,807  | 1,515  | 215  |
| North Kesteven      | 3,539  | 2,777  | 768  |
| South Holland       | 1,682  | 1,546  | 223  |
| South Kesteven      | 3,757  | 2,837  | 522  |
| West Lindsey        | 2,052  | 1,562  | 162  |
| <b>Lincolnshire</b> | <b>16,730</b>  | <b>13,553</b>  | <b>2,338</b>   |

Base: 217 responses, grossed up to 889 total registered settings. Average figures by district and childcare type

Of the 2,338 places for children aged 5-10 years, the majority (75%) were available in childcare on non-domestic premises and 25% with childminders:

## Places offered by district and age range – non domestic and domestic childcare

| District            | Number of places offered in census week for 5-10yr olds in non-domestic childcare | Number of places offered in census week for 5-10yr olds in domestic childcare |
|---------------------|---|---|
| Boston              | 144   | 24  |
| East Lindsey        | 235   | 46  |
| Lincoln             | 133   | 82  |
| North Kesteven      | 556   | 212   |
| South Holland       | 154   | 69  |
| South Kesteven      | 425   | 97  |
| West Lindsey        | 118   | 44  |
| <b>Lincolnshire</b> | <b>1,765</b>  | <b>573</b>  |

Base: 217 responses, grossed up to 889 total registered settings. Average figures by district and childcare type

### 4.4 Fees

Average fees charged differ between age ranges and districts. The average hourly rate for children aged 0-1 years old across the county is £4.34 with a range of between £3.86 in South Holland to £4.90 in Boston. **It should be noted – the number of hours in an ‘average day’ differs from setting to setting, so average daily fees may not be comparable.**

#### Average fees charged for childcare 0-1 years old by district

| District            | Average hourly fees<br>£ | Average sessional fees<br>£ | Average daily fees<br>£ | Average weekly fees<br>£ |
|---------------------|--------------------------|-----------------------------|-------------------------|--------------------------|
| Boston              | 4.90                     | 24.28                       | 43.08                   | 197.50                   |
| East Lindsey        | 4.39                     | 20.62                       | 41.55                   | 208.84                   |
| Lincoln             | 4.42                     | 23.31                       | 42.37                   | 199.83                   |
| North Kesteven      | 4.30                     | 20.54                       | 37.20                   | 169.75                   |
| South Holland       | 3.85                     | 16.08                       | 41.38                   | 189.03                   |
| South Kesteven      | 4.72                     | 22.89                       | 42.74                   | 200.58                   |
| West Lindsey        | 3.98                     | 20.92                       | 41.71                   | 194.38                   |
| <b>Lincolnshire</b> | <b>4.34</b>              | <b>21.24</b>                | <b>41.06</b>            | <b>193.28</b>            |

Base: 292 respondents

According to the Family and Childcare Trust (FCT) annual childcare survey 2016<sup>16</sup> average weekly costs in the East Midlands for a full-time place for a child aged under 2 years old are £212.32 in nursery provision and £204.07 in childminding settings. This suggests, on average, childcare fees in Lincolnshire are lower than the region as a whole.

Fees charged decline with the age of child; the average hourly rate for children aged 2 years old is £4.29, and for 3 and 4 year-olds, £4.14. This would be anticipated given the different staffing ratios required to work with children of different ages (i.e. 1:3 for 0-2 year old, 1:4 for a 2 year old and 1:8 for 3 and 4 year-olds):

#### Average fees charged for childcare for 2 year-olds by district

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ | Average weekly<br>fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|-----------------------------|
| Boston              | 4.57                     | 14.54                          | 32.94                   | 167.00                      |
| East Lindsey        | 4.80                     | 16.37                          | 39.07                   | 188.50                      |
| Lincoln             | 4.36                     | 19.27                          | 41.30                   | 196.52                      |
| North Kesteven      | 4.19                     | 15.36                          | 33.06                   | 151.10                      |
| South Holland       | 3.70                     | 12.55                          | 30.88                   | 154.13                      |
| South Kesteven      | 4.53                     | 18.37                          | 38.38                   | 181.44                      |
| West Lindsey        | 3.95                     | 14.86                          | 33.33                   | 160.90                      |
| <b>Lincolnshire</b> | <b>4.29</b>              | <b>15.96</b>                   | <b>35.83</b>            | <b>171.88</b>               |

Base: 292 responses

<sup>16</sup> <https://www.familyandchildcaretrust.org/childcare-survey-2016-0>

### Average fees charged for childcare for 3-4 year-olds by district

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ | Average weekly<br>fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|-----------------------------|
| Boston              | 4.47                     | 12.09                          | 28.91                   | 147.38                      |
| East Lindsey        | 4.12                     | 14.04                          | 35.69                   | 168.33                      |
| Lincoln             | 4.32                     | 18.71                          | 40.80                   | 195.46                      |
| North Kesteven      | 4.07                     | 14.42                          | 32.77                   | 158.91                      |
| South Holland       | 3.68                     | 12.43                          | 29.98                   | 153.69                      |
| South Kesteven      | 4.51                     | 17.41                          | 36.08                   | 182.22                      |
| West Lindsey        | 3.97                     | 13.91                          | 31.61                   | 153.19                      |
| <b>Lincolnshire</b> | <b>4.14</b>              | <b>13.91</b>                   | <b>33.98</b>            | <b>167.57</b>               |

Base: 292 responses

For school-aged children, where child: staff ratios do not apply, fees are lower, falling to £3.85 per hour for 5-7 year-olds and £3.78 for children aged 8 and over. 'Not reported' indicates there was no data available.

### Average fees charged for childcare for 5-7 year-olds by district

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ | Average weekly<br>fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|-----------------------------|
| Boston              | 4.13                     | 9.99                           | 29.17                   | 153.75                      |
| East Lindsey        | 3.93                     | 10.99                          | 28.24                   | 132.26                      |
| Lincoln             | 3.58                     | 5.50                           | 15.23                   | Not reported                |
| North Kesteven      | 3.97                     | 10.28                          | 18.95                   | 89.58                       |
| South Holland       | 3.60                     | 8.05                           | 25.33                   | 130.00                      |
| South Kesteven      | 4.24                     | 12.98                          | 20.37                   | 148.25                      |
| West Lindsey        | 3.63                     | 6.87                           | 23.49                   | 84.25                       |
| <b>Lincolnshire</b> | <b>3.85</b>              | <b>9.86</b>                    | <b>23.12</b>            | <b>117.78</b>               |

Base: 292 responses

### Average fees charged for childcare for childcare aged 8 years and older by district

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ | Average weekly<br>fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|-----------------------------|
| Boston              | 3.80                     | 10.62                          | 22.75                   | 110.00                      |
| East Lindsey        | 3.79                     | 11.32                          | 26.52                   | 121.38                      |
| Lincoln             | 3.70                     | Not reported                   | Not reported            | Not reported                |
| North Kesteven      | 4.06                     | 9.37                           | 19.60                   | 83.33                       |
| South Holland       | 3.60                     | 8.05                           | 25.33                   | 130.00                      |
| South Kesteven      | 3.90                     | 12.25                          | 15.85                   | 134.58                      |
| West Lindsey        | 3.63                     | 6.87                           | 23.49                   | 84.25                       |
| <b>Lincolnshire</b> | <b>3.78</b>              | <b>9.62</b>                    | <b>22.51</b>            | <b>114.77</b>               |

Base: 292 responses

#### 4.5 When childcare is available

Childcare is available throughout the year and for full days, which supports parents to work.

In each district there are settings offering care from early in the morning until early evening:

#### Earliest and latest closing times by district

| District            | Earliest opening<br>time | Latest closing time |
|---------------------|--------------------------|---------------------|
| Boston              | 7:00 AM                  | 6:30 PM             |
| East Lindsey        | 6:30 AM                  | 7:00 PM             |
| Lincoln             | 5:15 AM                  | 7:00 PM             |
| North Kesteven      | 6:00 AM                  | 6:30 PM             |
| South Holland       | 5:00 AM                  | 7:00 PM             |
| South Kesteven      | 7:00 AM                  | 7:00 PM             |
| West Lindsey        | 6:30 AM                  | 7:00 PM             |
| <b>Lincolnshire</b> | <b>5:00 AM</b>           | <b>7:00 PM</b>      |

Base: 292 responses

On average, and across all registered providers, childcare settings are open for an average of 9.07 hours a day:

### Average number of hours open by District

| District            | Average number of hours open |
|---------------------|------------------------------|
| Boston              | 9:15                         |
| East Lindsey        | 9.08                         |
| Lincoln             | 8:50                         |
| North Kesteven      | 8:49                         |
| South Holland       | 9.22                         |
| South Kesteven      | 9:19                         |
| West Lindsey        | 9.07                         |
| <b>Lincolnshire</b> | <b>9.07</b>                  |

Nearly two-thirds of all registered childcare (63%) is full daycare operating between 8am and 6pm.

### Percentage of settings offering full daycare and sessional care by district

| District            | Full day care between 8am-6pm | Full day care between 8am-3pm | Sessional day care am and pm | Sessional day care am only | Holiday full day care | Before school | After school |
|---------------------|-------------------------------|-------------------------------|------------------------------|----------------------------|-----------------------|---------------|--------------|
| Boston              | 57%                           | 10%                           | 43%                          | 14%                        | 38%                   | 38%           | 38%          |
| East Lindsey        | 69%                           | 16%                           | 44%                          | 16%                        | 44%                   | 40%           | 51%          |
| Lincoln             | 79%                           | 30%                           | 48%                          | 12%                        | 45%                   | 42%           | 33%          |
| North Kesteven      | 49%                           | 16%                           | 61%                          | 14%                        | 44%                   | 47%           | 44%          |
| South Holland       | 71%                           | 18%                           | 32%                          | 8%                         | 55%                   | 45%           | 45%          |
| South Kesteven      | 62%                           | 16%                           | 38%                          | 7%                         | 31%                   | 40%           | 38%          |
| West Lindsey        | 63%                           | 19%                           | 53%                          | 12%                        | 42%                   | 58%           | 49%          |
| <b>Lincolnshire</b> | <b>63%</b>                    | <b>18%</b>                    | <b>47%</b>                   | <b>12%</b>                 | <b>42%</b>            | <b>45%</b>    | <b>43%</b>   |

Base: 292 respondents, multiple responses. Percentages rounded

On average registered provision is available for 45 weeks of the year.

### Average number of weeks open by district

| District            | Average number of weeks open | Minimum number of weeks open | Maximum number of weeks open |
|---------------------|------------------------------|------------------------------|------------------------------|
| Boston              | 45                           | 13                           | 52                           |
| East Lindsey        | 46                           | 32                           | 52                           |
| Lincoln             | 46                           | 38                           | 51                           |
| North Kesteven      | 44                           | 36                           | 52                           |
| South Holland       | 46                           | 38                           | 52                           |
| South Kesteven      | 46                           | 38                           | 52                           |
| West Lindsey        | 45                           | 38                           | 52                           |
| <b>Lincolnshire</b> | <b>45</b>                    | <b>13</b>                    | <b>52</b>                    |

Base: 292 responses

There is very little childcare available at weekends, or providing overnight care. Weekend childcare may be an area for development with the introduction of 30-hours childcare from September 2017, depending on parental demand for such provision.

#### 4.6 Quality in Early Years

As at 31<sup>st</sup> August 2016, 11% of early years provision in Lincolnshire was rated outstanding by Ofsted and 80% was rated as good<sup>17</sup>. Quality in early years provision has been increasing. As at August 31<sup>st</sup> 2012, 73% of early years provision was rated as good or outstanding and this increased to 91% in 2016:

#### Ofsted quality judgements in early years settings as at August 2016

|                      | % of settings achieving rating as at 31 <sup>st</sup> August in the relevant year |      |      |      |      |
|----------------------|---|------|------|------|------|
|                      | 2012  | 2013 | 2014 | 2015 | 2016 |
| Outstanding          | 9%  | 9%   | 10%  | 13%  | 11%  |
| Good                 | 64%   | 67%  | 73%  | 71%  | 80%  |
| Requires Improvement | 27%   | 23%  | 16%  | 15%  | 6%   |
| Inadequate           | 1%  | 1%   | 2%   | 1%   | 2%   |

Source: Dataview: Ofsted Tableau Public

<sup>17</sup> <https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>

Quality continues to rise; as at 31<sup>st</sup> December 2016 93% of early years provision was rated as good or outstanding:

### Ofsted quality judgements in early years settings as at December 2016

|                      | % if settings achieving rating as at 31 <sup>st</sup> December 2016 |                                    |              |                                |
|----------------------|---|------------------------------------|--------------|--------------------------------|
|                      | All   | Childcare on Non Domestic Premises | Childminders | Childcare on Domestic Premises |
| Outstanding          | 12%   | 10%                                | 15%          | 50%                            |
| Good                 | 81%   | 82%                                | 80%          | 50%                            |
| Requires Improvement | 5%  | 7%                                 | 4%           | 0%                             |
| Inadequate           | 2%  | 1%                                 | 2%           | 0%                             |

Source: <https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-december-2016>

Nearly a quarter of 2 year-olds receiving funded early education in Lincolnshire (23%) were in settings judged outstanding by Ofsted (Statistical First Release January 2016, where providers matched to an Ofsted inspection judgement). This compares to 17% in the East Midlands region and 18% nationally (England). Over two-thirds of 2 year-olds receiving funded early education in Lincolnshire (69%) were in settings rated as good, compared to 66% in the East Midlands and 65% nationally:

### Percentage of 2 year-olds receiving funded early education

|               | % of 2 year-olds receiving funded education in settings rates as: |      |                                   |            |
|---------------|---|------|-----------------------------------|------------|
|               | Outstanding   | Good | Satisfactory/requires improvement | Inadequate |
| Lincolnshire  | 23%   | 69%  | 5%                                | 4%         |
| East Midlands | 17%   | 66%  | 12%                               | 5%         |
| England       | 18%   | 65%  | 12%                               | 4%         |

Source: SFR January 2016. Providers matched with an Ofsted inspection judgement

For 3 and 4 year-olds similarly a higher proportion of children receiving funded education in Lincolnshire were doing so in good and outstanding settings compared to the East Midlands region and nationally:

#### Percentage of 3 and 4 year-olds receiving funded education settings

|               | % of 3 and 4 year-olds receiving funded education in settings rates as: |      |                                   |            |
|---------------|---|------|-----------------------------------|------------|
|               | Outstanding   | Good | Satisfactory/requires improvement | Inadequate |
| Lincolnshire  | 23%   | 66%  | 8%                                | 2%         |
| East Midlands | 21%   | 63%  | 13%                               | 3%         |
| England       | 23%   | 63%  | 12%                               | 2%         |

Source: SFR January 2016. Providers matched with an Ofsted inspection judgement

#### 4.7 Delivering the early years entitlements in Lincolnshire

All 3 and 4 year-olds and the most vulnerable 2 year-olds are entitled to 570 hours free early education a year, delivered as a minimum as 15 hours a week over 38 weeks (school term time) but can be taken as a stretched offer with fewer hours a week over more weeks year. From September 2017 eligible 3 and 4 year-olds will be entitled to an additional 570 hours free childcare, taking the entitlement for eligible children to 1,140 hours a year.

The extended entitlement for eligible 3 and 4 year-olds will have a large impact on the early years and childcare market nationally and locally. Eligible parents may already be buying additional childcare, and may look to convert this to funded childcare. Some families may make different life choices based on being able to access an additional 570 hours a year free childcare, including working more hours or returning to work. A small number of local authorities have been delivering some 30-hours childcare since September 2016 and their experience shows demand for the extended entitlement amongst eligible parents will be very high.

##### 4.7.1 Early years funding

The Government has introduced a new Early Years Single Funding Formula (EYSFF) which is aimed at ensuring funding for early years is distributed more fairly across the country. For

the majority of local authorities this results in an uplift to the hourly rate they receive for the early learning entitlements; for some, their hourly funding rate will decrease.

In Lincolnshire the hourly funding rate paid to providers (from April 2017) will be based on:

- A high pass-through of funding to providers (95.16%)
- Total supplement allocation of 7.11%

### Early years funding rate for 3 and 4 year-olds

| Activities  | Spending Plan   | Hourly Rate<br>Converted |
|---|-----------------|--------------------------|
| <b>Local Universal Base Rate</b>  | <b>£26.333m</b> | <b>£3.820</b>            |
| Deprivation Funding   | £1.070m         | £0.155                   |
| Inclusion Fund  | £0.550m         | £0.080                   |
| Notification System   | £0.100m         | £0.015                   |
| Fluctuation Contingency Fund  | £0.153m         | £0.022                   |
| <b>Total Spending Plan for passing onto providers</b>   | <b>£28.206m</b> | <b>£4.092</b>            |
| Centrally Retained Funding for Direct Early Years Services  | £1.436m         | £0.208                   |
| <b>Total Spending on Early Years Activities</b>   | <b>£29.642m</b> | <b>£4.300</b>            |
| <p>. Deprivation Supplements are awarded based on IDACI data related to the postcode of the child. An annual grant of between £150 - £900 is administered to providers based on the children in attendance in October each year.</p> <p>. Inclusion Funding is currently allocated on a child level basis and a banded system is used to award funding on top of the EYE universal base rate. This process is being reviewed in the summer term 2017.</p> |                 |                          |

## Early years funding rate for 2 year-olds

| Activities  | Spending Plan  | Hourly Rate<br>Converted |
|---|----------------|--------------------------|
| <b>Local Universal Base Rate</b>  | <b>£5.508m</b> | <b>£4.850</b>            |
| Fluctuation Contingency Fund  | £0.137m        | £0.121                   |
| Notification System   | £0.220m        | £0.194                   |
| <b>Total Spending Plan for passing onto providers</b>   | <b>£5.865m</b> | <b>£5.165</b>            |
| Centrally Retained Funding for Direct Early Years Services  | £0.040m        | £0.035                   |
| <b>Total Spending on Early Years Activities</b>   | <b>£5.905m</b> | <b>£5.200</b>            |
| <p>. <i>The 2 year old entitlement does not replicate the same participation trends across the terms as the 3 &amp; 4 year old entitlement, therefore the January census count that determines the level of funding is not representative of the allocations made to providers for 2 year old participation.</i></p> <p>. <i>Lincolnshire's analysis identified an increase in take up in the summer and autumn term, but a lower take up in the spring term. It is therefore necessary to build-in funding for passing onto providers where take-up is higher throughout the year.</i></p> <p>. <i>Notification system costs refer to the process used for providers to record children who start after the census / part-way through each term and where funding is distributed to providers for these hours in addition to the census.</i></p> |                |                          |

This compares to an average charged by early years and childcare providers of £4.14 for a 3 and 4 year old place and an average £4.29 charged for a 2 year old place (based on provider responses to the 2017 audit).

### 4.7.2 Children with Special Educational Needs and/or Disabilities (SEND)

In addition to the EYFS statutory requirements and the Equality Act 2010, all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the SEND Code of Practice: 0-25. The Code of Practice states that Early Years settings should adopt a graduated approach to identifying and meeting the needs of all children and that at each stage, parents/carers should be engaged with the setting, contributing to assessment and planning. Working in partnership with Early Years and Childcare Support and the Early Years Locality Teams, inclusion support available for Lincolnshire Early Years providers includes:

- Access to Special Education Needs Coordinator (SENCo) training opportunities through the online training directory and termly SENCo network clusters
- Bespoke support from an Early Years Specialist Teacher
- Promoting inclusion resources on the Early Years and Childcare Support website
- SEN inclusion funding to enable children to access Early Years settings
- Lincolnshire's Local Offer which provides information on services and provision available to families, young people and children with special educational needs and/or disabilities.

### 4.7.3 Take-up of the early years entitlements in Lincolnshire<sup>18</sup>

#### 2 year old early years entitlement

In January 2016, 2,140 eligible 2 year-olds were benefitting from funded early education in Lincolnshire. This equates to 74% of the number of eligible children which shows an increase since 2015 and a higher level of delivery than found across England and the East Midlands region:

#### The percentage of eligible 2 year-olds benefitting from funded early education

|      | Lincolnshire | East Midlands | England |
|------|--------------|---------------|---------|
| 2015 | 68%          | 56%           | 58%     |
| 2016 | 74%          | 64%           | 68%     |

Source: Department for Education Statistical First Release, January 2016 published June 2016

The vast majority (95%) of 2 year-olds accessing a funded place in Lincolnshire were in Private, Voluntary and Independent (PVI) settings (day nurseries, childminders and pre-schools). Just less than 4% (3.6%) were accessing their funded place in a maintained nursery or nursery class in primary school.

<sup>18</sup> Early years entitlement take-up rates from Department for Education Statistical First Release January 2016 showing the position for January in each year

Of the 2,140 2 year-olds accessing the early years entitlement in Lincolnshire in January 2016, 80 (3.6%) either had a statement or Education, Health and Care (EHC) Plan, or had SEN support. This compares to 1.3% in East Midlands and 3.0% in England.

At the end of the autumn term 2016 the total number of 2 year-olds accessing a funded early year place in Lincolnshire was 2,382, representing 79.3% of eligible children.

### Take-up of the 2 year-old early years entitlement – autumn term 2016

| District           | DWP number of potentially eligible children | Total number of places taken | % of places taken |
|--------------------|---|------------------------------|-------------------|
| Boston             | 358   | 262                          | 73%               |
| East Lindsey       | 591   | 474                          | 80%               |
| Lincoln            | 577   | 440                          | 76%               |
| North Kesteven     | 256   | 215                          | 84%               |
| South Holland      | 376   | 308                          | 82%               |
| South Kesteven     | 477   | 386                          | 81%               |
| West Lindsey       | 388   | 297                          | 77%               |
| Out of County      |   | 16                           |                   |
| <b>Grand Total</b> | <b>3023</b>                                 | <b>2398</b>                  | <b>79.3%</b>      |

Source: Lincolnshire County Council

### 3 and 4 year-old universal early years entitlement

In January 2016, 16,050 3 and 4 year-olds were benefitting from funded early education in Lincolnshire, equating to 97% of all children in this age range. This percentage take-up is in line with the east midlands region and higher than the average across England:

### The percentage of 3 and 4 year-olds benefitting from universal funded early education

|      | Lincolnshire | East Midlands | England |
|------|--------------|---------------|---------|
| 2015 | 97%          | 97%           | 95%     |
| 2016 | 97%          | 97%           | 95%     |

Source: Department for Education Statistical First Release, January 2016 published June 2016

Half of 3 and 4 year-olds (50%) access their universal entitlement in the PVI sector and 47% in the maintained sector. Of those accessing their universal entitlement in then maintained sector, 29% are in infant classes in primary schools (and therefore on school roll). This pattern of take-up shows a higher proportion if children accessing the universal entitlement in the PVI sector than found in the region or nationally, and correspondingly, a lower proportion in maintained nurseries and nursery classes:

### Take-up of universal early years entitlement for 3 and 4 year-olds by setting type

|               | % of 3 and 4 year-olds benefitting from the universal entitlement in: |  |                                   |
|---------------|---|--|-----------------------------------|
|               | PVI settings  | Maintained nurseries and nursery classes | Infant classes in primary schools |
| Lincolnshire  | 50%   | 14%                                      | 33%                               |
| East Midlands | 42%   | 23%                                      | 33%                               |
| England       | 40%   | 25%                                      | 32%                               |

Source: Department for Education Statistical First Release, January 2016 published June 2016

The following table shows the number of 3 and 4 year-olds accessing the early years entitlement in PVI and schools settings, and excluding 4 year-olds on school roll.

### Actual number of 3 and 4 year-olds benefitting from their EYE Funded Entitlement

|                 | Number of Children January 2017 | %     |
|-----------------|---------------------------------|-------|
| PVI settings    | 8,213                           | 78.3% |
| School settings | 2,272                           | 21.7% |

Source: Lincolnshire County Council

Of the 16,050 3 and 4 year-olds accessing the universal early years entitlement for this age range in Lincolnshire in January 2016, 960 (6.0%) either had a statement or Education, Health and Care (EHC) Plan, or had SEN support. This compares to 4.6% in East Midlands and 6.0% in England.

#### **4.7.4 The potential impact of the extended early years entitlement for eligible 3 and 4 year-olds**

The extended entitlement for eligible 3 and 4 year-olds is commonly referred to as '30-hours childcare'. Eligibility criteria for 30-hours childcare which will be rolled out nationally in September 2017 are shown in the appendices.

In brief 30-hours childcare is aimed at reducing the cost of childcare for working families and supporting parents to work. Full eligibility criteria are shown in the appendices.

In Lincolnshire the DfE/HMRC estimate 5,010 children will be eligible for 30-hours childcare from 1<sup>st</sup> September 2017. This equates to 30% of all 3 and 4 year-olds and 44% of those not already on school roll. The actual figure of eligible children could be higher, and there will be differences in the proportion of the 3 and 4 year-old population eligible across and within districts. Parents will apply to HMRC for 30-hours childcare and the application system will start to become available from late April 2017. It will be possible to develop a more robust estimate of the number of eligible children in future, and patterns of take-up will become more apparent as parents start to book their 30-hours place with providers.

A number of different estimates have been developed based on different data sources to support planning.

In the table (estimate 2) below a number of assumptions have been made:

- The % of 3 and 4 year-olds already in school roll has been taken from county SFR data
- The DfE/HMRC estimate of 5,008 eligible children equates to 45% of all 3 and 4 year-olds not currently on school roll (using population estimates) and this 45% has been applied across all districts (but actual numbers will show variance)
- It is assumed 1 x 15 hour place is required for all net 3 and 4 year-olds and an 80% take-up for children eligible for 30-hours

The estimated number of eligible children using this methodology (estimate 2) reflects the DfE/HMRC estimate.

**Estimated number of children eligible for 30-hours childcare (estimate 2)**

| <b>District</b> | <b>3 and 4 year-old population</b> | <b>Adjusted for on school roll (33% blanket)</b> | <b>Estimated number eligible for 30 hours (based on blanket 45%)</b> | <b>Additional 15 hour places for eligible 30-hours</b> | <b>Total number of 15 hours places required</b> |
|-----------------|------------------------------------|--|--|--|---|
| County-wide     | 16,687                             | 11,180   | 5,031  | 4,025  | 15,205  |
| Boston          | 1776                               | 1,190  | 536  | 429  | 1,619   |
| East Lindsey    | 2664                               | 1,785  | 803  | 642  | 2,427   |
| Lincoln         | 2348                               | 1,573  | 708  | 566  | 2,139   |
| North Kesteven  | 2529                               | 1,694  | 762  | 610  | 2,304   |
| South Holland   | 2053                               | 1,376  | 619  | 495  | 1,871   |
| South Kesteven  | 3273                               | 2,193  | 987  | 790  | 2,983   |
| West Lindsey    | 2044                               | 1,369  | 616  | 493  | 1,862   |

Source: population estimates (2015) adjusting for 4 year old children already on school roll and assuming 45% eligibility across all districts and 80% take-up of 30-hours

Provider responding to the February audit were asked to estimate the number of children accessing their setting eligible for 30-hours childcare and this has been represented as a percentage of funded children accessing the setting in the census week. Based on this data (estimate 3), the number of eligible children will be higher than the DfE/HMRC estimates, but not considerably so:

Supply data on page 62 can be read in conjunction with the estimated number of eligible children above.

### Estimated number of children eligible for 30-hours (estimate 3)

| <b>District</b> | <b>Percentage of 3 and 4 year-olds currently in the setting estimated to be eligible for 30-hours childcare</b> | <b>Estimate based on 3 and 4 year-old population not on school roll</b> |
|-----------------|---|---|
| Boston          | 42%   | 500   |
| East Lindsey    | 53%   | 946   |
| Lincoln         | 40%   | 629   |
| North Kesteven  | 54%   | 915   |
| South Holland   | 40%   | 550   |
| South Kesteven  | 53%   | 1163  |
| West Lindsey    | 52%   | 712   |
| Lincolnshire    | <b>49%</b>  | <b>5,478</b>  |

Source: Provider audit February 2017

Of those children currently in settings believed to be eligible for 30-hours childcare, 5% are receiving inclusion funding.

Eligibility estimates for 30-hours childcare can vary, depending on the data used and assumptions applied.

In the following table (estimate 4), the percentage of working households (in a couple household, both parents working and in a lone parent household, parent working) has been applied to the net 3 and 4 year old population to provide a different (much higher) estimate of eligible numbers:

### Estimated number of children eligible for 30-hours (estimate 4)

|                | <b>Number families working</b> | <b>overall % families working</b> | <b>3 and 4 year-old population</b> | <b>Adjusted (net) 3 and 4 year-old population</b> | <b>Eligibility estimate</b> | <b>Estimated number eligible for 30 hours (based on blanket 45%)</b> |
|----------------|--------------------------------|-----------------------------------|------------------------------------|---|-----------------------------|--|
| Boston         | 8,828                          | 68.29%                            | 1,776                              | 1,190   | 813                         | 536  |
| East Lindsey   | 15,258                         | 63.62%                            | 2,664                              | 1,785   | 1,136                       | 803  |
| Lincoln        | 10,676                         | 63.20%                            | 2,348                              | 1,573   | 994                         | 708  |
| North Kesteven | 16,556                         | 73.20%                            | 2,529                              | 1,694   | 1,240                       | 762  |
| South Holland  | 11,700                         | 67.76%                            | 2,053                              | 1,376   | 932                         | 619  |
| South Kesteven | 20,732                         | 72.67%                            | 3,273                              | 2,193   | 1,593                       | 987  |
| West Lindsey   | 12,803                         | 71.02%                            | 2,,044                             | 1,369   | 972                         | 616  |
|                |                                |                                   |                                    |   |                             |  |
| LA averages    | 98,401                         | 68.85%                            | 16687                              | 11,180  | 7,697                       | 5,031  |

Source: Census 2011; 2015 population estimates accounting for 4 year-olds already on school roll

Whilst working families data has been taken from the Census 2011 and does not account for income, this does demonstrate the variation in estimates for eligible children, depending on which data is used. Eligibility for, and take-up of, 30-hours childcare will need to be carefully monitored to ensure market management strategies meet emerging patterns of demand and take-up.

It is also important to include assessment of the impact of 30-hours childcare on 2 year-old provision and providers' capacity and engagement to ensure eligible 2 year-olds are not displaced with the introduction of 30-hours childcare.

The February 2017 provider audit asked settings delivering funded early years provision a series of questions about how they currently deliver and the potential impact of 30-hours childcare.

#### 4.7.5 Current and future delivery of funded early education

A number of providers offering funded early education places offer a variety of take-up patterns. This may include 3 hour sessions 5 days a week, or 5 hour sessions 3 days a week as well as flexible sessions and some stretched delivery.

Based on responses, higher proportions of settings offer 3 hours a day (over 5 days) across 38 weeks of the year and/or flexible provision:

#### Delivery of funded early education

| District       | Percentage of settings delivering 3 hours per day over 38 weeks per year | Percentage of settings delivering 5 hours per day over 38 weeks per year | Percentage of settings delivering flexible, not fixed sessions | Percentage of settings delivering throughout the year (stretched - more than 38 weeks) |
|----------------|--|--|--|--|
| Boston         | 29%  | 19%  | 48%  | 29%  |
| East Lindsey   | 38%  | 22%  | 58%  | 40%  |
| Lincoln        | 48%  | 27%  | 30%  | 42%  |
| North Kesteven | 44%  | 11%  | 28%  | 16%  |
| South Holland  | 55%  | 24%  | 47%  | 24%  |
| South Kesteven | 36%  | 29%  | 47%  | 29%  |
| West Lindsey   | 44%  | 21%  | 47%  | 30%  |
| Lincolnshire   | <b>42%</b>   | <b>22%</b>   | <b>43%</b>   | <b>29%</b>   |

Base: 292 respondents

Of the total 2, 3 and 4 year-olds accessing their early years entitlement in January 2017, 21.3% accessed a stretched offer (Source: Lincolnshire County Council). The local authority intends to work with the sector to encourage extended models of delivery, which will support providers to increase capacity and generate a higher income.

Nearly two-thirds (62%) of settings intend to offer the extended entitlement from September 2017 with a further 30% unsure at the time of the audit. This evidences an extremely encouraging level of provider engagement with the new extended entitlement:

### Provider intention to deliver 30-hours childcare as at January 2017

| District       | Percentage of settings intending to offer the extended entitlement to 3 & 4 year-olds from Sept 2017 | Percentage of settings not intending to offer the extended entitlement to 3 & 4 year-olds from Sept 2017 | Percentage of settings unsure about offering the extended entitlement to 3 & 4 year-olds from Sept 2017 |
|----------------|--|--|---|
| Boston         | 59%  | 18%  | 24%   |
| East Lindsey   | 62%  | 5%   | 32%   |
| Lincoln        | 44%  | 11%  | 44%   |
| North Kesteven | 65%  | 10%  | 26%   |
| South Holland  | 83%  | 3%   | 14%   |
| South Kesteven | 61%  | 12%  | 28%   |
| West Lindsey   | 51%  | 5%   | 43%   |
| Lincolnshire   | 62%  | 9%   | 30%   |

Base: 255 responses from 292 returns

Providers' intentions to deliver 30-hours childcare will change as we get nearer to, and beyond, the policy introduction in September 2017. Lincolnshire audited providers registered to deliver funded early education places in the county in March 2017 during the interim headcount. In that audit, 72% of providers were intending to offer 30-hours childcare (up from 62% in January 2017) and 20% were unsure.

### Provider intention to deliver 30-hours childcare as at March 2017

| Intention to deliver 30-hours childcare | Yes % | No % | Unsure % |
|---|-------|------|----------|
| Overall – all responses                 | 72%   | 8%   | 20%      |
| Schools                                 | 77%   | 9%   | 14%      |
| PVI                                     | 71%   | 9%   | 20%      |

Source: Lincolnshire County Council - Base: 577 responses from 648 providers registered to deliver funded early education places Percentages rounded

The Local Authority will monitor areas where providers are not delivering 30 hours, and where there is demand these areas will be targeted for the development of new places.

Providers were asked what they felt the impact of 30-hours childcare would be (note: whilst data is broken down to district level, sample sizes are small and findings should be regarded as indicative only at district level). 79% of respondents (223 settings) expressed a view. Of those, the majority of registered settings (55%, 123 respondents) reported it would have no impact on their setting.

**Percentage of respondents reporting no impact from 30-hours childcare**

| District       | No impact |
|----------------|-----------|
| Boston         | 67%       |
| East Lindsey   | 64%       |
| Lincoln        | 63%       |
| North Kesteven | 45%       |
| South Holland  | 49%       |
| South Kesteven | 71%       |
| West Lindsey   | 39%       |
| Lincolnshire   | 55%       |

Base: 223, percentages rounded

‘No impact’ may be taken to mean the setting will not be delivering 30-hours, or that 30-hours could be accommodated within the current delivery model.

There is a risk 30-hours childcare might have a negative impact on capacity to deliver the 2 year old early education entitlement. Lincolnshire has worked very hard to maximise take-up of this entitlement amongst eligible families, funding higher percentages of eligible children than national or regional averages. Across all respondents, nearly a third (32%) reported a reduction in 2 year old places as a result of 30-hours childcare, with particularly high levels reporting a reduction in 2 year old places in West Lindsey and to a lesser extent, North Kesteven.

**Percentage of respondents reporting a reduction in 2 year old places as a result of 30-hours childcare**

| District       | Reduction in 2 year old places |
|----------------|--------------------------------|
| Boston         | 25%                            |
| East Lindsey   | 17%                            |
| Lincoln        | 21%                            |
| North Kesteven | 40%                            |
| South Holland  | 34%                            |
| South Kesteven | 17%                            |
| West Lindsey   | 61%                            |
| Lincolnshire   | 32%                            |

Base: 223, percentages rounded

The introduction of 30-hours childcare might also impact on the number of places available to deliver the universal early education entitlement for 3 and 4 year-olds. Responses to the provider audit show over a third (36%) reported a reduction in universal places, again with particularly high levels in West Lindsey and North Kesteven.

**Percentage of respondents reporting a reduction in 15 hour (universal) places for 3 and 4 year-olds as a result of 30-hours childcare**

| District       | Reduction in universal places for 3 and 4 year-olds |
|----------------|---|
| Boston         | 33%   |
| East Lindsey   | 36%   |
| Lincoln        | 21%   |
| North Kesteven | 36%   |
| South Holland  | 40%   |
| South Kesteven | 29%   |
| West Lindsey   | 48%   |
| Lincolnshire   | 36%   |

Base: 223, percentages rounded

The provider audit in January 2017 represents a snapshot in time, and there are indications providers are increasingly engaging with 30-hours childcare. It will be important to work with the sector to ensure any impact on capacity to deliver 2 year-old early education

entitlement and universal entitlement for 3 and 4 year-olds is closely monitored and the risk is minimised.

#### **4.7.6 Capacity to meet demand for 30-hours childcare**

Provider audit data suggests capacity within the market for all children 0-4 years old. Capacity for 30-hours has been assessed with reference to:

- The number of places offered in registered provision in census week for 3 and 4 year-olds (based on provider responses and grossed up to account for non-respondents)
- Calculated to estimate the number of hours this delivers, divided by 15 to show 15 hours places for this age range
- An estimate of the number of 15 hour places required to meet demand for a) the universal entitlement and b) the extended entitlement (based on 44% eligibility in 3-4 year old population not on school roll and 80% take-up of full 15 hours)

Caution must be used when interpreting this data. It is based on averages and assumptions and is intended as a starting point for gauging capacity once demand data is more accurately available. Whilst the response rate from childcare providers not on domestic premises was reasonably high (61%) the response rate from childminders was low. The data collected from providers was a snap shot of provision which will alter from week to week and term to term.

Not all registered providers will choose to offer 30-hours childcare; at the time of the audit 62% were intending to do so and 30% were unsure. Providers that do engage may not offer all 30-hours places, or the full 30 hours and this will also impact on capacity, reducing it overall.

The table below does not include early years provision offered in schools exempt from registration, which will increase capacity.

Given all of these factors, data can only be regarded as indicative.

### Capacity to meet demand for 30-hours childcare

| District              | Number of places offered in census week for 3-4yr olds | Average hours per week (average by day x 5) | Average hours for 3 and 4 year-olds (places x hours) | 15 hours places for 3 and 4 year-olds (hours/15) | Estimated number of places needed+ | Difference    |
|-----------------------|--|---|--|--|------------------------------------|---------------|
| <b>Boston</b>         | 566  | 45.75                                       | 25,895   | 1,726  | 1,619                              | +107          |
| <b>East Lindsey</b>   | 1,078  | 45.40                                       | 48,941   | 3,263  | 2,427                              | +836          |
| <b>Lincoln</b>        | 690  | 42.50                                       | 29,325   | 1,955  | 2,139                              | +184          |
| <b>North Kesteven</b> | 1,233  | 42.45                                       | 52,341   | 3,489  | 2,304                              | +1,185        |
| <b>South Holland</b>  | 846  | 46.10                                       | 39,001   | 2,600  | 1,871                              | +729          |
| <b>South Kesteven</b> | 1,186  | 45.95                                       | 54,497   | 3,633  | 2,983                              | +650          |
| <b>West Lindsey</b>   | 765  | 45.35                                       | 34,693   | 2,313  | 1,862                              | +1,451        |
| <b>Lincolnshire</b>   | <b>6,364</b>   | <b>45.35</b>                                | <b>288,607</b>                                       | <b>19,240</b>                                    | <b>15,205</b>                      | <b>+4,035</b> |

Traditionally numbers of children accessing early years and childcare provision increase as the year progresses, and by the summer term numbers peak ahead of the autumn school intake, putting pressure on childcare places and sufficiency. There is a need to encourage providers to extend capacity by delivering early education as a stretched offer to spread hours across the year and support areas where there may be pressure on places.

#### 4.8 Maintained schools exempt from registration

Data supplied by Lincolnshire County Council shows a total of 284 maintained schools and nurseries that do not have separate early years and childcare registration (are exempt). All maintained schools and nurseries under this category were sent an audit questionnaire to start to develop a sense of what provision was offered, and how. Data is not grossed up to reflect all exempt maintained schools and nurseries, but reported as returned to give a flavour of how such school-based provision operates.

Of the 284 maintained settings invited to participate, 118 returned a completed audit form (42% of total).

**Distribution of nursery and primary schools (not registered as early years settings) and response levels**

| <b>District</b> | <b>Number of Nursery Schools</b> | <b>Number of Primary Schools</b> | <b>Total</b> | <b>Number of audit returns</b> | <b>% response rate</b> |
|-----------------|----------------------------------|----------------------------------|--------------|--------------------------------|------------------------|
| Boston          | 1                                | 18                               | 19           | 5                              | 26%                    |
| East Lindsey    | 0                                | 59                               | 59           | 24                             | 41%                    |
| Lincoln         | 2                                | 23                               | 25           | 9                              | 36%                    |
| North Kesteven  | 0                                | 47                               | 47           | 16                             | 34%                    |
| South Holland   | 0                                | 36                               | 36           | 17                             | 47%                    |
| South Kesteven  | 1                                | 51                               | 52           | 29                             | 56%                    |
| West Lindsey    | 1                                | 45                               | 46           | 18                             | 39%                    |
| Lincolnshire    | 5                                | 279                              | 284          | 118                            | 42%                    |

Base: 284 Maintained nursery and primary schools/118 returns

Based on returns, the most common type of provision delivered in schools is before school (with 41% of respondents providing) and after school (27% providing). There is very little holiday provision available:

### Childcare in schools by district and care type

| District              | Number of schools offering full day care between 8am-6pm | Number of schools offering full day care between 8am-3pm | Number of schools offering sessional day care am and pm | Number of schools offering sessional day care am only | Number of schools offering holiday full day care | Number of schools offering before school | Number of schools offering after school |
|-----------------------|--|--|---|---|--|--|---|
| <b>Boston</b>         | 0  | 0  | 2   | 0   | 0  | 0  | 0                                       |
| <b>East Lindsey</b>   | 1  | 3  | 3   | 1   | 0  | 14                                       | 3                                       |
| <b>Lincoln</b>        | 1  | 1  | 2   | 0   | 1  | 2  | 2                                       |
| <b>North Kesteven</b> | 1  | 0  | 3   | 0   | 0  | 6  | 5                                       |
| <b>South Holland</b>  | 0  | 1  | 4   | 0   | 1  | 5  | 5                                       |
| <b>South Kesteven</b> | 2  | 0  | 5   | 1   | 1  | 14                                       | 13                                      |
| <b>West Lindsey</b>   | 1  | 0  | 1   | 1   | 1  | 7  | 4                                       |
| <b>Lincolnshire</b>   | <b>6</b>   | <b>5</b>   | <b>20</b>   | <b>3</b>  | <b>4</b>   | <b>48</b>                                | <b>32</b>                               |

Base: 118 respondents

| District            | Full day care between 8am-6pm | Full day care between 8am-3pm | Sessional day care am and pm | Sessional day care am only | Holiday full day care | Before school | After school |
|---------------------|-------------------------------|-------------------------------|------------------------------|----------------------------|-----------------------|---------------|--------------|
| Boston              | 0%                            | 0%                            | 40%                          | 0%                         | 0%                    | 0%            | 0%           |
| East Lindsey        | 4%                            | 13%                           | 13%                          | 4%                         | 0%                    | 58%           | 13%          |
| Lincoln             | 11%                           | 11%                           | 22%                          | 0%                         | 11%                   | 22%           | 22%          |
| North Kesteven      | 6%                            | 0%                            | 19%                          | 0%                         | 0%                    | 38%           | 31%          |
| South Holland       | 0%                            | 6%                            | 24%                          | 0%                         | 6%                    | 29%           | 29%          |
| South Kesteven      | 7%                            | 0%                            | 17%                          | 3%                         | 3%                    | 48%           | 45%          |
| West Lindsey        | 6%                            | 0%                            | 6%                           | 6%                         | 6%                    | 39%           | 22%          |
| <b>Lincolnshire</b> | <b>5%</b>                     | <b>4%</b>                     | <b>17%</b>                   | <b>3%</b>                  | <b>3%</b>             | <b>41%</b>    | <b>27%</b>   |

Base: 118 respondents

Given the distribution of the audit (to schools delivering early years provision exempt from registration) it is not possible to estimate the number of places by age range delivered in the maintained sector. Responses show places available across the age ranges in the

maintained sector, albeit it is likely that places for school-aged children (aged 5 and over) may be in the form of out of school provision, run by the school for pupils of the school and operating below 2.5 hours (and therefore not required to be registered with Ofsted):

#### Percentage of school-based settings offering care to each age group

| District            | Ages 0-4 years | Ages 5-10 years | Ages 11+ years |
|---------------------|----------------|-----------------|----------------|
| Boston              | 40%            | 0%              | 0%             |
| East Lindsey        | 54%            | 50%             | 50%            |
| Lincoln             | 56%            | 33%             | 33%            |
| North Kesteven      | 38%            | 31%             | 25%            |
| South Holland       | 47%            | 35%             | 29%            |
| South Kesteven      | 52%            | 55%             | 52%            |
| West Lindsey        | 33%            | 44%             | 39%            |
| <b>Lincolnshire</b> | <b>47%</b>     | <b>42%</b>      | <b>39%</b>     |

Base: 118, percentages rounded

#### Opening times

Provision is available in the maintained sector from 7.30am until 6.00pm, albeit not all schools will offer an extended day.

Responses show an average 'day' of 6.46 hours:

#### Average number of hours school-based settings are open

| District            | Average number of hours open |
|---------------------|------------------------------|
| Boston              | 6:45                         |
| East Lindsey        | 4:58                         |
| Lincoln             | 7:54                         |
| North Kesteven      | 7:07                         |
| South Holland       | 6:33                         |
| South Kesteven      | 8:32                         |
| West Lindsey        | 5:45                         |
| <b>Lincolnshire</b> | <b>6:46</b>                  |

Base: 118

Based on responses, no school is open at weekends and the average number of weeks open is 39, with the majority of districts showing a 38 week average:

### Weeks school-based settings are open

| District            | Average number of weeks open | Minimum number of weeks open | Maximum number of weeks open |
|---------------------|------------------------------|------------------------------|------------------------------|
| Boston              | 38                           | 38                           | 38                           |
| East Lindsey        | 38                           | 38                           | 39                           |
| Lincoln             | 38                           | 38                           | 38                           |
| North Kesteven      | 38                           | 38                           | 39                           |
| South Holland       | 39                           | 36                           | 47                           |
| South Kesteven      | 39                           | 33                           | 50                           |
| West Lindsey        | 40                           | 37                           | 48                           |
| <b>Lincolnshire</b> | <b>39</b>                    | <b>33</b>                    | <b>50</b>                    |

Base: 118

### Fees

Schools do charge for childcare and charges are, in general, much lower than charges in settings on the early years and childcare register. Data in the following tables should be treated with caution due to a low respondent base; however, it does give an indication of charges in the maintained sector.

Based on responses, the average hourly rate charged for 2 year-olds in schools is £2.33 compared to an average of £4.29 in registered settings:

### Average fees charged by school-based settings for 2 year-olds

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|
| Boston              | n/a                      | 12.50                          | n/a                     |
| East Lindsey        | n/a                      | 13.00                          | 26.00                   |
| Lincoln             | n/a                      | 15.00                          | 30.00                   |
| North Kesteven      | n/a                      | n/a                            | n/a                     |
| South Holland       | 2.33                     | n/a                            | n/a                     |
| South Kesteven      | n/a                      | 11.60                          | 25.45                   |
| West Lindsey        | n/a                      | n/a                            | n/a                     |
| <b>Lincolnshire</b> | <b>2.33</b>              | <b>12.74</b>                   | <b>26.73</b>            |

Base: 118 returns where data supplied

For 3 and 4 year-olds the average fee charged by responding schools was £3.42 compared to an hourly average of £4.14 in registered settings:

### Average fees charged by school-based settings for 3-4 year-olds

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|
| Boston              | n/a                      | 10.50                          | n/a                     |
| East Lindsey        | 3.20                     | 4.25                           | 13.00                   |
| Lincoln             | 4.00                     | 10.17                          | 27.00                   |
| North Kesteven      | 4.00                     | 7.54                           | 24.00                   |
| South Holland       | 2.83                     | 2.50                           | n/a                     |
| South Kesteven      | 3.25                     | 11.12                          | 21.63                   |
| West Lindsey        | 3.95                     | 5.00                           | 24.00                   |
| <b>Lincolnshire</b> | <b>3.42</b>              | <b>7.97</b>                    | <b>21.69</b>            |

Base: 118 respondents where data supplied

For school-aged children the charging differential remains, with an average of £2.89 for children aged 5-7 years in the maintained sector compared to £3.85 in registered settings and £2.94 for children aged 8 and older compared to £3.78 in registered settings:

### Average fees charged by school-based settings for 5-7 year-olds

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|
| Boston              | n/a                      | n/a                            | n/a                     |
| East Lindsey        | 2.17                     | 2.46                           | 2.00                    |
| Lincoln             | 1.50                     | n/a                            | n/a                     |
| North Kesteven      | 2.50                     | 3.24                           | n/a                     |
| South Holland       | 2.50                     | 2.50                           | n/a                     |
| South Kesteven      | 3.50                     | 4.61                           | 16.68                   |
| West Lindsey        | 4.05                     | 3.60                           | 24.00                   |
| <b>Lincolnshire</b> | <b>2.89</b>              | <b>3.57</b>                    | <b>16.67</b>            |

Base: 118 respondents where data supplied

### Average fees charged by school-based settings for children aged 8 and over

| District            | Average hourly fees<br>£ | Average sessional<br>fees<br>£ | Average daily fees<br>£ |
|---------------------|--------------------------|--------------------------------|-------------------------|
| Boston              | n/a                      | n/a                            | n/a                     |
| East Lindsey        | 2.17                     | 2.46                           | 2.00                    |
| Lincoln             | 1.50                     | n/a                            | n/a                     |
| North Kesteven      | 3.00                     | 3.32                           | 3.50                    |
| South Holland       | 2.50                     | 2.50                           | n/a                     |
| South Kesteven      | 3.50                     | 4.75                           | 18.50                   |
| West Lindsey        | 4.05                     | 2.88                           | 24.00                   |
| <b>Lincolnshire</b> | <b>2.94</b>              | <b>3.49</b>                    | <b>14.40</b>            |

Base: 118 respondents where data supplied

### Funded early education

The predominant pattern of delivery for the funded early education is for 3 hours a day over 38 weeks a year, with no maintained setting delivering a stretched offer.

Responses indicated over half of schools (22, 55% of those responding) intend to offer the extended entitlement to 3 and 4 year-olds and 25% were unsure. 18% of respondents indicated they do not intend to offer the extended entitlement.

Schools were asked to estimate the number of children accessing their setting eligible for 30-hours childcare and this has been represented as a percentage of funded children accessing the setting in the census week, in the following table:

**Percentage of 3 and 4 year-olds currently in the setting estimated to be eligible for 30-hours childcare by district**

| <b>District</b>       | <b>Percentage of 3 and 4 year-olds currently in the setting estimated to be eligible for 30-hours childcare</b> |
|-----------------------|---|
| <b>Boston</b>         | 59%   |
| <b>East Lindsey</b>   | 23%   |
| <b>Lincoln</b>        | 1%  |
| <b>North Kesteven</b> | 19%   |
| <b>South Holland</b>  | 46%   |
| <b>South Kesteven</b> | 33%   |
| <b>West Lindsey</b>   | 11%   |
| <b>Lincolnshire</b>   | <b>26%</b>  |

Base: 118 respondents

Eligibility estimates vary considerably between districts and with estimates provided by PVI settings. This could suggest a need for more information about eligibility for schools and/or a different demographic in the areas in which responding schools are based.

Of those children currently in schools believed to be eligible for 30-hours childcare, 1.6% are receiving inclusion funding.

Schools were asked what they felt the impact of 30-hours childcare would be. The majority of registered settings (73%, 19 respondents) reported it would have no impact on their setting. Just under a quarter of respondents (23%) felt it would result in a reduction in 15

hour (universal) places for 3 and 4 year-olds and a small percentage (8%) reported a reduction in 2 year-old places.

## **Appendices**

### **Appendix 1 Methodology**

#### **Provider audit – methodology and timeline**

- Hemsall's worked with Lincolnshire Family Information Service (FIS) to access details of registered provision (Early Years and Childcare Registers), with details of Ofsted registered places, to provide an initial assessment of supply
- All registered providers were emailed on 11<sup>th</sup> January 2017 by Lincolnshire County Council Early Years team (LCC) to introduce the audit and process and to request provider participation
- The provider audit was emailed by Hemsall's to all registered group settings on 16th January 2017 and to all registered childminders by LCC
- It was agreed a revised version of the audit would be sent to schools that have exempt early years provision, in particular to inform planning for 30-hours childcare
- All completed audit forms were collated by Hemsall's, and responses recorded against the provider database
- LCC issued a reminder email to all providers to complete and return the audit on 20<sup>th</sup> January 2017
- Additional audit tools were emailed out by Hemsall's to settings reporting they had not received the initial email
- Hemsall's provided telephone and email support to all settings as required throughout the data collection period
- A further reminder was emailed to non-respondents (group settings and schools) by Hemsall's 23<sup>rd</sup> January 2017
- All returns were checked for accuracy against Ofsted registered places data. Where data appeared anomalous, settings were contacted by telephone to clarify

- From 31<sup>st</sup> January all group settings not returning completed questionnaire were telephoned as a final prompt
- Data collection closed on 10<sup>th</sup> February 2017

### Response levels

| Provider type  | Number issued | Number returned | Response rate |
|--|---------------|-----------------|---------------|
| Childminder/childcare on domestic premises   | 534           | 76              | 14.2%         |
| Childcare on non-domestic premises (includes maintained settings with separate early years registration) | 355           | 216             | 60.8%         |
| Maintained nursery (exempt provision)  | 5             | 2               | 40.0%         |
| Maintained primary (exempt provision)  | 279           | 116             | 41.6%         |
| Total  | 1,173         | 410             | 35.0%         |

A total of 294 responses were from registered early years settings and 116 from schools with exemption from registration.

- Data entry was completed between 13<sup>th</sup> February and 20<sup>th</sup> February 2017
- Data from the provider audit was analysed and used to provide an assessment of capacity and delivery models for non-responding providers for registered settings
- For schools with exemption from registration, data has not been grossed up

### Desk research

Desk research has been undertaken to inform the CSA, including:

- Identifying and summarising new home delivery across the seven districts
- Population analysis at county, district and ward level, including population forecasts
- An overview of the employment and labour market including economic activity rates, average pay and unemployment levels

- Deprivation indices
- an assessment of the effect of any developments and/or initiatives on future demand for childcare (including policy and legislative changes, e.g. Tax-Free Childcare, 30 hours childcare, new statutory guidance etc.)
- Take-up of the early years entitlements and assessment of priority areas for 30-hours childcare
- An overview of quality in early years

### **Assessment of places by age range of child**

For all Ofsted registered provision (n=889)

Data from viable and valid responses has been used to estimate the number of operating places by setting and the number of places by age range.

Where a setting has not responded or the response is anomalous, the average operating capacity for the district has been used to estimate the operating capacity of that setting (e.g. childcare on non-domestic premises, with an Ofsted registration of 10; average operating capacity for the district, 81%, assume operating capacity of 8 places).

Where a setting has not responded or the response is anomalous, the number of places by age range has been estimated using averages data from responding settings. E.g. if average allocation of places for 3-4 year-olds in childcare on non-domestic premises is 60% of operating capacity, assume the setting has 5 places 3-4 years old (8x60%).

The 'viable capacity' is based on 250 respondents for 0-4 years old (out of 292) and 217 respondents for 5-7 years old (out of 292). Viability has been assessed for each setting by reviewing responses against Ofsted registration and by declared operating capacity and removing data that is clearly anomalous.

All data has been grossed up to represent 889 Ofsted registered settings.

### **For exempt provision**

Data is reported as declared. Data has not been grossed up to estimate county-wide provision.

### **Appendix 2 Eligibility criteria for 30-hours childcare**

Eligible families will be entitled to 30 hours free childcare from September 2017. The 30 hours includes the 15 hours early years entitlement and an additional 15 hours (per week up to a maximum of 38 weeks, or 570 hours stretched across more weeks of the year).

Parents of three and four year olds will need to meet the following criteria in order to be eligible for 30 hours free childcare:

- They earn or expect to earn the equivalent to 16 hours at National Minimum or Living Wage over the coming three months
- The parent (and their partner where applicable) should be seeking the free childcare to enable them to work
- Where one or both parents are on maternity, paternity, shared parental or adoption leave, or if they are on statutory sick leave
- Where one parent meets the income criteria and the other is unable to work because they are disabled, have caring responsibilities or have been assessed as having limited capability to work
- Where a parent is in a 'start-up period' (i.e. they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months
- If a non-EEA national, the parent must have recourse to public funds

### **Who will not qualify?**

A parent will not meet the criteria when:

- •Either parent has an income of more than £100,000
- •Either parent is a non-EEA national and subject to immigration control (and has no recourse to public funds)

Published: March 2017<sup>19</sup>

### Appendix 3 District economic profiles

#### Boston

Boston has a slightly lower proportion of economically active residents compared to Lincolnshire as a whole and the East Midlands region. Self-employment and unemployment levels mirror the county position.

#### Employment and unemployment (October 2015 – September 2016)

|                     | Boston | Lincolnshire | East Midlands |
|---------------------|--------|--------------|---------------|
| Economically active | 76.1%  | 77.7%        | 77.8%         |
| In employment       | 74.1%  | 74.3%        | 73.9%         |
| Of whom:            |        |              |               |
| Employees           | 64.3%  | 64.3%        | 63.2%         |
| Self-employed       | 9.8%   | 9.7%         | 10.4%         |
| Unemployed          | 4.1%   | 4.2%         | 4.9%          |

ONS annual population survey

#### Out of work benefits – Total JSA claimants (August 2016)

|            | Boston | Lincolnshire | East Midlands | GB   |
|------------|--------|--------------|---------------|------|
| All people | 1.0%   | 1.1%         | 1.1%          | 1.2% |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in Boston are lower than as a whole (gross weekly pay is circa 11% below the county average):

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<sup>19</sup> Department for Education March 2017:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/600592/30\\_hours\\_free\\_childcare\\_eligibility.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/600592/30_hours_free_childcare_eligibility.pdf)

## Earnings by residence (2016)

|                                       | <b>Boston</b> | <b>Lincolnshire</b> | <b>East Midlands</b> | <b>GB</b> |
|---------------------------------------|---------------|---------------------|----------------------|-----------|
| Gross weekly pay                      |               |                     |                      |           |
| Full time workers                     | £415.0        | £465.9              | £501.7               | £541.0    |
| Male full time                        | £464.8        | £524.0              | £549.1               | £581.2    |
| Female full time                      | £381.4        | £395.9              | £433.1               | £481.1    |
| Hourly pay<br>(excluding<br>overtime) |               |                     |                      |           |
| Full time workers                     | £9.41         | £11.40              | £12.59               | £13.66    |
| Male full time                        | £10.07        | 12.15               | £13.19               | £14.25    |
| Female full time                      | £8.61         | 10.36               | £11.49               | £12.84    |

ONS annual survey of hours and earnings – resident analysis

## East Lindsey

East Lindsey has a very high level of self-employment compared to the county as a whole and the region.

## Employment and unemployment (October 2015 – September 2016)

|                     | <b>East Lindsey</b> | <b>Lincolnshire</b> | <b>East Midlands</b> |
|---------------------|---------------------|---------------------|----------------------|
| Economically active | 73.7%               | 77.7%               | 77.8%                |
| In employment       | 69.6%               | 74.3%               | 73.9%                |
| Of whom:            |                     |                     |                      |
| Employees           | 52.0%               | 64.3%               | 63.2%                |
| Self-employed       | 17.2%               | 9.7%                | 10.4%                |
| Unemployed          | 4.6%                | 4.2%                | 4.9%                 |

ONS population survey

## Out of work benefits – Total JSA claimants (August 2016)

|            | <b>East Lindsey</b> | <b>Lincolnshire</b> | <b>East Midlands</b> | <b>GB</b> |
|------------|---------------------|---------------------|----------------------|-----------|
| All people | 1.2%                | 1.1%                | 1.1%                 | 1.2%      |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in East Lindsey are slightly lower than Lincolnshire as a whole (gross weekly pay is circa 1.5% below the county average):

### Earnings by residence (2016)

|                                    | East Lindsey | Lincolnshire | East Midlands | GB     |
|------------------------------------|--------------|--------------|---------------|--------|
| Gross weekly pay                   |              |              |               |        |
| Full time workers                  | £459.1       | £465.9       | £501.7        | £541.0 |
| Male full time                     | £490.6       | £524.0       | £549.1        | £581.2 |
| Female full time                   | £408.6       | £395.9       | £433.1        | £481.1 |
| Hourly pay<br>(excluding overtime) |              |              |               |        |
| Full time workers                  | £10.95       | £11.40       | £12.59        | £13.66 |
| Male full time                     | £11.14       | 12.15        | £13.19        | £14.25 |
| Female full time                   | £10.35       | 10.36        | £11.49        | £12.84 |

ONS annual survey of hours and earnings – resident analysis

### Lincoln

Lincoln has lower economic activity rates and within that, a higher unemployment rate than found across the county:

### Employment and unemployment (October 2015 – September 2016)

|                     | Lincoln | Lincolnshire | East Midlands |
|---------------------|---------|--------------|---------------|
| Economically active | 71.1%   | 77.7%        | 77.8%         |
| In employment       | 68.8%   | 74.3%        | 73.9%         |
| Of whom:            |         |              |               |
| Employees           | 62.5%   | 64.3%        | 63.2%         |
| Self-employed       | #       | 9.7%         | 10.4%         |
| Unemployed          | 6.4%    | 4.2%         | 4.9%          |

ONS population survey

# sample size too small for reliable estimate

Correspondingly, Lincoln has a higher proportion of the resident population claiming JSA:

### Out of work benefits – Total JSA claimants (August 2016)

|            | Lincoln | Lincolnshire | East Midlands | GB   |
|------------|---------|--------------|---------------|------|
| All people | 2.3%    | 1.1%         | 1.1%          | 1.2% |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in Lincoln are lower than Lincolnshire as a whole (gross weekly pay is circa 6% below the county average):

### Earnings by residence (2016)

|                                       | Lincoln | Lincolnshire | East Midlands | GB     |
|---------------------------------------|---------|--------------|---------------|--------|
| Gross weekly pay                      |         |              |               |        |
| Full time workers                     | £437.2  | £465.9       | £501.7        | £541.0 |
| Male full time                        | £472.7  | £524.0       | £549.1        | £581.2 |
| Female full time                      | £383.3  | £395.9       | £433.1        | £481.1 |
| Hourly pay<br>(excluding<br>overtime) |         |              |               |        |
| Full time workers                     | £11.01  | £11.40       | £12.59        | £13.66 |
| Male full time                        | £11.50  | £12.15       | £13.19        | £14.25 |
| Female full time                      | £10.06  | £10.36       | £11.49        | £12.84 |

ONS annual survey of hours and earnings – resident analysis

### North Kesteven

Economic activity rates in North Kesteven are slightly below county and regional averages, with lower levels of unemployment and JSA claimants:

### Employment and unemployment (October 2015 – September 2016)

|                     | North Kesteven | Lincolnshire | East Midlands |
|---------------------|----------------|--------------|---------------|
| Economically active | 76.7%          | 77.7%        | 77.8%         |
| In employment       | 74.8%          | 74.3%        | 73.9%         |
| Of whom:            |                |              |               |
| Employees           | 65.0%          | 64.3%        | 63.2%         |
| Self-employed       | 8.6%           | 9.7%         | 10.4%         |
| Unemployed          | 3.4%           | 4.2%         | 4.9%          |

ONS population survey

### Out of work benefits – Total JSA claimants (August 2016)

|            | North Kesteven | Lincolnshire | East Midlands | GB   |
|------------|----------------|--------------|---------------|------|
| All people | 0.7%           | 1.1%         | 1.1%          | 1.2% |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in are higher in North Kesteven than Lincolnshire as a whole (gross weekly pay is circa 8% above the county average) and comparable to regional averages:

### Earnings by residence (2016)

|                                       | North Kesteven | Lincolnshire | East Midlands | GB     |
|---------------------------------------|----------------|--------------|---------------|--------|
| Gross weekly pay                      |                |              |               |        |
| Full time workers                     | £502.0         | £465.9       | £501.7        | £541.0 |
| Male full time                        | £591.6         | £524.0       | £549.1        | £581.2 |
| Female full time                      | £425.8         | £395.9       | £433.1        | £481.1 |
| Hourly pay<br>(excluding<br>overtime) |                |              |               |        |
| Full time workers                     | £12.80         | £11.40       | £12.59        | £13.66 |
| Male full time                        | £14.11         | 12.15        | £13.19        | £14.25 |
| Female full time                      | £10.81         | 10.36        | £11.49        | £12.84 |

ONS annual survey of hours and earnings – resident analysis

### South Holland

Economic activity levels in South Holland are slightly lower than county and regional averages with lower unemployment levels and JSA claimants:

### Employment and unemployment (October 2015 – September 2016)

|                     | South Holland | Lincolnshire | East Midlands |
|---------------------|---------------|--------------|---------------|
| Economically active | 76.4%         | 77.7%        | 77.8%         |
| In employment       | 74.2%         | 74.3%        | 73.9%         |
| Of whom:            |               |              |               |
| Employees           | 64.3%         | 64.3%        | 63.2%         |
| Self-employed       | 9.9%          | 9.7%         | 10.4%         |
| Unemployed          | 3.4%          | 4.2%         | 4.9%          |

ONS population survey

### Out of work benefits – Total JSA claimants (August 2016)

|            | South Holland | Lincolnshire | East Midlands | GB   |
|------------|---------------|--------------|---------------|------|
| All people | 0.8%          | 1.1%         | 1.1%          | 1.2% |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in South Holland are broadly in line with Lincolnshire as a whole albeit hourly pay is lower:

### Earnings by residence (2016)

|                                    | South Holland | Lincolnshire | East Midlands | GB     |
|------------------------------------|---------------|--------------|---------------|--------|
| Gross weekly pay                   |               |              |               |        |
| Full time workers                  | £464.1        | £465.9       | £501.7        | £541.0 |
| Male full time                     | £527.8        | £524.0       | £549.1        | £581.2 |
| Female full time                   | £368.5        | £395.9       | £433.1        | £481.1 |
| Hourly pay<br>(excluding overtime) |               |              |               |        |
| Full time workers                  | £10.90        | £11.40       | £12.59        | £13.66 |
| Male full time                     | £11.11        | £12.15       | £13.19        | £14.25 |
| Female full time                   | £9.22         | £10.36       | £11.49        | £12.84 |

ONS annual survey of hours and earnings – resident analysis

## South Kesteven

South Kesteven has the highest economic activity level amongst the working age population compared to all Lincolnshire districts with a higher proportion employed (as opposed to self-employed). Unemployment levels and JSA claimants are lower than the county and region averages:

### Employment and unemployment (October 2015 – September 2016)

|                     | South Kesteven | Lincolnshire | East Midlands |
|---------------------|----------------|--------------|---------------|
| Economically active | 82.7%          | 77.7%        | 77.8%         |
| In employment       | 76.3%          | 74.3%        | 73.9%         |
| Of whom:            |                |              |               |
| Employees           | 66.2%          | 64.3%        | 63.2%         |
| Self-employed       | 10.1%          | 9.7%         | 10.4%         |
| Unemployed          | 3.7%           | 4.2%         | 4.9%          |

ONS population survey

### Out of work benefits – Total JSA claimants (August 2016)

|            | South Kesteven | Lincolnshire | East Midlands | GB   |
|------------|----------------|--------------|---------------|------|
| All people | 0.8%           | 1.1%         | 1.1%          | 1.2% |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in South Kesteven are in line with Lincolnshire as a whole and below the county average:

### Earnings by residence (2016)

|                                       | South Kesteven | Lincolnshire | East Midlands | GB     |
|---------------------------------------|----------------|--------------|---------------|--------|
| Gross weekly pay                      |                |              |               |        |
| Full time workers                     | £468.3         | £465.9       | £501.7        | £541.0 |
| Male full time                        | £552.4         | £524.0       | £549.1        | £581.2 |
| Female full time                      | £386.0         | £395.9       | £433.1        | £481.1 |
| Hourly pay<br>(excluding<br>overtime) |                |              |               |        |
| Full time workers                     | £12.04         | £11.40       | £12.59        | £13.66 |
| Male full time                        | £12.96         | 12.15        | £13.19        | £14.25 |
| Female full time                      | £10.92         | 10.36        | £11.49        | £12.84 |

ONS annual survey of hours and earnings – resident analysis

### West Lindsey

West Lindsey has a higher level of economic activity level than Lincolnshire and East Midlands with a slightly higher proportion of JSA claimants:

### Employment and unemployment (October 2015 – September 2016)

|                     | West Lindsey | Lincolnshire | East Midlands |
|---------------------|--------------|--------------|---------------|
| Economically active | 80.3%        | 77.7%        | 77.8%         |
| In employment       | 77.7%        | 74.3%        | 73.9%         |
| Of whom:            |              |              |               |
| Employees           | 66.0%        | 64.3%        | 63.2%         |
| Self-employed       | 10.1%        | 9.7%         | 10.4%         |
| Unemployed          | 4.1%         | 4.2%         | 4.9%          |

ONS population survey

### Out of work benefits – Total JSA claimants (August 2016)

|            | West Lindsey | Lincolnshire | East Midlands | GB   |
|------------|--------------|--------------|---------------|------|
| All people | 1.4%         | 1.1%         | 1.1%          | 1.2% |

ONS claimant count (% is of resident population of area aged 16-64 and gender)

Earnings by residence in are higher in West Lindsey than Lincolnshire as a whole (gross weekly pay is circa 6% above the county average):

### Earnings by residence (2016)

|                                       | West Lindsey | Lincolnshire | East Midlands | GB     |
|---------------------------------------|--------------|--------------|---------------|--------|
| Gross weekly pay                      |              |              |               |        |
| Full time workers                     | £496.0       | £465.9       | £501.7        | £541.0 |
| Male full time                        | £563.4       | £524.0       | £549.1        | £581.2 |
| Female full time                      | £426.9       | £395.9       | £433.1        | £481.1 |
| Hourly pay<br>(excluding<br>overtime) |              |              |               |        |
| Full time workers                     | £12.20       | £11.40       | £12.59        | £13.66 |
| Male full time                        | £13.50       | 12.15        | £13.19        | £14.25 |
| Female full time                      | £10.97       | 10.36        | £11.49        | £12.84 |

### Appendix 4 Places offered by District and broken down by Ward

| Row Labels          | No. of places offered in census week for 0-1yr olds<br>(Grossed Up based on 250 viable Returns) | No. of places offered in census week for 2yr olds<br>(Grossed Up based on 250 viable Returns) | No. of places offered in census week for 3-4yr olds<br>(Grossed Up based on 250 viable Returns) |
|---------------------|---|---|---|
| Boston              | 149   | 323   | 566   |
| East Lindsey        | 245   | 497   | 1078  |
| Lincoln             | 245   | 361   | 690   |
| North Kesteven      | 291   | 563   | 1233  |
| South Holland       | 167   | 388   | 846   |
| South Kesteven      | 318   | 688   | 1186  |
| West Lindsey        | 141   | 373   | 765   |
| <b>Lincolnshire</b> | <b>1557</b>   | <b>3194</b>   | <b>6364</b>   |

| <b>District</b> | <b>Ward</b>                     | <b>No. of places offered in census week for 0-1yr olds<br/>(Grossed Up based on 250 viable Returns)</b> | <b>No. of places offered in census week for 2yr olds<br/>(Grossed Up based on 250 viable Returns)</b> | <b>No. of places offered in census week for 3-4yr olds<br/>(Grossed Up based on 250 viable Returns)</b> |
|-----------------|---------------------------------|---|---|---|
| Boston          | Coastal                         | 8   | 10  | 21  |
| Boston          | Fenside                         | 0   | 0   | 0   |
| Boston          | Fishtoft                        | 9   | 28  | 46  |
| Boston          | Five Village                    | 16  | 17  | 25  |
| Boston          | Kirton and Frampton             | 15  | 32  | 57  |
| Boston          | Skirbeck                        | 11  | 13  | 28  |
| Boston          | St. Thomas'                     | 6   | 15  | 27  |
| Boston          | Staniland                       | 18  | 48  | 76  |
| Boston          | Station                         | 10  | 17  | 29  |
| Boston          | Swineshead and Holland Fen      | 12  | 33  | 60  |
| Boston          | Trinity                         | 17  | 44  | 74  |
| Boston          | West                            | 4   | 17  | 39  |
| Boston          | Witham                          | 4   | 16  | 37  |
| Boston          | Wyberton                        | 19  | 32  | 49  |
| East Lindsey    | Alford                          | 18  | 24  | 51  |
| East Lindsey    | Binbrook                        | 1   | 1   | 2   |
| East Lindsey    | Burgh le Marsh                  | 9   | 20  | 24  |
| East Lindsey    | Chapel St. Leonards             | 1   | 16  | 25  |
| East Lindsey    | Coningsby & Mareham             | 40  | 49  | 178   |
| East Lindsey    | Croft                           | 0   | 0   | 2   |
| East Lindsey    | Fulstow                         | 3   | 12  | 23  |
| East Lindsey    | Grimoldby                       | 4   | 9   | 20  |
| East Lindsey    | Hagworthingham                  | 1   | 1   | 1   |
| East Lindsey    | Halton Holegate                 | 12  | 12  | 31  |
| East Lindsey    | Holton-le-Clay & North Thoresby | 10  | 32  | 64  |
| East Lindsey    | Horncastle                      | 16  | 28  | 52  |
| East Lindsey    | Ingoldmells                     | 12  | 18  | 43  |
| East Lindsey    | Legbourne                       | 18  | 16  | 32  |
| East Lindsey    | Mablethorpe                     | 10  | 25  | 56  |
| East Lindsey    | Marshchapel & Somercotes        | 9   | 16  | 33  |
| East Lindsey    | North Holme                     | 2   | 5   | 11  |
| East Lindsey    | Priory & St. James'             | 17  | 45  | 67  |
| East Lindsey    | Roughton                        | 1   | 2   | 1   |
| East Lindsey    | Scarborough & Seacroft          | 22  | 49  | 109   |
| East Lindsey    | Sibsey & Stickney               | 5   | 23  | 62  |
| East Lindsey    | Spilsby                         | 5   | 23  | 43  |
| East Lindsey    | St. Clement's                   | 2   | 2   | 2   |

|                |                                       |    |    |     |
|----------------|---------------------------------------|----|----|-----|
| East Lindsey   | St. Margaret's                        | 6  | 11 | 18  |
| East Lindsey   | St. Mary's                            | 1  | 1  | 1   |
| East Lindsey   | Sutton on Sea                         | 0  | 4  | 18  |
| East Lindsey   | Tetford & Donington                   | 4  | 7  | 13  |
| East Lindsey   | Tetney                                | 2  | 4  | 10  |
| East Lindsey   | Trinity                               | 1  | 1  | 1   |
| East Lindsey   | Wainfleet                             | 4  | 10 | 21  |
| East Lindsey   | Willoughby with Sloothby              | 0  | 5  | 3   |
| East Lindsey   | Winthorpe                             | 2  | 2  | 2   |
| East Lindsey   | Withern & Theddlethorpe               | 1  | 2  | 1   |
| East Lindsey   | Woodhall Spa                          | 6  | 14 | 31  |
| East Lindsey   | Wragby                                | 5  | 11 | 29  |
| Lincoln        | Abbey                                 | 52 | 76 | 115 |
| Lincoln        | Birchwood                             | 30 | 37 | 50  |
| Lincoln        | Boultham                              | 32 | 46 | 92  |
| Lincoln        | Bracebridge                           | 19 | 26 | 46  |
| Lincoln        | Carholme                              | 17 | 26 | 57  |
| Lincoln        | Castle                                | 12 | 19 | 38  |
| Lincoln        | Glebe                                 | 5  | 8  | 16  |
| Lincoln        | Hartsholme                            | 7  | 7  | 60  |
| Lincoln        | Minster                               | 27 | 43 | 72  |
| Lincoln        | Moorland                              | 26 | 36 | 85  |
| Lincoln        | Park                                  | 18 | 36 | 59  |
| North Kesteven | Ashby de la Launde and Cranwell       | 21 | 34 | 78  |
| North Kesteven | Bassingham and Brant Broughton        | 10 | 30 | 58  |
| North Kesteven | Billingham, Martin and North Kyme     | 7  | 19 | 44  |
| North Kesteven | Bracebridge Heath and Waddington East | 22 | 53 | 112 |
| North Kesteven | Branston                              | 18 | 12 | 51  |
| North Kesteven | Cliff Villages                        | 2  | 23 | 65  |
| North Kesteven | Eagle, Swinderby and Witham St. Hughs | 10 | 36 | 89  |
| North Kesteven | Heckington Rural                      | 3  | 10 | 36  |
| North Kesteven | Heighington and Washingborough        | 26 | 35 | 73  |
| North Kesteven | Kirkby la Thorpe and South Kyme       | 1  | 1  | 5   |
| North Kesteven | Leasingham and Rauceby                | 5  | 20 | 15  |
| North Kesteven | Metheringham                          | 20 | 39 | 99  |

|                |                                   |    |    |     |
|----------------|-----------------------------------|----|----|-----|
| North Kesteven | North Hykeham Forum               | 1  | 9  | 19  |
| North Kesteven | North Hykeham Memorial            | 35 | 60 | 90  |
| North Kesteven | North Hykeham Mill                | 4  | 6  | 12  |
| North Kesteven | North Hykeham Moor                | 3  | 2  | 2   |
| North Kesteven | North Hykeham Witham              | 11 | 19 | 42  |
| North Kesteven | Osbournby                         | 12 | 10 | 28  |
| North Kesteven | Ruskington                        | 24 | 39 | 71  |
| North Kesteven | Skellingthorpe                    | 10 | 21 | 46  |
| North Kesteven | Sleaford Castle                   | 3  | 6  | 14  |
| North Kesteven | Sleaford Holdingham               | 7  | 3  | 17  |
| North Kesteven | Sleaford Navigation               | 3  | 7  | 16  |
| North Kesteven | Sleaford Quarrington and Mareham  | 9  | 20 | 60  |
| North Kesteven | Sleaford Westholme                | 16 | 31 | 57  |
| North Kesteven | Waddington West                   | 7  | 15 | 35  |
| South Holland  | Crowland and Deeping St. Nicholas | 5  | 15 | 35  |
| South Holland  | Donington, Quadring and Gosberton | 8  | 27 | 64  |
| South Holland  | Fleet                             | 19 | 33 | 69  |
| South Holland  | Gedney                            | 2  | 2  | 3   |
| South Holland  | Holbeach Hurn                     | 1  | 2  | 1   |
| South Holland  | Holbeach Town                     | 1  | 27 | 54  |
| South Holland  | Long Sutton                       | 21 | 35 | 66  |
| South Holland  | Moulton, Weston and Cowbit        | 11 | 35 | 71  |
| South Holland  | Pinchbeck and Surfleet            | 26 | 33 | 105 |
| South Holland  | Spalding Castle                   | 5  | 12 | 29  |
| South Holland  | Spalding Monks House              | 0  | 0  | 1   |
| South Holland  | Spalding St. John's               | 19 | 45 | 101 |
| South Holland  | Spalding St. Mary's               | 15 | 26 | 68  |
| South Holland  | Spalding St. Paul's               | 16 | 34 | 77  |
| South Holland  | Spalding Wygate                   | 5  | 13 | 26  |
| South Holland  | Sutton Bridge                     | 1  | 26 | 32  |
| South Holland  | The Saints                        | 1  | 4  | 14  |
| South Holland  | Whaplode and Holbeach St. John's  | 11 | 18 | 29  |
| South Kesteven | Belmont                           | 3  | 5  | 3   |

|                |                        |    |    |     |
|----------------|------------------------|----|----|-----|
| South Kesteven | Belvoir                | 7  | 23 | 50  |
| South Kesteven | Bourne Austerby        | 31 | 42 | 74  |
| South Kesteven | Bourne West            | 14 | 22 | 42  |
| South Kesteven | Casewick               | 10 | 25 | 65  |
| South Kesteven | Castle                 | 6  | 22 | 42  |
| South Kesteven | Deeping St. James      | 10 | 33 | 36  |
| South Kesteven | Dole Wood              | 4  | 6  | 14  |
| South Kesteven | Glen                   | 4  | 11 | 20  |
| South Kesteven | Grantham Arnoldfield   | 3  | 8  | 16  |
| South Kesteven | Grantham Barrowby Gate | 5  | 20 | 21  |
| South Kesteven | Grantham Earlesfield   | 20 | 53 | 76  |
| South Kesteven | Grantham Harrowby      | 6  | 20 | 36  |
| South Kesteven | Grantham Springfield   | 2  | 2  | 2   |
| South Kesteven | Grantham St. Vincent's | 21 | 37 | 75  |
| South Kesteven | Grantham St. Wulfram's | 29 | 41 | 72  |
| South Kesteven | Isaac Newton           | 8  | 24 | 42  |
| South Kesteven | Lincrest               | 6  | 15 | 28  |
| South Kesteven | Loveden Heath          | 1  | 10 | 15  |
| South Kesteven | Market & West Deeping  | 17 | 45 | 75  |
| South Kesteven | Morton                 | 0  | 10 | 16  |
| South Kesteven | Peascliffe & Ridgeway  | 16 | 49 | 107 |
| South Kesteven | Stamford All Saints    | 1  | 6  | 2   |
| South Kesteven | Stamford St. George's  | 7  | 27 | 46  |
| South Kesteven | Stamford St. John's    | 13 | 14 | 25  |
| South Kesteven | Stamford St. Mary's    | 61 | 83 | 131 |

|                |                         |    |    |    |
|----------------|-------------------------|----|----|----|
| South Kesteven | Viking                  | 15 | 34 | 55 |
| West Lindsey   | Bardney                 | 3  | 8  | 42 |
| West Lindsey   | Caistor and Yarborough  | 6  | 21 | 44 |
| West Lindsey   | Cherry Willingham       | 20 | 31 | 64 |
| West Lindsey   | Dunholme and Welton     | 9  | 38 | 82 |
| West Lindsey   | Gainsborough East       | 14 | 29 | 45 |
| West Lindsey   | Gainsborough North      | 5  | 14 | 19 |
| West Lindsey   | Gainsborough South-West | 19 | 43 | 79 |
| West Lindsey   | Hemswell                | 1  | 6  | 13 |
| West Lindsey   | Kelsey Wold             | 1  | 5  | 13 |
| West Lindsey   | Lea                     | 1  | 4  | 11 |
| West Lindsey   | Market Rasen            | 14 | 32 | 67 |
| West Lindsey   | Nettleham               | 5  | 16 | 34 |
| West Lindsey   | Saxilby                 | 6  | 37 | 58 |
| West Lindsey   | Scampton                | 10 | 21 | 34 |
| West Lindsey   | Scotter and Blyton      | 7  | 29 | 59 |
| West Lindsey   | Stow                    | 2  | 9  | 22 |
| West Lindsey   | Sudbrooke               | 15 | 24 | 59 |
| West Lindsey   | Torksey                 | 2  | 6  | 10 |
| West Lindsey   | Waddingham and Spital   | 0  | 2  | 9  |

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

|            |  |
|------------|--|
| Report to: | <b>Children and Young People Scrutiny Committee</b>    |
| Date:      | <b>19 January 2018</b>                                 |
| Subject:   | <b>Inclusive Lincolnshire Strategy – Policy Review</b> |

**Summary:**

This report updates the Children and Young People Scrutiny Committee on the progress of the Inclusive Lincolnshire Strategy.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to consider the content of the report and to provide feedback and challenge as required.

## 1. Background

*The Inclusive Lincolnshire Strategy* (December 2015) was introduced to address the problem of a rising and unsustainable rate of permanent exclusion from Lincolnshire schools. The issue, which resulted in our county being consistently the highest excluder of primary-phase children nationally and nearly the highest of secondary, has been well documented in previous reports.

At the heart of the Strategy is the Lincolnshire Ladder of Behavioural Intervention, widely known now simply as 'The Ladder'.

<http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>

This is designed to support schools in focussing on the underlying drivers of challenging behaviour, rather than merely its outward presentation. The Ladder comprises three main steps:

1. Screen for unmet learning needs (e.g. language deficit) and explore any environmental factors through Early Help Assessment. Use these assessment outcomes as the basis of an evidence-based, signs-of-safety informed pastoral support programme (PSP)
2. If the PSP is ineffective, use as the basis of referral to BOSS (Behaviour Outreach Support Service) for specialist input.

3. If BOSS support fails to re-engage, make referral for intervention placement (KS1-3) or Alternative Pathway (KS4) within the AP (Alternative Provision) sector.

The Ladder continues to attract interest from local authorities across the country and was shortlisted in 2017 for CYP Now's prestigious Early Intervention Award.

Its success in reducing Lincolnshire's rate of permanent exclusion is evaluated under Progress. However, it is important to view this data within the troubling wider context created by the Children Commissioner's recent Briefing for MPs, *Falling through the Gaps* (Nov. 2017)

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/11/BRIEFING-Falling-through-the-gaps-in-education-CCO.pdf>

The briefing shows that the rate of permanent exclusion is rising rapidly in England, with a 44% increase since 2012/13. However, it also confirms that only one in five of the 48,000 children currently educated in Alternative Provision (AP) have been permanently excluded. Official national data is in this regard of little value as an indicator of inclusion in English schools and it is possible to hypothesise that Lincolnshire's secondary schools were not necessarily less inclusive than those elsewhere, when they were the highest excluders nationally, but rather among the most transparent. Certainly, Pupil Reintegration Team (PRT) officers have always held the line on ensuring that exclusions are lawful so that a family's legal right to challenge is upheld.

It is imperative that Lincolnshire's drive to reduce formal permanent exclusion is based on a genuine strengthening of inclusive practice, not secured through any 'gaming' of the figures, such as back-door exclusion. (A practice widespread in LAs across the country) This means that Lincolnshire's exclusion rate is likely to reduce more slowly than would be the case were a quick-fix found, but there will be no children hidden from official statistics, a problem rightly challenged by the commissioner.

It is worth summarising the key findings from 'Falling through the Gaps' so that the Ladder can be evaluated against this challenge from the Commissioner, before focusing in 'Progress' on what the data tells us about permanent exclusion. There are six of these, as follows:

1. ***Tens of thousands of children are educated outside mainstream or special school, many effectively 'hidden away' in settings where little is known about how well their needs are being met. Around 38,000 children are single registered in Alternative Provision (AP) with 16,000 of these educated in state funded APs, such as PRUs, AP Free Schools and academies. Around 22,000 are enrolled in other types of AP, which can include Independent and Hospital schools or vocational establishments. To date, Ofsted has identified 300 establishments operating illegally as unregistered schools, involving thousands of children, but the true number of them is unknown. It is impossible to assess the quality of a child's education, wellbeing or safety in such provision.***

**Inclusive Lincolnshire Strategy:** whilst many LAs operate Fair Access panels which allow headteachers to 'manage move' pupils into AP, often using a quota system, Lincolnshire does not allow this. We have this year introduced Collaborative Headteacher Inclusion Panels ('CHIPS') as another strand of the overarching Inclusive Lincolnshire Strategy, but these facilitate moves between mainstream schools only, not into AP. Managed moves are recognised in 'Through the Gaps' as positive when they "prevent the need for a permanent exclusion – particularly if it provides a fresh start for the child."

In relation to unregistered schools, the Local Authority recognises that there are a number in Lincolnshire that do in fact provide vulnerable pupils with a high quality vocational education. The provisions, previously known collectively as Solutions 4, were praised by Ofsted in 2015: "*pupils were observed behaving well at sites of alternative provision, used for pupils in Key Stage 4. Pupils demonstrated positive attitudes to learning on these sites and reported that staff managed pupils' behaviour effectively.*" Qualifications were described as relevant with positive pathways into post-16 also commended.

The Ladder of Intervention allows schools to access places within these unregistered settings, but only on a dual-registered basis (pupils are not 'off-rolled'). Furthermore, CMAT (Cambridge Meridian Academies Trust) has been commissioned to undertake robust quality assurance of the settings (Build a Future, First Steps and SESN) on behalf of the LA and schools. Whilst the the Children's Commissioner and Ofsted's concerns about unregistered provision are clearly entirely legitimate, these have been robustly mitigated in Lincolnshire, for the benefit of KS4 learners whose needs cannot be met through a narrowly academic mainstream curriculum.

2. ***Many of these children are vulnerable and in need of extra help.*** *Children with SEND account for half of all permanent exclusions despite being only 14% of the school population. Over ¾ of children in PRUs have SEND. 1 in 10 has a SEND statement or EHC (Education, Care and Health) plan. A high proportion of these pupils may be in AP because it is easier to place them there, rather than because that is the setting which provides the best support for their needs.*

**Inclusive Lincolnshire Strategy** Referring again to the Ladder, and referral for intervention placement which is its final step, pupils with EHC plans can only be referred in liaison with SEND caseworkers and through multi-agency annual review. All professional must agree that needs can be met within AP. Referrals are not accepted from special schools.

3. ***Official exclusions are rising, but many children are also being excluded by the back door through 'hidden' or unofficial exclusions.*** *The number of children who leave mainstream schools for other types of provision is significantly higher than the number permanently excluded (which has risen by 44% since 2012/13). **Only 1 in 5 children in AP has***

*previously been permanently excluded before. Pupils commonly undergo a managed move to an AP and then complete their education there. These pupils are effectively permanently excluded without having gone through the legal process that is designed to protect their rights.*

**Inclusive Lincolnshire Strategy** With the exception of KS4 pupils, intervention places accessed via the Ladder are precisely that: pupils return to their home schools after a 16 week period of intervention, with home school maintaining involvement. Occasionally, underlying SEND is identified during the course of the intervention placement, in which case the route out may be into special school, rather than back to home-school. KS4 pupils do not return to home school only because it would not be in their best interests to begin a vocational pathway and not complete it, nor to have GCSEs interrupted. The commissioner recognises the value of this: "AP ... can allow children to thrive in ways that may not have been possible in a mainstream setting."

- 4. In some cases, children could be moved out of mainstream schools for reasons that are more in the school's interests than the child's. Most of the children who move into AP do so in Year 10 or 11, and only 1% go on to achieve 5+ A\*-C including English and Maths (2015-16). Over a third of pupils who were in AP at the end of KS4 in 2016/17 were recorded NEET, compared with 1 in 20 mainstream pupils. Nine out of ten mainstream schools are benefitting from these pupils leaving, in the sense that their data is improved. Analysis by school type has shown that this effect is strongest for sponsor academies.*

**Inclusive Lincolnshire Strategy** Consistent with the national pattern, most Lincolnshire permanent exclusions are KS4 and there is a link between schools in an Ofsted category of concern and exclusion. When Headteachers are under pressure to raise attainment, then inclusion – which can drain resources - slips down the list of priorities. In order to successfully refer for an intervention placement, schools must demonstrate – by sharing their pastoral support planning – that they have made reasonable adjustments and provided evidence-based intervention to meet individual needs. RI schools are not generally able or willing to do this and pupils therefore arrive at the PRU [Pupil Referral Unit] via a permanent exclusion rather than through the Ladder. Subsequently, whilst nationally, only 1 in 5 PRU pupils have been permanently excluded, in Lincolnshire the vast majority of secondary PRU pupils have been permanently excluded. (See 'Progress' below) Whilst this does not improve our data, it does demonstrate the integrity of the Ladder.

In relation to the poor outcomes of KS4 pupils educated in AP, the LA is of course fully aware that its PRU went into special measures and the journey of improvement, with Wellspring Academy Trust (WAT) as sponsor, is at a very early stage. Outcomes were once again not good enough in 2016/17. The LA's response, previously agreed at committee, has been to commission additional vocational learning places for September 2018 so that a version of Solutions 4 is reinstated. In addition, the WAT free school

programme will ensure that vulnerable learners are educated in purpose-built premises.

5. **Some children, including highly vulnerable ones, are not in education at all.** Between 10,000 and 15,000 children are estimated to miss education at one point in time.

**Inclusive Lincolnshire Strategy** Whilst the LA's CME (Children Missing Education) team is responsible for this cohort, the Ladder does provide schools with access to support when admitting pupils who may be returning from a period out of education. Headteachers regularly contact the Pupil Reintegration Team regarding such cases. The PSP, the LA's Signs of Safety planning proforma, now widely adopted across the county, has proven a valuable tool for transition planning.

6. **In many cases, existing statistics are unable to tell the full story.** There are no official figures on the extent of unofficial and illegal exclusions – only surveys, which could severely underestimate the scale of the issue.

**Inclusive Lincolnshire Strategy** Lincolnshire guidance has been published on the use of part-time timetables (a common form of illegal exclusion) with the PRT ensuring schools are fully aware of the legislation around this. The CHIPS panels are actively contributing to a greater degree of transparency and peer challenge – for example, if a Headteacher encourages a pupil to consider a neighbouring school, there is now a forum to address that. Finally, Elective Home Education data is shared with all schools every term – making it very clear which schools are encouraging this choice. There has been a real attempt through the Strategy to promote transparency around this difficult agenda.

## 2. Progress Update

As already established in the section above, there is much more to this issue than national exclusions data, which is clearly subject to gaming. However, reducing the number of permanent exclusions must remain a key priority for the LA, particularly with so much resource and support now available to schools. When a permanent exclusion is issued and a school has not first followed the Ladder – screened for needs, designed a PSP and so on – it is difficult to accept that the measure was the 'last resort' that exclusions law says it must be. The data below confirms that most exclusions are for 'persistent misconduct' - chronic behavioural difficulty that ought to be managed inclusively via the Ladder.

| <b>Most Common Reason For Permanent Exclusion Over 3 Years</b> |              |              |              |              |
|--|--------------|--------------|--------------|--------------|
|  | <b>14/15</b> | <b>15/16</b> | <b>16/17</b> | <b>Total</b> |
| Persistent Disruptive Behaviour                                | 22           | 62           | 72           | 156          |
| Other  | 4            | 45           | 27           | 76           |
| Physical Assault Against an Adult                              | 8            | 23           | 16           | 47           |
| Physical Assault Against a Pupil                               | 2            | 15           | 12           | 29           |
| Drugs  | 2            | 10           | 10           | 22           |

*Falling though the Gaps* identifies a 44% rise in permanent exclusion (PX) since 2012/13 with the rate rising dramatically in 2016/17. Whilst DfE statistics are a year behind, the TES found through an FoI request that three LA experienced a 300% increase from 2015-16 to 2016-17, 12 LAs saw rates double that year and in a total of 25 LAs, the rate increased by 50%. Lincolnshire's success in reversing this pernicious national trend, albeit from a high starting point, is not insignificant.

| <b>Permanent Exclusion (PX) - 3 year comparison</b> |              |              |                  |
|---|--------------|--------------|------------------|
|   | <b>14/15</b> | <b>15/16</b> | <b>16/17</b>     |
| <b>Primary</b>                                      | 44           | 52           | 30               |
| <b>Secondary</b>                                    | 159          | 122          | 130              |
| <b>Special</b>                                      | 1            | 8            | 4                |
| <b>Totals</b>                                       | <b>204</b>   | <b>182</b>   | <b>164 (151)</b> |

Of the 164 PX that the Local Authority was notified about in 2016/17, 13 were subsequently quashed or withdrawn. The actual figure, whilst remaining cause for concern, represents a 15% reduction on the previous year and a 26% reduction since the Ladder was launched a term into 2015/16.

The DfE statistical release on exclusions is always a year behind, so the last official data – below - relates to 2015/16. That year, with 0.23% of pupils permanently excluded, Lincolnshire was above the national average of 0.17% by 6%. The gap between Lincolnshire and other LAs has narrowed significantly then, since in 2014-15 it was 16%.

### **Rate of Permanent Exclusion as % of Pupil Population**

|                  | <b>2014/15</b>          |                              | <b>2015/16</b>           |                              |
|------------------|-------------------------|------------------------------|--------------------------|------------------------------|
|                  | <b>National Average</b> | <b>Lincolnshire Guidance</b> | <b>National Guidance</b> | <b>Lincolnshire Guidance</b> |
| <b>Primary</b>   | 0.02%                   | 0.07%                        | 0.02%                    | 0.08%                        |
| <b>Secondary</b> | 0.15%                   | 0.31%                        | 0.17%                    | 0.23%                        |

The point that the Ladder represents an inclusive alternative to PX for persistent misconduct has already been made. One of the issues, early into its launch, was poor quality referrals, particularly from secondary schools. When PSP planning does not demonstrate evidence-based intervention and support, and a robust cycle

of assess-plan-do-review, referrals are declined by panel. Some of the highest excluding schools last year experienced early disappointment with the process and then failed to engage with it any further. As already indicated, where schools Require Improvement or are open to Special Measures, then using the Ladder to avoid a permanent exclusion can either be beyond them or simply not a priority. The PRT continues to work hard to engage these schools and to share best practice.

| <b>Intervention Placements 2016/2017</b> |                 |                 |
|--|-----------------|-----------------|
|  | <b>Accepted</b> | <b>Declined</b> |
| <b>Primary</b>                           | 25              | 10              |
| <b>Secondary</b>                         | 36              | 21              |
| <b>Total</b>                             | <b>61</b>       | <b>31</b>       |
| <b>Led to PX after Decline</b>           | 5 (8.2%)        | 6 (19%)         |

It is important to note that the quality of referral has improved significantly this academic year. Of course, this will create a capacity issue if the rate of PX does not decline further since all pupils, whether taking up places for intervention or permanently excluded, currently access the same provision. Historically, the PRU has always exceeded its Pupil Admission Number of 252 by at least 75 places, another reason for the KS4 commission from September 2018. Until then, the sector remains under more pressure than can be regarded optimal.

| <b>Intervention Placements 17/18</b> |                 |                 |
|--------------------------------------|-----------------|-----------------|
|                                      | <b>Accepted</b> | <b>Declined</b> |
| <b>Primary</b>                       | 2               | 0               |
| <b>Secondary</b>                     | 10              | 2               |
| <b>Total</b>                         | <b>12</b>       | <b>2</b>        |

## **Conclusion**

Given that Lincolnshire is confounding the national trend of rapidly rising exclusion, it is possible to conclude that the Inclusive Lincolnshire has had a positive impact. Data for 2017-18 has not been included in this review since the fluctuations from one term to the next are not predictable. Certainly, the autumn term was challenging, however, with three schools in Ofsted categories of concern accounting for over twenty exclusions between them.

The CHIPS are new this year and represent another inclusive alternative to permanent exclusion. It is heartening that all but a small handful of non-selective schools are engaged in this process.

The Ladder remains the right way to promote inclusion, and the panel will continue to hold a firm line on the quality of referral into AP even when headteachers indicate that permanent exclusion is the only other available option. This protects the LA from any charge that it is facilitating 'off-rolling', rather than promoting genuine inclusive practice. There is much anecdotal evidence from Liaise (the LA's parent advisory group), from the virtual school and from other partners that schools are meeting the needs of their most vulnerable pupils much more effectively than in the past, when a punitive route would more likely have been pursued. This is real progress, to be built on throughout 2017-18, however challenging the wider policy context within which schools must operate – the very real forces against inclusion.

### **3. Consultation**

#### **a) Policy Proofing Actions Required**

N/A

### **4. Background Papers**

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

This report was written by Mary Meredith, who can be contacted on 01522 554549 or [mary.meredith@lincolnshire.gov.uk](mailto:mary.meredith@lincolnshire.gov.uk).

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

|            |   |
|------------|---|
| Report to: | <b>Children and Young People Scrutiny Committee</b>   |
| Date:      | <b>19 January 2018</b>  |
| Subject:   | <b>Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments</b> |

**Summary:**

This item invites the Children and Young People Scrutiny Committee to comment on the report titled "*Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments*" which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services for decision on 2 February 2018. The views of the Scrutiny Committee will be reported to the Executive Councillor, as part of her consideration of the recommendation.

**Actions Required:**

- 1) To consider the attached report (Appendix 1) and to determine whether the Committee supports the recommendation to the Executive Councillor as 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 titled "Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments" for decision on 2<sup>nd</sup> February 2018. The full report to the Executive Councillor is attached as Appendix 1 to this report.

**2. Conclusion**

Following consideration of the attached report, the Committee are requested to consider whether it supports the recommendation in the report and whether it wished to make any additional comments to the Executive Councillor. The Committees 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 "*Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments*".

### 4. Appendices

|   |  |
|---|--|
| These are listed below and attached at the back of the report |  |
| Appendix 1  | Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (2nd February 2018) on Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments |

### 5. Background Papers

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

This report was written by Andrew Hancy, who can be contacted on 01522 554031 or [andrew.hancy@lincolnshire.gov.uk](mailto:andrew.hancy@lincolnshire.gov.uk)

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

|                     |   |
|---------------------|---|
| Report to:          | <b>Councillor Mrs P A Bradwell, Executive Councillor Adult Care, Health and Children's Services</b>       |
| Date:               | <b>02 February 2018</b>   |
| Subject:            | <b>Proposed changes to Enhanced Resource Provision Units supporting Children with Hearing Impairments</b> |
| Decision Reference: | <b>I014740</b>  |
| Key decision?       | <b>Yes</b>  |

**Summary:**

Children's Services has undertaken a comprehensive review of the provision of support to children with hearing impairments who are currently supported through an Enhanced Resource Provision (ERP) unit.

There are currently four units across Lincolnshire: two primary and two secondary. Each unit is attached to a school and specialist teaching support is provided through the Sensory Education Support Team. Children only spend part of their time in the unit to receive targeted teaching support with the remaining time being educated and supported within a mainstream class setting. There are presently nine children supported through two of the units.

A public consultation was undertaken in October/November 2017 which presented four options for the future provision of the service. Feedback was received from 15 individuals, which has been considered in making the proposed recommendation.

This report recommends to the Executive Councillor for Adult Care, Health and Children's Services the proposed model for the future provision of Enhanced Resource Units for children with Hearing Impairments which should be implemented.

**Recommendation(s):**

That the Executive Councillor :

- 1) Consider the feedback received from the public consultation
- 2) Approve the recommendation to implement Option 4 as set out in the Report which is to decommission the four Enhanced Resource Provision Units as from 29 March 2018 (end of Spring Term), removing the provision from the Council's Local Offer, and to support children in mainstream school settings.

**Alternatives Considered:**

1. As part of the consultation four options for the future provision of ERP units supporting children with Hearing Impairments were presented. No additional options were presented during consultation.

The three alternatives to the recommended option considered were:

1) Retain existing four units across Lincolnshire (no change). At present only two of the units have children allocated to them and pupil numbers continue to reduce. This demonstrates a clear desire by most parents for their child to attend a mainstream school where they can. The two units with hearing impairment children on roll are already supported by specialist teachers employed by SEST. This specialist teaching and support service can adequately be provided through the existing outreach model which is in place for the remaining 98% of pupils with a sensory impairment.

2) Reduce number of ERP units from four to two across Lincolnshire. Whilst this could provide advantages in transition of children from primary to secondary, the current secondary units would have to be relocated into a mainstream school close to the primary ERP unit. This would still not address the issues of children across Lincolnshire having to travel significant distances to access education from a mainstream school with an ERP.

3) No further placement of children into ERPs - all new placements into local mainstream schools. This option received one positive preference from the consultation. Whilst it would be advantageous to gradually remove the provision, this could cause confusion amongst parents and carers as to what the 'offer' is for their child.

The feedback from the consultation was 60% of respondents were in favour of removing the units either gradually (Option 3) or immediately (Option 4).

**Reasons for Recommendation:**

This recommendation is based upon feedback received on the four options which were consulted upon.

The recommended option provides a consistent model of support to those children with Hearing Impairments who will continue to receive targeted teaching and support through the Sensory Education Support Team (SEST) outreach model. In line with other children in mainstream settings, specialist Teachers of the Deaf will visit the pupil and support staff in school to provide targeted strategies for their continued progress and development. The frequency and length of visits will remain aligned to each individual child's

assessed needs.

Parents of four of the six children based in the ERP have stated they wish for the child to remain at the school even without the ERP unit. There will be minimal disruption to these children as the specialist teaching is already provided by SEST, although the specialist teacher will not be located full time at the school in future, but will be available both remotely and at the time of their visits into school for advice and guidance to school staff.

## 1. Background

Children's Services remains committed to the inclusion of all children with Hearing Impairments who should be offered the ability to access education in a school as near to their home as possible and provided with high quality support when they need it, so they can achieve their potential in learning.

The Sensory Education Support Team (SEST) is staffed by specialist qualified Teachers who provide learning to children with sensory impairments. SEST supports 545 children across Lincolnshire with a sensory impairment from birth to school leaving age. Over 98% of these children are supported within their local mainstream school with outreach support being provided to schools through the SEST service.

There are currently four schools (two primary and two secondary) with an Enhanced Resource Provision unit providing targeted support to nine children (six primary and three secondary) with significant hearing impairments. This number will shortly reduce to eight. Some of these children also have complex needs in addition to their sensory impairment. Specialist teaching from all the ERP units is provided through SEST.

On 18 October 2017 a six week consultation commenced providing four options for the future provision of Enhanced Resource Provision (ERP) units to meet the needs of children with a hearing impairment and families. The consultation document is attached at Appendix A and sets out the results of the Council's review of services, the reasons it was proposing change and four options for consultation

The options were:

**Option 1** - Retain existing 4 units across Lincolnshire (No change)

**Option 2** - Reduce number of ERP units from 4 to 2 across Lincolnshire

**Option 3** - No further placement of children into the ERPs – all new placements into local mainstream schools

**Option 4** - Decommission the ERP Units and support children in a mainstream school setting

The consultation ended on 28<sup>th</sup> November 2018 and a total of 15 responses were received from the following stakeholders:

|   |          | <b>Response %</b> |
|---|----------|-------------------|
| A teacher/head teacher/principal /School Staff                    | <b>8</b> | <b>53.33%</b>     |
| Governing Body  | <b>1</b> | <b>6.67%</b>      |
| A parent/carer of a pupil(s)/student(s) with a Hearing Impairment | <b>5</b> | <b>33.33%</b>     |
| Not disclosed   | <b>1</b> | <b>6.67%</b>      |

Each respondent was requested to select their preferred option for the future provision of ERP units and to provide their reasons why they made their choice.

| <b>Option Outcomes</b>   |          | <b>Response %</b> |
|--|----------|-------------------|
| Option 1 - Retain existing 4 units across Lincolnshire   | <b>3</b> | <b>20.00%</b>     |
| Option 2 - Reduce Number of ERP units from 4 to 2 across Lincolnshire  | <b>3</b> | <b>20.00%</b>     |
| Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools | <b>1</b> | <b>6.67%</b>      |
| Option 4 - Decommission the ERP Units and support children in a mainstream school setting                    | <b>8</b> | <b>53.33%</b>     |

Options 1 and 2 recommended retaining or reducing the number of ERP units, which 40% of respondents were in favour of.

The remaining 60% were either in favour of option 3 or 4. Both options recommended the units to be decommissioned, however under option 3 this would be on a gradual basis over a period of time and no new placements would be made into the units after Easter 2018. One respondent was in favour of option 3 and a total of eight in favour of the recommended option 4.

The Executive Councillor is referred to the comments of respondents together with the Council's response detailed within Appendix B.

On the basis of the support given in the consultation to Option 4 and the reasons given on Appendix B as to how the concerns of respondents who preferred other options can be met it is recommended that the Executive Councillor approves Option 4.

## **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

An Equality Impact Analysis was carried prior to consultation and has been updated to reflect the consultation feedback received. This has been attached as Appendix D.

There were no significant positive or negative impacts identified from the consultation feedback. Comments were received about the benefits of retaining the ERP unit which enabled the children to socialise with peers with similar impairments as well as other children. There are no plans to remove the general socialisation aspect from the provision as all children have been offered the opportunity to remain in their current school with their peer group, rather than having to move to alternative schools closer to home, if that is their preference.

The opportunities provided by the units to socialise with peers with similar impairments will be reduced but given the purpose of the units and their low attendance this is not considered to outweigh the generally positive implications especially for the fostering of good relations that are provided by the proposal in Option 4

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

The provision of hearing impairment services contributes to the wellbeing of the children who receive them. No change is proposed to the level of the services provided although the way in which they will be provided will change. There are not therefore considered to be JSNA and JHWS implications specifically from this recommendation.

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

There are no section 17 implications from this recommendation linked to Crime and Disorder.

**3. Conclusion**

The consultation was solely based on the question of whether the ERP units should remain, be reconfigured or be decommissioned with this provision being removed from our Local Offer, and replaced with enhanced support through SEST.

The initial review, completed in June 2017, concluded many parents and carers prefer to have their children attend their local school as they have confidence in their schools ability to meet their child's needs and them being more accepting of children with different disabilities. Additional feedback includes preference for their child going to their local school so they can attend with family members and/or friends.

Parents and carers have also stated they prefer their child not to have to travel excessive distances to a dedicated ERP Unit, which would still remain the case if options 1 or 2 were chosen.

There will be no obligation on parents/carers to move their children out of their current school (Ruskington Chestnut Street Primary) to a more local school to home. As can be seen from Appendix C, of the six children currently supported through the unit, four have requested to remain as they are settled, have friends and are progressing well. As these pupils are currently on roll at the school there is no reason they cannot retain their place. One pupil is due to move into a secondary placement in summer 2018 and a second is due to move to a specialist out of county provision to enable their complex needs to be met.

Based on the feedback received from the consultation, Option 4 is therefore the Local Authority's recommended option for the future provision of support to children with significant hearing impairments. This option addresses concerns raised regarding local provision of support, promoting inclusion of all children in the local community, reducing travel time to and from school and provides a consistent service from SEST Specialist Teachers of the Deaf who are fully accountable for pupil outcomes in progressing sensory impairment development.

**4. Legal Comments:**

The Council has the power to make the changes proposed.

The Executive Councillor must conscientiously consider the responses to the consultation as set out in the Report.

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

**5. Resource Comments:**

The recommendation in the report to implement Option 4, which is to decommission the four Enhanced Resource Provision Units, and to support in mainstream settings will result in no financial changes. Schools with pupils that have hearing impairments will continue to trigger pupil-led funding through Lincolnshire's local funding formula based on the October schools census, and any additional support for the pupil will be determined through the Education Health Care plan process, which is funded through the high needs budget of the Dedicated Schools Grant. The Sensory Education Support Team will continue to be met from high needs block to support schools with hearing impaired pupils in the County.

## 6. Consultation

### a) Has Local Member Been Consulted?

Yes

### b) Has Executive Councillor Been Consulted?

Yes

### c) Scrutiny Comments

Details of the consultation were initially presented to the Children and Young People Scrutiny Committee on 20 October 2017. The Committee is due to give consideration to this report on 19 January 2018 and the Committee's comments will be included in the final report.

### d) Have Risks and Impact Analysis been carried out??

Yes

### e) Risks and Impact Analysis

An Equality Impact Assessment has been completed and is available as Appendix D. In addition, risk analysis has been undertaken on all the children based in the Ruskington ERP by completing early reviews of their EHCP's to obtain the children's and parental views on the proposals (see Appendix C).

## 7. Appendices

|   |   |
|---|---|
| These are listed below and attached at the back of the report |   |
| Appendix A  | Consultation Document ' <i>Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments</i> ' |
| Appendix B  | Summary of Consultation feedback on proposed changes to Enhanced Resource Provision Units   |
| Appendix C  | ERP Pupil Information (Ruskington) – EXEMPT INFORMATION   |
| Appendix D  | Equality Impact Assessment  |

## 8. Background Papers

|  |  |
|--|--|
| Scrutiny Report; "Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments" dated 20 October 2017. |  |
|--|--|

This report was written by Andrew Hancy, who can be contacted on 01522 554031 or [andrew.hancy@lincolnshire.gov.uk](mailto:andrew.hancy@lincolnshire.gov.uk).



## **Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments**

### **Have your say!**

Closing date for responses: **Wednesday 29<sup>th</sup> November 2017**

The detailed information that follows provides an outline of current services, what we have learned so far from the current service review, and how this has led us to create a number of options to consult on about how this provision could be delivered in the future. We recommend that this information is read and considered before the consultation response is completed. We apologise for the lengthiness of this information, but feel it important to provide sufficient detail to support informed choice.

This consultation sets out a number of options on how the current provision of support to children could be configured across Lincolnshire to meet the needs of children with significant Hearing Impairments

#### **Background**

Children's Services are committed to ensuring that children with a Hearing Impairment are provided with the highest quality support in school when they need it as near to their home as possible, so they can achieve their potential in learning. In June 2017 a review of the Enhanced Resource Provision (ERP) units was undertaken to ensure that the provision continued to meet the needs of children with a hearing impairment and their families. This review found that the units were underutilised with a clear majority of families wanting their child to attend their nearest school so that their child could benefit from education in their local community.

As well as Enhanced Resource Provision units, the Council employs the Sensory Education Support Team (SEST) which provides support to learning to 545 children with a Sensory Impairment from birth to school leaving age:

- 313 children who have a Hearing Impairment
- 184 children who have a Visual Impairment
- 48 children who have Multiple Sensory Impairment

Over 98% of children with sensory impairments are supported within their local mainstream school with outreach support being provided to schools through the SEST service. For a

number of children their sensory impairment is significant or complex enough to require intensive support with high levels of input from specialist teaching and support staff. At present they may be supported in one of four ERP Units based across the county. These units are located within mainstream primary and secondary settings. Typically, the children supported within these units have a main need of hearing impairment, but some have other additional learning needs.

Historically, some schools have employed their own specialist Teachers of the Deaf/Hearing Impaired. However, over recent years, with diminishing numbers of children being supported in these units, the teaching provision has been moved over to be solely provided through the Lincolnshire SEST service.

For those children educated in Schools with an ERP the majority of their time is spent being supported in mainstream classes with their peer group. Depending on the level of support required they will spend part of their time in the ERP unit receiving targeted teaching and being supported by Teaching/Learning Assistant(s) who will have received training in the appropriate communication method relevant to the child they support. Specialist teaching staff work closely with mainstream teaching and support staff to enable each child to progress in their communication and listening skills.

This approach is outlined in the SEST Local Offer which can be found at: [https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=v1O\\_-8sl45U&familychannel=0](https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=v1O_-8sl45U&familychannel=0)

Some of the ERP schools use a dedicated classroom as the ERP Unit. The environment of the classrooms should be adapted to ensure the acoustics are at an adequate level so speech communication is sufficiently audible and intelligible to the learner. At present the ERP schools have differing levels of classroom adaptation and if ERPs were to be retained they would all need to be upgraded to the same standard; Building Regulations DFES (2004) Building Bulletin 93: Acoustic Design in Schools.

[http://webarchive.nationalarchives.gov.uk/20130402164558/https://www.education.gov.uk/publications/eOrderingDownload/BB93-Acoustic\\_Design.pdf](http://webarchive.nationalarchives.gov.uk/20130402164558/https://www.education.gov.uk/publications/eOrderingDownload/BB93-Acoustic_Design.pdf)

Lincolnshire County Council has a historic arrangement with four schools to provide an ERP unit for Hearing Impairment (there is no ERP provision for children with VI or MSI). These schools are:

- Saint Thomas' Church of England School, Boston (Primary – Maintained)
- Pembroke – A Priory Academy, Cherry Willingham (Secondary – Academy)
- Thomas Cowley High School, Donnington (Secondary - Academy)
- Chestnut Street Church of England Primary, Ruskington (Primary - Academy)

Over recent years the number of children being supported within ERP unit settings has reduced significantly. This is due a number of reasons including: parents and carers wishing for their child to go to a school in their local area,; increased technology to support children who are deaf/hearing impaired in mainstream settings, schools being more inclusive and

promoting their ability to support children with Sensory Impairment needs, and the offer of a strong teaching and support service (SEST) which provides:

- Proactive and targeted support based on individual need
- Early intervention post diagnosis via the new-born hearing screening programme
- Improvements in hearing aid and radio aid technology
- Providing (where assessed as required) additional funding or resources through Education Health and Care Plans.

On conclusion of the review in September 2017 Children’s Services identified that nine children with significant hearing impairments were being taught and supported in two of the above schools. One is a primary school and the other a secondary school.

| Mainstream School with an ERP Unit             | Pupils | Current provision of Teachers of the Deaf/HI        |
|--|--------|---|
| Saint Thomas' School, Boston                   | 0      | Provided through SEST outreach support              |
| Pembroke – A Priory Academy, Cherry Willingham | 0      | Provided through SEST outreach support              |
| Thomas Cowley High School, Donnington          | 3      | Provided through SEST outreach support              |
| Ruskington Chestnut Street Primary             | 6      | SEST Teacher of the Deaf/HI allocated to school ERP |

Placement of children into an ERP is undertaken through SEST in collaboration with Additional Needs at the time of the child's Education Health and Care Plan being completed. Depending upon their level of needs, children with sensory impairments will be assessed for an Education Health and Care Plan which will identify their support needs and the most appropriate placement/provision. This placement may be in a mainstream school, within an ERP or in an Independent provision.

Due to the strong community for deaf/hearing impaired children and the provision of Specialist Teachers of the Deaf within the ERP, SEST have experienced requests from a small number of parents or carers to place their children in a school providing an ERP unit irrespective of whether provision could be provided within a local mainstream setting. In the last two years there have only been two children with hearing impairments placed in an ERP where they were previously placed in an out of county ERP unit.

## Purpose of Consultation

This review has led us to understand that many parents or carers prefer to have their children attend local schools rather than having their child travel excessive distances to a dedicated ERP Unit and assurance that a significant majority of parents have confidence in their local school to meet their child's needs. As a result of the feedback received to date alternative models for service provision have emerged and we now want to consult with children, parents, carers and all stakeholders to understand in more detail their aspirations and preferences for how services for children with hearing impairments are delivered.

These proposals are not about reducing the level of provision of support from SEST but are intended to enhance it by providing targeted support where and when it is needed. We think that this would, enable the Local Authority to provide a consistent service across the whole county. This consultation is solely based on the question of whether ERP units should remain, be reconfigured or be decommissioned with this provision being removed from the local offer, and replaced with enhanced support through SEST.

### Consultation Option 1 – Retain existing four units across Lincolnshire (No change)

This option recommends the retention of the ERP units at the current four localities and to promote this as a specialist provision for Hearing Impaired children to meet high level needs. SEST would continue to resource the units within the schools with Specialist Teachers of the Deaf to ensure consistency of provision and achievement of outcomes.

| Potential Positives   | Potential Risks  |
|---|--|
| <ul style="list-style-type: none"> <li>• 4 ERP units spread across county to enable children to access provision</li> <li>• Children with hearing impairments are educated and able to socialise with other children who have similar hearing impairment needs</li> <li>• Dedicated and adapted classrooms set aside for supporting children with hearing impairments</li> <li>• Targeted teaching and support continues to be provided through SEST</li> <li>• Children still have the option to attend a local school if this was their (and their parents) preference</li> </ul> | <ul style="list-style-type: none"> <li>• Numbers in units remains low as parents prefer their child to attend a local school</li> <li>• Resourcing of the units could have a detrimental impact on teaching resource available to support children in other mainstream schools</li> <li>• May result in significant travelling distances and time for children before and after school</li> <li>• Fails to integrate children within their community at a local school</li> <li>• May cause transition problems when moving from primary to secondary if children do not move with their peers</li> <li>• No additional funding provided to ERP schools other than through the current Special Needs block funding or through Education Health and Care Plans</li> </ul> |

## Option 2 – Reduce Number of ERP units from four to two across Lincolnshire

This option looks at a planned reduction from four to two units. With the number of children obtaining specialist educational support within an ERP unit gradually reducing over recent years the ability to provide the current number of dedicated unit has become unfeasible. As two of the current schools have no pupils allocated in the units, these could both be decommissioned and focus placed on the remaining two units with their numbers being strengthened.

| Potential Positives   | Potential Risks  |
|---|--|
| <ul style="list-style-type: none"> <li>• Two dedicated ERP units remain which could be strengthened by promoting provision from each</li> <li>• Dedicated units; one focusing on primary provision and one on secondary provision</li> <li>• Children with HI are educated and able to socialise with other children who have similar hearing impairment needs</li> <li>• Dedicated and adapted classrooms set aside for supporting children with hearing impairments</li> <li>• Targeted teaching and support continues to be provided through SEST</li> <li>• Children still have the option to attend a local school if this was their (and their parents) preference</li> </ul> | <ul style="list-style-type: none"> <li>• Distance of the two units may be an issue – whilst Ruskington (primary) is central, Thomas Cowley is located in the south-east of the county</li> <li>• Reducing provision to only two units could result in significant increase in travel time for some children</li> <li>• Children would be educated away from family or peer group friends who attend a local school</li> <li>• Fails to integrate children within their community at a local school</li> <li>• May cause transition problems when moving from primary to secondary if children do not progress with their peers</li> <li>• No additional funding provided to ERP schools other than through the current Special Needs block funding or through Education Health and Care Plans</li> </ul> |

## Option 3 – No further placement of children into the ERPs – all new placements into local mainstream schools

All ERP units are currently resourced through SEST. Ruskington has a Teacher of the Deaf specifically allocated to the school whilst the remaining ERP schools are supported through the SEST outreach model. This option would be to retain the current provision but gradually wind down the units with no further new placements being made after Easter 2018. SEST will continue to ensure sufficient teaching time is allocated to each remaining child in the ERP to ensure their educational and support needs are met. However, as the number of children in the unit reduces, the allocated Teacher of the Deaf time would be reduced to enable teaching resource to be used to support other children in mainstream settings. Only when the units have no children remaining due to them moving on to a new school or leaving education would the units then be de-commissioned and removed from the Local Offer.

| Potential Positives  | Potential Risks   |
|--|---|
| <ul style="list-style-type: none"> <li>• Provides continuity of provision for children with significant hearing impairments</li> <li>• Makes the transition process to decommission the units easier – as children move through or out of school the numbers will naturally reduce</li> <li>• Targeted teaching and support continues to be provided through SEST</li> <li>• Children still have the option to attend a local school if this was their (and their parents) preference</li> <li>• Although pupil numbers in units will reduce the provision of teaching support will continue in line with the assessed needs of each child</li> <li>• Teacher of the Deaf time is used to support other children in mainstream settings</li> </ul> | <ul style="list-style-type: none"> <li>• Over time children with hearing impairments have less opportunities to socialise with peer group of children with similar hearing impairments</li> <li>• As numbers reduce the units become less viable to remain which may cause operational issues for the schools who provide them with less opportunities to socialise with peer group of children with similar hearing impairments</li> <li>• Results in an inconsistent provision for hearing impairment support across Lincolnshire</li> <li>• Fails to support children being educated near to home in a local mainstream school</li> <li>• There could be a challenge to placements as the provision of an ERP unit remains as part of the Local Offer</li> </ul> |

#### **Option 4 – Decommission the ERP Units and support children in a mainstream school setting**

This option promotes the provision that all pupils with hearing impairments are educated and supported within their local mainstream primary or secondary school and that the Local Authority no longer provides support through a dedicated ERP Unit.

Those children currently educated within an ERP unit would be provided with the option to remain on roll at their current school and continue to receive targeted support from SEST through outreach support so avoiding any disruption to their child's day to day schooling. If parents/carers choose to move their child to an alternative school which was closer to their home, and one which could meet their child's needs, the Local Authority would work with the child and their parents/carers to support effective transition to an alternative provision.

Under this option the Teacher of the Deaf resource would be provided on an outreach basis in line with the provision to all other mainstream schools. The allocated SEST teaching time spent with individual children will continue to be provided in line with their assessed needs.

| Potential Positives   | Potential Risks   |
|---|---|
| <ul style="list-style-type: none"> <li>• Provides an understandable and consistent model of provision across the county and schools</li> <li>• Targeted teaching and support continues to be provided through SEST via outreach</li> <li>• Those children currently supported within an ERP only spend a small amount of their school time in the unit. If they decided to stay on roll at the same school the impact would be minimal for the child</li> </ul> | <ul style="list-style-type: none"> <li>• Provision is limited to being educated either within mainstream (with support) or within a special school</li> <li>• Some mainstream schools may not have the requisite skills and experience of supporting a child with significant hearing impairment needs</li> <li>• Classrooms would have to be assessed to ensure they comply with required</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Promotes inclusion and educating of pupils with sensory impairment needs within their own community setting</li> <li>• Enables children with hearing impairments to remain with family or peer group friends being educated in the same school</li> <li>• Supports the transition of children from primary to secondary as they will move with friends</li> <li>• Significantly reduces travelling time to and from school for children</li> <li>• Teacher of the Deaf time is used to support other children in mainstream settings</li> </ul> | <p>regulations and funding provided as necessary to meet required regulations</p> <ul style="list-style-type: none"> <li>• Mainstream schools would remain responsible for providing support through their notional funding plus any additional funding assessed as required through an Education Health and Care Plan</li> </ul> |
|--|---|

Children's Services would like to invite any comments or suggestions you may have on the above options which would help us to improve outcomes for children with hearing impairments across Lincolnshire. Your feedback can be provided under Question 2 in the attached feedback response or online as detailed below.

### Preferred Model

Based on feedback received to date, Option 4 would be the Local Authority's preferred option for the future provision of support to children with significant hearing impairments. We believe that this option best addresses concerns raised regarding local provision of support, promoting inclusion of all children in the local community, reducing travel time to and from school and provides a consistent service from SEST Specialist Teachers of the Deaf who are fully accountable for pupil outcomes in progressing sensory impairment development.

### How to provide your feedback?

We welcome and value your feedback on this consultation, which will help the Local Authority reach a considered decision. Feedback on your preferred option can be provided by:

Completing our online Consultation Feedback Response at:

<http://snapsurveys.lincolnshire.gov.uk/snapwebhost/s.asp?k=150771610786>

- Completing the attached Consultation Feedback Response and send to the address provided below:

**ERP Consultation Feedback  
Room 2.11  
Lincolnshire County Council  
Orchard House  
Orchard Street  
Lincoln  
LN1 1BA**

- Emailing your Consultation Feedback Response form to [ERPFeedback@lincolnshire.gov.uk](mailto:ERPFeedback@lincolnshire.gov.uk)

### **Consultation Meetings**

In addition to the consultation feedback, the Local Authority is offering the opportunity for those parents, carers and children with hearing impairments who are currently supported in the ERP units a personalised meeting with SEST to discuss the consultation proposals in more detail.

Please email [ERPFeedback@lincolnshire.gov.uk](mailto:ERPFeedback@lincolnshire.gov.uk) with your name, address, and contact phone numbers and we will make the necessary arrangements for a suitable date and time for a meeting to take place during the Consultation period.

### **What happens next?**

The consultation period for these proposals is from Wednesday 18<sup>th</sup> October 2017 to Wednesday 29<sup>th</sup> November 2017 inclusive.

Responses will be collated, summarised and then duly considered by the Children and Young People's Scrutiny Group on 19<sup>th</sup> January 2018 which is open for members of the general public to attend if they wish. A decision will then be made by the Executive Councillor; Adult Care, Health and Children's Services on 2<sup>nd</sup> February 2018.

You will be able to see the result of this decision making at:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/advice.page?id=J8Ju7POT6pU>. Parents and carers of those children within the ERP Units will also be contacted to inform them of the decision.

## Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

### Consultation Feedback Response

Thank you for taking the time to read this Consultation document and for providing us with your feedback.

Please detail below your preferred option (\* Please select one) from those detailed in the Consultation. It would also help us to know why you have chosen this option so we can make an informed recommendation on the most appropriate model to support children with significant Hearing Impairments who are currently receiving support at one of the four Enhanced Resource Provision Units in Lincolnshire.

Alternatively you can provide us with feedback online at:

<http://snapsurveys.lincolnshire.gov.uk/snapwebhost/s.asp?k=150771610786>

| Which one of the options do you think will best meet your child's needs?<br>(*please select only one)        |                          | Why do you think this is the best option? |
|--|--------------------------|---|
| Option 1 - Retain existing four units across Lincolnshire  | <input type="checkbox"/> |   |
| Option 2 - Reduce Number of ERP units from four to two across Lincolnshire                                   | <input type="checkbox"/> |   |
| Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools | <input type="checkbox"/> |   |
| Option 4 - Decommission the ERP Units and support children in a mainstream school setting                    | <input type="checkbox"/> |   |

|   |  |
|---|--|
| Q1. If services or the way they are provided need to change, when do you think this should happen to minimise the impact on your child?             |  |
| Q2. What else should we consider within the proposed options to help improve the outcomes of children with Hearing Impairments?                     |  |
| Q3. (For schools only) What additional resources would you need to support children with significant hearing impairment if they joined your school? |  |

## About you

This section is about you, our customer. It is your choice to answer the following questions. If you do choose to answer them, this will help us to make informed decisions. Your responses will be kept completely confidential and in accordance with the Data Protection Act 1998. Our aim is to not be intrusive and we will not ask irrelevant or unnecessary questions.

Are you:

*Please select the option that best describes you*

|   |                          |
|---|--------------------------|
| A teacher/head teacher/principal  | <input type="checkbox"/> |
| A parent/carer of a pupil(s)/student(s) with a Hearing Impairment attending an Enhanced Resource Provision Unit         | <input type="checkbox"/> |
| A parent/carer of a pupil(s)/student(s) with a Hearing Impairment attending a mainstream Lincolnshire school or college | <input type="checkbox"/> |
| A parent/carer of a pupil(s)/student(s) with a Hearing Impairment attending an out of county school or college          | <input type="checkbox"/> |
| A pupil(s)/student(s) with a Hearing Impairment attending an Enhanced Resource Provision Unit                           | <input type="checkbox"/> |
| A pupil(s)/student(s) with a Hearing Impairment attending a mainstream Lincolnshire school or college                   | <input type="checkbox"/> |
| A pupil(s)/student(s) with a Hearing Impairment attending an out of county school or college                            | <input type="checkbox"/> |
| Prefer not to say   | <input type="checkbox"/> |
| Other, please specify:  | <input type="checkbox"/> |

Do you consider yourself to have a disability?

Yes       No       Prefer not to say

Please return your completed response to ensure it received by **Wednesday 29<sup>th</sup> November 2017**, to:

**ERP Consultation Feedback  
Room 2.11  
Lincolnshire County Council  
Orchard House  
Orchard Street  
Lincoln  
LN1 1BA**

Or, email to [ERPFeedback@lincolnshire.gov.uk](mailto:ERPFeedback@lincolnshire.gov.uk)

## Summary of Consultation Feedback on Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

### Option 1 - Retain existing 4 units across Lincolnshire - 3 responses received

| Summary of Consultation Feedback Received   | Response based on recommended option  |
|---|---|
| For some children accessing mainstream would be too challenging   | At present a significant number of children with severe HI are already being supported in mainstream settings. For children that cannot be supported in this way their needs may be better met within a specialist placement This option remains available and would be considered through a review process.  |
| Training for staff at the most severe level would be too wide and detract from the needs of the larger class  | The Sensory Education Support Team (SEST) will continue to provide support in mainstream schools for training and strategies on how to support children with HI who are in larger classes. Those that also are most severe may also be allocated additional support through an Education, Health and Care Plan to enable them to access the mainstream class and be adequately supported.   |
| ERP units ensure the specialist environment, equipment and staff with expertise are available   | The service provision from SEST ensures class environment, equipment and staff with expertise are provided to all schools across Lincolnshire not just to those with an ERP. There are no plans to reduce this level of support provision as part of these proposals.   |
| The ERP enables the children to socialise with peers with similar impairments as well as other children   | It is accepted that children with Hearing Impairments benefit from being educated with their peers. In addition many parents also feel it is beneficial for their child to mix with children who do not have hearing impairments to support their inclusion. Currently children only spend a small proportion of their time in the ERP unit receiving targeted teaching and the majority of their time is within the mainstream class. There are no plans to change this. Specialist teachers from SEST will still be available to provide targeted support and children will still be supported in the mainstream classes. |
| Parents currently have the option for their children to attend local mainstream schools but still choose to send their children to the ERP units  | As can be seen by the reducing numbers of children in the ERP units, parents' preference is now predominantly to send children to their mainstream school. A number of the children in the ERP are local so would have attended the school anyway.  |
| Specialist equipment and trained staff must be made available county wide.<br><br>Schools allowed time to prepare and arrange specialist resources before a child starts at a school. Backing and support from the local authority to enable resourcing to be possible - possibly a bank of trained sign language TAs for | The SEST team is responsible for providing the equipment to support children with HI and this will continue to be provided. Training will also be provided as part of the offer of SEST to schools. We are currently considering a model of how trained sign language TAs could be provided to schools, as we do with specialist teachers. Such provision would have to be included as part of the EHCP   |

| Summary of Consultation Feedback Received  | Response based on recommended option   |
|--|--|
| example.   |  |
| Children should have the facilities available to them that would be provided within an ERP. This may be more difficult to provide with a more fragmented approach and be more costly.  | Experience shows that the majority of children with HI are adequately supported in mainstream and have the same equipment as children in an ERP. There are no additional costs due to a fragmented approach as the equipment provided is based on each individual child's needs whether in an ERP or in mainstream   |
| Guidance, access and financial support for the specialist equipment, environmental changes (to the school environment) and staff to enable the children with hearing impairments to have the best support.   | SEST provide specialist information and training to all schools on how to support children with HI as well as other sensory impairments. They also undertake assessments of school environments, and where required LCC will support any costs for changes to classes to make them acoustically compatible as appropriate.   |
| <p>Children have additional needs and need to keep their routine and the support from teachers of the deaf and 1:1 support within schools. Taking this away from them would unsettle them especially if they had to move.</p> <p>We need a teacher of the deaf at Ruskington as they have a big impact on our children and how we work to support the children as one to ones.</p> | <p>There are no plans to remove the support; Specialist Teachers will still be allocated to support the children and the school although they will not be on site all the time as they are now at Ruskington. The time allocated to support the children with HI will remain in place and will continue to be based on each individual child's assessed needs. This support will remain in place until the child leaves the school for alternative provision (e.g. secondary). There are also no plans to change the children's routines as they have been given the option to stay in the current school and not to have to move elsewhere. One to ones are typically funded through the EHCP and will continue to be provided based on each child's needs.</p> |
| Come and visit Ruskington so you can see our provision and take on board the staff views.  | Prior to the consultation visits did take place to the unit by a number of individuals. Discussions were also held with the Head Teacher and Chair of Governors before consultation commenced to obtain their views on the provision of the ERP unit.  |
| We would need experience and qualified people if they are to hire new people   | There are no plans to remove current support as part of this proposal. The Specialists Teacher allocated to the individual schools may change due to changes in personnel, but robust processes for effective handovers are already in place for such circumstances  |

**Option 2 - Reduce Number of ERP units from 4 to 2 across Lincolnshire –**  
3 responses received

| Summary of Consultation Feedback Received  | Response based on recommended option  |
|--|---|
| Difficult to meet needs of small cohort of children in Lincolnshire with significant hearing impairment/developmental language disorders within mainstream | Where possible, and with the right levels of support, children are and will continue to be supported within mainstream. If the child's needs are such that they require different provision, such as a specialist |

| Summary of Consultation Feedback Received  | Response based on recommended option  |
|--|---|
| schools.   | school, this will be considered if it is the most appropriate way to meet any complex needs.  |
| Cannot provide daily teaching from a Teacher for Hearing Impaired in mainstream schools when factoring in travel time and trying to manage a range of schools' individual timetables. In mainstream children find it very difficult to access mainstream lessons and are withdrawn from class to be taught by their 1:1 TA   | Over 98% of children with sensory impairments are supported within their local mainstream school with outreach support being provided to schools through the SEST service. These services are already being provided in line with the proposed model which reduced travel time for children. If any school is encountering issues with children having to be educated outside of the class, they should contact SEST for further advice and guidance. |
| In an ERP resources can be shared to support children  | This is certainly a benefit, however many children have specific needs and resources, including aids, have to be adapted to them as individuals which means resources are not always able to be shared.   |
| Provides an option to attend a placement where their assessed needs could be met. Parents could choose if the educational, social and emotional benefits of attending an ERP outweighed the benefits of attending their local school   | The authority supports children being educated in their nearest local school and would always want to promote this where possible. The mainstream school setting should be used to assess whether the child is able to make progress against their assessed needs. If not, discussions will take place with the school and parents to consider alternative options.   |
| Benefits from a social and emotional perspective of having a deaf peer group. Attending a local school may not have the same social benefits which may lead to feelings of isolation   | This was identified in the consultation as both an advantage and disadvantage. Whilst this is a benefit there are reciprocal benefits to a child attending mainstream settings for inclusion and being educated with family and friends.  |
| If ERPs are to continue, then SEST and SaLT need to continue to work closely to identify early if a child may have language difficulties beyond that which is expected for a hearing impaired child so parents have plenty of time to consider both their local mainstream school and an ERP   | At an early stage children with higher levels of need can be assessed for an Educational Health and Care Plan which will include both SEST and SaLT provision where necessary. As part of the EHCP process placement in an environment which best suits the child's needs will be undertaken.   |
| Children should not be inappropriately placed within special schools if their needs are specifically related to hearing impairment/language difficulties. Parents must be made aware of out of county options and be clear about what can and cannot be provided on an outreach basis in a local mainstream school - for some children it will not be possible to meet their assessed need within a mainstream setting | As above, during the EHCP process all suitable options will be considered which are able to meet the child's needs. The authority has stated that in some cases mainstream may not be the most suitable option for children with more complex needs and other options, such as out of county, may need to be considered.  |

| Summary of Consultation Feedback Received   | Response based on recommended option   |
|---|--|
| Having one primary and one secondary unit would enable centralisation rather than duplication of resources, cost effective use of teacher of the deaf time with less travelling, good support between communication support workers with better cover available, children forming better friendships and families getting to know each other and therefore able to form a support network | Recent experience has evidenced that the numbers of children within units is reducing. If the number of units were reduced to 2 numbers would continue to remain low (From April 2018 the number in the primary unit will reduce from 6 to only 4 pupils). These reduced numbers cannot sustain the provision of a full time teacher for the deaf at the one unit when other children in mainstream could benefit from using their skills and knowledge. |
| A centralised secondary unit should be considered to minimize travelling time for children in the north of the county. If these 2 units were close to each other links could be formed and transition from primary to secondary could be achieved with a peer group of hearing as well as hearing impaired children   | It is acknowledged that a central unit for secondary provision within the county would be an improved provision and allow for children to transition from one school to another with peer group children. This would still mean, in a county as large as Lincolnshire, that children would have to travel significant distances to get to school, and there is currently little demand for such a provision in secondary placements.                     |
| Time savings for visiting specialists. Reduces travelling for teachers of the deaf. Better knowledge and training for other staff who are trained to deal with hearing impairments across year groups. More consistent use of equipment where specialists with up to date knowledge are on hand all of the time to help, fix and maintain all types of aids and implants                  | SEST are already located across the county to ensure geographical accessibility, and teachers do plan journeys to reduce travel time between schools. SEST will continue to provide support into mainstream schools for training and strategies on how to support children with HI including the appropriate equipment to support their learning needs.  |
| Improving 1 primary and 1 secondary unit to a decent minimum standard as set out in the NDCS quality standards would be much better use of funds.   | There is an obligation in the Building Regulations DFES (2004) Building Bulletin 93: Acoustic Design in Schools to ensure that all classrooms meet these minimum standards. The authority will ensure appropriate funding is provided for children in mainstream settings with a HI to ensure the environment meets the same standards as a child supported within an ERP  |
| Unless you are going to encourage and support parents going "out of county" then these must be kept open as a viable option for parents. To not have any competent Deaf provision would be a loss for Lincolnshire  | There are no plans to remove deaf provision, but to amend the model to provide a consistent service to all children which is able to meet their needs. Over 98% of children with sensory impairments are supported within their local mainstream school with outreach support being provided to schools through the SEST service.  |

**Feedback on Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools - 1 response received**

| Summary of Consultation Feedback Received                                      | Response based on recommended option   |
|--|--|
| Allows children established in an ERP setting to continue in provision until a | There are no plans to move children mid-term. A move would only be at the request of the |

|  |   |
|--|---|
| natural change of school phase. To move a child mid-year or mid-phase could be disruptive.   | parent/child. Children currently on roll at an ERP school will have the option to stay within their current school and are not being forced to move if this is not desired.   |
| A specialist teacher to support the pupil and the school with advice, classroom resources and to regularly review provision. Equipment to ensure that the school is hearing impaired friendly by having suitable sound/loop systems in place where applicable. | The SEST team will continue to provide advice and support to schools with HI children on their roll and will also be responsible for provision of appropriate equipment and ensuring the classrooms and school environment meets acoustic requirements. |

**Option 4 - Reduce Number of ERP units from 4 to 2 across Lincolnshire** - 8 responses received

| Summary of Consultation Feedback Received   | Response based on recommended option  |
|---|---|
| ..if the migration to the new set up can be smoothly managed without unnecessary disruption for children & families.  | Parents and children preferring to move school will be fully supported for a transition, including support from school admissions team and SEST.  |
| Specialist advice with practical suggestions/guidance to support practitioners. Training for staff. Funding for resources/staff appropriate to the level of need for any children with significant hearing impairment. Support with ongoing reviews for child. The retention of specialists and where they will be based will be an issue to address in this review too for the ongoing sustainability of the school based provision. | SEST will continue to provide specialist advice and training to schools. Where a child requires an Education and Health Care plan, this will assess the required allocation of support and funding required to meet the child's needs.<br>The locality and bases of the Specialist Teachers of the Deaf is currently being reviewed to better support their countywide coverage |
| Promotes inclusion of all children and provides consistency of support across the County<br><br>Children should be able to access their local school and attend with family members and friends with the school being provided with the right support from sensory education team   | Many Lincolnshire children with Hearing Impairment needs are adequately supported within mainstream settings, and they benefit from our strong support provision through SEST. Following the review a clear service standard offered by SEST, to mainstream schools, will be developed and published.   |
| Transition support for those children who may move to a school nearer home if parents/carers have chosen not to keep them in the same school where ERP unit was.  | Parents and children preferring to move school will be fully supported for a transition, including support from School Admissions Team and SEST.  |
| Ensure staff training; specific staff skills for specified needs.<br><br>Continued support from outside agencies. Assessment and possible   | The SEST team will continue to be responsible for supporting schools in respect of advice and guidance on the class and school environment as well as providing appropriate training to school staff.   |

| Summary of Consultation Feedback Received   | Response based on recommended option  |
|---|---|
| funding regarding use of classrooms for HI students to comply with regulations.   |   |
| This is probably the best solution in regards value for money and in meeting the needs of the students.   | The provision of the right level of support to children with hearing impairments from a local mainstream school is of paramount importance to the authority   |
| An audit of schools ability to manage students with HI - experience, resources, professional development, etc.  | This suggestion will be fed back and consideration given to undertaking a county wide schools audit to determine needs. Before placing any child into a school setting SEST will work with schools to determine what support, equipment, alterations and resource development will be required/available.               |
| <p>Schools should be more inclusive to support children who have sensory need issues. Where these children's needs cannot be met within mainstream we have very capable and effective special schools who can support these children and should be used.</p> <p>If my child was able to attend mainstream and be supported I'd rather it be done at his local school where his friends are than have to travel out of the area.</p> | Many children with HI do already access mainstream schools. Where possible we would always want a child to attend a mainstream setting, with the right level of support through school/EHCP. In some cases specialist schools may be considered if the placement is the best to support their needs.                    |
| Strengthen specialist teachers across the county to be able to meet needs of children with sensory issues   | Capacity implications for SEST specialist teachers have been reviewed to ensure resource capacity is available.   |
| <p>Disabilities should now be acceptable and supported within mainstream schools, keeping people with significant hearing impairments separated just segregates them and decreases diversity within mainstream schools</p> <p>My child is already in mainstream school and the help he gets is greatly appreciated</p>  | One of the drivers behind the consultation was to promote inclusion of all children within mainstream educational settings. It is good to hear your child is thriving in a mainstream setting.  |
| Keep using up-to-date technology and ensure Lincolnshire children with hearing impairments gain optimal opportunity to thrive   | A review of the technology used to support children with Sensory Impairments is being undertaken to take advantage of new technological developments in support aids.   |
| I have currently received no support so these proposals should be implemented as soon as possible.  | Thank you for raising this point. We will ensure work is undertaken with special schools across the county to see how they and their pupils could benefit from the services provided through SEST.  |
| The proposals do not take into account children with a hearing impairment and additional learning and physical needs. My son attends a special needs school but they do not have any dedicated hearing impairment provisions or support.  | Children with Hearing Impairments who have additional needs will continue to be assessed through the Education Health and Care process and the support, and educational placement, will reflect what is best to meet their needs. This may be in mainstream, a special school or in some cases out of county provision. |

| <b>Summary of Consultation Feedback Received</b>   | <b>Response based on recommended option</b>   |
|--|---|
| <p>There is no mention of out of county placements for the deaf children whose needs the LA cannot meet.</p> | <p>This consultation proposed various options on the provision of Enhanced Resource Provision units and was not a review of out of county placements. Should mainstream or special schools in county be unable to meet needs, out of county provision will continue to be considered.</p> |

By virtue of paragraph(s) 2 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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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

|  |  |  |   |
|--|--|--|---|
| <b>Title of the policy / project / service being considered</b>                    | Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments   | <b>Person / people completing analysis</b>                                       | Andrew Hancy  |
| <b>Service Area</b>  | Sensory Education Support Service delivered through Special Education Needs (SEN) in Children's Services   | <b>Lead Officer</b>  | Sheridan Dodsworth  |
| <b>Who is the decision maker?</b>  | The Executive Councillor for Adult Care, Health and Children's Services on behalf of the Local Authority, following consultation with the Children and Young People Scrutiny Committee | <b>How was the Equality Impact Analysis undertaken?</b>                          | The first version was completed through a desktop exercise with some early engagement with those schools that currently have children an ERP Unit. Education Health and Care Plan (EHCP) reviews were brought forward to obtain views on current placements and needs of individuals. The National Deaf Children's Society was invited to feed into the EIA. Consultation outcomes have been included in this updated EIA – comments will be presented to decision makers |
| <b>Date of meeting when decision will be made</b>                                  | Paper to Children and Young People Scrutiny Committee 19 January 2018 for comments into Executive Councillor decision on 2 February 2018   | <b>Version control</b>   | V5.0 08/01/18   |
| <b>Is this proposed change to an existing policy/service/project or is it new?</b> | Existing policy/service/project  | <b>LCC directly delivered, commissioned, re-commissioned or de-commissioned?</b> | Commissioned  |

**Describe the proposed change**

The Sensory Education Support Team (SEST) provides support to 545 children with a sensory impairment from birth to school leaving age. Over 98% of Sensory Impaired (SI) children are supported within their local mainstream school with outreach support provided to schools through SEST.

For a small number of children their sensory impairment is significant or complex enough to require intensive support with high levels of input from specialist teaching and support staff. At present nine children with Hearing Impairments are supported within two mainstream schools that provide an Enhanced Resource Provision (ERP) unit. Typically those children supported within these units have a main need of Hearing Impairment (HI), but many have other additional needs to their sensory impairment. There are two other schools with an ERP which have no children attending the units.

Children spend part of their school day in the ERP unit with targeted teaching from a specialist Teacher of the Deaf (ToD) provided through SEST, however the majority of the children's time is spent being supported in mainstream classes. The ToD works closely with mainstream teaching and support staff to progress the children's communication skills whilst they attend classes.

The SEST Local Offer details the provision of the ERP Unit as follows: "*Within the school environment children receive specialist individual and group teaching from teachers for hearing impaired children and are also supported in the mainstream lessons by specialist teaching assistants*".

Over recent years the number of children within the ERP settings has reduced significantly for a number of reasons including; parents/carers not wishing for their child to have to travel long distances across county, schools being more inclusive of children with SI needs and provision of a strong teaching and support service (SEST). Hearing impaired children in mainstream schools are provided with suitable support that meets their needs, as identified in their individual Education Health and Care Plan (EHCP).

Four alternative options were put forward in a public consultation during October/November 2017 with a preferred option identified. The preferred option proposed that all HI children can benefit from being educated in an appropriate local mainstream school using the current SEST Teachers of the Deaf to provide targeted support to meet their needs. A total of 15 responses were received from various stakeholders. 60% were in favour of the recommended options (3 and 4) to decommission the unit and remove the service from our Local Offer. Those children currently supported through an ERP have been offered the option to remain on roll at their current school and to receive targeted support from ToD through the SEST mainstream outreach SEST model of provision.

### **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 1<sup>st</sup> 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'.

|                                       |   |
|---------------------------------------|---|
| <b>Age</b>                            | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Pupils with hearing impairments will be able to be educated at a local community primary or secondary setting. This reduces travel time and distance for particularly vulnerable children due to their difficulties in communication. The recommendation promotes inclusion within mainstream schools and supports the child to continue their education amongst peers, friends and family members if they also attend the same school. They will have access to the same standard of education and curriculum to enable their future success, whilst continuing to be supported by a specialist Teacher of the Deaf. Pupils will continue to be educated alongside their peer group and only supported individually for targeted educational purposes</p> |
| <b>Disability</b>                     | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Children who have complex hearing impairments are classed as disabled and all children have in place an Education and Health Care Plan (EHCP) with an associated support package to meet their needs. Under the recommended option no child will be disadvantaged as they will continue to receive services and be provided with targeted support from the LCC Sensory Education Support Team.</p>   |
| <b>Gender reassignment</b>            | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p>  |
| <b>Marriage and civil partnership</b> | <p>No positive impact</p>   |

|                                |  |
|--------------------------------|--|
| <b>Pregnancy and maternity</b> | No positive impact   |
| <b>Race</b>                    | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p> |
| <b>Religion or belief</b>      | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>There have been no concerns raised in connection with religion or belief through initial discussions or consultation and the recommendation put forward does not discriminate against faith.</p>  |
| <b>Sex</b>                     | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p> |
| <b>Sexual orientation</b>      | <p>Whilst the ERP units will be decommissioned there will be minimal impact on the children as they have been offered the option to remain on roll in their current school and continue to receive targeted specialist teaching support from the Teachers of the Deaf through SEST. This provision will be either remote or through ToD visits to the school in line with each individual child's assessed needs.</p> <p>Under the recommended option the children impacted by the change will spend more time being educated within a larger peer group in mainstream settings as they will not be taken out of the class for significant time periods at school to receive targeted support which could increase their, and others, exposure to this element of diversity.</p> |

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

Under the recommended option children with complex hearing impairment needs would remain in their current school setting and benefit from being part of a group of children who have grown up together. This will promote inclusion for those children who are also in a class with a child with a Hearing Impairment. In addition, teachers and support staff will be provided with teaching and learning strategies to support these children so promoting their own awareness of disabilities and how to support both current and future children who may present with similar identified needs.

Children who are currently in a mainstream school with an ERP Unit have been offered the choice (made with their parents/carers) to remain at the same school rather than be moved to another school, if this is their preferred option. SEST will continue to support them at this school as they do in other mainstream schools although this will not be within a defined unit.

In addition the recommended model would fully support a child to move from their local primary school to secondary provision, keeping contact with friends and peers who they have been educated with. Growing up with other children who are not hearing impaired would support individual progress and development whilst also encourage their friends to learn appropriate skills to communicate with them. This would also assist their transition into secondary provision if hearing impairment support from SEST is still required.

In future, parents would have the opportunity to take and collect their child from school as they will be educated in the local community rather than place them in taxis for lengthy journeys to and from school. There would be a positive impact on the environment arising out of reduced taxi and transport journeys. This benefit might most keenly be felt by rural families and schools as they are able to support local services and minimise unnecessary travel.

There is no risk of redundancy to the specialist teachers as they are already employed directly through LCC SEST. Teaching Assistants are already employed by schools and will continue to support their allocated pupil.

There will be a positive impact on schools supporting children with significant Hearing Impairments as they would be adequately supported to ensure their environment is suitably adapted, which may also benefit other children with similar needs e.g. soundproofing of classrooms etc.

### 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'.**

|                                       |   |
|---------------------------------------|---|
| <b>Age</b>                            | <p>These proposals affect both primary and secondary aged pupils with hearing impairments. The recommended option is that the ERP units are decommissioned, removing the service from the Local Offer and for all services supporting children with significant Hearing Impairments to be provided within a suitable local mainstream school.</p> <p>There is no significant adverse impact expected based on age as the children's needs would still be met within a local school and they will be in a class with children of a similar age. Feedback is that those children supported in the ERP primary unit are wishing to remain on roll at the school even if the ERP is no longer provided so there will be no impact on any transition to other schools.</p> <p>There is the potential that children could be discriminated against by other children within the school due to them not understanding the specific reasons for delays and problems in verbal and non-verbal communication, which could lead to bullying. However school bullying policies should be able to address any such issues.</p> |
| <b>Disability</b>                     | <p>As above. Other pupils may discriminate against children with hearing impairments if they fail to understand the reason for the disability or are not accepting of diversity within their peer group. This should be minimised through adult supervision, one to one support or through creating a school culture which is accepting of and promotes diversity.</p> <p>As children currently based within the units have chosen not to relocate to an alternative mainstream setting nearer to home there will be no impact on transition.</p>   |
| <b>Gender reassignment</b>            | No perceived negative impact  |
| <b>Marriage and civil partnership</b> | No perceived negative impact  |

|                                |  |
|--------------------------------|--|
| <b>Pregnancy and maternity</b> | No perceived adverse impact  |
| <b>Race</b>                    | There has been no feedback that the proposals would result in any negative impact around race. There is the potential that children could be discriminated against by other children within the school due to them not understanding the specific reasons for delays and problems in verbal and non-verbal communication, which could lead to bullying. However school bullying policies should be able to address any such issues.  |
| <b>Religion or belief</b>      | There has been no feedback that the proposals would result in any negative impact around religion or belief. There is the potential that children could be discriminated against by other children within the school due to them not understanding the specific reasons for delays and problems in verbal and non-verbal communication, which could lead to bullying. However school bullying policies should be able to address any such issues. Parents have been offered the option for their child to remain in the current school setting if they feel this is in the best interest of their child or to choose an alternative school their child may wish to go to which includes an ability to select a school of a particular faith or religious denomination. |
| <b>Sex</b>                     | Five of the nine children within the ERP units are male and four are female. It is not envisaged that the sex of the child will present any significantly adverse impact although there could be a possibility of discrimination from children of the same sex within the primary school due to any communication difficulties presenting from the Hearing Impairment.   |
| <b>Sexual orientation</b>      | 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.**

The negative impacts identified above apply to children who are currently educated in local mainstream primary or secondary settings and have complex hearing impairment and/or language communication difficulties. In future these children will not have the opportunity to move into a dedicated unit providing educational and therapeutic support to children with similar needs. Being placed in an ERP unit does not protect children from discrimination against the stated protected characteristics. However it has been identified through feedback that children with Hearing Impairments, particularly those with BSL as their first language, do benefit from being in a small community of children with similar communication needs. As five of the children in the current primary setting have chosen to stay at the same school, it is therefore anticipated that they will still benefit from continued communication support from their peers.

The opportunities provided by the units to socialise with peers with similar impairments will be reduced but given the purpose of the units and their low attendance this is not considered to outweigh the generally positive implications especially for the fostering of good relations that are provided by the recommended option. As the children currently on roll supported through an ERP are to remain in school this has removed the potential redundancy of Teaching/Support Assistants as they will continue to be accommodated within the school resource plan or budget. If parents choose to move their child to another school, such staff may have to travel further for alternative employment. As the Local Authority is not the direct employer of these staff it has no legal obligation to redeploy them but will support the schools to seek to avoid redundancy through redeployment, not only to mitigate costs but to also reduce the personal impacts of redundancy.

## 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](mailto: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

Initial discussions were held with the two schools currently supporting children with Hearing Impairments at their school through a Hearing Impairment Enhanced Resource Unit. Discussions on the recommended operational model have been held with SEST staff to obtain their views.

The National Deaf Children's Society were engaged early on and supported the authority through the consultation planning stages providing valuable feedback to the options set out in the proposal and supporting any members affected by the recommendation.

The consultation provided an opportunity for a significant number of stakeholders to contribute to the proposals and to make any alternative suggestions. The feedback has been collated and where appropriate some elements will be taken forward, specifically where the comments relate to the support provision into mainstream schools who may not have the knowledge and skills of supporting children who have sensory or hearing impairments.

These stakeholders included:

- children and young people with special educational needs and the parents of children with special educational needs;
- children and young people with a disability, and the parents of children with a disability;
- the governing bodies of maintained schools and maintained nursery schools;
- the proprietors of Academies;

- the governing bodies, proprietors or principals of post-16 institutions;
- the governing bodies of non-maintained special schools;
- the management committees of pupil referral units;
- the providers of relevant early years education;
- National Deaf Children's Society
- any other person that makes special educational provision for a child or young person for whom it is responsible and those who provide advice in relation to making that provision;
- persons who make provision to assist children and young people in preparation for adulthood and independent living; its officers who-
  - exercise the authority's functions relating to education or training;
  - exercise the authority's social services functions for children or young people with special educational needs or a disability;
  - so far as they are not officers within paragraph (i) or (ii), exercise the authority's functions relating to provision to assist children and young people in preparation for adulthood and independent living; and
- such other persons as it thinks appropriate.
- When preparing and reviewing its local offer, a local authority must also consult
  - the National Health Service Commissioning Board;

Facilitated meetings and engagement groups were offered but there was no take up of these. The on-line survey was used to collate feedback on the proposals during formal consultation, and a total of 15 responses were received. Information received as part of consultation has been used to adapt and amend this EIA and inform decision making.

A final decision will be made by the Executive Councillor for Adult Care, Health and Children's Services on 2<sup>nd</sup> February 2018 following reporting the findings back to the Children and Young People Scrutiny Committee for their comment.

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

#### **Age**

Consultation and discussions in early EHCP reviews have taken place with children with Hearing Impairments and their parents and carers, who are educated within the four schools providing an Enhanced Resource Provision Unit. Consultation also included children with a hearing impairment who are on roll in mainstream schools without a unit, where they receive direct support from SEST.

Head teachers of all Lincolnshire schools and academies have been consulted with to make them aware of the proposal, giving them the opportunity to contribute their views (on behalf of the school and its pupils). Additional information was

|                                       |   |
|---------------------------------------|---|
|                                       | <p>also provided through appropriate leadership briefings.</p> <p>The National Deaf Children's Society has represented the views of hearing impaired children and their parents/carers.</p> <p>Relevant LA officers (in Additional Needs, SEST, Finance and Transport) have been engaged with in the process as have managers and staff providing associated health support and services to children with hearing impairments across Lincolnshire, so that their views could be understood and considered.</p> <p>Feedback from children, parents and carers received during consultation has been used to build the final EIA which will be submitted to inform the recommended model put forward to the Executive Councillor for Adult Care, Health and Children's Services for decision on 2<sup>nd</sup> February 2018.</p> |
| <b>Disability</b>                     | As above  |
| <b>Gender reassignment</b>            | As above  |
| <b>Marriage and civil partnership</b> | Not applicable  |
| <b>Pregnancy and maternity</b>        | Not applicable  |
| <b>Race</b>                           | As above  |
| <b>Religion or belief</b>             | As above.   |
| <b>Sex</b>                            | Not applicable  |
| <b>Sexual orientation</b>             | Not applicable  |

|  |   |
|--|---|
| <p><b>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?</b></p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p> | <p>A wide range of interested parties have been identified, engaged and consulted with and given the opportunity to put forward their views in relation to the proposals.</p>   |
| <p><b>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?</b></p>  | <p>It will be necessary to evaluate the recommended changes at planned intervals, in particular for those children currently supported in a mainstream school with an ERP unit which is to be decommissioned. There are already established methods to track children's progress within SEST as these are used to track progress of children who attend mainstream schools without an ERP unit.</p> <p>Feedback will need to be received from specialist Teachers of the Deaf who provide services to children across Lincolnshire.</p> <p>School Transport would be able to analyse ongoing reduced costs of transporting pupils to alternative local destinations.</p> <p>Ofsted inspections will monitor the quality of educational provision.  </p> |

### Further Details

|   |  |
|---|--|
| <p><b>Are you handling personal data?</b></p> | <p>Yes</p> <p>If yes, please give details.</p> <p>This information is already available to the Local Authority through schools and children's data. Data discussed at meetings or provided through survey responses (including details of children at the schools and provided with services through SEST) has been treated as confidential and anonymised.</p> <p>Feedback on the proposals are not intended to identify named parents/carers or those of their children. Any non-specific data will be non-attributable.  </p> |
|---|--|

| <b>Actions required</b>   | <b>Action</b>  | <b>Lead officer</b>             | <b>Timescale</b>                           |
|---|--|---------------------------------|--|
| Include any actions identified in this analysis for on-going monitoring of impacts. | Collate feedback received from the consultation and draft recommendation to Executive Councillor   | Andrew Hancy                    | January 2018                               |
|   | Update EIA from consultation feedback and publish as appropriate, submit with summary report and recommended way forward to Executive Councillor | Andrew Hancy                    | January 2018                               |
|   | Publish findings from consultation and recommended option to progress to Executive Councillor  | Andrew Hancy/Sheridan Dodsworth | February 2018                              |
|   | Arrange removal of ERP provision from Local Offer documentation and Family Services Directory site   | Andrew Hancy                    | End March 2018                             |
|   | If required, support transition of children into preferred local primary schools   | Andrew Hancy                    | Complete by July 2018 (end of summer term) |
| <b>Signed off by</b>  |  | <b>Date</b>                     | 08/01/2018                                 |

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

|            |   |
|------------|---|
| Report to: | <b>Children and Young People Scrutiny Committee</b> |
| Date:      | <b>19 January 2018</b>                              |
| Subject:   | <b>Corporate Parenting Sub Group Update</b>         |

**Summary:**

The work of the Corporate Parenting Sub Group (formerly the Corporate Parenting Panel) remains critical in promoting life chances and opportunities for vulnerable children, looked after children and care leavers. Members act as champions on behalf of these groups of children and young people. The Sub Group meets on a quarterly basis and includes representatives from looked after children and foster carers.

Through the presentation of reports, performance information, and Visiting Members responsibilities, the Sub Group scrutinise that the arrangements for the safety and welfare of looked after children and care leavers are in accordance with what every good parent would want for their own child.

It is agreed that the minutes of the Corporate Parenting Sub Group be presented to the Children and Young People Scrutiny Committee, and attached are the draft minutes of the meeting held on 7 December 2017.

**Actions Required:**

The Children and Young People Scrutiny Committee is asked to support the work of the Corporate Parenting Sub Group and to consider the matters raised and addressed.

**1. Background**

The Sub Group meets quarterly and is continually evolving and is very proactive in seeking information to inform Members about the quality of services provided by the Local Authority and partner agencies, as is evidenced in the recording of the minutes.

## 2. Conclusion

The ongoing scrutiny process looking at how well we meet our respective responsibilities and the different aspects of a child and young person's needs is pivotal to the work of the Corporate Parenting Sub Group. The attached draft minutes provide an account of the work undertaken since the previous meeting held on 21 September 2017.

## 3. Consultation

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

No

### b) Risks and Impact Analysis

Not Applicable

## 4. Appendices

|   |   |
|---|---|
| These are listed below and attached at the back of the report |   |
| Appendix A  | Corporate Parenting Sub Group Draft Minutes 7 December 2017 |

## 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 Yvonne Shearwood, Service Manager Regulated Services, who can be contacted on 01522 554849 or [yvonne.shearwood@lincolnshire.gov.uk](mailto:yvonne.shearwood@lincolnshire.gov.uk)



**CORPORATE PARENTING SUB  
GROUP  
7 DECEMBER 2017**

**PRESENT: COUNCILLOR D BRAILSFORD (CHAIRMAN)**

**Lincolnshire County Council:** Councillors S R Dodds, R L Foulkes and Mrs C L Perraton-Williams (Vice-Chairman).

**Added Members:** Jean Burbidge (Lincolnshire Community Health Services), Polly Coombes (Foster Carer), Amy-Louise Butler (Child and Adolescent Mental Health Services (CAMHS)) and Katerina Hardy (V4C representative).

Officers in attendance:-

Michelle Andrews (Service Manager Early Years and Childcare Support), Rebecca Andrews (Principal Lawyer, Legal Services), Kieran Barnes (Virtual Head Teacher), Katrina Cope (Senior Democratic Services Officer), Andrew Garbutt (Participation and Engagement Team), Jenny Harper (Interim Designate Nurse Safeguarding, South West Lincolnshire CCG), John Harris (Children's Service Manager - Regulated - North and Fostering), Andrew Morris (Corporate Parenting Manager), Janice Spencer (Assistant Director Safeguarding), Daniel Steel (Scrutiny Officer) and Mark Rainey (Commissioning Manager – Commercial), Anne Johnson (Adoption Team Manager) and Nicola Brangam, (Children's Services Agency Advisor, Fostering and Adoption).

24 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

The Chairman welcomed everyone to the meeting.

An apology for absence was received from Councillor Mrs K Cook.

An apology had also been received from John Herbert (Youth Development Practice Supervisor).

25 DECLARATIONS OF MEMBERS' INTEREST

There were no declarations of interest made at this point in the meeting.

26 MINUTES OF THE CORPORATE PARENTING SUB-GROUP HELD ON 21 SEPTEMBER 2017

RESOLVED

That the minutes of the meeting held on 21 September 2017 be approved and signed by the Chairman as a correct record.

27 LEGAL SERVICES CARE PROCEEDINGS

The Sub-Group received a presentation from Rebecca Andrews, Principal Lawyer, Legal Services Lincolnshire, which provided an overview of legal care procedures relating to Looked After Children.

The presentation made reference to the following:-

- How children came into care under Section 20 of the Children Act 1989; and Care Proceedings under Section 31 of the Children Act 1989;
- To help the Sub-Group understand the process, the Sub-Group were able to follow a case study, which provided a chronological version of events.
- The following terms were explained to the Sub-Group:-
  - Care proceeding issued – This was when legal services lodged an application. The application would be accompanied by evidence, which would include for instance a statement by the social worker and the most recent assessment. It would also be accompanied by a chronology which concentrated on the last two years; and an interim care plan. It was highlighted that this would take place on day one;
  - Allocation Directions – It was noted that this was when the court considered the documents lodged with the court, from which it would make directions, such as appoint a children's guardian, and consider the parents file in response to the local authority's case; arrangements for an Advocates Meeting; and to also arrange a date for the Case Management meeting. This meeting would take place on day two;
  - At least two days before the Case Management meeting an Advocates meeting would take place. This would usually be conducted via a conference call. The Sub-Group noted that only legal representatives would be in attendance at this meeting. The meeting would identify the issues, identify the timetable for the child; discuss whether further evidence was required; and agree a timetable going forward. The local authority lawyer would then draft a proposed order the day before the hearing;
  - Case Management Hearing – It was noted that this would normally take place between day 18 and 20; and its main purpose was to timetable the case through to an Issues Resolution Hearing. It was noted further that an application for an interim order or an ISO could also be made at this stage; also dates and times might be agreed for the filing of evidence. It was highlighted that if the case was being twin-tracked for adoption, then direction might be given regarding placement. Directions might also be given for an expert report if required; as could direction for any further assessment including family members. At this hearing, a date would be fixed for the Issues Resolution Hearing, or if necessary for a further Case Management Hearing;
  - Further Case Management Hearing – The Sub-Group noted that the purpose of this meeting would be different for each case, an example

- given was that it might be to decide if an expert was required following the consideration of medical records;
- Issues Resolution Hearing – The hearing would normally take place between 18 and 20 weeks. An Advocates meeting would be held two days before. The Hearing would establish if any issues could be resolved, whether further evidence was required; whether a final order could be made; and identify any issues still outstanding for the final hearing; and
  - The final hearing should take place before the end of 26 weeks. This hearing would likely receive oral evidence. The local authority would be heard first, followed by the parents then the Children's Guardian. The Advocate would provide a summing up speech. If it was a Magistrates Court, the Justices would give their decision along with facts and reason. If it was a Judge, then a detailed Judgement would be delivered. It was highlighted that all parties at this stage had a right of appeal.

The Committee was advised that some cases were very complex, particularly in cases of neglect. Sometimes the local authority was criticised for leaving children at home too long. The Corporate Parenting Sub-Group commended the work of social workers.

During a short discussion, the Sub-Group raised the following issues:-

- Whether DBS checks were carried out on parents. The Sub-Group was advised that Police checks were carried out. The Sub-Group was advised further that the Legal Department had a protocol with the police;
- One member enquired as to whether the lack of paperwork at various stages caused any problems. The Sub-Group was advised that the Children's Guardian would not make any comments until after hearing the parents evidence; and
- The length of time in some cases, when the child or children were still at home. It was highlighted that each case was different and therefore the length of time was dependent on the circumstances.

#### RESOLVED

That the presentation relating to Legal Services Care Proceedings be received.

#### 28 PRIVATE FOSTERING

The Sub-Group received a presentation from Nicola Brangam, Agency Advisor for Fostering and Adoption, which provided an overview of private fostering.

The presentation made reference to the following:-

- Definition of Private Fostering – The Sub-Group was advised that a private fostering arrangement was essentially one that was made privately (without the involvement of a local authority) for the care of a child under the age of 16

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(under 18, if disabled) with someone other than a parent or close relative with the intention that it should last for 28 days or more. It was noted that the period for which the child was cared for and accommodated by the private foster carer should be continuous, and that continuity was not broken by the occasional short break;

- Legitimate arrangements – The Sub-Group was advised that an arrangement would only be legitimate if the parent had given informed consent; and when the local authority knew about and had agreed with the arrangement;
- Clarity was given what was not a legitimate arrangement. For instance, in circumstances when children lived with and were cared for by aunts, uncles, brother, sisters or grandparents without outside involvement was not classed as Private Fostering; and
- Examples of Private Fostering – Some examples of private fostering arrangements were mentioned which included situations where children had been sent to England, for education or health care, by parents who lived overseas; or a teenager living with a friend's family because they were unable to get on with their own family.

The Sub-Group was advised that privately fostered children were often made more vulnerable, as a result of their living circumstances, and by their status not being identified, and by them not being reported to the local authority. An example of a child in private fostering non-legitimate arrangement brought to the Sub-Groups attention was that of Victoria Climbié. The Sub-Group was advised that since this case, subsequent guidance had emphasized the duty of local authorities to safeguard privately fostered children.

It was highlighted that it was the responsibility of everyone who came into contact with children through their work etc., to report instances of private fostering.

Health members of the Sub-Group gave reassurance that professionals were aware of private fostering; and it was part of their daily routine.

Some members extended some concerns, as this was an area of fostering that they were not aware of. Officers advised that there had been a media campaign; there was a private fostering week; and information had been circulated in a variety of forms for example through County News and, through schools. The Sub-Group was advised further that the admission form for schools had also been changed to ensure that data was collected as to who a child lived with.

**RESOLVED**

That the presentation relating to Private Fostering be received.

**29 VISITING MEMBERS OVERVIEW OF RESIDENTIAL CARE**

Consideration was given to Visiting Members – Log of Quarterly Visits to Children's Homes April 2017 to March 2018.

After viewing the log, it became apparent that there were some inadequacies regarding the recording of the visit information.

RESOLVED

That the Scrutiny Officer would speak to the Children's Service Manager – Regulated – North and Fostering after the meeting regarding the processing of Visiting Member log forms.

30 V4C (VOICES 4 CHOICES) / QUARTERLY REPORT (SEPTEMBER 2017 - DECEMBER 2017)

Consideration was given to a report from John Herbert, Youth Development Practice Supervisor, which provided an update on the work of the V4C (Voices for Choices), Lincolnshire's Children in Care Council.

The Chairman welcomed to the meeting Katerina Hardy, V4C Representative.

In the absence of the Youth Development Practice Supervisor, Andrew Garbutt from the Participation and Engagement Team presented the report. The Sub-Group was advised that attempts were still being made to improve numbers attending the V4C Quadrant meetings. It was reported that Lincoln, West Lindsey and North and South Kesteven groups continued to have worthwhile numbers attending; and that when the Boston and South Holland groups had met recently approximately half a dozen young people had attended. It was also noted that unfortunately, due to other commitments the scheduled meeting of the East Lindsey group had been cancelled. Some proposals to encourage young people to attend the meetings were shown on pages 13/14 of the report presented.

The Sub-Group noted that the groups had been very grateful for Councillors attending a number of groups during the last quarter, as it gave the children and young people the opportunity to ask questions; and their attendance had shown commitment from the Council.

It was reported that the Big Conversation had been very successful and a list of what had been included in the Big Conversation 14 were detailed on page 14 of the report. The Sub-Group noted that Big Conversation 15 was due to be held on Wednesday 14 February 2018, at Myle Cross, 11.00am to 12.30pm. The Sub-Group was advised by the V4C representative that personally the Big Conversation event had been very useful; and would have helped her if she had known about some of the items when she was in care. Particular reference was made to: 10 things people wanted from their social worker and foster carer profiles.

The Chairman extended thanks to Katerina Hardy, V4C representative for attending the meeting and for sharing her views.

RESOLVED

That the report presented be received.

31 LOOKED AFTER CHILDREN PLACEMENT SUFFICIENCY STRATEGY 2018 - 2022

The Sub-Group gave consideration to a report from Mark Rainey, Commissioning Manager, Commercial, which provided the Sub-Group with an update on the Looked After Children Placement Sufficiency Strategy 2018 – 2022.

It was reported that Section 22G of the Children Act 1989; and the Statutory Guidance on Securing Sufficient Accommodation for Looked After Children (2010) was explicit in placing a duty on Local Authorities to act strategically to address gaps in provision by ensuring that they included in their relevant commissioning strategies, plans for meeting the sufficiency duty.

The following documentation accompanied the report for the Sub-Group to consider:-

- Appendix A – provided a copy of the refreshed Commissioning Excellence: Meeting the Sufficiency Duty 2018 to 2022;
- Appendix B - Commissioning Excellence: Meeting the Sufficiency Duty 2018 to 2022 Action Plan;
- Appendix C – Commissioning Excellence: Meeting the Sufficiency Duty 2018 to 2022 – Understanding Needs and Performance;
- Appendix D - Commissioning Excellence: Meeting the Sufficiency Duty 2018 to 2022 - Service Overview;
- Appendix E - Commissioning Excellence: Meeting the Sufficiency Duty 2018 to 2022 – Stakeholder Feedback; and
- Appendix F – Equality Impact Assessment

During discussion, a number of issues were raised:-

- Page 25 – Paragraph 1.2 advised that Lincolnshire's number of LAC and rate per 10,000 were increasing faster than both statistical neighbours and the national average. The national average was forecasted at 8% per year, but at the Budget Briefing on Monday 4 December, a slide had been shown assuming a budgeted growth for Lincolnshire of just 5%. Officers clarified that the 5% growth figure was reflective for Lincolnshire;
- Page 27 - Paragraph 4.4 – A question was asked relating to whether there would be sufficient places. The Sub-Group was advised that if the figures were inadequate, as it was a statutory duty, the local authority would cover any extra need. It was also noted that the increase over the last four years had been slow; however, there had been a spike in the previous year, what was needed would be managed;
- Page 30 – Fifth bullet point, Clarity was sort regarding the wording of the bullet point. Officers advised that it was the 20 miles from home that was the important factor; and not the reference to out of county;
- Page 66 – Table 3.17 – Percentage of LAC that are UASC, reference was made to the figure of 70,440. Officers confirmed that this figure represented England as a whole for 2015/16.
- Page 45 second to last bullet point – App for care leavers. The Sub-Group was advised that an App had been launched, which was working well. The Sub-Group was also advised that the information was also on the Barnardo's website along with other useful information. The information specific to the

leaving care service was also replicated on the Council's website. Officers agreed to send a link to all members of the Sub-Group after the meeting. Overall, it was felt that the information needed to be made more publicity available to care leavers;

- Page 26 - A suggestion was made to encourage more engagement to the V4C from LAC out of area; and
- Page 48 – Recommissioning of the online counselling support service. It was reported that the services was being re-commissioned to meet demand.

Due to time pressures, the Chairman asked the Sub-Group if all remaining questions could be emailed to Janice Spencer, Assistant Director Children's, Safeguarding. The Assistant Director Children's Services would then send any responses to all members of the Sub-Group.

#### RESOLVED

1. That support be given to the 'Commissioning Excellence: Meeting the Sufficiency Duty 2018/22' Strategy for Looked After Children.
2. That all remaining questions from the Sub-Group in relation to this item be sent to Janice Spencer, Assistant Director of Children's Safeguarding; and responses to the said questions be sent to all members of the Sub-Group.

#### 32 LOOKED AFTER CHILDREN ANNUAL REPORT 2016/17

The Sub-Group gave consideration to the Looked After Children Annual Report for 2016/17.

The Children's Service Manager – Regulated – North and Adoption introduced the Annual Report and advised that the report had been jointly produced by the Looked After teams from Lincolnshire Local Authority and services for looked after children within Lincolnshire Community Health Services (LCHS), Lincolnshire Partnership Foundation Trust (LPFT) and Lincolnshire Clinical Commissioning Groups. It was noted that the document had been written to meet the requirements of the Department of Health statutory guidance on Promoting the Health and Well-being of Looked After Children 2015.

The Sub-Group was advised that for the second year running health data was available to be incorporated within the report. Pages 134 and 135 provided the Sub-Group with information relating to health assessments for Looked After Children corporately parented by Lincolnshire County Council and children placed within Lincolnshire by external Local Authorities. It was noted that initial health assessments completed within timescales remained a challenge for health, but work was ongoing to improve the timeliness of health assessments.

During a short discussion, some members felt that more resources needed to be put into the initial health assessments. One main issue raised was the availability of doctors to carry out the initial assessments. Officers highlighted that not all Local Authorities were following the same model as adopted in Lincolnshire. It was

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highlighted by some members that the services operated in Lincolnshire were supported by NHS England.

Page 137 provided the Sub-Group with information pertaining to GP Registration. It was reported that 98% of all looked after children resident within Lincolnshire were registered with a GP.

Members of the Sub-Group welcomed the report and the data contained within it.

One member enquired as to how many young people were missed in the transition from children's to adults. Officers advised that work was currently being undertaken to identify this information; and would be available in the next few months. Officers agreed that this information once compiled would be circulated to members of the Sub-Group.

**RESOLVED**

That the Looked After Children Annual Report for 2016 – 2017 be received.

**33 CORPORATE PARENTING STRATEGY UPDATE**

The Assistant Director Children's, Safeguarding advised the Sub-Group that the Corporate Parenting Strategy 2014 – 2017 needed reviewing. Members of the Sub-Group were invited to take part in a workshop/working group to help shape the new strategy going forward.

It was agreed that all members of the Council should be invited to participate in a workshop/working group.

**RESOLVED**

That the Scrutiny Officer be tasked with emailing all members of the Council inviting them to participate in the Corporate Parenting Strategy refresh workshop/working group.

**34 CORPORATE PARENTING SUB-GROUP WORK PROGRAMME 2018**

Consideration was given to a report from Daniel Steel, Scrutiny Officer, which invited the Corporate Parenting Sub-Group to discuss and agree its work programme for 2017.

The Scrutiny Officer advised the Sub-Group that as a result of a backlog of items for consideration, a Virtual Meeting had been arranged for 1 February 2018. Page 171 of the agenda listed the items for consideration. The Sub-Group was advised that the agenda and reports would be sent out to the Corporate Parenting Sub-Group on 1 February 2018 inviting the Sub-Group to raise any questions through the Assistant Director, Safeguarding within a 10 day period. The questions raised and their responses would then be sent to all members of the Sub-Group for their information.

**RESOLVED**

That the work programme presented be approved.

The meeting closed at 12.30 pm

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## Policy and Scrutiny

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

|            |  |
|------------|--|
| Report to: | <b>Children and Young People Scrutiny Committee</b>                |
| Date:      | <b>19 January 2018</b>   |
| Subject:   | <b>Children and Young People Scrutiny Committee Work Programme</b> |

### **Summary:**

This item enables the Committee to consider and comment on the content of its work programme to ensure that its 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.

### **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**

### 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.

The Committee's proposed work programme is attached at Appendix A. 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.

## **2. Conclusion**

The Committee is invited to consider the content of its forthcoming work programme.

**3. Consultation** – 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](mailto:tracy.johnson@lincolnshire.gov.uk)

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

Chairman: Councillor Robert Foulkes

Vice Chairman: Councillor Robert Kendrick

| <b>19 January 2018</b>   |  |  |
|--|--|--|
| <b>Item</b>  | <b>Contributor</b>   | <b>Purpose</b>   |
| Revenue Budget Proposals 2018/19 and 2019/20                                   | Debbie Barnes, Executive Director of Children's Services     | Budget Scrutiny  |
| Inclusive Lincolnshire Strategy – Policy Review                                | Mary Meredith, Children's Service Manager - Inclusion        | Policy Review  |
| Thirty Hours Free Childcare (The Extended Entitlement)                         | Michelle Andrews<br>Children's Service Manager – Early Years | Policy Review  |
| Enhanced Resource Provision Units Supporting Children with Hearing Impairments | Andrew Hancy, County Manager, Business Support               | Pre-Decision Scrutiny<br><i>(Executive Councillor Decision: 2 February 2018)</i> |
| Corporate Parenting Sub-Group Update (7 December 2017 Minutes)                 | Cllr David Brailsford<br>Chairman of the Sub Group           | Member Report  |

| <b>9 March 2018</b>  |  |  |
|--|--|--|
| <b>Item</b>  | <b>Contributor</b>   | <b>Purpose</b>   |
| Proposal to amend the age ranges of Grainthorpe Primary School and Marshchapel Primary School (Final Decision) | Matthew Clayton,<br>Admissions and Education Provision Manager | Pre-Decision Scrutiny<br><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  |

| <b>9 March 2018</b>  |  |                      |
|--|--|----------------------|
| <b>Item</b>  | <b>Contributor</b>                                     | <b>Purpose</b>       |
| Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update<br><i>(15 January 2018 minutes)</i> | Cllr Sarah Dodds,<br>Chairman of the Sub Group         | Member Report        |
| Theme Performance: Quarter 3   | Sally Savage, Chief Commissioning Officer – Children's | Performance Scrutiny |

| <b>20 April 2018</b>   |  |  |
|--|--|--|
| <b>Item</b>  | <b>Contributor</b>   | <b>Purpose</b>   |
| 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,<br>Admissions and Education Provision Manager       | Pre-Decision Scrutiny<br><i>(Executive Councillor Decision – 8 May 2017)</i>           |
| Supported Accommodation for Looked After Children                      | Janice Spencer, Assistant Director – Children's Safeguarding         | Pre-Decision Scrutiny<br><i>(Executive Councillor Decision: Date to be determined)</i> |
| Corporate Parenting Sub-Group Update<br><i>(15 March 2018 minutes)</i> | Cllr David Brailsford,<br>Chairman of the Sub Group                  | Member Report  |

| <b>8 June 2018</b>  |   |  |
|---|---|--|
| <b>Item</b>   | <b>Contributor</b>                                  | <b>Purpose</b>   |
| 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<br><i>(Executive Councillor Decision - Date to be confirmed)</i> |
| Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update<br><i>(16 April 2018 minutes)</i>  | Cllr Sarah Dodds,<br>Chairman of the Sub-Group      | Member Report  |

| <b>8 June 2018</b>           |  |                      |
|------------------------------|--|----------------------|
| <b>Item</b>                  | <b>Contributor</b>                                     | <b>Purpose</b>       |
| Theme Performance: Quarter 4 | Sally Savage, Chief Commissioning Officer – Children's | Performance Scrutiny |

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

### **Items To Be Programmed**

- Lincolnshire Learning Partnership (LLP) Strategic Plan and Impact Evaluation, including:
  - *educational policy updates and impact in Lincolnshire's schools;*
  - *school improvement, including support for maintained schools and academies;*
  - *small rural schools;*
  - *monitoring the changing position and how the Local Authority is fulfilling its responsibilities;*
  - *relationship with academies and Regional Schools Commissioner; and*
  - *overview of academies and maintained schools; and.)*
- Home to School Transport Policy (*The outcome of the scrutiny review in 2016 on Grammar School Transport was to reconsider the current policy in two years' time; this item would include post 16 transport and grammar school transport.*)
- Significant Place Planning and the Process for School Reorganisation.
- Safeguarding Children and Social Care Work (*This item could be considered as a workshop.*)
- Educational Progress of Looked After Children (LAC)
- Post Adoption Support
- Support for Foster Carers  
(*These three items fall under the remit of the Corporate Parenting Sub Group*)
- Funding for Special Education Needs, and the process behind Educations Health and Care Plans.

**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](mailto:tracy.johnson@lincolnshire.gov.uk)**

**FORWARD PLAN OF DECISIONS RELATING TO CHILDREN’S SERVICES FROM 3 JANUARY 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 |
|---------|--|---|--|--|--|---|---------------------|--------------------|
| 1014740 | 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<br>Email: <a href="mailto:Andrew.Hancy@lincolnshire.gov.uk">Andrew.Hancy@lincolnshire.gov.uk</a>              | Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service | Yes                 | All                |
| 1015039 | School Admission Policies and Co-ordinated Schemes for 2019  | Between 21 February 2018 and 26 February 2018 | Executive Councillor: Adult Care, Health and Children's Services | As required by the School Admissions Code 2014, Section 1.44   | School Admissions Manager Tel: 01522 553304<br>Email: <a href="mailto:Steven.Gamble@lincolnshire.gov.uk">Steven.Gamble@lincolnshire.gov.uk</a> | Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Service | Yes                 | All                |