



County Offices
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Lincoln
LN1 1YL

25 February 2021

In accordance with the powers granted by the Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020 this will be a virtual meeting.

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 5 March 2021 at 10.00 am as a Virtual - Online Meeting via Microsoft Teams** for the transaction of the business set out on the attached Agenda.

Access to the meeting is as follows:

Members of the Children and Young People Scrutiny Committee and officers of the County Council supporting the meeting will access the meeting via Microsoft Teams.

Members of the public and the press may access the meeting via the following link: <https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=124&MIId=5722&Ver=4> where a live feed will be made available on the day of the meeting.

Yours sincerely

A handwritten signature in black ink that reads 'Debbie Barnes'. The signature is written in a cursive, flowing style.

Debbie Barnes OBE
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(11 Members of the Council and 3 Added Members)

Councillors R J Kendrick (Chairman), A P Maughan (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, R L Foulkes, Mrs J E Killey, C Matthews, M A Whittington, L Wootten and R Wootten

Added Members

Church Representative: Reverend P A Johnson

Parent Governor Representatives: Mrs M R Machin and Miss A E I Sayer

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 5 MARCH 2021**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interest	
3	Minutes of the Children and Young People Scrutiny Committee meeting held on 15 January 2021	5 - 12
4	Announcements by the Chairman, Executive Councillor for Adult Care, Health and Children's Services and Chief Officers	
5	Children in Care Transformation Programme Update <i>(To receive a report from Tara Jones, Head of Service - Children in Care Transformation and Partners in Practice Programme, which provides the Committee with an update on the Children in Care Transformation Programme)</i>	13 - 20
6	Proposal on the Future of the Boarding Provision at The St Francis Special School, Lincoln (Final Decision) <i>(To receive a report from Matthew Clayton, Admissions and Education Provision Manager, which invites the Committee to consider and comment on the proposal for future boarding provision at The St Francis Special School, Lincoln, (Final Decision), prior to a decision be taken by the Executive Councillor for Adult Care, Health and Children's Services between the 8 and 12 March 2021)</i>	21 - 70
7	Service Level Performance against the Corporate Performance Framework - Quarter 3 <i>(To receive a report from Jo Kavanagh, Assistant Director – Early Help, which summarises the Service Level Performance against the Corporate Performance Framework for Quarter 3 for measures that are above or below the target range)</i>	71 - 90
8	Lincolnshire Local Authority School Performance 2019-2020 <i>(To receive a report from Martin Smith, Assistant Director – Education and Kate Rouse, Interim Head of School Standards, which provides the Committee with an update regarding standards within the sector led system, changes to the reporting of performance data for schools for 2019/2020 due to the Covid-19 pandemic, and an overview of school improvement activity to maintain standards in Lincolnshire)</i>	91 - 104

9 Children and Young People Scrutiny Committee Work Programme 105 - 110

(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which asks the Committee to consider and comment on the content of its work programme to ensure that scrutiny activity, is focussed where it can be of greatest benefit)

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

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

Contact details set out above.

All papers for council meetings are available on:

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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
15 JANUARY 2021**

PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)

Councillors A P Maughan (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, R L Foulkes, Mrs J E Killey, C Matthews, M A Whittington, L Wootten and R Wootten.

Added Members

Parent Governor Representatives: Mrs M R Machin and Miss A E I Sayer.

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

Nick Bibby (Assistant Headteacher Priory Pembroke Academy) and Simon Evans, (Headteacher Priory Pembroke Academy) attended the meeting as invited guests for agenda Item 11 (Exempt).

Officers in attendance:-

Jill Chandar-Nair (Inclusion and Attendance Manager), Sheridan Dodsworth (Head of SEND), Charlotte Gray (Head of Service – Children's Commissioning), Sara Gregory (Interim Commissioning Manager, Children's), Tracy Johnson (Senior Scrutiny Officer), Eileen McMorro (Programme Manager, Special Schools Strategy), Dave Pennington (Head of Property Development), Mark Popplewell (Head of Finance (Children's Services)), Heather Sandy (Executive Director of Children's Services), Martin Smith (Assistant Director for Children's Education), Janice Spencer OBE (Assistant Director of Children's Safeguarding) and Katrina Cope (Senior Democratic Services Officer).

42 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

An apology for absence was received from The Reverend P A Johnson (Church Representative).

43 DECLARATIONS OF MEMBERS' INTEREST

Councillor M A Whittington wished it to be noted that he had an adopted son who was in receipt of services from Barnardo's.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
15 JANUARY 2021****44 MINUTES OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY
COMMITTEE MEETING HELD ON 20 NOVEMBER 2020****RESOLVED**

That the minutes of the Children and Young People Scrutiny Committee meeting held on 20 November 2020 be agreed and signed by the Chairman as a correct record.

**45 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR
FOR ADULT CARE, HEALTH AND CHILDREN'S SERVICES AND CHIEF
OFFICERS**

The Chairman reminded members and officers present that the current meeting appointment was for agenda Items 1-10; and that at the end of Item 10, the Committee was to leave the current appointment and join the separate appointment for Item 11. The Chairman also advised the Committee that he was planning to have a five minute comfort break after Item 8 and Item 10.

The Chairman invited the Executive Councillor for Adult Care, Health and Children's Services to update the Committee with any announcements. The Committee was reassured that in Lincolnshire, where children were attending school, they were receiving a cooked meal; and that schools in Lincolnshire were providing those children entitled to free school meals with either vouchers or a hamper. The Committee was reassured further that schools were doing all that they could in these difficult times and that children were being well looked after.

46 COUNCIL BUDGET 2021/22

The Chairman advised that this item provided the Committee with an overview of the 2021/22 budget implications for the Council's Children's Services activities. The Committee was advised further that comments raised would be passed onto the Executive for consideration at its meeting on 2 February 2021.

The Chairman invited Heather Sandy, Executive Director – Children's Services, to present the report. The Committee noted that Mark Popplewell, Head of Finance – Children's Services was also in attendance for this item.

The Committee was advised that the Executive was currently consulting on a single year financial plan for revenue and capital budgets; and that this was reflective of the one year only Spending Review announced by the Chancellor of the Exchequer.

The Committee noted that the coronavirus pandemic had impacted significantly on the 2020/21 financial year. The Committee noted further that Central Government had provided grant funding to cover the Council's costs and losses arising directly from the pandemic.

It was reported that the activities for Children's Services were presented in the report under the headings of Children's Education and Children's Social Care. Table A on

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page 17 of the report provided the revenue 2021/22 financial budget proposals for Children's Education.

It was highlighted to the Committee that there was a proposed cost pressure of £5.189m relating to the delivery of Home to School/College Transport in 2021/22. The Committee was advised that the Home to School/College budget was a volatile budget due to a range of outside pressures, and as such the budget remained a financial risk to the Council. It was highlighted that the service was continuing to look for efficiencies to help manage the pressures.

Paragraph 1.14 and Table B on page 19 of the report set out the revenue 2021/22 financial year budget proposals for Children's Social Care. The Committee noted that there was a £2.000m cost pressure relating to children in care, as a result of various factors, including the increasing complex nature of family life, and a shift in placement compositions from internal foster carer arrangements to more external placements, some of which were specialist placements, which were incurring increased costs.

The Committee was advised that a ten year capital programme had been compiled and that the gross programme was set at £204.302m for 2021/22, plus a further £322.097m for future years. After grants and contributions were taken into consideration the Net programme was £111.283m for 2021/22 plus a further £282.808m for future years. Details of capital projects were shown in paragraphs 1.26 to 1.36 of the report. Detailed at Appendix A to the report was further information on the Building Communities of Specialist Provision Capital Programme.

Paragraphs 1.37 to 1.45 of the report provided the Committee with details of the Schools Budget, which is funded via the Dedicated Schools Grant. It was highlighted that there were a number of budgets within the High Needs block, which were large, demand-led budgets; therefore it was difficult to estimate, as there continued to be a growing trend nationally, and in Lincolnshire of more young people requiring more specialist support.

During discussion, the following points were highlighted in relation to the Revenue and Capital Budget Proposals for 2021/22:

- The Committee thanked officers for their excellent work on the proposals and recognised the significant cost pressures facing Children's Services. Officers had responded to the challenges and identified savings as well;
- The Committee congratulated officers on the CIPFA Looked After Children benchmarking for Local Authority participants which showed Lincolnshire's average looked after child placement costs for 2019 to be £41,555 per annum, compared to the average of other Local Authorities of £53,287. This highlighted great value for money while still providing excellent services;
- The Committee was pleased to see that the Council had secured additional Government grant funding for the Building Communities of Specialist Provision Strategy, and Council funding solutions to meet the revised overall programme costs of £86.794m, to cover the increasing costs of the programme and to

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invest in Lincolnshire's children and young people with special educational needs and disabilities; and

- Concerns were raised about the increasing Home to School Transport costs and the impact that the Government's aspirations for green transport would have on this budget. The budget was still continuing to increase despite a lot of effort put in to manage the costs. Where possible, Home to School Transport utilises public transport services; however there were a large number of routes where this was not possible due to the rurality and size of Lincolnshire, and the lack of large bus operators with only Stagecoach operating in Lincolnshire. An in depth review by external consultants from Edge Consultancy was being undertaken to identify whether any further possible efficiencies could be made. This review would consider all different options, including the Council delivering some of the Home to School Transport or paying parents mileage costs, as possible options. The Committee supported the in depth review and it was suggested that the report from the review be considered at an informal briefing session for the Committee to discuss the outcomes in detail.

RESOLVED

1. That the Children and Young People Scrutiny Committee agreed to unanimously support the budget proposals for Children's Services for 2021/22 as detailed in the report on pages 15 to 27.
2. That the Children and Young People Scrutiny Committee agreed that the comments listed above be forwarded on to the Executive in relation to this item.

47 SCHOOLS FUNDING UPDATE 2021/22 - MAINSTREAM SCHOOLS

The Chairman advised that this item invited the Committee to consider and comment on the report which would be presented to the Executive Councillor for Adult Care, Health and Children's Services for a decision on 20 January 2021 on the Schools Funding Update for 2021/22 – Mainstream Schools. The Chairman invited Mark Popplewell, Head of Finance - Children's Services to present the report.

Attached as Appendix 1 to the report presented was a copy of the report to the Executive Councillor for Adult Care, Health and Children's Services, on Schools Funding Update 2021/22 – Mainstream Schools.

The Committee was reminded that the government had introduced the national funding formula (NFF) in 2018/19 for mainstream schools, and that since then the local authority had been responsible for agreeing and calculating schools funding allocations. The purpose of the national funding formula was to create consistency in funding across all schools nationally ensuring a fairer settlement for each school.

Table 1, on page 34 of the report outlined Lincolnshire's schools overall funding level for 2021/22, through the implementation of the NFF compared to other Local Authorities. It was noted that Lincolnshire's position nationally had improved.

The Committee was advised that detailed financial modelling had been undertaken by the Local Authority to understand the government's NFF changes for 2021/22. It was highlighted that the announcements by the government of additional funding would have a positive impact on Lincolnshire schools. The Committee was advised that subject to affordability, schools would receive a minimum of +2.00% in pupil funding through the 2021/22 funding arrangements. Further information relating to the funding arrangements was shown on page 35 of the report.

The Committee noted that the Local Authority had consulted all mainstream schools (A copy of the consultation document was attached at Appendix A to the Executive Councillor report). It was highlighted that 60 schools had responded, and that across the consultation questions, schools were overall in support of the Local Authority's proposals to continue replicating the Government's NFF in 2021/22 and for using the NFF as a basis for determining the notional SEN amount per school, when identifying whether a school was entitled to targeted funding.

The Committee was advised that the Lincolnshire Schools Forum at their meeting on 14 January 2021 had supported the Local Authority's proposals.

In conclusion, the Committee was made aware fulfilling the NFF was subject to affordability, and the options available to the Local Authority were included in the report presented. Members noted that the Local Authority would consider the impact at individual school level when agreeing the affordability solution.

During discussion, the Committee raised the following comments:-

- The Committee was pleased to see a positive direction of travel for school funding. The NFF was the way forward which would have a positive impact and lead to a more equitable situation for school funding going forward;
- Lincolnshire had gained through the NFF and had moved up through the ranking table. However, school funding levels in Lincolnshire were still below national levels, which was disappointing. Rurality was still being reviewed by the Government as a potential factor for the NFF. The Committee supported any lobbying by the Council to the Government to increase the levels of school funding for Lincolnshire; and
- The consultation response had increased since last year; responding schools supported the proposals, and all schools had been informed and were planning for those funding impacts.

RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive Councillor for Adult Care, Health and Children's Services as detailed at Appendix 1, on pages 31 and 32 of the report pack.

2. That the Children and Young People Scrutiny Committee agreed that the comments listed above be forwarded on to the Executive Councillor for Adult Care, Health and Children's Services in relation to this item.

48 CHILDREN MISSING OUT ON EDUCATION ANNUAL REPORT 2019/20

The Chairman advised that this item provided the Committee with an update on children missing out on education in 2019/20. The Chairman invited Jill Chandar-Nair, Inclusion and Attendance Manager, to present the report to the Committee.

The Committee noted that the Local Authority had a duty to have processes in place to identify children who were not receiving a full time suitable education.

It was highlighted that Covid-19 had impacted on attendance at schools and some of the data presented in the report was limited to the period in which schools were fully open which was September 2019 until the end of February 2020.

Details of the trends and activities for 2019/20 were shown on pages 65 and 66 of the report.

Attached at Appendix A to the report was a copy of the document 'Children Missing Out on Education Annual Report 2019/20'.

The Committee noted that if a child had unauthorised absence of more than 4.5 days over a six week period, schools were permitted to request the issue of a Fixed Penalty Notice (FPN). It was highlighted that there had been 1600 FPN's issued in 2019/20, and if the process had not ceased in March 2020 due to the pandemic, there would have been at least the same number of FPN's as in 2018/19.

It was noted that during the 2019/20 period, 293 cases had been presented to the courts for poor attendance. It was noted further that this was more than previous years due to the prosecution for non-payment of FPN'S.

During discussion, the Committee raised the following comments:

- Some concern was expressed to the number of parents taking their children out of school to go on holiday in term time. The Committee was advised that the vast majority of parents did not take children out of school for family holidays. In some instances when it was done, it was usually due to affordability of a family holiday. It was also highlighted that in some instances a parent might also have children at different schools who operated different term times, which then caused one child being absent from school during term time;
- Support for the traveling community. The Committee was reassured support was provided for the travelling community;
- The close working arrangements of the county council, social workers and police in some instances when young people were missing out on school; and
- Cost of Fixed Penalty Notice. The Committee noted that a fixed penalty notice paid within 21 days was £60.00. The amount doubled if paid after 21 days but

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within 28 days. It was highlighted that the fine would be applied to each parent for each child. Some concern was expressed whether fines should be means tested. Reassurance was given that the issue of a fixed penalty notice was at the discretion of the head teacher; and that schools were doing everything possible to avoid issuing fixed penalty notices.

RESOLVED

That the Children Missing Out on Education Annual Report 2019/20 be received and that the comments raised by the Committee be noted.

49 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

The Chairman invited Tracy Johnson, Senior Scrutiny Officer, to present the report to the Committee.

Details of the Committee's planned items were shown on pages 91 to 95 of the report pack. Appendix A to the report provided the Committee with a forward plan of decisions relating to Children's Services from 1 January 2021.

One member requested that once the in depth review of Home to School Transport had been completed by Edge Consultancy, an informal briefing session should be arranged for members of the Committee to discuss the outcomes of the review in more detail.

RESOLVED

1. That the work programme presented be agreed.
2. That once the Home to School Transport Review by Edge Consultancy has been completed, an informal briefing session be arranged to allow the Committee to discuss the outcomes of the review in more detail.

50 EXCLUSION OF PUBLIC AND PRESS

RESOLVED

That under Section 100(A) of the Local Government Act 1972, the press and public be excluded from the meeting for the following three items of business on the grounds that they are considered to contain exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended.

The Committee took a five minute break from 11:40am.

At 11.45am, a roll call was taken to confirm members' attendance at the meeting.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
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51 HELPRINGHAM AND OSGODBY PRIMARY SCHOOLS SCHEME
APPRAISAL

Consideration was given to an exempt report from Dave Pennington, Head of Property Development, which invited the Committee to consider and comment on the Helpringham and Osgodby Primary Schools Condition Works, prior to a decision being taken by the Leader of the Council (Executive Councillor for Resources and Communications) between 4 and 12 February) 2021.

RESOLVED

That the Children and Young People Scrutiny Committee unanimously supported the recommendations as detailed in the exempt report.

52 EXPANSION OF ST BERNARD'S SCHOOL, LOUTH

Consideration was given to an exempt report from Dave Pennington, Head of Property Development, which asked the Committee to consider and comment on the expansion of St Bernard's School, Louth, prior to a decision being taken by the Leader of the Council (Executive Councillor for Resources and Communications) between 25 and 29 January 2021.

RESOLVED

The Children and Young People Scrutiny Committee unanimously supported the recommendations as detailed in the exempt report.

53 EXCEPTION TO THE CONTRACT AND PROCUREMENT RULES -
BEHAVIOUR OUTREACH SUPPORT SERVICE

Consideration was given to an exempt report from Sara Gregory, Interim Commissioning Manager – Commercial, which invited the Committee to consider and comment on the exception to the Contract and Procedure Rules – Behaviour Outreach Support Service, prior to a decision being taken by the Executive Councillor for Adult Care, Health and Children's Services between 18 and 21 January 2021.

RESOLVED

The Children and Young People Scrutiny Committee unanimously supported the recommendations as detailed in the exempt report.

The meeting closed at 1.13 p.m.



**Open Report on behalf of Heather Sandy,
Executive Director - Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	05 March 2021
Subject:	Children in Care Transformation Programme Update

Summary:

This report provides the Committee members with an update on the Children in Care Transformation Programme.

Actions Required:

The Committee is invited to seek assurance regarding the purpose and progress of the Children in Care Transformation Programme.

1. Background

Children in Care (CIC) Transformation Programme

We have a Children's Services system which is working well and a Children in Care Service which is outstanding although there is more we can do to deliver excellent outcomes for children and families, particularly taking into account the impact of Covid-19 and the national lockdowns. More specifically, the pandemic has brought about a pressure upon the placement market place and availability and cost of external placements. Furthermore, the availability of in house foster placements has reduced as carers self-isolate or enquiries are not progressed.

In response to the impact of the pandemic upon Children's Services, the Transformation Programme has been developed to provide additional resource and capacity to respond to these challenges. The ambition of the Children's Services CIC Transformation Programme is to ensure that we are providing the right help to the right children at the right time and for the right duration.

Since 2019, the number of children in care in England per 10,000 population has increased by 65, up from 64 in 2018. Lincolnshire's increased from 43 per 10,000 in 2019/20 to 45.9 as of October 2020. The total number of children in care has increased since April 2020, and as at January 2021 it is sitting at 675. Due to the first, second and third lockdown restrictions we have seen an increased use of out of county residential or independent fostering placements (IFA) as a number of in-house foster carers were unable to offer placements to new children in care

because of existing vulnerabilities in the household, self-isolations and shielding. Furthermore, the ages of children in external provision has decreased with some children as young as 8 years requiring externally commissioned placements. The proportion of Lincolnshire children in care in independent non-maintained provision, residential or IFA placements as at 31 March 2020 is now over 10%; 12 months ago it was below 6.5%. This has and will place considerable pressure upon the Council's budget. Whilst our numbers of children in care and numbers of children placed with external providers compares very favourably in comparison with other local authorities, we need to respond in a proactive way to ensure that wherever safe and possible, children can remain living with their parents or family. If children do need care provided by the local authority, we also need to ensure that they receive the right care at the right time, for the right duration and more importantly within their own communities. Therefore the Children in Care Transformation Programme is both innovative and ambitious, while embracing our key strategic goals, which are:

- To reduce the need for statutory intervention in families lives, by providing the right help to the right children at the right time and for the right duration.
- To support families to come to their own solutions by focusing upon building networks which they have in place.
- To improve outcomes for our Children and Young People, by providing care locally within Lincolnshire rather than care at a distance to keep Children and Young People within their own communities where they can be close to their networks.

Using the principles of the successful Partners in Practice Programme and the Special Education Needs and Disability (SEND) Transformation Programme, the CIC Transformation Programme is managed through clear and robust governance arrangements, including the Transformation Governance Board and the Corporate Transformation Programme. Through stakeholder and staff engagement and co-production, the six following workstreams for the Programme have been identified and agreed by the Executive Directorate Leadership Team (DLT) and the Transformation Board:

- Early Help Strategy
- Practice Excellence
- Valuing Care Approach
- Re Think Fostering
- Residential Capital
- Residential Reform

Early Help Strategy Workstream

It is really important that we all identify what we need to be doing across every part of the child's journey to prevent escalation of need and improve outcomes. Therefore the CIC Transformation Programme will also focus upon early intervention and support. Our Early Help offer to children and families in Lincolnshire is strong, but the Transformation Programme provides a timely

opportunity to refresh and develop an Early Help Strategy that is fully-reflective of our strengths and priorities; and owned by both Lincolnshire County Council (LCC) and our partners. Through a series of engagement workshops and surveys with internal staff and partners, this work stream will gain a collective response to shaping the priorities of the Early Help Strategy and agreement of a small number of meaningful outcome based measures which can be used to track the impact of the Early Help system.

Progress to date:

- Project brief completed.
- Consultation time line developed.
- Consultation workbook devised to shape priorities.
- DLT agreement to brief and consultation.
- Presentation to Lincolnshire Safeguarding Children Partnership (LSCP) Board. Nominations out for Multi Agency Steering Group members.
- Workshop sessions for Children's Services Team Managers on 17 December 2020.
- Partners and Family engagement survey live 11 – 31 January 2021.
- Work packages scoped - Meaningful Measures (Development of a small number of outcome based targets linked to key corporate and partner objectives) and Relationships (Effective step downs, collaborative relationships between social care front door, Team Around the Child coordinators and localities).

Practice Excellence Workstream

The past nine months has seen a change in the way practitioners work with children and families. Services and localities have put a lot of effort into adapting and creating ways of continuing to keep children safe despite all of the pandemic restrictions. To achieve practice excellence, we must aspire to deliver demonstrable and sustained improved outcomes in the lives of Lincolnshire children and young people. This will be delivered through the Practice Excellence workstream to ensure our Signs of Safety (SoS) Practice Framework and models of working are consistently applied across the workforce and learning from the Covid-19 pandemic is captured.

Progress to date:

- Practice Advisors (PA) have been identified to support this work stream.
- 12 Family Finding Boot Camp training places have been secured and key staff have been identified to attend this training in January and March 2021. This group of staff will champion the use of the Family Finding approach across Children's Services.
- Workshops being developed for refresh of SoS Framework for March/April 2021.
- Practice Expectation in draft form - to be available for the refresh dates.
- SoS Service Plans from localities being received to enable development of SoS refresh.
- Bespoke workforce training undertaken – Child Exploitation and Missing, and Youth Homelessness.

- Language audit scope meeting set with PA's, Participation, and Young Inspectors; this will inform practice leader session development and support overall children in care language/culture change.
- Digital development – Lunchtime learning booked, all recorded and to be used as resources for locality teams and partner agencies.
- Lincolnshire to be involved in research with Professor Eileen Munro and Andrew Turnell, Co-Creator of Signs of Safety, to explore the impact of Covid-19 on family networks and subsequent outcomes for children and families.

Valuing Care Approach Workstream

The Transformation Programme currently has a unique opportunity to work with Impower to test the use of a new approach called Valuing Care to explain, record and track needs and outcomes for children in care on an individual and cohort level. This is so we fully understand and communicate their stories, including their strengths and aspirations as well as the needs and risks. Valuing Care is an approach which profiles the needs and strengths of the young person, what is currently in place to support that need and identifies any additional support or intervention the child would benefit from. This is ideally done in a multi-agency setting and in consultation with the child.

How it can support the Transformation Programme

On an individual child level:

- Helps shape a holistic, nuanced picture of the child and create a shared language with professionals about their needs and goals.
- Used at different points in a child's journey to understand changes over time.
- It is focused upon progress and outcomes.
- The tool can be embedded into the existing case management system Mosaic.

At a population-level:

- Valuing Care helps us get a picture of our overall needs locally.
- We can see the most prevalent needs across the children in care population and within different groups.
- We can use analysis like this to help us understand the picture of needs and challenge assumptions about where needs are highest and lowest. This will help inform:
 - Matching and placement finding
 - Commissioning
 - Foster carer development and recruitment

During phase 1 of the implementation plan, we have introduced the Valuing Care approach to 75 practitioners and service leads; encouraging feedback has been

gained on using Valuing Care to shape the Children's Services Sufficiency Strategy and an ambition to embed into practice. The Valuing Care approach was tested using a sample of 149 children from our children in care cohort, resulting in a needs and cost analysis for this sample. This has enabled the service to identify key opportunities to use Valuing Care to improve outcomes and cost, with consideration of plans for some children to step down from high cost external residential placements to foster care and in some cases to explore the reunification with home.

During phase 2 of the implementation plan, the focus will be upon:

- Test pilot with 50 young people at the edge of care.
- Preparation of Mosaic to embed the tool within the system's workflows.
- Develop reporting and trajectory frameworks.
- Utilise the on-going needs and cost analysis to inform key planning and decision making.
- Embed Valuing Care within the commissioning process.

Re Think Fostering Workstream

We have a strong in-house Fostering Service, however through diagnostic workshops the priority below and subsequent challenges have been identified:

Priority:

- To promote fostering as a partnership, working with foster carers every step of the journey by providing the right support, training and resources when needed. This will be delivered through reviewing our current foster carer offer, the development of a fee paid scheme and the evaluation of the Caring2Learn project (C2L).

Challenges:

- Covid-19 has impacted upon the availability of foster carers.
- We need to maximise every initial enquiry to ensure we continue to capitalise upon our conversion rates.
- We need to promote our unique selling points to entice potential foster carers.
- We need to re-explore the need for a bespoke fee paid carer scheme.
- We need to ensure the C2L project success can be sustained within existing Children's Services budgets.
- We want all of our carers to be trauma informed.

Residential Capital and Residential Reform Workstreams

In 2019, Capital funding was agreed for the development of two new children's homes over four years. This project was slightly delayed due to the pandemic; however the Residential Capital Workstream and the Residential Reform Workstream have now been brought under the scope of the Transformation Board.

The Transformation Programme vision is to provide additional capacity within the residential estate to provide high quality therapeutic placements in-house, as it is anticipated that these placements will allow for children, particularly young children, to have their needs met better with a view to future step down to foster care. Currently we are heavily reliant on the commissioned placement to indicate whether or not it would be in the interests of a child to move on from a high care home. As an authority, having this in-house provision will ensure that there is not a necessity to commission the current level of high cost placements out of county. The aim is that by 2023, two new residential homes will be established in-house, providing an additional eight residential placements.

The Residential Capital Workstream will focus upon the creation of two or three new operational mainstream children's homes that are Ofsted registered (either through the purchase of a property or build on a LCC existing site; both opportunities are being explored). This will increase capacity and enable children to be placed back in county in an internal provision that has been designed to provide high quality therapeutic placements to meet their needs. These homes will be smaller units designed to meet both the younger cohort and older cohort. The homes will be based upon a trauma recovery model, with wrap around multi-agency support.

The Residential Reform Workstream will focus upon creating the vision, statement of purpose and recruitment of staff, whilst also managing the Ofsted registrations of the new homes and supporting the identification of those children placed in external provision that may be able to transition to these new homes.

2. Conclusion

Each individual workstream identified is governed by the Executive Directorate Leadership Team and Transformation Board. Financial implications will be considered within each work stream when evaluating the options and recommended action for decision. The Programme is acutely aware of the current financial challenges facing Children's social care budgets through increased children in care and increased placement costs.

3. Consultation

a) Risks and Impact Analysis

The equality and impact assessment was completed at the start of the Programme.

Individual risks and issues logs are being captured and developed by the Programme Office Transformation Manager. All risks are monitored through robust governance arrangements via the Transformation Board.

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 Tara Jones, who can be contacted on 01522 552686 or tara.jones@lincolnshire.gov.uk.

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**Open Report on behalf of Heather Sandy,
Executive Director - Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	05 March 2021
Subject:	Proposal on the Future of the Boarding Provision at The St Francis Special School, Lincoln (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report which will be presented to the Executive Councillor for Adult Care, Health and Children's Services for a decision between 08 and 12 March 2021, on the Proposal on the Future of the Boarding Provision at The St Francis Special School, Lincoln (Final Decision). The views of the Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to:

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

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider the report in Appendix 1 between 8 and 12 March 2021.

2. Conclusion

Following consideration of the attached report to the Executive Councillor for Adult Care, Health and Children's Services, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive Councillor. Comments from the Committee will be reported to the Executive Councillor.

3. Consultation

This Committee is being consulted on the proposed decision of the Executive Councillor for Adult Care, Health and Children's Services between 08 and 12 March 2021.

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Report to the Executive Councillor for Adult Care, Health and Children's Services on Proposal on the Future of the Boarding Provision at The St Francis Special School, Lincoln (Final Decision)

5. Background Papers

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

This report was written by Matthew Clayton, who can be contacted on 01522 555353 or matthew.clayton@lincolnshire.gov.uk.

**Open Report on behalf of Heather Sandy,
 Executive Director - Children's Services**

Report to:	Councillor Mrs P A Bradwell, OBE, Executive Councillor: Adult Care, Health and Children's Services
Date:	Between 08 March and 12 March 2021
Subject:	Proposal on the Future of the Boarding Provision at The St Francis Special School, Lincoln (Final Decision)
Decision Reference:	I021497
Key Decision?	Yes

Summary:

Lincolnshire County Council has a statutory duty to ensure that there are sufficient school places to accommodate all pupils of statutory school age who live in Lincolnshire, including provision for children with special educational needs and disabilities (SEND). Lincolnshire County Council (LCC) must consider its duty to promote high educational standards, ensure fair access to educational opportunity and assist every child to achieve their potential with the aim of enabling children to take up a school place in the local area. To help the Local Authority (LA) meet these duties and restructure local provision they have the power to close all categories of maintained schools, including boarding provision.

The proposal under consideration is to permanently discontinue the boarding provision at The St Francis Special School, Lincoln with effect from 1 September 2021. The LA believes that this proposal is the best available option to fulfil this duty and to support equity in provision across the special school estate. Consideration is being given to what the accommodation could be used for in the future, which is referred to in this report.

St Francis caters for pupils aged 2 to 19 with a wide range of special educational needs. The school currently has a residential facility, which has been temporarily closed since March 2020 due to the Covid-19 pandemic. When open it has capacity for up to eight St Francis pupils, who access the facility for over-night stays as part of the school's educational offer to support the development of skills for independence. This is now part of the curriculum for all special schools including those without boarding provision. It is not a short breaks offer through a social care assessment, so other schools are unable to access it when open.

It is not known when it will be safe for the residential unit to re-open due to the uncertainty surrounding the pandemic. As no timescale can be determined and with staff temporarily deployed into other positions on an informal basis within the school, it is not considered reasonable to keep the boarding provision open and

staffed in the long-term with no pupils. It is not considered to be value for money and best use of the public purse. Alternative options are available in the longer term, which are more in keeping with the objectives of the SEND Building Communities of Specialist Provision Strategy to support equity across SEND provision in Lincolnshire.

The Governing Body of St Francis Special School (also the Governing Body of the federated St Christopher's Special School in Lincoln) wrote to the LA in September 2020 to ask the LA to close the boarding provision to enable broader work to take place to consider how the accommodation could continue to be utilised to best effect. It was requested that the LA move forward a formal proposal to remove the boarding provision at the school and opportunities be explored to benefit the young people of Lincolnshire, which might include short breaks.

The Local Authority is co-ordinating the process following statutory guidelines published in the Department for Education (DfE) guide "Making significant changes ('prescribed alterations') to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) in accordance with the terms of the Education and Inspections Act 2006, as updated by the Education Act 2011.

On 30 September 2020 a five week period of consultation commenced which closed on 4 November 2020 and is further referred to later in this report in the Consultation section. A summary of written responses received is also attached in Appendix A.

Following the consultation period the decision was taken on 1 December 2020 to publish a Statutory Notice on 17 December 2020. This initiated a four week Representation Period up to 14 January 2021 when further written objections and comments may be submitted. The process is now entering the final stage when the LA, as decision maker, must take the final decision regarding the proposal within 2 months from the end of the Representation Period (by 14 March 2021).

The purpose of this report is to advise the Executive Councillor on making the final decision regarding the proposed closure of the boarding provision at The St Francis Special School Lincoln.

The detail on what alternative uses there may be for the accommodation is not a factor in making that decision, but the Executive Councillor should be aware that there are other potential uses which could themselves contribute to SEND provision in the county. Alternative uses explored during the consultation and representations periods continue to be explored and are referred to later in this report.

Recommendation(s):

That the Executive Councillor approves the closure of the boarding provision at The St Francis Special School Lincoln with effect from 1 September 2021.

Alternatives Considered:

Do not close the boarding provision at The St Francis Special School and continue to operate, fund and staff the residential provision in its present format. With the aim to re-open the facility at a later date as it was before, once it is deemed safe to do so following the Covid-19 pandemic.

Reasons for Recommendation:

- The recommendation takes account of the wishes of the Governing Body for the boarding provision to be considered as part of the LA's wider considerations regarding the future of care provision for young people and to utilise the residential accommodation to its full potential.
- There are currently no pupils boarding due to the pandemic. It is not considered reasonable to keep the boarding provision open and staffed in the long term with no or very few pupils.
- Supporting the development of independence skills is now integrated into the curriculum and the same learning opportunities that are available to SEND pupils across the county will continue to be available to pupils at St Francis Special School after the recommended change.
- To enable the statutory and legal processes to proceed in accordance with guidelines laid down by the DfE.
- There is no other residential SEND provision within the county of this type. One of the ambitions of the Building Communities of Specialist Provision Strategy is to achieve equity in SEND provision across the county.

1. Background

The St Francis Special School, Lincoln, caters for 164 (October 2020 School Census) pupils aged 2 to 19 with a wide range of special educational needs including physical and medical, Autistic Spectrum Disorders and social communication difficulties, and severe and profound learning difficulties. As part of the multi-million pound special school capital programme being delivered by the LA, there will be significant adaptations and funding invested into the school over the next few years so that it can cater for all needs.

The Council's SEND Strategy is to ensure that special schools in the county cater to all needs thus enabling pupils to attend schools closer to their homes. As part of this strategy the Council is seeking to provide an equitable offer across the county. Learning skills for independence forms part of the curriculum at all special schools without the need for residential/boarding facilities.

This report is written in the context of concern over equity of provision where St Francis School pupils have access to a residential unit in addition to the integration of the development of independence skills through the daily curriculum.

There are also concerns about the long term financial sustainability of the residential facility at St Francis Special School. The facility has been temporarily closed since March 2020 due to the Covid-19 pandemic. When open it has capacity for up to eight St Francis pupils.

It is not known when it will be safe for the unit to re-open due to the uncertainty surrounding the pandemic. As no timescale can be determined and with staff temporarily deployed into other positions on an informal basis within the school, it is not considered reasonable to keep the boarding provision open and staffed in the long-term with no pupils. It is not considered to be value for money and best use of the public purse. The school is currently funded annually from the High Needs Block specifically for the operation of their residential offer.

Originally the residential facility had capacity for approximately 39 boarders. The capacity has gradually reduced over the years due to a number of factors. Needs of pupils at the school increased and became more complex, so the boarding facility could not accommodate as many pupils. Changes to fire regulations also affected the capacity, resulting in fewer numbers. At the last Ofsted inspection the emphasis in the boarding facility became more social care focused, resulting in a drop from 'outstanding' to 'good'. This also contributed towards a decision to make the facility single room occupancy.

Due to the single room occupancy rule, some pupils are in rooms that were originally designed to sleep three to four, which are vastly larger than required. In total there are nine multiple occupancy rooms and three single rooms, split equally over three wings. One wing has more recently been used for dining and socialising and not sleeping. With the current maximum capacity of eight pupils for the whole boarding provision, this means that per person, running costs of the building alone are high and the space is not utilised to its maximum potential. Funding allocated in 2020/21 is £582,568, which is based on a current maximum capacity and is a cost per place of £72,821. This is considered to be a high cost.

When operating, the residential facility is only used part of the year as it is not open at weekends or school holidays. So if in use for four nights a week for 28 weeks a year then this roughly equates to over £20,000 per four day week (over £5,000 per night). This further demonstrates that it may not be considered good value for money. It is also not available to any pupils not on the roll of St Francis School.

The boarding provision is funded as an education facility and due to funding it is not possible to extend the operating hours or to open it up to other uses such as social care related short breaks. St Francis is the only school in Lincolnshire that operates in this manner. In addition, although federated, Lincoln St Christopher's School is unable to use the facility.

The model of having residential provision as part of a special school is being used far less both locally and nationally. Many special schools now have established links with other provision (rather than part of their own provision). This enables young people to have the potential to access appropriate residential care that they may need (subject to a social care assessment) from a wider range of sources, whilst learning independence skills is now successfully embedded into the

curriculum within the school day to teach young people the skills needed to prepare them for later life and adulthood.

St Francis receives commissioned funding for the boarding facility from the High Needs block of the Dedicated Schools Grant. This is outside of the school's main delegated funding for day education provision, which is determined through Lincolnshire's special schools funding formula. The boarding provision is considered to be high cost based on current maximum capacity, and it is important spending commitments are continually considered to deliver value for money on the finite resource available for Lincolnshire. This funding could be used in another way to benefit children's education across the county, and it is also important to recognise the local and national financial challenges of high needs spending.

As a result of Covid-19, in March 2020 the LA explored ways to increase mainstream residential provision for children who are looked after. The school worked closely with the LA to utilise their boarding provision to best effect during these unprecedented times. St Francis Special School offering their residential buildings assisted the authority in fulfilling its statutory obligations. St Francis was required to relinquish their Ofsted Registration for the boarding facility and this was done in March 2020. The LA then made an urgent application for the facilities to be registered as a temporary home for children aged between six and twelve years. In June 2020 the residential facility, named Wickenby House, was officially registered as a children's home and a certificate was issued to this effect to serve as a temporary children's home during the pandemic. At present there has not been much of a need to place any children at Wickenby House and there are currently no children using the facility.

It is the LA's statutory duty to ensure that there are sufficient school places to accommodate all pupils of all needs of statutory school age across the county of Lincolnshire. The LA must consider its duty to promote high educational standards, ensure fair access to educational opportunity and assist every child to achieve their potential with the aim of enabling children to take up a school place in the local area. The proposed closure of the residential facility does not affect the number of main St Francis daytime places. Part of the SEND Building Communities of Specialist Provision Strategy is about providing an equitable offer across Lincolnshire which all children can access. The current arrangements at St Francis are not in line with other provision across the county to ensure that all special school provide a similar and equitable offer.

The school governing body asked the LA that the boarding provision be considered as part of the Local Authority's wider considerations regarding the future of care provision for young people, building on the work the school has done in providing support for our pupils and families over the last few years.

Depending on what the provision becomes in the future, there are a number of possible options relating to the employment of the residential staff. Employees would be given opportunities to look for redeployment opportunities to secure their high quality specialist skills within the authority wherever possible; potentially there could be an opportunity to TUPE staff across into a new setting (only if run by another organisation), temporary secondments, permanent redeployment (there

are several opportunities with vacancies in other settings) and as a last resort, redundancy.

The staff have shown dedication and professionalism throughout in order to ensure that young people are supported so that their needs are met. If the residential element of the school is closed, then staff will be supported to ensure that all suitable opportunities are explored to try to retain their skills and knowledge with LCC.

The Executive Councillor must reach her decision having regard to the Council's education duties and Statutory Guidance referred to later on in this Report. The fact that the building could be used for potentially better alternative uses is not in itself a ground for closure. However it is relevant for the Executive Councillor in deciding whether to close on other grounds to have in mind whether there are other uses to which the building could be put.

Throughout the consultation process a number of options for how the accommodation might be used have been discussed, were it to close. Consideration will continue to be given to how the use of the buildings may potentially link to the Children in Care Transformation work and/or the SEND Building Communities of Specialist Provision Strategy. Options will be explored further to determine a suitable future use for the accommodation, if it is no longer used for the boarding offer at the school. The potential for what the buildings may become should not be an influencing factor in making a decision on the proposal to end the boarding provision.

Whatever the long term use of the buildings, it is the intention that a solution will be found to ensure that they are fully utilised to the benefit of the young people of Lincolnshire.

Reaching the Decision – Preliminary Considerations

The requirements for decision making relating to school organisation in LA maintained schools are set out in the guide "Making significant changes ('prescribed alterations') to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

Factors to be considered by Decision Makers

The Consultation and Representation Period

The Executive Councillor must be satisfied that appropriate fair and open local consultation and representation periods have been carried out and that all of the responses received have been given due consideration. The Executive Councillor

should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal, especially parents of children and should not simply take account of the numbers of people expressing a particular view.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "*a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The LA conducted a five week period of pre-consultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice (Appendix B) and Complete Proposal (Appendix C), initiating a four week Representation Period, were published in accordance with current statutory requirements.

Responses submitted during both the Consultation and Representation Period have been made available to the Executive Councillor for consideration when taking the final decision and further details of these responses are provided in section 6 of this report (**Consultation**).

Education Standards and Diversity of Provision

The Executive Councillor should consider the quality and diversity of schools in the area and whether the proposal will meet or affect the needs of parents, raise local standards or narrow attainment gaps.

The closure of the boarding provision will not affect pupils attending their daytime provision, as no pupils reside at the boarding provision full-time, with pupils travelling daily from home to access education at St Francis.

If this proposal goes ahead there are alternative methods successfully embedded within the day to day curriculum of the school (as with all other schools in Lincolnshire) that ensure pupils gain the life skills they need for supporting them in later life, so it is not considered that education standards of the school will be impacted as a whole. It is also considered that the proposal will still meet the educational needs of the pupils at St Francis and their parents.

Equal Opportunity

Throughout this decision making process the Public Sector Equality Duty (PSED) will be complied with and 'due regard' will be given to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The LA does not consider that there are any adverse impacts on people with protected characteristics that will arise if the residential provision closes. In

particular the education, which the pupils receive in relation to skills for independence, is taught through the day curriculum in the same way as for other SEND pupils in Lincolnshire. They will therefore continue to receive support for developing the skills to advance their equality of opportunity with others who don't share their protected characteristics. The LA continues to be committed to provide access to a range of opportunities and aims to ensure that such opportunities are open to all.

Community Cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

As the main day-time provision of St Francis is not affected by the proposal it is not considered that there will be an impact on community cohesion. Children from different backgrounds will still be able to access their day-time place at the school and pupils will continue to learn about other cultures, faiths and communities.

Travel and Accessibility

The Executive Councillor should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

The proposed closure of the boarding provision will not affect pupils attending their daytime provision. No pupils reside at the boarding provision full-time; with pupils travelling daily from home to access education at St Francis, therefore there will be little or no change on journey times or transport costs. The boarding provision has temporarily been closed since March 2020 without impacting on pupils' access to daytime provision.

Funding

The Executive Councillor should be satisfied that any necessary funding required to implement the proposals will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

The diocese has not objected to the proposal and the governing body support the proposal.

Financial implications on the closure of The St Francis Special School would be dependent on the facility's future use. A final decision will not financially impact the

running of the main school site education delivery at The St Francis Special School, Lincoln.

Should a decision be made at the end of this process to proceed with the closure of the boarding provision, there may be staff related financial implications resulting from the closure which will need to be determined; however re-deployment opportunities will be explored to maintain high quality specialist skills of valued staff within the sector. Financial liabilities specifically relating to the boarding provision closure will be managed within the High Needs block of the Dedicated Schools Grant.

Alternative Provision, Standards and Diversity of Provision

The proposed permanent closure of the residential facility does not affect the number of main St Francis daytime places; in addition the quality and diversity of schools in the area will not be impacted.

When open, the boarding provision has capacity for up to eight pupils. Full-time boarding places are not offered by the school; part-time places are offered on rotation to ensure all those who wish to utilise the facility get an opportunity. The boarding provision provides an opportunity for pupils to spend a few nights away from home to develop life skills which helps prepare them for independence; it also offers an opportunity for pupils to socialise with their peers and in addition provides respite for the families of pupils.

As the school's residential facility is not a traditional full-time boarding school there is not a requirement to consider alternative state boarding provision in the wider area; in the long-term it is also considered that the proposal will still meet the needs of the pupils at St Francis and their parents.

The closure of the boarding provision will not affect pupils attending their daytime provision, as no pupils reside at the boarding provision full-time, with pupils travelling daily from home to access education at St Francis.

If this proposal goes ahead there are alternative methods successfully embedded within the day to day curriculum of the school (as with all other schools in Lincolnshire) that ensure pupils gain the life skills they need for independence, so it is not considered that education standards of the school will be impacted as a whole.

In addition the LA is exploring more cost effective alternatives for the use of the residential buildings, with the desire to provide more opportunities for vulnerable young people through a wider residential offer for short breaks or other possible opportunities.

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 Assessment has been completed (Appendix E). In summary the analysis indicates that if new provision for short breaks or a Children's Home is

created within the existing boarding provision buildings there would be a long-term positive impact on more young people in the wider Lincoln area. It was also identified that any new provision will not be operated by the school and if existing St Francis pupils access the provision there could be unfamiliar staff within the setting depending on deployment and recruitment. This could be unsettling for St Francis pupils, however support is always offered to young people accessing new facilities.

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 and Wellbeing Strategy (JHWS) in coming to a decision.

The JSNA and the JHWS have been taken into account during the preparation of this report on the proposed permanent closure of the boarding provision at the St Francis Special School as follows.

If the residential provision closes it will be ensured that pupils gain support for the development of the life skills they need through the day curriculum at the school, so it is not considered that educational standards or attainment will be impacted as a whole.

The daytime provision is separate to the residential provision so daytime places will not be affected and pupils will continue to be supported by the school in all areas including mental health and managing health conditions and/or disabilities.

Daytime provision is not part of the consultation and residential provision is not offered full-time so journey times to and from school will be largely unaffected. The impact from journeys on health and safety and general wellbeing will be no greater.

Alternative use of the residential provision is being explored, which St Francis pupils may be able to access (dependent on its eventual use and social care assessments).

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.

This duty has been considered but no implications have been identified.

3. Conclusion

The final decision is required from the Executive Councillor to determine whether to approve the proposal to close the boarding provision at The St Francis Special School Lincoln as detailed in this report. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section 6 Consultation) in relation to the proposed closure of the boarding provision at The St Francis must be considered.

The LA believes that this proposal is in the best interests of children and parents, particularly for those young people that are some of the most vulnerable in our society and need the highest level of care and education possible. This proposal will support the future sustainability of special school provision across Lincolnshire, and help meet the ambitions of the Building Communities of Specialist Provision Strategy by increasing equity in provision across the county.

It is recommended that this proposal is implemented. The advantages of implementing this proposal are detailed earlier in the report in the "Reasons for Recommendations" section.

4. Legal Comments:

The Council has the power to propose the closure set out in the Report subject to following the statutorily prescribed process including all consultation requirements. This report seeks approval to close the provision.

In arriving at the recommendation the full statutory process for making a prescribed change to an LA maintained school has been undertaken, which has taken into account statutory guidance.

The Executive Councillor must take into consideration all matters which are required by the Statutory Framework and the consultation responses must be conscientiously taken into account in reaching a decision.

The Executive Councillor may reject the proposal, approve it without modifications or with modifications or approve subject to certain conditions being met.

It would be lawful for the Executive Councillor to make a decision in accordance with the recommendation which is to approve without modification.

5. Resource Comments:

The recommendation in the report to the closure of the boarding provision at The St Francis Special School Lincoln with effect from 1 September 2021 will cease the current commissioned funding arrangement with the school at that point. This commissioned funding arrangement is outside of the school's main delegated funding for day education provision, which is determined through Lincolnshire's special schools funding formula.

The boarding provision is funded as a commissioned activity through the High Needs block of the Dedicated Schools Grant. It is seen as best practice to ensure spending commitments continue to deliver the optimum outcomes for children and young people of Lincolnshire and deliver value for money, noting the boarding provision is considered to be high cost based on current maximum capacity. This is even more important in the context of local and national funding challenges of high needs spending. The Dedicated Schools Grant is a ring-fenced grant and has to be spent into accordance with the Schools & Early Years Finance Regulations in supporting the children of Lincolnshire. The Local Authority's role is to govern the use and effective deployment and prioritisation of resource, and decisions are made in consultation with schools and other stakeholder groups.

The level of financial liabilities relating to the recommended closure of the boarding provision will be subject to redeployment opportunities for the residential staff. Where all opportunities have been explored, financial liabilities for the provision closing will be managed within the High Needs block of the Dedicated Schools Grant.

6. Consultation

In order for the school to expand the Local Authority must follow the necessary statutory processes in accordance with the Education and Inspections Act 2006, the Education Act 2011 and the guidance "Making 'prescribed alterations' to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) issued by the DfE.

Under these guidelines the LA must ensure that sufficient time and information are provided for people to understand, form a view on the proposal and make a response. Under the DfE guidelines which came into effect in October 2018 there is no longer a prescribed consultation period for significant changes to schools (including physical expansions). However there is a "*strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". To comply with this the Local Authority has conducted a five week period of pre-consultation. Any documentation issued must set out the problem that is being addressed and invite comments. The Local Authority must explain the decision making process and take all reasonable steps to draw the proposal to the attention of all those who might be interested and take into account their views.

The Education and Inspections Act 2006 specifically includes as interested parties the registered parents of registered pupils at the school and also the appropriate District and Parish Councils for the area. The guidance issued by the DfE in October does not prescribe a definitive list of consultees. The list of interested parties was therefore compiled comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents of current St Francis pupils, the District Council, as well as individual County, District and Parish Councillors as appropriate.

A letter incorporating relevant information and reasons for the proposal was sent out to a wide range of interested parties on 30 September 2020 to commence a five week period of consultation. There was the opportunity to provide a response to the consultation online, by letter, email or by returning a response form by 4 November 2020. A copy of the letter commencing consultation was published on the County Council website at www.lincolnshire.gov.uk/school-pupil-support/school-organisation-planning.

All written responses received during consultation have been made available to the Executive Councillor for consideration and further details are confirmed in this report in Appendix A. To summarise, however, there were 46 valid responses in total.

There were 22 responses received from pupils at St Francis. Overall the pupils were very sad about the proposal to potentially close the facility. The pupils stated that they like staying in the residential unit, it makes them happy and they enjoy seeing the staff and their friends. The pupils also value residential as it gives them independence which helps prepare them for when they move out of home.

The staff do an excellent job to make the pupils feel welcome and safe, and whilst it is nice for young people to spend time together overnight with their friends, this is not an educational requirement or the main purpose of the provision. As referred to in the report, the focus on learning skills for independence is in the daytime curriculum at school, alongside other support through the school and their families, which helps provide the necessary preparations for adulthood.

Three responses were not against the proposal and supported the notion of exploring and developing provision available to pupils with additional needs and the opportunities it may bring. These provisions continue to be explored and are referenced in the report in relation to possible accommodation alternative use by St Francis School (education) or for short breaks (social care).

The remaining 21 responses were concerned about the proposed closure as it is seen by those respondents as a vital service for the St Francis pupils and their families. It was highlighted in the majority of these responses that the residential boarding gives the pupils an opportunity for independence, which prepares them for adulthood. Residential is also considered to be one of the pupil's only opportunities to socialise with their peers outside of the classroom and offers a more conventional childhood for a few nights.

As referred to above, all special schools must ensure that their main daytime curriculum covers all suitable preparation for adulthood and developing the skills and knowledge needed for independent living.

It was also highlighted that the residential staff are well liked and provide excellent care. Parents also like how their children are familiar with the residential staff, as they also know them through the main day provision.

The LA and school wish to support the staff and retain as many as possible through any redeployment opportunities. This may result in some of the staff that

the children are familiar with still being involved with the children of the school in some way.

The Anglican Diocese had no objections to explore the long term future of the boarding provision for St Francis Special School.

All comments made will be taken into consideration by the Executive Councillor in the decision making process.

It was not felt appropriate to hold a public meeting due to the Covid-19 pandemic, so a virtual information event was scheduled to take place online and offered to all interested parties. Information about this event was published on the LA's website and included in the letter. However, no one registered for the event, so it did not go ahead and parents of pupils were encouraged to either discuss the proposal with the school or to approach the School Organisation Team via email, phone or through writing a letter, in addition to the online survey.

Following the completion of the consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will also be re-considered along with this report) by the Executive Councillor and a decision was taken on 1 December 2020 to proceed to Statutory Notice. A statutory 4 week Representation Period was entered into on 17 December 2020 commencing with the publication of the Statutory Notice (Appendix B) in the local press, on the Lincolnshire County Council's website and at the school gates.

The Complete Proposal, available in paper and electronic format (Appendix C) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website at www.lincolnshire.gov.uk/school-pupil-support/school-organisation-planning. The school also wrote to all parents of both St Francis and St Christopher's. The Representation Period provided a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. Four responses were received during the Representation Period, three were strongly opposed to the proposal and one supported the proposal if the boarding provision closed and places were offered to pupils under the short breaks arrangements. They also stipulated that they would not want the boarding provision to close prior to the LA agreeing on the future use of the facility.

The governing body has confirmed that they continue to support the proposal to close the boarding provision at St Francis School and recognise the positive opportunities it might bring to short breaks and children's home provision in the county. They have however asked that the LA are mindful of the potential impact from the increasing SEND pupil numbers on the number of short breaks places that may be needed in the future and that they had expected all of the accommodation to be required to increase the number of short breaks places now. However, options were explored to increase the number of short breaks beds and there is no evidence to support the need for extra places at this time. Any accommodation that is not used for an alternative use may be available to support the school through the SEND capital project, and there may be the opportunity to explore the possibility of additional short breaks places if required, before a long

term solution for all of the accommodation is confirmed. Whether there is a future need for additional short breaks places remains to be seen, but there is no case to support the need at this time, but any options for short breaks provision will be explored further before the future use of the accommodation is determined. The governing body also expressed concern about the impact of the loss of funding for the boarding provision if it is discontinued, but do not consider this a barrier to moving forward with the proposal and the LA will work with them to support the implementation of a sustainable financial position going forwards.

It should be noted that it was not possible to include the detail of the possible positive projects regarding Strut House and a new Children's Home as part of the original proposal to close the residential provision of the school, as those details have been developed as the consultation has progressed and continue to be explored. Consultees were asked to consider the proposal based on its own merits and how it *might* be an opportunity to explore other enhanced and expanded provision.

In developing the preferred options it will be shown how the feedback from the consultation has helped shape the potential future use of the accommodation.

Under current legislation the Local Authority is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in March 2021. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive but must not be ignored altogether.

a) Has Local Member Been Consulted?

Yes

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The decision of whether to proceed with closure of the boarding provision will be discussed by the Children and Young People Scrutiny Committee on 5 March 2021 and the comments will be reported to the Executive Councillor.

d) Risks and Impact Analysis

See the body of the Report

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Summary of Written Consultation Responses
Appendix B	Statutory Notice
Appendix C	Complete Proposal
Appendix D	Property and Site Information
Appendix E	Equality Impact Assessment

8. Background Papers

Document title	Where the document can be viewed
Proposal on the future of boarding provision at The St Francis Special School, Lincoln (decision to go to Statutory Notice)	Lincolnshire County Council Committee Records Reference I021051
The DfE guide "Making 'prescribed alterations' to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018)	Available on request from the School Organisation Planning Team, Children's Services.
Individual consultation responses	Individual responses available to be viewed by the decision maker. Content of responses anonymised and summarised to this report in Appendix A.

This report was written by Matthew Clayton, who can be contacted on 01522 555353 or matthew.clayton@lincolnshire.gov.uk.

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APPENDIX A

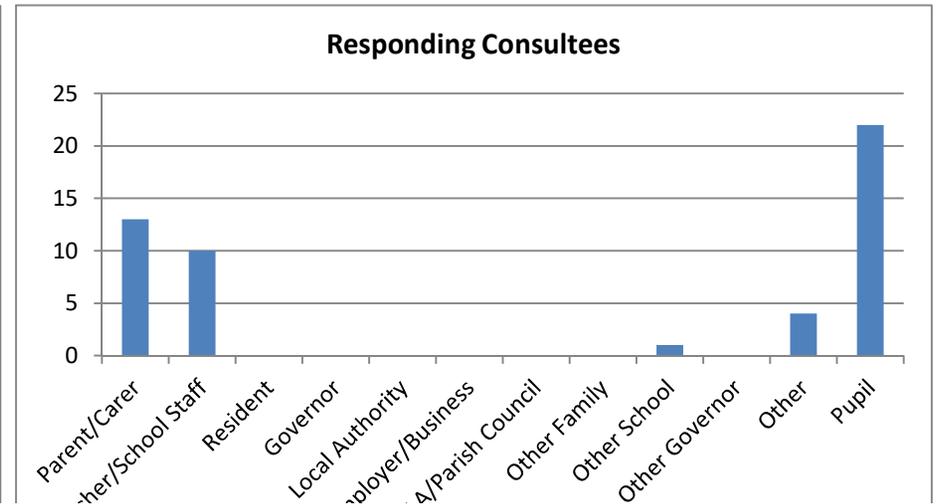
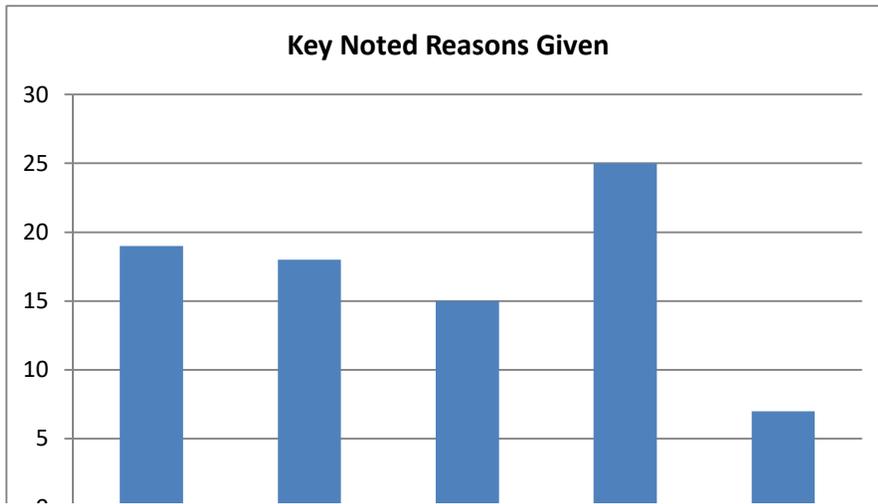
Written Responses in the Consultation and Representation Periods on the future of the boarding provision at The St Francis Special School

Point of View	Other comments/Notes
Parent/Carer	My child has benefitted hugely from residential. Learnt independent skills; undressing, holding a mirror/brush. Can now express feelings and can communicate when hungry, needs medication and toys. Happiest I've seen her when back from residential. Please keep it open.
Parent/Carer	Deeply concerned if removed completely. Offers an experience and excitement level that children with disabilities don't get compared to able children. A massive activity. Short breaks may be useful if it is not family based. Rare these children spend extra curricular time together, residential allows for a more conventional childhood.
Parent/Carer	Dismayed residential is at risk, tantamount to my child's development. Would lose the chance to develop confidence in living independently and learning self-care. Most pupils are extremely vulnerable living sheltered lives. Residential opens up their world, they're able to sleep away from home in a safe, fun environment with peers (like any normal child). Residential was one reason we chose this school. There is a waiting list, opening it to others would mean our St Francis pupils would have less chance of using the provision. Closing during Covid has had a detrimental effect on pupils (especially senior), important it is opened asap. The facility is a fundamental need and incredibly important for development. This is not the way to cut costs. Depriving vulnerable children will create further problems.
Parent/Carer	Residential is a vital, key reason I chose school. Priority should be for St Francis pupils. Chance to spend time away home in a familiar environment, gives independence, prepares for adulthood, improves quality of life and development. Children are vulnerable and only this specialist provision can provide what they need. Whilst closed it is a waste of valuable resource.
Teacher/School Staff	Facility is a tremendous asset, Ofsted rated outstanding for many years. Students excel, gain confidence, resilience, independence and social skills with support of staff who consider themselves the residential family. It is the heart of St Francis and makes it unique. Families use facility at times of desperation. Please reconsider, don't make St Francis just another school, don't take the heart away.
Parent/Carer	Amazing school, enabled my son to achieve his potential. Dedicated staff who show passion and love. Concerned and upset about proposal. Wonderful opportunity to learn independent skills and spend time with peers. Importance is immeasurable. Not all students meet criteria to attend other settings (Strut House style), including students from disadvantaged backgrounds. For residential staff their jobs are a vocation, with many years dedicated making it where students look forward to attending. Activities give pupils opportunities that most able bodied students take for granted. Residential is empty due to lockdown, not because there isn't a need. Worrying and upsetting to suggest money could be better placed or to offer more students from other areas when there's a waiting list. My son has been on the waiting list for many years and this new 'adventure' was very exciting for him. Unless decision makers are in parents' shoes no matter what people say, it will ever truly express how this feels or how important this is. The staff have been in tears and beyond upset. Residential is crucial and wonderful.
Parent/Carer	Consultation letter was misleading suggesting residential provision is suspended and the number of pupils affected is nil. Could give impression the facility closed due to lack of demand. There is a waiting list and closure is due to Covid-19, there is no reason demand for the facility would not return. When boarding our son made huge progress in socialisation and independence skills. When children attend school far away they become isolated at home. Boarding redresses isolation. Lack of residential on a long term basis will be detrimental to our child. There is continuity as the boarding facility is staffed on a rota basis from the main school. Short breaks provision implies it would benefit parents whereas the existing boarding facility is based on educational principles to benefit the child (providing parents a break is a by-product). We hope Covid-19 improves, it is unrealistic to suppose that it will be eliminated in the near future. If boarding reopens it would be prudent to draw users from the school rather than outside, minimising the possibility of the virus spread.
Other School	Fully support the proposal, knowing the need for alternative short breaks provision for young people with additional needs.
Other	No objections to this proposal to explore the long term future of the boarding provision for St Francis Special School.

Other	Understand the reason and how short break provision can be provided. Concern about capacity and if other provisions could support the additional requests. Pupils need to be open to social care to enable them to access overnight short breaks, some families would not want this. A lot board due to the travel and mileage, has additional LCC transportation costs been taken into consideration?
Parent/Carer	My child has used residential for many years and loves the time with friends and staff. It is a vital time for them to independently go out for tea/shopping, most don't get this opportunity at home. It's a break for parents or to spend time with other children. I also see how it would benefit other families to have that respite.
Parent/Carer	Valuable service. After boarding my child was moved to post 16 from main school as she enjoyed the company of her peers. They can be so different in other surroundings. If she had not experienced residential she wouldn't have moved to post 16. Many other young people may slip through. Staff are caring & professional. Easy to trust them and to allow them to care for my daughter - not sure I would feel like that about every organisation. This is a cost cutting exercise, not about people and real lives. Rethink how important this service is to our young people, it gives them an opportunity to move forward but instead it seems you have made up your minds playing with peoples lives. I would pay towards having this service and level of staff that was available. Benefits you cannot put a price on.
Parent/Carer	Great shame to withdraw provision. My daughter and I were looking forward to her staying, it was one of the main reasons we chose the school. It is a great opportunity for independence and a chance at social outings.
Other	Support the closure as part of the on-going developments to Special school education in Lincolnshire.
Teacher/School Staff	Governing Body have made a serious decision in one meeting without consultation with residential staff, senior management team, school staff and importantly the business manager/finance. Have not been given a say on at least expanding the provision further to incorporate social care provision over a 50 week period. High number of boarders access Strut House, if St Francis offered social care element it would free up Strut House to incorporate a wider client base. Why is the closure not in the five year plan? Staff are open to change as we evolve yearly.
Teacher/School Staff	Closure of residential would be wrong and so sad. Letter states that independence is covered in the curriculum. Where can young people access the independent living, choosing outings/meals, cooking and sharing this with peers? Whilst St Francis pupils are using this facility they are not using the other resources, freeing spaces for others. Surely these facilities can be run along side each other. You state the other school didn't have residential. Let St Francis be different and stand out.
Pupil	I am very confused and sad. Residential is like one big family to me.
Pupil	It was really good and the staff kind and helpful. It would not be right if it turns into anything else. It would feel weird not being able to stay there.
Pupil	Residential makes me happy.
Pupil	More students in it and new students to start.
Pupil	Residential makes me happy. I miss seeing my friends and staff in residential.
Pupil	Makes me sad that residential might not open again. I am excited when I am in residential.
Pupil	I am happy in residential. I enjoyed spending time there.
Pupil	I like night times in residential and I like the staff. It would be very bad if it turned into something else. I would very much miss my time that I spend in residential with my friends and the staff, it would make me sad.
Pupil	Residential is good. (Thumbs up).
Pupil	I don't want residential to close. I like spending time with other people, because I already know them.
Pupil	I would be angry and annoyed if I couldn't go to residential again.
Pupil	It'll be sad if new kids come and can't board, because boarding helps their independence grow ready for living on your own. I'd be happy if it reopened. You'll be able to make new friends.
Pupil	I wish I could go to residential because I think it could be helpful for me.
Pupil	I was looking forward to boarding. I don't like change but this was something I wanted to do, so when I get a house of my own it would be really good practice. It sounded perfect for me and now I can't go.
Pupil	I was looking forward to sleeping here. I am disappointed I can't do that at the minute.

Pupil	It's a massive shame that people won't be able to go and do their residential again. It would be a big shame for all the people that wanted to board and won't experience it now.
Pupil	I wanted to go to residential. Residential is good.
Pupil	I would be upset about it. I was looking forward to spending time with my friends there.
Pupil	When I'm 18 I am starting the process of moving out, but I am missing out on this opportunity of learning how to live by myself if I can't go to residential. I don't like change and would feel more comfortable to do it at school.
Pupil	I am upset that I can't board. I wanted to go with my friends.
Pupil	Some people would miss it and some people would like to do it. I know most people that do it have a smile and it would be sad if people didn't experience residential.
Pupil	I would've liked the chance to board to build up my independence skills.
Other	Seen first hand how much the pupils improve in many ways in residential. Pupils gain confidence & spend time with their peers socially. Families see the independence of their children grow. Parents and children get the break they need both mentally and physically. Many families only get a break through residential. Never heard a bad thing said about residential. Staff work hard to ensure pupils become independent and flourish. Staff are dedicated and strive to give the pupils the best. Closing residential will impact on many families and staff.
Teacher/School Staff	Residential is vitally important to St Francis. Students are involved in the thinking process of international nights and what they would like for their tea. All part of their independent learning/living, they experience new cuisine that they may not have outside school. A good cooked meal and breakfast is important to their overall well being. Not only that but they get to participate in outdoor visits, sports and games etc. It greatly stimulates their senses and provides joy.
Teacher/School Staff	Great shame to lose provision. Students enjoyed attending, while growing and learning as individuals. Being part of the school enables students to get to know the residential area and staff before attending which is invaluable. Attending with other students they already know is something that is not available in other provisions. Boarding gives students a home from home experience with the support to build independence skills ready for the next stage of their life, not just a respite/short break experience. These fundamental opportunities would be lost.
Teacher/School Staff	Upset by the proposal, it is an essential amenity and jobs will be lost. Residential gives much needed respite and opportunities that the children may not otherwise get. I believe that the closure of this service will cause a negative impact on lives.
Teacher/School Staff	This school and its ethos have given me a passion for SEN. Residential is a 'golden nugget', offers educational benefits and pupils gain confidence socially. An opportunity to gain independence in a safe and familiar environment. Would be a massive loss to current and future students. Teamwork between school and residential staff allows students to thrive. Why get rid of something that is of such a benefit to the young people we all care and want the best for?
Teacher/School Staff	Some pupils have a shorter life expectancy, may be their only chance to experience independent living. Many students grow confidence at residential and develop friendships which grow in school time. Students are familiar with the surroundings and staff due to the link between school and residential. Don't take these opportunities away to then use it for something else that you think is better option. So many parents and families have had a happier life from having residential. With careful consideration to the layout you can surely up the numbers at residential.
Teacher/School Staff	Closing residential would have a negative impact on students. Students access the provision and the progress they make during their is phenomenal. They learn the independence skills required to live away from home and how to socialise which builds confidence. The highlight are their days when they are staying at residential. One pupil who is anxious about meeting new people and experiencing new environments really blossom during his first rotation last year.
Teacher/School Staff	I have seen how much residential brings to the students. Many children count down until they are able to stay and talk about it in the lead up. Concerned that some of these children may not be eligible for a place in another short stay break facility. Or that the new place will not allow them to have the same experiences or independence. Is there a plan in place to allow for these children who at times see residential as a lifeline to be given the same amount of time in another suitable facility?

Parent/Carer	This is a travesty, I made my points previously, you are wrong. This is an injustice. You have already made up your mind.
Parent/Carer	Oppose the plan to change boarding provisions from school attendees to the care sector. More provision for students needs to be implemented. My youngest attends St Francis and is yet to utilise the boarding services. As a lone parent with health needs, I've been asking for help with respite for a long time and now you just want to give it away.
Parent/Carer	Strongly object to the closure proposal. The boarding facility is an excellent extension to the education provided by the school which benefits the child. Due to my child not attending a local school he has few friends. Boarding provides essential socialisation which he otherwise cannot have. Boarding improves his confidence. Boarding works in conjunction with the main school to reinforce aspects of the child's main education. Your proposal for short breaks is for the benefit of parents and not comparable.
Parent/Carer	If the boarding provision is closed and places are offered under short breaks arrangements, then I support the proposal. This would enable a wider range of children and young adults to benefit from the provision/facilities based on individual need - which I believe to be the best use of the facility from the perspective of the child/young adult. I would not want to see the boarding provision closed prior to the council agreeing the future use of the facility.



APPENDIX B

Lincolnshire County Council

Proposal to Discontinue the Boarding provision at The St Francis Special School Lincoln

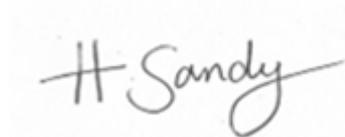
NOTICE IS HEREBY GIVEN in accordance with section 15(1) of the Education and Inspections Act 2006 that Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ proposes to discontinue the boarding provision at The St Francis Special School Lincoln, Wickenby Crescent, Lincoln, LN1 3TJ on 01 September 2021.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by writing to the School Organisation Planning Team using the contact details below, or from the website link provided at the bottom of this notice.

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by completing a short survey online at www.lincolnshire.gov.uk/school-pupil-support/school-organisation-planning or by sending them to School Organisation Planning, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

Further details on the consultation which have led to this proposal can be accessed online at www.lincolnshire.gov.uk/school-pupil-support/school-organisation-planning

Signed:



Heather Sandy
Executive Director of Children's Services
Lincolnshire County Council

Publication Date: 17 December 2020

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Complete Proposal to Discontinue

The Boarding Provision at The St Francis Special School, Lincoln

MATTERS TO BE SPECIFIED IN SECTION 19 OF THE EDUCATION AND
INSPECTIONS ACT 2006

PROPOSALS TO MAKE A PRESCRIBED ALTERATION TO A SCHOOL

17 December 2020

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the potential closure of the boarding provision at The St Francis Special School Lincoln, Wickenby Crescent, Lincoln, LN1 3TJ.

Implementation

The proposal is to discontinue boarding provision at The St Francis Special School, Lincoln with effect from 01 September 2021.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk to be received by the deadline of 14 January 2021.

Alteration Description

The proposal detailed in this document is to discontinue the boarding provision at The St Francis Special School, Lincoln with effect from 01 September 2021 due to concerns over the long term sustainability of the provision and the possibilities it may present if it were to become something else that could benefit vulnerable young people in an alternative way.

Objectives and Reasons for Closure

The St Francis Special School, Lincoln, caters for pupils aged 2 to 19 with a wide range of special educational needs including physical and medical, Autistic Spectrum Disorders and social communication difficulties and severe and profound learning difficulties. The school currently has a residential facility, which has been temporarily closed since March 2020 due to the Covid-19 pandemic. When open it has capacity for up to 8 pupils.

It is the LA's statutory duty to ensure that there are sufficient school places to accommodate all pupils of all needs of statutory school age across the county of Lincolnshire. The LA must consider its duty to promote high educational standards, ensure fair access to educational opportunity and assist every child to achieve their potential with the aim of enabling children to take up a school place in the local area. To help the LA meet these duties and restructure local provision they have the power to close all categories of maintained schools, including boarding provision.

The objectives of this proposal relate to the long term sustainability of the residential facility at St Francis Special School and the possibilities it may present if it were to become something else that could benefit vulnerable young people in an alternative way. This proposal will not impact the main St Francis School which will remain open as it is now.

It is not known when it will be safe for the residential unit to re-open due to the uncertainty surrounding the pandemic. As no timescale can be determined and with staff temporarily deployed into other positions on an informal basis within the school, it is not

considered reasonable to keep the boarding provision open and staffed in the long-term with no pupils. It is not considered the best use of resources and it is not the best practice financially with alternative options available.

Following careful consideration regarding the residential provision, Lincolnshire County Council, at the request of the Governing Body, made the decision to consult on the ending the boarding designation of the school to enable the residential accommodation to be included as part of the LA's wider considerations regarding the future of care provision for young people and the positive opportunities it may provide. Options for the alternative use of the residential accommodation continue to be explored and will be considered in detail when determining the final decision regarding the future of the residential designation. If it were to discontinue then possible alternatives include using the accommodation for St Francis school to accommodate additional pupils and/or to support additional or alternative children's home or short breaks provision.

The Statutory Notice has been published to propose the discontinuance of the boarding provision at The St Francis Special School, Lincoln for the following reasons:

- To comply with the wishes of the Governing Body.
- There are currently no pupils boarding due to the pandemic. It is not considered reasonable to keep the boarding provision open and staffed in the long term with no or very few pupils. It is also not considered to be the best use of the accommodation compared to other potential options, which may be more sustainable and could benefit more children requiring specialist social care. It is best practice to ensure spending commitments deliver the optimum outcomes for children and young people of Lincolnshire and deliver value for money.
- It would enable the residential accommodation to be included as part of the LA's wider considerations regarding the future of care provision for children. The LA is exploring the possibility of how the facility could be opened up to a wider area in and around Lincoln, as at present only pupils on roll at St Francis can benefit from the residential provision.
- To enable other options for the use of the facility to continue to be explored prior to a final decision being taken on the future of the residential classification of the school.
- To enable the process to continue to the next stage and allow a further opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the Executive Councillor prior to the final decision being taken. This continuation of the process will allow more time for all potential alternatives to be fully and robustly explored.
- To enable the statutory and legal processes to proceed in accordance with guidelines laid down by the DfE.

Alternative Provision, Standards and Diversity of Provision

The proposed permanent closure of the residential facility does not affect the number of main St Francis daytime places, in addition the quality and diversity of schools in the area will not be impacted.

When open, the boarding provision has capacity for up to 8 pupils. Full-time boarding places are not offered by the school; part-time places are offered on rotation to ensure all those who wish to utilise the facility get an opportunity. The boarding provision provides an opportunity for pupils to spend a few nights away from home to develop life skills which prepares them for independent living in later life; it also offers an opportunity for pupils to socialise with their peers and in addition provides respite for the families of pupils.

As the school's residential facility is not a traditional full-time boarding school there is not a requirement to consider alternative state boarding provision in the wider area, in the long-term it is also considered that the proposal will still meet the needs of the pupils at St Francis and their parents.

The closure of the boarding provision will not affect pupils attending their daytime provision, as no pupils reside at the boarding provision full-time, with pupils travelling daily from home to access education at St Francis.

If this proposal goes ahead there are alternative methods successfully embedded within the day to day curriculum of the school (as with all other schools in Lincolnshire) that ensure pupils gain the life skills they need for independent living, so it is not considered that education standards of the school will be impacted as a whole.

In addition the LA are exploring more cost effective alternatives for the use of the residential buildings, with the aim to provide more opportunities for vulnerable young people through a wider residential offer for short breaks or other possible opportunities.

Community Cohesion

As the main day-time provision of St Francis is not affected by the proposal it is not considered that there will be an impact on community cohesion. Children from different backgrounds will still be able to access their day-time place at the school and pupils will continue to learn about other cultures, faiths and communities.

Equal Opportunities

Throughout this decision making process the Public Sector Equality Duty (PSED) will be complied with and 'due regard' will be given to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The LA does not consider that there are any sex, race or disability discrimination issues that will arise if the residential provision closes. The LA continues to be committed to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area and aims to ensure that such opportunities are open to all.

Travel and Accessibility

As the main day-time provision is not affected and because pupils could not reside full-time at the boarding provision it is considered that there will be little change to the amount of travel a pupil would usually undertake. In addition, the boarding provision has been temporarily been closed since March 2020.

Financial Implications and Costs

Financial implications on the closure of The St Francis Special School would be dependent on the facility's future use. A final decision will not financially impact the running of the main school site education delivery at The St Francis Special School, Lincoln.

The boarding provision is funded as a commissioned activity through the High Needs block of the Dedicated Schools Grant. It is seen as best practice to ensure spending commitments continue to deliver the optimum outcomes for children and young people of Lincolnshire and deliver value for money. This is even more important in the context of local and national funding challenges of high needs spending. The Dedicated Schools Grant is a ring-fenced grant and has to be spent in accordance with the Schools & Early Years Finance Regulations in supporting the children of Lincolnshire. The Local Authorities role is to govern the use and effective deployment and prioritisation of resource, and decisions are made in consultation with schools and other stakeholder groups.

Should a decision be made at the end of this process to proceed with the closure of the boarding provision, there may be staff related financial implications resulting from the closure which will need to be determined; however re-deployment opportunities will be explored to maintain high quality specialist skills of valued staff within the sector. Financial liabilities will need to be managed within available school reserve and the High Needs block of the Dedicated Schools Grant.

Consultation

In order for the boarding provision to close the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the Education and Inspections Act 2006, the Education Act 2011 and the guidance "Making significant changes ('prescribed alterations') to maintained schools" October 2018 issued by the DfE.

On 30 September 2020 a letter incorporating relevant information and reasons for the proposal was sent out to interested parties to commence a five week period of consultation. Responses to the consultation could be submitted online by completing a short survey, by letter or email. The deadline for responses was 4 November 2020. A copy of the letter commencing consultation was published on the County Council at www.lincolnshire.gov.uk/school-pupil-support/school-organisation-planning

It was not felt appropriate to hold a public meeting due to the Covid-19 pandemic, so a virtual information event was scheduled to take place online and offered to all interested parties. Information about this event was published on the LA's website and included in the letter. Parents of pupils were also encouraged to either discuss the proposal with the

school or to approach the School Organisation Team via email, phone or through writing a letter, in addition to the online survey.

All written responses received during consultation have been made available to the Executive Councillor for consideration and further details are confirmed in the decision report which can be found through the following link <https://lincolnshire.moderngov.co.uk/ieDecisionDetails.aspx?Id=648> or by writing to request a copy.

Under current legislation the LA is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in March 2021. The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process.

Related Proposals

The proposal to discontinue the boarding provision at The St Francis Special School Lincoln is not related to any other statutory school organisation proposal.

What will happen now?

Any person may object to or make comments on this proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ, by emailing schoolorganisation@lincolnshire.gov.uk or online via www.lincolnshire.gov.uk/school-pupil-support/school-organisation-planning through a simple online survey.

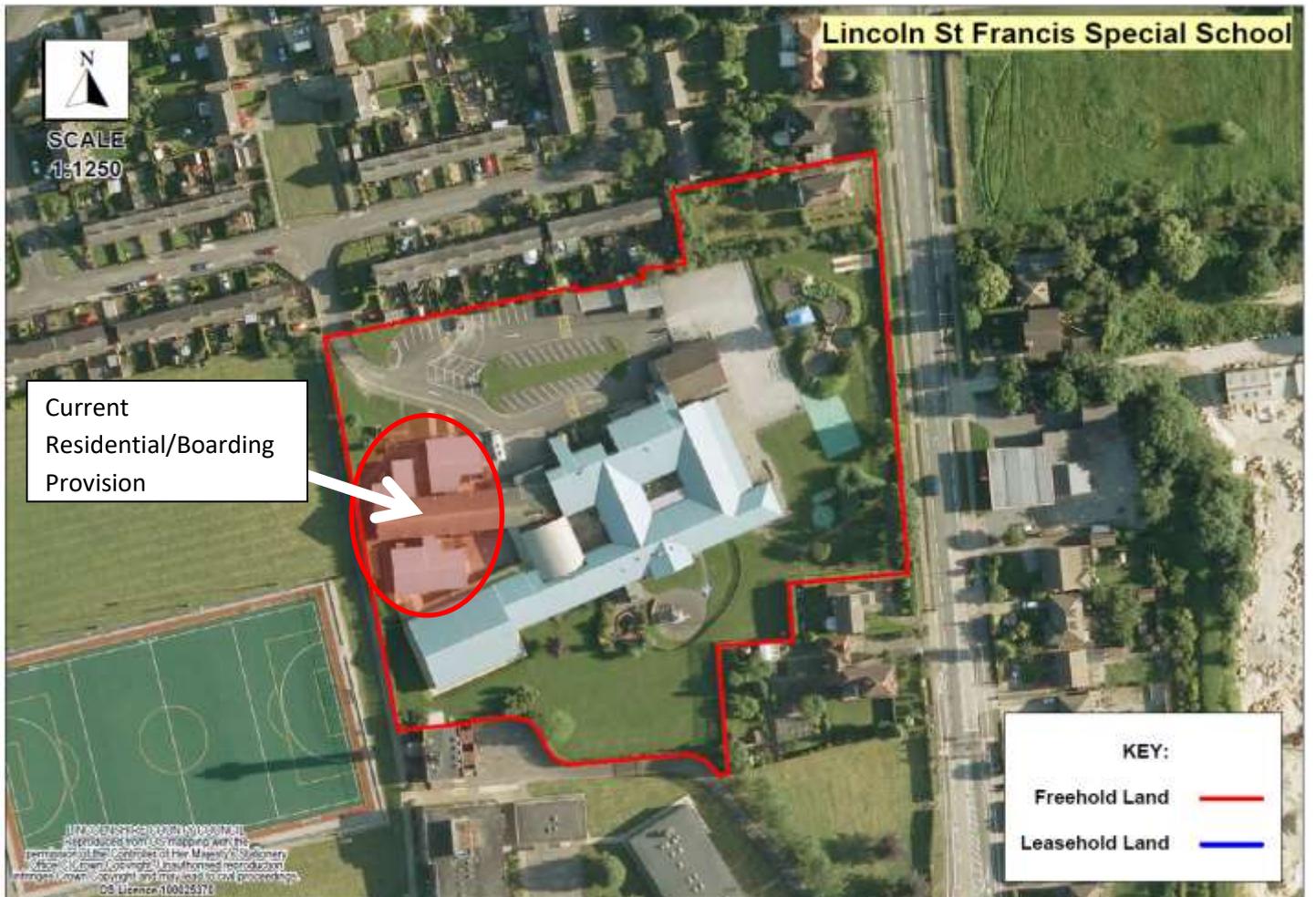
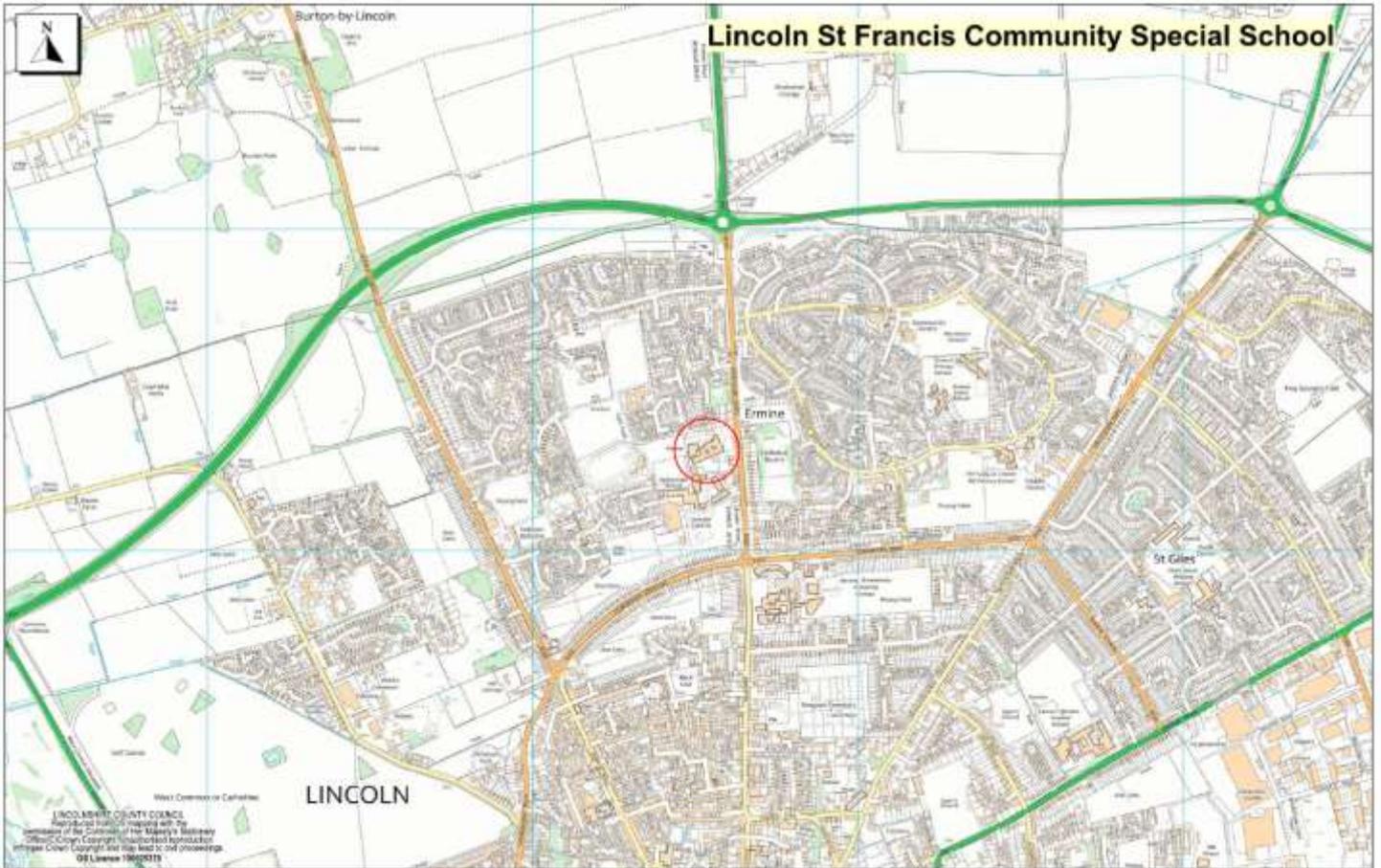
At the close of the 4 week representation period (statutory formal consultation) on 14 January 2021 responses will be collated and analysed. A further report will be presented for an Executive final decision in March 2021 on the closure of the boarding provision.

The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.

APPENDIX D - The St Francis Special School Lincoln Property and Site Information

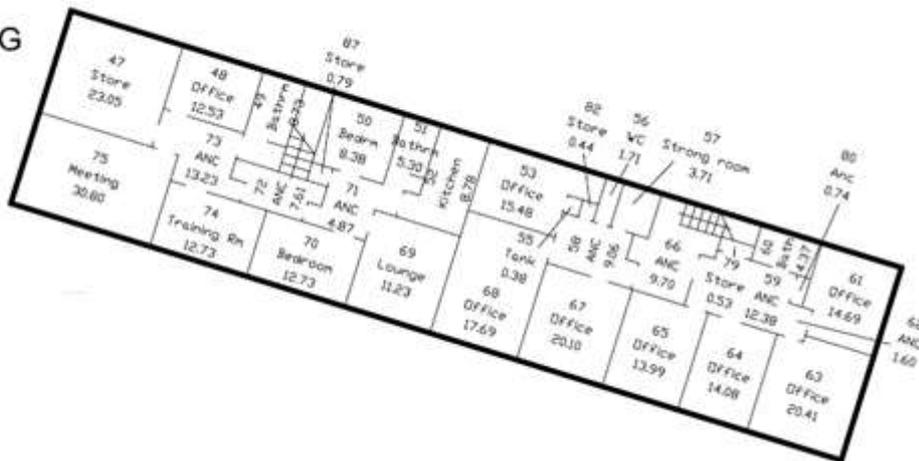
Images of School and Main Entrance





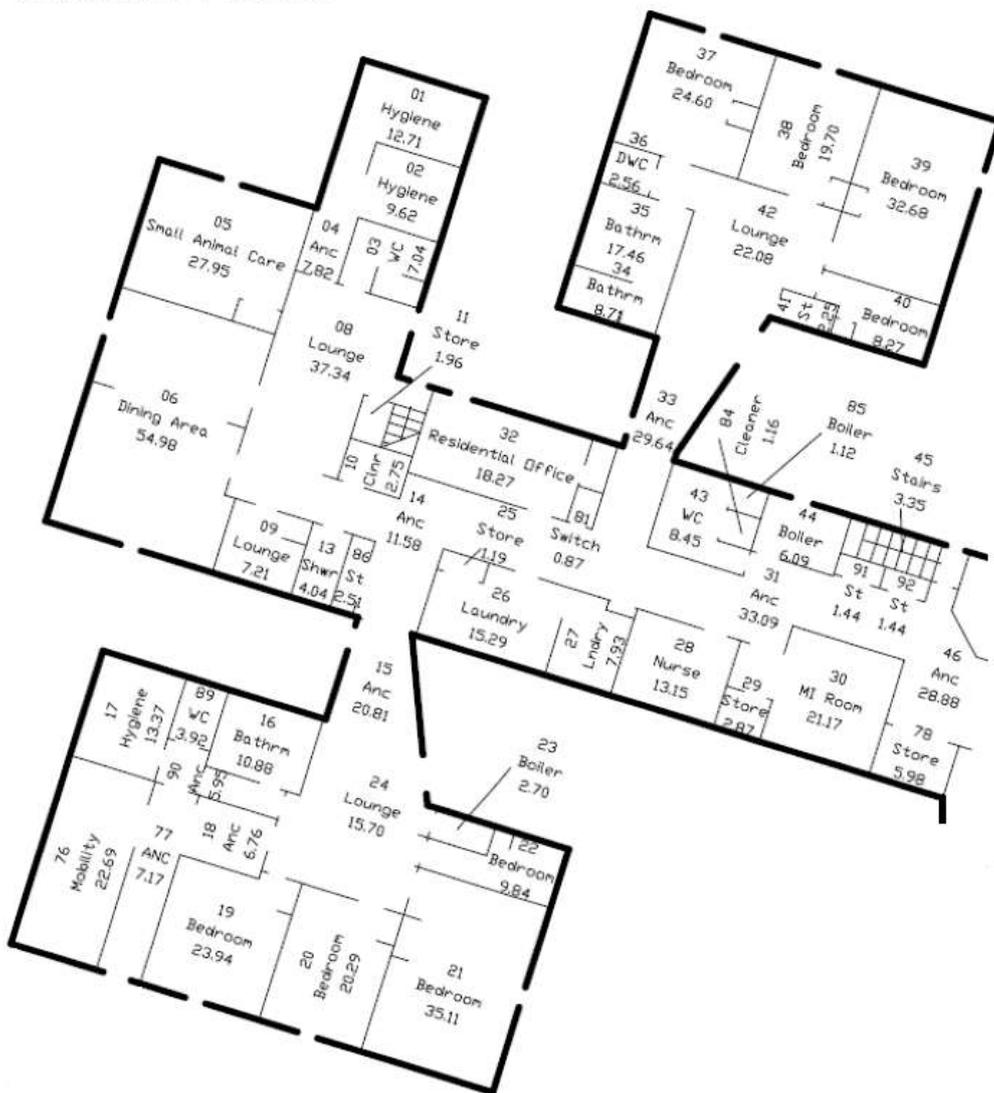
Larger scale of area of interest from previous page:

**BLOCK 03
RESIDENTIAL WING
FIRST FLOOR**



The proposed area for closure and repurposing (currently all used for St Francis residential):

**BLOCK 03
RESIDENTIAL WING
GROUND FLOOR**



Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

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

Using this form

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

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

Equality Act 2010

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

Protected characteristics

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

Section 149 of the Equality Act 2010

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

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

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

Decision makers duty under the Act

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

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

Conducting an Impact Analysis

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

The Lead Officer responsibility

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

Summary of findings

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

Impact – definition

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

How much detail to include?

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

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

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

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

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

Background Information

Title of the policy / project / service being considered	Consultation on the future of The St Francis Special School, Lincoln	Person / people completing analysis	Helen Hill and Jessica Stevens
Service Area	School Organisation Planning Team, Children's Services	Lead Officer	Matthew Clayton
Who is the decision maker?	Cllr Mrs P Bradwell	How was the Equality Impact Analysis undertaken?	Discussions with the Headteacher and relevant LA Officers
Date of meeting when decision will be made	01/12/2020	Version control	V1
Is this proposed change to an existing policy/service/project or is it new?	New	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Directly delivered
Describe the proposed change	The proposal under consideration is to permanently discontinue the boarding provision at The St Francis Special School, Lincoln with effect from 01 September 2021 due to concerns over the long term sustainability of the provision and to pursue equity of provision in accordance with the Council's SEND Strategy. The boarding provision has capacity for up to 8 St Francis pupils and has been temporarily closed since March 2020 due to Covid-19.		

Evidencing the impacts

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

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

Data to support impacts of proposed changes

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

Population data and the Joint Strategic Needs Assessment

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

Workforce profiles

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

Positive impacts

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

Age	Children aged 0 to 18 years and a minority of young people aged 18 and over. If a decision is made to close the provision it would become available for alternative uses which may enable the building to be used more fully for other services. The building would lend itself to short breaks on a social care assessed basis which would continue to provide support to SEND pupils more widely and their families.
Disability	If a decision is made to close the provision it would become available for alternative uses which may enable the building to be used more fully for other services. The building would lend itself to short breaks on a social care assessed basis which would continue to provide support to SEND pupils more widely and their families..
Gender reassignment	Not applicable
Marriage and civil partnership	Not applicable
Pregnancy and maternity	Not applicable
Race	Not applicable
Religion or belief	Not applicable

Sex	Not applicable
Sexual orientation	Not applicable

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.

Parents and Carers; more equitable offer of provision across all special schools.

Adverse/negative impacts

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

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

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

Age	<p>The young people enjoy the facility and it gives them an opportunity to experience a degree of independence alongside their fellow pupils. If new provision is created within the existing buildings this will not be operated by the school and there could be unfamiliar staff within the setting depending on deployment and recruitment. This could be unsettling.</p> <p>Mitigation</p> <p>Independent learning is now embedded into the curriculum rather than being taught in the boarding facility and the pupils will continue to receive the same opportunities to develop independent living skills as are available to all pupils in the county. The boarding facility has been temporarily closed since March 2020 due to Covid-19. Prior to closure no pupils had a permanent place within the residential facility as it was operated on a rotational basis, with pupils typically staying at the facility for a few nights at a time. The residential facility was operated on rotation due to it only having capacity for up to 8 pupils.</p> <p>Support is always offered to young people accessing new facilities and to cope with unfamiliarity in their surroundings.</p>
Disability	<p>The young people enjoy the facility and it gives them an opportunity to experience a degree of independence alongside their fellow pupils. If new provision is created within the existing buildings this will not be operated by the school and there could be unfamiliar staff within the setting depending on deployment and recruitment. This could be unsettling.</p> <p>Mitigation</p> <p>Independent learning is now embedded into the curriculum rather than being taught in the boarding facility and the pupils will continue to receive the same opportunities to develop independent living skills as are available to all pupils in the</p>

	<p>county. The boarding facility has been temporarily closed since March 2020 due to Covid-19. Prior to closure no pupils had a permanent place within the residential facility as it was operated on a rotational basis, with pupils typically staying at the facility for a few nights at a time. The residential facility was operated on rotation due to it only having capacity for up to 8 pupils.</p> <p>Support is always offered to young people accessing new facilities and to cope with unfamiliarity in their surroundings</p>
Gender reassignment	None identified
Marriage and civil partnership	None identified
Pregnancy and maternity	None identified
Race	None identified.
Religion or belief	None identified
Sex	None identified
Sexual orientation	None identified

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.

Parents and Carers with children attending St Francis Special School; loss of very specific boarding provision offered by St Francis.

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 engagement@lincolnshire.gov.uk

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

Objective(s) of the EIA consultation/engagement activity

To ensure that all interested parties are made fully aware of the process and have opportunity to take part in the consultation process and that their views are taken into consideration before a final decision is taken.

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

Age	Details of the proposal and how to respond have been sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the local authority's website. All responses have been recorded and analysed to be taken into consideration by the decision maker.
Disability	Details of the proposal and how to respond have been sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the local authority's website. All responses have been recorded and analysed to be taken into consideration by the decision maker.
Gender reassignment	As above
Marriage and civil partnership	As above
Pregnancy and maternity	As above
Race	As above
Religion or belief	As above

Sex	As above
Sexual orientation	As above
Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way? The purpose is to make sure you have got the perspective of all the protected characteristics.	Yes
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?	Changes and impacts within the school will be assessed by the school. Depending which facility, if any, supersedes the existing provision, any future short breaks facilities will be evaluated by the Short Breaks team at the Local Authority. Evaluation of benefits or adverse impacts on young people accessing any future children's homes will be conducted by social care.

Further Details

Are you handling personal data?

Yes

If yes, please give details.

Consultation responses incorporate name and first part of postcode of respondent, however providing a name is optional and these details will remain confidential. All responses will be stored on an area in IMP which is restricted to the School Organisation Planning Team.

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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	N/A	N/A	N/A

Version	Description	Created/amended by	Date created/amended	Approved by	Date approved
V2	Proposal on the future of the boarding provision at The St Francis Special School Lincoln.	Jessica Stevens	21/01/2021	Matthew Clayton	02/02/2021



**Open Report on behalf of Heather Sandy,
Executive Director – Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	05 March 2021
Subject:	Service Level Performance against the Corporate Performance Framework – Quarter 3

Summary:

This report summarises the Service Level Performance against the Corporate Performance Framework for Quarter 3. This report will only summarise the measures that are above or below the target range.

Actions Required:

The Committee is requested to review and comment on the performance of the measures that are above or below the target range.

1. Background

This report summarises the performance of the Tier 2 Service Level Performance measures for the Children and Young People Scrutiny Committee.

There are seven measures that should be reported at Quarter 3.

In Quarter 3:

- three measures achieved their target; and
- four measures exceeded their target.

There is an explanation below as to why these have exceeded the targets for this quarter.

Exceeded Target

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

Despite the Covid-19 pandemic, Lincolnshire is performing well in this measure and the numbers are significantly better than figures from recent history for comparator areas (both Statistical Neighbours and Nationally). Our high performance in this area is achieved through being aware of the journey of each

child and ensuring that the Adoption team is able to engage in twin tracking at the earliest opportunity.

Average time taken to match a child to an adoptive family

The performance this quarter continues to improve despite the Covid-19 pandemic, and is better than National and Statistical Neighbour comparator figures. Recruiting the right families for children reduces the need to identify independent adoptive placements, which in turn minimises potential delays and ensures we continue to do well in respect of this indicator.

16-17 year old Looked After Children participating in learning

At 85.96%, Quarter 3 performance is significantly higher than the Lincolnshire County Council (LCC) target for the Quarter of 83%. The Virtual School team works effectively with our social workers, carers, students and education providers to ensure that transitions from Year 11 into Year 12 are successful and that all students have an appropriate educational placement that meets their needs Post 16. Once they have accessed a place in Sixth Form or College we regularly monitor and review their progress to ensure they are appropriately supported to become confident learners.

Juvenile Re-offending

Reoffending figures in Lincolnshire are continuing to decrease and are now well below target. Rates for Lincolnshire are also below both the East Midlands (33.3%) and National (37.1%) rates. Retrospective data has also been added for Quarter 1 (Q1) and Quarter 2 (Q2) due to being made available by the Youth Justice Board (YJB).

Q1 Commentary - Lincolnshire's rate of reoffending fell to 42.5% in Q1, and although higher than target, it is movement in the right direction.

Q2 Commentary - The reoffending rate in Lincolnshire continues to drop, and now sits below target. Lincolnshire's rate is also below that of the East Midlands (36.0%) and National (37.5%) rates.

2. Conclusion

The Children and Young People Scrutiny Committee is requested to review and comment on the report.

3. Consultation

a) Risks and Impact Analysis

None required

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Performance Measure Summary

5. Background Papers

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

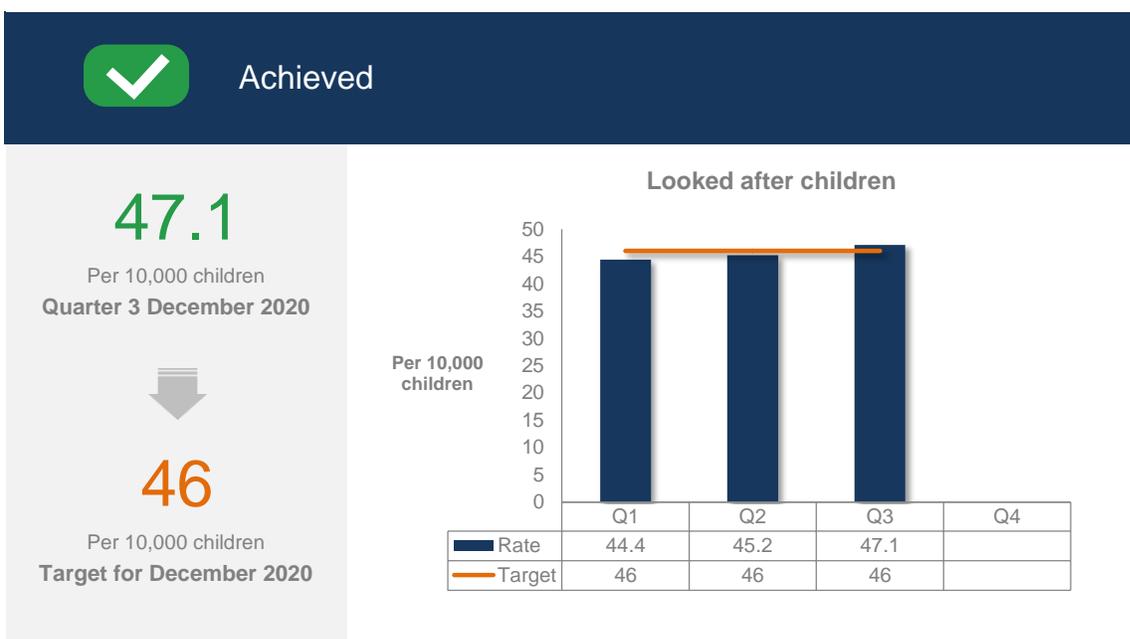
This report was written by Jo Kavanagh, who can be contacted on 07810 441620 or jo.kavanagh@lincolnshire.gov.uk.

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Looked after children

Looked after children per 10,000 population aged under 18. There are a number of reasons why a child may be 'looked after' by the local authority. Most often it is because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for the child, have been neglecting the child or the child has committed an offence. The local authority has specific responsibilities and duties towards a child who is being looked after or who has been looked after. This measure is reported taking a snapshot in time. So for example Q2 is performance as at 30th September.

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

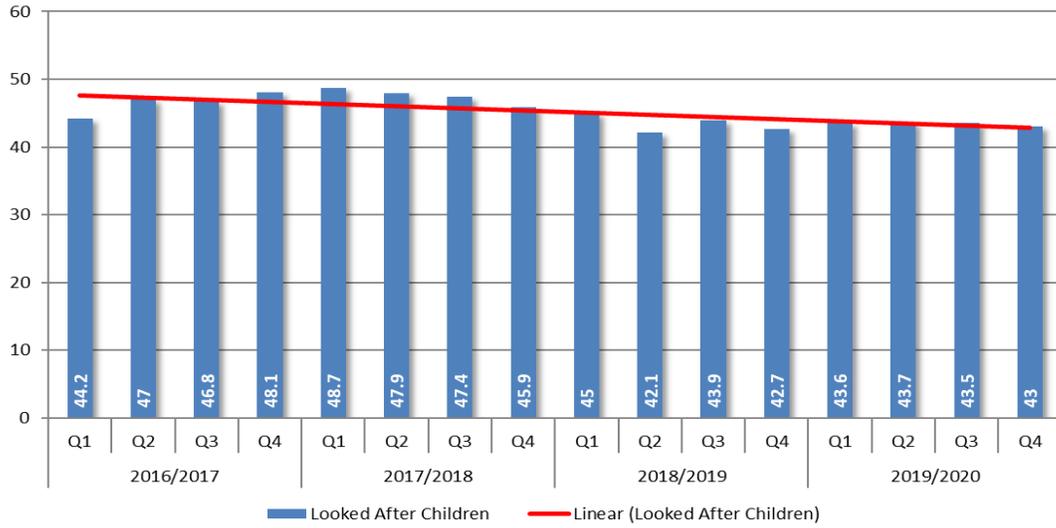


About the latest performance

This measure has achieved target, however, it is currently showing a slight adverse trend. Whilst the number of Looked After Child starters has risen slightly in Quarter 3 but stayed reasonably static, the number of Looked After Child leavers over Quarter 3 has been around 25% lower than Quarter 2. This appears to have pushed the Looked After Child per 10,000 figure further up in the past quarter. However, despite the increase, the Lincolnshire number of Looked After Children per 10,000 remains significantly below the most recent published figures both nationally and by our statistical neighbours (67 per 10,000 and 61.2 per 10,000 respectively in 2018/19).

Further details

Looked After Children per 10,000 of the Lincolnshire population



About the target

Taking into account recent performance the target remains at a rate of 46 per 10,000 children (approximately 670 children).

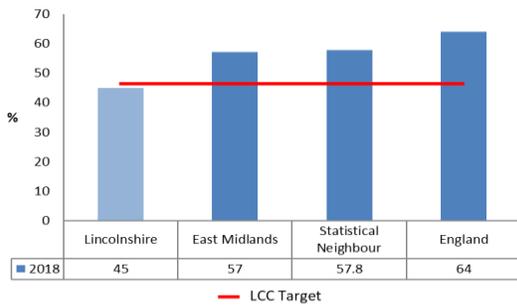
About the target range

The Upper and lower Target allows for the number of LAC to vary between approximately 626- 699. This is about +/- 35 children from target. Anything above or below this number would be flagged as worse than target, i.e. indicating a significant variance from the current position.

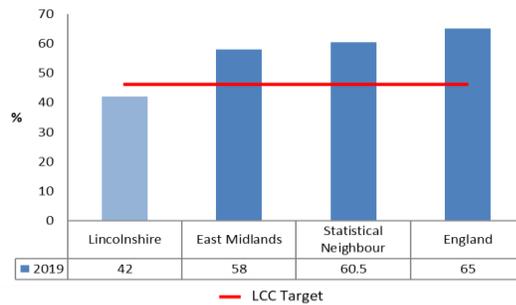
About benchmarking

Comparator information is available and is showing an increasing trend

Number of children in Local Authority care, comparative performance 2018



Number of children in Local Authority care, comparative performance 2019



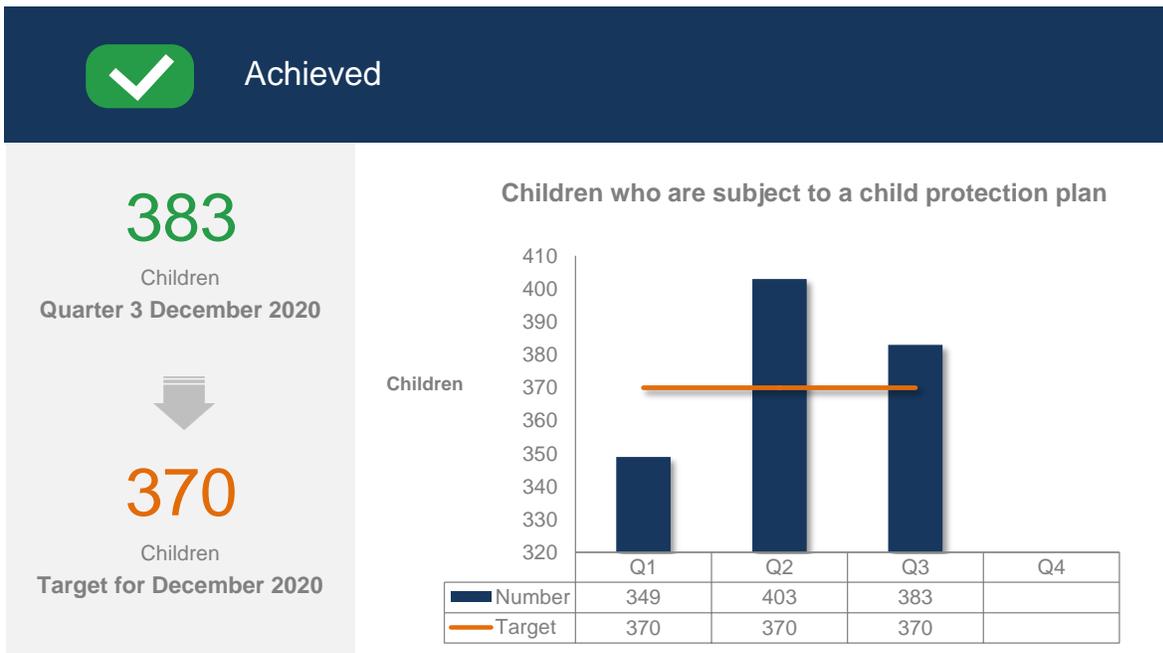
	2018	2019
Lincolnshire	45	42
East Midlands	57	58
Statistical Neighbour	57.8	60.5
England	64	65
LCC Target	48	46

Children who are subject to a child protection plan

A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.

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

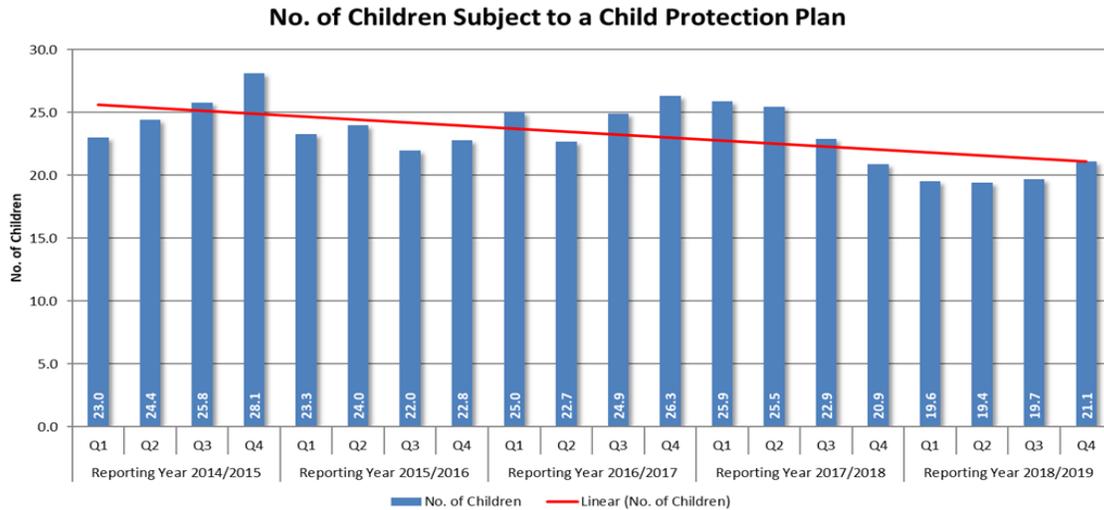
A lower number of children who are subject to a child protection plan indicates a better performance.



About the latest performance

Current performance has met the targets set.

Further details



About the target

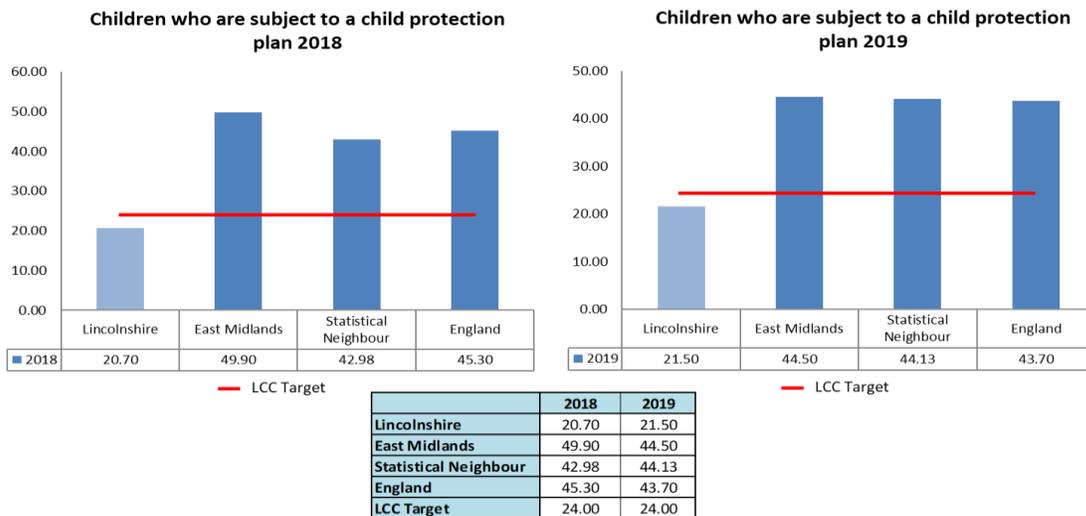
Targets have been revised to 370 to take into account current trends.

About the target range

We have set a tolerance position of approximately 60 children with a CPP. This equates to a tolerance range of approximately +/- 30 children from the target.

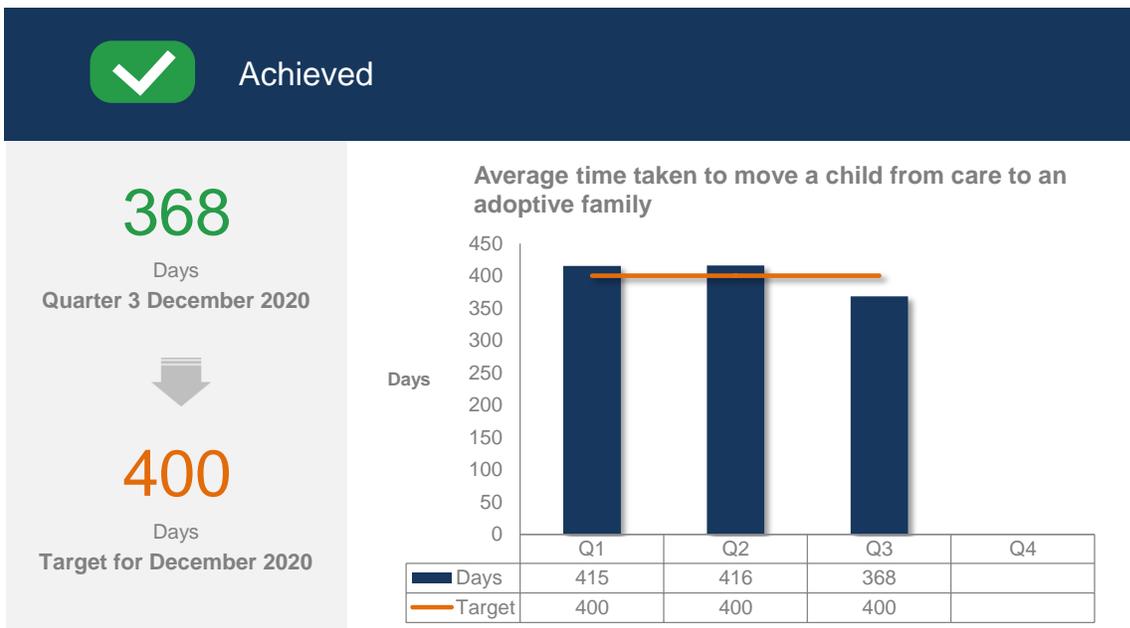
About benchmarking

Comparator information is available and is showing an increasing trend.



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

Average number of days between the child entering care and moving in with their adoptive family. A lower number of days taken to move a child from care into an adoptive family indicates a better performance.

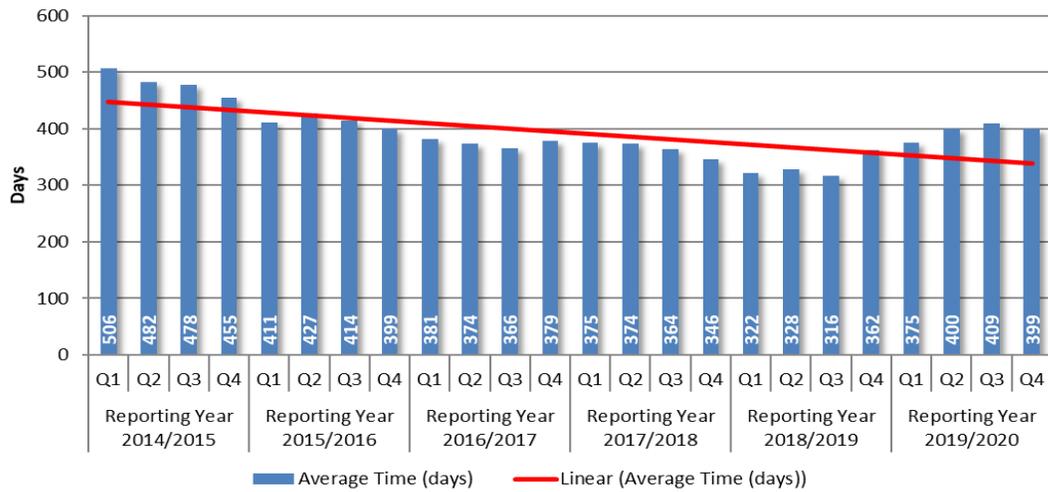


About the latest performance

Despite the Covid-19 pandemic, Lincolnshire is performing well in this measure and the numbers are significantly better than figures from recent history for comparator areas (both Statistical Neighbours and Nationally). Our high performance in this area is achieved through being aware of the journey of each child and ensuring that the adoption team is able to engage in twin tracking at the earliest opportunity.

Further details

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



About the target

Target set significantly better than national average

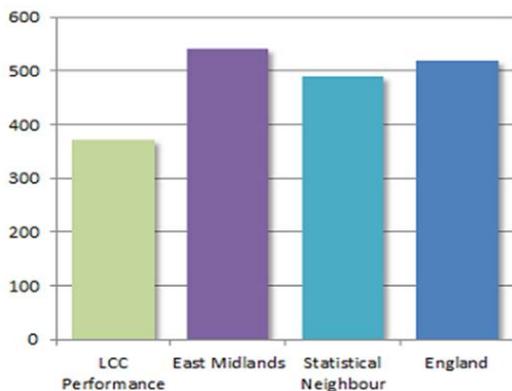
About the target range

A maximum value of 490 has been set as this would mean performance is worse than the most recent national figures.

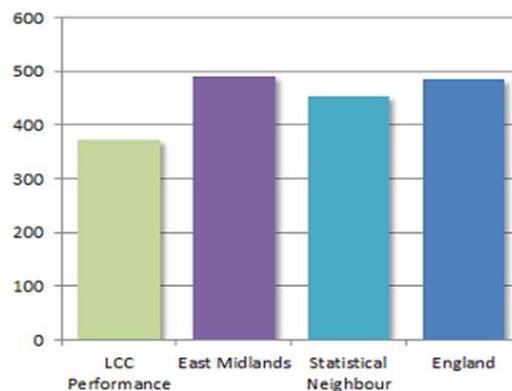
About benchmarking

Benchmarking information is available for 2018, however, 2019 figures have not yet been released

Time taken to move from care to adoptive families (days) 2014-2017



Time taken to move from care to adoptive families (days) 2015-2018



	2014/2017	2015/2018
LCC Performance	372	372
East Midlands	542	490
Statistical Neighbour	489.7	453.8
England	520	486

Average time taken to match a child to an adoptive family

Average number of days between the local authority receiving the court order to place a child and the local authority deciding on a match to an adoptive family.

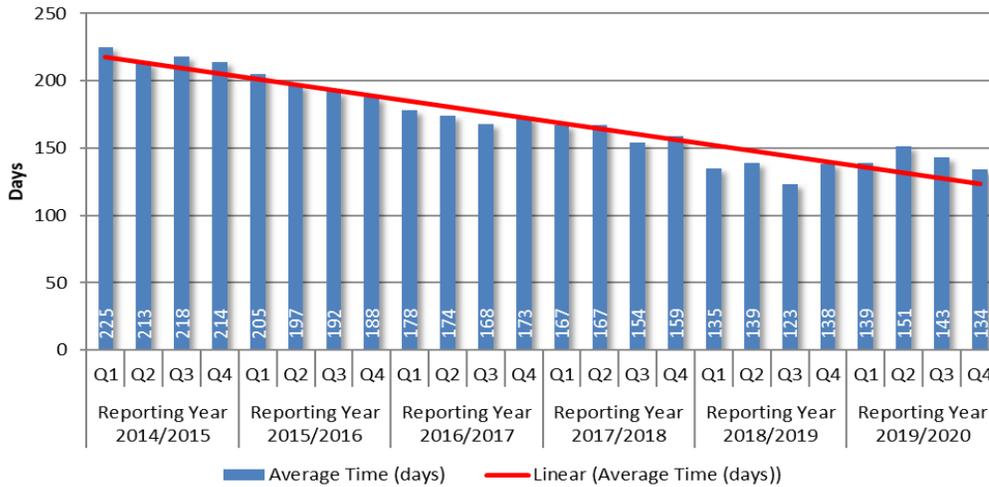
A lower number of days taken to match a child to an adoptive family indicates a better performance.



About the latest performance

The performance this quarter continues to improve despite the Covid 19 pandemic, and are better than National and Statistical Neighbour comparator figures. Recruiting the right families for children reduces the need to identify independent adoptive placements, which in turn minimises potential delays and ensures we continue to do well in respect of this indicator.

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



About the target

Target has been reduced to 175 days to take into account recent trends of a higher number of adoptions, which is expected to impact figures. However, the revised target remains significantly better than the most recent published National figures.

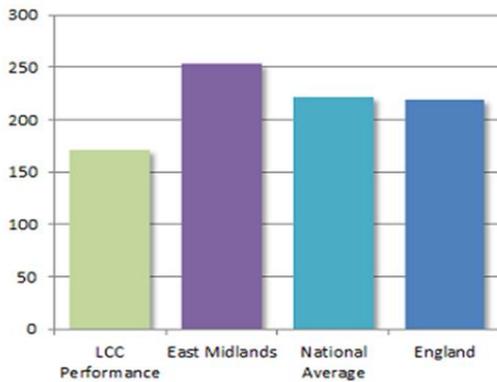
About the target range

Both upper and lower target ranges have been set to 10 days (average)

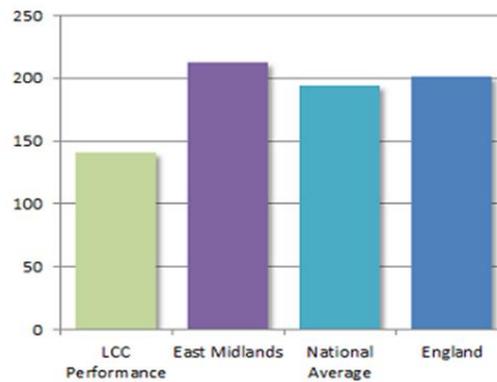
About benchmarking

Benchmarking information is available for 2018, however 2019 figures have not yet been released.

Average time taken to match a child to an adoptive family (days) 2014-2017



Average time taken to match a child to an adoptive family (days) 2015-2018



	2014/2017	2015/2018
LCC Performance	171	141
East Midlands	254	213
National Average	221.3	193.9
England	219	201

16-17 year old Looked After Children participating in learning

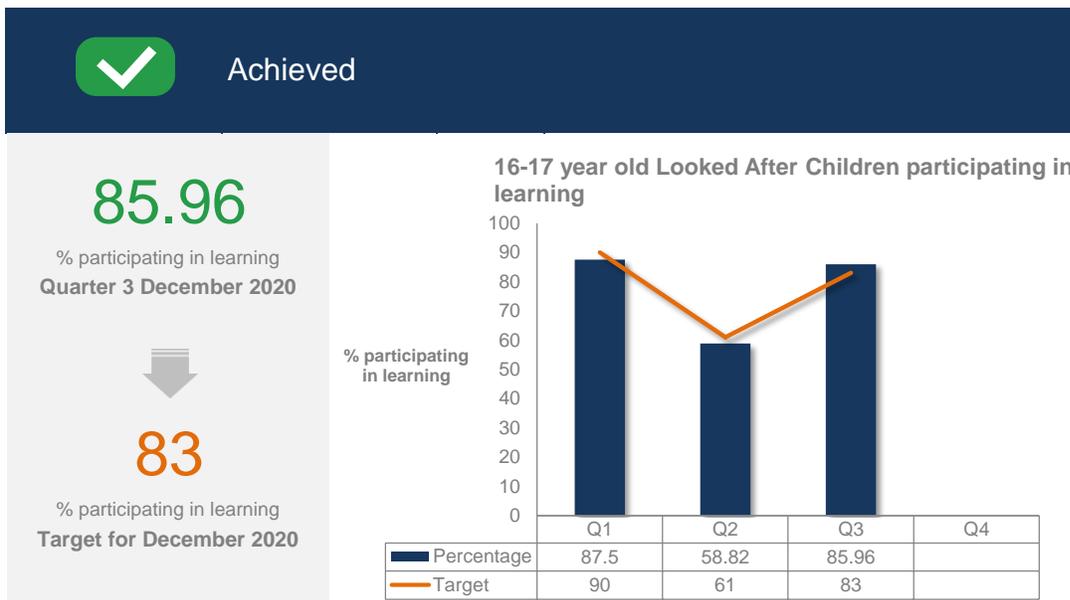
This measures young people recorded as being Looked After Children participating in learning at the end of the reporting period and will not take into consideration the length of time that they have been in local authority care.

Numerator: Number of Looked After Children participating in learning at the end of the reporting period.

Denominator: Number of Looked After Children at the end of the reporting period.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

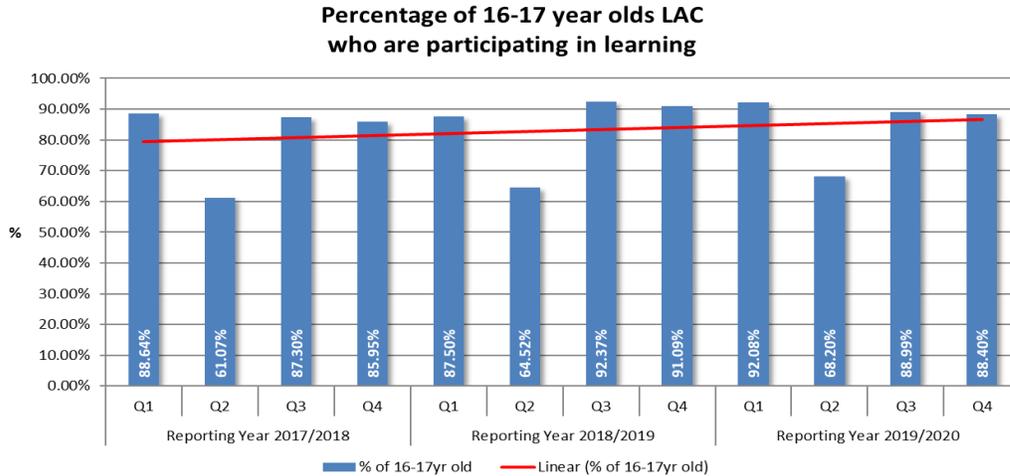
The parameters of this measure were previously defined as recording 16-18 year old Looked After Children participating in learning. As of Q1 2017/18 onwards, the Department for Education no longer require monitoring of children aged 18, and so the measure has been amended accordingly, restricting data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



About the latest performance

At 85.96% Quarter 3 performance is significantly higher than the LCC target for the Quarter of 83%. The Virtual School team works effectively with our social workers, carers, students and education providers to ensure that transitions from Year 11 into Year 12 are successful and that all students have an appropriate educational placement that meets their needs Post 16. Once they have accessed a place in Sixth Form or College we regularly monitor and review their progress to ensure they are appropriately supported to become confident learners.

Further details



About the target

Target has been raised by 1% to 90%. The rationale for this raise is that at the time of target setting performance is 90.4%, above the 2019/20 target of 89%, and is on track to achieve the upper target of 91%. The reason for only a small increase is that as the cohort is very small a change of one or two children moving out of learning can have a significant impact on the percentage in learning. Q2 & Q3 targets lower to allow for the expected dip at this time of year due to September being the start of the tracking process

About the target range

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

About benchmarking

Benchmarking information is not available for this cohort

Care Leavers in suitable accommodation

A care leaver is a young person who reaches the age of 18 who had been in local authority care.
Numerator: Number of care leavers turning 19 years of age in the year who are living in accommodation deemed as "suitable".

Denominator: Number of care leavers turning 19 years of age in the year.

The percentage is calculated as follows: Numerator divided by the denominator multiplied by 100.

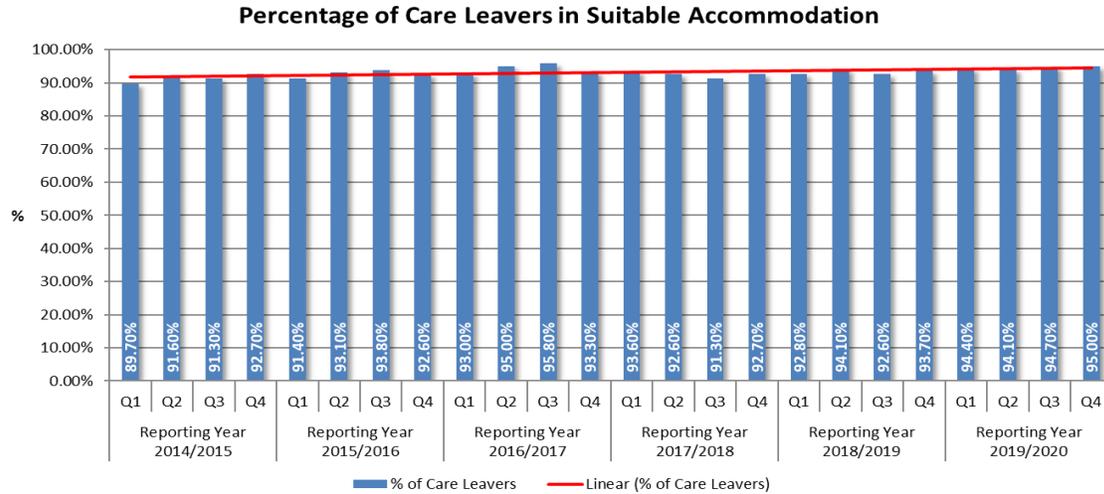
A higher percentage of care leavers in suitable accommodation indicates a better performance.



About the latest performance

The good performance is down to better working relationships with District Councils and their willingness to now view care leavers as a priority group. The flexibility and resilience demonstrated by our housing provider, Nacro, during the pandemic ensured safe accommodation was on offer to young people. The above, combined with the persistent and creative work of leaving care staff, has ensured that nearly every care leaver is suitably accommodated.

Further details



About the target

Target to remain the same as previous year, we are above both national and similar authority average.

About the target range

The lower target has been set at the 25% quartile. Meaning if we fall below this we will not be in the top 25% of authorities. The upper target has been set 5% above this.

About benchmarking

Benchmarking information is available and we constantly perform better than comparators.



Juvenile first time offenders

The First Time Entrant (FTE) measure is a rate per 100,000 of 10-17 population in Lincolnshire. Data is reported with a 6 month lag and a rolling 12 month period, for example Jan 2018 – Dec 2018 data is reported in Q1 2019/2020. A lower number of young people entering the criminal justice system for the first time indicates a better performance.

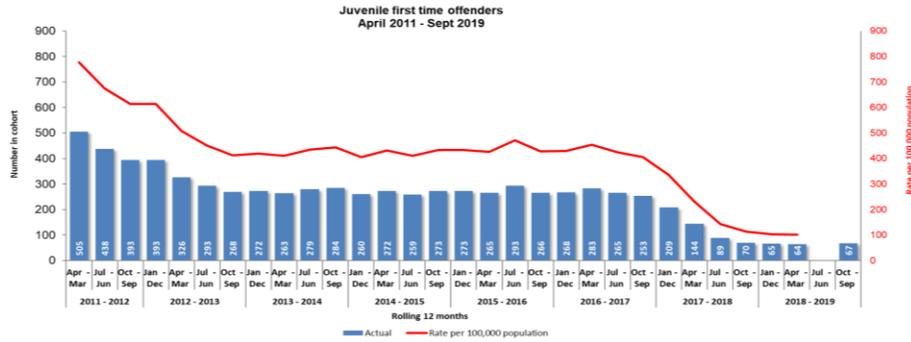


About the latest performance

Q3 figures cannot be provided at present due to unavailable data from the YJB, this is also the case for Q2 figures.

Q1 data has now been updated retrospectively with a rate of 119 (rate per 100,000). This remains below target and also substantially below that of the East Midlands (199) and National (204) rates.

Further details



About the target

This target is now referring to the 'rate' instead of 'actual' as this is a more comparable metric against Regional, National etc.

The Lincolnshire average rate in 19/20 (to date) has been 103, but our Youth Offending Service is entering a new period of stability that may begin to fluctuate following the dramatic drop over last 2-3 years.

A target of 125 allows for this period of uncertainty while remaining well below the previous year's average as a goal for improvement.

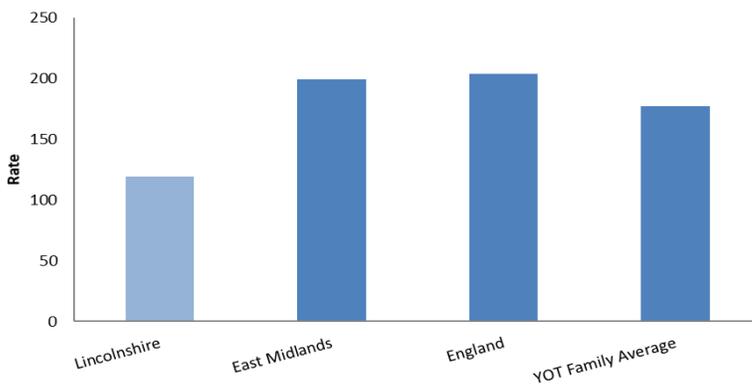
About the target range

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

About benchmarking

Benchmarked against National, Regional and YOT Family performance

First Time Entrants (FTEs) to the Criminal Justice System - FTE PNC rate per 100,000 of 10-17 population Jan 19 - Dec 19



Juvenile First Time Offenders	Jan 19 - Dec 19	
	Number	Rate
Lincolnshire	76	119
East Midlands	838	199
England	10,563	204
YOT Family Average	99	177

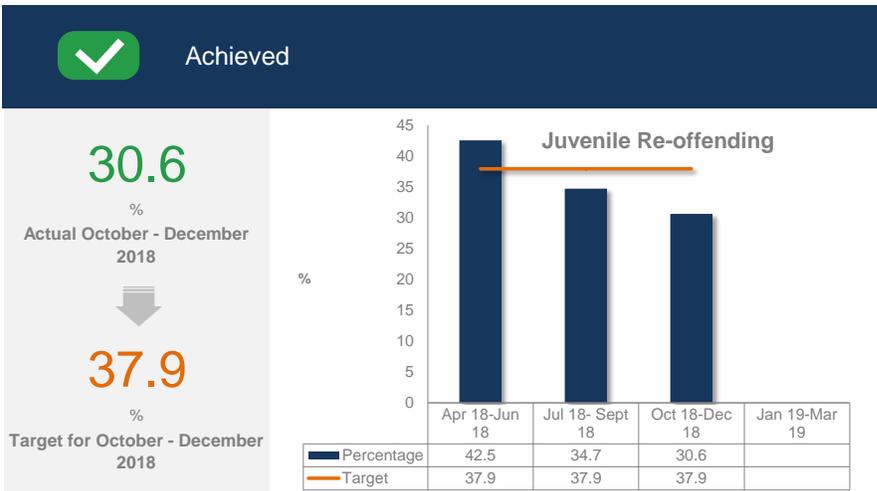
Juvenile Re-offending

The number of young people aged 10 to 17 who commit a proven offence in a 12 month period following previous involvement with Lincolnshire Youth Offending Service.

This measure uses a 3 month cohort to review for a further offence committed in the subsequent 12 month period. Offenders are still monitored for 12 months after the follow-up offence has been committed.

Data will be reported with a 2 year lag.

A lower percentage of juvenile re-offending indicates a better performance.



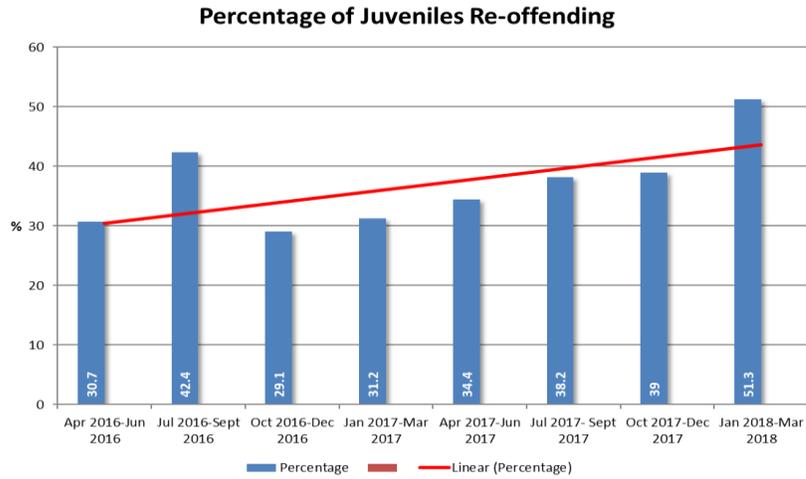
About the latest performance

Reoffending figures in Lincolnshire are continuing to decrease and are now well below target. Rates for Lincolnshire are also below both the East Midlands (33.3%) and National (37.1%) rates. Retrospective data has also been added for Q1 and Q2 due to being made available by the YJB.

Q1 Commentary - Lincolnshire's rate of reoffending fell to 42.5% in Q1, and although higher than target it is movement in the right direction.

Q2 Commentary - The reoffending rate in Lincolnshire continues to drop, and now sits below target. Lincolnshire's rate is also below that of the East Midlands (36.0%) and National (37.5%) rates.

Further details



About the target

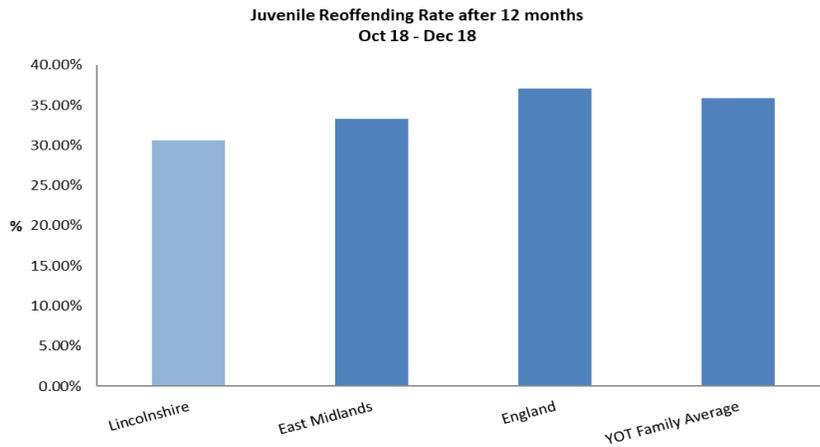
Performance in reoffending can fluctuate quarter on quarter due to the small cohort numbers being reviewed. This target reflects the National average performance in 19/20 to date. Our goal is to remain at or below this average figures.

About the target range

Upper and lower targets have been set to allow for the range of movement possible based on cohort numbers.

About benchmarking

Benchmarked against National, Regional and YOT Family performance



Juvenile Reoffending Rate after 12 months	Oct 18 - Dec 18		
	Number in the cohort	Number of reoffenders	% Reoffending
Lincolnshire	36	11	30.60%
East Midlands	405	135	33.30%
England	5,378	1,997	37.10%
YOT Family Average	56	20	35.90%



**Open Report on behalf of Heather Sandy,
Executive Director - Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	05 March 2021
Subject:	Lincolnshire Local Authority School Performance 2019-2020

Summary:

This report provides the Children and Young People Scrutiny Committee with an update regarding standards within the sector led system, changes to the reporting of performance data for schools for 2019/2020 due to the Covid-19 pandemic, and an overview of school improvement activity to maintain standards in Lincolnshire.

Actions Required:

The Committee is invited to review and comment on the detail highlighted within the report.

1. Background

This report presents an overview of Ofsted outcomes, National Curriculum Assessment and Examination cancellations, Department for Education requirements of schools nationally, and the response of the sector led system as we continue recovery following the Covid-19 pandemic.

2. Conclusion

High level summary

Ofsted outcomes

The proportion of Lincolnshire schools judged as good or better by Ofsted is 83.3%. This is in line with the East Midlands region at 83% although below the national average of 86.2%.

It is difficult to compare the proportion of schools judged as good or outstanding over time as Ofsted changed the methodology for reporting. Ofsted now includes the grades from the predecessor schools that have not yet been inspected in their

current form. These are mostly new sponsor-led academies that have not yet been inspected as academies, and as such, their predecessor schools are likely to hold a poor Ofsted rating which contributes to a lower percentage of good and outstanding schools in the aggregated figures.

Between 2017 and 2018, the percentage of Lincolnshire schools rated good or outstanding dropped by 6.0% from 90.2% to 84.2%. This compares with a 4.1% drop in the East Midlands from 87.3% to 83.2%, and nationally a 3.6% drop from 89.2% to 85.6%. Whilst in 2017 Lincolnshire was above all comparators, in 2018 the county was below national. This gap has narrowed over time although remains below national.

Disapplication of School Inspection

Scheduled Ofsted inspections in schools were cancelled at the start of the pandemic and routine inspections did not take place whilst schools were closed. On 28 April 2020, the Secretary of State for Education issued a notice disapplying sections of the Education Act in relation to Ofsted's duty to inspect state-funded schools within prescribed intervals and to provide inspection reports.

This notice has been renewed on a monthly basis. At this time it is expected that routine school inspection will recommence from April 2021.

Autumn Term Ofsted Visits to Schools

Ofsted carried out 'interim visits' to schools from 28 September to 21 December 2020. These visits were designed to support schools in welcoming all pupils back to full-time education and to form a national view of the response by schools to the pandemic.

The visits took place over one day with the main source of evidence being conversations with senior leaders. The focus of the visits was the return to full-time education for all pupils, how the curriculum is being resumed, how pupils are settling back into routines, including attendance, specific issues for vulnerable groups and safeguarding. These visits did not result in any changes to school inspection grades.

Statutory National Curriculum Assessment and Examinations

The Government stated it was not mandatory for practitioners to complete the Early Years Foundation Stage Profile (Aged 5) assessment in 2020.

The Key Stage 1 (KS1) (Aged 7) and Key Stage 2 (KS2) (Aged 11) National Curriculum Assessments due to be held in summer 2020, including tests, teacher assessments and the phonics screening check, were cancelled.

The summer 2020 GCSEs, AS and A level (Aged 16) exam series, were cancelled. Students were awarded a grade based on an assessment of the grade they would have been most likely to achieve had the exams gone ahead. Results issued were based on a range of evidence and data, including performance in mock exams and

non-exam assessment. Following the changes to the way qualifications were awarded in 2020 due to Coronavirus, the decision has been announced not to publish school level performance tables.

At this time, all Statutory National Curriculum Assessments for Early Years Foundation Stage, KS1 and KS2 2021 have been cancelled. Examinations for Key Stage 4 and 5 2021 have been cancelled and the sector is currently being consulted nationally, as to how outcomes for students will be allocated. We have submitted a response to the consultation as a Local Authority.

Covid-19 Response

Spring and Summer Term activity 2020

The Local Authority, working in collaboration with Lincolnshire Learning Partnership Board and Lincolnshire Teaching Schools Together, under the guidance of the Strategic Education Group, communicated engagement opportunities with Lincolnshire schools. Activity included:

- Leadership Briefings for Nursery, Primary, Secondary and Special schools
- District drop in sessions for all schools and academies
- Multi Academy Trust (MAT) CEO networking
- Governor Partnership and clerk networking meetings
- Weekly newsletters – School News and Safeguarding Bulletin
- New to Lincolnshire Head Teacher briefings
- Recover Lincolnshire programme of support

In preparation for schools re-opening to all pupils and young people in September, the Local Authority offered guidance to schools in supporting children and young people who are at risk of [anxiety based school refusal](#), [transition resources and regulation toolkit](#), managing behaviour that challenges in response to Covid-19, [post pandemic pastoral care playlist](#) and [transition resources and regulation toolkit](#). The continuation of partnership work with school leaders in supporting the most vulnerable children and young people across the sector ensures swift early help for families and social care intervention where appropriate. Throughout the pandemic service provision has continued to meet needs. Ofsted reported that school leaders felt behaviour was generally better and calmer than before and that pupils had adapted well to routines. Some leaders noted that staggered social times, and starts and ends to the day were having a good impact on behaviour. Despite these positives, many primary school leaders also talked about seeing some pupils having lost some of their independence and resilience. Quite a few secondary school leaders reported that there was deterioration in behaviour for some pupils, especially those who had some behavioural difficulties before.

Lincolnshire has commissioned the [Recover Lincolnshire Programme](#) from our Teaching School partners which supports the resilience of senior leaders, and has helped teachers with pupils' well-being and curriculum development in English and mathematics, with specialised programmes for small schools and early years. Leaders are very appreciative of the support they have received from the local

authority including bespoke sessions, regular formal briefings and more informal locality meetings so they do not feel isolated through this crisis.

In July the government announced £1 billion of [catch up premium](#) funding to support children and young people to catch up. Funding is provided to all state-funded schools and allocated based on pupil numbers. It is for school leaders to decide how the funding is best used to get young people back on track as quickly as possible. Schools have also had the opportunity to register an interest in the [National Tutoring Programme](#), which offers additional targeted support for disadvantaged and vulnerable young people.

Remote Education

Since March 2020, we have experienced lock downs at a national and local level. Until September, schools were closed and only open to vulnerable children and those of Key Workers. The expectation was that safe, child care provision was provided, and not education, as is the current government expectation.

During this time, the vast majority of Lincolnshire schools offered elements of remote curriculum delivery, either on-line or through the provision of paper based resources. Local Authority officers and members of the Lincolnshire Learning Partnership Board supported school leaders through the sign posting to national resources such as [Oak National Academy](#) and [BBC Bitesize](#) and provided examples of how this could be integrated into curriculum learning on site and at home. In addition Local Authority officers coordinated virtual sessions with Lincolnshire schools across all phases (Haven High Academy, St Faith and St Martin Junior School, and Boston West Academy) where all virtual platforms were showcased. In excess of 180 schools participated and as a result many more schools have adopted these approaches based on what was learnt from these schools in the summer term.

Following their interim visits, Ofsted reported on visits in Lincolnshire. Schools were generally in a better place than schools nationally regarding the establishment of remote learning. In the later visits, whilst many schools had secure systems in place for remote learning linked to the curriculum, in some of the more vulnerable schools this was less well developed.

Training for remote education has evolved with more focus on how to teach online effectively and refine lesson delivery. In addition to safeguarding and remote education, the focus of training and preparation for the new school year was also on curriculum in many schools, particularly curriculum planning and design, with a focus on addressing gaps in learning during the time of school closures. In Lincolnshire, the locality lead team designed an amended curriculum document entitled 'Supporting Quality School and Remote Education' (Appendix 1) to support school leaders in updating their curriculum and ensuring this met the needs of pupils returning to school. This has been used as a basis for locality lead 'visits' in the autumn term.

We will continue to adapt and evolve our ways of working so that as much routine activity will continue to support the recovery and continuity of education as we continue on our journey through this pandemic.

3. Consultation

a) Risks and Impact Analysis

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Supporting Quality School and Remote Education

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 Kate Rouse, who can be contacted on 01522 552253 or katej.rouse@lincolnshire.gov.uk.

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Supporting Quality School and Remote Education

A Self-Review Audit and Guide for Schools

COVID Recovery

The impact of COVID19 has been and is continuing to be profound upon the learning and life chances of Lincolnshire's children and young people. The effect of this on our communities will be felt for years to come. Schools and settings are at the heart of our communities and are essential in developing happy, healthy pupils who will become productive citizens in the world. Without the successful work of schools both local and national productivity would slump and families would suffer further. In order to support all of the children in your care, along with their families, now and into the future, curriculum design and the quality of education is vital.

Schools now need to plan for a long term phased recovery towards education as we know and want it and this needs to be adapted and refined at each stage.



DFE Guidance for full opening (schools) published on 2nd July 2020, states:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

'The key principles that underpin our advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- **Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.**
- **Aim to return to the school's normal curriculum in all subjects by summer term 2021.**
- **Plan on the basis of the educational needs of pupils**
- **Develop remote education so that it is integrated into school curriculum planning'**

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'

With this in mind, leaders need to consider the curriculum in the context of two 'sites': The school site and the home site. Both have a different and essential part to play in the quality of education the school provides. Both provide very different opportunities and challenges which schools needs to identify and navigate over the coming months in order to help pupils make good progress and close educational gaps. It is even more important in a COVID19 world that the 'what' and the 'how' of the curriculum are carefully planned when considering Quality of Education.

INTENT – IMPLEMENTATION – IMPACT

This audit has been formulated to support Leaders in reviewing the whole curriculum offer and could be used to audit specific areas of the curriculum. If you are delegating elements of the review, you may find Appendix A useful.

1. Considering the Quality of Education in your school	Research, resources or documentation that support this aspect
<p><i>Consider how COVID19 transition is supported. Use your current curriculum intent as the starting point to audit your curriculum and how you will adapt its content and delivery in the initial phase. Remember that the curriculum is the totality of pupil experience in your 'school' which will include remote learning.</i></p> <p>Questions for Leaders</p> <ul style="list-style-type: none"> • Have you identified all of the COVID related concerns and potential barriers for pupils, particularly the most vulnerable, at point of transition back to school? Have you considered a broad evidence base including exploring what families, pupils and community partners say they want and need from the curriculum? • Does the intent of your school 'recovery' curriculum need updating to reflect these new concerns and potential barriers as a result of Covid-19? If so, is the updated intent accessible to, known and understood by all stakeholders? • To what extent does the curriculum intend for pupils to thrive academically, socially and culturally at each stage of recovery? • Have you considered the short, medium and long term intent of your recovery curriculum? What will need to happen first? How is your curriculum designed to respond to and reflect the challenges pupils will face now, as they transition to a new year group or key stage and in the future - in their locality and the wider world? • How will you assess where your pupils are and to what extent they have thrived/been hindered by COVID 19 lockdown? • How will you ensure that teacher assessments are robust and valid so they can be 	<p>https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact</p> <p>DFE adapting teaching practice for remote education</p> <p>How we plan for the return to the classrooms, playgrounds and corridors of schools</p> <p>Mary Myatt: a recovery curriculum or recovery conversations</p> <p>Healthy Minds Lincolnshire</p> <p>Mary Meredith: five-ways-to-help-children-heal-when-schools-reopen</p> <p>Mary Meredith- School recovery through PACE</p> <p>Supporting Transitions</p> <p>place2be.org.uk: Coronavirus-helping-children-to-process-loss</p>

<p>used precisely to map the curriculum in the short, medium and long term?</p> <ul style="list-style-type: none"> • How does the curriculum intent and design reflect the ambition to ensure that all groups of pupils, especially those who are or have been disadvantaged by Covid -19 and those with special educational needs, make gains in knowledge and skills sufficiently well so they can make good progress and catch up quickly? • Does the curriculum include structured opportunities to support pupil transition at each stage through COVID19 recovery- taking into consideration wellbeing, personal development and education? • How well does the curriculum support pupils' aspirations and transition to their next stage of education, training or work? • Is the curriculum intent reflected in your school development plan priorities? • What agencies and services are most needed to support the pupils in their transition back into school and to provide the environment in which children are able to make strong progress in learning and development? 	
<h2>2. Shaping the COVID-19 Curriculum Content Phased Recovery</h2>	<p>Research, resources or documentation that support this aspect</p>
<p>Key Questions</p> <ul style="list-style-type: none"> • Have you mapped the content of your Covid-19 recovery curriculum in the light of teaching across 2 (or more) sites – home and school? • Have you identified any challenges for delivering high quality <i>remote</i> education and adapted curriculum content in response to this? • In identifying barriers, how will you creatively overcome them to ensure the most vulnerable have equality of access and enhanced provision? • How can you use partnerships with other schools/businesses/the local community to enhance the curriculum? • How will you ensure that the curriculum across your school, or specific area of responsibility, promote the school's ethos and the pupils' wellbeing, social development and resilience? • Is the curriculum central to your planning for pupils' re-integration to school and the return to 'normal' in the future? • In addressing identified barriers to delivering a high quality of education for all, is this prioritised in financial planning and use of pupil premium? How is sustainability planned throughout the recovery phase (potentially spanning 3 financial years)? 	<p>SSAT 'Principled Curriculum Design' SSAT October 2013, Dylan William, P 30 '<i>Vertically integrated</i>'</p> <p>DfE Gov.uk: covid-19 online education resources https://www.bbc.co.uk/bitesize</p> <p>DFE Resource Management https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool</p> <p>https://www.gov.uk/guidance/school-resource-management-checklist</p> <p>Gov: Use and perceptions of curriculum support resources in schools.pdf</p> <p>EEF EEF: covid-19-resources for schools EEF: covid-19-resources to share with parents</p>

3. COVID-19 Leadership and Governance	Research, resources or documentation that support this aspect
<p>Key Questions</p> <ul style="list-style-type: none"> • Have you revisited your SSE and strategic plan in the light of the current crisis and accounted for the changes that need to be made? • Is your strategic plan comprehensive and robust? Does it contain clear priorities, milestones and actions with timelines and success criteria at each phase of recovery? • Is it clear who does what? • Are the links to and expectations of external partners and agencies explicit in your planning? • How are roles and responsibilities targeted to respond to the current priorities relating to the challenges of delivering a two/many site curriculum? • Do leaders have the experience, knowledge and understanding to develop their curriculum and do this effectively? Teachers? Other adults? • Are leaders' expectations clear so that teachers' use of assessment is relevant, efficient and effective? • Have policies and protocols been adapted to take into account the requirements of the COVID landscape and the needs of vulnerable children or those struggling to return to 'normal' education? • Are policies and planning accessible and clear so that opportunities to develop assessment to inform future teaching are well developed and assessment is used to inform the teaching of the curriculum well? • Have leaders established a supportive, reflective and robust system of moderation which ensures standardisation, reliability of assessment judgments and planned next steps? • How will leaders adapt systems for monitoring Quality of Education? • Do regular reviews by leaders consider the opportunities and challenges in these contexts? • How do leaders consider staff workload and well-being in the development and delivery of curriculum? • How do leaders support and encourage parents to have a greater involvement in their child's learning through the curriculum? • Is communication with parents and the wider community effective in conveying a common understanding of the intent and impact of the curriculum in your subject and how this is being adapted in response to COVID-19? • How is the school ensuring governors undertake their statutory duties in the current crisis? • What additional support/training is required for governors to monitor, challenge and support leaders and teachers where a two/multi-site education is taking place? 	<p>EEF 'Putting Evidence to Work - A school's guide to implementation' <i>applicable to any school improvement decision - Explore, Prepare, Deliver, Sustain.</i></p> <p>DFE Supporting Early Careers Teachers https://www.gov.uk/government/publications/supporting-early-career-teachers</p> <p>Mobilise Project Resources mobilise-project</p>

APPENDIX A: Additional audit tool

<p>Considering the delivery of the curriculum across phases and transition points through COVID-19 recovery</p> <p><i>Complete this section for your whole school, phase or subject area taking into consideration Home and School.</i></p>	Area of Responsibility: _____											
	Key stage 1 Home			Key stage 1 School			Key stage 2 Home			Key stage 2 School		
	R	A	G	R	A	G	R	A	G	R	A	G
Have you specified what can or must be taught in school and what can be taught remotely?												
To what extent do you have the resources, at present, to deliver your vision and close gaps?												
Have you planned to direct or attract resources to deliver what is needed?												
How will teachers assess the retention of prior learning and gaps in knowledge pupils have when they arrive at school?												
Does your curriculum give all pupils, particularly disadvantaged pupils and including pupils with SEND, the opportunities to make up gaps in knowledge across the broad curriculum and cultural capital they need to succeed in life?												
Is the curriculum coherently planned and sequenced, with an accurate understanding of pupils starting points, towards cumulatively sufficient knowledge and skills for future learning and employment?												
How robust is your planning so that the curriculum will be adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence?												
Are you clear about what is being taught and when it is being taught?												
How will teachers and leaders able to support and develop pupils' social and cultural capital and skills – particularly the most vulnerable?												
How will teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught remotely and in school?												
How will teachers check pupils' understanding systematically and identify misconceptions accurately?												

How will you ensure that pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age?													
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Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	Children and Young People Scrutiny Committee
Date:	05 March 2021
Subject:	Children and Young People Scrutiny Committee Work Programme

Summary:

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

Actions Required:

- (1) To review and agree the Committee's work programme as set out in this report.
- (2) To highlight for discussion any additional scrutiny activity which could be considered for inclusion in the work programme.

1. Background

Current Items

For reference, the Committee's items for this meeting are set out below: -

5 March 2021		
Item	Contributor	Purpose
Children in Care Transformation Programme Update	Tara Jones, Head of Service - Children in Care Transformation and Partners in Practice Programme	Policy Development
Proposal on the Future of the Boarding Provision at The St Francis Special School, Lincoln (Final Decision)	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny (Executive Councillor decision between 08 and 12 March 2021)

5 March 2021		
Item	Contributor	Purpose
Service Level Performance against the Corporate Performance Framework – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
Lincolnshire Local Authority School Performance 2019-20	Martin Smith, Assistant Director – Education Kate Rouse, Interim Head of School Standards	Performance Scrutiny
Briefing Papers – By email		
Progress Report on Transitions Scrutiny Review Recommendations	Sheridan Dodsworth, Head of Special Educational Needs and Disability Joanna Tubb, Head of Learning Disabilities, Adult Care and Community Wellbeing	Scrutiny Review Activity

Planned Items

The Committee's planned items are listed below:

23 April 2021		
Item	Contributor	Purpose

18 June 2021		
Item	Contributor	Purpose
Introduction to Children's Services	Heather Sandy, Executive Director – Children's Services	Induction

18 June 2021		
Item	Contributor	Purpose
Introduction to the Lincolnshire Safeguarding Children Partnership (LSCP)	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Performance Scrutiny
The expansion of St Lawrence's School, Horncastle (EXEMPT)	Dave Pennington, Head of Property Development	Pre-Decision Scrutiny (Leader decision between 28 June – 2 July 2021)

16 July 2021		
Item	Contributor	Purpose
Sustainable Modes of Transport to School (SMOTS) Action Plan Update	Mark Rainey, Commissioning Manager - Commercial	Performance Scrutiny
Service Level Performance against the Corporate Performance Framework – Quarter 4	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
The expansion of St Christopher's School, Lincoln (EXEMPT)	Dave Pennington, Head of Property Development	Pre-Decision Scrutiny (Leader decision between 26 – 30 July 2021)
The expansion of the Priory School, Spalding (EXEMPT)	Dave Pennington, Head of Property Development	Pre-Decision Scrutiny (Leader decision between 26 – 30 July 2021)

3 September 2021		
Item	Contributor	Purpose
Family Adoption Links - Regional Adoption Agency Progress Update	Bryan Glover RAA Service Development Manager	Performance Scrutiny

3 September 2021		
Item	Contributor	Purpose
Service Level Performance against the Corporate Performance Framework – Quarter 1	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

15 October 2021		
Item	Contributor	Purpose
Update on the Building Communities of Specialist Provision Strategy	Sheridan Dodsworth, Head of Special Educational Needs and Disability Eileen McMorrow, Programme Manager, Special Schools Strategy Dave Pennington, Head of Property Development	Policy Review (Yearly Update)
Children's Services Annual Statutory Complaints Report 2020-21	Jo Kavanagh, Assistant Director, Early Help	Performance Scrutiny

19 November 2021		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Partnership (LSCP) Update	Chris Cook, Chair of LSCP Stacey Waller LSCP Manager	Performance Scrutiny
Service Level Performance against the Corporate Performance Framework – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

Items to be scheduled

- Local Area SEND Inspection by Ofsted and Care Quality Commission – Update on Action Plan
- Inclusive Lincolnshire Strategy – Policy Review

2. Conclusion

The Committee is invited to review, consider and comment on the work programme as set out above and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix A.

3. Appendices

These are listed below and attached at the back of the report	
Appendix A	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

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 Tracy Johnson, Senior Scrutiny Officer, who can be contacted by e-mail at Tracy.Johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 01 MARCH 2021

DEC REF	MATTERS FOR DECISION	REPORT STATUS	DECISION MAKER AND DATE OF DECISION	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE CONSIDERED	OFFICER(S) FROM WHOM FURTHER INFORMATION CAN BE OBTAINED AND REPRESENTATIONS MADE (All officers are based at County Offices, Newland, Lincoln LN1 1YL unless otherwise stated)	DIVISIONS AFFECTED
I021497	The future of the boarding provision at The St Francis Special School, Lincoln (Final decision)	Open	Executive Councillor: Adult Care, Health and Children's Services Between 8 Mar 2021 and 12 Mar 2021	Interested parties as DfE guidance including: school staff, schools, County, Parish and District Councils, MPs, Trade Unions; Diocese; local NHS; and the Children and Young People Scrutiny Committee	Reports	Interim Head of Education Support Email: matthew.clayton@lincolnshire.gov.uk	All Divisions
I021049	The expansion of St Lawrence's School, Horncastle	Exempt	Leader of the Council (Executive Councillor: Resources and Communications) Between 28 Jun 2021 and 2 Jul 2021	Children and Young People Scrutiny Committee	Reports	Head of Property Development Email: dave.pennington@lincolnshire.gov.uk Programme Manager, Special Schools Strategy Email: eileen.mcmorrow@lincolnshire.gov.uk	Horncastle and the Keals
I021048	The expansion of the Priory School, Spalding	Exempt	Leader of the Council (Executive Councillor: Resources and Communications) Between 26 Jul 2021 – 30 Jul 2021	Children and Young People Scrutiny Committee	Report	Head of Property Development Email: dave.pennington@lincolnshire.gov.uk Programme Manager, Special Schools Strategy Email: eileen.mcmorrow@lincolnshire.gov.uk	Spalding South
I021050	The expansion of St Christopher's School, Lincoln	Exempt	Leader of the Council (Executive Councillor: Resources and Communications) Between 26 Jul 2021 and 30 Jul 2021	Children and Young People Scrutiny Committee	Reports	Head of Property Development Email: dave.pennington@lincolnshire.gov.uk Programme Manager, Special Schools Strategy Email: eileen.mcmorrow@lincolnshire.gov.uk	Swallow Beck and Witham