



County Offices
Newland
Lincoln
LN1 1YL

6 January 2022

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 14 January 2022 at 10.00 am in the Council Chamber, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

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), W H Gray (Vice-Chairman), S A J Blackburn, T A Carter, R J Cleaver, Mrs J E Killey, C Matthews, N Sear, J Tyrrell, M A Whittington and 1 Conservative Vacancy

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, 14 JANUARY 2022**

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 19 November 2021	7 - 14
4	Announcements by the Chairman, Executive Councillor for Children's Services, Community Safety and Procurement and Chief Officers	
5	Council Budget 2022/23 <i>(To receive a report from Mark Popplewell, Head of Finance – Children's Services, which invites the Committee to consider and comment on the 2022/23 budget implications for the Council's Children's Services activities)</i>	15 - 28
6	Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People <i>(To receive a report from Sara Gregory, Commissioning Manager - Children's Strategic Commissioning, which invites the Committee to consider and comment on a report which recommends the re-commissioning of the Autism and Learning Difficulties (ALD) Service from 1 September 2022, prior to a decision being taken by the Executive on 1 February 2022)</i>	29 - 92
7	Re-commissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People <i>(To receive a report from Sara Gregory, Commissioning Manager - Children's Strategic Commissioning, which invites the Committee to consider and comment on a report which recommends the re-commissioning of the Behaviour Outreach Support Service (BOSS) from 1 September 2022, prior to a decision being taken by the Executive on 1 February 2022)</i>	93 - 154
8	Director of Public Health Annual Report 2021 <i>(To receive a report from Derek Ward, Director of Public Health, which invites the Committee to consider and comment on a report which presents the Director of Public Health's annual report focused, this year, on the health of children and young people in Lincolnshire, and the impact of Covid-19 on this population)</i>	155 - 186
9	Attendance in Schools, Elective Home Education and Children Missing Education Annual Report 2020/21 <i>(To receive a report from Jill Chandar-Nair, Inclusion and Attendance Manager, which invites the Committee to consider and comment on a report which presents the annual data for 2020/21 and commentary on Attendance in Schools, Elective Home Education and Children Missing Education)</i>	187 - 208

- 10 Schools' Standards and Recovery** 209 - 264
(To receive a report from Matt Spoons, Head of Service – Children’s Education, which invites the Committee to consider and comment on a report which provides an update regarding standards within the sector led system and the recovery response following the Covid-19 pandemic)
- 11 Children and Young People Scrutiny Committee Work Programme** 265 - 270
(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which enables the Committee to consider and comment on the contents of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit)
- 12 CONSIDERATION OF EXEMPT INFORMATION**
In accordance with Section 100 (A)(4) of the Local Government Act 1972, agenda item 13 has not been circulated to the press and public on the grounds that it is considered to contain exempt information as defined in paragraph 3 of Part 1 of Schedule 12 A of the Local Government Act 1972, as amended. The press and public may be excluded from the meeting for the consideration of this item of business.
- 13 Lincolnshire Secure Children's Home** To Follow
(To receive an exempt report from Matthew Stapleton, Senior Project Manager - Corporate Property, which invites the Committee to consider and comment on a report in relation to Lincolnshire Secure Children’s Home, prior to a decision being taken by the Executive Councillor for Children's Services, Community Safety and Procurement and the Executive Councillor for People Management, Legal and Corporate Property between 3 – 10 February 2022)

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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.

Please note: This meeting will be broadcast live on the internet and access can be sought by accessing [Agenda for Children and Young People Scrutiny Committee on Friday, 14th January, 2022, 10.00 am \(modern.gov.co.uk\)](#)

All papers for council meetings are available on:

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**CHILDREN AND YOUNG PEOPLE SCRUTINY
COMMITTEE
19 NOVEMBER 2021**

PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)

Councillors S A J Blackburn, T A Carter, R J Cleaver, C Matthews, N Sear, J Tyrrell and M A Whittington

Added Members

Mrs M R Machin - Parent Governor Representative

Councillor: S P Roe attended the meeting as an observer.

Officers in attendance:-

Matthew Clayton (Admissions & Education Provision Manager), Robert Close (Democratic Services Officer), Andy Cook (Service Manager - Future4Me), Tracy Johnson (Senior Scrutiny Officer), Jo Kavanagh (Assistant Director of Early Help), Dave Pennington (Head of Property Development), Tony Pryce (Joint Diversionary Panel Co-Ordinator), 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 Matthew Stapleton (Senior Project Manager, Corporate Property)

Officers attending via Teams:-

Linda Dennett (Assistant Director for Children's Health and Commissioning)

Guests in attendance:-

Dr Sue Bond-Taylor (University of Lincoln) and Chief Inspector Daryl Pearce (Lincolnshire Police)

36 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillor W H Gray.

Apologies for absence were also received from Councillor Mrs P A Bradwell OBE (Executive Councillor for Children's Services, Community Safety and Procurement).

37 DECLARATIONS OF MEMBERS' INTEREST

No declarations of Members' interest were made at this stage of the proceedings.

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38 MINUTES OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE MEETING
HELD ON 15 OCTOBER 2021

RESOLVED

That the minutes of the Children and Young People Scrutiny Committee meeting held on 15 October 2021 be agreed and signed by the Chairman as a correct record.

39 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR CHILDREN'S
SERVICES, COMMUNITY SAFETY AND PROCUREMENT AND CHIEF OFFICERS

The Chairman informed the Committee of the passing of Councillor B Adams who was the former Vice Chairman of the Children and Young People Scrutiny Committee between 17 May 2013 and 15 May 2015 and continued to be a member of this Committee until April 2017. The Committee held a minute's silence in honour of Councillor Adams.

40 JOINT DIVERSIONARY PANEL - UNIVERSITY OF LINCOLN EVALUATION

The Committee considered a report which provided the key findings of the evaluation of the Joint Diversionary Panel undertaken by Dr Sue Bond-Taylor, University of Lincoln. An overview of the throughput of cases from September 2020 to August 2021 was provided, breaking down statistics by age, gender, offence and outcome. Considered against its objectives, it was concluded that the Joint Diversionary Panel (JDP) delivered a robust and effective process for making informed decisions about young people in conflict with the law, through prevention of unnecessary criminalisation and diversion into supportive and preventative interventions. Furthermore, the introduction of the Youth Restorative Intervention for use by the Panel was considered to have significantly improved outcomes for young people in the county whilst maintaining community safety. The delay in the final report due to Covid-19 complications presented an opportunity to revisit some professionals involved in the early stages of the report to gather their experiences.

Members were provided with the opportunity to ask questions to Dr Sue Bond-Taylor from the University of Lincoln, Chief Inspector Daryl Pearce from Lincolnshire Police and the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- Members endorsed of the restorative nature of the JDP, particularly appreciating the opportunities for young people to reflect on how their actions affected the community consequently building empathy and responsibility.
- It was confirmed that an action plan would be compiled to identify time frames for implementing the recommendations made within the report. Engagement with the National Youth Justice Board's best practice hub would present an opportunity to share best practice with other local authorities who may have been in a similar situation to the Council. Moreover, Dr Bond-Taylor's report was now a publicly available document, expected to garner attention from interested parties.

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- It was clarified that, within the recommendations of the report, further evaluation was suggested through an enhanced data analysis and to consider the longer-term outcomes of the JDP.
- It was noted that the Out of Court Scrutiny Panel, chaired by Chief Inspector Daryl Pearce, took interest in the case studies presented by the JDP. Through the move to a restorative approach for minor offences for adults, as a result of changes to Out of Court Disposals, a reduction in reoffending was expected in accordance with that seen for youth offending.
- Members were advised that any young person who came into police custody would be seen by the criminal justice liaison and divergence scheme, to allow a practice nurse to address vulnerabilities.
- Some Members observed a discouraging narrative within the report toward previous actions taken by Police towards youth offending. In response, officers stressed that the Police prompted the call to reform the approach to youth offending and collaborated admirably throughout the process. It was felt that the move to a holistic approach was mutually advantageous to both victims and offenders. It was added that the Police and Crime Commissioner (PCC) endorsed the work of the JDP.
- While appreciating the strategy demonstrated by the JDP, Members stressed the need for preventative measures to be undertaken to avoid the necessity for enforcement and divergence entirely. Furthermore, they felt that the social issues behind the offence needed to be identified as part of the process for tackling youth anti-social behaviour. Officers noted that as a result of the JDP, Police Officers were granted the opportunity to take a holistic approach to youth offending through home and school visits.
- Observing the change in Police enforcement of youth offending from previous generations, Members sought detail on the rationale for appropriate response for offences. Officers noted that, on the whole, any young person who came into conflict with the criminal justice system would be discouraged from committing further offences through the experience of criminal justice alone. Those who continued to offend would still be subject to the court system and the determination of the JDP. Furthermore, some offences, due to their seriousness, went beyond the gravity of the JDP and would be treated directly through the courts.
- Noting that, within the report, it was stated that the JDP only reviewed the cases of those young people where there was an admission of responsibility, Members sought detail of the offences for those youth offenders who hadn't accepted responsibility. Officers advised that approximately half of the cases didn't go through the process of the JDP for various reasons, of that proportion, a number of those were a result of an omission of guilt. Moreover, it had been observed that several offenders may plead 'not guilty' if they felt there was a chance their case wouldn't go to court. Officers offered to come back to the Committee with a detailed breakdown of the cohorts.
- Some Members feared that public perception of the scheme would be that of a lesser sanction than the previously used Youth Out-of-Court Disposals. It was advised that the comparison made compared the intervention of the JDP with that of a formal caution. Members were advised that these cases would not have gone to court in the

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first place, therefore, instead of the offence being settled with a caution, the youth offending engagement process was extended.

The Chairman thanked Dr Sue Bond-Taylor and Chief Inspector Daryl Pearce for their attendance and contributions to the meeting.

RESOLVED

1. That the Joint Diversionary Panel evaluation be noted and the proposed actions to continue the on-going development of the Joint Diversionary Panel be endorsed.
2. That an update on progress against the proposed actions be brought to the Committee in 12 months' time.

41 CHILDREN IN CARE (CIC) TRANSFORMATION - RESIDENTIAL ESTATE EXPANSION PROGRAMME

The Committee considered a report which set out the business case for the use of £1.5m of allocated Council capital funding from the Residential Children's Home Capital Programme to invest in two new children's homes in Lincolnshire, prior to a decision being taken by the Executive Councillor for Children's Services, Community Safety and Procurement between 22 and 30 November 2021.

The Committee considered the report, and during the discussion the following comments were noted:-

- The two new children's homes would provide additional capacity to place children in care within Lincolnshire and deliver a forecasted annual saving of £0.561m by reducing the number of out of county placements which were very costly for the Council.
- The Committee was pleased with the very low rate of return on investment of 2.67 years for the £1.5m capital cost for the two new children's homes as this was a lot shorter than the usual rate of return on investments.
- The benefits of children in care being placed in accommodation within Lincolnshire was recognised as this enabled these young people to maintain contact with friends and families.
- Some out of county placements would still be required where specialist accommodation was needed.
- There were several young people placed in out of county placements during the Covid-19 pandemic due to a shortage of placements within Lincolnshire. Consideration was being given to how to carefully transition these young people back into Lincolnshire accommodation when they were now settled in their current placements. These young people were being closely monitored by Children's Services.
- The proposed two new children's homes were the first stage for increasing in county placements, and it was hoped that a third new children's home could be developed in the future.
- The number of children in care would start to decrease as the family courts begin to consider more cases.

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- Several factors were taken into consideration when deciding the location of children's homes. These included demographics, criminality in the area, access to education including post 16, access to public transport, and whether high quality staff could be recruited in the area to ensure stability of staff in the children's homes. Ofsted would ensure that these factors were taken into account. It was confirmed that Ofsted was satisfied with the proposed locations for the two new children's homes.

RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive Councillor for Children's Services, Community Safety and Procurement as detailed in the report.
2. That the comments listed above be passed on to the Executive Councillor in relation to this item.

42 LINCOLN CHILDREN'S HOME

The Committee considered a report which invited them to consider and comment on the relocation of Lincolnshire County Council's existing short breaks home to a location on the St. Francis Special School site in Lincoln, prior to a decision being taken by the Executive Councillor for Resources, Communications and Commissioning and the Executive Councillor for People Management, Legal and Corporate Property between 23 and 30 November 2021.

The Committee considered the report, and during the discussion the following comments were noted:-

- The Committee was reassured that the risks to the supply chain had been fully assessed and that the costs compared well to the BCIS benchmarking, demonstrating good value for money for the project.
- It was expected that children would be first placed in the new children's home at St Catherine's in September 2022. Concern was raised that this would coincide with the new academic school year, and it was suggested that the children should be moved into the new children's home before September. It was confirmed that this could not be guaranteed to happen as the remodelling works may not have been completed by then due to the current supply issues. Careful planning would be undertaken when moving children into the children's home to ensure that they did not change schools at the same time to allow them time to settle into their new placement first.

RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive Councillor for Resources, Communications and Commissioning and the Executive Councillor for People Management, Legal and Corporate Property as detailed in the report.

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2. That the comments listed above be passed on to the Executive Councillors in relation to this item.

43 SPALDING ACADEMY BASIC NEED PROJECT

The Committee considered a report which invited them to consider and comment on the procurement of the expansion and remodelling to Spalding Academy, prior to a decision being taken by the Executive Councillor for Resources, Communications and Commissioning and the Executive Councillor for People Management, Legal and Corporate Property between 23 and 30 November 2021.

The Committee considered the report, and during the discussion the following comments were noted:-

- The total allocated project budget of £3.5m was set two years ago with Children's Services. However, the recent volatility in the supply chain had seen the price constantly changing, and as a result it was decided that an actual price would be sought through the tendering process, and the pre-tender estimate was now £3.67m. The tenders for the contract were due back in the next couple of weeks.
- The South Lincs Academy Trust (SLAT) was congratulated for taking the school from being significantly under-subscribed to being popular and now over-subscribed.

RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive Councillor for Resources, Communications and Commissioning and the Executive Councillor for People Management, Legal and Corporate Property as detailed in the report.
2. That the comments listed above be passed on to the Executive Councillors in relation to this item.

44 STAMFORD WELAND ACADEMY BASIC NEED PROJECT

The Committee considered a report which invited them to consider and comment on the procurement of the expansion and remodelling to expansion and remodelling to Stamford Welland Academy, prior to a decision being taken by the Executive Councillor for Resources, Communications and Commissioning and the Executive Councillor for People Management, Legal and Corporate Property between 23 and 30 November 2021.

The Committee considered the report, and during the discussion the following comments were noted:-

- There was a need to balance the costs to maximise the number of places available while being as cost effective and environmentally sustainable as possible. The aim was to make all schools sustainable, but this had to be balanced against the need to maximise school places within the funding available.

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- The Council's policy regarding the installation of solar panels on the Council's own buildings did not apply as the academy trust was responsible for the school building. The Executive Director – Children's Services agreed to write to Lincolnshire academies asking them to seek funding from the Department for Education for the green agenda to enable them to become more environmentally sustainable.
- The potential for a sixth form at the academy was separate to this project. To have a sixth form, the academy would have to demonstrate that there was a need for a sixth form for at least 200 pupils.
- The risks for each project were carefully considered and costed, and were mitigated as much as possible.

RESOLVED

1. That the Children and Young People Scrutiny Committee unanimously agreed to support the recommendations to the Executive Councillor for Resources, Communications and Commissioning and the Executive Councillor for People Management, Legal and Corporate Property as detailed in the report.
2. That the comments listed above be passed on to the Executive Councillors in relation to this item.

45 SERVICE LEVEL PERFORMANCE AGAINST THE CORPORATE PERFORMANCE FRAMEWORK - QUARTER 2

Consideration was given to a report which summarised the Service Level Performance against the Corporate Performance Framework for Quarter 2. The report only summarised those measures which were either above or below the target range.

Members were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- Members noted the increase in the average days for children to move to an adopted family from quarter one, 397 days, to quarter two, 455 days, while the target remained at 400, and asked if there was any flexibility in targeting. Officers advised that a number of children had recently moved through the court systems, which had been delayed because of the Covid-19 pandemic, prolonging the time it had taken before being found an adopted home. As time progressed, the average days were expected to decrease.
- Members' disappointment in the unavailability of the Youth Justice Board statistics was noted.
- Referencing the increase of children in care participating in learning, as of October 2021, to reach the threshold within the tolerance range, Members asked what measures were being undertaken to ensure the remaining young people were encouraged to participate too. Officers appreciated that, while the opportunities for

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learning may be good for those in the tolerance range, it was essential that all children in care were offered the opportunity to learn. The tolerance thresholds within the reports were determined by the Council and could be amended throughout the year if it was felt necessary. Members were advised about an upcoming proposal for virtual schools, through a grant of approximately £900 per child, to tailor bespoke learning and support packages. Further detail of this would be brought back to the Children and Young People Scrutiny Committee.

- Members sought clarity on why the rate of child protection plans had reduced in quarter two. Officers advised that a number of children were put on a child protection plan during the Covid-19 pandemic due to the significant change in circumstances they faced. As the service moved beyond the Covid-19 challenges, a number of child protection plans were ceased. However, it was noted that, while child protection plans were subject to targets, any child who was considered to require one would be put on a plan regardless of the Council position within its targets.

RESOLVED

That the Committee's satisfaction with the performance of the measures, that were either above or below the target range, and the comments made in relation to the performance measures be noted.

46 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

The Committee considered a report from Tracy Johnson, Senior Scrutiny Officer, which invited members to consider and comment on the content of its work programme, to ensure that scrutiny activity was focused where it could be of greatest benefit.

It was noted that an amendment to the 14 January 2022 agenda was made, with the Pre-Decision Scrutiny item for the expansion of St Lawrence School, Horncastle being deferred until the 17 June 2022 or 22 July 2022 meeting to allow for further work on the scheme.

In addition, the Committee would be considering the Council's budget proposals for Children's Services prior to its consideration at the Executive and subsequently Council in February 2022.

RESOLVED

That the work programme be agreed as amended.

The meeting closed at 12.21 pm



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

Report to:	Children and Young People Scrutiny Committee
Date:	14 January 2022
Subject:	Council Budget 2022/23

Summary:

This report outlines the Council's budget proposals for the next financial year 2022/23.

The Provisional Local Government Finance Settlement for 2022/23 was issued on 16 December 2021 and is expected to be in line with the Final Settlement, which is due to be published in February 2022. We await further budgetary information from the Lincolnshire District Councils so the budget proposals for 2022/23 are therefore estimated at this stage.

The Executive considered the budget proposals at its meeting on 5 January 2022, following which they were open to consultation.

This report specifically looks at the 2022/23 budget implications for the Council's Children's Services activities.

Members of this Committee have the opportunity to scrutinise them and make comment, prior to the Executive meeting on 1 February 2022 when it will make its final budget proposals for 2022/23.

Actions Required:

The Children and Young People Scrutiny Committee is asked to consider this report and provide comments on the Children's Services budget proposals for consideration by the Executive at its meeting on 1 February 2022.

1. Background

- 1.1 The Executive is currently consulting on a single year financial plan for revenue and capital budgets. This is reflective of the fact that the provisional Local Government Finance Settlement only covers one year and the continuing financial uncertainties about our future levels of funding.

- 1.2 The budget includes unavoidable cost pressures which will support the delivery of Council services, and a number of savings and efficiencies which do not impact negatively on services. The Council is adopting a longer-term savings strategy to secure efficiency savings.
- 1.3 The Spending Review 2021 results were announced by the Chancellor of the Exchequer on 27 October 2021. This was a spending review covering the three years 2022/23 to 2024/25. The Spending Review announcement included notification of additional funding for Local Authorities in 2022/23 to help Councils deal with some of the pressures currently being experienced, including inflationary pressures. This is on the back of improvements in the UK economy.
- 1.4 For 2022/23 the budget is balanced, however in 2023/24 there is a budget shortfall of £9.335m, in 2024/25 there will be a budget shortfall of £6.480m, and in 2025/26 a budget shortfall of £6.909m. The main drivers for the budget shortfall over the three later years are higher cost pressures, particularly in Adult Care, inflationary pressures and levels of grant funding which, although are overall increasing over the period, are not rising sufficiently to cover the cost pressures. The budget shortfall in each year will need to be supported by reserves to achieve a balanced budget. However, this is prior to receiving the Lincolnshire District Councils confirmation of Council Tax bases and Collection Fund positions affecting 2022/23, and prior to expected reforms to local government funding potentially affecting 2023/24 onwards.
- 1.5 The Medium Term Financial Plan includes a number of savings and efficiencies which arise from various projects within our Transformation Programme. These include savings from changes to delivery models in Adult Care and Children's Services; savings on travel and office-related costs arising from Smarter Working, as well as savings from reductions in office space and savings from Digital transformation.
- 1.6 The Financial Volatility reserve currently stands at £44.483m. This reserve is essential for the management of an uncertain financial situation in terms of both costs and future funding. The Executive Director of Resources (Section 151 Officer) advice is that a Financial Volatility Reserve level of around £40m to £50m is prudent, given the uncertainty of the future funding reforms. The current balance is sufficient to support the overall budget deficits in the three future years. At this point in time, the four year view indicates that a total of £22.724m would need to be drawn from the Financial Volatility Reserve to balance the budget over those years and this would leave £21.759m remaining in the reserve. This earmarked reserve is available to support budget deficits arising over the medium term and will allow us time to transition to a lower base budget if this is required after funding reforms are implemented.
- 1.7 The 2022/23 year's budget process started in the spring of 2021 with a re-assessment of our high-level budget assumptions. Following this, budgets have been examined in detail, and a number of new cost pressures have emerged in addition to the pressures identified for 2022/23 in the previous year's budget process. In some areas, cost pressures previously identified have been reduced. As this year has progressed, our assumptions have been refined as new information has emerged.

1.8 In terms of budget holder input, the budget process is complete, and we have received confirmation of next year's funding from central Government in the form of the Provisional Local Government Finance Settlement on 16 December 2021. Following this, the Final Local Government Finance Settlement is expected to confirm the Provisional Settlement in February 2022, and at the end of January 2022 we will receive confirmation of Council Tax base and Collection Fund balances from our local District Councils. Once all this information has been received, the budget proposals for 2022/23 will be confirmed at the meeting of the Executive on 1 February 2022.

1.9 On an annual basis the Council has the opportunity to review the level of Council Tax. Central Government sets thresholds above which a Local Authority would be required to hold a referendum for Council Tax increases. The referendum limit will remain at 2% for general Council Tax. Social care authorities can raise up to 1% for a further Adult Social Care precept. Social care authorities can also raise an Adult Social Care precept in 2022/23 for any element of the 3% precept for 2021/22 which was deferred to 2022/23 – this cannot be deferred again.

1.10 At the time of writing this report, the Executive's recommended option allows for an increase in Council Tax of 3% for the Adult Social Care precept which was deferred from 2021/22. At its meeting on 5 January 2022, the Executive supported this proposal.

1.11 Children's Services activities are presented through the headings Children's Education and Children's Social Care.

Children's Education

1.12 Services and associated proposed 2022/23 budgets include:

- Special Educational Needs and Disabilities (£7.582m)
- Education Support Services (£0.847m)
- School Improvement (£1.188m)
- Statutory Regulatory Duties (£3.048m)

1.13 Table A below sets out the revenue 2022/23 financial year budget proposals for Children's Education:

Table A

Change of Previous Years	£'000
Original Budget 2021/22	12,771
<u>Changes for 2022/23</u>	
Pay Inflation	0
Cost pressures	0
Savings	-106
Proposed Budget 2022/23	12,665
Percentage Change	-0.83%

1.14 Children's Education service activities are proposing to make savings of £0.106m in 2022/23. Of this sum, smarter working savings of £0.105m are proposed through the reduction of supplies and services and travel budgets by maximising the benefits of the home working arrangements and Smarter Working programme. The remaining £0.001m relates to the legacy of savings delivered through the Budget 2020 exercise. Within this area, there are no cost pressures in 2022/23.

1.15 The Department for Education (DfE) launched a consultation between 29 October to 26 November 2021 on removing the funding for Local Authorities School Improvement Monitoring and Brokering Grant for school improvement activities supporting maintained schools. The estimated grant value had expected to be £0.585m in 2022/23. The DfE consultation proposes a 50% reduction in 2022/23 and the removal of the funding entirely in 2023/24. The Council has responded strongly to this consultation opposing such a change, as have Councils across the country. The Council has raised concerns over the rationale of removing the grant funding; the inequity this will provide when comparing the Regional Schools Commissioner role in supporting academies; the short timescales for responding to such a significant change in funding; the impact this will have on maintained schools including our small schools, and the Council does not agree with the DfE solution of maintained schools bearing an additional financial burden on their schools budgets. The Council considers its investment in the education sector as a strategic priority to enable all children to prosper across all Lincolnshire schools, and supports the continuation of the current delivery, which is considered a lean school improvement support model. The Council has an important role in driving standards and joined up arrangements in the local area, which has been evident throughout the pandemic in supporting all schools on the ground when they most needed it. The Council overall will manage the impact of any grant funding changes.

1.16 The Home to Schools and College Transport delivery and budget responsibility is proposed to be transferred to the Place Directorate from April 2022, and therefore is not covered in this report.

1.17 Following the previous year's announcement of a public sector pay freeze, the Spending Review 2021 confirmed a return to the usual process for setting pay awards. This is currently excluded from services budgets until the position is clear and the exact budgetary requirements are known. The Council has budgeted for a 2% pay award.

Children's Social Care Services

1.18 Services and associated proposed 2022/23 budgets include:

- 0-19 Health Services (£10.674m)
- Early Help Services (£11.140m)
- Family Assessment and Support Team (FAST) (£17.415m)
- Adoption and Fostering Services (£15.452m)
- Residential Homes and Placements (£17.177m)
- Leaving Care Services and Supported Accommodation (£4.904m)
- Targeted Support for Young People and Youth Offending (£3.791m)

1.19 Table B below sets out the revenue 2022/23 financial year budget proposals for Children's Social Care Services:

Table B

Change of Previous Years	£'000
Original Budget 2021/22	76,887
<u>Changes for 2022/23</u>	
Pay Inflation	0
Cost pressures	3,995
Savings	-329
Proposed Budget 2022/23	80,553
Percentage Change	4.77%

1.20 Children's Social Care Services are proposing to make savings of £0.329m in 2022/23. Of this sum, smarter working savings of £0.189m are proposed through the reduction of supplies and services and travel budgets by maximising the benefits of the home working arrangements and Smarter Working programme. It should be noted at this stage, no front-line delivery travel budgets have changed as teams are unlikely to see reduced travel costs as their work has remained the same despite a flexible approach. The remaining relates to the legacy of the savings delivered through the Budget 2020 exercise, for example, savings delivered through the Supported Accommodation Pathway in meeting the needs of 16/17 year olds at risk of homelessness and care leavers (£0.139m). Within this area, there are also proposed cost pressures of £3.995m in 2022/23.

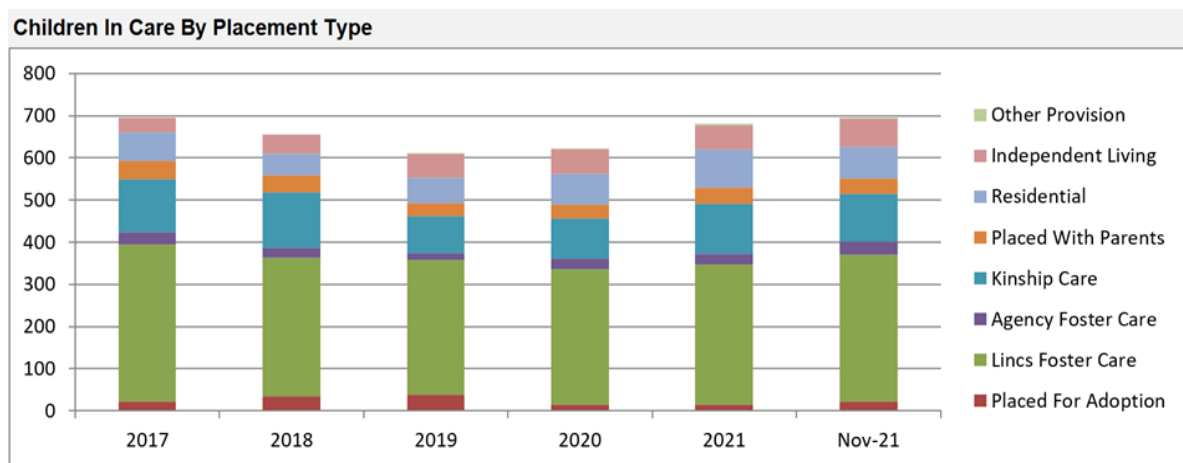
1.21 Children in Care (CiC): a £3.013m proposed cost pressure reflecting the impact of the pandemic from increased CIC numbers, which has also been seen nationally, and a requirement to secure more specialist external placements. These additional costs have been supported by the Local Authority's Covid-19 support grant in 2020/21 and 2021/22. Transformational work plans to help realise our ambition of improving outcomes for children across the child's journey from Edge of Care to Leaving Care whilst also achieving financial sustainability. Through a number of strategies, this will see our forecast spending reduce to similar levels seen before the pandemic over a three-year period which will require a temporary increase in funding overall (£5.810m). It is proposed that this £3.013m cost pressure in 2022/23 will be funded by the Council's earmarked reserves.

1.22 The transformation strategies include: internal residential estate expansion; Valuing Care approach to explaining, recording and tracking needs and outcomes; development of an Early Help strategy which is owned by the Council and partners, ReThink Fostering and practice excellence.

1.23 The Council has a Children's Services system which is working well and a CiC Service which is outstanding, although there is more the Council can do to deliver excellent

outcomes for children and families. The Council has highly valued internal foster carers supporting a high proportion of CiC, however during the pandemic the Council has seen reduced capacity. This is at a time of increased CiC and less children exiting care, as well as limited internal residential capacity. The Council is therefore having to look towards securing externally commissioned placements in order to meet the Council's statutory obligation to provide accommodation for children who are unable to be cared for by their parents and/or families. The composition of placements can be seen in Chart A.

Chart A



1.24 The independent placement market conditions are volatile; demand is outstripping supply, costs are rapidly rising and are unsustainable, and children are being placed at a distance from their networks. This is having a significant financial impact to the Council.

1.25 The capacity within our good to outstanding residential provision is insufficient to meet current and future demands, and those children placed in these internal settings have consistently better outcomes. Approval has been received to utilise £1.500m of earmarked funding within the capital programme to create two new additional children's homes which will deliver both better outcomes for children and best value for the Council.

1.26 Lincolnshire's CiC per 10,000 0-17 population figures (47) compare favourably with statistical neighbours (63). This is at a time of rising CiC numbers, although these pressures are not only being felt locally. Lincolnshire current CiC numbers are at 700.

1.27 CIPFA Looked After Children benchmarking for Local Authority participants showed Lincolnshire's average cost per CiC (2020 latest available data) to be £886 compared to the national average of £1,070. Lincolnshire continues to compare favourably and measures are being taken to secure improved value for money.

1.28 Other CiC proposed cost pressures include: £0.386m relates to the increase in costs across the composition of placement types supporting this vulnerable group (c.2.00% inflationary rate applied). It is proposed that Lincolnshire's highly valued internal

fostering carers will receive a 2.00% increase to their weekly allowances from April 2022. A further proposed cost pressure of £0.273m relates to the growth in CiC population increasing by 0.5 per 10,000.

1.29 A proposed cost pressure of £0.323m relates to Special Guardianship Orders (SGOs). SGOs continue to be seen by the Courts as an important option for permanency for children who need to be removed from their birth parents which is endorsed by officers. The Council is however required to fund SGOs (subject to means testing) until the child reaches the age of 18 years. The expected increases are based on average numbers of SGOs being granted per month based on past trends.

1.30 Following the previous year's announcement of a public sector pay freeze, the Spending Review 2021 confirmed a return to the usual process for setting pay awards. This is currently excluded from services budgets until the position is clear and the exact budgetary requirements are known. The Council has budgeted for a 2% pay award.

Capital Programme

1.31 A ten-year Capital Programme has been compiled in line with the principles set out in our Capital Strategy, including the principle of Affordability. The full Gross Programme is shown at Appendix C and totals £113.730m for 2022/23 plus a further £268.569m for future years. Due to the uncertainty of our future funding, no new projects have been added to the capital programme in this budget process.

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

1.33 An estimated grant award for the Schools Condition Allocation is £3.000m for 2022/23 to support Lincolnshire maintained schools. This will be updated based on the number of Local Authority maintained schools on or by 1 April 2022.

1.34 An estimated allocation for Devolved Formula Capital is £0.993m for 2022/23. This is expected to continue at the current funding level per Local Authority maintained school, namely a lump sum of £4,000 and per pupil funding of £11.25 for nursery / primary and £16.88 for secondary. This will be updated based on the number of Local Authority maintained schools on or by 1 April 2022.

1.35 An allocation for Provision of Schools Place Basic Need Grant is £5.824m in 2022/23. This will allow the Council to plan strategically to fulfil its statutory duty to provide sufficient school places for the children of Lincolnshire. Children's Services priority at this stage is to ensure that all September 2023 school place pressures are accounted for with potential solutions in place. The Local Authority is awaiting further Government announcements on funding levels from 2023/24.

- 1.36 Building Communities of Specialist Provision Strategy: the gross expenditure for the programme's individual special school schemes for 2022/23 is £27.186m reflecting the latest position. The strategy is to deliver an increase in places for Lincolnshire special schools including providing young people with Special Educational Needs and Disabilities (SEND) the ability to access high quality all needs education, health and care provision in their local community. The Council strongly believes this capital infrastructure investment will not only achieve greater outcomes for Lincolnshire pupils, but also be an important financial decision in managing the pressures within the High Needs block of the Dedicated Schools Grant by way of reducing expenditure relating to some expensive and unnecessary external specialist placements.
- 1.37 The whole life costs of the programme are £86.794m across the five-year strategy, which started in 2019. This is consistent with agreed budget for the programme, which is supported by secured capital grant funding (Basic Need, Schools Conditions and SEND Provision) and Council agreed funding. The Council approved funding of £15.600m in 2021/22 to support the implementation of the programme.
- 1.38 Implementation of the strategy is well underway with a number of capital schemes live and supporting operating systems in place. Governance is well established with budget and progress reviews taking place monthly. It is important to note the complexity and magnitude of this programme, which covers the entire Lincolnshire special school's estate. Further details of individual schemes progress can be found in the report presented to the Children and Young People Scrutiny Committee on 15 October 2021: Update on the Building Communities of Specialist Provision: Together in Lincolnshire Strategy.
- 1.39 In the Spending Review 2021, the government announced a pledge to invest £2.6bn over 2022-2025 for new places for children with SEND and improved infrastructure. The allocations for each Local Authority have not been announced including the funding that will remain centrally for central government-led schemes, however the announcement is positive for all Local Authorities.
- 1.40 It is important to note the unprecedented supply chain issues affecting major construction schemes such as the Building Communities of Specialist Provision Strategy. There are significant cost pressures within the construction industry arising from a shortage of labour and materials within the supply chain. This is a local, regional, national and global issue which will impact on SEND schemes remaining in the programme, and other schemes in the capital programme. Measures will be taken to try and mitigate the extent of these cost increases through robust challenge of all costs submitted to ensure best price, however substantiating the impact of this is difficult, but the Council is acutely aware of the inflationary challenges facing capital schemes. The Council collectively through its management and affordability of the capital programme will look to ensure live capital schemes and strategies are fulfilled.
- 1.41 New Schools capital: the Council through its school place planning has identified within the ten-year capital programme a requirement for new mainstream schools. The new school funding requirement has reduced by £9.259m over the identified period

(2033/34) to a £33.442m net budget due to the county experiencing lower birth rates, since this delays the potential timeframe for the new school requirements.

1.42 New children's homes: approval has been received to utilise £1.500m of earmarked funding within the current capital programme to create two new additional children's homes to meet current and predicted need. The new smaller children's homes will be situated in Lincoln and East Lindsey. DfE match funding has been secured (£1.460m) to fulfil this objective, which will deliver both better outcomes for children and best value for the Council. Children's Services is to re-purpose capital funding uncommitted in the programme relating to completed schemes in early help, 0-19 service and supported accommodation houses to support the delivery of the new children's homes, in the context of the challenging construction industry. The Lincoln children's home is planned to be open from September 2022, and the second home opening from September 2023.

Schools Budget

1.43 The Schools Budget is funded via the Dedicated Schools Grant (DSG). In 2022/23, the DSG will continue to comprise of four blocks: Schools, Central School Services, High Needs, and Early Years. Each of the four blocks of the DSG is determined by a separate national funding formula.

1.44 Lincolnshire's indicative DSG allocation for 2022/23 is £675.176m, and will be used to support all schools in Lincolnshire including Local Authority schools and academies. Lincolnshire Schools block value is £518.090m. Over half of Lincolnshire pupils attend academy schools; therefore the DSG figure for the Schools block will be revised down for the academy schools budget share allocations. The DSG is a ring-fenced grant and the actual split between Local Authority schools and academies has no financial risk to the Council from the DSG schools delegated budget perspective.

1.45 The government implemented a National Funding Formula (NFF) in 2018/19 to ensure a fairer settlement for each mainstream school. The Council agreed to adopt the NFF due to the improved financial settlement for Lincolnshire schools and has continued to replicate the NFF each year since then. In 2021/22, Lincolnshire replicated the monetary values of the NFF factors, however due to the significant increase in Free School Meals (FSMs) recorded on the October 2020 census resulting from the pandemic, of which Local Authorities were expected to finance this increase through its Schools block allocation, the Minimum Funding Guarantee (MFG) had to be applied at +0.5% (within the MFG range) to support the formula being affordable. This decision was made by the Executive Councillor for Children's Services, Community Safety and Procurement on 20 January 2021.

1.46 2022/23 is the final year of the government's three-year funding package for schools (aged 5 to 16) with funding increasing by £7.1bn nationally compared to 2019/20 funding levels. This has provided a level of financial certainty for schools in the short term.

1.47 The fundamental principles of the NFF are not changing for 2022/23. The formula refinements from the DfE are recognising inflationary rises (namely, key formula factors in the NFF will increase by c.3%), and changing of the sparsity measure to road distance, an increased maximum funding allocation and tapering methodology. These sparsity changes better reflect sparsity challenges and are seen as positive steps to better reflect costs that will be incurred by schools. This is an important step forward for Lincolnshire small and rural schools.

1.48 The sector and Lincolnshire Schools' Forum have supported the decision for Lincolnshire to replicate the NFF due to the increased per pupil funding levels being seen in all mainstream schools. The Local Authority (LA) still does however consider local flexibility and decision-making powers important to best respond to local needs and demands on a timely basis within reasonable DfE parameters.

1.49 In accordance with the 20 January 2021 Executive Councillor decision and sector support through the consultation exercise to continue replicating the NFF, the Local Authority plans to replicate the NFF in 2022/23, which will include the modest changes (Appendix A provides a funding comparison of the NFF factors from 2021/22 to 2022/23). This will of course be subject to affordability of the Schools block due to the government's application of lagged funding arrangement for Local Authority Schools block funding. The determination of all Lincolnshire schools budgets using the latest October census released to Local Authorities in late December will be carried out in January, including the assessment of affordability. The Local Authority is required to submit the determination of schools budgets through the Authority Proforma Tool to the DfE by the 21 January 2022 for compliance purposes. This therefore leaves limited time for engagement with the sector on the impact of specific measures to address affordability, if necessary. Schools responses have previously been mixed on affordability matters, however MFG, considering other DSG budget in the Schools block and Central Schools Services block, and the ceilings cap have been the preferred solutions; the latter being what the DfE used to introduce the NFF in 2018/19. The Local Authority would favour adopting the same approach and principles, if affordability issues arose for 2022/23. The affordability position would be shared with the Lincolnshire Schools' Forum at the 20 January 2022 meeting including the mitigating measures to address this and the school impact, if applicable.

1.50 The Government is continually moving to a basis for distributing funding to Local Authorities for children and young people with high needs, taking into account an up-to-date assessment of the level of need in each area as opposed to funding on the basis of historic spending. Local Authorities will be protected under the formula by seeing a minimum increase of 8% per head in 2022/23 compared to their 2021/22 High Need block allocation. The High Needs block allocation is £111.161m for 2022/23. Local Authorities are still waiting for the outcomes of the DfE 2019 SEN review and Call for Evidence exercise, which are fundamental to securing a long-term financial plan for high needs.

1.51 There are a number of budgets within the High Needs block that are large, demanded, and can be difficult to estimate (e.g. SEND related budgets, including out of county

placements, top up funding for Education, Health and Care (EHC) plans for mainstream schools, special school placements, and meeting the education needs for pupils through alternative provision arrangements). There continues to be a growing trend nationally, and this is being seen in Lincolnshire, with more young people requiring specialist support which is having a material financial impact on the High Needs block. This remains a significant financial risk, particularly at a time of increasing demands. Like many Local Authorities, Lincolnshire faces a significant challenge in establishing a sustainable High Needs block budget going forward.

1.52 Transformational work commenced in 2019 to consider the way partners across Lincolnshire work together to support children and young people with SEND. Key activities to support this strategy include SEND Advice line (SALL); rollout of the Valuing SEND; revised graduated approach guidance; strengthen the Local Offer; a new performance framework, to name a few. This transformational work is starting to have an impact and is intended to secure further improved outcomes for young people with SEND through a truly integrated approach, whilst also securing an offer for Lincolnshire that is more financially sustainable within its central Government allocation. The Building Communities of Specialist Provision Strategy is also part of the work to secure improved value for money.

1.53 Lincolnshire's special schools funding formula is currently being reviewed and refined as a matter of best practice for 2022/23. Engagement with the sector and a sector working group have been taking place during 2021. The current funding formula is robust and is underpinned by key cost drivers and their costs based on theoretical school models. The formula has been as a result of extensive consultation with special school leaders and other parties over the years. The last significant change to the formula was made in 2018/19. The underlying principles and formula factors will remain in place for 2022/23 but the formula will respond to the inflationary costs rises facing the sector, and refinements to the formula to maintain fairness in its distribution to reflect current needs and practices, which will support the ambitions of the sector. The funding requirements will be considered in the context of overall High Needs spending priorities.

1.54 Lincolnshire's indicative Early Years block funding is £40.976m in 2022/23. This is determined through the Government hourly rates for Lincolnshire of £4.61 for 3 and 4 year old funding (a rise of £0.17 per hour), and £5.57 for disadvantaged 2 year olds (a rise of £0.21 per hour). These funding rates are used to fund providers' hourly rates of delivery of entitlement and early years support services. The underlying principles and formula factors will remain in place for 2022/23, and the increased hourly rate funding from Government will be considered in the context of this and its agreed distribution. The Local Authority will seek agreement for the centrally retained budgets for early years support services from the Lincolnshire Schools' Forum on 20 January 2022.

Further Consultation

1.55 The budget proposals will be publicised on the Council's website together with the opportunity for the public to comment.

1.56 All consultation comments and responses will be available to be considered when the Executive makes its final budget proposals on 1 February 2022.

2. Conclusion

2.1 These budget proposals reflect the level of Government funding available to the Council and a proposal to increase Council Tax in 2022/23 by 3.00% for the Adult Social Care precept which was deferred from 2021/22.

2.2 A thorough review of Council services was carried out during this year's budget process. Unavoidable cost pressures as well as savings have been identified, and the Capital Programme has been reviewed. The budget proposals aim to reflect the Council's priorities whilst operating with the resources available to it.

3. Consultation

a) Risks and Impact Analysis

An Equality Impact Assessment will be completed for the proposed increase in Council Tax. This will be reported to the Executive at its meeting on 1 February 2022.

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

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Funding comparison of the NFF factors from 2021/22 to 2022/23

5. Background Papers

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

Document title	Where the document can be viewed
Council Budget 2022/23 (Executive: 5 January 2022)	Agenda for Executive on Wednesday, 5th January, 2022, 10.30 am (moderngov.co.uk)

This report was written by Mark Popplewell, who can be contacted on 01522 553326 or mark.popplewell@lincolnshire.gov.uk.

Funding comparison of the NFF factors from 2021/22 to 2022/23

	Description	2021/22 Rates		2022/23 Rates		Percentage Change	
		Amount Per Pupil	Amount Per Pupil	Amount Per Pupil	Amount Per Pupil	Primary	Secondary
1) AWPU	Primary (Years R-6)	£3,123		£3,217		3%	
	Key Stage 3 (Years 7-9)	£4,404		£4,536		3%	
	Key Stage 4 (Years 10 - 11)	£4,963		£5,112		3%	
	Description	Primary amount per pupil	Secondary amount per pupil	Primary amount per pupil	Secondary amount per pupil	Primary	Secondary
2) Deprivation	FSM	£460	£460	£470	£470	2%	2%
	FSM Ever 6	£575	£840	£590	£865	3%	3%
	IDACI Band F	£215	£310	£220	£320	2%	3%
	IDACI Band E	£260	£415	£270	£425	4%	2%
	IDACI Band D	£410	£580	£420	£595	2%	3%
	IDACI Band C	£445	£630	£460	£650	3%	3%
	IDACI Band B	£475	£680	£490	£700	3%	3%
	IDACI Band A	£620	£865	£640	£890	3%	3%
3) Looked After Children (LAC)	LAC X March 19	£0		£0			
4) English as an Additional Language (EAL)	EAL 3 Primary	£550		£565		3%	
	EAL 3 Secondary		£1,485		£1,530		3%
5) Mobility	Pupils starting school outside of normal entry dates	£900	£1,290	£925	£1,330	3%	3%
6) Prior Attainment	Primary Low prior attainment	£1,095		£1,130		3%	
	Secondary pupils not achieving (KS2 English or Maths)		£1,660		£1,710		3%
7) Lump Sum		£117,800	£117,800	£121,300	£121,300	3%	3%
8) Sparsity		£45,000	£70,000	£55,000	£80,000	22%	14%
Minimum Per Pupil Funding Level		£4,180	£5,415	£4,265	£5,525	2%	2%
Minimum Funding Floor		2%	2%	2%	2%		
Minimum Funding Guarantee		+0.5% - +2.0%		+0.5% - +2.0%			

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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:	14 January 2022
Subject:	Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People, which is being presented to the Executive for a decision on 01 February 2022.

The views of the Committee will be reported to the Executive as part of its consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to: -

- 1) Consider the attached report and to determine whether the Committee supports the recommendations to the Executive as set out in the report.
- 2) Agree any additional comments to be passed on to the Executive in relation to this item.

1. Background

The Executive is due to consider a report on the Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People on 01 February 2022.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive. Comments from the Committee will be reported to the Executive.

3. Consultation

The Committee is being consulted on the proposed decision of the Executive on 01 February 2022.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People to be presented to the Executive on 01 February 2022

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 Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.

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

Report to:	Executive
Date:	01 February 2022
Subject:	Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People
Decision Reference:	I025457
Key decision?	Yes

Summary:

Lincolnshire County Council's Children's Services currently commissions the Autism and Learning Difficulties (ALD) Service (also referred to as Working Together Team) on behalf of Lincolnshire schools to provide support for autistic children and young people (CYP) and CYP with mild, moderate and severe learning difficulties and social communication challenges which impact on their cognitive development and learning potential.

The Service is a term time only service and is one of three¹ outreach support services that are part of the Inclusive Lincolnshire Strategy² to help build resilience across schools to support all pupils and promote a collective responsibility to reduce exclusion.

The current commissioning arrangement for the ALD Service is via a Public to Public Collaboration Agreement under Regulation 12(7) of the Public Contracts Regulations 2015. The current agreement is due to end on 31 August 2022 and the annual value of the current agreement is £617,500.

A commissioning review of the ALD Service commenced in February 2020.

This report makes recommendations for the re-commissioning of an ALD Service from 1 September 2022.

¹ Alongside the Behaviour Outreach Support Service and Physical Disability Outreach Service.

² The Inclusive Lincolnshire Strategy (December 2015): a joint strategy between the Council and the Lincolnshire Learning Partnership introduced to address the rising and unsustainable rate of permanent exclusions in Lincolnshire.

Recommendation(s):

That the Executive:

1. Approves the re-commissioning of an ALD Service, via a Public to Public Collaboration Agreement under Regulation 12(7) of the Public Contracts Regulations 2015. Lincolnshire special schools and academies within the Lincolnshire SEND Alliance will be asked to put forward an expression of interest (EOI) to provide the service. The agreement would commence from 1 September 2022 for three years initially, with an option to extend for up to two years to 31 August 2027.
2. Delegates to the Executive Director of Children's Services in consultation with the Executive Councillor for Children's Services, Community Safety and Procurement, authority to take all decisions necessary to conduct the EOI process up to and including the award and entering into of the agreement.

Alternatives Considered:

- **Do Nothing:** This is not a viable option as the current Public to Public collaboration arrangement for the ALD Service is due to expire on the 31 August 2022.
- **Decommissioning:** This is not a viable option as although the ALD Service is not a statutory service, it does support the Council in fulfilling some of its statutory duties as covered in the Section 3.2. It is also anticipated that the ALD Service will support Lincolnshire's Special Educational Needs and Disabilities (SEND) Workforce Development offer. Decommissioning the ALD Service would be likely to result in significant gaps in provision and put more pressure on existing services, as well as increased pressure on the High Needs Block of the Designated Schools Grant. There would be no benefits to CYP and families in Lincolnshire of de-commissioning an ALD Service and the likely result would mean that vulnerable children may not get appropriate support further increasing the pressure on the Designated Schools Budget in relation to increasing Education, Health and Care Plan (EHCP) requests. Children's Services Directorate Leadership Team (DLT) and Children's Services Executive DLT (Exec DLT) have agreed that future ALD service delivery is required.
- **Influencing:** This is not a viable option as the service cannot be delivered without funding and it is not feasible to think that the service could be delivered through influence alone. It is unlikely that any schools would be willing to deliver the service without additional funding. It is also unlikely that schools will want to take sole responsibility for the commissioning of an ALD Service and it is therefore unrealistic to consider that they would centrally commission a service via the Council's influence.
- **Insourcing:** The Council could consider insourcing the ALD Service and integrating the service into the Council's SEND teams. However, this is not a recommended option due to the following identified risks:
 - TUPE implications and the increased cost from needing to employ staff on

teachers' terms and conditions.

- Potential reduction in workforce if staff chose not to TUPE. As the Council is not an expert in delivering these services there would need to be an investment of funding to either upskill existing staff or additional recruitment.
- Recruiting to new services can be difficult and there is no guarantee that any in-house service will be ready to launch with a full staffing complement that are sufficiently upskilled to deliver the service and could put vulnerable CYP at risk of not receiving the right support quickly enough.
- **Procurement:** The current ALD Service was not commissioned through an open competitive tender process but rather through partnership arrangements with schools which support a sector-led approach to school improvement and support. The open the market is untested but the Council's commitment to working in partnership with schools remains the same. Procurement is not a recommended option due to the risks identified below:
 - The successful bidder(s) may not have the infrastructure in place to deliver the service.
 - The successful bidder(s) may not have existing local knowledge and/or relationships with schools and therefore time will need to be spent in the first year of the service developing knowledge and relationships.
 - Will not provide the opportunity to work within a collaborative partnership agreement and therefore less scope to develop the service specification as the service embeds.
 - Would not support the Inclusive Lincolnshire Strategy in relation to a sector-led approach to delivering the service or the Building Communities of Specialist Provision Together approach.
 - Significant TUPE implications associated with teachers' terms and conditions should the successful bidder(s) not be able to offer this.
 - The procurement may receive higher costed bids, in particular due to the TUPE implications and overhead costs may be more as the service would not be delivered from a school base, making the service not sustainable for the Council.
 - Could leave a gap in provision should the procurement not be successful whilst further commissioning options are explored, putting additional pressure on already busy commissioned and in-house services.

Reasons for Recommendation:

- The current ALD Service agreement is due to end on 31 August 2022 and a commissioning review has recommended the re-commissioning of ALD in order to continue to model a sector-led approach to supporting autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges which impact on their cognitive development and learning potential.
- The current commissioning arrangement for the ALD Service is via a Public to Public Collaboration Agreement under Regulation 12(7) of the Public Contracts Regulations 2015. As such they do not need to be subject to a competitive procurement process.

The ALD Service was previously commissioned via an expression of interest to Lincolnshire Special Schools from which one expression of interest was received.

- Although the response to the expression of interest process was low, this was a number of years ago and since that time Building Communities of Specialist Provision Together in Lincolnshire is a key priority for the Council and the Lincolnshire SEND Alliance has formed which includes education leaders from Lincolnshire's 19 special schools and academies, the Lincolnshire Parent/Carer Forum and relevant officers from the Council. It is therefore recommended that the ALD Service is commissioned via an expression of interest to the special schools and academies within the Lincolnshire SEND Alliance. This will promote transparency and equity in the re-commissioning opportunity, whilst also ensuring that the best alignment of the public sector objectives of the schools and the Council and promoting Building Communities of Specialist Provision Together in Lincolnshire.
- Re-commissioning of the ALD Service will ensure our most vulnerable CYP are supported to remain within their mainstream education settings and achieve the best possible outcomes, whilst also ensuring a key focus on greater integration and partnership working with other relevant commissioned and in-house services.
- Re-commissioning of the ALD Service through an EOI process with Lincolnshire special schools and academies will promote transparency and equity in the re-commissioning opportunity in the Lincolnshire SEND Alliance, whilst also promoting Building Communities of Specialist Provision Together in Lincolnshire.
- Re-commissioning of the ALD Service will ensure continued partnership working with the education sector to improve outcomes for Lincolnshire CYP and will continue to support the Inclusive Lincolnshire Strategy, the Building Communities of Specialist Provision Together in Lincolnshire and also support the Lincolnshire SEND Transformation Project and Lincolnshire High Needs Strategy.
- The recommended model for the ALD Service will better align the service to national and local priorities across health, education and social care, so that even more CYP and families get access to the right support, at the right time and by the right professional through a seamless “step-in/step-out” approach.

1. Background

The ALD Service (also referred to as Working Together Team (WTT)³) is a term time only service and is commissioned on behalf of Lincolnshire schools and academies to provide support for autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges which impact on their cognitive development and learning potential.

The Service is one of three separate but complementary outreach support services for schools aimed at providing a holistic, integrated range of specialist intervention that help schools to better support pupils (aged 4 to 19 years) displaying behaviour that challenges which compromises their learning and school attendance or the learning of their peers.

³ WTT is a collaborative body formed between three special school academies in Lincolnshire: Lincolnshire Wolds Federation, Spalding Special Schools Federation and Gosberton House Academy.

Support provided by the Service includes training and workshops, and targeted outreach support to empower and up-skill school staff with the knowledge, tools and confidence to create inclusive autism-friendly environments and support CYP to remain in their mainstream settings. ALD Outreach Workers deliver both training and outreach support and whilst there is no minimum training offer, all schools must have completed whole school Autism Education Trust (AET) training in Making Sense of Autism (Level 1 AET training) before making a referral for outreach support.

Lincolnshire Schools' Forum agreed to the use of the Designated Schools Grant (DSG) to fund this service and it was agreed that Children's Services would lead the commissioning. The current Service agreement is due to end on 31 August 2022.

A commissioning review of the ALD Service commenced in February 2020. The review considered local and national policy requirements, local need (both pre and during Covid), feedback from service users/professionals, the performance of the ALD Service, comparisons against other local authorities and the supplier market. The service has also been considered as part of a wider review of other emotional wellbeing and behaviour outreach support services available in Lincolnshire and as part of the SEND Transformation Project and the Building Communities of Specialist Provision Together in Lincolnshire in relation to SEND workforce development. The findings from the review are set out in the Commissioning Plan (Appendix 1) which provides a comprehensive overview of the key findings in relation to the future commissioning of an ALD Service which are then summarised below.

Current Commissioning Arrangements

The lead provider of the ALD Service/Working Together Team (WTT) is Gosberton House Academy. WTT is a collaborative body formed between three special school academies in Lincolnshire: Lincolnshire Wolds Federation, Spalding Special Schools Federation and Gosberton House Academy.

The Service commenced 1 September 2015. It was originally delivered via a memorandum of understanding; however, following the school's conversion to an academy, this is now through a Public to Public Collaboration Agreement⁴. The agreement is due to cease on 31 August 2022.

In 2015, Lincolnshire Schools' Forum agreed the Designated Schools Grant should fund this Service and it was agreed Children's Services would lead the commissioning. The current annual value of the agreement is £617,500.

The Joint Local Area SEND Inspection identified the joint commissioning with schools as good practice to reduce fixed term and permanent exclusions of CYP with SEND.

⁴ A Public to Public Collaboration Agreement is a legally binding agreement between different public bodies that want to co-operate together to address public sector objectives that they have in common. Regulation 12(7) of the Public Contracts Regulations 2015 allows parties to enter into these agreements and as such they do not need to be subject to a competitive procurement process.

Statutory Duties

The Council has no explicit duty to provide an ALD Service, however the Service supports the Council's statutory duties outlined below and not to re-commission an ALD Service could result in the Council not being able to meet some or all of these statutory duties:

- The **Autism Act 2009**: to support the needs of autistic people in the community; including supporting young people move into adulthood.
- **Section 17(1)** of the **Children Act 1989**: to safeguard and promote the welfare of children in need in their area; providing a range and level of services appropriate to those children's needs.
- The **Health and Social Care Act 2012**: to address health inequalities of CYP.
- The **Children and Families Act 2014**: Local Authorities (LAs) and health bodies to work in partnership when commissioning provision for CYP, including CYP with SEND; includes supporting CYP with their development and helping them to achieve the "best possible educational and other outcomes". **Part 3** of the Children and Families Act 2014 specifically relates to CYP with SEND.
 - **Section 25**: to ensure the integration of educational provision and training provision with health and social care provision where this would promote the wellbeing of CYP with SEND and improve the quality of the provision available to CYP with SEND.
 - **Section 44**: reviews and reassessments for pupils with EHCPs, including pupils permanently excluded in order to identify the most suitable new education provision.
- The **Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015**: legal requirements that must be followed; explains Part 3 of the Children and Families Act, 2014.
- The **Education Act 1996, 2002 and 2011** to ensure the welfare and inclusion of and promoting high standards of education for children and young people. These include:
 - **Section 19** of the **Education Act 1996**: to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion.
 - **Section 51A** of the **Education Act 2002**: LAs (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil; must be arranged within 15 school days from the day the parent/carer application was made.
 - **Section 51A** of the **Education Act 2002** and the **Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999**: financial statutory guidance for LAs following a permanent exclusion, including arrangements for adjusting budget shares for maintained schools and pupil referral units and arrangements LAs may wish to enter into with academy trusts.
 - The **Equality Act 2010**: all public bodies to ensure they play their part in making society fairer by tackling discrimination, promoting equality of opportunity for all and fostering good relations.

Needs Summary

- The general population of CYP in Lincolnshire has increased and so proportionally numbers of CYP with SEND would be expected to rise. There has been a rise in the number of CYP with an EHCP and a rise in the number of CYP attending special school in Lincolnshire.
- Prevalence data suggests there should be c. 1,245 autistic CYP of school age in Lincolnshire.
- In one year alone (2019) the Community Paediatrics Service received 1,081 referrals for an autism assessment and c. 50% of CYP were diagnosed as autistic. This is a high diagnostic rate. Improved pathways have been developed to prevent misdiagnosis and provide more joined up support with CAMHS.
- The percentage of CYP with a primary need of Autism Spectrum Disorder (ASD) accessing SEN Support has slightly increased (6.7% 2018; 7.1% January 2021) but there has been a slight decrease in the percentage of CYP with a primary need of Moderate Learning Difficulty (MLD) or Severe Learning Difficulty (SLD), and despite rising EHCP numbers, overall Lincolnshire has a smaller percentage of pupils in their state funded special schools with ASD and SLD than the England and regional average. This can be interpreted that despite potentially having more autistic CYP than prevalence data would suggest, this is not resulting in an over representation in special schools.
- In Lincolnshire the suspension and exclusion of pupils with SEND has reduced significantly, despite rising numbers of CYP with SEND. Lincolnshire is performing better than the England and regional average.
- Children's Services is working with key partners to address the concerning trends outlined around increasing EHCPs and numbers in special school through its SEND transformation programme as well as supporting timely and appropriate assessment for ASD.
- It is clear that any ALD service in the future must continue to support autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges to thrive in mainstream schools with the right support from trained professionals. There must be a strong focus on supporting CYP's needs without an EHCP.

Evidence Summary

CYP's experiences can have a profound impact on their emotions and behaviours and ability to learn, which can be more heightened for CYP with SEND. CYP are often perceived to have poor conduct or ADHD/ASD but are showing distress. Permanent exclusions can have many negative long term consequences for all aspects of CYP's lives.

Any future ALD Service must continue to offer high-level training to schools to help staff understand the needs of autistic CYP and/or CYP with learning difficulties in order that schools are more confident and empowered to better support CYP within mainstream settings.

It will be important for an ALD Service to have close/joint working with emotional wellbeing and behaviour outreach support services, SEND teams and early help as appropriate so that CYP and families can be supported both in school and at home.

Service Performance

The ALD Service is rated Good in terms of performance and has received positive feedback from service users who have accessed it.

The ALD Service has supported the Inclusive Lincolnshire Strategy to address the previously rising and unsustainable rate of permanent exclusions in Lincolnshire schools and has received a national commendation from the National Autistic Society (NAS) following NAS's Autism Accreditation Review and was awarded an Advanced Award. WTT also hold the exclusive licence to deliver Autism Education Trust (AET) accredited training in Lincolnshire.

In addition to providing intervention support, the service also supports CYP via the professionals working with them at the pre-referral stage, thus reducing the need for a referral to the Service. However there continues to be a high demand from schools for the service to deliver direct interventions to CYP and a high percentage of referrals are for transition support from early years (EY) into primary.

Clearer pathways/multi-agency partnership working is needed between Health Visitors (HVs), Early Years Specialist Teachers (EYSTs) and Portage Workers at the point of the request for transition support to ensure children and their families are receiving the right support, at the right time and by the right professional.

In addition to maintaining a focus on driving down exclusions, any future ALD Service also needs to have a key focus on more CYP being supported to remain in their mainstream settings (where appropriate), improving the skills and confidence of mainstream setting staff and improving the confidence of parents/carers in mainstream settings being able to meet their child's needs.

Stakeholder Engagement

Case mapping and stakeholder engagement identified that service users highly valued the support provided as it helped to improve relationships between the CYP, school and family. In particular, support worked best when the service, school, parents/carers and CYP worked together to plan the most appropriate support, particularly the direct intervention support, and strategies were more effective when both the school and parent/carers engaged in, and mirrored, the same approaches to supporting the CYP. Headteachers and Special Educational Needs Coordinators (SENCOs) considered the Service to be knowledgeable and responsive.

There needs to be a stronger focus on supporting Lincolnshire's graduated approach to meeting the needs of Lincolnshire CYP. There also needs to be a stronger focus on more high-level consistent and equitable universal training and workshops being available to

Lincolnshire schools and academies, alongside parents/carers and other professionals (including Early Years) which is coordinated and advertised via the Lincolnshire SEND Workforce Development offer and fully utilised before a referral for outreach support is considered.

Recommended Model

Modelling of the service was conducted based on review findings. The recommended model is summarised below with Appendix B of the Commissioning Plan providing further detail.

The ALD Service should continue to focus on providing support to Lincolnshire schools and academies during term time to continue the positive impact on reducing the number of CYP with SEND being excluded from school. The Service should continue to provide support for autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges and continue to participate in accredited training programmes such as NAS and AET.

Training and Workshops Offer

The ALD Service will continue to offer resources and training and workshops in person, online and virtually as appropriate. The centrally held training and workshop offer will be coordinated with and offered through the Lincolnshire SEND Workforce Development Service to ensure a coordinated and inclusive offer that is part of a suite of training available via a range of different partners. The training offer will be available to mainstream settings, special schools and the wider early years workforce. It will also continue to include NAS and AET accredited training.

There will be a greater emphasis on the training and workshop offer, with core and non-core training and workshops being available to professionals and parents/carers to help better understand and support the needs of autistic children and young people and/or CYP people with mild, moderate and severe learning difficulties. There will be an expectation that education settings fully access the training and workshops available to them.

There will be a stronger emphasis on the Service supporting education settings to embed the principles of the AET training into practice alongside utilising the tools developed through the Lincolnshire SEND Transformation Project e.g. the Valuing SEND Toolkit and Inclusion Toolkit.

Outreach Support

Lincolnshire schools and academies will continue to be expected to access advice and guidance via Lincolnshire's AskSALL before the need for referral for ALD Outreach Support.

The ALD Service will be expected to work in partnership with Health Visitors, Early Years Specialist Teachers and Portage Workers when receiving requests for transition support for young children transitioning from their early years settings into their Reception Year to ensure the right support, at the right time and by the right professional. Where a request

for transition support is accepted by the ALD Service, there will be a stronger focus on working with the receiving primary school to ensure the school is confident in meeting the child's need when they transition into their Reception Year. Early years professionals requesting support via the ALD Service will be expected to access the training and workshops available to them via the Lincolnshire SEND Workforce Development offer.

Outreach support will remain a core offer of the ALD Service for Lincolnshire schools and academies, but only once schools have fully utilised the training offer available to them (unless there is an escalation of need). There will continue to be a strong focus on further reducing permanent exclusions of CYP with SEND, but there will also be a strong focus on providing more support and challenge to education settings to ensure that more CYP can remain in their mainstream setting without the need for more specialist provision and also increase the number of CYP who can have their special educational needs supported without the need for an EHCP.

There will be a stronger emphasis on delivering evidence-based interventions alongside school staff to increase the confidence of schools and reduce the reliance on long-term support. Parents/Carers will be supported alongside professionals within education settings to ensure consistent and evidence-based strategies can be utilised within the home as well as the education setting. Schools and the ALD Service must work in a coordinated way with SEND, emotional wellbeing and behaviour outreach support services and not in isolation from each other. There should be a child-centred multi-disciplinary team approach.

There will be a strong focus on ensuring the appropriate level of expertise is available to better support and challenge Lincolnshire schools and academies.

Funding Recommendations for a future ALD Service

The current funding for the ALD Service is £617,500 per annum, which is met from the DSG and this includes funding for 9 FTE of ALD Outreach Workers who are employed on teachers' pay and conditions.

There are no efficiency savings that can be made against the current model due to the majority of the cost being attributed to the ALD Outreach Workers and costs associated with teachers' pay and conditions. Whilst staffing models would be at the discretion of the chosen partner, it is anticipated that there will be no reduction to the current ALD Outreach Worker staffing resource.

Having undertaken a financial analysis of actual spend against the current agreement to the end of August 2021, it is anticipated that any future increase in staffing costs will be able to be met from the current funding envelope. Whilst there will be a requirement for some management and admin costs in a future service offer, it will be expected that these are kept to a minimum. In addition, travel costs would also be expected to be reduced through the increased training offer, thus reducing the reliance on in-setting support. Therefore, it is recommended that the funding for the ALD Service remains at £617,500 or £3,087,500 over the lifetime of the agreement.

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 (EIA) has been initiated as part of the service review and whilst this is working document, the current draft EIA is attached as Appendix C within the Commissioning Plan. Given that the recommendation is to re-commission an ALD Service it is anticipated that there will be no persons negatively impacted on.

The Equality Impact Assessment will be further developed should this be required following decision making processes.

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.

Poor social and emotional capabilities increase the likelihood of mental health problems, a decrease in physical health and wellbeing and can lead to a poorer quality of life and lower educational attainment.

Ensuring that the right support is available at the right time for CYP, and families, is essential to effectively meeting their needs, including support within education settings in order to improve CYP's attainment and life chances.

One of the JHWS objectives is ensuring appropriate support services are in place for pupils with a special educational need and/or disability.

The re-commissioning of the ALD Service will ensure that there is support for autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges which impact on their cognitive development and learning potential.

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.

Criminal justice advice and guidance from the National Autistic Society suggests that autistic people are more likely to be victims and witnesses of crime than offenders. Therefore the re-commissioning of the ALD Service is not anticipated to impact on crime and disorder, however, it will ensure that autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges, which impact on their cognitive development and learning potential, at risk of exclusion continue to be supported to remain in their education setting, thus helping to promote good social, emotional and psychological health.

3. Conclusion

The evidence is clear that the Council's commissioning of this service on behalf of schools is perceived positively by schools, with both SENCOs and Headteachers highly valuing the support provided. It is also clear the support provided is having a positive impact on reducing permanent exclusions of CYP with SEND in Lincolnshire, supporting more autistic CYP and CYP with moderate to severe learning difficulties to remain in their mainstream settings, thus improving the lives of these vulnerable groups of CYP and their families in Lincolnshire.

Whilst it is recognised that the Council is under significant financial pressure both as a result of Covid-19 and the pressures on the High Needs Block of the DSG, further investment in an ALD Service will continue to drive down exclusions for CYP with SEND, whilst also ensuring a strong focus on supporting the Council to meet its local priorities associated with Building Communities of Specialist Provision Together and the SEND Transformation Project; ensuring more CYP with SEND can be supported within their mainstream settings, thus reducing demand on more specialist provision and ensuring more CYP can have their special educational needs met without the need for an EHCP.

The expertise of Lincolnshire's special schools should be utilised to provide support to other schools across the county to ensure a sector led approach. The schools in the SEND Alliance, which includes the current providers, are well placed to provide this service either individually or as a group and a competitive expression of interest process will ensure the highest quality and value for money support service is put in place.

4. Legal Comments:

The Council has the power to enter into the collaborative arrangement proposed which is consistent with the Council's procurement obligations for the reasons set out in the Report.

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

5. Resource Comments:

The recommendation in the report to approve the re-commissioning of an ALD service through a Public-to-Public Collaboration under Regulation 12(7) by an expression of interest to Lincolnshire special schools and academies will enable the continuation of a sector-led approach to supporting vulnerable children and young people in their mainstream schools and to achieve the best possible outcomes for them. The re-commissioning will support the Inclusive Lincolnshire Strategy, and there will be a focus on improving the skills and confidence of mainstream settings staff to reduce the reliance on long-term support and need for more specialist support and provision, and improving the confidence of parents / carers to meet the child's needs.

The agreement would commence from 1 September 2022 for three years initially, with an option to extend for up to two years to 31 August 2027.

The service is currently funded as a base budget through the High Needs block of the Dedicated Schools Grant. The financial challenges facing Local Authorities in its management of High Needs monies mean it is imperative that the right support offer is provided to children and young people and that it delivers best value.

6. Consultation

a) Has Local Member Been Consulted?

Not Applicable

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The decision will be considered by the Children and Young People Scrutiny Committee on 14 January 2022 and the comments of the Committee will be reported to the Executive.

d) Risks and Impact Analysis

To not re-commission an ALD Service would:

- Likely result in significant gaps in provision and put more CYP with SEND at risk of exclusion or not having their needs met within mainstream education and add more pressure on existing services as well as increased pressure on the High Needs Block of the DSG.
- Likely result in our most vulnerable CYP not being identified quickly and further increasing pressure on the DSG in relation to increasing EHCPs.
- Be a high risk of increased pressure on the Council (reputational and financial) in relation to meeting its statutory duties.
- Be a high risk to the Inclusive Lincolnshire Strategy and SEND Workforce Development Strategy (part of the Building Communities of Specialist Provision Together in Lincolnshire; schools identified AET and NAS accredited programmes offered by the ALD Service as essential to the SEND Workforce Development offer).
- Pose a risk to Lincolnshire's SEND Transformation Project and the High Needs Strategy.

7. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Commissioning Plan ALD Service Review

8. 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 Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.

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Children's Services Commissioned Autism and Learning Difficulties (ALD) Service

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1. Introduction

The Autism and Learning Difficulties (ALD) Service (also referred to as Working Together Team), is commissioned on behalf of Lincolnshire schools to provide support for autistic children and young people (CYP) and CYP with mild, moderate and severe learning difficulties and social communication challenges which impact on their cognitive development and learning potential. The Service is one of three¹ outreach support services that are part of the Inclusive Lincolnshire Strategy to help build resilience across schools to support all pupils and promote a collective responsibility to reduce exclusion.

The current Service agreement is due to end on 31st August 2022.

A commissioning review of the ALD Service commenced in February 2020. The review considered local and national policy requirements, local need (both pre and during Covid), feedback from service users/professionals, the performance of the ALD Service, comparisons against other local authorities and the supplier market. The service has also been considered as part of a wider review of other emotional wellbeing and behaviour outreach support services available in Lincolnshire and as part of the SEND Transformation Project and the Building Communities of Specialist Provision Together in Lincolnshire in relation to SEND workforce development.

Aim of the Commissioning Plan

To inform decision makers of:

- The key findings of the reviews.
- The recommended model for an ALD Service from September 2022 onwards and how this will integrate with mental health, emotional wellbeing and behaviour outreach support services.
- The funding requirements of the recommended model.
- The recommended approach for re-commissioning an ALD Service.

2. Current Commissioning Arrangements

The lead provider of the ALD Service/Working Together Team (WTT) is Gosberton House Academy. WTT is a collaborative body formed between three special school academies in Lincolnshire: Lincolnshire Wolds Federation, Spalding Special Schools Federation and Gosberton House Academy.

The Service commenced 1st September 2015. It was originally delivered via a memorandum of understanding; however, following the school's conversion to an academy, this is now through a Public to Public Collaboration Agreement². The agreement is due to cease on 31st August 2022.

In 2015, Lincolnshire Schools' Forum agreed the Designated Schools Grant should fund this Service and it was agreed Children's Services would lead the commissioning. The current annual value of the agreement is £617,500.

¹ Alongside the Behaviour Outreach Support Service and Physical Disability Outreach Service.

² A Public to Public Collaboration Agreement is a legally binding agreement between different public bodies that want to co-operate together to address public sector objectives that they have in common. Regulation 12(7) of the Public Contracts Regulations 2015 allows parties to enter into these agreements and as such they do not need to be subject to a competitive procurement process.

3. Autism and Learning Difficulties Service Review Findings

3.1 Policy Background and Statutory Duties

Appendix A provides further detail of how the ALD Service aligns to and supports national and local policy, strategies and priorities but below sets out the key legislative requirements of the Council that are supported by the service.

Legislation

The Council has no explicit statutory duty to provide an ALD service but the service does support the Local Authority's statutory responsibilities in relation to:

- The **Autism Act 2009**, sets out local authorities statutory duties in relation to supporting the needs of autistic people in the community. This includes supporting young people move into adulthood.
- **Section 17(1)** of the **Children Act 1989** imposes a general duty on local authorities to safeguard and promote the welfare of children in need in their area, including providing a range and level of services appropriate to those children's needs.
- The **Health and Social Care Act 2012** places duties on local authorities in relation to addressing health inequalities of CYP.
- The **Children and Families Act 2014** sets out the general principles and duties on local authorities and health bodies to work in partnership when commissioning provision for CYP, including CYP with SEND. This includes supporting CYP with their development and helping them to achieve the "best possible educational and other outcomes". **Part 3** of the Children and Families Act 2014 specifically relates to CYP with SEND.
 - **Section 25** places a duty on local authorities to ensure the integration of educational provision and training provision with health and social care provision where this would promote the wellbeing of CYP with SEND and improve the quality of the provision available to CYP with SEND.
 - **Section 44** provides for reviews and reassessments for pupils with EHCPs, including pupils permanently excluded in order to identify the most suitable new education provision.
- The **Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015** sets out the legal requirements that must be followed and explains the duties of local authorities, health bodies, schools and colleges under Part 3 of the Children and Families Act, 2014.
- The **Education Act 1996, 2002 and 2011** sets out the responsibilities for local authorities in relation to ensuring the welfare and inclusion of and promoting high standards of education for children and young people. These include:
 - **Section 19** of the **Education Act 1996** imposes a duty on local authorities to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils with SEND and/or excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion (this duty is also set out in **Section 100** of the **Education and Inspections Act 2006**).
 - **Section 51A** of the **Education Act 2002** imposes a duty on local authorities (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil. Panel meetings must be arranged within 15 school days from the day the parent/carer application was made. This includes statutory duties and guidance on arrangements for, and members of, independent review panels.
- **Section 51A** of the **Education Act 2002** and the **Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999** set out the financial statutory guidance for local authorities following a permanent exclusion, including arrangements for adjusting budget shares for

maintained schools and pupil referral units and arrangements local authorities may wish to enter into with academy trusts.

- The **Equality Act 2010** sets out the statutory duties for all public bodies to ensure they play their part in making society fairer by tackling discrimination, promoting equality of opportunity for all and fostering good relations.

Local Priorities

- **The Council's Corporate Plan** – this Service supports: *Enable everyone to enjoy life to the full; Create thriving environments and Provide good value council services.*
- **The Inclusive Lincolnshire Strategy, 2015** - a joint strategy between the Council and the Lincolnshire Learning Partnership (LLP) *to build resilience across all schools to support all pupils, promote collective responsibility and reduce exclusion.*
- The Council's **Children's Services commissioning priorities** include supporting children to reach their potential by ensuring that they are safe and healthy, ready for school (including emotionally ready), and ready for adult life.
- **Building Communities of Specialist Provision Together in Lincolnshire** sets out the strategic vision for Lincolnshire in relation to enabling Lincolnshire pupils with SEND to access an integrated All Needs education system which provides excellent education, health and care interventions in their local community. This includes reviewing and developing a SEND workforce development strategy for special schools that can also be rolled out to the wider SEND workforce within mainstream settings.
- **The Public Health 5 Year Plan and Children's Public Health Priorities** seek to ensure that CYP feel happy, stay safe from harm and make good choices about their lives, particularly children who are vulnerable.
- Lincolnshire's **Strategic Education Plan** in relation to creating the conditions so that every school and every child thrives.
- Lincolnshire's **All-Age Autism Strategy 2019-2022** sets out Lincolnshire's plan to improve support and services for autistic people, aligned to the government's general plan.
- Lincolnshire's development of its **Early Childhood Strategy** provides a strong basis to further improve outcomes for children to the end of their foundation stage. The Strategy sets out the primary aim to increase the Good Level of Development (GLD) of all children across Lincolnshire and to improve Lincolnshire's outcomes when compared to statistical neighbours. A key step within the Strategy is ensuring that parents and professionals work together to ensure transition arrangements meet the needs of the child to better prepare children for school and to make the most out of the reception year.
- Lincolnshire's refreshed **Early Help Strategy 2021-23** is a collaborative approach for every professional working with or engaging with children and families, regardless of organisation, status or position. "Putting Children First" and "Working Together with Families to Enhance Children's Present and Future Lives". The approach of the Early Help system in Lincolnshire is to provide support to families to prevent needs from escalating including by ensuring CYP and their families receive the right support, at the right time, by the right professional and for the right duration.
- Lincolnshire's **SEND Transformation Project and the High Needs Strategy** sets out the ambition to improve how the system will work together with families to secure the best possible life chances for CYP with SEND. This includes improving the earlier identification of and meeting the needs of CYP with SEND, working with schools and other educational settings to strengthen the graduated approach with the ultimate goal of providing the right support at the right time and in the right place for all CYP and their families in Lincolnshire.

Summary of Key Findings

- The Council does not have a statutory duty to commission an ALD Service however the service does support a range of statutory requirements that are specific to the Council and the delivery of recommendations made in national policies and local priorities.
- The Joint Local Area SEND Inspection identified the joint commissioning with schools as good practice to reduce the fixed term and permanent exclusion of CYP with SEND.
- There is a clear commitment across all local priorities to ensure CYP with SEND and their families have access to the right support at the right time.
- Future commissioning of an ALD Service needs to be aligned to national and local priorities, including Building Communities of Specialist Provision Together in Lincolnshire and Lincolnshire's SEND Transformation Project (High Needs Strategy).

3.2 Needs Summary

- There is c. 124,565 CYP aged 5 to 19 years in Lincolnshire (resident age population profile, 2019). Projections show that by 2025 this will increase to 131,581 (Lincolnshire Population Projection Tool, 2018). Over the past two years this population for this aged group has projected to have risen by approximately 1% to 126,003.
- There are currently 359 Lincolnshire schools and academies covering a combined number on roll of 103,736 pupils (May 2021).
- There are 2,126 pupils on roll across 19 Lincolnshire special schools and academies (May 2021); an increase of c.15% since May 2016. However the general growth in population is not proportionate to the percentage increase of pupils in Lincolnshire special schools and academies.
- The prevalence rate of autism for CYP in the UK is currently 1% of the UK population, i.e. 1 per 100 children (NHS Digital). For school aged children based on the prevalence rate there is expected to be c.1,245 autistic CYP in Lincolnshire.
- Between January and December 2019 there were 1,081 referrals for an autism assessment by Community Paediatrics in Lincolnshire. C. 50% (500) were diagnosed as being autistic which is high and would indicate an over-diagnosis. An improved multi-agency assessment pathway has since been established and has had a significant impact already reducing waiting times and appropriately screening.
- Many autistic CYP can successfully access and thrive in mainstream education and some may need additional support to do this. Between January 2018 and January 2021 in Lincolnshire the percentage of pupils with SEN support with the primary need of Autistic Spectrum Disorder (ASD) increased by 0.4% from 6.7% to 7.1% and there was a slight decrease of 0.1% of pupils with the primary need of Moderate Learning Difficulty (MLD) or Severe Learning Difficulty (SLD); from 29.5 to 29.4% MLD and 0.3% to 0.2% SLD. Overall the percentage of pupils with SEN support increased by 0.2% (12.6% to 12.8%).
- Nationally there has been an increase in CYP with an Education Health and Care Plan (EHCP) and the increase in Lincolnshire has been higher than many other areas. Between January 2018 and January 2021 EHCP numbers increased by 37% (4,560 to 6,236). The largest increases were for CYP under 5 (94%) and CYP aged 5-10 (59.5%).
- For state funded special schools nationally the top four primary needs of pupils with EHCP/Statement are Autistic Spectrum Disorder (ASD), SEMH, Severe Learning Difficulty (SLD) and Moderate Learning Difficulty (MLD). This is the same in Lincolnshire. The ALD Service supports three out of those four top primary needs. The table below provides a comparison for ASD, MLD and SLD rates in state funded special schools between 2015/16 and 2020/21. The number of autistic pupils increased by 44.5% (319 to 461) but as an overall percentage of

pupils in special school this was a 6% increase. The number of pupils with SLD also increased by 7% (248 to 266), however as an overall average percentage of pupils in special schools this decreased by 2%. The number of pupils with MLD decreased by 60.6% (619 to 224) but as an overall average percentage of pupils in special schools this was a 26% decrease. Lincolnshire has consistently lower rates than England and East Midlands averages for ASD and SLD and is now on par for MLD (Special Educational Needs in England, DfE, 2016 to 2021).

Approx % and actual number of pupils in state funded special schools with EHC/Statement with an identified primary need							
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Autism Spectrum Disorder	England	26% (26,041)	27% (28,790)	29% (32,276)	30% (35,627)	31% (39,471)	32% (42,965)
	East Midlands	22% (1,771)	25% (2,023)	26% (2,226)	26% (2,406)	29% (2,804)	30% (3,111)
	Lincolnshire	19% (319)	21% (360)	24% (425)	23% (426)	24% (459)	23% (461)
Moderate Learning Difficulty	England	16% (16,427)	15% (16,030)	14% (15,704)	13% (15,693)	12% (15,146)	11% (15,084)
	East Midlands	21% (1,723)	17% (1,433)	15% (1,332)	14% (1,274)	11% (1,108)	9% (988)
	Lincolnshire	(38%) (619)	28% (487)	23% (404)	18% (333)	15% (290)	12% (244)
Severe Learning Difficulty	England	24,888 (25%)	25,317 (24%)	25,832 (23%)	26,288 (22%)	26,846 (21%)	27,404 (21%)
	East Midlands	1,890 (24%)	1,969 (24%)	2,063 (24%)	1,992 (22%)	1,963 (20%)	1,981 (19%)
	Lincolnshire	15% (248)	16% (285)	17% (308)	16% (295)	14% (275)	13% (266)

*Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.

- Lincolnshire is performing better than the majority of its statistical neighbours and is performing better than England and East Midlands Averages for permanent exclusions (PX) for SEND pupils both with and without an EHCP. The impact of the Covid-19 pandemic must be acknowledged in the data as nationally permanent exclusions decreased. The table below provides a data comparison of performance including before the pandemic (DfE's Local Authority Interactive Tool (LAIT), the DfE Local area SEND reports and the Government's published exclusions statistics):

		2015/16	2016/17	2017/18	2018/19	2019/20
% PX SEN pupils with EHCP	England	0.13	0.13	0.16	0.15	0.10
	East Midlands	0.16	0.22	0.22	0.15	0.10
	CIPFA Near Neighbours	0.28	0.32	0.23	0.21	0.16
	Lincolnshire	0.54	0.23	0.16	0.14	0.05
% PX SEN pupils without EHCP	England	0.32	0.35	0.34	0.32	0.20
	East Midlands	0.36	0.35	0.35	0.31	0.20
	CIPFA Near Neighbours	0.41	0.47	0.44	0.37	0.23
	Lincolnshire	0.62	0.36	0.35	0.36	0.16

*Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.

- The percentage of suspensions for SEND pupils reduced from 14.9% in 2018 to 6.4% in 2020 but SEND pupils were still more likely than their non-SEND peers to be excluded (Lincolnshire average overall 4.66% in 2018 and 2.88% in 2020). Benchmarking also shows that Lincolnshire is also performing better than the majority of its statistical neighbours and is also performing better than the England and East Midlands averages.

- The Council for Disabled Children commissioned an England wide consultation, as part of the Making Participation Work Programme (funded by the DfE), between February and March 2021 to explore the impact of Covid-19 on the lives of CYP with SEND. Over 600 CYP, 128 parents and 110 professionals contributed to the consultation. Key findings from the consultation were published in August 2021 and included:
 - CYP said they didn't get chance to practice social skills during lockdowns which can make it hard, a bit awkward or difficult when they see people again.
 - CYP felt lonely, sad or depressed when they could not be with friends or family. They also became more anxious and their behaviour was challenging for those looking after them.
 - Some YP preferred communicating with people online, which actually made it easier for them and helped them to learn how to connect with friends online. Some YP and their parents also felt that having meetings online with professionals and support workers worked really well.
 - Recommendations included keeping some choice and options for virtual support for CYP with SEND and provide more training for school staff and teachers about supporting CYP with SEND.

Summary of Key Findings

- The general population of CYP in Lincolnshire has increased and so proportionally numbers of CYP with SEND would be expected to rise. There has been a rise in the number of CYP with an EHCP and a rise in the number of CYP attending special school in Lincolnshire.
- Prevalence data suggests there should be c. 1,245 autistic CYP of school age in Lincolnshire.
- In one year alone (2019) the Community Paediatrics Service received 1,081 referrals for an autism assessment and c. 50% of CYP were diagnosed as autistic. This is a high diagnostic rate. Improved pathways have been developed to prevent misdiagnosis and provide more joined up support with CAMHS.
- The percentage of CYP with a primary need of Autism Spectrum Disorder (ASD) accessing SEN Support has slightly increased (6.7% 2018; 7.1% January 2021) but there has been a slight decrease in the percentage of CYP with a primary need of Moderate Learning Difficulty (MLD) or Severe Learning Difficulty (SLD) and despite rising EHCP numbers overall Lincolnshire has a smaller percentage of pupils in their state funded special schools with ASD and SLD than the England and regional average. This can be interpreted that despite potentially having more autistic CYP than prevalence data would suggest this isn't resulting in an over representation in special schools.
- In Lincolnshire the suspension and exclusion of pupils with SEND has reduced significantly, despite rising numbers of CYP with SEND. Lincolnshire is performing better than the England and regional average.
- Children's Services is working with key partners to address the concerning trends outlined around increasing EHCPs and numbers in special school through its SEND transformation programme as well as supporting timely and appropriate assessment for ASD.
- It is clear that any ALD service in the future must continue to support autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges to thrive in mainstream schools with the right support from trained professionals. There must be a strong focus on supporting CYP's needs without an EHCP.

3.3 Evidence Summary

National Institute of Clinical Excellence (NICE) Guidelines

- **Learning disabilities and behaviour that challenges** (2018) highlights the importance of understanding the cause of behaviour that challenges and identify through assessment the steps that can be taken to help CYP change their behaviour and improve their quality of life.
- **Antisocial behaviour and conduct disorders in children and young people: recognition and management** (2017) states many CYP with a conduct disorder may have had poor or punitive experiences of care and be mistrustful or dismissive of offers of help as a result. Recommends CYP should routinely receive care and treatment from a single team or professional that can offer a positive, caring and trusting relationship; not passed from one team to another unnecessarily and do not undergo multiple assessments unnecessarily.
- **Management and support of children and young people on the autism spectrum** (updated June 2021) highlights that recent studies suggest 70% of individuals with autism also meet diagnostic criteria for at least one other (often unrecognised) mental and behavioural disorder with 40% meeting criteria for at least two other disorders, e.g. anxiety, ADHD. Recent studies also highlighted the need for health, social care and education sectors to work together in the community to support CYP with autism and learning disabilities through a multi-professional and multi-agency collaborative approach.

Supporting CYP with SEND

- Improving coordinated multi-agency support for children with SEND, parents and families, including early intervention support, can contribute significantly to improving the outcomes and life chances for children with SEND.
- Public Health England, DfE and NHSE set out eight principles to **promote emotional health and wellbeing in schools and colleges** these include an ethos and environment that promotes respect and values diversity, working with parents and carers and curriculum teaching and learning to promote resilience and support social and emotional learning.
- **The Autism Education Trust's (AET)** eight principles of good autism practice that should inform inclusive education for all CYP (early years to Post-16) mirror the above principles and include workforce development, collaboration with parents and carers and targeted support and measuring success.
- Several international studies have indicated that a lack of autism knowledge in teaching staff can have a negative impact on autistic children's experiences within their school and future life chances. This is also the case where there is a lack of knowledge of other SEND needs.
- International research suggests that the most effective way to support CYP's behavioural concerns, including CYP with Autism Spectrum Disorder (ASD)/Attention Deficit Hyperactivity Disorder (ADHD) and learning difficulties is to offer a range of interventions to suit their needs and individual preferences. For example:
 - **Cognitive Behavioural Therapy (CBT):** Widely recognised as an example of evidence-based good practice by NICE, NHSE and DfE for a wide range of emotional wellbeing and mental health concerns and when modified and combined with other intervention components it is also recommended for CYP with behavioural problems, including ADHD or autism.
 - Creative therapies such as **Play Therapy, Arts Therapy, Music Therapy and Lego Therapy** are other examples of evidence-based practice. **Lego Therapy** is an example of intervention support that can be provided for autistic CYP, however, the evidence-based is currently limited. There is also some evidence of **Music Therapy and Arts Therapy combined** having a positive impact for vulnerable groups of CYP.

- The majority of research undertaken on permanent exclusions and driving factors are small-scale and therefore findings are limited. An independent **literature review on the continued disproportionate exclusion of certain children**, commissioned by the DfE in 2018 on behalf of Edward Timpson CBE highlighted:
 - Certain vulnerabilities (individual or combined) of CYP put them more at risk of exclusion, including CYP with SEND, SEMH needs, poverty, low attainment, ethnic minorities.
 - The lack of sense of belonging in a school was identified as a critical causative factor for exclusions. In particular, where CYP did not feel they "belonged" they were more likely to have poor relationships with their peers and teachers and more likely to feel that their needs were not understood or met.
 - Exclusions of CYP with SEMH and additional needs were primarily due to schools and staff feeling they had inadequate experience or training to identify and meet those needs.

Life course approach

- Evidence shows that there are key development stages for CYP which can impact on their physical and emotional wellbeing. This can be further exacerbated for CYP with SEND, especially where their needs impact on their ability to learn, socialise and/or make friends.
- The World Health Organization (WHO) highlights that adolescence (ages 10 to 19 years) is the phase in CYP's lives where they are developing between childhood and adulthood and experiencing rapid physical, cognitive and psychosocial growth, which can affect how they interact with the life around them.
- NICE guidance on CYP's social and emotional wellbeing recommends providing early intervention support for CYP; ensuring good quality training for professionals; support parents/carers to better understand their child's needs and providing a range of evidence-based interventions for CYP and families.

Trauma informed practice

- Adverse Childhood Experiences (ACEs) can be defined as highly stressful events or situations that occur during childhood and/or adolescence. A ground-breaking study conducted in 1995 by the Center for Disease Control and the Kaiser Permanente Health Care Organisation in California referred to three specific kinds of adversity faced by children in the home: various forms of physical and emotional abuse, neglect and household dysfunction. These experiences require significant social, emotional, neurobiological, psychological and behavioural adaptations to survive.
- ACEs increase the risk of CYP having difficulties with learning and engaging with others, as well as an increased risk of poor physical and mental health in later life.
- International research and studies from across the UK show that there is a strong relationship between experiencing adversity and trauma in childhood, and poor social and health outcomes in adolescence, adulthood and later life.
- An ACEs study undertaken on 17,000 people in the US found that people who had experienced ACEs had a higher chance of being diagnosed with ADHD, conduct disorder or autism (And et al. 2005), without first understanding the trauma and the causes for the behaviour attributed to the diagnosis. A further study of 100 children in 2017 who had been identified by schools as having ADHD, only three of the children had been found to be correctly diagnosed (none of which had experienced ACEs), the remaining children had all experienced multiple traumas (Burke Harris, 2017).

Summary of Key Findings

- Key development stages of CYP's life will impact on their emotions and behaviour, which can be even more heightened for CYP with SEND.
- The experience of trauma and adverse childhood experiences can have a profound effect on CYP's emotions and behaviours and their ability to learn. CYP are often perceived to have poor conduct or ADHD/ASD but are showing distress.
- Permanent exclusions can have many negative long term consequences for all aspects of CYP's lives.
- Parents/carers and professionals need an understanding of key developmental stages and their impact on CYP, as well as the impact of trauma so they can proactively support CYP that present with challenging behaviour in an informed and compassionate way, before labelling children with special educational needs and before issuing sanctions.
- Understanding CYP's SEND needs and how to meet their needs is essential to ensuring that CYP receive the right support. Schools need to be confident in identifying and supporting CYP with SEND, including CYP with autism and/or learning difficulties in order to ensure CYP can be better supported within their mainstream settings.
- Whole school approaches to ensure inclusive education for all CYP, including the upskilling of professionals and parents/carers, is essential to improving the lives of CYP with SEND and increasing their life-chances into adulthood.
- Any future ALD Service should offer a high-level of training to schools to help staff understand the needs of autistic CYP and/or CYP with learning difficulties in order that schools are more confident and empowered to better support CYP within mainstream settings. Intervention support must be provided with an understanding of cognitive development, emotional wellbeing, trauma and SEND. It will be important for an ALD Service to have close/joint working with emotional wellbeing and behaviour outreach support services, SEND teams and early help as appropriate so that CYP and families can be supported both in school and at home.

3.4 Autism and Learning Difficulties Service Performance

The ALD Service is a term time only service and is one of three separate but complementary outreach support services for schools aimed at providing a holistic, integrated range of specialist intervention that help schools to better support pupils (aged 4 to 19 years) displaying behaviour that challenges which compromises their learning and school attendance or the learning of their peers.

The Service works with schools to provide support for autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges which impact on cognitive development and learning potential. This includes training and workshops and targeted outreach support to empower and up-skill school staff with the knowledge, tools and confidence to create inclusive autism-friendly environments and support CYP to remain in their mainstream settings. ALD Outreach Workers deliver both the training and outreach support and whilst there is no minimum training offer, all schools must have completed whole school Autism Education Trust (AET) training in Making Sense of Autism (Level 1 AET training) before making a referral for outreach support.

Other key aspects of the ALD Service for noting:

- The **Inclusive Lincolnshire Strategy (December 2015)** was introduced to address the rising and unsustainable rate of permanent exclusions in Lincolnshire. The ALD Service is an essential part of that Strategy and the Strategy continues to drive down the rate of permanent

exclusions from Lincolnshire schools, with permanent exclusions of CYP with SEND reducing since 2015/16 despite the increasing numbers of CYP with EHCPs.

- The Service is actively involved in Lincolnshire's strategic, multi-agency approach to developing high quality support for autistic CYP through their close links with the **Lincolnshire Autistic Society (LAS)**.
- **National Autistic Society (NAS)** – The Service has received a national commendation following NAS's Autism Accreditation Review and was awarded an Advanced Award. The accreditation committee noted that the Working Together Team were "an exemplary model".
- **Autism Education Trust (AET)** accredited training programmes are offered to schools, parents/carers and the Council's Early Years Specialist Teachers as well as bespoke training and workshops. WTT currently hold the exclusive licence in Lincolnshire to deliver AET training. In September 2019, their licence was extended to include Post-16 autism awareness training.
- **Lincolnshire Autism Partnership Board (LAPB)** – the Service form part of the LAPB Training and Awareness group.
- **Partnership working** has taken place with the Council, BOSS, Healthy Minds Lincolnshire and Kyra Teaching School, including the development of transition materials for schools and colleges. The ALD Service also supported the delivery of training to Lincolnshire schools and colleges through the DfE's Wellbeing for Education Return Project (led by Healthy Minds Lincolnshire). Other partnership working has also previously included Lincoln University and some Lincolnshire Initial Teacher Training providers to deliver autism training to students.
- **Referrals** go directly to the Service from schools.
- **A new case management system** was implemented in the 2020/21 academic year in order to better demonstrate outcomes for Lincolnshire CYP.
- **Early Years transitional support** is offered during the Summer Term for pupils starting Reception.

Service Performance: September 2020 and July 2021, including pre-Covid comparisons where available:

- At the start of the academic year 83% (840 out of 1,120) of the caseload was seen actively (a 24% increase in the active caseload at the start of the previous academic year as a result of the new case management system).
- Only schools should refer to this Service and referrals to the Service between 2018/19 (pre-Covid) and 2020/21 academic years were as follows:

2018/19 AY	2019/20 AY	2020/21 AY
792	419	492
	(-47%)	(+17%)
82% accepted	73% accepted	94% accepted

- 40% of referrals received (197) were for transition support for children due to transition from early years into primary (a 15% reduction compared to the previous academic year but a 20% increase compared to 2018/19 academic year).
- A further 390 CYP were supported via pre-referral or planning discussions with schools, without the need for a formal referral (10.5% increase compared to the previous academic year but a 41% reduction compared to 2018/19 academic year).
- c.6.5% of the active caseload needs escalated and required further additional support from the Service which included multi-agency working through the school in order to support the CYP and their families (new reporting metric for 2020/21).
- 1.1% of the average caseload (32) received fixed term exclusions (similar to the previous academic year and a decrease of 0.5% compared to 2018/19 academic year).
- Only 0.1% of the average caseload (1) closed due to permanent exclusion (similar 2018/19 and 2019/20 academic years).

- c.6% of the average caseload (57) closed due to transferring to in-county specialist provision (increase of 4% compared to the previous academic year and an increase of 5.7% compared to 2018/19 academic year). No CYP on the caseload were transferred to out of county specialist provision.
- c.1.5% of the average caseload (15) closed due to parents/carers deciding to electively home educate their child (approx 1.3% increase compared to 2018/19 and 2019/20 academic years).
- As at the end of July 2021, 62% of the caseload was seen actively (an increase of 32% compared to the previous academic year and an increase of 22% compared to 2018/19 academic year).
- As at the end of July 2021, 56% of the active caseload were in receipt of SEN support (70% end of December 2020), 10% were awaiting an EHC needs assessment (6% end of December 2020) and the remaining 34% were in receipt of an EHCP (24% end of December 2020). (New reporting metrics for 2020/21).
- An average of 90% of schools showed improved confidence in meeting the needs of CYP following intervention support.
- AET accredited training continued to be offered virtually during Covid-19: 1,290 professionals attended Making Sense of Autism training (a 9% increase compared to the previous academic year) and 80 professionals attended Good Autism Practice training. On average 89% of professionals who responded rated the training as good quality.
- 83 parent/carers accessed Autism training delivered by the Service (a slight increase when compared to the previous academic year) with parents/carers who provided feedback demonstrating the training had improved their confidence to better support their child.
- 4 Early Bird and 4 Teen Life sessions were also delivered virtually which were accessible to parents/carers, family members and professionals.

Summary of Key Findings

- The Service is nationally recognised as an example of excellent practice by NAS and receives positive feedback by those who access it.
- In addition to providing intervention support, the service also supports CYP via the professionals working with them at the pre-referral stage, thus reducing the need for a referral to the Service.
- There is still a high demand from schools for the Service to deliver intervention support and hold onto caseloads, although the percentage of the caseload actively being supported is increasing.
- 40% of the referrals were for transition support for children due to transition from early years into primary. More training needs to be offered to the early years workforce in order for them to be more confident in supporting the needs of young children with SEND, and their families, so that they are better supported to be ready for school and professionals are more confident in supporting the children and their families without the need for referral for transition support. In addition, clearer pathways/ multi-agency partnership working between Health Visitors, Early Years Specialist Teachers and Portage Workers at the point of the request for transition support to ensure children and their families are receiving the right support, at the right time and by the right professional.
- There is a high percentage of re-referrals to the Service and any future ALD Service provision needs to be better aligned to local priorities such as Building Communities of Specialist Provision Together in Lincolnshire strategy and Lincolnshire's SEND Transformation Project to ensure a coordinated and consistent approach to the SEND workforce development offer and when providing support within schools.
- There needs to be a stronger focus on more universal training and workshops being available to Lincolnshire schools and academies, alongside parents/carers and ensuring the training and workshop offer has been fully utilised before a referral for outreach support is considered.

This includes ensuring schools are fully embedding the AET principles as part of their whole-school approach to meeting the needs of autistic CYP.

- The number of CYP transferring to in-county specialist provision whilst being supported by the Service has increased and the new reporting metric for the 2020/21 academic year also identified increasing numbers of CYP with an EHCP. In addition to maintaining a focus on driving down exclusions of CYP with SEND, there needs to be a key focus on more CYP being supported to remain in their mainstream settings (where appropriate), without the need for specialist provision and more CYP having their needs met without the need for an EHCP.
- More needs to be done to improve the confidence of parents/carers in mainstream settings being able to meet their child's needs.
- Any future ALD Service needs to ensure clear pathways are in place between other relevant services to make it easier for CYP and their families to access support at the right. This includes sharing of expertise across relevant services in order to better support CYP, parents/carers and the professionals working with them. This includes working as part of an integrated and cohesive multi-disciplinary approach to meeting the needs of Lincolnshire CYP with SEND, and their parents/carers, to ensure access to the right support, at the right time and by the right professional.
- Almost every CYP returning into mainstream provision from independent/specialist provision needs to be supported through a multi-agency planning approach in order to identify how best to meet their needs.

3.5 Stakeholder Engagement Analysis

3.5.1 Case Mapping

A case mapping exercise was undertaken as part of the review of the ALD Service. The age of CYP ranged at the time of accessing support from the service ranged from 4 to 14 years and all had a diagnosis of ASD at the time of referral to the Service. In addition, case mapping undertaken as part of the initial emotional wellbeing and behaviour outreach support services review has also been taken into consideration where this has also been relevant to ALD. Below is an overall summary of the case mapping but further detail is available if requested:

Summary of Key Findings

- Positive feedback from CYP, families and professionals on support provided by service.
- Support provided helped to improve relationships between the CYP, school and family.
- Evidence of partnership working with nursery provision and Early Years Specialist Teachers to support a child transitioning into primary, with the Portage Service also involved in supporting the child/family in the earlier years. There needs to be a stronger focus on the ALD Service on working with the receiving primary school in order to ensure the school is able to meet the needs of the child when they transition into their Reception Year. This should include partnership working with Health Visiting, Early Years Specialist Teachers and the Portage Service to ensure the children and families are receiving the right support, by the right professional and at the right time.
- Evidence of referrals being made to both the Behaviour Outreach Support Service (BOSS) and the ALD Service, but limited or no partnership working between the two services to determine how best to support the CYP. There needs to be more partnership working between services in order to determine how best to meet the needs of CYP to ensure that they access the right support, at the right time and by the right professional.
- Evidence that more needed to be done to better upskill schools working with autistic CYP so that they are more confident in supporting autistic CYP within their mainstream setting. Training provided by the Service was not being fully embedded before targeted outreach support commenced. There needs to be a more coordinated universal offer via the

Lincolnshire SEND Workforce Development offer with a stronger emphasis on schools fully accessing the training and embedding strategies into practice before referral for outreach support is made.

- Support worked best when the service, school, parents/carers and CYP worked together to plan the most appropriate support for the C/YP and consistent strategies were being used both within the school setting and the home. More needs to be done to better upskill parents/carers alongside the school workforce in order for CYP to be better supported within the home and their mainstream setting.
- There was evidence of trauma for some of the CYP which was also impacting on mental health/emotional wellbeing and their environment at home. There is a correlation between emotional wellbeing and behaviour and identified SEND needs. Any future ALD Service needs to have a more streamlined child-centred partnership approach between other relevant commissioned services in supporting CYP with SEND.
- There was evidence of the ALD Service retaining CYP on the caseload for a number of years and not moving CYP through the service. Although this has improved following the implementation of the service's new case management system, any future ALD Service offer needs to ensure increasing the confidence of schools to support the needs of autistic CYP and CYP with learning difficulties, thus reducing the reliance for ongoing support from the Service.

3.5.2 Stakeholder Feedback

Stakeholder feedback has been more limited than planned due to the Covid-19 pandemic but still took into account feedback from:

- CYP and parents/carers (service users or potential service users)
- education providers
- professionals working with CYP across a wide range of organisations including health, the Council and Voluntary/Community organisations
- strategic partners

Summary of Key Findings

- Service users who were able to access the Service highly valued the support provided. SENCOs and Headteachers did consider the Service to be knowledgeable and responsible, however generally felt that it took too long to access support due to the training that schools had to undertake before accessing it.
- It was generally felt there was an inequity around locally available training and support and that this was only available to mainstream settings.
- Some parents/carers who accessed the NAS training felt that some of the modules were repetitive.
- Some professionals felt that the ALD Service offer should be extended to Early Years settings and support tailored to meet the needs of young children.
- A consistent, cohesive and equitable training offer is required for all professionals working with CYP with SEND and parents/carers across the County. This needs to be a multi-partnership coordinated approach through the Lincolnshire SEND Workforce Development offer in order to reduce duplication and ensure consistent key messages across all relevant services.
- There was a mixed picture from stakeholders of a joined up approach between SEND and the ALD Service. Any future ALD Service provision needs to be better aligned to local priorities with a stronger focus on supporting Lincolnshire's graduated approach to meeting the needs of Lincolnshire CYP.

- Improved professional dialogue and information sharing between commissioned services, Children's Services, health and education professionals is needed to enable better support not only whilst accessing a service but post-discharge.

3.6 Examples of practice in other Authorities

Examples of Practice in other Areas

A number of other authorities were contacted to establish their arrangements for supporting behaviour. Due to Covid-19 the response from local authorities was limited and therefore a desktop analysis of current arrangements and local authority data was also undertaken.

These included:

- **Derbyshire:** an Autism Outreach Service provides awareness training and general advice.
- **Leicestershire:** Children and Family Wellbeing Service (CFWS) is an integrated service for behavioural concerns and low to medium emotional wellbeing and mental health and behavioural concerns, including CYP with SEND. This is an early intervention service, with a specific focus for families with children 0-2 years.
- **Northamptonshire:** Have redesigned their autism outreach support in order to provide more specialist support at an early intervention level due to underlying emotional wellbeing, social or behavioural difficulties for a significant number of referrals, and not necessarily ASD or ADHD.
- **Nottinghamshire:** "Small Steps" service is an ADHD/ASD Service which supports CYP where behavioural concerns are indicative of ADHD/ASD. The Service provides workshops and support to parents/carers to better understand their child's behaviour before determining whether a referral to a more specialist provision is required. Where a referral is required the service supports the parent/carer to gather the evidence for the referral process. Parents/carers must access the workshop provision before a referral will be considered.
- **Single points of access:** Cumbria, Derbyshire, Northamptonshire and Nottinghamshire have single points of access where referrals are assessed before forwarding to relevant services. Nottinghamshire's Concerning Behaviours Pathway, for example, is a multi-agency approach to ensuring CYP receive the right support at the right time thus reducing the need for referral into more specialist provision.

Summary of Key Findings

- Where local authorities have re-focused support to provide more training and support to professionals and parents/carers for CYP with SEND, this has reduced the number of CYP requiring an EHCP, thus reducing the need for more specialist provision. However, where a focus has not remained on reducing permanent exclusions, although EHCPs have reduced permanent exclusions of CYP with SEND have increased.
- Given the evidence-based research that supports the need to understand CYP's behaviour in order to determine underlying causative factors before identifying CYP as having a special educational need, more early intervention support is needed to be provided by an ALD Service through an increased training and workshop offer to ensure CYP and their families access the right support, at the right time and by the right professional.
- A single point of access for referrals is a common theme across a number of authorities. More needs to be done to improve the pathways for referrals for ALD support, ensuring schools make use of AskSALL and there is appropriate consultation between relevant services to ensure a multi-partnership approach to meeting the needs of CYP and their families.

4. Recommended Model

The recommended model is summarised below, with **Appendix B** providing further detail.

The ALD Service should continue to focus on providing support to Lincolnshire schools and academies during term time to continue the positive impact on reducing the number of CYP with SEND being excluded from school. The Service should continue to provide support for autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges and continue to participate in accredited training programmes such as NAS and AET.

Training and Workshops Offer

The ALD Service will continue to offer resources and training and workshops in person, online and virtually as appropriate. The centrally held training and workshop offer will be coordinated with and offered through the Lincolnshire SEND Workforce Development Service to ensure a coordinated and inclusive offer that is part of a suite of training available via a range of different partners. The training offer will be available to mainstream settings, special schools and the wider early years workforce. It will also continue to include NAS and AET accredited training.

There will be a greater emphasis on the training and workshop offer, with core and non-core training and workshops being available to professionals and parents/carers to help better understand and support the needs of autistic children and young people and/or children and young people with mild, moderate and severe learning difficulties. There will be an expectation that education settings fully access the training and workshops available to them.

There will be a stronger emphasis on the Service supporting education settings to embed the principles of the AET training into practice alongside utilising the tools developed through the Lincolnshire SEND Transformation Project, e.g. Valuing SEND Toolkit and Inclusion Toolkit.

Outreach Support

Lincolnshire schools and academies will continue to be expected to access advice and guidance via Lincolnshire's AskSALL before the need for referral for ALD Outreach Support.

The ALD Service will be expected to work in partnership with Health Visitors, Early Years Specialist Teachers and Portage Workers when receiving requests for transition support for young children transitioning from their early years settings into their Reception Year to ensure the right support, at the right time and by the right professional. Where a request for transition support is accepted by the ALD Service there will be a stronger focus on working with the receiving primary school to ensure the school is confident in meeting the child's need when they transition into their Reception Year. Early years professionals requesting support via the ALD Service will be expected to access the training and workshops available to them via the Lincolnshire SEND Workforce Development offer.

Outreach support will remain a core offer of the ALD Service for Lincolnshire schools and academies, but only once schools have fully utilised the training offer available to them (unless there is an escalation of need). There will continue to be a strong focus on further reducing permanent exclusions of CYP with SEND, but there will also be a strong focus on providing more support and challenge to education settings to ensure that more CYP can remain in their mainstream setting without the need for more specialist provision and also increase the number of CYP who can have their special educational needs supported without the need for an EHCP.

There will be a stronger emphasis on delivering evidence-based interventions alongside school staff to increase the confidence of schools and reduce the reliance on long-term support. Parents/Carers will be supported alongside professionals within education settings to ensure consistent and evidence-

based strategies can be utilised within the home as well as the education setting. Schools and the ALD Service must work in a coordinated way with SEND, emotional wellbeing and behaviour outreach support services and not in isolation from each other. There should be a child-centred multi-disciplinary team approach.

5. Options Analysis

5.1. Options Overview, Criteria and Approach

a) Do Nothing

The Public to Public arrangement for the ALD Service is due to expire on 31st August 2022, and it is not a viable option to do nothing and allow this to expire unless no future service delivery is required.

b) Decommissioning

Whilst the ALD Service is not a statutory service, it does support the Council in fulfilling some of its statutory duties as covered in the Section 3.2. It is also anticipated that the ALD Service will support Lincolnshire's SEND Workforce Development offer. Decommissioning the ALD Service would be likely to result in significant gaps in provision and put more pressure on existing services, as well as increased pressure on the High Needs Block of the Designated Schools Grant. There would be no benefits to CYP and families in Lincolnshire of de-commissioning an ALD Service and the likely result would mean that our most vulnerable children are not identified quickly and further increasing the pressure on the Designated Schools Budget in relation to increasing EHCP requests.

c) Influencing

Commercial aspects of the service cannot be delivered without funding and it is not feasible to think that the service could be delivered through influence alone. Whilst the ALD Service offer is currently delivered via a Lincolnshire special school academy in partnership with other special school academies through the Working Together Team it is unlikely that the Working Together Team would be willing to deliver the service without any additional funding. It is also unlikely that schools will want to take sole responsibility for the commissioning of an ALD Service and it is therefore unrealistic to consider that they would centrally commission a service via the Council's influence.

d) Insourcing

The Council could consider insourcing the ALD Service and integrating the service into the Council's SEND teams. However, this is not a recommended option due to the risks identified below.

Benefits:

- Greater control and ability to influence the in-house offer.
- Greater integration with the Council's SEND offer.

Risks:

- TUPE implications and the need to employ staff on teachers' terms and conditions.
- Potential reduction in workforce if staff chose not to TUPE. As the Council is not an expert in delivering these services there would need to be an investment of funding to either upskill existing staff or on additional recruitment.

- Recruiting to new services can be difficult and there is no guarantee that any in-house service will be ready to launch with a full staffing complement that are sufficiently upskilled to deliver the service and could put vulnerable CYP at risk of not receiving the right support quickly enough.
- Property space to house additional staff is limited and the Council is currently working towards reducing its property portfolio further.

e) Partnership

The current commissioning arrangement for the ALD Service is via a Public to Public Collaboration Agreement under Regulation 12(7) of the Public Contracts Regulations 2015. As such they do not need to be subject to a competitive procurement process. The ALD Service was previously commissioned via an expression of interest to Lincolnshire Special Schools from which one expression of interest was received.

Although the response to the expression of interest process was low, this was a number of years ago and since that time Building Communities of Specialist Provision Together in Lincolnshire is a key priority for the Council and the Lincolnshire SEND Alliance has formed which includes education leaders from Lincolnshire's 19 special schools and academies, the Lincolnshire Parent/Carer Forum and relevant officers from the Council. It is therefore recommended that the ALD Service is commissioned via an expression of interest to the special schools and academies within the Lincolnshire SEND Alliance. This will promote transparency and equity in the re-commissioning opportunity, whilst also ensuring the best alignment of the public sector objectives of the schools and the Council and promoting Building Communities of Specialist Provision Together in Lincolnshire.

The recommendation is for the Public to Public Collaboration Agreement to be in place for up to three years from 1st September 2022 to 31st August 2025, with an option to extend for a further two years.

Benefits:

- Would continue to model a sector-led approach.
- Would continue to be provided by a school or collaboration that had the expertise to deliver the Service requirements. This would mean that existing relationships with Lincolnshire schools and academies would already be in place.
- Would support the Building Communities of Specialist Provision Together in Lincolnshire and would ensure continued partnership working with the education sector to improve outcomes for Lincolnshire CYP with SEND.
- Would continue to support the Inclusive Lincolnshire Strategy.
- Would support the Lincolnshire SEND Transformation Project and Lincolnshire's High Needs Strategy.
- Will support the development of a more cohesive and coordinated training SEND Workforce Development training offer.
- Would ensure a key focus on greater integration and partnership working with other relevant commissioned and in-house services.
- Would ensure a key focus on better aligning the service to national and local priorities across health, education and social care and that even more CYP and families get access to the right support at the right time and by the right professional through a seamless "step-in/step-out" approach.
- Would allow for a more detailed service specification to be developed in collaboration with the provider and provide more flexibility to align the service specification to local and national priorities as these develop.

Risks:

- There may be TUPE implications should the current provider not be successful. These implications could be reduced however as any new provider would be able to offer teachers' terms and conditions.
- Should the current provider not be successful there may be a risk that existing staff may not wish to TUPE into another education setting.
- Should the current provider not be successful there may be a risk that the new provider could not access a licence to deliver the AET accredited training. This would be mitigated against by exploring the option to transfer the licence with the AET to the new provider.

f) Procurement

The current ALD Service was not commissioned through an open competitive tender process and therefore the market has been untested. Market research showed that not many authorities are commissioning a separate ALD Service but are integrating their SEND offer either into existing provision or commissioning an offer that provides training and support to professionals and parents/carers only. There is evidence to suggest that although commissioning a SEND offer via external agencies is driving down EHCPs within those authorities that have a separately commissioned service, the number of CYP with SEND permanently excluded from schools is increasing.

This is therefore not a recommended option.

Benefits:

- Stimulate market competition to promote innovation and value for money.
- There is potential to broaden the provider market place in Lincolnshire.
- External providers may be able to attract additional funding streams to a service that the Council cannot access.
- Would ensure a key focus on greater integration and partnership working with other relevant commissioned and in house services.
- Would ensure a key focus on aligning the service to national and local priorities across health, education and social care and that even more CYP and families get access to the right support at the right time, with a seamless "step-in/step-out" approach.

Risks:

- The successful bidder(s) may not have the infrastructure in place to deliver the service.
- The successful bidder(s) may not have existing local knowledge and/or relationships with schools and therefore time will need to be spent in the first year of the service developing knowledge and relationships.
- Will not provide the opportunity to work within a collaborative partnership agreement and therefore less scope to develop the service specification as the service embeds.
- Would not support the Inclusive Lincolnshire Strategy in relation to a sector-led approach to delivering the service or the Building Communities of Specialist Provision Together approach.
- Significant TUPE implications associated with teachers' terms and conditions should the successful bidder(s) not be able to offer this.

- The procurement may receive higher costed bids, in particular due to the TUPE implications and overhead costs may be more as the service would not be delivered from a school base, making the service not sustainable for the Council.
- Could leave a gap in provision should the procurement not be successful whilst further commissioning options are explored, putting additional pressure on already busy commissioned and in-house services.

6. Recommended Option

The recommended commissioning option is 5.1e:

To re-commission an ALD Service through a Public to Public Collaboration Agreement under Regulation 12(7) of the Public Contracts Regulations 2015, via an expression of interest with the Lincolnshire SEND Alliance. The agreement would be in place for up to three years initially from 1st September 2022 to 31st August 2025, with the option to extend for a further two years.

6.1. Funding Recommendations for an ALD Service

The assumption for the financial costing for a future ALD Service model has been based on the current cost of the provision, whilst ensuring no reduction in the staffing resource to ensure the recommended model can be realised.

The current funding for the ALD Service is £617,500 per annum which is met from the Designated Schools Grant. This includes funding for 9 FTE of ALD Outreach Workers (10 Workers) who are employed on teachers' pay and conditions and account for 81% of the total contract value:

Cost Description	Annual Cost
ALD Outreach Workers (inclusive of on costs)	£497,906
Management Costs (Strategic Direction provided by HTs of WTT collaboration)	£39,678
Admin (across WTT collaboration)	£18,360
AET and NAS Membership, including Licence fees	£15,100
Non-Staffing Costs	£46,456
Total Cost	£617,500

Apart from any reduction to potential management costs there are no efficiency savings that can be made against the current model due to the majority of the cost being attributed to ALD Outreach Workers and costs associated with teachers' pay and conditions.

Whilst staffing models for an ALD Service would be at the discretion of the chosen partner, it is anticipated that there will be no reduction to the current ALD Outreach Worker staffing resource. Having undertaken a financial analysis of actual spend against the current agreement to the end of August 2021, it is anticipated that any future increase in staffing costs will be able to be met from the current funding envelope. Whilst there will be a requirement for some management and admin costs in a future service offer, it will be expected that these are kept to a minimum. In addition travel costs would also be expected to be reduced through the increased training offer, thus reducing the reliance on in-setting support.

Therefore the anticipated funding for a future ALD Service is anticipated to remain at £617,500 per annum, or £3,087,500 over the lifetime of the agreement.

Council Funding Implications

The evidence is clear that Council's commissioning of this service on behalf of schools is perceived positively by schools, with both SENCOs and Headteachers highly valuing the support provided. The evidence is also clear that the support provided by the Service is having a positive impact on reducing permanent exclusions of CYP with SEND in Lincolnshire, supporting more autistic CYP and CYP with moderate to severe learning difficulties to remain in their mainstream settings thus improving the lives of these vulnerable groups of CYP and families in Lincolnshire.

It is recognised that the Council is under significant financial pressure both as a result of Covid-19 and the pressures on the High Needs Block of the Designated Schools Grant. However, further investment in an ALD Service will continue to drive down exclusions for CYP with SEND, whilst also ensuring a strong focus on supporting the Council to meet its local priorities associated with Building Communities of Specialist Provision Together and the SEND Transformation Project in relation to ensuring more CYP with SEND can be supported within their mainstream settings, thus reducing demand on more specialist provision and ensuring more CYP can have their special educational needs met without the need for an EHCP.

6.2. Impact Assessment

The Council must engage with such persons as appear to them to be affected by changes to the current commissioning arrangements. Given that the recommendation is to re-commission an ALD Service it is anticipated that there will be no persons impacted on negatively. **Appendix C** provides the current draft Equality Impact Assessment (EIA), which will be further developed should this be required following decision making processes.

7. Appendices

Appendix	Title
Appendix A	Legislation, Policies and Priorities
Appendix B	Overview of Proposed Model
Appendix C	Draft EIA

Appendix A

Policy Background, Statutory Duties and Priorities

Legislation

Although these services are not statutory, the services identified above support the Local Authority's statutory responsibilities in relation to:

- the SEND Code of Practice 2015
 - the Children Act 1989 and 2004
 - the Children and Families Act 2014
 - the Health and Social Care Act 2012
 - the Education Act 1996, 2002 and 2011
 - the Equality Act 2010
 - the Autism Act 2009
-
- The **Autism Act 2009**, sets out local authorities statutory duties in relation to supporting the needs of autistic people in the community. This includes supporting young people move into adulthood.
 - **Section 17(1)** of the **Children Act 1989** imposes a general duty on local authorities to safeguard and promote the welfare of children in need in their area, including providing a range and level of services appropriate to those children's needs.
 - The **Health and Social Care Act 2012** places duties on local authorities in relation to addressing health inequalities of CYP.
 - The **Children and Families Act 2014** sets out the general principles and duties on local authorities and health bodies to work in partnership when commissioning provision for CYP, including CYP with SEND. This includes supporting CYP with their development and helping them to achieve the "best possible educational and other outcomes". **Part 3** of the Children and Families Act 2014 specifically relates to CYP with SEND.
 - **Section 25** places a duty on local authorities to ensure the integration of educational provision and training provision with health and social care provision where this would promote the wellbeing of CYP with SEND and improve the quality of the provision available to CYP with SEND.
 - **Section 44** provides for reviews and reassessments for pupils with EHCPs, including pupils permanently excluded in order to identify the most suitable new education provision.
 - The **Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015** sets out the legal requirements that must be followed and explains the duties of local authorities, health bodies, schools and colleges under Part 3 of the Children and Families Act, 2014.
 - The **Education Act 1996, 2002 and 2011** sets out the responsibilities for local authorities in relation to ensuring the welfare and inclusion of and promoting high standards of education for children and young people. These include:
 - **Section 19** of the **Education Act 1996** imposes a duty on local authorities to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils with SEND and/or excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion (this duty is also set out in **Section 100** of the **Education and Inspections Act 2006**).
 - **Section 51A** of the **Education Act 2002** imposes a duty on local authorities (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil. Panel meetings must be arranged within 15 school days from the day the parent/carer application was made. This includes statutory duties and guidance on arrangements for, and members of, independent review panels.

- **Section 51A** of the **Education Act 2002** and the **Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999** set out the financial statutory guidance for local authorities following a permanent exclusion, including arrangements for adjusting budget shares for maintained schools and pupil referral units and arrangements local authorities may wish to enter into with academy trusts.
- The **Equality Act 2010** sets out the statutory duties for all public bodies to ensure they play their part in making society fairer by tackling discrimination, equality of opportunity for all and fostering good relations.

Ofsted

Children's Services is inspected by Ofsted in specific requirements and an inspection undertaken in 2019 of children's social care services rated services for children and families in Lincolnshire as outstanding. The inspection Framework assesses the following areas in relation to children's emotional wellbeing and behavioural concerns:

- Children in care and care leavers are in good physical and mental health, or are being helped to improve their health. Their health needs are identified and met.
- Care leavers develop the skills and confidence they need to maximise their chances of successful maturity to adulthood, including parenthood. Care leavers have trusted relationships with carers and staff from the local authority and develop supportive relationships within the community, including with family and friends. They receive the right level of practical, emotional and financial support until they are at least 21 and, when necessary, until they are 25.
- Children, young people and families are offered help when needs and/or concerns are first identified. The early help improves the child's situation and supports sustainable progress.
- Assessments and plans are dynamic and change in the light of emerging issues and risks. Assessments (including early help assessments) are timely and proportionate to risk. They are informed by research and by the historical context and significant events for each child. They result in direct help for families if needed and are focused on achieving sustainable progress for children.
- Children in care and care leavers are protected or helped to keep themselves safe from bullying, homophobic behaviour and other forms of discrimination.
- Children and young people make good educational progress at school or other provision since being in care.
- Children and young people who do not attend school have prompt access to suitable good-quality registered alternative provision.

The **Joint local area SEND inspection in Lincolnshire** conducted by Ofsted and the Care Quality Commission (CQC) in 2018 to judge the effectiveness of the local area of Lincolnshire in implementing the disability and special educational needs reforms (as set out in the Children's and Families Act 2014). The inspection focused on the effectiveness of the local area in:

- Identifying CYP's special educational needs and/or disabilities.
- Assessing and meeting the needs of CYP who have special educational needs and/or disabilities.
- Improving outcomes for CYP who have special educational needs and/or disabilities.

Main findings from the inspection included leaders and manager's clear vision for meeting the needs of CYP with SEND and their aim to provide a local education system where CYP will get the right health, care and education provision in the right place at the right time; the strong arrangements in place to jointly commission services in the local area; the joint commissioning of services with schools to meet the needs of CYP, including the ALD Service (Working Together Team) and the Behaviour Outreach Support Service (BOSS) and the collaborative working between the LA and schools to ensure that

pupils remain in education, recognising that the proportion of fixed term or permanent exclusions for pupils with SEND in Lincolnshire was below national average.

Previous Policy Background

- **Special Educational Needs and Disability – A guide for parents and carers, 2014** provides a guide on the support system for CYP with SEND.
- **Schools Guide to the 0 to 25 SEND Code of Practice, 2014** provides advice for school governing bodies/proprietors, senior leadership teams, SENCOs and classroom staff.
- **SEND, Managing the 2014 changes to the system, 2015** provides guidance on changes to legislation relating to CYP with SEND.
- **Plans to support long-term local and national accountability for special educational needs and disability, 2015** describes the vision for the SEND whole system and the roles and responsibilities of local and national organisations in delivering the requirements in the Children's and Families Act 2014.
- **Transforming Care programme** aims to transform services and support for children, young people and adults with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition. *The underpinning approach to transformation must be based on a whole system approach to delivering high quality support and services for people*
- The Department of Health and NHS England established a Children and Young People's Mental Health and Wellbeing Taskforce which reported in March 2015 (***Future in Mind***) and set out ambitions for improving care over the next five year:
 - Promoting resilience, prevention and early intervention
 - Improving access to effective support
 - Care for the most vulnerable, which includes ensuring there is a strategic link between children's mental health services and services for children and young people with special educational needs and disabilities (SEND).
 - Accountability and transparency
 - Developing the workforce.

National Strategy/Guidance and Priorities

- **Promoting the education of Looked after Children and previously Looked After Children, 2014** provides statutory guidance for local authorities.
- **Promoting the health and wellbeing of Looked After Children, 2015** provides statutory guidance for local authorities, CCGs and NHSE.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015.** Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations in England.
- **Statutory guidance for local authorities and NHS organisations to support implementation of the Adult Autism Strategy, 2015** sets out local authorities' and NHS organisations' duties to support autistic adults, including supporting young people moving into adulthood.
- **Reducing Distant SEND Placements Report, 2016**, identified the need for a more strategic approach to developing system-wide change and that key to success lied in the strategic leadership of the school system, a more coherent approach and a common vision.
- **Exclusions from maintained schools, academies and pupil referral units in England** (updated September 2017) sets out the legal responsibilities in relation to the exclusion of students from education settings.
- **Working Together to Safeguard Children, 2018** provides a guide to inter-agency working to safeguard and promote the welfare of children.

- A Public Health England report ***A spotlight on vulnerable children and young people, July 2020*** identified that during the Covid-19 pandemic there is a rising concern over the number of "hidden" vulnerable children that face many problems such as poverty and abuse. The report has recommended that care arrangements must continue to centre around the child and their needs and that mental health support available in schools needs to be considered.
- The **National Youth Advocacy Service** calls for agencies to work together to ensure that the impact of traumatic experience on children and young people is minimised and that partners should work together to build on the positives of the Covid-19 experience to enable and enhance recovery, improving inter-agency collaboration and working.
- **Behaviour Hubs** is a DfE 3-year funded programme to improve pupil behaviour. The programme pairs schools and Multi-Academy Trusts (MATs) with exemplary behaviour practices with other partner schools or MATs that want or need to improve pupil behaviour. The DfE are seeking to appoint approximately 20 outstanding lead schools from across primary, secondary, special and alternative provision sectors to work with schools that want to improve their behaviour culture. Schools will form hubs to share good practice and equip headteachers and school leaders with the tools to improve their approach. The programme is based on the principles and ideas outlined in Tom Bennett's (Author of *Creating a Culture: how school leaders can optimise behaviour* and founder of researchED) review of behaviour in schools which identified the core principles of successful schools, including:
 - Having a clear understanding of what the school culture is
 - High expectations of pupils and a belief that all pupils matter
 - Consistency and attention to detail in the execution of school routines, norms and values.
- **The National Disability Strategy, 2021** highlights the need to ensure support is available for those with SEND and ensuring a clear offer in mainstream education. The Strategy includes 100 immediate commitments which will be supported by £1.6 billion of funding alongside an agenda for future reform. There is a commitment to making sure CYP with SEND are at the heart of the Strategy including investing £300 million to create places, improve existing provision in schools and make accessibility adaptations for CYP with SEND.
- The **National Strategy for Autistic Children, Young People and Adults (2021-2026)** is the government's refreshed national strategy for improving the lives of autistic people and their families and carers in England and the changes that the government want to make as a result of Covid-19. The government have indicated within the Strategy that it is the intention to update the guidance for local authorities on commissioning autism services for CYP, however, it is not yet clear when this guidance will be updated and/or published. The Strategy outlines the changes that the Government want to make across six themes:
 - *Improving understanding and acceptance of autism within society.*
 - *Improving autistic children and young people's access to education, and supporting positive transitions into adulthood.*
 - *Supporting more autistic people into employment.*
 - *Tackling health and care inequalities for autistic people.*
 - *Building the right support in the community and supporting people in inpatient care.*
 - *Improving support within the criminal and youth justice systems.*

Local Priorities

- The **Council's Corporate Plan** – sets out what the Council wants to achieve for local residents and communities. The Corporate Plan underpins a "One Council" approach, ensuring all services are working towards shared goals and help different areas of the Council to work together more effectively. The Council's vision for *Working for a Better Future* includes the Council leading the way with others to support people and communities in the coming years to have:
 - High aspirations

- The opportunity to enjoy life to the full – including: to create accommodation options for greater independence and wellbeing; intervene effectively to keep vulnerable people safe, making sure children in care and care leavers get the best opportunities; design an accessible and responsive health and care system within local communities, protecting people and promoting wellbeing; promote and enable better mental health for all.
- Thriving environments – including: provide sufficient, high-quality and inclusive education places locally.
- Good-value Council Services – including: innovative services making best use of technology to meet the needs of our customers; effective and efficient partnerships operate across Lincolnshire and are responsible to emerging opportunities; people's needs are met in a timely, responsive and efficient way; high- quality public services are delivered in a cost effective way.
- **The Inclusive Lincolnshire Strategy, 2015** - a joint strategy between the Council and the Lincolnshire Learning Partnership (LLP) *to build resilience across all schools to support all pupils, promote collective responsibility and reduce exclusion.* In 2014, nationally both permanent and fixed-period exclusions were steadily declining, however, in contrast exclusions in Lincolnshire saw an increase with Lincolnshire ranked 135th out of 139 for permanent exclusions for all school types. Key priorities of the Strategy are:
 - Schools, the Local Authority and other agencies to meet young people's behavioural needs in school wherever possible.
 - Intervene early through high quality support in order to prevent further escalation of need and reduce exclusion.
 - Deliver a service which is integrated and is responsible to pupil, family and school needs.
 - Commission an outreach service which is able to support schools to provide for pupils with complex needs and challenging behaviour.
 - Arrange swift and equitable reintegration into an appropriate setting.
 - Improve and increase educational alternatives for young people aged 14-19 at risk of exclusion.
 - Improve outcomes, including attainment, for young people with challenging behaviour.
- The Council's **Children's Services commissioning priorities** include supporting children to reach their potential by ensuring that they are safe and healthy, ready for school (including emotionally ready), and ready for adult life.
- **Building Communities of Specialist Provision Together in Lincolnshire:** A strategy for CYP with SEND sets out the strategic vision for Lincolnshire in relation to enabling Lincolnshire pupils with SEND to access an integrated All Needs education system which provides excellent education, health and care interventions in their local community. The Strategy seeks to make significant changes to the existing special school provision by 2024 and has been produced by the Lincolnshire SEND Alliance (LSA) which consists of Lincolnshire education leaders, Lincolnshire Parent Carer Forum and the Council. The aims of the Strategy include:
 - *Develop a flexible education system with greater collaboration between mainstream and special schools, so pupils can access the mainstream curriculum and other opportunities.*
 - *Provide opportunities for mainstream and special school staff to enhance their knowledge of SEND, ensuring pupils are educated and supported by people who are the best that they can be. Provide opportunities for teaching and non-teaching staff to share best practice and engaged in continued professional development for the benefit of all pupils.*
- **Lincolnshire's Strategic Education Plan** developed in partnership with the Strategic Education Group, the Council, LLP, Lincolnshire Teaching Schools Together, Lincolnshire MAT CEO Network and the Diocese of Lincoln Board of Education sets out the priorities and system goals in order ensure all children and young people and schools are a collective responsibility, working together to set the conditions for schools to thrive and more teachers succeed with more learners. Priorities and system goals include:

- Wider Conditions: Create the conditions so that every school and every child thrives. The Working Together Team, Inclusive Lincolnshire Strategy and Mental Health Support Teams are key strategies that support these system goals.
- **Lincolnshire's All-Age Autism Strategy 2019-2022** sets out Lincolnshire's plan to improve support and services for autistic people, aligned to the government's general plan. The Strategy includes those placed out of county, Having the right support at the right time was one of the key themes nationally and locally.
- Lincolnshire's development of its **Early Childhood Strategy** provides a strong basis to further improve outcomes for children to the end of their foundation stage. The Strategy sets out the primary aim to increase the Good Level of Development (GLD) of all children across Lincolnshire and to improve Lincolnshire's outcomes when compared to statistical neighbours. The five key steps/milestones within the Strategy are:
 - Step 1: Parents access effective antenatal and postnatal care as set out within the Better Births strategy.
 - Step 2: Each child to attend all mandated health checks as set out in the healthy child programme.
 - Step 3: Parents and their children access quality, age appropriate and learning experiences at the earliest opportunity that best meet their needs.
 - Step 4: All children take up their three and four year old early years entitlement in high quality early years provision.
 - Step 5: Parents and professionals work together to ensure transition arrangements meet the needs of the child to better prepare children for school and to make the most out of the reception year.
- Lincolnshire's refreshed **Early Help Strategy 2021-23** is a collaborative approach for every professional working with or engaging with children and families, regardless of organisation, status or position. The vision of the Early Help system in Lincolnshire is "putting children first and working together with families to enhance children's present and future lives". This includes:
 - Children, young people and families will be helped to make changes for themselves, seen as a positive solution to the challenges they face, are able to get the right service at the right time and are understood as a whole family.
 - Supported by skilled professionals that understand and apply Relationship Based Practice, are restorative in approach and are well trained and supported.
 - Enabled and equipped by clear governance that puts children and families at the heart of planning and delivery with a clear framework and set of tools which builds on families strengths.

The approach of the Early Help system in Lincolnshire is to provide support to families to prevent needs from escalating by ensuring:

- Children have the best start in life
- Children learn and achieve
- CYP and their families are healthy and resilient
- CYP have safe and supportive families, relationships and networks
- CYP and their families receive the right support at the right time by the right professional for the right duration.
- Lincolnshire's **SEND Transformation Project** sets out the ambition to improve how the system will work together with families to secure the best possible life chances for CYP with SEND. This includes improving the earlier identification of and meeting the needs of CYP with SEND, working with schools and other educational settings to strengthen the graduated approach with the ultimate goal of providing the right support at the right time and in the right place for all CYP and their families in Lincolnshire. Developments that have been achieved so far through this project include more CYP with additional needs have been supported in mainstream schools without the need for an EHCP,

advice and guidance for SENDCOs is available via the Ask SALL telephone line and Valuing SEND and Inclusion toolkits have been developed to support settings in delivering the graduated approach. Next steps of the project include embedding the toolkits developed; direct work with schools and settings, using the strengths based approach and Valuing SEND toolkit to further develop the experience of the annual review process for families and professionals; developments around "Safe Base" provision and updating and improving Lincolnshire's Local Offer website.

- Lincolnshire's **wider mental health, emotional wellbeing and behaviour support services** review is currently taking place to understand the impact relevant services are currently having on Lincolnshire CYP in order to recommend the most appropriate provision for CYP to better support their mental health, emotional wellbeing and/or behavioural concerns in the future.
- Lincolnshire's **review of commissioned early years services** is currently taking place to understand the impact services are currently making for children and families in order to recommend the most appropriate provision for children in their early years and their families from April 2023 onwards.

Appendix B – Recommended Model for future ALD Service

Building Communities of Specialist Provision Together, SEND Workforce Development Service, Lincolnshire SEND Alliance, Education Settings, Parents/Carers	SEND Workforce Development – via SEND Workforce Development Offer		ALD Outreach Support	
	Offer	Changes	Offer	Changes
Children transitioning into their Reception Year	<p>Universal training and resources focused on improving the confidence of professionals working with children, and their families, transitioning into their Reception Year. Training offer will be in line with the priorities set out in the SEND Workforce Development offer in as far as they relate to the ALD Service and will be advertised and booked via the SEND Learning Platform.</p>	<p>Greater expectation that early years professionals access the training support available by the Lincolnshire SEND Workforce development offer.</p>	<p>Partnership working with Health Visitors, Early Years Specialist Teachers and Portage Workers to ensure the right support, at the right time and by the right professional.</p> <p>Stronger focus on working with the receiving primary school to ensure the school is confident in meeting the children's need when they transition into their Reception Year.</p>	<p>No direct outreach support for early years settings is currently commissioned by the Council and there will be no change to this. However, where children in their early years need additional support the skill-set of other early years professionals such as Health Visitors and Early Years Specialist Teachers will be utilised to support them.</p> <p>Where transition support is an identified need from the ALD Service support will be provided to the receiving primary school to ensure they are confident in meeting the needs of the child when they transition into their Reception Year.</p>
Reception Year to Year 13	<p>Universal workshops, training and resources for all Lincolnshire schools and academies, which also includes parents/carers and wider professionals, in line with the priorities set out in the SEND Workforce Development offer in as far as they relate to the ALD Service. This will include the AET training in accordance with the tiered model for SEND Workforce Development offer.</p> <p>Workshops and training offer will be advertised and booked via the SEND Learning Platform through the SEND Workforce Development Service.</p> <p>Close partnership working with the lead provider of the SEND Workforce Development Service to ensure training and workshops meet the identified needs of Lincolnshire schools and academies, parents/carers and wider professionals working with CYP and families with SEND.</p> <p>Encouraging schools to utilise tools and support developed through the SEND Transformation Project such as the Inclusion Toolkit, Valuing SEND Toolkit and AskSALL and embedding strategies into practice.</p> <p>AET training will continue to be a key requirement for schools to access, but with a greater emphasis on the ALD Service supporting schools to embed the AET training principles within their setting, utilising the AET framework.</p> <p>Strong focus on schools evidencing that they have fully accessed the training and workshop offer and utilised</p>	<p>Increased delivery of workshops and training. More training and workshops offered virtually which should provide more capacity to deliver training.</p> <p>Training and workshops to be promoted and booked via the SEND Learning Platform through the SEND Workforce Development Service.</p> <p>More rigorous training and workshop offer that is aligned to the workforce development priorities identified through the SEND Workforce Development project.</p> <p>Greater partnership working with key professionals and Lincolnshire SEND Alliance to ensure an inclusive and cohesive approach across the County to meet the needs of CYP with SEND.</p> <p>Greater focus on more expertise being available within a universal offer, thus reducing the reliance on more targeted provision.</p> <p>Better aligned to local priorities with greater emphasis on supporting Lincolnshire's graduated approach to meeting the needs of CYP with SEND.</p>	<p>ALD Outreach Support will only be available once universal training and workshop offer has been exhausted.</p> <p>ALD Outreach Support offer will have stronger emphasis on upskilling professionals within the school to improve their confidence in better supporting CYP within their setting.</p> <p>ALD Outreach Support offer includes engaging parents/carers in the support delivered within the school setting, including taking learning from Covid-19 with a blended offer of face to face and virtual support.</p> <p>Development of pathways with other relevant services to ensure multi-agency partnership approach to meeting the needs of CYP with SEND.</p> <p>More inclusive and cohesive approach to meeting the needs of CYP with SEND.</p> <p>Strong focus on ensuring more CYP can remain in their mainstream setting without the need for more specialist provision and increasing the number of CYP who can have their special educational needs met without the need for an EHCP.</p>	<p>Reduced capacity for ALD Outreach Support however given greater emphasis on schools accessing universal offer before referral for ALD Outreach Support, it is anticipated there should be less referrals for ALD Outreach Support.</p> <p>Greater emphasis on working with the professionals within the school in order to improve their confidence in supporting CYP within their setting.</p> <p>Greater partnership working with relevant services to ensure a more inclusive and holistic approach to meeting the needs of CYP with SEND.</p> <p>Greater emphasis on engaging parents/carers in the support provided within the school setting, making better use of virtual working for parents/carers unable to attend the setting in person.</p> <p>Better aligned to local priorities with greater emphasis on supporting Lincolnshire's graduated approach to meeting the needs of CYP with SEND.</p>

Safeguarding, Early Help, Ask SALL, Social Care, SEND, Education Settings, CYP, Parents/Carers, Inclusion Toolkit, Valuing SEND Toolkit

		<p>all the tools available to them before referral for Outreach Support. Also schools will be expected to encourage parents/carers to also access workshops available to them before a referral for Outreach Support is made.</p>	<p>Stronger focus on providing more support and challenge to mainstream settings to ensure more CYP can remain in their mainstream setting without the need for more specialist provision and also increasing the number of CYP who have their special educational needs supported without the need for an EHCP.</p>			
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Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

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

Using this form

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

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

Equality Act 2010

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

Protected characteristics

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

Section 149 of the Equality Act 2010

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

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

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

Decision makers duty under the Act

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

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

Conducting an Impact Analysis

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

The Lead Officer responsibility

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

Summary of findings

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

Impact – definition

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

How much detail to include?

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

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

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

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	Autism and Learning Difficulties (ALD) Service Review	Person / people completing analysis	Sara Gregory
Service Area	Children's Services Strategic Commissioning Team	Lead Officer	Charlotte Gray
Who is the decision maker?	Lincolnshire County Council/Executive	How was the Equality Impact Analysis undertaken?	Through review and previous and current stakeholder engagement
Date of meeting when decision will be made	TBC	Version control	V0.1
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Re-commissioned
Describe the proposed change	Re-commissioning the ALD Service following a review alongside other relevant commissioned services to inform improvements to the existing service.		

Evidencing the impacts

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

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

Data to support impacts of proposed changes

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

Population data and the Joint Strategic Needs Assessment

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

Workforce profiles

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

Positive impacts

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

Age	<p>Perceived positive impact for school aged CYP as a more universal workshops and training offer available via skilled professionals to improve the confidence of professionals within their education setting so that they are better supported wherever possible within their mainstream provision.</p> <p>Perceived positive impact for parents/carers of school aged CYP in relation to improved confidence in their child's education setting to better support their child without the need for an Education, Health and Care Plan (EHCP) or more specialist provision (wherever possible).</p>
Disability	<p>Perceived indirect positive impact for CYP with SEND through the ALD Service being part of a Lincolnshire SEND Workforce Development offer that includes a wide range of partners, thus ensuring a more coordinated and inclusive approach to upskilling SEND professionals so that they are more confident in meeting a wide range of SEND needs within their education setting.</p> <p>No perceived positive impact for CYP with SEND in relation to ALD Outreach Support as the service will continue to provide this support for autistic CYP and/or CYP with mild, moderate and severe learning difficulties and social communication challenges where this is an identified need and all universal provision has been exhausted.</p>
Gender reassignment	<p>No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.</p>
Marriage and civil partnership	<p>No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.</p>
Pregnancy and maternity	<p>No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.</p>

Race	<p>Perceived positive impact for school aged CYP as a more universal workshops and training offer available via skilled professionals to improve the confidence of professionals within their education setting so that they are better supported wherever possible within their mainstream provision.</p> <p>Perceived positive impact for parents/carers of school aged CYP in relation to improved confidence in their child's education setting to better support their child without the need for an Education, Health and Care Plan (EHCP) or more specialist provision (wherever possible).</p>
Religion or belief	<p>Perceived positive impact for school aged CYP as a more universal workshops and training offer available via skilled professionals to improve the confidence of professionals within their education setting so that they are better supported wherever possible within their mainstream provision.</p> <p>Perceived positive impact for parents/carers of school aged CYP in relation to improved confidence in their child's education setting to better support their child without the need for an Education, Health and Care Plan (EHCP) or more specialist provision (wherever possible).</p>
Sex	<p>Perceived positive impact for school aged CYP as a more universal workshops and training offer available via skilled professionals to improve the confidence of professionals within their education setting so that they are better supported wherever possible within their mainstream provision.</p> <p>Perceived positive impact for parents/carers of school aged CYP in relation to improved confidence in their child's education setting to better support their child without the need for an Education, Health and Care Plan (EHCP) or more specialist provision (wherever possible).</p>
Sexual orientation	<p>No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.</p>

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

A more universal training and workshops offer to better upskill and improve the confidence of professionals in Lincolnshire schools and academies working with autistic CYP and/or CYP with mild, moderate and severe learning difficulties and social communication challenges.

A more universal workshops offer as part of a SEND Workforce Development offer to improve the confidence of parents/carers in supporting their child and improve their confidence in their child's needs being able to be met within their education setting, thus reducing the need for more specialist provision (where appropriate).

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	No perceived negative impact.
Disability	No perceived negative impact.
Gender reassignment	No perceived negative impact.
Marriage and civil partnership	No perceived negative impact.
Pregnancy and maternity	No perceived negative impact.

Race	No perceived negative impact.
Religion or belief	No perceived negative impact.
Sex	No perceived negative impact.
Sexual orientation	No perceived negative impact.

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

Stakeholders

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

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

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

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Objective(s) of the EIA consultation/engagement activity

To help inform the review of the ALD Service in order to inform the most appropriate commissioning model for an ALD Service in the future that met the needs of autistic CYP and/or CYP with mild, moderate and severe learning difficulties and social communication challenges.

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

<p>Age</p>	<p>Where possible stakeholder engagement was undertaken to help inform the review but due to the Covid-19 pandemic this was limited. In view of this stakeholder engagement activity undertaken to inform the CAMHS review, the Mental Health Support Teams project, a behaviour outreach support services review, the review of the ALD Service and stakeholder feedback from the ALD Service has also been taken into account. Overall this took into account feedback from children and young people, parents/carers, education providers, wider professionals working with children and young people across a range of organisations and other strategic partners.</p> <p>All engagements that had been taken into consideration and ran during the review ranged from between June 2018 and August 2021. Engagements have been presented in representation of the Children's Strategic Commissioning Team.</p>
<p>Disability</p>	<p>As above</p>
<p>Gender reassignment</p>	<p>As above</p>
<p>Marriage and civil partnership</p>	<p>As above</p>
<p>Pregnancy and maternity</p>	<p>As above</p>

Race	As above
Religion or belief	As above
Sex	As above
Sexual orientation	As above
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	Yes – all engagement has taken into account feedback from the current review and previous engagement which has included feedback from a wide range of stakeholders, including service users and non-service users.
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	A post-project review will be conducted to identify any benefits already achieved. Any new service will be subject to contract management. This will involve tracking performing indicators and other information designed to monitor the effectiveness of delivery in meeting people’s needs, including feedback and views of service users.

Further Details

Are you handling personal data?	<p>No</p> <p>If yes, please give details.</p>
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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.			

Version	Description	Created/amended by	Date created/amended	Approved by	Date approved
V0.1	Issued following ALD review	Sara Gregory	7 th September 2021		

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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:	14 January 2022
Subject:	Re-commissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Re-commissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People, which is being presented to the Executive for a decision on 01 February 2022.

The views of the Committee will be reported to the Executive as part of its consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to: -

- 1) Consider the attached report and to determine whether the Committee supports the recommendations to the Executive as set out in the report.
- 2) Agree any additional comments to be passed on to the Executive in relation to this item.

1. Background

The Executive is due to consider a report on the Re-commissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People on 01 February 2022.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendations in the report and whether it wishes to make any additional comments to the Executive. Comments from the Committee will be reported to the Executive.

3. Consultation

The Committee is being consulted on the proposed decision of the Executive on 01 February 2022.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Re-commissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People to be presented to the Executive on 01 February 2022

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 Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.

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

Report to:	Executive
Date:	01 February 2022
Subject:	Re-commissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People
Decision Reference:	I025458
Key decision?	Yes

Summary:

Lincolnshire County Council's Children's Services currently commissions a Behaviour Outreach Support Service (BOSS) on behalf of Lincolnshire schools as part of the Inclusive Lincolnshire Strategy¹. The current contract commenced in September 2016 and was extended to 31 August 2022. The annual value of the current contract is £1,282,047.

BOSS operates during school term time only and works with Lincolnshire schools and academies to support children and young people (CYP) whose behaviour is compromising their learning and school attendance. BOSS helps build resilience across schools to support all pupils and promote a collective responsibility to reduce exclusion.

A commissioning review of BOSS commenced in February 2020 in anticipation of the contract end date.

This report makes recommendations for the re-commissioning of BOSS from 1 September 2022.

Recommendation(s):

That the Executive:

1. Approves the re-commissioning of BOSS, via an open competitive tender process, to commence 1 September 2022 for three years initially, with an option to extend for up to two years to 31 August 2027.
2. Delegates to the Executive Director of Children's Services in consultation with the Executive Councillor for Children's Services, Community Safety and Procurement, authority to take all decisions necessary to conduct the procurement process up to and including the award and entering into of the contract.

¹ The Inclusive Lincolnshire Strategy (December 2015): a joint strategy between the Council and the Lincolnshire Learning Partnership introduced to address the rising and unsustainable rate of permanent exclusions in Lincolnshire.

Alternatives Considered:

- **Do Nothing:** This is not a viable option as the current contractual arrangement is due to expire on 31 August 2022.
- **Decommissioning:** This is not a viable option as whilst BOSS is not a statutory service, it supports the Council in fulfilling some of its statutory duties as covered within this report. Decommissioning would be likely to result in significant gaps in support, likely increased exclusions and put more pressure on existing services, as well as increased pressure on the High Needs Block of the Designated Schools Grant (DSG). There would be no benefits to children, young people (CYP) and families in Lincolnshire of de-commissioning BOSS and the likely result would mean that our most vulnerable children are not identified quickly and further increasing the pressure on alternative provision, special schools, social care, CAMHS and other services. Children's Services Directorate Leadership Team (DLT) and Children's Services Executive DLT (Exec DLT) have agreed that future BOSS service delivery is required.
- **Influencing:** This is not a viable option as commercial aspects of the service cannot be delivered without funding and it is not feasible to think that the service could be delivered through influence alone. It is unlikely that schools will want to take sole responsibility for the commissioning of a countywide service to support CYP's behavioural concerns. It is therefore unrealistic to consider that they would centrally commission a service via the Council's influence.
- **Insourcing:** The Council could consider insourcing BOSS and integrating the service into the Early Help or Pupil Reintegration Team (PRT) offer. However, this is not a recommended option due to the following identified risks:
 - Potential TUPE implications and additional costs associated with voluntary sector staff and them moving onto Local Government Terms and Conditions creating reduced value for money. The cost of insourcing is anticipated to be higher than the current cost of the outsourced BOSS contract.
 - Potential reduction in workforce if staff chose not to TUPE. As the Council does not currently deliver these services there would need to be an investment of funding to either up-skill existing staff or additional recruitment.
 - Recruiting to new services can be difficult and there is no guarantee that any in-house service will be ready to launch with a full staffing complement that are sufficiently up-skilled to deliver the service and could put vulnerable CYP at risk of not receiving the right support quickly enough.
- **Partnership:** Children's Services has considered a partnership agreement under Section 75 of the National Health Service Act 2006 and the NHS Bodies and Local Authorities Partnership Arrangements Regulations 2000 as amended. Under the Regulations the Council could enter into the arrangements as long as they are likely to lead to an improvement in the way in which the relevant functions are exercised.

Section 75 Partnership Agreements are currently in place for the commissioning of Child and Adolescent Mental Health Services (CAMHS), Healthy Minds Lincolnshire and Mental Health Support Teams through which the Council delegates functions in as far as they relate to these services. The integration of BOSS into a Section 75 Agreement with these services has been considered, however the implications of potential TUPE to an NHS organisation for this group of staff is felt to be inappropriate and cost prohibitive and therefore this is not a recommended option.

Reasons for Recommendation:

- The current BOSS contract is due to end on the 31 August 2022 and a commissioning review has recommended the re-commissioning of BOSS in order to ensure a key focus on supporting behavioural concerns and reducing exclusions is maintained, whilst also continuing to support the Council in meeting its statutory duties.
- Re-commissioning of BOSS will continue to support the Inclusive Lincolnshire Strategy and the Lincolnshire Ladder of Behavioural Intervention², ensuring that vulnerable CYP are supported to remain within their mainstream education settings and achieve the best possible outcomes.
- The current BOSS was commissioned through an open competitive tender process, with bids received from six different organisations, and therefore the market has already been tested. There are likely to be providers that would be interested in delivering this service.
- Re-commissioning of BOSS through an open competitive tender will stimulate the market and promote innovation and value for money in line with the Public Contract Regulations 2015. There is also the potential to broaden the market place in Lincolnshire.
- External providers may be able to attract additional funding streams to a service that the Council cannot access.
- The recommended model for BOSS will ensure that there is no reduction in provision for service users whilst also ensuring future BOSS provision is better aligned to national and local priorities.

1. Background

BOSS is a term time only service that works with CYP at risk of exclusion from Lincolnshire schools and academies and aims to reduce the number of pupils at risk of exclusion, and those excluded. BOSS delivers direct intervention support with pupils and workshops and training for the school workforce.

²The Lincolnshire Ladder of Behavioural Intervention is at the heart of the *Inclusive Lincolnshire Strategy* and BOSS is an integral part of the Ladder and the Strategy. The "Ladder" provides a protocol for Lincolnshire schools and academies to follow through a stepped approach to supporting the needs of Lincolnshire CYP at risk of exclusion, and signposts schools to their statutory requirements. Step One of the ladder is a school-led approach with BOSS involvement being at Step Two of the "Ladder", at which point a referral for BOSS support is made.

Prior to the current contract, Lincolnshire Schools' Forum agreed to the use of the Designated Schools Grant (DSG) to fund this service as a means to support the sector. The BOSS contract will end on 31 August 2022.

A commissioning review of BOSS commenced in February 2020. The review has considered local and national policy requirements, local need (both pre and during Covid), feedback from service users/professionals, the performance of BOSS, comparisons against other local authorities and the supplier market. The interface between the service and other locally available emotional wellbeing services has been reviewed.

The Commissioning Plan (Appendix 1) provides a comprehensive overview of review findings in relation to the future commissioning of BOSS. Key findings are summarised below.

Current Commissioning Arrangements

BOSS is currently delivered by Family Action via a contract for services following a tender process. The contract commenced 5 September 2016 and was due to cease 31 August 2021. The contract was extended to 31 August 2022 by an exception to the Council's Contract and Procurement Procedure Rules (CPPRs) because of delays to the review caused by the Covid-19 pandemic.

The current annual value of the contract is £1,282,047 and is fully funded from the DSG.

Service Performance

BOSS is rated Good in terms of performance and has received positive feedback from service users who have accessed it.

The Lincolnshire Ladder of Intervention is at the heart of the Inclusive Lincolnshire Strategy and is helping more CYP to remain within their mainstream setting. The Council's Pupil Reintegration Team (PRT) help manage referrals to BOSS with a robust screening process and low numbers of CYP were excluded whilst BOSS was supporting.

BOSS received 408 new referrals during the 2020/21 academic year, with 57 referrals from the 2019/20 academic year continuing to be supported. Of CYP receiving support from BOSS during the 2020/21 academic year, 2% were permanently excluded from their school.

77% of referrals in 2020/21 were for males and supports national data and research that male pupils are more likely to display their emotions through their behaviour.

An analysis of causative factors conducted on 620 referrals identified that there are wider issues often in CYP's home life that are impacting on their ability to interact with people and their surroundings (some CYP had more than one causative factor), for example, 51.5% were exposed to issues within their home environment, with trauma the biggest cause; 51.5% had additional needs that were the underlying factor (mental health

concerns accounted for 13.5% of the additional needs); and 17% were school led factors. More needs to be done to understand the causative factors for the behaviour and better up-skill professionals and parents/carers in order for them to be more confident in supporting male pupils with their emotions and/or behaviour.

There is a correlation between Special Educational Needs and Disabilities (SEND) and behaviour concerns and there is a need to ensure any future BOSS provision is better aligned to the Lincolnshire SEND Transformation Programme, making better use of the tools developed as part of that programme.

Statutory Duties

The Council has no explicit duty to provide BOSS, however BOSS supports the Council's statutory duties outlined below and not to re-commission BOSS could result in the Council not being able to meet some or all of these statutory duties:

- The **Education Act 1996, 2002 and 2011** to ensure the welfare and inclusion of and promoting high standards of education for children and young people. These include:
 - **Section 19 of the Education Act 1996:** to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion.
 - **Section 51A of the Education Act 2002:** local authorities (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil; must be arranged within 15 school days from the day the parent/carer application was made.
 - **Section 51A of the Education Act 2002 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999** set out the financial statutory guidance for local authorities following a permanent exclusion, including arrangements for adjusting budget shares for maintained schools and pupil referral units and arrangements local authorities may wish to enter into with academy trusts.
- **Section 44 of the Children and Families Act 2014** provides for reviews and reassessments for pupils with Education, Health and Care Plans (EHCPs), including pupils permanently excluded in order to identify the most suitable new education provision.

Needs Summary

- Since 2015/16 the suspension and permanent exclusion (PX) of Lincolnshire pupils from school has reduced significantly, this includes for pupils with SEND and is despite rising numbers of CYP with SEND.
- School closures because of the Covid-19 pandemic meant exclusions reduced nationally in 2019/20 but prior to this evidence shows reduced exclusions locally.

		2015/16	2016/17	2017/18	2018/19	2019/20
% PX	England	0.08	0.10	0.10	0.10	0.06
	East Midlands	0.08	0.09	0.09	0.09	0.06
	Statistical Neighbours	0.10	0.12	0.12	0.11	0.08
	Lincolnshire	0.15	0.11	0.10	0.11	0.05
% PX SEN pupils with EHCP	England	0.13	0.13	0.16	0.15	0.10
	East Midlands	0.16	0.22	0.22	0.15	0.10
	CIPFA Near Neighbours	0.28	0.32	0.23	0.21	0.16
	Lincolnshire	0.54	0.23	0.16	0.14	0.05
% PX SEN pupils without EHCP	England	0.32	0.35	0.34	0.32	0.20
	East Midlands	0.36	0.35	0.35	0.31	0.20
	CIPFA Near Neighbours	0.41	0.47	0.44	0.37	0.23
	Lincolnshire	0.62	0.36	0.35	0.36	0.16
% Suspensions	England	4.29	4.76	5.08	5.36	3.76
	East Midlands	4.36	4.61	4.55	4.82	3.65
	Statistical Neighbours	4.73	5.03	5.32	5.68	4.17
	Lincolnshire	4.36	4.72	4.40	4.66	3.47

**Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.*

- Lincolnshire is now performing better than the majority of its statistical neighbours and better than England and East Midlands averages for permanent exclusion and suspension rates.

Stat Neighbours	PX Rate	Stat Neighbours	Suspension Rate
England	0.06		3.76
East Midlands	0.06		3.65
Derbyshire	0.11	N. Lincs	8.27
Cornwall	0.11	Norfolk	4.54
Suffolk	0.10	Suffolk	4.13
Norfolk	0.10	Nottinghamshire	3.79
Staffordshire	0.09	Derbyshire	3.75
N. Lincs	0.08	Staffordshire	3.55
Worcestershire	0.07	Cumbria	3.53
Cumbria	0.07	Lincolnshire	3.47
Lincolnshire	0.05	Cornwall	3.12
Nottinghamshire	0.02	Worcestershire	2.87
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- Lincolnshire is also performing better than the majority of its statistical neighbours and is performing better than England and East Midlands Averages for permanent exclusions (PX) for SEND pupils both with and without an Education, Health and Care Plan (EHCP).

Stat Neighbours	PX rate as a % of school population for SEN pupils with an EHCP	Stat Neighbours	PX rate as a % of school population for SEN pupils without an EHCP
England	0.10		0.20
East Midlands	0.10		0.20
Derbyshire	0.34	Cornwall	0.42
Suffolk	0.31	Derbyshire	0.38
Staffordshire	0.25	Norfolk	0.37
Cornwall	0.16	Suffolk	0.32
Norfolk	0.15	N. Lincs	0.31
N. Lincs	0.14	Staffordshire	0.29
Cumbria	0.09	Worcestershire	0.23
Worcestershire	0.08	Cumbria	0.18
Lincolnshire	0.05	Lincolnshire	0.16
Nottinghamshire	Not Available	Nottinghamshire	0.07
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- Nationally more CYP are being placed in Alternative Provision (AP) often related to Social, Emotional and Mental Health (SEMH) needs. This trend is apparent in Lincolnshire too; more CYP are receiving education outside of mainstream settings.
- More CYP are expected to have mental health concerns compounded by the Covid-19 pandemic which heightens the risk of more SEMH needs impacting on children's education and their ability to learn in mainstream settings.
- Children in vulnerable groups are more likely to be excluded and in Lincolnshire it is clear that there have been rising numbers of CYP with an EHCP and Children in Care.
- Children's Services is working with key partners to address the concerning trends outlined above through a range of transformation programmes. It is clear that any BOSS service in the future must have an increased focus on understanding and supporting SEMH and SEND needs and their impact on children's behaviour in school and must be focussed on ensuring pupils are supported to remain in mainstream schools and reducing numbers in AP.

Evidence Summary

Key developmental stages in CYP's lives will impact on their emotions and behaviours and the experience of trauma and adverse childhood experiences can have a profound effect on CYP's emotions and behaviours and their ability to learn.

Permanent exclusions can have many negative long-term consequences for all aspects of CYP's lives.

Any future BOSS service should offer high-level training to schools to understand the causes of challenging behaviour, including for children with SEND, to help staff normalise this and provide appropriate support. Direct intervention with CYP must be provided with an understanding of cognitive development, emotional wellbeing, trauma and SEND. It will

be important to have close/joint working with emotional wellbeing services and early help as appropriate so CYP and families can be supported both in school and at home.

Stakeholder Engagement

Case mapping and stakeholder engagement identified that service users valued the support provided by BOSS, particularly the direct intervention support, and that strategies were more effective when both the school and parent/carers engaged in, and mirrored, the same approaches to supporting the CYP.

Any future BOSS provision needs to have more emphasis on engaging parents/carers in the interventions delivered within the education settings, as well as delivering more workshops to both professionals and parents/carers in order to learn strategies together that can be embedded within the education setting and the home.

There is a need for improved pathways between BOSS and other relevant services that allow CYP to move seamlessly according to a continuum of need. Any future BOSS offer needs to have a more streamlined child-centred approach between other relevant commissioned services to support CYP's behavioural concerns, rather than just signposting schools onto other services. There is also a need to ensure a robust partnership approach to working with other key professionals to provide a more holistic offer of support to families, including working with the Council's Early Help team to ensure support for parents/carers can be provided within the home where this has been identified as a need.

More appropriate knowledge and expertise within BOSS is needed at the point of access in order to better support professionals in education settings when working with CYP who are at risk of exclusion, and their parents/carers, to ensure more CYP are supported within their mainstream education setting without the need for more specialist provision.

Recommended Model

Modelling of the service was conducted based on review findings. The recommended model is summarised below with Appendix C of the Commissioning Plan providing further detail.

BOSS should continue to focus on providing support to Lincolnshire schools during term time to continue the positive impact on reducing the number of CYP being excluded from their school.

Training and workshops

BOSS will deliver training and workshops in person, online and virtually as appropriate. Some training and workshops will be co-delivered with other services e.g. Healthy Minds Lincolnshire/Mental Health Support Teams/SEND/Early Help.

There will be a core offer to all schools. There will be an expectation that education settings fully access the training and workshops available to them, as well as utilise the tools developed through the Lincolnshire Ladder of Behaviour Intervention and the

Lincolnshire SEND Transformation Project before accessing Targeted or Intensive Outreach Support (unless there is a clear escalation of need).

There will be wider non-core training and workshops available to professionals and parents/carers to help better understand and support CYP's behavioural concerns and to embed consistent strategies within the home as well as the education setting.

BOSS will offer training and workshops with a specific focus on CYP with SEND. Restorative Practice will continue to be embedded within the service offer, but this will be delivered by BOSS Workers directly, alongside other evidence-based approaches.

Targeted and Intensive Outreach Support

Support will also continue to be provided to Lincolnshire schools and academies via the Council's PRT before the need for referral for Targeted or Intensive Outreach Support is identified. PRT will continue to oversee referrals into BOSS.

Targeted and intensive outreach support will remain a core offer of BOSS for CYP at risk of exclusion, but with a stronger focus on further reducing permanent exclusions and providing more support and challenge to education settings to ensure that more CYP can remain in their mainstream setting without the need for more specialist alternative placement provision.

Direct interventions should involve parents/carers, including a virtual offer for advice/guidance. Parents/carers will be supported alongside professionals within the education setting to ensure consistent and evidence-based strategies can be used within the homes as well as the education setting. Schools and BOSS must work in a coordinated way with Early Help and emotional wellbeing services, and not in isolation from each other. There should be a children-centred multi-disciplinary team approach.

There will be a strong focus on ensuring the appropriate level of expertise is available to better support and challenge Lincolnshire schools and academies.

Funding Recommendations for a future BOSS Provision

The current funding for BOSS is £1,282,047 per annum, and staffing includes 4 Senior BOSS Workers and 24 BOSS Workers (term time only). Lincolnshire Schools' Forum previously agreed to BOSS being funded through the DSG from schools' budgets through a 0.65% reduction in Age Weighted Pupil Unit funding. The government's schools National Funding Formula implementation in 2018/19 has since superseded this, and base budget remains in the High Needs block to fund this delivery.

The current funding for BOSS includes funding for restorative practice with some training subcontracted when required. It is not envisaged that subcontracting will be needed in a future BOSS model as staff are sufficiently trained to directly deliver this approach now.

The evidence is clear that the money the Council invests is having a positive impact on children's behavioural concerns and thus improving the lives of CYP and families in Lincolnshire, particularly vulnerable groups. It is recognised however, that in order to

deliver the recommended model there will be an additional cost to increase the training and qualification of workers.

Actual contract expenditure on the existing contract was impacted by Covid-19 and underspend was recovered by the Council. Equally in previous years any underspend relating to staff turnover has been either recovered or reinvested.

Whilst staffing models for a commissioned contract would be at the discretion of the successful supplier, it is anticipated that in order to deliver the new model and retain the same level of Senior and BOSS Worker resource, that the current investment would be suitable to deliver the future model. The maximum contract value should continue to be £1,282,047 per annum or £6,410,235 over the lifetime of the contract.

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 (EIA) has been initiated as part of the service review and whilst this is working document, the current draft EIA is attached as Appendix D with the Commissioning Plan. Given that the recommendation is to re-commission BOSS and that there is no recommended reduction to the BOSS future offer, it is anticipated that there will be no persons negatively impacted on.

The Equality Impact Assessment will be further developed should this be required following decision making processes.

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.

Poor social and emotional capabilities increase the likelihood of mental health problems, a decrease in physical health and wellbeing and can lead to a poorer quality of life and lower educational attainment.

Ensuring that the right support is available at the right time for CYP, and families, is essential to effectively meeting their needs, including support within education settings in order to improve CYP's attainment and life chances.

One of the JHWS priorities is the mental health and emotional wellbeing of CYP. This includes taking action on wider determinants and their impact on mental health and emotional wellbeing. Maintaining place in school is essential due to the negative impact that exclusion can have on CYP's wellbeing.

The re-commissioning of BOSS will ensure that there is no gap in provision for CYP and CYP continue to be supported to remain in their education setting.

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.

Re-commissioning of BOSS will ensure that CYP at risk of exclusion continue to be supported to remain in their education setting, thus helping to promote good social, emotional and psychological health in order to protect against poor behaviour, including anti-social behaviour.

3. Conclusion

BOSS is a highly valued and strong performing service that should continue to be commissioned. The current contract budget will be sufficient to deliver the proposed service model which is enhanced but largely the same and there is no planned reduction of this budget from Children's Services or schools. The service should be procured through an open competitive tender process with a new contract in place from 1 September 2022. Previous procurement and current market knowledge indicate there will be sufficient interest. The service will continue to reduce exclusions and most importantly support CYP to achieve the best possible educational outcomes. Schools will be well equipped to understand CYP's behaviours and support them and the service will further support the Council by reducing demands on alternative education provision.

4. Legal Comments:

The Council has the power to enter into the contract proposed.

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

5. Resource Comments:

The recommendation in the report to approve the re-commissioning of BOSS through a competitive tender process will enable the service to continue contributing to the Inclusive Lincolnshire Strategy and support the Lincolnshire Ladder of Behavioural Intervention, ensuring that our most vulnerable children and young people are supported to remain within their mainstream education settings without the need for more specialist provision and achieve the best possible outcomes. This will include training support to the sector, but also targeted and intensive outreach support.

The agreement would commence from 1 September 2022 for three years initially, with an option to extend for up to two years to 31 August 2027.

The service is currently funded as a base budget through the High Needs block of the Dedicated Schools Grant. The financial challenges facing Local Authorities in its management of High Needs monies mean it is imperative that the right support offer is provided to children and young people and that it delivers best value.

6. Consultation

a) Has Local Member Been Consulted?

Not Applicable

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The decision will be considered by the Children and Young People Scrutiny Committee on 14 January 2022 and the comments of the Committee will be reported to the Executive.

d) Risks and Impact Analysis

To not re-commission BOSS would:

- Likely result in increasing exclusions and more placements to alternative provision.
- Likely create a gap in support and put more pressure on existing services as well as increased pressure on the High Needs Block of the DSG.
- Not support the Inclusive Lincolnshire Strategy nor the Lincolnshire Ladder of Behavioural Intervention.
- Be a high risk of increased pressure on the Council (reputational and financial) in relation to meeting its statutory duties.
- Not support national and local priorities across health, education and social care to ensure even more CYP and families access the right support at the right time.
- Pose a risk to Lincolnshire's SEND Transformation Project and the High Needs Strategy.

7. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Commissioning Plan BOSS Review

8. 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 Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.

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Children's Services Commissioned Behaviour Outreach Support Service

Prepared by:

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1. Introduction

The Behaviour Outreach Support Service (BOSS) was commissioned by the Council's Children's Services on behalf of Lincolnshire schools, as part of the Inclusive Lincolnshire Strategy. The service operates term time only and works with Lincolnshire schools to support children and young people (CYP) whose behaviour is compromising their learning and school attendance. The service helps build resilience across schools to support all pupils and promote a collective responsibility to reduce exclusion.

Lincolnshire Schools' Forum agreed to the use of the Designated Schools Grant to fund this service. The BOSS contract will end on 31st August 2022.

A commissioning review of BOSS commenced in February 2020. The review has considered local and national policy requirements, local need (both pre and during Covid), feedback from service users/professionals, the performance of BOSS, comparisons against other local authorities and the supplier market. The service has also been considered as part of a wider review of other emotional wellbeing and behaviour outreach support services available in Lincolnshire. The Commissioning Plan provides the overview of the key findings in relation to any future commissioning of BOSS.

Aim of the Commissioning Plan:

To inform decision makers of:

- The key findings of the review.
- The recommended model for BOSS from September 2022 onwards and how this will integrate with mental health and emotional wellbeing services.
- The funding requirements of the recommended model.
- The recommended approach for re-commissioning BOSS.

2. Current Commissioning Arrangements

BOSS is delivered by Family Action via a contract for services following a tender process. The contract commenced 5th September 2016 and was due to cease 31st August 2021. The contract was extended to 31st August 2022 by an exception to the Council's Contract and Procurement Procedure Rules (CPPRs) because of delays to the review caused by the Covid-19 pandemic and also to align with other interdependent contracts in scope of a wider mental health and emotional wellbeing review.

The current annual value of the contract is £1,282,047 and is fully funded from the Designated Schools Grant.

3. Behaviour Outreach Support Service Review Findings

3.1 Policy Background, Statutory Duties and Local Priorities

Appendix A provides detail of how BOSS aligns to and supports national and local policy, strategies and priorities.

The Council has no explicit statutory duty to provide a BOSS provision but the service does support the Local Authority's statutory responsibilities in relation to:

- The **Education Act 1996, 2002 and 2011** to ensure the welfare and inclusion of and promoting high standards of education for children and young people. These include:

- **Section 19** of the **Education Act 1996** imposes a duty on local authorities to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion (this duty is also set out in **Section 100** of the **Education and Inspections Act 2006**).
- **Section 51A** of the **Education Act 2002** imposes a duty on local authorities (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil. Panel meetings must be arranged within 15 school days from the day the parent/carer application was made. This includes statutory duties and guidance on arrangements for, and members of, independent review panels.
- **Section 51A** of the **Education Act 2002** and the **Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999** set out the financial statutory guidance for local authorities following a permanent exclusion, including arrangements for adjusting budget shares for maintained schools and pupil referral units and arrangements local authorities may wish to enter into with academy trusts.
- **Section 44** of the **Children and Families Act 2014** provides for reviews and reassessments for pupils with EHCPs, including pupils permanently excluded in order to identify the most suitable new education provision.

Local Priorities

- **The Council's Corporate Plan** – this service supports *The Opportunity to enjoy life to the full; Thriving Environments and Good-value Council Services*.
- **The Inclusive Lincolnshire Strategy, 2015** - a joint strategy between the Council and the Lincolnshire Learning Partnership (LLP) *to build resilience across all schools to support all pupils, promote collective responsibility and reduce exclusion*.
- The Council's **Children's Services commissioning priorities** include supporting children to reach their potential by ensuring that they are safe and healthy, ready for school (including emotionally ready), and ready for adult life.
- **The Public Health 5 Year Plan and Children's Public Health Priorities** seek to ensure that CYP feel happy, stay safe from harm and make good choices about their lives, particularly children who are vulnerable.
- Lincolnshire's **Strategic Education Plan** in relation to creating the conditions so that every school and every child thrives.
- Lincolnshire's development of its **Early Childhood Strategy** provides a strong basis to further improve outcomes for children to the end of their foundation stage. The Strategy sets the primary aim to increase the Good Level of Development (GLD) of children across Lincolnshire and to improve Lincolnshire's outcomes.
- Lincolnshire's refreshed **Early Help Strategy 2021-23** is a collaborative approach for every professional working with or engaging with children and families, regardless of organisation, status or position. "Putting Children First" and "Working Together with Families to Enhance Children's Present and Future Lives".
- Lincolnshire's **SEND Transformation Project** sets out the ambition to improve how the system will work together with families to secure the best possible life chances for CYP with SEND.
- Lincolnshire's **SEND Workforce Development Strategy** is currently being developed in partnership with the Lincolnshire SEND Alliance as part of the **Building Communities of Specialist Provision Together in Lincolnshire**. A SEND Workforce Development offer is being developed in partnership with the Lincolnshire SEND Alliance which will include training for special schools initially and then will be rolled out to the wider SEND workforce within mainstream settings.

- **A Wider Mental Health and Emotional Wellbeing Services Review** is currently being completed in relation to the commissioned mental health and emotional wellbeing services for CYP aged 0 to 19 years (25 SEND and/or Care Leavers). Consideration has been given within this review to the links between mental health, emotional wellbeing and behavioural concerns and the underlying causative factors for those concerns. Consideration has also been given to how all relevant services can work together in a more integrated and multi-disciplinary approach to ensure CYP and their families access the right support, at the right time and by the right professional.

Summary of Key Findings

- The Council does not have a statutory duty to commission BOSS however the service does provide preventative support in relation to a range of statutory requirements that are specific to the Council and the delivery of recommendations made in national policies and local priorities.
- There are specific statutory requirements on local authorities that relate to arrangements for CYP excluded from their school, including CYP permanently excluded. Without services such as BOSS in place the financial impact on the Council to carry out these statutory requirements could be significant.
- The Joint Local Area SEND Inspection identified the joint commissioning with schools as good practice to reduce the fixed term and permanent exclusion of CYP with SEND.
- There is a clear commitment across all local priorities to ensure CYP and their families have access to the right support at the right time, including CYP with SEND.
- Future commissioning of BOSS needs to be aligned to national and local priorities.

3.2 Needs Summary

- There are c.124,565 CYP aged 5 to 19 years in Lincolnshire (resident age population profile, 2019). Projections show that by 2025 this will increase to 131,581 (Lincolnshire Population Projection Tool, 2018).
- There are currently 359 Lincolnshire schools and academies covering a combined number on roll (NOR) of 98,277 pupils aged 5 to 19 years and a further 5,459 pupils aged 4 years within their Reception Year (School NOR, May 2021).
- Permanent exclusions in Lincolnshire have reduced by 68% from 155 in 2015/16 to 50 in 2019/20 academic year (National Statistics, permanent exclusions and suspensions 2019 to 2020).
- Lincolnshire is performing better than the majority of its statistical neighbours and is performing better than England and East Midland averages for permanent exclusions (PX) and suspensions (2019/20):

Stat Neighbours	PX Rate	Stat Neighbours	Suspension Rate
England	0.06		3.76
East Midlands	0.06		3.65
Derbyshire	0.11	N. Lincs	8.27
Cornwall	0.11	Norfolk	4.54
Suffolk	0.10	Suffolk	4.13
Norfolk	0.10	Nottinghamshire	3.79
Staffordshire	0.09	Derbyshire	3.75
N. Lincs	0.08	Staffordshire	3.55
Worcestershire	0.07	Cumbria	3.53
Cumbria	0.07	Lincolnshire	3.47
Lincolnshire	0.05	Cornwall	3.12

Nottinghamshire	0.02	Worcestershire	2.87
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- Lincolnshire is also performing better than the majority of its statistical neighbours and is performing better than England and East Midlands Averages for permanent exclusions (PX) for SEND pupils both with and without an Education Health and Care Plan (EHCP) (LG Local SEND Area Profiles, updated 2021):

Stat Neighbours	PX rate as a % of school population for SEN pupils with an EHCP	Stat Neighbours	PX rate as a % of school population for SEN pupils without an EHCP
England	0.10		0.20
East Midlands	0.10		0.20
Derbyshire	0.34	Cornwall	0.42
Suffolk	0.31	Derbyshire	0.38
Staffordshire	0.25	Norfolk	0.37
Cornwall	0.16	Suffolk	0.32
Norfolk	0.15	N. Lincs	0.31
N. Lincs	0.14	Staffordshire	0.29
Cumbria	0.09	Worcestershire	0.23
Worcestershire	0.08	Cumbria	0.18
Lincolnshire	0.05	Lincolnshire	0.16
Nottinghamshire	Not Available	Nottinghamshire	0.07
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- The percentage of suspensions for SEND pupils reduced from 14.9% in 2018 to 6.4% in 2020 but SEND pupils were still more likely than their non-SEND peers to be excluded (Lincolnshire average overall 4.66% in 2018 and 2.88% in 2020). Benchmarking also shows that Lincolnshire is also performing better than the majority of its statistical neighbours and is also performing better than the England and East Midlands averages.
- The Council funds all/part of intervention placements which are provided pre-exclusion. At Key Stage 4 placements reduced by 64% in Lincolnshire between 2017/18 and 2019/20 academic years (64 to 23).
- The impact of the Covid-19 pandemic must be acknowledged in the data above. Nationally permanent exclusions decreased by c.37% at the end of the 2019/20 academic year compared to the previous academic year. The Department for Education (DfE) reports that school closures during the pandemic have had a significant impact on reducing permanent exclusions. The table below provides a data comparison of performance including before the pandemic (DfE's Local Authority Interactive Tool (LAIT), the DfE Local area SEND reports and the Government's published exclusions statistics):

		2015/16	2016/17	2017/18	2018/19	2019/20
% PX	England	0.08	0.10	0.10	0.10	0.06
	East Midlands	0.08	0.09	0.09	0.09	0.06
	Statistical Neighbours	0.10	0.12	0.12	0.11	0.08
	Lincolnshire	0.15	0.11	0.10	0.11	0.05
% PX SEN pupils with EHCP	England	0.13	0.13	0.16	0.15	0.10
	East Midlands	0.16	0.22	0.22	0.15	0.10
	CIPFA Near Neighbours	0.28	0.32	0.23	0.21	0.16
	Lincolnshire	0.54	0.23	0.16	0.14	0.05
% PX SEN pupils without EHCP	England	0.32	0.35	0.34	0.32	0.20
	East Midlands	0.36	0.35	0.35	0.31	0.20
	CIPFA Near Neighbours	0.41	0.47	0.44	0.37	0.23
	Lincolnshire	0.62	0.36	0.35	0.36	0.16
% Suspensions	England	4.29	4.76	5.08	5.36	3.76
	East Midlands	4.36	4.61	4.55	4.82	3.65
	Statistical Neighbours	4.73	5.03	5.32	5.68	4.17
	Lincolnshire	4.36	4.72	4.40	4.66	3.47

**Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.*

Overall there has been a significant improvement in Lincolnshire in reducing suspensions and permanent exclusions since 2015/16 but Lincolnshire's position is more positive compared to others during the Covid-19 pandemic.

- Nationally the demand for AP places has increased, particularly to meet Social Emotional Mental Health (SEMH) and/or SEND needs. 82% of Local Authorities (LAs) reported an increase in AP demand over the past three years (ISOS Partnership, Alternative Provision Market Analysis October 2018).
- In Lincolnshire between March 2019 and March 2021 the demand for AP places to meet SEMH and/or SEND needs increased by 269% with the number of active placements at end of March 2019 rising from 39 to 144 at the end of March 2021 (INM Workbook).
- The approximate cost per pupil in mainstream settings ranges from approximately £2,747 (primary) to £3,862 (secondary) and the average cost for Alternative Provision (AP) ranges from £14,190 to £20,500. For each CYP that is prevented from needing to access AP this is a non-cashable saving to the Council but conversely any increase to AP can drive up a cost pressure to the Council. The increase above has resulted in additional costs of £1,463,490 to £1,864,065 per annum.
- It is widely evidenced that children with SEND and/other vulnerable groups e.g. Children in Care, are more likely to be excluded from school compared to their peers and that children excluded from school are more likely to be not in education, employment or training (NEET) as adults and are over represented in the criminal justice system.
- In Lincolnshire between January 2018 and January 2021:
 - EHCP numbers increased by 37% (4,560 to 6,236), with a 22% increase from January 2020 (5,119).
 - The number of children under age of 5 with an EHCP increased by 94% (172 to 355), with a 55% increase from January 2020 (228).
 - The percentage of pupils with SEN support increased by 0.2% (12.6% to 12.8%).
 - SEN support where Social Emotional and Mental Health (SEMH) was identified as the primary need increased from 14.4% to 15.9%.

- In Lincolnshire between March 2018 and March 2021 the number of Children in Care (CiC) increased by 11.5% (611 to 681). This still remains below the national average and statistical neighbours' average.
- The NHS confederation recently published a report (Reaching the Tipping Point) on the impact of the pandemic on CYP's mental health. Before the pandemic, the prevalence of mental disorders in CYP aged 5 to 16 was already increasing from 1 in 9 (2017) to 1 in 6 (2020). Anxieties caused by lockdowns, school closures, isolation from peers, bereavement, and the stresses on families have increased pressures. Nationally, frontline mental health services report a large increase in CYP needing help but not meeting referral criteria for specialist CAMHS. CYP are then potentially storing up problems for the future. Demand modelling suggests that 1.5 million CYP may need new or additional mental health support as a result of the pandemic. The estimated number of children and young people with mental disorders aged 5 to 17 years in Lincolnshire is 12,757.
- Based on prevalence data (Public Health Profile, 2016) an estimated:
 - 47.4% have experienced a stressful life event.
 - 23.6% have experienced a family or relationship breakdown.
 - 36.2% have been bullied.
 - 18.4% are carers.
 - 6.7% of boys report low-life satisfaction.
 - 15% of girls report low-life satisfaction.
 - 34% of 17 to 19 year olds use illicit drugs.
 - 7.4% of 16 to 17 year olds are NEET.
 - 2.73% of Lincolnshire pupils have social, emotional and mental health needs (2020 census).
 - 15.9% of children live in low income families

Summary of Key Findings

- Since 2015/16 the suspension and permanent exclusion (PX) of Lincolnshire pupils from school has reduced significantly, this includes for pupils with SEND and is despite rising numbers of CYP with SEND.
- School closures because of the Covid-19 pandemic meant exclusions reduced nationally in 2019/20. Lincolnshire is now performing better than the majority of its statistical neighbours and better than England and East Midlands averages for permanent exclusion and suspension rates.
- Nationally more CYP are being placed in AP, often related to SEMH needs. This trend is apparent in Lincolnshire too; more CYP are receiving education outside of mainstream settings.
- More CYP are expected to have mental health concerns compounded by the Covid-19 pandemic which heightens the risk of more SEMH needs impacting on children's education and their ability to learn in mainstream settings.
- Children in vulnerable groups are more likely to be excluded and in Lincolnshire it is clear that there have been rising numbers of CYP with an EHCP and CiC.
- Children's Services is working with key partners to address the concerning trends outlined above through a range of transformation programmes. It is clear that any BOSS service in the future must have an increased focus on understanding and supporting SEMH and SEND needs and their impact on children's behaviour in school and must be focussed on ensuring pupils are supported to remain in mainstream schools and reducing numbers in AP.

3.3 Evidence Summary

Appendix B provides further detail for this section.

Life course approach

- Evidence shows that there are key development stages for CYP which can impact on their physical and emotional wellbeing.
- **The World Health Organization (WHO)** highlights that adolescence (ages 10 to 19 years) is the phase in CYP's lives where they are developing between childhood and adulthood and experiencing rapid physical, cognitive and psychosocial growth, which can affect how they interact with the life around them.
- Improving coordinated multi-agency support for children, parents and families during crucial periods of a child's development, including prevention and early intervention support, can contribute significantly to improving children's life chances.
- **National Institute of Clinical Excellence (NICE)** guidance on CYP's social and emotional wellbeing (including early years) recommends providing early intervention support for CYP; ensuring good quality training for professionals; support parents/carers to better understand their child's needs and providing a range of evidence-based interventions for CYP and families.
- The **Anna Freud National Centre for Children and Families** highlights that persistently challenging behaviour is often a way that CYP communicate distress or trauma. Approximately 5% of CYP aged 5 to 16 years have a conduct disorder, with this more common in boys than girls. 7% of boys (compared to 3% girls) are more likely to have a conduct disorder at aged 5 to 10 years with this increasing to 8% at aged 11 to 16 years (5% in girls). For CYP in their teenage years the patterns of behaviour can become more extreme and can include aggression towards people, destruction of property and serious violation of rules and laws. In addition, the Centre highlights that CYP with a conduct disorder are more likely to have other mental health problems.

Trauma informed practice

- Adverse Childhood Experiences (ACEs) can be defined as highly stressful events or situations that occur during childhood and/or adolescence. A ground-breaking study conducted in 1995 by the Center for Disease Control and the Kaiser Permanente Health Care Organisation in California referred to three specific kinds of adversity faced by children in the home: various forms of physical and emotional abuse, neglect and household dysfunction. These experiences require significant social, emotional, neurobiological, psychological and behavioural adaptations to survive.
- ACEs increase the risk of CYP having difficulties with learning and engaging with others, as well as an increased risk of poor physical and mental health in later life.
- International research and studies from across the UK show that there is a strong relationship between experiencing adversity and trauma in childhood, and poor social and health outcomes in adolescence, adulthood and later life.

NICE Guidelines

- **New** National Institute of Clinical Excellence (NICE) guidelines are expected to be published in July 2022 around 'Social, emotional and mental wellbeing in primary and secondary education'. The current guidelines include:
 - [*'Social and emotional wellbeing in primary education'*](#) (2008) recommends a **whole school approach**: providing an emotionally secure and safe environment that nurtures children's social and emotional skills and wellbeing. Teachers and practitioners should be trained to identify and assess the early signs of anxiety, emotional distress and

behavioural problems and provide a range of needs-led evidence-based interventions (e.g. problem-focused group sessions delivered by appropriately trained specialists *plus group* parenting sessions and children's sessions).

- [*'Social and emotional wellbeing in secondary education'*](#) (2009) highlights the role of schools in equipping YP with the knowledge and skills they need to learn effectively and to prevent behavioural and health problems. Universal, organisation-wide approaches in secondary education help all YP to develop social and emotional skills, as well as providing specific help for those most at risk (or already showing signs) of problems.
- Other relevant NICE Guidelines include:
 - [*'Learning disabilities and behaviour that challenges'*](#) (2018) highlights the importance of understanding the cause of behaviour that challenges and identify through assessment the steps that can be taken to help CYP change their behaviour and improve their quality of life.
 - [*'Antisocial behaviour and conduct disorders in children and young people: recognition and management'*](#) (2017) states many CYP with a conduct disorder may have had poor or punitive experiences of care and be mistrustful or dismissive of offers of help as a result. Recommends CYP should routinely receive care and treatment from a single team or professional that can offer a positive, caring and trusting relationship; not passed from one team to another unnecessarily and do not undergo multiple assessments unnecessarily.

Supporting behavioural concerns

- Public Health England, DfE and NHSE set out eight principles to **promote emotional health and wellbeing in schools and colleges**; these include promoting respect and valuing diversity, working with parents and carers and curriculum teaching and learning to promote resilience and support social and emotional learning,
- The **Anna Freud National Centre for Children and Families** highlights the importance of good social and emotional skills can play on improving CYP's academic attainment, enhancing their motivation and helping them to manage their thoughts, feelings and behaviour.
- International research suggests that the most effective way to support CYP's behavioural concerns, including CYP with SEND is to offer a range of interventions to suit their needs and individual preferences. For example:
 - **Cognitive Behavioural Therapy (CBT)**: Widely recognised as an example of evidence-based good practice by NICE, NHSE and DfE for a wide range of emotional wellbeing and mental health concerns and when modified and combined with other intervention components it is also recommended for CYP with behavioural problems, including ADHD.
 - **Solution Focused Therapy (SFT)**: a strengths-based approach to support a wide range of concerns, e.g. relationship difficulties, anger management, but with varying degrees of success. There is a low evidence base for SFT alone, but a stronger one when combined with other interventions.
 - **Mindfulness** can help people become aware of their thoughts and feelings and a wide range of studies suggest Mindfulness can provide a number of psychological and physiological benefits, including improving anger management as well as emotional wellbeing.
 - **Emotion Coaching** is based on research undertaken in America and Australia that uses moments of heightened emotion and behaviour to guide and teach CYP about more effective responses.

- **Playfulness, Acceptance, Curiosity, Empathy (PACE)** aims to support professionals working with CYP who have experienced neglect, abuse and trauma to build positive and secure relationships with them. The research is limited on the use of PACE principles in isolation, however the evidence base is stronger when part of a wider range of intervention support.
- An independent **literature review on the continued disproportionate exclusion of certain children**, commissioned by the DfE in 2018 on behalf of Edward Timpson CBE highlighted:
 - Certain vulnerabilities (individual or combined) of CYP put them more at risk of exclusion, including CYP with SEND, SEMH needs, poverty, low attainment, ethnic minorities. Other factors that also impacted on CYP being excluded included bullying, poor relationships with teachers, trauma and environmental factors within the home.
 - Poor school-family relationships were a contributing factor for exclusions in particular where there was a lack of parent-school communication.
 - Evidence was limited as to the reasons why the permanent exclusion rate for boys is over three times higher than that for girls.
 - The lack of sense of belonging in a school was identified as a critical causative factor for exclusions. In particular, where CYP did not feel they "belonged" they were more likely to have poor relationships with their peers and teachers and more likely to feel that their needs were not understood or met.
 - Exclusions of CYP with SEMH and additional needs were primarily due to schools and staff feeling they had inadequate experience or training to identify and meet those needs.
 - Limited evidence on the impact on preventative measures to support CYP's behaviour concerns. However, key positive factors included a positive school ethos and culture, early intervention and prevention, high quality interventions delivered by experienced practitioners, including targeted support for CYP at risk of exclusion.

Summary of Key Findings

- Key developmental stages in a CYP's life will impact on their emotions and behaviours.
- The experience of trauma and adverse childhood experiences can have a profound effect on CYP's emotions and behaviours and their ability to learn. CYP are often perceived to have poor conduct but are showing distress.
- Permanent exclusions can have many negative long term consequences for all aspects of CYP's lives.
- Parents/carers and professionals need an understanding of key developmental stages and their impact on CYP as well as the impact of trauma so they can proactively support CYP that present with challenging behaviour in an informed and compassionate way and not by issuing sanctions. Understanding the causes of CYP's behavioural concerns is essential to ensuring they receive the right support.
- Whole school approaches to understanding emotions and providing nurturing environments is very important so CYP feel able to talk about their feelings safely and without judgement; this can help prevent the escalation of challenging behaviour.
- Schools need to be confident in identifying and supporting CYP's SEMH and/or additional needs in order to ensure CYP can be better supported within their mainstream settings.
- Any future BOSS service should offer high-level training to schools on the causes of challenging behaviour including for children with SEND to help staff understand causes and normalise this. Intervention support must be provided with an understanding of cognitive development, emotional wellbeing and trauma and SEND. It will be important to have close/joint working with emotional wellbeing services and early help as appropriate so CYP and families can be supported both in school and at home.

3.4 Behaviour Outreach Support Service Performance

BOSS is a term time only service that works with CYP at risk of exclusion from Lincolnshire schools and aims to reduce the number of at risk pupils and those actually excluded. The service delivers intervention support with pupils, workshops and training for the school workforce. The service is currently rated Good for performance and has received positive feedback from service users who have accessed it.

Other key aspects of BOSS for noting:

- **The Inclusive Lincolnshire Strategy (December 2015)** was introduced to address the rising and unsustainable rate of permanent exclusions from Lincolnshire schools. The Strategy continues to drive down the rate of permanent exclusions from Lincolnshire schools, with permanent exclusions reducing from 160 in 2015/16 to 123 in 2018/19 despite rising pupil numbers overall.
- **The Lincolnshire Ladder of Behavioural Intervention** is at the heart of the *Inclusive Lincolnshire Strategy* and BOSS is an integral part of the Ladder and the Strategy. The "Ladder" provides a protocol for Lincolnshire schools and academies to follow through a stepped approach to supporting the needs of Lincolnshire CYP at risk of exclusion, and signposts schools to their statutory requirements. Step One of the ladder is a school-led approach with BOSS involvement being at Step Two of the "Ladder", at which point a referral for BOSS support is made.
- **The Council's Pupil Reintegration Team (PRT)** is responsible for ensuring the efficient oversight and delivery of the Strategy and provides support and challenge to schools. BOSS referrals are screened by the PRT who provide additional support to schools if the threshold for BOSS involvement has not been met. BOSS work closely with the PRT to ensure a joined up approach to meeting the needs of CYP who are risk of exclusion.
- **Collaborative Headteacher Inclusion Panels (CHIPS)** across the four Children's Services quadrants were introduced by the Council so that the PRT could ensure that managed moves reflect best practice and do not short-cut the Lincolnshire Ladder of Behavioural Intervention. BOSS have regularly attended these meetings which have provided a forum to discuss current issues and problem-solve and have impacted positively on culture and practice.
- **Restorative Practice** is part of the BOSS offer to support schools to reduce challenging behaviour and conflict in schools through the use of restorative approaches. This commenced as a pilot when BOSS was commissioned and is now embedded within the service offer. A Restorative Practice Coordinator is employed by BOSS, but the support directly to schools is provided through external consultancy who are engaged by BOSS to deliver the support and training. Lincolnshire BOSS has been awarded the Restorative Service Quality Mark (RSQM).
- **Partnership working** has taken place with in-house and commissioned services. BOSS led on the development of transitional materials to support schools to better support CYP during key transition periods and also supported the delivery of training to Lincolnshire schools and colleges as part of the DfE's Wellbeing for Education Return Project (led by Healthy Minds Lincolnshire). BOSS also worked in partnership with Healthy Minds Lincolnshire during the first Covid-19 lockdown to provide support to the Youth Housing contract for YP who were struggling with the Covid-19 restrictions. This included providing careers guidance to support YP which was well received by those YP who accessed it.

September 2020 and July 2021, including pre-Covid comparison data

- Only schools can refer into this Service via the Council's PRT. The number of referrals received between 2018/19 and 2020/21 academic years (AY) is as follows:

2018/19 AY	2019/20 AY	2020/21 AY
565	463 (-18%)	408 (-12%)

- 57 referrals from the 2019/20 academic year continued to be supported in the 2020/21 academic year.
- The highest percentage of referrals are for pupils in Key Stages 2 and 3 (57%); this is consistent with previous academic years.
- Contact with the referring school was made within 2 working days for 88% of referrals (100% 2019/20; 99% 2018/19). The dip relates to capacity issues within the PRT which led to BOSS receiving a higher volume of referrals that were not able to be processed within 2 working days.
- 77% of referrals were for male CYP with only 23% being for female CYP (no comparison data for previous academic years as this was a new data reporting metric for 2020/21).
- Audits were conducted on 620 referrals across the 2019/20 and 2020/21 academic years (264 in 2019/20 and 356 in 2020/21) of the cause of the behavioural concern displayed by CYP referred to the Service which showed an average of:
 - 51.5% were exposed to issues within their home environment; trauma was the biggest cause (43% 2020/21; 60% 2019/20).
 - 51.5% had additional needs that were the underlying factor (46% 2020/21; 57% 2019/20). ASD and ADHD/ADD were the highest additional need. Mental health concerns accounted for 13.5% of the identified additional need (7% 2020/21; 20% 2019/20).
 - School led factors were the underlying cause of 17% (11% 2020/21; 22.3% 2019/20). Poor relationships between CYP/family and school was the highest factor.
 - 23% (144 CYP) had more than one causative factor for the behavioural concerns.
- A new "Risk of Escalation" rating measure was developed during the 2018/19 academic year and fully embedded by the start of the 2019/20 academic year. Following intervention, 50% of CYP with two or more recorded "Risk of Escalation" ratings showed a reduced risk of exclusion in 2020/21 academic year compared to 42% in the 2019/20 academic year.
- 73% of CYP were discharged with ongoing support within mainstream (70% 2019/20; 64% 2018/19).
- 3% of CYP were permanently excluded before support could be provided (same as 2019/20 and 2018/19 academic years).
- 2% were permanently excluded during BOSS support (new measure for 2020/21).
- 9% of CYP were referred for pre-exclusion placement (11% 2019/20; 7% 2018/19).
- 5% of CYP were transferred to specialist provision (AP or special school) (5% 2019/20; 10% 2018/19).
- 8% were closed due to disengagement, consent being withdrawn, other agency involvement, no attendance, moving to Electively Home Educated (12% 2019/20; 13% 2018/19).
- Average case load: 27 CYP per FTE.
- 18 restorative sessions were delivered to Lincolnshire schools and academies, with some sessions being delivered directly to CYP on behalf of the schools/academies (reduced from 88 previous academic year due to Covid-19 restrictions).
- 67 training sessions were delivered virtually, with an average of 99% who provided feedback said they had had a positive experience.
- Due to Covid-19 support was re-focused during both lockdowns to support parents/carers of CYP who had been in receipt of support from the Service prior to each lockdown and parents/carers were struggling to manage their child's behaviour at home. This support was well-received by those parents/carers who accessed it.

Summary of Key Findings

- The Lincolnshire Ladder of Intervention is helping more CYP remain within their mainstream setting.
- PRT help manage referrals to BOSS with a robust screening process. Following referral BOSS is quick to support schools but despite this 3% of CYP were permanently excluded before support could begin indicating some schools may not be intervening or requesting help early enough.
- Low numbers of CYP were excluded whilst BOSS were supporting.
- Significantly more males than females are referred to BOSS, supporting national data and research that male pupils are more likely to display their emotions through their behaviour. More needs to be done to understand the causative factors for the behaviour and better up-skill professionals and parents/carers in order for them to be more confident in supporting male pupils with their emotions and/or behaviour.
- The analysis of causative factors identifies that there are wider issues often in a CYP's home life that are impacting on their ability to interact with people and their surroundings. More needs to be done to better up-skill parents/carers and professionals to understand CYP's behaviour and emotions at key development stages for the CYP, and identify the support CYP need to help improve their social and emotional wellbeing and future life chances. This includes any future BOSS provision contributing to a coordinated Lincolnshire workforce development offer, including a SEND workforce development offer in order to ensure the offer meets the needs of Lincolnshire schools, academies and parents/carers.
- There is also a need for greater partnership working between any future BOSS provision and the Council's Early Help and SEND teams, alongside other relevant services to ensure a coordinated and cohesive approach to supporting CYP and their parents/carers, in particular where it is identified that support is needed within the home as well as the education setting.
- Although improved from the previous academic year, there is still a high percentage of CYP whose risk of escalation following intervention support did not improve.
- Although the percentage of CYP discharged with ongoing support within their mainstream settings is increasing, more needs to be done to improve the confidence of mainstream settings to support CYP's behavioural concerns and also improve the confidence of parents/carers in mainstream settings being able to meet their child's needs.
- Although the percentage of CYP being referred to pre-exclusion placement or specialist provision whilst BOSS is working with the education setting is reasonably low, more needs to be done to support education settings much earlier through an increased training and workshop offer to further support education settings to develop and embed their school-led approaches and thus ensuring more CYP are supported to remain in their mainstream setting where it is appropriate to do so.
- There was approximately an 80% reduction in the need for restorative practice support in schools primarily due to Covid-19 restrictions. Although restorative practice is embedded within the BOSS offer, this is currently delivered through external consultancy; any future BOSS model needs to ensure that restorative practice is part of the support offer provided by BOSS Workers directly.
- There is a correlation between emotional wellbeing and behaviour concerns and any future commissioning of a BOSS provision needs to ensure clear pathways are in place between other relevant services to make it easier for CYP and their families to access support for behavioural concerns, even when those concerns are not causing any disruption to a CYP's education, thus reducing the percentage of CYP and families disengaging from the Service. This includes a greater sharing of expertise across relevant services that better supports CYP, parents/carers and the professionals working with them. Any future BOSS provision needs to work as part of an integrated and cohesive multi-disciplinary approach to meeting the needs of Lincolnshire CYP, including CYP with SEND, and their parents/carers to ensure access to the right support at

the right time and by the right professional.

- There is also a correlation between SEND and behaviour concerns and there is a need to ensure that any future BOSS provision is better aligned to the Lincolnshire SEND Transformation programme, making better use of the tools developed as part of that programme when working with Lincolnshire schools and academies.
- Almost every C/YP returning into mainstream provision from independent/specialist provision needs to be supported through a multi-agency planning approach in order to identify how best to meet the needs of the CYP within their mainstream provision.

3.5 Stakeholder Engagement Analysis

3.5.1 Case Mapping

A case mapping exercise was undertaken as part of the review of BOSS. The mapping involved 7 cases in total across all Children's Services quadrants. The age of CYP ranged from 5 to 14 years and vulnerable groups included ADHD, witness of domestic violence and adopted CYP. Below is an overall summary of the case mapping but further detail is available if requested:

Summary of Key Findings

- Positive feedback from CYP, families and professionals on support provided by BOSS.
- Support provided helped to improve relationships between the CYP, school and family.
- There were too many inappropriate referrals to other services, e.g. Healthy Minds Lincolnshire, Educational Psychology, ALD Service (Working Together Team) prior to a referral to BOSS being made and there needs to be a more seamless pathway to provision for CYP and their families to ensure they get the right support at the right time.
- Support worked best when the service, school, parents/carers and CYP worked together to plan the most appropriate support for the CYP.
- Strategies were more effective when both the school and parent/carer engaged in, and mirrored, the same approaches to supporting the CYP. Any future BOSS provision needs to have more emphasis on engaging parents/carers in the interventions delivered within the education settings, as well as delivering more workshops to both professionals and parents/carers in order to learn strategies together that can be embedded within the education setting and the home.
- Training provided by the service was not being fully utilised prior to a referral to BOSS being made. There needs to be a more universal training offer that is available to both professionals and parents/carers that is accessible prior to requiring BOSS intervention support. There needs to be a stronger emphasis on education settings accessing the universal training offer as part of the Lincolnshire Ladder of Behavioural Intervention with any future BOSS training offer being part of coordinated Lincolnshire workforce development offer (including the SEND workforce development offer).
- Duplication with other services, such as Healthy Minds Lincolnshire (emotional wellbeing service); any future BOSS offer needs to have a more streamlined child-centred partnership approach between other relevant commissioned services to support CYP's behavioural concerns, rather than just signposting schools onto other services.
- More support is needed to address the environmental causative factors of behavioural concerns in order for support to have a long-lasting positive impact for CYP, reducing the need for more specialist provision. This includes a stronger focus on supporting parents/carers to understand the impact of environmental factors on their child's behaviour at key development points. Any future BOSS provision needs to ensure a robust partnership approach to working with other key professionals to provide a more holistic offer of support to families, including working with the Council's Early Help team to ensure support for parents/carers can be provided within the home where this has been identified as a need.

3.5.2 Stakeholder Feedback

Stakeholder engagement has been more limited than planned due to the Covid-19 pandemic but still took into account feedback from:

- CYP and parents/carers (service users or potential service users)
- education providers
- professionals working with CYP across a wide range of organisations including health, the Council and Voluntary/Community organisations
- strategic partners

Some cross-cutting themes from all stakeholders were:

- Generally where service users accessed BOSS they were mostly positive about the service provided.
- Strategies and resources available were well-received.
- Perceived duplication around supporting emotional wellbeing and/or behavioural concerns.
- Having identified key workers helped to improve relationships between the family and school and also helped to improve relationships between the parents/carers and the CYP.
- Generally parents/carers felt their child was happier at school following support from BOSS but some parents/carers felt that they wanted more support sooner in the home.
- Positive feedback from parents/carers on the telephone support provided by BOSS during the first Covid-19 lockdown.
- An identified gap in provision for behavioural concerns, where concerns are within the home and not within the education setting, in particular for parents/carers of very young children.
- Schools often felt that staff within BOSS were not sufficiently skilled, especially when supporting CYP with SEND or complex needs.
- Schools often felt that there were barriers and delays to accessing support and preventing CYP being moved to alternative provision.
- Some frustration from schools of not knowing whether BOSS is the right service to refer to and not being able to access the right level of support from the right service at the right time.
- Further improved dialogue between professionals and sharing of information between services.
- More training for professionals and parents/carers in order to better support CYP's behavioural concerns.

Summary of Key Findings

- BOSS service users valued support, particularly direct intervention support with CYP and support for parents/carers.
- Future BOSS provision should provide advice/guidance to parents/carers to support their child's education both within the education setting and virtually as needed.
- There is a need for improved pathways between BOSS and other relevant services that allow CYP to move seamlessly according to a continuum of need.
- There is a need for improved partnership working with the Council's Early Help teams to ensure that CYP and families can be supported within the home where this is an identified need, in particular where accessing support outside the home is a barrier.
- A consistent, cohesive and equitable training offer is required for professionals and parents/carers across the County. This needs to be multi-partnership coordinated approach in order to reduce duplication and ensure consistent key messages across all relevant services. This needs to include more workshops for parents/carers that can be accessed either virtually or within their child's education setting.
- More appropriate knowledge and expertise within BOSS is needed at the point of access in

order to better support professionals in education settings when working with CYP who are at risk of exclusion, and their parents/carers, to ensure more CYP are supported within their mainstream education setting without the need for more specialist provision.

- Improved professional dialogue and information sharing between commissioned services, Children's Services, health and education professionals is needed to enable better support not only whilst accessing a service but post-discharge.

3.6 Examples of practice in other Authorities

Examples of Practice in other Areas

A number of other authorities were contacted to establish their arrangements for supporting behaviour. Due to Covid-19 the response from local authorities was limited and therefore a desktop analysis of current arrangements and local authority data was also undertaken.

These included:

- **Leicestershire:** Children and Family Wellbeing Service (CFWS) is an integrated service for behavioural concerns and low to medium emotional wellbeing and mental health concerns. This is an early intervention service, with a specific focus for families with children 0-2 years.
- **Norfolk and Waveney:** Point1 is an emotional wellbeing and mental health service for CYP aged 0 to 18 years delivered in partnership between Norfolk and Suffolk NHS Foundation Trust and voluntary sector organisations. This also incorporates support for behavioural concerns. There are bespoke teams working with CYP and families at key points in their development, e.g. 0-4 years (delivered through their Healthy Child Programme), 4 to 11 years and 11 to 17 years.
- **Northamptonshire:** Targeted Mental Health in Schools (TaMHS) offer support around mental health in schools, improving attainment, reducing bullying and exclusions. Schools directly commission intervention support from the Service where this is required.
- **Single points of access:** Cumbria, Derbyshire, Northamptonshire and Nottinghamshire have a single point of access where referrals are assessed before forwarding to relevant services. Nottinghamshire's Concerning Behaviours Pathway, for example, is a multi-agency approach to ensuring CYP receive the right support at the right time thus reducing the need for referral into more specialist provision.

Summary of Key Findings

- Where local authorities have re-focused support to provide more training and support to professionals and parents/carers, in particular for CYP with SEND, this has reduced the number of CYP requiring an EHCP, thus reducing the need for more specialist provision.
- A single point of access for referrals is a common theme across a number of authorities. More needs to be done to improve the pathways for referrals for behavioural concerns through a single point of access whilst ensuring appropriate consultation between relevant commissioned services and the PRT at the point of access takes place.
- Authorities that have incorporated support for behavioural concerns for very young children within their birth to five provision have seen increased or sustained percentages of children achieving an expected level of personal or social and emotional development. However, where support is not also included for professionals working with school-aged CYP this has impacted negatively with more CYP being excluded and increasing numbers of CYP requiring levels of provision through the EHCP process.
- Given the correlation between mental health, emotional wellbeing and behaviour concerns there needs to be improved partnership working between BOSS and other relevant services through a multi-disciplinary team approach to ensure a holistic and inclusive offer to meeting the mental health, emotional wellbeing and behaviour needs of CYP, including CYP with SEND.

4. Recommended Model

Modelling of the service was conducted based on review findings. Representatives on the Review Boards included Children's Health, Early Help, Early Years, Social Care, Education, SEND, Inclusion, Children's Commissioning and Lincolnshire CCG.

The recommended model is summarised below, with **Appendix C** providing further detail.

BOSS should continue to focus on providing support to Lincolnshire schools during term time to continue the positive impact on reducing the number of CYP being excluded from their school.

Training and workshops

BOSS will deliver training and workshops in person, online and virtually as appropriate. Some training and workshops will be co-delivered with other services e.g. Healthy Minds Lincolnshire/Mental Health Support Teams/SEND/Early Help.

There will be a core offer to all schools. There will be an expectation that education settings fully access the training and workshops available to them, as well as utilise the tools developed through the Lincolnshire Ladder of Behaviour Intervention and the Lincolnshire SEND Transformation Project before accessing Targeted or Intensive Outreach Support (unless there is a clear escalation of need).

There will be wider non-core training and workshops available to professionals and parents/carers to help better understand and support CYP's behavioural concerns and to embed consistent strategies within the home as well as the education setting.

BOSS will offer training and workshops with a specific focus on CYP with SEND. Restorative Practice will continue to be embedded within the service offer, but this will be delivered by BOSS Workers directly, alongside other evidence-based approaches.

Targeted and Intensive Outreach Support

Support will also continue to be provided to Lincolnshire schools and academies via the Council's PRT before the need for referral for Targeted or Intensive Outreach Support is identified. PRT will continue to oversee referrals into BOSS.

Targeted and intensive outreach support will remain a core offer of BOSS for CYP at risk of exclusion, but with a stronger focus on further reducing permanent exclusions and providing more support and challenge to education settings to ensure that more CYP can remain in their mainstream setting without the need for more specialist alternative placement provision.

Direct interventions should involve parents/carers, including a virtual offer for advice/guidance. Parents/carers will be supported alongside professionals within the education setting to ensure consistent and evidence-based strategies can be used within the homes as well as the education setting. Schools and BOSS must work in a coordinated way with Early Help and emotional wellbeing services and not in isolation from each other. There should be a children-centred multi-disciplinary team approach.

There will be a strong focus on ensuring the appropriate level of expertise is available to better support and challenge Lincolnshire schools and academies.

4.1 Funding Recommendations for a future Behaviour Outreach Support Service.

The current funding for the Behaviour Outreach Support Service is £1,282,047 and is currently utilised as follows:

Cost Description	Annual Cost
Staffing	£1,067,408
Non-Staffing (including external consultancy)	£ 214,639
Total	£1,282,047

This currently funds:

- 1 FTE BOSS Operational Manager (Service Manager equivalent)
- 1 FTE BOSS Service Manager (Deputy Service Manager equivalent)
- 1 FTE Restorative Practice Coordinator
- 4 FTE Senior BOSS Workers
- 18 FTE BOSS Workers (24 workers term time only, 39 weeks a year)
- 0.85FTE Admin (1 Admin, 38 weeks a year)

BOSS also utilises external consultants from Restorative Solutions to provide restorative practice approaches support and training to Lincolnshire schools and academies when required. The Community Interest Company provides a variety of restorative practice services to a range of different stakeholders primarily across England but are not employed by Family Action nor are they part of the BOSS staffing structure. It is not envisaged this will continue as staff should be sufficiently trained to directly deliver this approach.

The evidence is clear that the money the Council invests is having a positive impact on children's behavioural concerns and thus improving the lives of CYP and families in Lincolnshire, particularly vulnerable groups. It is recognised however, that in order to deliver the recommended model there will be an additional cost to increase the training and qualification of workers.

Actual contract expenditure on the existing contract was impacted by Covid-19 and underspend was recovered by the Council. Equally in previous years any underspend relating to staff turnover has been either recovered or reinvested.

Whilst staffing models for a commissioned contract would be at the discretion of the successful supplier, it is anticipated that in order to deliver the new model and retain the same level of staffing resource that the maximum contract value should continue to be £1,282,047 per annum.

5. Options Analysis

5.1. Options Overview, Criteria and Approach

a) Do Nothing

The contractual arrangement for BOSS is due to expire on 31st August 2022, and it is not a viable option to do nothing and allow the contract to expire unless no future service delivery is required.

b) Decommissioning

Whilst BOSS is not a statutory service, it does support the Council in fulfilling some of its statutory duties as covered in the Section 3.2. Decommissioning BOSS would be likely to result in significant gaps in provision and put more pressure on existing services, as well as increased pressure on the High Needs Block of the Designated Schools Budget. There would be no benefits to CYP and families in Lincolnshire of decommissioning BOSS and the likely result would mean that our most vulnerable children are not identified quickly and further increasing the pressure on alternative provision, special schools, social care, CAMHS and other services.

c) Influencing

Commercial aspects of the service cannot be delivered without funding and it is not feasible to think that the service could be delivered through influence alone.

Given the current Covid-19 situation, the transformation work taking place with schools in relation to SEND and the increased pressure Covid-19 has created on schools as well as the wider system, it is unlikely that schools will want to take sole responsibility for the commissioning of a service to support CYP's behavioural concerns. It is therefore unrealistic to consider that they would centrally commission a service via the Council's influence.

d) Insourcing

The Council could consider insourcing BOSS and integrating the service into the Early Help or PRT offer. However, this is not a recommended option due to the risks identified below.

Benefits:

- Greater control and ability to influence the in-house offer.
- Greater integration with Lincolnshire's Early Help team and/or PRT.

Risks:

- Potential TUPE implications and additional costs associated with voluntary sector staff and them moving onto Local Government Terms and Conditions creating reduced value for money. The cost of insourcing is anticipated to be higher than the current cost of the outsourced BOSS contract.
- Potential reduction in workforce if staff chose not to TUPE. As the Council does not currently deliver these services there would need to be an investment of funding to either up-skill existing staff or an additional recruitment.
- Recruiting to new services can be difficult and there is no guarantee that any in-housed service will be ready to launch with a full staffing complement that are sufficiently up-skilled to deliver the service and could put vulnerable CYP at risk of not receiving the right support quickly enough.
- Property space to house additional staff is limited and the Council is currently working towards reducing its property portfolio further.

e) Partnership

Children's Services has considered a partnership agreement under Section 75 of the National Health Service Act 2006 and the NHS Bodies and Local Authorities Partnership Arrangements Regulations 2000 as amended. Under the Regulations the Council could enter into the arrangements as long as they are likely to lead to an improvement in the way in which the relevant functions are exercised.

Section 75 Partnership Agreements are currently in place for the commissioning of CAMHS, Healthy Minds Lincolnshire and Mental Health Supports Teams through which the Council delegates functions in as far as they relate to the services. The integration of BOSS into a Section 75 Agreement with these services has been considered however, the implications of potential TUPE to an NHS organisation for this group of staff is felt to be inappropriate and cost prohibitive.

f) Procurement

The current BOSS was commissioned through an open competitive tender process, with bids received from six different organisations, and therefore the market has already been tested. There are likely to be providers that would be interested in delivering this service.

There is evidence-based research that demonstrates the correlation between mental health, emotional wellbeing and behavioural concerns. The Council is the lead commissioner for many of these services, including on behalf of Lincolnshire Clinical Commissioning Group by leading the re-commissioning of BOSS on behalf of schools and subject to their agreement, this will ensure greater integrated design of services. Robust governance can also be established through a partnership board approach with other relevant commissioned services to ensure shared ownership of improved outcomes for Lincolnshire CYP and their families.

It is recommended that the service be commissioned for three years from 1st September 2022 to 31st August 2025, with the option to extend for up to a further two years to 31st August 2027.

Benefits:

- The service would be provided by an organisation that can demonstrate they are experienced in providing behavioural support.
- Stimulate market competition to promote innovation and value for money.
- There is potential to broaden the provider market place in Lincolnshire.
- External providers may be able to attract additional funding streams to a service that the Council cannot access.
- Would ensure a key focus on supporting behavioural concerns is maintained and services continue to contribute to the Inclusive Lincolnshire Strategy.
- Would continue to support the Lincolnshire Ladder of Behavioural Intervention.
- Would ensure a key focus on greater integration and partnership working with other relevant commissioned and in house services through with clear expectations within the service specification on improving outcomes for Lincolnshire CYP and their families and robust governance through joint contract management with other relevant commissioned service providers.
- Would ensure a key focus on aligning the service to national and local priorities across health, education and social care and that even more CYP and families get access to the right support at the right time, with a seamless "step-in/step-out" approach.
- Would ensure the Council retains control of the tender process.

Risks:

- The successful bidder may not have existing local knowledge and/or relationships with schools and therefore time will need to be spent in the first year of the service developing knowledge and relationships.
- The procurements may receive higher cost bids, especially if additional training required for any current provider staff who may be in scope of TUPE in order to meet the additional expertise and skills required to meet the needs of Lincolnshire schools and academies. The Council would set maximum funding expectations through procurement.
- Potential redundancy costs for current supplier for any staff who may not be identified as in scope for TUPE.

6. Recommended Option

The recommended commissioning option is 5.1f:

To re-procure BOSS from 1st September 2022 for three years initially, with an option to extend up to a further two years.

6.1. Impact Assessment

The Council must engage with such persons as appear to them to be affected by changes to the current commissioning arrangements. Given that the recommendation is to re-commission BOSS and that there is no recommended reduction to the BOSS future offer it is anticipated that there will be no persons negatively impacted on.

Appendix D provides the current draft EIA, which will be further developed should this be required following decision making processes.

7. Appendices

Appendix	Title
Appendix A	Legislation, Policies and Priorities
Appendix B	Evidence Summary
Appendix C	Overview of Proposed Model
Appendix D	Draft EIA

Appendix A – Legislation, Policies and Priorities

Policy Background, Statutory Duties and Priorities

Legislation

Although these services are not statutory, BOSS does support the Local Authority's statutory responsibilities in relation to:

- **Section 17(1) of the Children Act 1989** imposes a general duty on local authorities to safeguard and promote the welfare of children in need in their area and so far is consistent with that duty to promote the upbringing of children by their families by providing a range and level of services appropriate to those children's needs.
- The **Health and Social Care Act 2012** places duties on local authorities in relation to addressing health inequalities of CYP.
- **The Education Act 1996, 2002 and 2011** sets out the responsibilities for local authorities in relation to ensuring the welfare and inclusion of and promoting high standards of education for children and young people.
- **Section 19 of the Education Act 1996** imposes a duty on local authorities to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils who "by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them." This includes the duty on local authorities to arrange suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion. The only exception where there is no statutory duty is where a pupil is in their final year of compulsory education and does not have any further public examinations to sit.
- **Section 51A of the Education Act 2002** imposes a duty on local authorities (or in the case of academies, academy trusts) to arrange for an independent review panel hearing if a parent/carer applies for an appeal against the permanent exclusion, following representation made to the school governing body, within 15 school days of the notice being given to the parents/carers by the governing body of the intention not to re-instate the pupil. Local authorities/academy trusts must arrange the independent review panel within 15 school days of the day on which the parent/carer's application was made. This includes statutory duties and guidance on the arrangements for, and members of the independent review panel itself. The cost of the independent panel is at the local authority's or academy trust's expense.
- **Section 44 of the Children and Families Act 2014** provides for reviews and reassessments for pupils with EHCPs, including pupils permanently excluded when local authorities may need to review the EHCP or reassess the pupil's needs, in partnership with parents/carers, with a view to identifying the most suitable new education provision.
- **Section 51A Education Act 2002 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999** set out the financial statutory guidance on local authorities following a permanent exclusion. This includes local authorities being responsible for adjusting the budget share for maintained schools and pupil referral units to ensure that funding follows the pupil. This includes arrangements that local authorities may wish to enter into with academy trusts for the transfer of funding for a pupil who has been permanently excluded.
- The **Equality Act 2010**, including the public sector Equality Duty, sets out the statutory duties for all public bodies to ensure they play their part in making society fairer by tackling discrimination, equality of opportunity for all and fostering good relations.

Ofsted

Children's Services is inspected by Ofsted in specific requirements and an inspection undertaken in 2019 of children's social care services rated services for children and families in Lincolnshire as outstanding. The inspection Framework assesses the following area in relation to children's emotional wellbeing and behavioural concerns:

Appendix A – Legislation, Policies and Priorities

- Care leavers develop the skills and confidence they need to maximise their chances of successful maturity to adulthood, including parenthood. Care leavers have trusted relationships with carers and staff from the local authority and develop supportive relationships within the community, including with family and friends.
- Children, young people and families are offered help when needs and/or concerns are first identified. The early help improves the child's situation and supports sustainable progress.
- Assessments and plans are dynamic and change in the light of emerging issues and risks. Assessments (including early help assessments) are timely and proportionate to risk. They are informed by research and by the historical context and significant events for each child. They result in direct help for families if needed and are focused on achieving sustainable progress for children.
- Children in care and care leavers are protected or helped to keep themselves safe from bullying, homophobic behaviour and other forms of discrimination.
- Children and young people make good educational progress at school or other provision since being in care.
- Children and young people who do not attend school have prompt access to suitable good-quality registered alternative provision.

National Strategy/Guidance and Priorities

- **Promoting the education of looked after children and previously Looked After Children, 2014** provides statutory guidance for local authorities.
- **Promoting the health and wellbeing of Looked After Children, 2015** provides statutory guidance for local authorities, CCGs and NHSE.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015.** Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations in England.
- **Exclusions from maintained schools, academies and pupil referral units in England** (updated September 2017) sets out the legal responsibilities in relation to the exclusion of students from education settings.
- A Public Health England report ***A spotlight on vulnerable children and young people, July 2020*** identified that during the Covid-19 pandemic there is a rising concern over the number of "hidden" vulnerable children that face many problems such as poverty and abuse. The report has recommended that care arrangements must continue to centre around the child and their needs and that mental health support available in schools needs to be considered.
- The **National Youth Advocacy Service** calls for agencies to work together to ensure that the impact of traumatic experience on children and young people is minimised and that partners should work together to build on the positives of the Covid-19 experience to enable and enhance recovery, improving inter-agency collaboration and working.
- The **Wellbeing for Education Return Project** is a national project funded by the DfE to better equip schools and colleges to promote children and young people's wellbeing, resilience and recovery in response to Covid-19. This included a new national training package providing guidance and resources to educate staff on responding to the impact of Covid-19 on the wellbeing of CYP. This included funding for local authorities to support local experts to work with partners to adapt the training, deliver it and provide ongoing advice and support until March 2021.
- **Early Years:** The Government has also adapted £3.6m worth of Early Years Disadvantage Grant to existing third sector organisations to support children's early literacy and language development (including EYSEND) and are providing an additional £1.15m DCMS grant funding (from the Chancellor's package of support for the third sector) over 6 months to enable existing VCS partners to broaden the scope of these grants to support disadvantaged and vulnerable parent child mental

Appendix A – Legislation, Policies and Priorities

health and wellbeing, and early years providers to help children catch up and transition back into early education.

- **Behaviour Hubs** is a DfE 3-year funded programme to improve pupil behaviour. The programme pairs schools and Multi-Academy Trusts (MATs) with exemplary behaviour practices with other partner schools or MATs that want or need to improve pupil behaviour. The DfE are seeking to appoint approximately 20 outstanding lead schools from across primary, secondary, special and alternative provision sectors to work with schools that want to improve their behaviour culture. Schools will form hubs to share good practice and equip headteachers and school leaders with the tools to improve their approach. The programme is based on the principles and ideas outlined in Tom Bennett's (Author of *Creating a Culture: how school leaders can optimise behaviour* and founder of researchED) review of behaviour in schools which identified the core principles of successful schools, including:
 - Having a clear understanding of what the school culture is
 - High expectations of pupils and a belief that all pupils matter
 - Consistency and attention to detail in the execution of school routines, norms and values.

Local Priorities

- The **Council's Corporate Plan** – sets out what the Council wants to achieve for local residents and communities. The Corporate Plan underpins a "One Council" approach, ensuring all services are working towards shared goals and help different areas of the Council to work together more effectively. The Council's vision for *Working for a Better Future* includes the Council leading the way with others to support people and communities in the coming years to have:
 - High aspirations
 - The opportunity to enjoy life to the full – including: to create accommodation options for greater independence and wellbeing; intervene effectively to keep vulnerable people safe, making sure children in care and care leavers get the best opportunities; design an accessible and responsive health and care system within local communities, protecting people and promoting wellbeing; promote and enable better mental health for all.
 - Thriving environments – including: provide sufficient, high-quality and inclusive education places locally.
 - Good-value Council Services – including: innovative services making best use of technology to meet the needs of our customers; effective and efficient partnerships operate across Lincolnshire and are responsible to emerging opportunities; people's needs are met in a timely, responsive and efficient way; high-quality public services are delivered in a cost effective way.
- **The Inclusive Lincolnshire Strategy, 2015** - a joint strategy between the Council and the Lincolnshire Learning Partnership (LLP) *to build resilience across all schools to support all pupils, promote collective responsibility and reduce exclusion*. In 2014, nationally both permanent and fixed-period exclusions were steadily declining, however, in contrast exclusions in Lincolnshire saw an increase with Lincolnshire ranked 135th out of 139 for permanent exclusions for all school types. Key priorities of the Strategy are:
 - Schools, the Local Authority and other agencies to meet young people's behavioural needs in school wherever possible.
 - Intervene early through high quality support in order to prevent further escalation of need and reduce exclusion.
 - Deliver a service which is integrated and is responsible to pupil, family and school needs.
 - Commission an outreach service which is able to support schools to provide for pupils with complex needs and challenging behaviour.
 - Arrange swift and equitable reintegration into an appropriate setting.
 - Improve and increase educational alternatives for young people aged 14-19 at risk of exclusion.

Appendix A – Legislation, Policies and Priorities

- Improve outcomes, including attainment, for young people with challenging behaviour.
- The **Council's Children's Services commissioning priorities** include supporting children to reach their potential by ensuring that they are safe and healthy, ready for school (including emotionally ready), and ready for adult life.
- The **Public Health 5 Year Plan and Children's Public Health Priorities** seek to ensure that children and young people feel happy, stay safe from harm and make good choices about their lives, particularly children who are vulnerable, by improving children and young people's ability to develop healthy relationships, including sexual relationships and building their self-esteem, mental wellbeing and resilience.
- Lincolnshire's **Strategic Education Plan** developed in partnership with the Strategic Education Group, the Council, LLP, Lincolnshire Teaching Schools Together, Lincolnshire MAT CEO Network and the Diocese of Lincoln Board of Education sets out the priorities and system goals in order ensure all children and young people and schools are a collective responsibility, working together to set the conditions for schools to thrive and more teachers succeed with more learners. Priorities and system goals include:
 - Wider Conditions: Create the conditions so that every school and every child thrives. BOSS, the Working Together Team, Inclusive Lincolnshire Strategy and Mental Health Support Teams are key strategies that support these system goals.
- Lincolnshire's development of its **Early Childhood Strategy** provides a strong basis to further improve outcomes for children to the end of their foundation stage. The Strategy sets the primary aim to increase the Good Level of Development (GLD) of children across Lincolnshire and to improve Lincolnshire's outcomes compared to its statistical neighbours.
- Lincolnshire's refreshed **Early Help Strategy 2021-23** is a collaborative approach for every professional working with or engaging with children and families, regardless of organisation, status or position. The vision is for the Early Help system in Lincolnshire is "Putting Children First" and "Working Together with Families to Enhance Children's Present and Future Lives".
- Lincolnshire's **SEND Transformation Project** sets out Lincolnshire's ambition to improve how the system will work together with families to secure the best possible life chances for children and young people with SEND. Working with schools and other educational settings to strengthen the graduated approach to ensure children and young people receive the right support at the right time.
- Lincolnshire's **SEND Workforce Development Strategy** is currently being developed in partnership with the Lincolnshire SEND Alliance as part of **Building Communities of Specialist Provision Together in Lincolnshire**. The SEND Workforce Development Offer is being developed in partnership with the Lincolnshire SEND Alliance which will include training for special schools initially and then will be rolled out to the wider SEND workforce within mainstream settings. This will include training for the SEND Workforce when working with CYP with behaviour that challenges.
- **Wider Mental Health and Emotional Wellbeing Services Review** is currently being completed in relation to commissioned mental health and emotional wellbeing services for children and young people aged 0 to 19 years (25 SEND and/or Care Leaver). Consideration has been given within this review to the links between mental health, emotional wellbeing and behavioural concerns and the underlying causative factors. Consideration has also been given to how all relevant services can work together in a more integrated and multi-disciplinary approach to ensure CYP and their families access the right support, at the right time and by the right professional.
- **Commissioned Early Years Services Review** is currently being undertaken in relation to commissioned services provided to pre-school children aged 0 to 5 years, and their families, including children with SEND. Although BOSS is not in scope of this review, consideration is being given within this review in relation to supporting parents/carers to better understand and support their young children's behaviour at key developmental stages, as well as the transition

Appendix A – Legislation, Policies and Priorities

support available for children accessing early years provision and transitioning from early years to their Reception Year, in particular vulnerable groups of children.

Appendix B – Evidence Summary

Life course approach

- Evidence is clear that good parenting during the first 1001 days of a child's life can have a significant positive impact on their life chances and there is longstanding evidence that a baby's social and emotional development is strongly affected by the quality of their attachment with its caregiver.
- Evidence also shows that there are key development stages for CYP which can impact on their physical and emotional wellbeing. For example, for CYP aged 8 to 12 physical developments such as puberty, which for girls can start at around aged 10 years, can impact on how CYP feel about themselves and how they interact with those that surround them.
- The World Health Organization (WHO) highlights that adolescence (ages 10 to 19 years) is the phase in CYP's lives where they are developing between childhood and adulthood and experiencing rapid physical, cognitive and psychosocial growth, which can affect how they interact with the life around them. WHO highlights that *to grow and develop in good health, adolescents need information, including age-appropriate sexuality education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments.*
- Improving coordinated multi-agency support for children, parents and families during crucial periods of a child's development, including prevention and early intervention support, can contribute significantly to improving children's life chances.
- NICE guidance on CYP's social and emotional wellbeing (including early years) highlights the importance of good social, emotional and psychological health to protect CYP against emotional wellbeing and behavioural concerns. This includes recommendations for:
 - providing early intervention support for CYP
 - ensuring good quality training for professionals working with CYP to identify and assess emotional wellbeing and/or behavioural concerns
 - supporting parents/carers to better understand their child's needs
 - providing a range of evidence-based interventions for CYP and families.
- The **Anna Freud National Centre for Children and Families** highlights that persistently challenging behaviour is often a way that CYP communicate distress or trauma. Approximately 5% of CYP aged 5 to 16 years have a conduct disorder, with this more common in boys than girls. 7% of boys (compared to 3% girls) are more likely to have a conduct disorder at aged 5 to 10 years with this increasing to 8% at aged 11 to 16 years (5% in girls). For CYP in their teenage years the patterns of behaviour can become more extreme and can include aggression towards people, destruction of property and serious violation of rules and laws. In addition the Centre highlights that CYP with a conduct disorder are more likely to have other mental health problems.

Trauma informed practice

- Adverse Childhood Experiences (ACEs) can be defined as highly stressful events or situations that occur during childhood and/or adolescence. A ground-breaking study conducted in 1995 by the Center for Disease Control and the Kaiser Permanente Health Care Organisation in California referred to three specific kinds of adversity faced by children in the home environment: various forms of physical and emotional abuse, neglect and household dysfunction. These experiences require significant social, emotional, neurobiological, psychological and behavioural adaptations to survive.
- ACEs increase the risk of CYP having difficulties with learning and engaging with others, as well as an increased risk of poor physical and mental health in later life. (NICE Guidelines: Social, emotional and mental wellbeing in primary and secondary education, Final Scope, 2019).
- International research and studies from across the UK show that there is a strong relationship between experiencing adversity and trauma in childhood, and poor social and health outcomes in adolescence, adulthood and later life.

Appendix B – Evidence Summary

NICE Guidelines

- **New** National Institute of Clinical Excellence (NICE) guidelines are expected to be published in July 2022 around 'Social, emotional and mental wellbeing in primary and secondary education'. The current guidelines include:
 - ['Social and emotional wellbeing: early years'](#) (2012) recommends a 'life course perspective', recognising that disadvantage before birth and in a child's early years can have life-long, negative effects on their health and wellbeing. Focus on the social and emotional wellbeing of vulnerable children as the foundation for their healthy development and to offset the risks relating to disadvantage.
 - ['Social and emotional wellbeing in primary education'](#) (2008) recommends a **whole school approach** whereby schools can provide an emotionally secure and safe environments that nurture children's social and emotional skills and wellbeing. Teachers and practitioners should be trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary schoolchildren, and provide a range of interventions that have been proven to be effective, according to the child's needs (such as problem-focused group sessions delivered by appropriately trained specialists in receipt of clinical supervision *plus* group parenting sessions for the parents or carers of these children, run in parallel with the children's sessions).
 - ['Social and emotional wellbeing in secondary education'](#) (2009) highlight the role of schools in equipping young people with the knowledge and skills they need to learn effectively and to prevent behavioural and health problems. Universal, organisation-wide approaches in secondary education help all young people to develop social and emotional skills, as well as providing specific help for those most at risk (or already showing signs) of problems.
- Other relevant NICE Guidelines include:
 - ['Learning disabilities and behaviour that challenges'](#) (2018) highlights the importance of understanding the cause of behaviour that challenges and identify through assessment the steps that can be taken to help people change their behaviour and improve their quality of life.
 - ['Antisocial behaviour and conduct disorders in children and young people: recognition and management'](#) (2017) states many children and young people with a conduct disorder may have had poor or punitive experiences of care and be mistrustful or dismissive of offers of help as a result, therefore NICE recommends children should routinely receive care and treatment from a single team or professional that can offer a positive, caring and trusting relationship; children are not passed from one team to another unnecessarily, and children do not undergo multiple assessments unnecessarily.

Supporting behavioural concerns

- Public Health England, DfE and NHSE set out eight principles to **promote emotional health and wellbeing in schools and colleges** these include: leadership and management that supports and champions efforts to promote emotional health and wellbeing, an ethos and environment that promotes respect and values diversity, working with parents/care and curriculum teaching and learning to promote resilience and support social and emotional learning,
- The Anna Freud National Centre for Children and Families, a nationally recognised child mental health research, training and treatment centre highlights the importance good social and emotional skills can play on improving CYP's academic attainment, enhancing their motivation and helping them to manage their thoughts, feelings and behaviour.
- International research suggests that the most effective way to support CYP's behavioural concerns, including CYP with SEND is to offer a range of interventions to suit their needs and individual preferences. For example:

Appendix B – Evidence Summary

- **Cognitive Behavioural Therapy (CBT):** considered to be one of the most effective treatments for a wide range of emotional wellbeing and mental health concerns for both adults and CYP. Widely recognised as an example of evidence-based good practice by NICE, NHSE and DfE and is an essential component of the CYPIAPT programme and MHSTs. Digital and group CBT is recommended by NICE for CYP with mild depression (2019). When modified and combined with other intervention components it is also recommended for CYP with ADHD or autism. However, research suggests that CYP need to understand their emotions to make best use of CBT and CBT alone is only effective for approximately 55% of CYP.
- **Solution Focused Therapy (SFT):** a strengths-based approach to support a wide range of concerns, e.g. depression, relationship difficulties, anger management, but with varying degrees of success. There is a low evidence base for SFT alone, but a stronger one when combined with other interventions.
- **Mindfulness** can help people become aware of their thoughts and feelings, which can be used to manage wellbeing and mental health. A wide range of studies suggest Mindfulness can provide a number of psychological and physiological benefits, including long term reduction in anxiety and depression, as well as improve anger management and emotional wellbeing. When combined with CBT, Mindfulness can help break negative thought patterns and NICE recommend Mindfulness group sessions for support CYP with mild depression. However, some research trials suggest that Mindfulness can have a negative impact on people's memories.
- **Emotion Coaching** is based on research undertaken in America and Australia that uses moments of heightened emotion and behaviour to guide and teach CYP about more effective responses. This supports the CYP to calm down psychologically and physiologically so that the CYP can be supported to problem solve and engage in SFT strategies. However, the impact of emotion coaching when used in education settings in the UK is limited.
- **Playfulness, Acceptance, Curiosity, Empathy (PACE)** aims to support professionals working with CYP who have experienced neglect, abuse and trauma to build positive and secure relationships with them. The research is limited on the use of PACE principles in isolation, however the evidence base is stronger when part of a wider range of intervention support.
- The majority of research undertaken on permanent exclusions and driving factors are small-scale and therefore findings are limited. An independent **literature review on the continued disproportionate exclusion of certain children**, commissioned by the DfE in 2018 on behalf of Edward Timpson CBE highlighted:
 - Certain vulnerabilities (individual or combined) of CYP put them more at risk of exclusion, including CYP with SEND, SEMH needs, poverty, low attainment, ethnic minorities. Other factors that also impacted on CYP being excluded included bullying, poor relationships with teachers, trauma and environmental factors within the home.
 - Poor school-family relationships were a contributing factor for exclusions in particular where there was a lack of parent-school communication.
 - Evidence was limited as to the reasons why the permanent exclusion rate for boys is over three times higher than that for girls.
 - The lack of sense of belonging in a school was identified as a critical causative factor for exclusions. In particular, where CYP did not feel they "belonged" they were more likely to have poor relationships with their peers and teachers and more likely to feel that their needs were not understood or met.
 - Exclusions of CYP with SEMH and additional needs were primarily due to schools and staff feeling they had inadequate experience or training to identify and meet those needs.

Appendix B – Evidence Summary

- Limited evidence on the impact on preventative measures to support CYP's behaviour concerns. However, key positive factors included a positive school ethos and culture, early intervention and prevention, high quality interventions delivered by experienced practitioners, including targeted support for CYP at risk of exclusion.

Appendix C - Recommended Model for Behaviour Outreach Support Service

Child-Centred Multi-Disciplinary Approach				
Age	BOSS	Changes	Additions	
Reception to Year 11	<p><u>Training and workshops</u> Coordinated and inclusive package of training and workshops, in person, online and virtually for professionals in schools and parents/carers (centrally held or within school) including guided self-help materials, teacher guides, resources, etc.</p> <p>Coordinated and delivered in partnership with other relevant commissioned and in house services, including SEND Alliance, Healthy Minds Lincolnshire, Mental Health Support Teams, Early Help, etc. Including opportunity for case consultation/peer support alongside other settings through a coordinated offer with Healthy Minds Lincolnshire and/or the MHSTs.</p> <p>Key focus on upskilling professionals and parents/carers to better understand and support CYP's behavioural concerns at key developmental stages and embed consistent strategies within the home as well as the school setting.</p> <p>Early intervention and preventative support as part of a robust and meaningful graduated response to meeting the needs of CYP with SEND, thus reducing the reliance on specialist provision.</p> <p>Schools continue to follow Lincolnshire Ladder of Intervention, with pre-referral advice, guidance and support continuing to be provided by the Council's PRT. Including support for vulnerable groups of CYP.</p> <p>Schools continue to be encouraged to access AskSALL for advice/guidance when working with CYP with SEND.</p> <p>Expectation that schools have fully accessed workshops and training available to them, as well as utilise the tools developed through the Lincolnshire Ladder of Behaviour Intervention, e.g. Pastoral Support Plan (PSP) and the Lincolnshire SEND Transformation Project, e.g. Inclusion Toolkit and Valuing SEND Toolkit, before accessing Targeted or Intensive Outreach Support (unless there is a clear escalation of need).</p> <p>Expectation that Lincolnshire schools and academies continue to access support via the Council's Pupil Reintegration Team (PRT) before the need for referral for Targeted or Intensive Outreach Support is identified. Referrals will continue to be overseen by PRT.</p> <p><u>Targeted Outreach Support</u> Consultation, observation and joint planning with education settings, CYP, parents/carers and other relevant services to ensure a child-centred cohesive approach to meeting the needs of CYP.</p> <p>Stronger focus on reducing permanent exclusions and providing more robust support and challenge to education settings to ensure more CYP can remain in their mainstream setting, without the need for more specialist alternative provision.</p> <p>Strong focus on multi-agency partnership working through multi-disciplinary team approach to ensure wrap around support for the whole family and reduce culture of "sign-posting on" to other services. This includes working with the Council's Early Help team where it is identified that support is needed for parents/carers within the home and the Council's SEND team as part of the graduated response to meeting the needs of CYP.</p> <p>Direct evidence-based interventions and support for pupils at risk of exclusion (1:1 or small groups) will continue to be provided but with a strong focus on better engaging parents/carers in the support being provided, ensuring consistent and evidence-based strategies can be used within the home as well as the education setting. This will include making better use of virtual platforms to ensure parents/carers can still be engaged in the process but may not be able to physically attend the setting.</p> <p>Greater support and challenge to education settings where decision re permanent exclusions, specialist provision or alternative pathways are being taken without discussion with BOSS whilst a referral to BOSS is</p>	<p>Better aligned to national and local priorities with a robust focus on working as a multi-disciplinary team to support CYP's mental health, emotional wellbeing and behaviour concerns.</p> <p>Greater focus on utilising virtual training platforms in order to reach more professionals and parents/carers.</p> <p>Greater focus on upskilling professionals and parents/carers to better support CYP, including vulnerable groups of CYP.</p> <p>Greater focus on multi-disciplinary team approach to supporting vulnerable CYP and families, including CYP with SEND.</p> <p>Greater focus on consultation and joint planning with schools, CYP, families and other relevant services.</p> <p>Greater focus on engaging parents/carers in the targeted and intensive outreach support being provided within education settings so that evidence-based strategies can be used within the home as well as the education setting.</p> <p>Clearer and seamless pathways between relevant services through a child-centred multi-disciplinary team approach.</p> <p>Stronger focus on early intervention and preventative support as part of a robust and meaningful graduated response to meeting the needs of CYP with SEND.</p> <p>Stronger focus on supporting CYP to remain in their mainstream settings (where this is appropriate to do so).</p>	<p>Centrally held training and workshop offer.</p> <p>Workshops for parents/carers.</p> <p>Schools fully utilising training and workshops available to them before accessing targeted and intensive outreach support.</p> <p>More integrated partnership working between commissioned services and in-house services.</p> <p>Child-centred multi-disciplinary team approach to meeting the needs of CYP and their families.</p> <p>More required expertise of BOSS Workers and Senior BOSS Workers to better support and challenge education settings in order for more CYP to be better supported within their mainstream settings.</p> <p>Incorporating use of tools developed through Lincolnshire SEND Transformation Project, e.g. Inclusion Toolkit and Valuing SEND Toolkit.</p>	<p align="center">Safeguarding, Early Help, PRT, Education Settings, Ask SALL, Social Care, SEND, CYP, parents/carers Lincolnshire Ladder of Behavioural Intervention, Inclusion Toolkit, Valuing SEND Toolkit</p>

Child-Centred Multi-Disciplinary Team Approach

Appendix C - Recommended Model for Behaviour Outreach Support Service

Year 12 to 13	<p>being processed or whilst BOSS support is either due to commence or has commenced.</p> <p>Restorative practice embedded within the behaviour intervention offer within education settings through the support provided by the BOSS Workers.</p> <p><u>Intensive Intervention</u> (flexible bespoke pre-exclusion specialist provision or alternative pathways)</p> <p>Strong focus on this only being explored where all targeted outreach support has been exhausted and ensuring the appropriate level of expertise is available to better support and challenge Lincolnshire schools and academies.</p> <p>Strong focus on access to pre-exclusion provision being time-limited only with a key focus on BOSS working in partnership with the mainstream setting and alternative provision provider to ensure smooth transition of the C/YP back into their mainstream setting.</p> <p>Strong focus on providing support and challenge to schools, in partnership with the Council, where permanent exclusions have taken place whilst intensive intervention support is being provided.</p>			
	<p>Coordinated and cohesive virtual training and workshops offer for professionals working with YP post-16, and parents/carers including vulnerable groups of YP. This will include guided self-help materials and guides to support with transition into FE in order to support YP prepare for adulthood.</p>	<p>Training for professionals and parents/carers of YP post-16, including vulnerable groups of YP.</p>	<p>Training and workshops for professionals working with YP post-16, including vulnerable groups of YP.</p>	

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.

Appendix D - Draft EIA

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.

Appendix D - Draft EIA

Impact – definition

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

How much detail to include?

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

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

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

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

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

Background Information

Title of the policy / project / service being considered	Behaviour Outreach Support Service (BOSS) Review	Person / people completing analysis	Sara Gregory
Service Area	Children's Services Strategic Commissioning Team	Lead Officer	Charlotte Gray
Who is the decision maker?	Lincolnshire County Council/Executive	How was the Equality Impact Analysis undertaken?	Through review and previous and current stakeholder engagement
Date of meeting when decision will be made	TBC	Version control	V0.1
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Re-commissioned
Describe the proposed change	Re-commissioning BOSS following a review alongside other relevant commissioned services to inform improvements to the existing service.		

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	Perceived positive impact for school aged CYP as more training and workshops available to professionals and parents/carers so that CYP can be better supported within their home, education setting and wider community. In addition greater partnership working with other relevant services and an integrated and child-centred multi-disciplinary team approach to meeting the needs of CYP's mental health, emotional wellbeing and/or behaviour concerns will mean that even more school-aged CYP will have access to the right support at the right time.
Disability	Perceived positive impact for school aged CYP as more training and workshops available to professionals and parents/carers so that CYP can be better supported within their home, education setting and wider community. In addition greater partnership working with other relevant services and an integrated and child-centred multi-disciplinary team approach to meeting the needs of CYP's mental health, emotional wellbeing and/or behaviour concerns will mean that even more school-aged CYP will have access to the right support at the right time, including CYP with SEND. Better aligning of BOSS to local priorities will also ensure that the tools already put into place by the Local Authority to help improve outcomes for CYP with SEND will also be reflected in the future BOSS provision.
Gender reassignment	No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.
Marriage and civil partnership	No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.
Pregnancy and maternity	No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.
Race	Perceived positive impact for school aged CYP as more training and workshops available to professionals and parents/carers so that CYP can be better supported within their home, education setting and wider community. In addition greater partnership working with other relevant services and an integrated and child-centred multi-disciplinary team approach to meeting the needs of CYP's mental health, emotional wellbeing and/or behaviour concerns will mean that even more school-aged CYP will have access to the right support at the right time.

Appendix D - Draft EIA

Religion or belief	Perceived positive impact for school aged CYP as more training and workshops available to professionals and parents/carers so that CYP can be better supported within their home, education setting and wider community. In addition greater partnership working with other relevant services and an integrated and child-centred multi-disciplinary team approach to meeting the needs of CYP's mental health, emotional wellbeing and/or behaviour concerns will mean that even more school-aged CYP will have access to the right support at the right time.
Sex	Perceived positive impact for school aged CYP as more training and workshops available to professionals and parents/carers so that CYP can be better supported within their home, education setting and wider community. In addition greater partnership working with other relevant services and an integrated and child-centred multi-disciplinary team approach to meeting the needs of CYP's mental health, emotional wellbeing and/or behaviour concerns will mean that even more school-aged CYP will have access to the right support at the right time.
Sexual orientation	No perceived positive impact as there are no significant changes proposed to the current delivery model that will impact on this protected characteristic.

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

Perceived positive impact for professionals in mainstream education settings working with CYP with behaviour concerns as more training and workshops will be available to professionals and parents/carers of CYP so that they are more confident to support CYP with the education setting as well as parents/carers being able to utilise some of the strategies delivered in education settings within the home. In addition greater partnership working with other relevant services and an integrated and child-centred multi-disciplinary team approach to meeting the needs of CYP's mental health, emotional wellbeing and/or behaviour concerns will mean that professionals and parents/carers will have one single point of access for referrals which will reduce confusion on which service to refer CYP to. More skilled workers will also mean that education settings will have access to a greater expertise of support which provides additionality of support for CYP, and their families, already being provided to them by the professionals within their education setting.

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	No perceived negative impact.
Disability	No perceived negative impact.
Gender reassignment	No perceived negative impact.
Marriage and civil partnership	No perceived negative impact.
Pregnancy and maternity	No perceived negative impact.
Race	No perceived negative impact.

Appendix D - Draft EIA

Religion or belief	No perceived negative impact.
Sex	No perceived negative impact.
Sexual orientation	No perceived negative impact.

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

Appendix D - Draft EIA

Stakeholders

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

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

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

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Objective(s) of the EIA consultation/engagement activity

To help inform the review of BOSS in order to make recommended changes that better meet the needs of children and young people, their families and the professionals working with them.

Appendix D - Draft EIA

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

Age	<p>Where possible stakeholder engagement was undertaken to help inform the review but due to the Covid-19 pandemic this was limited. In view of this stakeholder engagement activity undertaken to inform the CAMHS review, the Mental Health Support Teams project and stakeholder feedback from BOSS and other relevant commissioned services has also been taken into account. Overall this took into account feedback from children and young people, parents/carers, education providers, wider professionals working with children and young people across a range of organisations and other strategic partners.</p> <p>All engagements that had been taken into consideration and ran during the review ranged from between June 2018 and September 2020. Engagements have been presented in representation of the Children's Strategic Commissioning Team.</p>
Disability	As above
Gender reassignment	As above
Marriage and civil partnership	As above
Pregnancy and maternity	As above
Race	As above

Appendix D - Draft EIA

Religion or belief	As above
Sex	As above
Sexual orientation	As above
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	<p>Yes – all engagement has taken into account feedback from the current review and previous engagement which has included feedback from a wide range of stakeholders, including service users and non-service users.</p>
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	<p>A post-project review will be conducted to identify any benefits already achieved. Any new service will be subject to contract management. This will involve tracking performing indicators and other information designed to monitor the effectiveness of delivery in meeting people’s needs, including feedback and views of service users.</p>

Appendix D - Draft EIA

Further Details

Are you handling personal data?	<p>No</p> <p>If yes, please give details.</p>
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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.			

Version	Description	Created/amended by	Date created/amended	Approved by	Date approved
V0.1	Issued following BOSS review	Sara Gregory	1 st September 2021		



Open Report on behalf of Derek Ward, Director of Public Health

Report to:	Children and Young People Scrutiny Committee
Date:	14 January 2022
Subject:	Director of Public Health Annual Report

Summary:

The purpose of this report is to present the Director of Public Health's (DPH) Annual Report 2021. The focus of this year's report is the health of children and young people in Lincolnshire, and the impact of Covid-19 on this population.

Given this focus, it has been agreed that this will be a joint report co-authored by the Executive Director of Children's Services. This is an innovative approach to a DPH annual report and reinforces the importance of a system wide strategic approach to protecting and improving children's health.

Actions Required:

The Committee is requested to receive the 2021 annual report from the Director of Public Health and note its content.

1. Background

Directors of Public Health in England have a statutory duty to write an annual public health report to demonstrate the state of health within their communities. Local authorities have a statutory duty to publish the report.

The DPH Annual Report for 2021, presented in Appendix A, outlines the burden of disease on children in Lincolnshire, as well as articulating the significant impact of Covid-19 on children and young people, and describing how services are addressing these needs. Recommendations are made for priority actions to protect and improve health and wellbeing.

Each chapter has had input from Children's Services managers and Assistant Directors and analyses key services and priorities for demographic groups and by key themes:

- Child health in Lincolnshire – the burden of disease
- Covid-19

- Early years
- Schools and education
- Children with SEND (Special Educational Needs and Disabilities)
- Social care and support
- Mental health and emotional wellbeing

The main burden of disease (morbidity and mortality) upon children and young people is neonatal conditions, communicable diseases for younger children and mental health conditions for older children and young people.

The impact of Covid-19 on children and young people has been minimal in terms of primary effects (hospitalisation, mortality) but extremely significant in terms of secondary effects (impact of isolation on education, mental health and emotional wellbeing).

The report highlights the excellent service provision in Lincolnshire and sets out the following principles for strategy and service delivery:

- Children are not 'little adults' - they need specific services and support tailored to their needs.
- Children are a priority - the NHS Integrated Care System will rightly have a focus on supporting our ageing population, but in order to prevent poor health and poor outcomes in the population we need to keep our children and young people fit and healthy.
- We can do this by:
 - Delivering services made for children and young people, not adults.
 - Focussing on physical activity, diet and nutrition, and mental and emotional wellbeing.
 - Reducing inequalities in education and opportunity.

The annual report was presented to the Executive in December 2021 and is published on the Council's website.

2. Conclusion

The Director of Public Health has a statutory duty to produce an annual report on the health of the people in Lincolnshire. The Children and Young People Scrutiny Committee is therefore asked to note the contents.

3. Consultation

a) Risks and Impact Analysis

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Director of Public Health Annual Report 2021

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 Alison Christie, Programme Manager, who can be contacted at alison.christie@lincolnshire.gov.uk.

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The impact of COVID-19 on children and young people in Lincolnshire

Director of Public Health
Annual Report 2021



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1. Foreword and introduction

Welcome to my third annual report as Director of Public Health for Lincolnshire. The past few years have been enormously challenging for us all and while we are in a better place than we were a year ago with the successful rollout of the vaccine we aren't out of the woods yet.

COVID has tested us all and in no small way that of our children and young people in the county. They are the focus of this report.

We all want our children to succeed in life and do well – to be healthy, happy, and to be able to look forward to a future rich with opportunity. In Lincolnshire we have excellent services and high aspirations for all our children, but we can't be complacent. We are very aware that, at every stage, some children have better outcomes than others. Importantly, many of these trends persist right through the life-course; meaning that those with worse health and outcomes as adults will have had worse health and outcomes as children as well. The effects of the COVID-19 pandemic are likely to have widened some of these gaps.

It's a challenge to us, but also an opportunity. Every time we interact with children, we have a chance to address this – to prevent poor outcomes and ill health, to help ensure our children are resilient and can move forward from the pandemic well.

This report highlights some existing areas where children and young people have distinct needs in Lincolnshire, the services we have that support them,

I'm delighted to be co-author of this report with Derek. I'm also proud to be leading some of the best children's services in the country which are rated as 'outstanding' by Ofsted.

The COVID pandemic has been an enormous challenge for children and young people and their families and carers. It's brought some innovation and inspiration in the way we work but it's also highlighted areas where we can do even better for our children.

It's widely accepted that prevention is better than cure, and yet the need to treat adults in poor health often dominates the agenda when discussing health and care services. This is despite the fact that over 20% of our population in Lincolnshire is made up of people aged less than 20. We have a lot of children and

how these services have tailored their support during the COVID-19 pandemic and what the core areas of focus are as we now move into a protracted period of recovery from the pandemic. It will take as its focus three key areas which we believe can address the issues which are highlighted in the report:

- by delivering services designed for children and young people, not adapted adult services
- by focussing on physical activity, diet and nutrition, emotional and mental well-being
- by prioritising education, increasing opportunity, and tackling health and social disparities.

The impacts of the pandemic are still being felt by young people. We have good services in place but we need to build on those strengths to ensure children get the best start in life, have equal opportunities to support so they can thrive and reach their potential.

Derek Ward
Director of Public Health

young people, and they need support which is tailored to their needs and not simply through adapting the solutions and interventions we have for adults.

This is where our services can come in. Instead of waiting for disparities to show up later in life, we have universal services, such as health visitors, schools and children's centres which can change lives through the right support at the right time. We have excellent support for those children who have additional needs, and social services ready to protect and support those



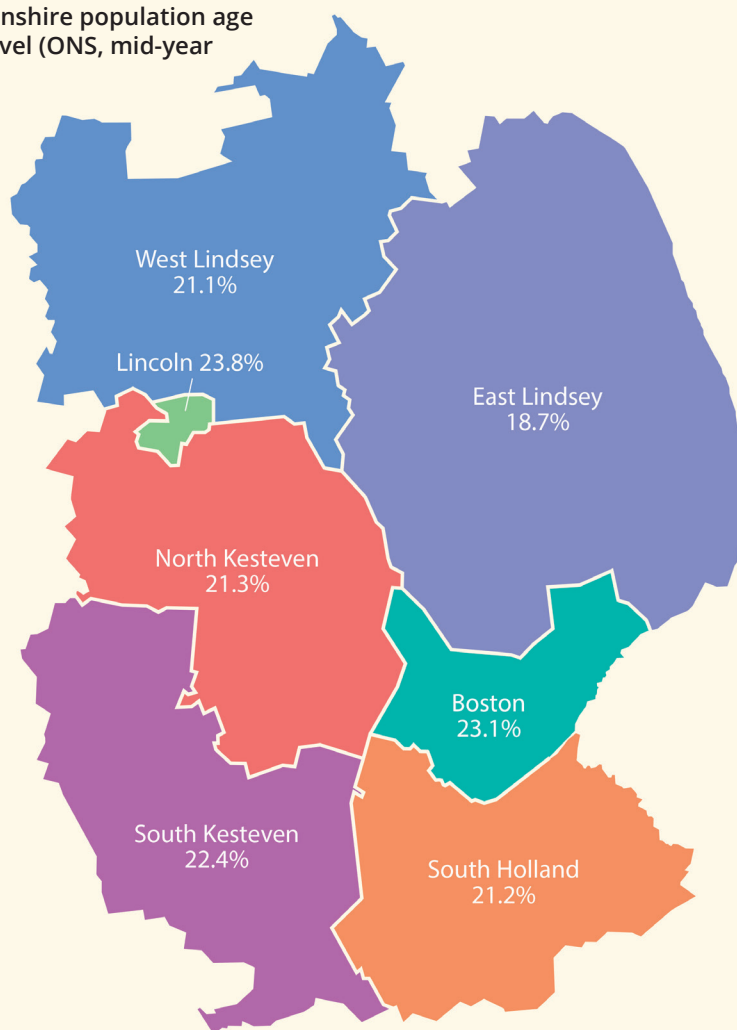
most in need of help. This report outlines both the needs of children and young people in Lincolnshire, and how we plan to shape our services to do the best for our children and families that we possibly can.

We can build on the increased use of digital technology to engage with certain groups and provide some services virtually, while offering effective alternatives where they are needed. We need to consolidate on the partnerships and collaborations we have built through the pandemic to have joint targets, reduce duplication and ensure strong, effective services.

Very simply, children are not little adults. If we want to build a healthier, happier society in Lincolnshire for the long-term then we need to have a clear focus on ensuring our children get the best start in life we can possibly give them. If we're serious about prevention, we need to start with children.

Heather Sandy
 Director of Children's Services

Figure 1: Proportion of Lincolnshire population age 0-19 at district and county level (ONS, mid-year population estimates: 2019)



1.1 Children and young people in Lincolnshire - Demography

Lincolnshire has a large number of children and young people with 163,550 people aged 0-19, accounting for 21.4% of the local population, which is below 23.6% seen nationally. South Kesteven contains proportionally more 0-19-year-olds than any other district (Figure

1). This number is expected to rise but only slightly, to approximately 165,900 by 2043 compared to a projection for England of a fall in the total number of 0-19 years olds in the same time period. This change in population is linked to falling birth rates and numbers of overall births across the country (Source: ONS, Births in England and Wales 2019).

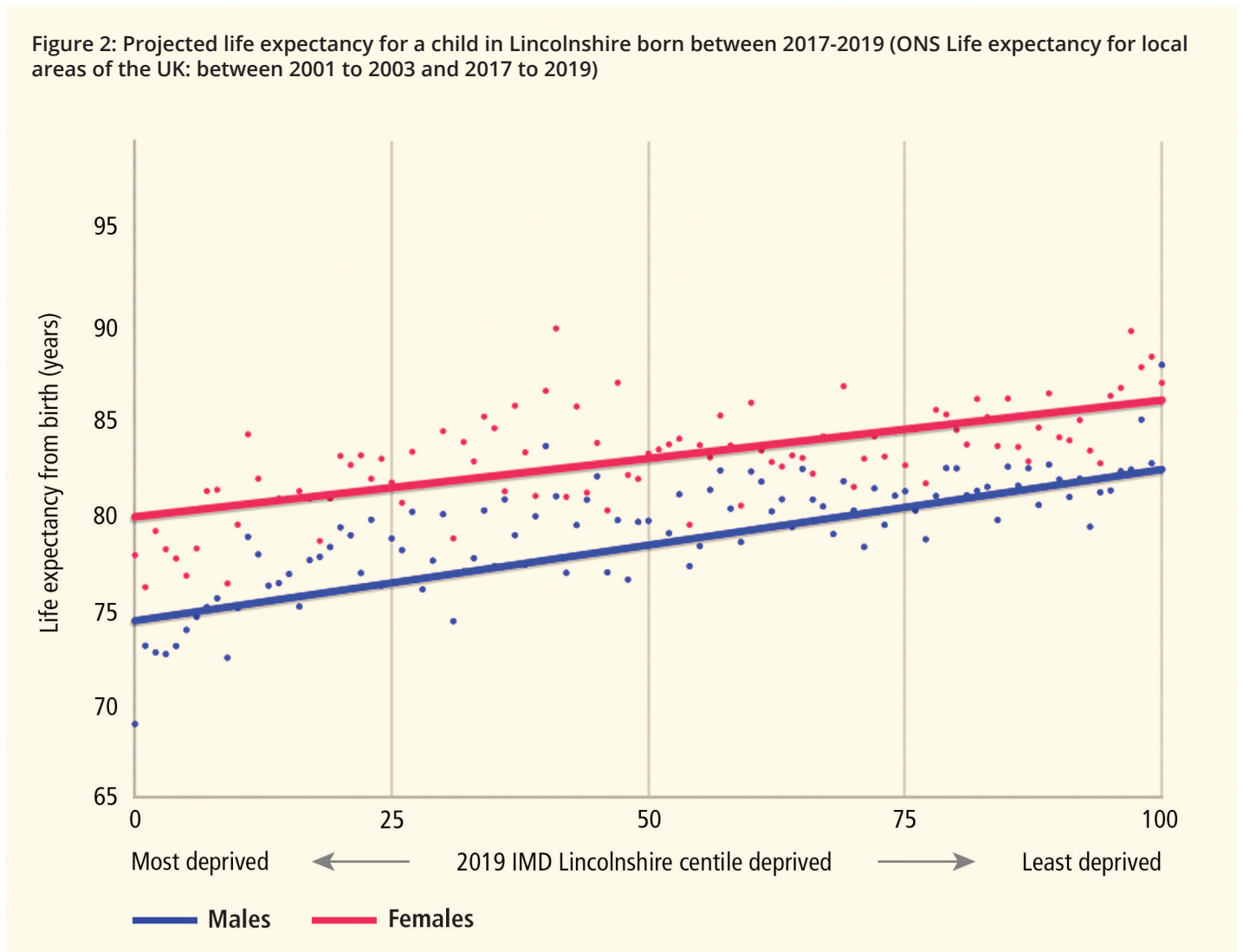
1.2 Vulnerability factors

1.2.1 Inequalities in Life Expectancy

We know not all children in Lincolnshire get an equal start in life. The importance of early childhood experiences in having a happy, healthy life is well-known throughout the life course. There is a direct link

between deprivation, health inequalities, and poor life outcomes. This can be seen clearly as children born into deprived areas have a lower life expectancy on average than in less deprived areas (Figure 2).

Figure 2: Projected life expectancy for a child in Lincolnshire born between 2017-2019 (ONS Life expectancy for local areas of the UK: between 2001 to 2003 and 2017 to 2019)



1.2.2 Child vulnerability at home

Secure and safe home environments nurture children to thrive and live happy lives and Lincolnshire is an excellent place to raise children. Unfortunately, various factors can adversely affect a child’s living situation and place them at risk of harm in the short and long-term. Though Lincolnshire observes one of the lowest overall rates of child vulnerability (Children’s Commissioner, 2021), over 23,000 children in the county are affected by at least one of the ‘toxic trio’:

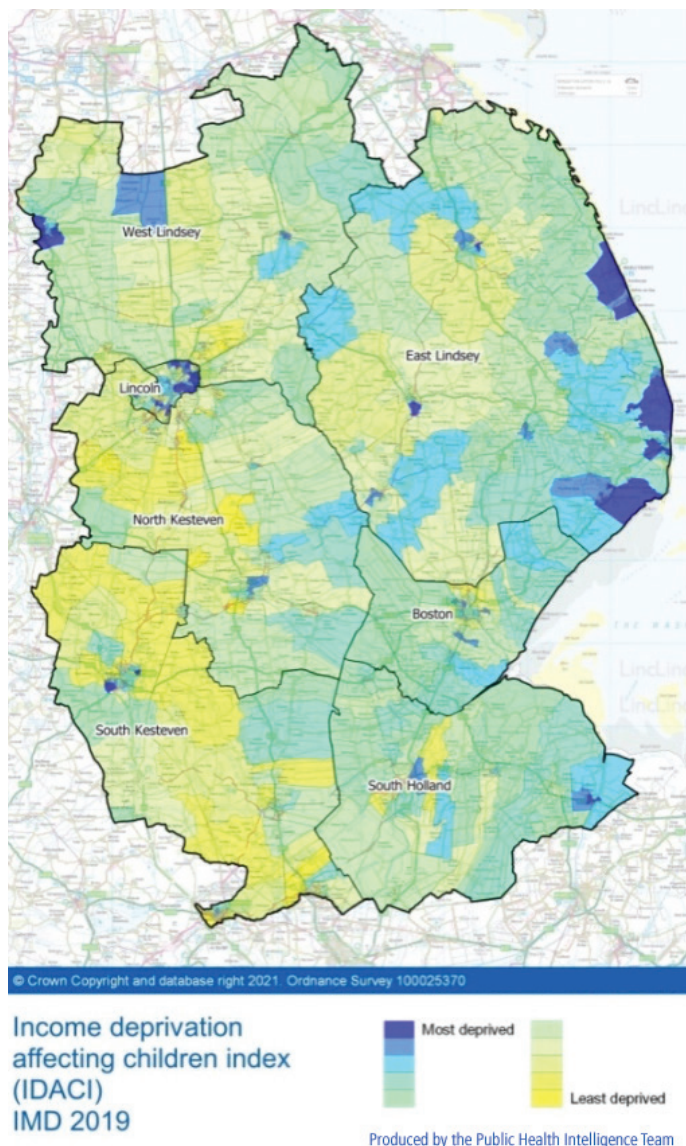
- 3.7% live with an adult who misuses alcohol or other substances
- 5.9% live with an adult who has experienced domestic abuse within the past year
- 11.5% live with an adult with a severe mental health problem

Children exposed to adverse childhood experiences (ACEs) such as neglect, exploitation, and household dysfunction are more likely to smoke, binge drink, and enter the criminal justice system, as well as experience poor health including injury and mental illness. We believe every child deserves a fair chance, which is why we place priority on promoting child welfare to give every child the best start.

1.2.3 Deprivation

The Income Deprivation Affecting Children Index (IDACI) measures the proportion of children aged 0 to 15 living in income deprived families. Much of Lincolnshire has relatively low-income deprivation among children however there are pockets of deprivation along the east coast, as well as in Lincoln, Gainsborough, Grantham, Louth, and Horncastle (Figure 3).

Figure 3: Income Deprivation (IDACI) affecting children aged 0-15 years in Lincolnshire

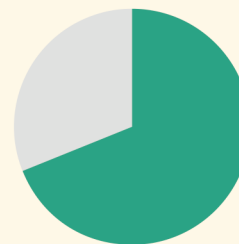
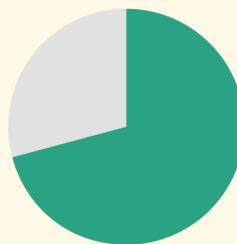


1.2.4 Educational attainment

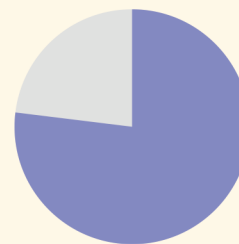
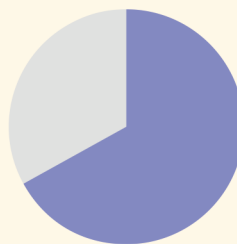
Despite the various challenges outlined above we do know that our children in Lincolnshire are, overall, well supported to achieve good educational outcomes, as can be demonstrated by Figure 4 below.

Figure 4: Educational attainment at Key Stages 1 and 2 in Lincolnshire

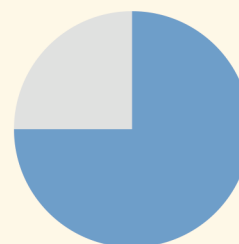
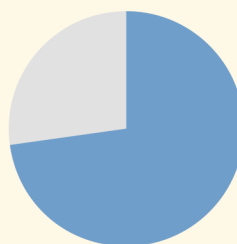
Reading



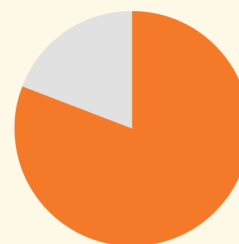
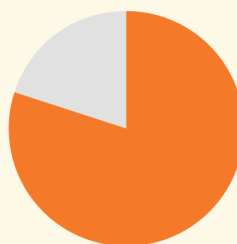
Writing



Maths



Science



2. Child health in Lincolnshire

2.1 Burden of disease

It is important to remember that children are not simply little adults. Children and Young People (CYP) experience different health problems to adults at different life stages for different reasons. We want to outline the main reasons why CYP become ill, in Lincolnshire. We can summarise this by using data from the Global Burden of Disease (GBD) study. Within this we can see the estimated years lived with disability (YLD), which is a measure reflecting the impact an illness has on quality of life before it resolves or leads to death.

2.1.1 Morbidity

The top overall causes of (level 4 GBD) YLDs for 0–19-year-olds in Lincolnshire are eczema (352.3 YLDs per 100,000), anxiety (328.6 per 100,000) and asthma (322.5 per 100,000). Other leading causes include conduct disorder, symptoms of depression, and autism. The main causes of morbidity are dominated by mental health and behavioural problems rather than physical health issues. The predominant causes of YLD change with age: from birth related and infectious disease in early childhood, to mental health and non-communicable disease in adolescents.

2.1.2 Mortality

Thankfully, it is a rare event for children to die and Lincolnshire neonatal and infant mortality rates are lower than the national average. The main causes of (level 4 GBD) Years of Life Lost (YLLs) for 0–19-year-

Table 1: Top causes of YLD in Lincolnshire aged 0-19 (GBD Compare, Level 3 data 2019)

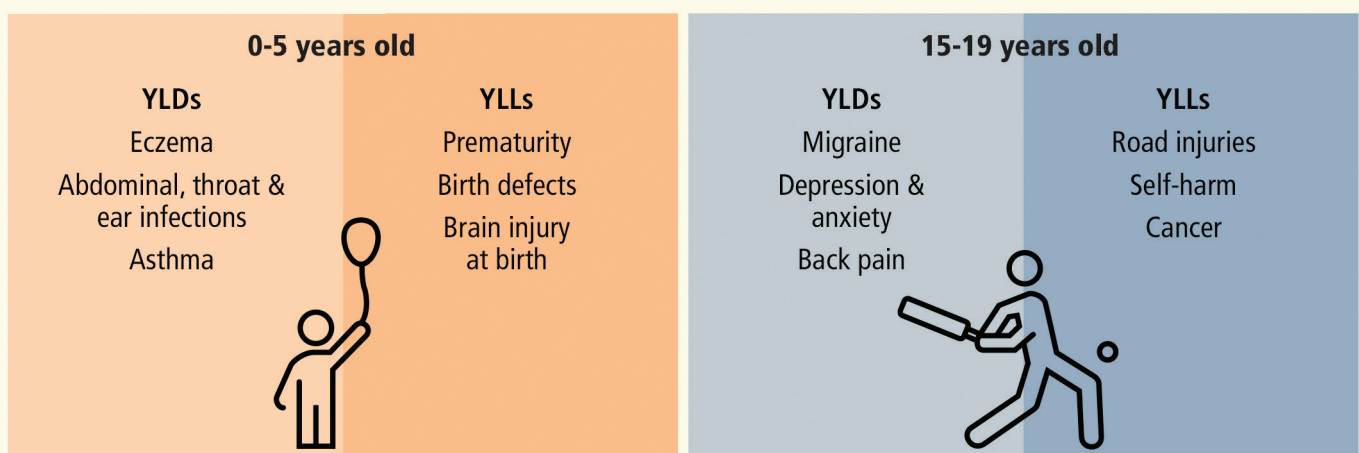
	Both sexes	Female	Male
1	Dermatitis	Headache disorders	Dermatitis
2	Headache disorders	Anxiety disorders	Asthma
3	Anxiety disorders	Dermatitis	Conduct disorder
4	Asthma	Asthma	Anxiety disorders
5	Depressive disorders	Depressive disorders	Headache disorders
6	Low back pain	Low back pain	Autism spectrum disorders
7	Conduct disorder	Acne vulgaris	Low back pain
8	Acne vulgaris	Viral skin diseases	Depressive disorders
9	Neonatal disorders	Neonatal disorders	Acne vulgaris
10	Congenital birth	Conduct disorder defects	Neonatal disorders

olds in Lincolnshire are prematurity (452.3 YLLs per 100,000), congenital heart disease (146.7 per 100,000) and brain injury at birth (101.9 per 100,000). Genetic disease, road injuries, and sudden infant death are also in the top 10 causes of child death in the county. Again, we see a division between causes of mortality in younger children (birth related, genetic and infectious disease) and teenagers (injury, self-harm, and cancer).

2.1.3 Overall disease burden

As seen in Figure 5, the leading causes of Disability Adjusted Life Years (DALYs) are strongly influenced by

Figure 5: Leading causes of morbidity (YLDs) and mortality (YLLs) in 0-5 and 15-19-year-olds



age group. The main cause of DALYs for children under five years old are related to causes of mortality such as prematurity (1985.7 DALYs per 100,000), whilst DALYs for 15–19-year-olds are more influenced by causes of morbidity, such as depression (772.5 per 100,000) and anxiety (739.6 per 100,000). Mental health DALYs feature heavily for both sexes during adolescence, and good mental health is important for young people to live secure, happy, and healthy lives. This is likely to worsen given the isolating effects of COVID-19.

Prematurity is the single greatest overall cause of DALYs for 0–19-year-olds in Lincolnshire as it affects short and long-term health as well as risk of mortality. Premature birth is more likely to happen if a mother smokes during pregnancy. In Lincolnshire, prevalence of smoking in early pregnancy (18.1%) and at time of delivery (16.2%) is higher than the national average, and the importance of reducing smoking in pregnancy has been highlighted in Saving Babies’ Lives and Lincolnshire’s Joint Strategic Needs Assessment 2019 to improve maternal and neonatal health.

The above findings show that not only should we consider the health needs of CYP to be different to

adults, but there are important differences within this age group. We understand and apply this to provide effective services that meet the needs of local children and young people.

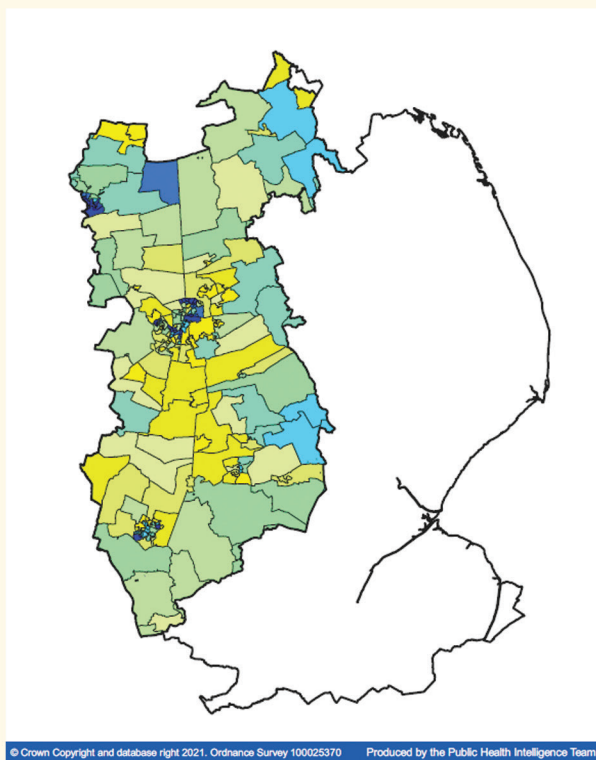
2.2 Health and healthcare

According to Child Health Profiles (Source: <https://fingertips.phe.org.uk/profile/child-health-profiles/>), when compared to England, Lincolnshire has comparatively better (lower) levels of A&E attendances for children under the age of 18. Despite emergency admissions being higher than seen across England underlying this are variances by particular conditions which causes the admission. For some conditions Lincolnshire is significantly better than the England rate but for other worse.

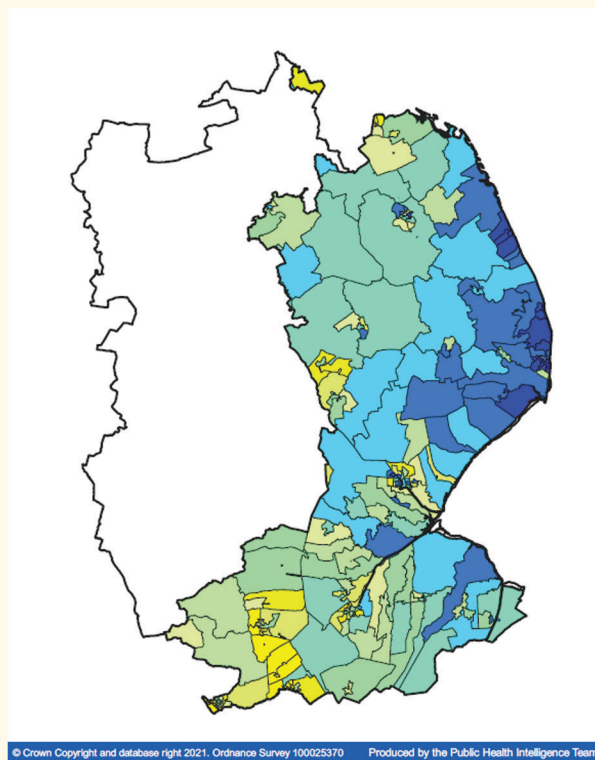
Dental health is important not just because healthy teeth help us chew and digest food, but they also allow us to speak clearly, give shape to our faces and provide us with confidence. Lincolnshire has a higher proportion of children under 5 years with visible dental decay (25.5%) compared to the national average with an increasing trend to 2018-19. There are a range

Figure 6: Differences in water fluoridation and child deprivation (IDACI) within Lincolnshire

Fluoridated Water Area Zones by overall deprivation



Non-Fluoridated Water Area Zones by overall deprivation



of reasons for oral health inequalities in children such as deprivation, access to dental services and diet. Additionally, children in deprived areas are more likely to live in an area without water fluoridation (Figure 6). These risk factors contribute to poorer dental health for children living in more deprived areas (Lincolnshire County Council, 2019).

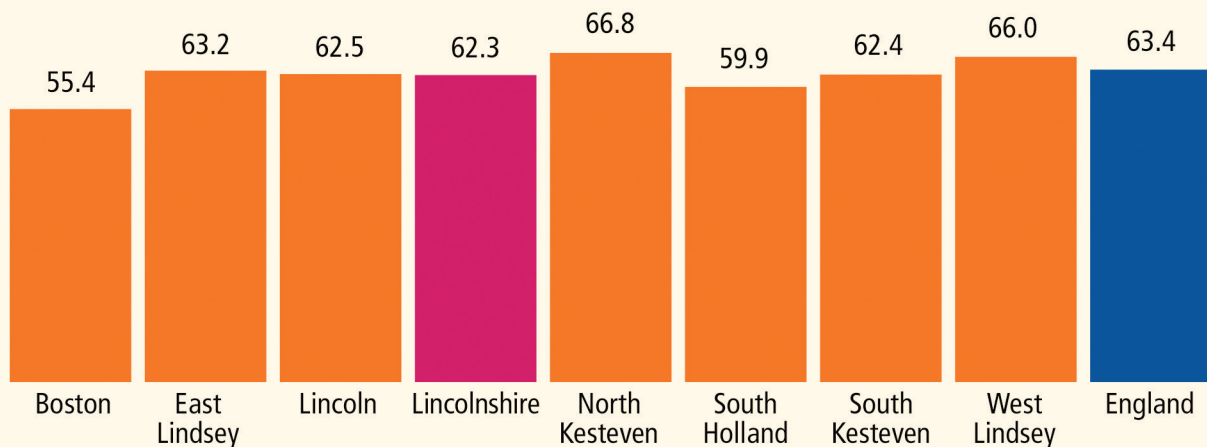
Healthy weight is a key determinant in ensuring children grow up happy and healthy. Locally our Joint Strategic Needs Assessment (Source: www.research-lincs.org.uk/JSNA-Topics.aspx) tells us that Lincolnshire has 68.8% of children with a healthy weight compared

to 70.4% nationally but this belies a variance across the county, something which we intend to address with our child weight management programme currently being developed.

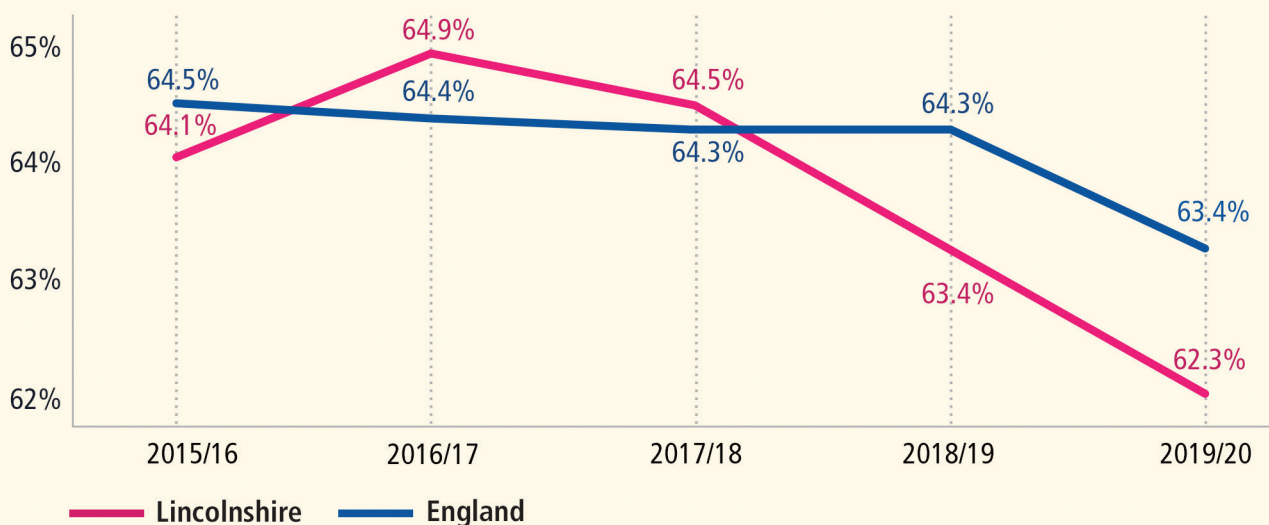
Though children are not little adults, in that they are unlikely to directly experience obesity related health problems during childhood (such as type 2 diabetes), obese children are more likely to become obese adults and experience these health effects in the future. Supporting a child to maintain a healthy weight supports future health through the life course.

Figure 7: Prevalence of healthy weight in Year 6 children

Benchmark against England



Change over time



3. COVID-19

3.1 Introduction to COVID-19

The COVID-19 pandemic has had an unprecedented effect on life in Lincolnshire – and our children have certainly been affected. Although risk of severe disease in children is thankfully low, children have experienced significant disruption – from parents not able to introduce their babies to others, to teenagers missing out on education and social contact. Our services have risen to the challenge of supporting children and families in the midst of a global pandemic, and now we plan for the long recovery.

3.2 COVID-19 and children

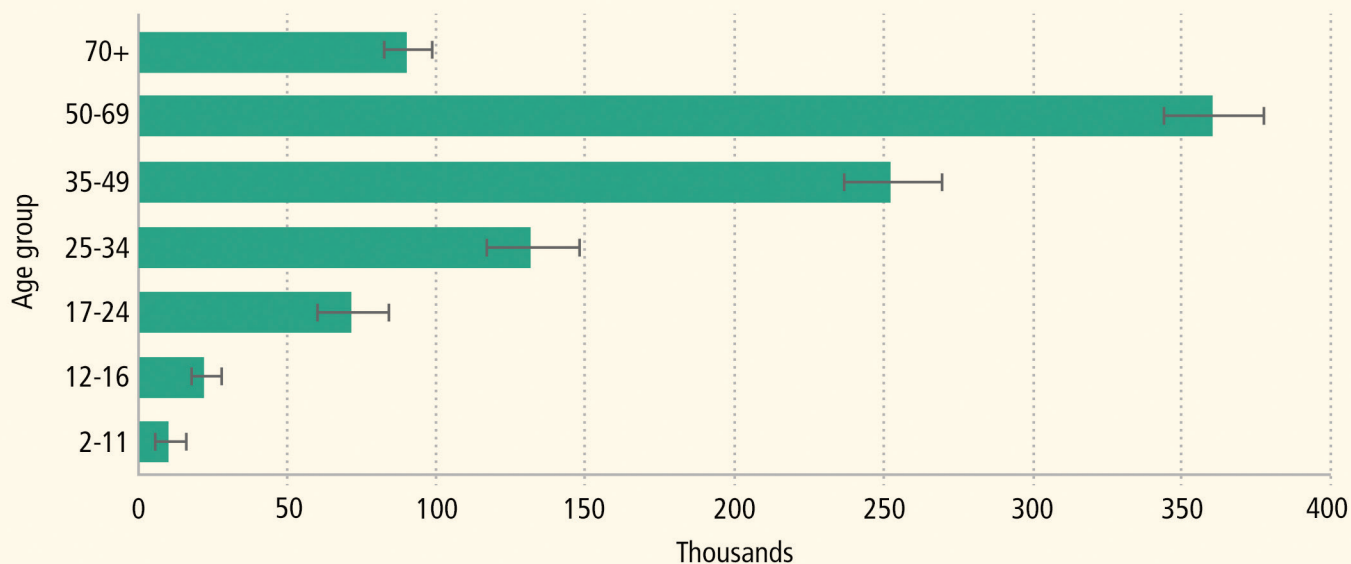
Coronavirus disease 2019 (COVID-19) is a viral disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The virus is spread between people via respiratory transmission (as

droplets or aerosol), and direct contact (Public Health England, 2021). The risk of SARS-CoV-2 transmission is greatest when in:

- Closed spaces
- Crowded places
- Close contact

The most commonly reported COVID-19 symptoms are fever, a new continuous cough, and a change to sense of smell or taste, however the presenting symptoms in children are less well understood. Additionally, an estimated 945,000 people in private households in the UK experience long-term COVID symptoms (Figure 8), of which 3.6% are under 16 years old (Office for National Statistics, 2021). The most common long COVID symptoms reported overall are fatigue, shortness of breath and muscle aches¹.

Figure 8: Estimated number of people living in private UK households with self or parent reported long COVID symptoms: four-week survey ending July 2021 (ONS, 2021)



Children experience different health problems to adults in different ways, and this is also seen in COVID cases. Children generally experience milder COVID-19

symptoms and are far less likely to be admitted to hospital for treatment and thankfully it is very rare for children to die from COVID-19.

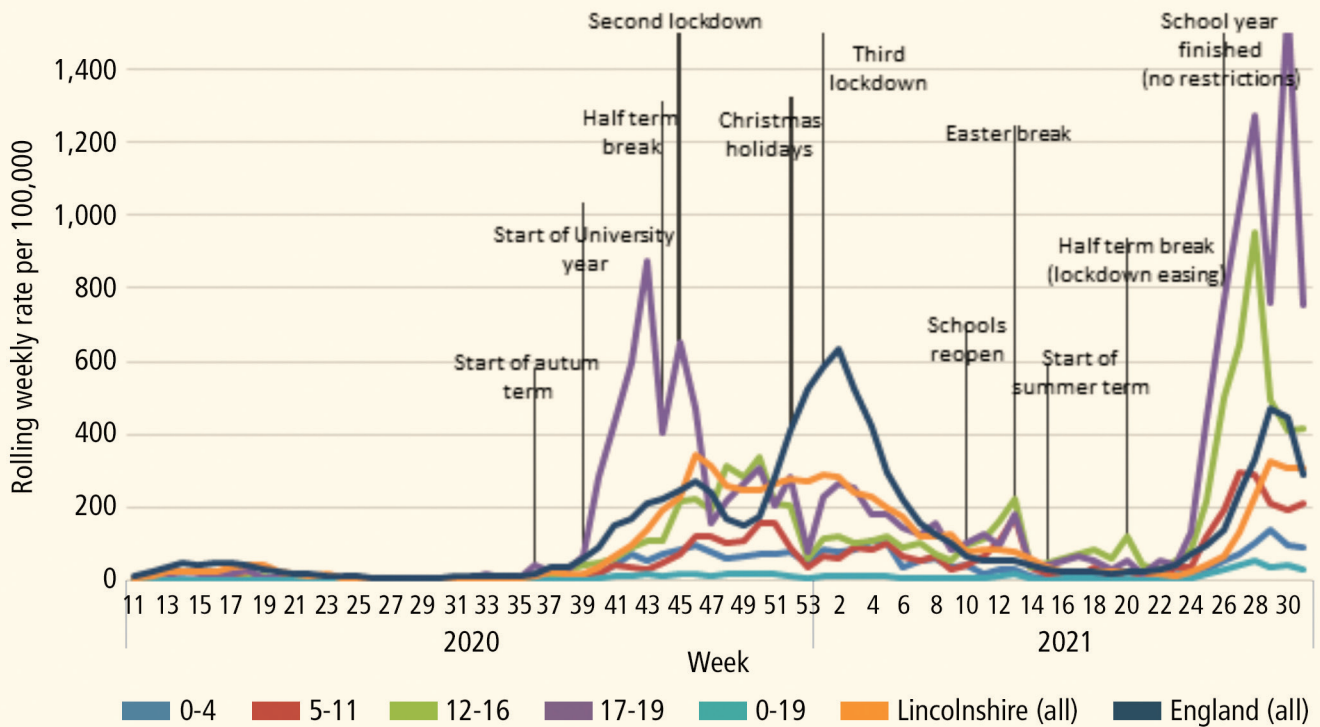
1. The National Institute for Health and Clinical Excellence have published a guideline pertaining to the provision of a multi-disciplinary service to support patients with long COVID.

3.3 COVID-19 and children in Lincolnshire

Figure 9 illustrates the 7-day rolling rate of COVID-19 infections in Lincolnshire for all persons and those aged

0–19 years since the start of the pandemic².

Figure 9: Weekly case rate of COVID-19 cases in Lincolnshire by age groups



The 0–19 weekly case rate increased with return to school (with higher rates in older age groups) and a considerable increase among 17–19s with the start of university year. Following this, cases largely followed

a downward trajectory until school testing protocols were changed³. Among 0–19s, COVID-19 case rates have been higher in older age bands both locally and nationally (Table 2).

Table 2: COVID 19 cases and rates in Lincolnshire and England (March to August 2021)

Age Group	Lincolnshire Cases	Rate per 100,000	Age Group	England Cases	Rate per 100,000
0-4	954	2,447.1	0-4	118,712	3,597.7
5-9	1,473	3,396.9	5-9	176,691	4,993.8
10-14	2,948	7,161.1	10-14	308,870	9,208.3
15-19	4,989	12,461.6	15-19	486,322	15,787.6
0-19	10,364	6,336.9	0-19	1,090,595	8,217.0
All	62,545	8,216.4	All	6,555,200	11,856.9

2. Due to testing policy and accessibility March to May 2020, the whole Lincolnshire case rate should be interpreted with caution.

3. From 8 March, twice weekly staff testing took place using home testing kits.

Though children are less likely to directly experience harm from COVID-19, the potential indirect impact should not be understated. Children have endured uncertainty, isolation from friends and family, lost school time, and threats to social security through poor parental health. Respiratory infection resurgence, long

COVID, mental and physical deconditioning, delays in diagnosis and disease management, and health and social care disruption (including management of backlogged cases) are key challenges cited by the Academy of Medical Sciences.

4. Early years

Early life events are highly influential on long-term health and wellbeing. The life course approach is a way of thinking about how experiences in earlier parts of life affect later health and wellbeing (Figure 10). Some of these experiences are protective (such as a loving family, an active lifestyle, and a nutritious diet) and others can be harmful (such as neglect and unsafe

housing). Positive early life experiences foster a child's growth, development, wellbeing, and the formation of secure relationships. We view the early years of a child's life as an absolute priority in shaping future life events through the life course approach, and use this to plan and provide effective services.

Figure 10: Applying the life course approach to the early years (Health Matters infographics)



4.1 Child development

Prior to the pandemic, Lincolnshire recorded a higher rate of children achieving the expected level in development, communication skills, fine motor skills and personal-social skills at 2–2.5 years compared to national figures (Public Health England, 2020). However, 5-year-olds in Lincolnshire had lower levels of good development at the end of reception, although this has been increasing over recent years.

During the pandemic, a decreasing proportion of children are at the expected level for communication skills. Referrals to children's health services for speech and language concerns have more than doubled from 2019-20 to 2020-21 – suggesting an already high level of need has been exacerbated and highlights the unique effects of the pandemic on developing children.

The impact of the pandemic on young children's development has been identified nationally within the early years sector:

Almost all providers said that the pandemic had significantly impacted the learning and development of children who had left and subsequently returned. They were particularly concerned about children's personal, social, and emotional development. Some children had returned less confident and more anxious. In some cases, children had also become less independent, for example returning to their setting using dummies or back in nappies having previously been toilet trained.

www.gov.uk/government/publications/covid-19-series-briefing-on-early-years-october-2020

Early Years and Childcare are piloting an audit on the quality of learning opportunities offered within

Lincolnshire's early years settings; this will identify the impact on childcare settings following the pandemic and the subsequent effects on children's development, as well as supporting our providers to be able to demonstrate how they have met the challenges of the pandemic.

4.2 Health visiting

Health visitors lead on The Healthy Child Programme (HCP), a universal preventive service for families with young children. Health visitors in Lincolnshire have been working throughout the pandemic to support children and families and ensure children have the best start they can. The 0–19 health service in Lincolnshire is considered a national exemplar and during the pandemic this service ensured families with the greatest need were prioritised. We need to ensure this service also becomes a core part of how we recover from the pandemic and supports children and families at such a crucial stage of their lives.

4.3 Immunisations

Childhood vaccinations protect children, their contacts, and the wider community against preventable and potentially serious communicable disease. Ensuring a high level of uptake of these vaccinations is a key public health priority to prevent outbreaks. Prior to the pandemic, Lincolnshire generally had similar local to national uptake for childhood vaccinations though often below the benchmark goal, for example MMR uptake at 2 years was 90.6% locally and nationally, with a target of 95%. COVID-19 resulted in national suspension of the School Age Immunisation Service during the first lockdown, affecting human papilloma virus vaccine delivery and deferral of MenACWY and teenager booster programmes to 2021. Uptake and catch-up has been supported by the recruitment of additional staff and by setting up community clinics.

4.4 Breastfeeding

Breastfeeding supports maternal-infant bonding and offers a range of health benefits to both mother and infant, such as greater protection to infants from infectious disease and allergic conditions, and lower risk of postnatal depression and cardiovascular disease for breastfeeding mothers. The pandemic impacted on delivery of breastfeeding support groups across Lincolnshire meaning breastfeeding rates were at risk of falling. However, individual breastfeeding support and advice continued throughout the pandemic

with virtual breastfeeding group support gradually restored from June 2020. This has supported and maintained sustained breastfeeding rates, and face-to-face breastfeeding support groups opened again in September 2021 with an initially reduced capacity. Increasing local breastfeeding rates remains a priority for Early Years and Children's Health Services.

4.5 Supporting parents and families

During the pandemic, parents have continued to access the Children's Health Single Point of Access (SPA) advice line for supportive guidance and information. The SPA team is complemented by a central duty health visitor and a children's nurse role that ensures prompt response times to parents contacting the service. SPA calls are for a range of reasons and demand in calls per month has gradually increased. Building on our successful use of social media to communicate with parents through the pandemic, we are currently working to create a website which will share information, deliver health protection messages, and signpost parents and carers the support that they need. This is one way we are working to make sure we build on the good practice put in place during the pandemic to ensure our support for families is better than ever.

4.6 Children's Centres

There are 48 children's centres in Lincolnshire which offer a wide range of services including:

- Antenatal appointments
- Child and family health services
- Early education
- Support for parents
- Skills development
- Outreach services to children and families

The centres are free to join for families from antenatal through to age five. Any adult who is caring for a child can access services at the centre. During the school holidays, older siblings up to eight years old are welcome. There are eight maternity hubs based in children's centres, part of the NHS Better Births Maternity Transformation Programme. The aim is to bring families together, so parents have access to antenatal, postnatal, and general health care under one roof.

Children's centres remained open during the pandemic to ensure the delivery of antenatal appointments and the Healthy Child Programme. Services have now

returned to a pre pandemic offer. Children's centres are a key part of our vision for ensuring children in Lincolnshire get the best early support possible, and will remain central to that as we move forward.

4.7 Best Start

Lincolnshire's 'Best Start' services cover a range of Early Years support and inclusion for children aged 0–5 years and their families, within Children's Centres, outreach venues and the family's home.

The Early Years and Family Service, delivered by Early Years Alliance, provides early childhood activities across Lincolnshire that support children's early development and their parents and carers positive parenting skills and techniques. Delivery encompasses play-based sessions focusing on different areas of child development to provide tailored support where needed, such as communication themed sessions. In addition, service provision includes delivery with other professionals, e.g. antenatal top tips sessions are co-delivered with midwifery services to prepare expectant parents for parenthood. This Service is delivered across Lincolnshire within the 48 designated Children's Centres, including two additional sites and 24 outreach sites. There are 21 different session types provided.

4.8 BAME Inclusion Service

Our Black Asian and Minority Ethnic (BAME) Inclusion Service, delivered by PAB Languages Ltd., provides an inclusion service to families via translation support and encouraging families from different backgrounds to make use of our Early Years and Family services. This service is funded to deliver activities across three Lincolnshire districts, which are Boston, South Holland, and Lincoln, and works hard to ensure that families who might find it harder to access our services are empowered to sustain & improve their own wellbeing and that of their community.

4.9 Early Education and Childcare

Lincolnshire has a diverse marketplace of childcare & early education settings, made up of around 900 registered childcare providers, ranging from private,

voluntary, and independent group-based provision to childminders and the early years provision delivered in our schools and academies.

In Lincolnshire, at the end of the summer term 2021, 75% of eligible children aged 2 years were accessing their funded education places. Nationally, 62% of children aged 2 years were accessing their funded education in January 2021, down from 69% in 2020. The pandemic has had an impact, but approximately 55% of providers in Lincolnshire remained open throughout the lockdown, and where provision closed, some children (where parents required access to childcare) transferred their place to an alternative setting who were able to remain open during this time.

A Childcare Sufficiency Assessment in Lincolnshire, to assess the current availability of childcare, was completed across the county in the autumn term 2020. Feedback from the childcare sector provided the local authority with an understanding of how the marketplace was responding to the global pandemic. We're pleased that this consultation demonstrated that Lincolnshire remains in a strong position to meet the needs of children and families.

It's not been easy, however – many childcare providers have experienced some financial losses as a result of the pandemic, but we're pleased to say that 95% of the marketplace remains sustainable and take-up of childcare places is increasing. Childcare providers in Lincolnshire are committed to making provision flexible and continue to be responsive to the needs of the community.

The early years and Childcare sector have successfully mitigated risk and prevented outbreaks through following guidance, they have also been supported throughout by Lincolnshire's Health Protection Team and the Early Years and Childcare Support team.

5. Schools and Education

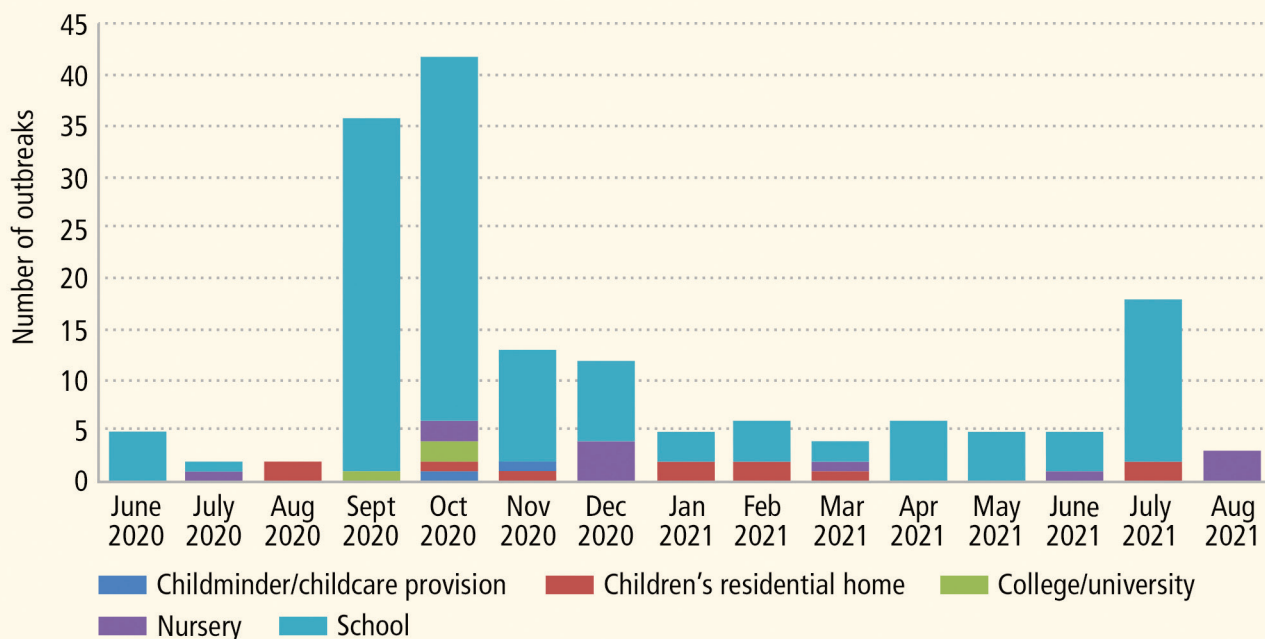
Lincolnshire’s children receive an excellent education, and we are very proud of their achievements. We always have an ambition to see children do better – and we’ve seen this in some areas, for example with the proportion of 5-year-olds achieving a good level of development by the end of Reception increasing over recent years.

5.1 Education during COVID-19

Attainment in Lincs is better than the England Average – with an attainment 8 score of 46.8, and higher proportions of pupils passing Key Stage 4 English and Maths 9-4 (64.8%), and higher average point score per entry of best 3 A Levels (provisional 2020 result: 39.39). In 2019, 93.1% of 16–17 year olds in Lincolnshire were in education or training, higher than the national average (92.5%).

During the pandemic, school pupils and education providers have adapted at pace. Though schools were closed at times during the pandemic to the general school population, children of key workers were able to attend. Figure 11 shows the number of Public Health England (PHE) confirmed outbreaks across child and education settings in Lincolnshire between June 2020 and August 2021. A peak in school COVID-19 outbreaks coincided with when schools reopened in September 2020, though this was not observed when schools reopened in March 2021. Schools have kept children in school by successfully mitigating risk and preventing outbreaks through following guidance and have been supported throughout by Lincolnshire’s Health Protection Team.

Figure 11: PHE confirmed COVID-19 outbreaks in children’s settings in Lincolnshire



The pandemic has meant that children have missed out on a lot of face-to-face teaching. This has been a huge challenge for them, their families, and their teachers. Schools have worked with our education team to ensure laptops were distributed to families in need and prevent anyone from being left out. Despite this, quality internet access remains a significant problem in parts of Lincolnshire (Children’s Commissioner, 2021).

It is not just the educational impact that’s important - school can provide a safe space and a haven from challenges at home for children who need it. We all need support, social contact, and friendship – the pandemic has meant that many of our young people were prevented from mixing with their peers at a vitally important time for them to grow and build their own identity. We have seen evidence that suggests

the pandemic has seen an increase in demand for mental health support for children and young people. Protecting and supporting safe attendance at school is therefore a priority moving forwards.

5.2 School meals

Children in reception, Year 1, Year 2, and children from disadvantaged families are entitled to receive free school meals. Good nutrition is important for children

to grow, learn, and live healthy lives. We are seeing growing numbers of children in Lincolnshire receiving free school meals (22.8% of primary school and 16.5% of secondary school pupils). Early school closures and episodic outbreaks placed this at risk, so action was taken to ensure free school meals continued to be provided throughout the pandemic in Lincolnshire, including when schools were closed.

6. Children with SEND

Children with special educational needs and disabilities (SEND) are a diverse group of young people with varying needs, which may include needing additional support for learning and physical or hidden disability. Their needs are particular and require dedicated support that is distinctively targeted to children and their parent carers alike. School attendance and health service accessibility is important for children with SEND to live healthy lives through individualised support.

6.1 Supporting children with SEND

An education healthcare plan (EHCP) is a multi-disciplinary assessment of the educational, health and social needs of a CYP up to the age of 25, to identify additional support required in school settings. Over 6,300 CYP in Lincolnshire have an EHCP and the number of EHCPs is projected to rise to over 8,000 in 2023. In Lincolnshire we are proud to have the highest ambitions for our CYP with SEND. We know that children feel very positive about the support they receive from education, health and care professionals in Lincolnshire and our parent carer forum has contributed to the shaping and designing of our services.

6.1.1 Keeping SEND children supported in school

It has been a priority in Lincolnshire throughout the pandemic to safely keep children in school. Education, transport, SEND and health protection teams worked together with schools and health providers to ensure children could return to school safely. The National SEND review is informative in ensuring systems meet the needs of SEND children and young people and this has unfortunately been delayed. We are proud however to have ensured the safe education for children with SEND by considering individual health needs, disseminating infection prevention and control guidance and personal protective equipment (PPE), and regular communication between schools and Lincolnshire's health protection team.

6.1.2 Supporting families

Good communication has been central to supporting children and young people with SEND during the pandemic. During the first and second national lockdowns, all families of children with EHCPs were contacted to check their wellbeing and risk assess any concerns in family circumstances and access to learning. Those at higher risk were followed up to

ensure the right support was available. The SEND team have conducted virtual visits during the pandemic, with face-to-face visits returning as social measures were relaxed.

Respite has continued to be provided during the pandemic to support children and their families. Short breaks are important in allowing children and young people with SEND to spend time away from their family, and the service provides a break from usual care responsibilities, something which positively impacts on the psychological wellbeing of parents and carers.

6.1.3 Ask SALL

The SEND Advice Line for Lincolnshire (SALL) was introduced in September 2020 as an early advice service supporting education settings to meet the academic, social, and emotional needs of CYP with SEND in Lincolnshire.

We have seen the benefit Ask SALL provides to education settings and, more importantly, the child themselves. This highlights the importance of providing early help to children and their families and strengthening support for special educational needs co-ordinators (SENCOs). It is for this reason we want to continue with this level of support to empower SENCOs and manage the emotional and behavioural impacts of the pandemic.

6.2 Autism and learning difficulties

Children with autism and learning difficulties have a broad range of health, social and educational needs. According to a report by the National Autistic Society, parents of children with autism have expressed concerns about their child's academic progress during the pandemic, as well as withdrawal of key support services, and anxiety among children who find disruptions to routine challenging. The Lincolnshire County Council autism and learning disability (ALD) service delivered virtual training to support and enable education staff to support CYP in school during the pandemic. The ALD service saw no clear negative impact on CYP returning to school after the autumn 2019-20 lockdown, with positive improvements seen across ALD areas of support (such as communication, learning, and social, emotional and mental health (SEMH)), and education staff confidence to provide support.

6.3 Health services for children with SEND

Children with SEND have a spectrum of health needs and require regular access to a range of health, care, and support services. The Disabled Children's Partnership found delays to health appointments for disabled children were common and support detailed in EHCPs or special educational needs (SEN) plans were not provided for some children. Health services for children with disabilities are sometimes delivered at school, which limited service access during periods of school closure.

In Lincolnshire, the early support co-ordination team have virtually supported parents of children with complex needs, and funding support has been continued for domiciliary care. Where there have been delays in access to health services (such as community paediatrics and occupational therapy (OT)) this is being mitigated through a focus on increasing recruitment and virtual service delivery. However, this remains challenging and not appropriate for every child. Continued effort to improve access to appropriate support will be crucial to ensure good health outcomes for these children.

7. Social care and support

Lincolnshire is home to many happy and thriving children. Children deserve to grow up in loving, secure and caring households but we know that children sometimes grow up in challenging circumstances. In this chapter, we examine how the pandemic has affected young people's social security.

7.1 Safety and security at home

The pandemic has required people to spend periods of time out of work and school, and more time at home. For some families, this means more time spent living in difficult circumstances, with children possibly subject to neglect and reduced access to routine services. Locally, though child social care referrals have not significantly changed, there has been an increase in the total number of Lincolnshire children subject to a child protection plan (CPP) and child in care (CIC). The Social Care screening team and Early Help Front Door made changes to increase identification of hidden harm, and support vulnerable children and families. Virtual Multi-Agency Child Exploitation (MACE) meetings have ensured a clear focus on vulnerability to child exploitation with targeted work to promote awareness, create safe spaces and protect children at risk of harm.

We have worked with partners to ensure children receive timely and appropriate support, Team Around the Child (TAC) consultants have supported schools to prevent escalation of need. The Family Assessment and Support Team (FAST) and Early Help (EH) team have worked together to transition cases when there is no longer a need for statutory intervention. When schools were not open and less able to take on the lead practitioner role, Early Help took this on so that children could continue to be transitioned appropriately.

We developed a COVID-19 risk assessment and Red/Amber/Green (RAG) rating systems to identify children most at risk during the lockdown period and prioritise providing support to them. These were reviewed daily and scrutinised weekly by senior managers.

Some young people attended their reviews for the first time during lockdown as they found engaging virtually to be more accessible and inclusive. Going forward, young people will be offered the choice of how they would like to participate in their reviews.

7.2 Children in care

7.2.1 Reviews and court hearings

Raising and empowering the voice of the child is of

paramount importance and the impact of the pandemic on this has been reviewed resulting in new guidance to support further improvements in this area.

The impact of COVID-19 on court hearings raised concerns around delays in vulnerable children finding an adoptive family. The pandemic has increased the average length of time taken for a child entering care to move in with their adopted family though this has recently been improving. As we move forwards, we want to ensure these improvements are maintained so children enter secure homes that provide stability and a nurturing environment.

"My flat is great, much better than foster care. It is really good being here, and my flat mate is great."

– Young person commenting on Lincolnshire Youth Housing Accommodation

7.2.2 Health for children in care

Children in care are more likely to experience poorer health and are less likely to be fully vaccinated or receive regular dental assessments. Early childhood experiences strongly influence health and wellbeing throughout the life course. The pandemic has reduced developmental, immunisations and dental checks for looked after children. Prior to the pandemic we were assessed as outstanding in the delivery of our children's social care services. Our integrated model of delivery with early help, children's health and children's social care resulted in highly effective multi-agency working to co-ordinate and deliver services for families that they valued, and that make a positive difference to children's lives. Moving forward, we need to ensure looked after children are not left behind and reduce inequalities in health and service access through the delivery of continued outstanding services.

7.3 Youth support

7.3.1 Housing

Lincolnshire is a great place to live though there are some young people living in difficult circumstances. Lincolnshire sees a similar rate of homeless young people (0.48%) to the national rate. Locally, children in care age 16–17, care leavers and homeless 16–17-year-olds are offered multi-occupancy housing and support in preparation for independence and adulthood. COVID-19 created the risk of housing placement breakdowns during difficult times. Lincolnshire Behaviour Outreach Support Service (BOSS) worked

with Healthy Minds Lincolnshire to provide information, advice, and support to build resilience among young people and staff, to offer an additional layer of support and enhance the youth housing offer. As a result, there were no evictions or breakdowns in youth housing during the pandemic.

7.3.2 Young carers

Young carers are children and young people who provide care for a family member or friend for reasons such as poor physical or mental health. This may involve personal care, budget management, household chores, and arranging healthcare. During the pandemic, some young people have taken on caring roles for the first time and others have had caring roles increased. The offer to attend school was welcome for young carers, and some young carers informed us remote learning has lessened their anxiety and conflict of school attendance versus leaving someone unwell at home.

During the pandemic, schools and Lincolnshire County Council's Early Help Team have supported young carers virtually, on the phone, or face-to-face. Local Young Carers support groups have continued to support young carers by providing information, advice, and time off to enjoy fun activities. The local priorities for young carers are to increase identification of young carers and improve their access to information, advice, and support, and ensure a co-ordinated approach for families with better experiences and outcomes. A Young Carers survey is currently being completed to explore young carer experiences to inform and shape future local support.

“When dad is unwell or we cannot wake him we know what to do. We have a Safety Plan our Early Help Worker did with us and we know to call an ambulance and then either ring our mum. If she does not answer we call our neighbour and this makes us feel safer.”

– A young carer describing the support provided by the Early Help Team

7.3.3 Bright futures

Young people in Lincolnshire generally have excellent prospects following school. This is shown by Lincolnshire having significantly fewer 10–17-year-olds entering the criminal justice system (120.6 per 100,000) than nationally (208.6 per 100,000) as well as a lower-than-average proportion of 16–17-year-olds not in education, employment, or training (NEET) (4.8%).

Future 4 Me is a service supporting young people in Lincolnshire who may be at risk of entering the criminal justice system. The Emergency Duty Team have worked with Future 4 Me to extend emergency support to families, and the Positive Futures Service and Youth and Community Development team created a re-modelled activities offer in COVID-19 secure venues, offering individual support and Time Out sessions during the pandemic using PPE. Young people have been supported by the dedicated health team within Future 4 Me providing access to psychology interventions and speech and language specialisms. BOSS also provided careers guidance to some young people and was well received.

The Liaison and Diversion Service commenced in April 2020 and offers a contact with every child and young person on their reception into Police custody. The use of virtual meeting technology has meant that the Joint Diversionary Panel has continued to operate to avoid children entering the criminal justice process and provide early intervention at the lowest possible level. The aforementioned services lift up young people and empower them to reduce inequalities and facilitate positive lives.

8. Mental health and emotional wellbeing

Mental health is arguably the most significant issue coming out of the pandemic for children and young people. According to Children’s Commissioner, an estimated 1 in 6 children in England age 5-19 have a probable mental disorder and there are national increases in referrals to child mental health services. We want children and young people in Lincolnshire to live happy and fulfilling lives and to do this we need to ensure services continue to be tailored to their specific needs and recognise that these differ from adults.

8.1 Isolation and loneliness

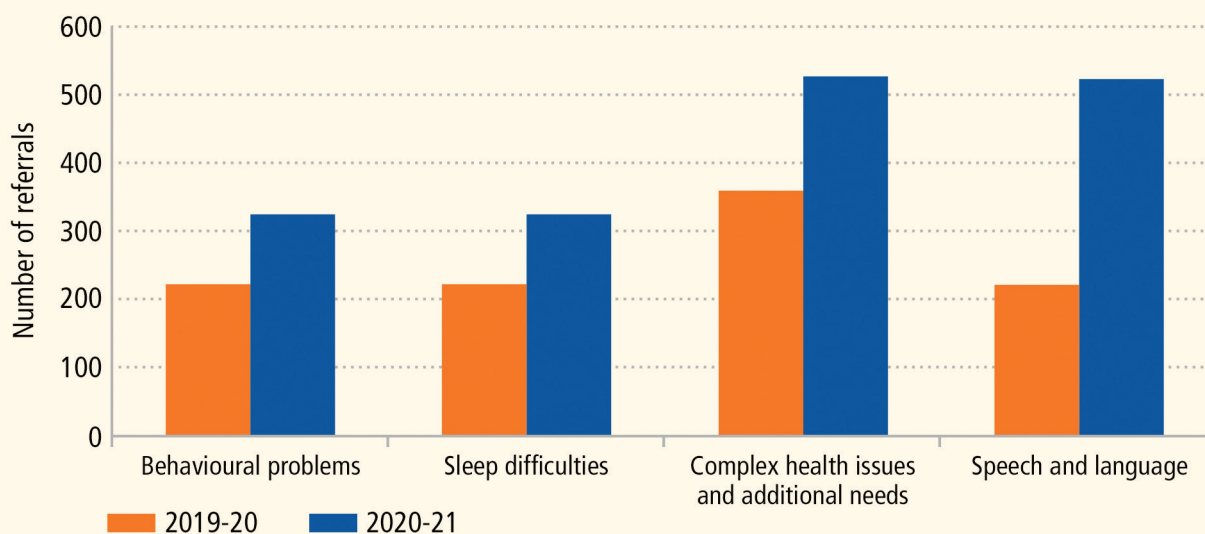
The pandemic has been extremely isolating, whether staying at home in lockdown or in quarantine following close contact with the virus. Many children have been isolated from friends and family with some households struggling with access to online learning and social platforms. Family relationships have been strained and became one of the top reasons young people accessed emotional wellbeing services. The pandemic has affected the mental health of parents who have navigated home working alongside supporting their child’s remote learning. Parental low mood and anxiety impacts on the wellbeing of children because it poses risks to bonding, attachment, and safety at home.

With gradual easing of restrictions, Lincolnshire can come together once again and we need to review the services which the Local Authority and other partners offer to ensure these are designed for and meet the specific needs of children.

8.2 Emotional wellbeing and stress

Emotional wellbeing is about being happy, confident, and having good relationships. Children and young people have endured a prolonged period of uncertainty, frequent change, and worry. Public Health England found the mental health and emotional wellbeing of CYP in England was relatively resilient and stable in the early stages of the pandemic, with an increase in anxiety and decline in wellbeing over time. There is evidence the mental health and wellbeing of certain groups were disproportionately affected based on gender and ethnic background, as well as factors including being in care, SEND, pre-existing mental health needs, and LGBT+ young people. In Lincolnshire, we have seen signs of the burden faced by local children, with increases in referrals for difficulties with sleep and behaviour (Figure 12).

Figure 12: Referrals to Children’s Health



8.3 Support

8.3.1 School

Schools are safe and secure environments that help children thrive. Schools and local partners have worked to support young people throughout the pandemic. During periods of school closure in lockdown, BOSS refocused support to parents and carers of young people already in receipt of support pre-pandemic. Parents reported that BOSS support helped them by offering a listening ear (83%), supporting their child (79%), giving practical advice (67%), helping to connect them with the school (67%) and signposting to further advice and information (44%). Moving forwards, we want to support services to open up and resume normal business.



In November 2020, the Department for Education and Department for Health and Social Care launched the Wellbeing for Education Return programme – a package of training and resources using a whole school approach to mental health and wellbeing, and targeted

support for children and families. In Lincolnshire, we worked closely with Healthy Minds Lincolnshire and education partners to co-deliver this package to 338 education settings by March 2021, empowering them to support local children. As well as this, the Caring2Learn project trained and supported schools in response to COVID-19 and lockdowns, and in summer 2020 we joined with the KYRA Teaching School to deliver a series of workshops to support education settings in their pandemic response.

After the second national lockdown, there was a sharp increase in referrals to Pilgrim Hospital School due to Emotionally Based School Avoidance (EBSA). The 'EBSA Ladder' aims to identify all factors contributing to school avoidance, and was introduced to mitigate this rising demand, alongside the appointment of additional caseworkers to support this work. In Lincolnshire, we are exploring a range of person-centred solutions to this growing problem including community support and social prescribing models.

8.3.2 Healthcare

Sometimes young people need help in an emergency for reasons of mental health and emotional crises. In Lincolnshire, a higher proportion of young people needing help in a mental health crisis received an emergency telephone response within 4 hours during the pandemic (95%) compared to the previous year. This above national average figure is testament to the hard work put in locally to respond to children and young people's SEMH needs.

In terms of mental health admissions, rates are similar for under 18s in Lincolnshire to nationally, though lower for self-harm among 15–19-year-olds. During the pandemic, Lincolnshire has seen an increase in the number of young people presenting with eating disorders. However, in 2020-21 there has been a significant decrease in mental health inpatient admissions in Lincolnshire. This is largely due to the success of a new intensive home treatment model implemented just before the pandemic – the Child and Adolescent Mental Health Services (CAMHS) and Crisis and Enhanced Treatment Team (CCETT). CCETT have avoided admission for 97% of CYP who provided with home treatment in 2020-21 and the number of admissions halved despite a 7% increase in referrals. This is excellent both in terms of keeping young people safe in their own homes with the support needed and reducing demand on inpatient health services.

8.3.3 Local services

Healthy Minds Lincolnshire (HML) is delivered by Lincolnshire Partnership NHS Foundation Trust through a partnership agreement led by Lincolnshire County Council. HML provides emotional wellbeing support for young people up to 19 years old (or 25 if a young person with SEND or leaving care). During the pandemic the service has adapted to offer telephone and video appointments for children as well as parents.

The promotion of resilience, normalising emotions and positive coping mechanisms will support children, parents, and carers to bounce back from the impact of the pandemic. In addition, CAMHS and Mental Health Support Teams (MHSTs) worked together to enhance the virtual mental health support available to children and young people, parents and carers, and education settings.

9. Conclusion

Approximately 1 in 15 people aged 0-19 in Lincolnshire have tested positive for coronavirus, compared to 1 in 12 nationally. Thankfully, the effects of the virus for children are very different and it is very rare for children to experience severe COVID-19. However, the indirect effects of the pandemic are undeniable and significant. Though the hard work and collaborative effort of people across Lincolnshire has eased this burden, we are seeing signs of harm and must continue to do all we can to minimise this and give children in Lincolnshire the best start in life.

9.1 Summary of impact

Children and young people in Lincolnshire have endured separation from family and friends, altered access to health and dental care, and disruptions to learning and development. We have seen that young people are less likely to be physically active which increases the risk of becoming overweight and continuing this into adulthood. Altered access to health services during the pandemic could mean continuation of behaviours harmful to health, including smoking in pregnancy which increases the chance of prematurity, a significant health burden in Lincolnshire. Perhaps most significantly, the pandemic has taken its toll on the mental health of the nation and its impact is no less in young people, who are showing signs of stress, anxiety, and low mood. This is particularly pronounced among children with SEND and children in care. The coronavirus pandemic has highlighted inequalities and vulnerabilities and threatens to widen the gap in health and wellbeing between richer and poorer communities.

9.2 Summary of support and learning for the future

We have taken significant strides to support young people in Lincolnshire during the pandemic and have seen excellent success in actions taken to keep children in school, support breastfeeding mothers, vaccinate young children, and keep children fed. Early Years practitioners have delivered creative learning resources, encouraging play and development through video calls to support learning and development, and enhancing attachment relationships. Services adapted rapidly to offer virtual health visitor contact, mental health support, deliver workshops, and raise the voice of the child in social care reviews. Health visitors, social workers and Team Around the Child have protected

vulnerable young people, and Lincolnshire County Council's health protection team, Ask SALL, and the SPA advice line have provided information and advice to people across Lincolnshire during a time of uncertainty and challenge.

HML, CAMHS, BOSS and other partners have worked together to support and empower parents and educators in Lincolnshire, and we have seen fewer mental health admissions thanks to the work of CCETT, with support from HML, CAMHS and BOSS. The pressure on local early intervention services has been increasing, and key partners have begun a full review of children's mental health services. This will take time, but we will work collaboratively to understand how services can work better for CYP and their families in Lincolnshire, learning from the pandemic and transforming the help available locally.

9.3 Challenges ahead

The COVID-19 vaccination programme has been highly effective in reducing deaths and hospital admissions in the general population, but the virus remains in circulation. COVID-19 is expected to become endemic and with this comes future uncertainty and the need for learning lessons and continuing to protect the health of the public. Though we have been able to describe a broad range of impacts of the coronavirus pandemic upon young people, it is likely we will see its full extent revealed over time.

9.4 Moving forwards

It is our priority to address the findings in this report to promote and protect the health of people in Lincolnshire.

As we move into COVID-19 recovery, we aim to open up and protect services and settings such as children's centres which offer social support, improve parental wellbeing, and are utilised by health visitors and children's nurses. We want to develop a child and family weight management service with a continued focus on maintaining a healthy weight and promoting positive health through fun family friendly activities.

We also want to preserve gains during the pandemic such as closer working relationships and collaborative partnerships, where there are opportunities to define roles and create joint targets to avoid duplication and ensure efficient and effective service delivery. Increased

use of virtual technology has demonstrated potential benefit in terms of accessibility, acceptability, and engagement with certain groups. Moving forward, we will consider continuing to offer this for people who prefer to access support virtually and offering options around engagement that are appropriate to service context.

This report has highlighted some existing areas where children and young people have distinct needs in Lincolnshire, the services we have that support them, how these services have tailored their support during the COVID-19 pandemic and what the core areas of focus are as we now move into a protracted

period of recovery from the pandemic. As a result of this we should focus on three key areas going forwards which can be delivered by the priorities and recommendations set out in Figure 13 below. Three key areas which can begin to address the issues highlighted in this report are:

- Ensure services are designed for children and young people specifically, not adapted adult services
- Focus on physical activity, diet & nutrition, emotional and mental well-being
- Prioritise education, increasing opportunity and tackling health and social disparities

Figure 13: Priorities and recommendations moving forwards

- 1 Keep schools and other child settings open
- 2 Offer universal programmes whilst targeting disadvantage
- 3 Reduce health inequalities and disease burden
- 4 Use creative and innovative ways of working and engaging
- 5 Monitor and maintain critical services
- 6 Get young people the right support at the right time
- 7 Support children to eat well and get active
- 8 Catch-up on vaccinations, dental and physical health needs
- 9 Support the mental health and wellbeing of people in Lincolnshire
- 10 Prioritise recruitment, maximise staff mix and work together

The children and young people of Lincolnshire are our priority. We will continue to work for and with them for a better future so they may enjoy happy and healthy lives.

Glossary

1. ALD – Autism and Learning Disability – A Lincolnshire County Council service working with and supporting schools to meet the needs of pupils with autistic spectrum disorder and/or learning difficulties.
2. BAME – Black Asian and Minority Ethnic – terminology normally used in the UK to describe people of non-white descent.
3. Birth Rate – The number of live births per thousand of population per year
4. BOSS – Behaviour Outreach Support Service – Lincolnshire Behaviour Outreach Support Service is a service commissioned by Lincolnshire County Council on behalf of the community of schools in Lincolnshire. They provide support to schools as part of the Lincolnshire Ladder of Behavioural Intervention.
5. CAMHS – Child and Adolescent Mental Health Services – CAMHS are NHS Services that assess and treat young people with emotional, behavioural or mental health difficulties.
6. CCETT – Crisis and Enhanced Treatment Team – CCETT are provided by CAMHS (definition above) as a new intensive home treatment model to support young people with mental health difficulties at home.
7. CIC – Child in Care – the definition of looked-after children (children in care) is found in the Children Act 1989. A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.
8. CPP – Child Protection Plan – Children may be subject to a Child Protection Plan following a child protection case conference detailing the ways which the child is to be kept safe, how their health and development is to be promoted and any ways in which professionals can support the child's family in promoting the child's welfare if this is in the child's best interests.
9. CYP – Children and Young People – Refers to children and young people from birth until their 18th birthday.
10. DALY – Disability-adjusted life year – a measure of overall disease burden, expressed as the number of years lost to ill-health, disability or early death.
11. Demography – the study of statistics such as births, deaths, income, or the incidence of disease which illustrate the changing structure of human populations.
12. EBSA – Emotionally Based School Avoidance – A term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school.
13. EH – Early Help – A team that supports children, young people, and their families to achieve their potential, by either preventing difficulties, or stopping things getting worse.
14. EHCP – Education Health Care Plan – a legal document which: identifies a child's special educational needs; the additional or specialist provision (support, therapy etc) required to meet their needs; and, the outcomes (capabilities, achievements) the provision should help them achieve.
15. FAST – Family Assessment and Support Team – social work teams across the county working with and supporting children in need, child protection, and court work.
16. GBD – Global Burden of Disease – The GBD study aims to quantify the burden of premature mortality and disability for major diseases or disease groups, and uses a summary measure of population health, the DALY, to combine estimates of the years of life lost and years lived with disabilities.
17. Health inequality – Health inequalities are avoidable, unfair and systematic differences in health between different groups of people. A health inequality refers to a higher burden of illness, injury, disability or mortality experienced by one group relative to another.
18. HML – Healthy Minds Lincolnshire – a service which provide emotional wellbeing support for children and young people up to 19 years.
19. IDACI – Income deprivation affecting children index – an indicator which gives a rank, score and decile by pupil and school postcode to describe a child's level of deprivation.
20. IMD – Index of Multiple Deprivation – This is the official measure of relative deprivation for small areas (or neighbourhoods) in England.

21. LGBT+ – Collectively refers to people who identify as Lesbian, Gay, Bisexual or Transgender and people with gender expressions such as nonbinary, intersex, and queer people (can also be written as LGBTQ+).

22. MACE – Multi-Agency Child Exploitation – the strategic-planning group for partnership activity to address the sexual and/or criminal exploitation of children, including ‘County Lines’ and missing children.

23. MenACWY – The MenACWY vaccine is offered to teenagers and University students to protect against four strains of a bacteria which can cause meningitis and meningococcal disease.

24. MMR – Measles, Mumps and Rubella vaccine – These are three different diseases which are caused by three different viruses. The vaccines given to immunise against measles, mumps and rubella are all combined into one injection, the MMR vaccine. This is usually administered to children aged 12-13 months. A second dose is usually given as a pre-school booster.

25. Morbidity – A state of poor health, due to a specific illness. ‘Co-morbidity’ refers to several different types of illness that you may have at once.

26. Mortality – The number of deaths in a given area or period, or from a particular cause.

27. NEET – Young People Not in Education, Employment or Training – Those aged 16 to 24 years who are not in education, employment or training.

28. ONS – Office for National Statistics – an organisation who collect, analyse and disseminate statistics about the UK’s economy, society and population.

29. OT – Occupational Therapy – A service offered by both the NHS and Social Services which works with a person to improve their ability to perform everyday tasks for those having difficulties.

30. PPE – Personal Protective Equipment – equipment that will protect the user against a health and safety risk.

31. QALY – Quality-adjusted life year – A measure of the state of health of a person or group in which the benefits, in terms of length of life, are adjusted to reflect the quality of life. One QALY is equal to 1 year of life in perfect health

32. SALL – The SEND Advice Line for Lincolnshire – an early advice service for SENDCos and other professionals to help schools meet the needs of children and young people with special educational needs and disabilities, as early as possible. It is not a referral process.

33. SEMH – Social, Emotional and Mental Health – refers to students with difficulties managing their feelings, emotions and behaviour. These issues can hinder their ability to access education and opportunities.

34. SENCO – Special Educational Needs Coordinator – a school teacher who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities.

35. SEND – Special Educational Needs – Children and young people with special educational needs who also have a disability. A disability is described in law (the Equality Act 2010) as a ‘physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.

36. TAC – Team Around the Child – A group of professionals who are working with an individual child or young person with a disability or complex needs come together to share information and agree a plan – along with parents/guardians – to meet the child’s needs. The emphasis should be on the needs of the child and the aim is to provide joined-up support.

37. Variance – In statistics, variance measures how far a set of random numbers are spread out from the mean (the average).

38. YLD – Years Lived with Disability – The number of years of what could have been a healthy life that were instead spent in states of less than full health. YLD represents non-fatal disease burden.

39. YLL – Years of Life Lost – The number of years of life lost due to premature death, defined as dying before the ideal life span. YLL represent fatal disease burden.



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

Report to:	Children and Young People Scrutiny Committee
Date:	14 January 2022
Subject:	Attendance in Schools, Elective Home Education and Children Missing Education Annual Report 2020/21

Summary:

This report presents annual data for 2020/21 and commentary on Attendance in Schools, Elective Home Education and Children Missing Education.

Actions Required:

The Children and Young People Scrutiny Committee is invited to review and comment on the Attendance in Schools, Elective Home Education and Children Missing Education Annual Report for 2020/21.

1. Background

This report provides data and information on the attendance of children in schools or educated otherwise. It also reports on children who are missing education i.e. they are not on a school roll or attending regularly including those who are receiving a reduced timetable.

The local authority has a duty under section 436A of the Education Act 1996 to have processes in place to identify children who are not receiving a full time suitable education. Schools have a duty to inform the local authority of children who are removed from the roll of a school by parents to be electively home educated.

Covid-19 resulted in schools closing in January 2021 and reopening to all pupils in March 2021 which resulted in a significant impact on the attendance at school. This is in conjunction with the impact of periods of school closure in 2020. Therefore, some of the data presented in this report is limited to the period in which schools were fully open which is September 2020 until end of December 2020 and March 2021 until the end of the academic year.

The key points from the report are:

- The attendance of children in Lincolnshire schools was, on average, higher than national across the year for all children, for those with an Education, Health and Care Plan and for those with a social worker. This positive result was due to the collaboration of social care, the Special Educational Needs and Disabilities (SEND) team and the Inclusion and Attendance team in ensuring that our most vulnerable children were contacted and offered support, increasing the chances of them attending school during lockdown if appropriate and when schools fully opened.
- The increase in children being electively home educated (EHE) correlated with the opening and closing of school premises during the pandemic. The expectation for children to return to school in September 2020 resulted in a significant rise in EHE children which steadied when schools closed again in January 2021. Since March 2021 many children have returned to school and whilst numbers remain relatively high, they are on a similar trajectory to the pre-pandemic levels of 2019.
- During 2020/21 there were periods where attendance at schools was statutory and periods when it was not; the use of fixed penalty notices (FPN) and prosecutions for non-attendance reflected this. The FPN's that were issued were for term time holidays. There was and continues to be, no desire to fine or prosecute parents of children who are anxious and not attending during the pandemic period. The introduction of three new processes has meant that the child's holistic needs are considered and addressed where possible, before the school considers a legal route for non-attendance.
- Schools are regularly reminded of the importance of informing the local authority of children who are on a reduced timetable. There are some pupils who have 0 hours attendance due to school refusal and there is an expectation that these children are on the Emotionally Based School Anxiety (EBSA) pathway to ensure they access specialist teams to support the anxiety and the related non-attendance.
- Schools can access a range of support and guidance through the Managing Attendance package, helping them improve attendance at school in line with the recent Department for Education (DfE) expectations.

2. Conclusion

The Committee is invited to review and comment on the annual report attached at Appendix A.

3. Consultation

a) Risks and Impact Analysis

Not Applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Attendance in Schools, Elective Home Education and Children Missing Education Annual Report 2020/21

5. Background Papers

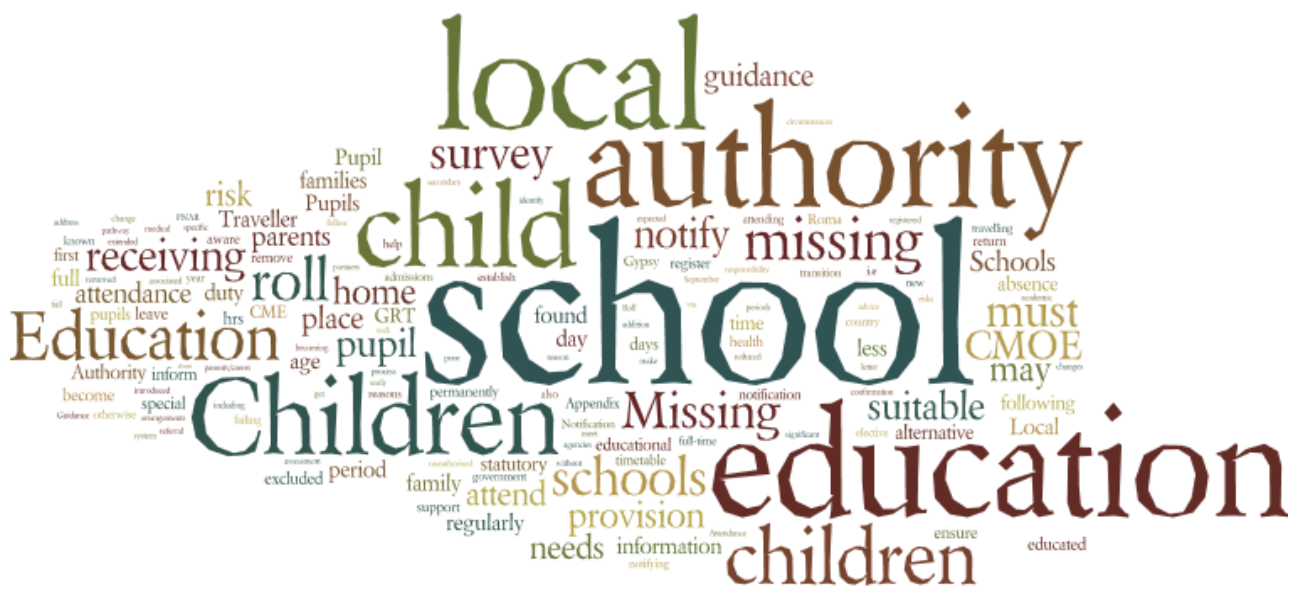
No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Jill Chandar-Nair, who can be contacted on 07717 320089 or jill.chandar-nair@lincolnshire.gov.uk.

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Attendance in Schools, Elective Home Education and Children Missing Education

Annual Report 2020/21



Author: Jill Chandar-Nair, Inclusion and Attendance Team Manager

Service Area: Inclusion and Attendance, Education Support

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1. Background

The local authority has a statutory duty to arrange suitable full-time education for children of compulsory school age at school or otherwise. This education must be suitable to their age, aptitude and any special educational needs they might have. The local authority has a duty under **section 436A of the Education Act 1996** to make arrangements to establish the identities of children in their area who are not receiving a suitable full-time education, as described.

A parent has a right to home educate their child as an alternative to sending them to school. The education provided must be full time, efficient and suitable to the child's age, ability, aptitude and any special educational needs.

Whilst most children attend school regularly or are being provided a suitable education elsewhere, there are some who, for many reasons are not receiving a full time education or are unable to attend. The groups of children who are referred to in this report are:

- **Children missing education (CME)**
children who are not on roll of a school
- **Children not attending regularly**
pupils who have not attended school for a period of 10 consecutive school days and their absences have been unauthorised (**PNAR**)
pupils for whom a fixed penalty notice (**FPN**) has been issued due to persistent absence/unauthorised holiday
pupils whose parents are being prosecuted due to their child's poor attendance
- **Pupils on reduced timetables**
pupils who are not receiving a full-time education due to e.g. medical needs

2. Coronavirus (Covid-19) and School Attendance

During the pandemic schools were asked to voluntarily complete a weekly attendance return to the DfE which was then shared with the local authority allowing it to consider school attendance data against national for primary, secondary, children with an Education Health and Care Plan (EHCP) and children with a social worker. Based on the returns, Lincolnshire had an average attendance rate of 89% compared with 86% nationally. Lincolnshire also had a higher attendance rate for children with an EHCP (86% compared with 82% nationally) and children with a social worker (86% compare with 82% nationally). This positive picture was a result of the collaboration between SEND and the Social Care Teams to ensure that children were safe and well during lockdown and offering support back into school where required. The SEND team contacted all children with an EHCP twice during the year to speak to parents and offer support, which was well received by the families. This high level of collaboration and processing of concerns meant a swift response to need enabling the local authority to maintain a level of support resulting in higher attendance at school.

Following the return of children to school in March, attendance began to return to some normality as school attendance was deemed compulsory, however schools were far more flexible in their approach to non-attendance as they continued to encourage those who were still anxious about the pandemic to return to school. The local authority implemented new processes to support schools with their attendance.

1. The introduction of the Emotionally Based School Anxiety (EBSA) pathway. This pathway recognises children who cannot physically attend school due to anxiety or other mental health issues and guides school on what steps to take to allow children to access the support they need whilst still engaging with education. This pathway was shared with schools in the summer term 2021 and has been implemented during the Autumn term 2021.
2. Supporting children back into school through Early Help. This process is to support children who have not attended a school for a significant period of time and are therefore unlikely to successfully attend under the legal enforcement of a School Attendance Order. The reintegration back into school, with the support of an Early Help

worker was agreed in Spring 2021, with implementation planned over the 2021/22 academic year.

3. The extension of the role of the Virtual Head. Following the government's guidance in June 2021, there has been an agreement that additional support through Caring2Learn will be offered to schools to improve the education and attendance of children with a social worker.

The full benefit of these new processes will hopefully be seen in the academic year 2021/22.

3. Notification of children who are missing out on education (CMOE)

All schools must notify the local authority of children who are or may be at risk of missing education. The introduction and use of Synergy in 2018 allowed the local authority to improve the processing of the DfE files, CMJ - child joining a school and CML – child leaving a school. Most school management information system (MIS) providers have now built the use of these files into their system and schools can therefore more easily provide the local authority with the data it requires. Once received, the system matches leavers and joiners; when a child is not matched, further enquiries are made with schools, to ensure that they have used the notification survey as required. If the child's whereabouts cannot be confirmed, the child is considered as missing education and the search for this child is supported through the child missing education process.

4. Children Missing Education (CME)

All schools must use the notification survey to report a child as missing education to the local authority. Other authority's agencies that wish to report a child missing education refer directly to the CME team.

There were 1529 children logged as CME in 2020/21, a 25% increase in CME compared with the previous year but just 4.7% increase on 2018/19 as numbers return to pre-Covid levels of reporting. A significant number reported by schools, from out of county or from School Admissions are not logged as the children are immediately found in education and therefore

there is no need to record. In total 81% of all children reported as CME in 2020/21 were found in education and 11% remain open.

Boston has a higher share of the reported CME due to the high number of EAL (English as an additional language) families who may have returned to their home country and not notified the school (21%). Overall, the average time a case was open to CME was 55 days, and 38% of the cases were transferred on to a Safeguarding and Education Welfare Officer for further investigation. Of the 1529 children logged as CME, 110 were children who were previously electively home educated, this is 69% higher than the previous year. Most of these children will now have either returned to school or have received support with reintegration with the potential of issuing a School Attendance Order if there continues to be non-engagement.

Schools are asked to complete a risk assessment when notifying the local authority of a child that is CME. A Red or Amber rag rating would indicate a level of safeguarding concern. 36% of the children reported as CME were given a red or amber rating, which is comparable with the previous year. However there were a significant number of children reported without a completed risk assessment therefore this percentage may be higher. Schools will be reminded of the importance of identifying risk to support the team to prioritise searches.

There is an equal spread of children reported as CME across the age range, with the exception of Year 7 showing an unusual spike; this may have been due to children not transferring as expected to their secondary school in September 2020.

5. Children not attending regularly

5.1. School Assurance

There is no annual comparable data for 2019/20 with only Autumn 2019 available. The overall absence rate in Lincolnshire for Autumn 2019 was 5.2% compared with 4.9% nationally in 2019 showing Lincolnshire as having a higher than average absence for that period. Absence rates for Lincolnshire were below national for the Autumn 2020 term at 4.5% compared with 4.7% nationally (Covid cases removed) showing a good rate of return to school.

A guidance document for schools **Managing School Attendance: Supporting pupils' return to school following Covid-19 school closure** was shared with schools prior to the September 2020 new term. This supported schools to understand the DfE position on school attendance and how to record absences and address poor attendance taking into consideration anxiety based school refusal as a growing factor.

The Inclusion and Attendance team continued to promote the Managing Attendance package of workshops, audit and advice and guidance which 140 schools purchased for 2020/21.

5.2. Pupils not attending regularly: 10 consecutive days unauthorised absence

The Children Missing Education guidance September 2016 stated that schools should agree with the local authority, an interval at which they will inform the local authority of a pupil that fails to attend regularly. To support this, a notification survey was designed that allows schools to notify the local authority of any child who has been absent from school without permission for more than 10 consecutive school days.

There is no comparable data for this year as there was a period of non-school attendance due to Covid-19. From September 2020 to 29 June 2021, 468 children were entered on the survey, with 16 children entered more than once. 52 of the children reported were still not attending full time in September 2021. It is unlikely that this is the full extent of the absences due to the complexities of remote learning, coding and non-school attendance during this period.

One of the reasons children were not attending during this period was anxiety about returning to school; a number of the children reported were children with Education Health and Care Plans. Whilst we expected that the number of children returning will continue to increase throughout the next academic term, the new EBSA pathway that has been established for schools accepts that some children will need additional support to overcome

their anxiety around attending school and schools are expected to follow the ladder of intervention. If there is sufficient evidence to suggest that the school is unable to provide a suitable education whilst the child is not attending, the case will be considered for a referral to Pilgrim alternative provision.

6. Fixed Penalty Notices (FPN)

When a child has unauthorised absence of more than 4.5 days over a six week period, schools are permitted to request that the local authority issue a penalty notice. There were 604 FPN's issued in 2020/21 with no fixed penalties being given between January 2021 and March 2021. 72% of these were issued for holidays out of term time. There were 77 cases of prosecution due to non-payment and 160 cases remained unresolved at the end of the academic year. The local authority continues to recommend that schools consider all other possible strategies to improve attendance before requesting legal action.

Lincolnshire is required to complete an annual return to the DfE as part of the Parental Responsibilities - Attendance data collection; this was reinstated for 2020/21.

7. Prosecutions for non-attendance

There were an insignificant number of prosecutions for persistent absence during 2020/21. This was due mainly to a period of non-school attendance as well as schools avoiding prosecution whilst children may still be reluctant to return. There was also a significant backlog in court availability which impacted on the chances of cases being heard within the time period required to prosecute.

8. Children on Reduced Timetables

The legislation states that all children have a right to a full-time education which is defined by Ofsted as 25 hours per week. If at any point in a child's education, it is deemed that he/she is not capable of doing a full-time education principally due to medical needs, the school must inform the local authority. The school must indicate why the reduced hours

timetable is in place and for how long; this should be for no longer than 6 weeks and be in agreement with the parents.

The Reduced Timetable protocol is available to schools and the local authority monitor the use of the notification survey, principally looking at children who are subject to a number of periods of reduced timetables and schools who frequently use this approach.

Some children who have anxiety based school refusal will not be attending school at all but will be receiving support from the school to continue their education and begin to break down the barriers to going to school. These children should be recorded as 0 hours on the reduced timetable survey with a plan of increasing this over time.

For the academic year September 2020 to July 2021 the local authority was informed of 613 children receiving a reduced timetable, with many children being entered more than once giving 936 total entries. This is for a period of 9 months as attendance at schools was not compulsory from January to March 2021. This is a similar number to the previous year when there was also a period of school closure. 146 schools used the survey; there will be some schools that have no children to enter however, considering the likelihood of children not attending full time during the pandemic, it indicates that some schools were not informing the local authority of children who were not receiving full time education during this period. This is particularly evidence in special schools and alternative provision where non-attendance due to specific needs is higher compared with mainstream schools. There will be a focus on these settings for 2021-22 to ensure that data is captured.

Mental Health/Anxiety and Behaviour were two of the main reasons given for a child being on a reduced timetable. In addition, a high number of the children were recorded as having special needs many with an EHCP.

9. Children who are electively home educated (EHE)

The local authority maintains a register of children who are home educated. Schools are legally required to inform the local authority when a parent decides to remove their child

from school, to home educate. Other children, who have never entered the education system, are often identified by other agencies. At the end of the academic year 2020/2021 there were 1262 EHE children known to the local authority. This is 12% higher than the numbers for 2019/20 despite the fact that there were few notifications from January to March due to the school closure.

In Lincolnshire and nationally, home education numbers had been increasing prior to the pandemic. This was for many reasons and with more publicity being given to home education, parents have and may continue to perceive it to be a viable and even more desirable alternative to school, without understanding the complexities of providing a suitable education at home. The data in Appendix 1 shows that whilst the numbers recorded are high throughout the year, there are also a high number of starters and closed cases indicating that there is a significant amount of movement in and out of school. This suggests that the parental choice of EHE is mainly pandemic related rather than a long term desire to home educate.

The new process introduced in 2019 has enabled the local authority to reduce the period out of school by requesting an intention to educate once the child is off roll. If this is not provided, the parent is told to return the child to school and support is offered if there are any difficulties in doing this. This process was impacted by the pandemic in that it was more challenging to return a child to school during school closure and the restrictions on visiting families. However, the new process will reduce the number of children who are out of school for a significant amount of time.

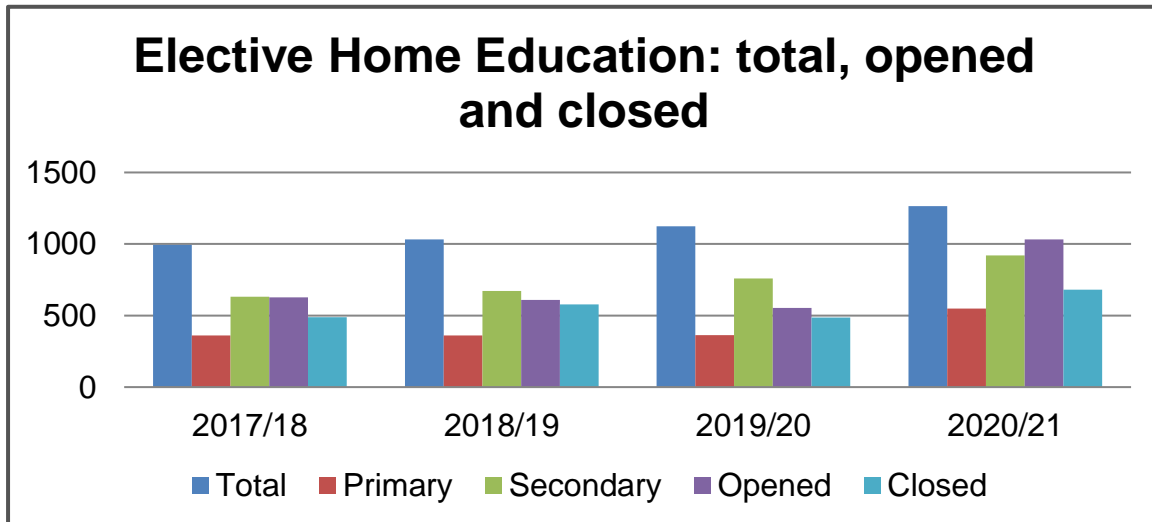
Following the pandemic, there were children who were removed to be electively home educated and have now been out of school for a significant period of time. Some of these children were vulnerable and known to social care. A Children's Services Themed Audit was carried out in May 2021, jointly between social care and education to identify good practice and areas for improvement. Following the audit, a new process is being introduced in which Early Help workers are allocated as case workers to support the reintegration of children back into mainstream education. In addition, a survey was carried out with 20 schools to

analyse the children removed to EHE between September 2020 and December 2020 which helped identify trends and concerns that schools may have about reintegration.

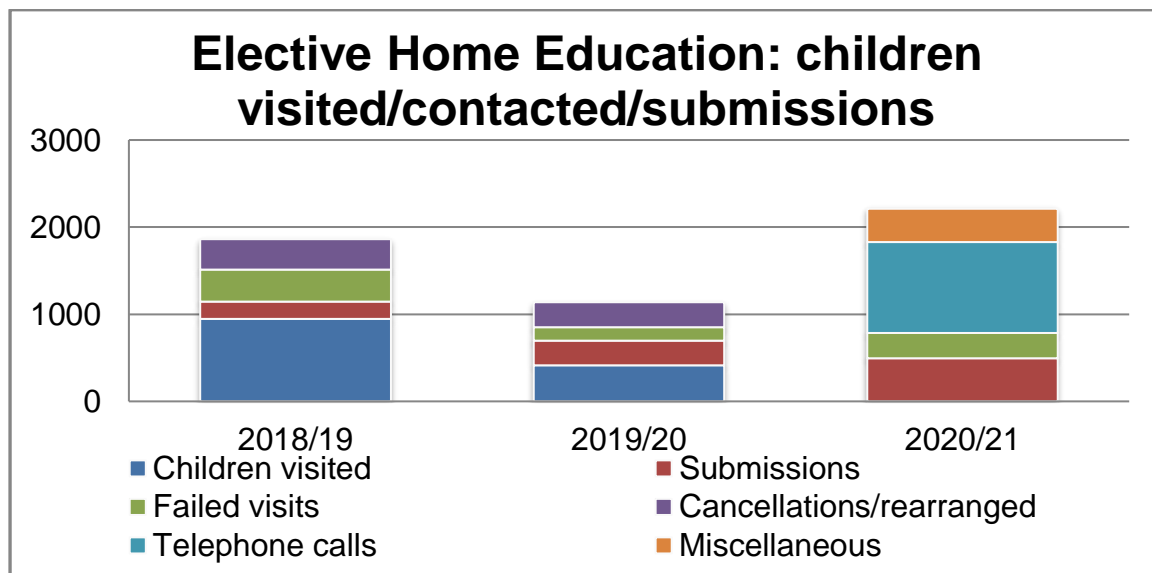
As in the previous year, 2020/21 saw periods of school closure and times when parents were very reluctant to return their child to school due to the anxiety over Covid-19. The EHE numbers reflected this. During the first term of 2020, EHE numbers rose significantly with 571 new cases between September and December 2020. Parents continued to choose to home educate their children during the period of school closure, however there was also a high number of closures as parents began to feel it was safe to return their child to school. For September 2021, numbers were remaining high but are beginning to return to the same rate of increase as experienced pre-Covid-19.

For the majority of families, EHE is a lifestyle choice; 92% of families were able to show that they were providing a suitable education for their children at home. This is based on submissions or phone calls with an Education Provision Advisor. Home visits have not resumed, however, if a parent is unable or unwilling to provide suitable or sufficient evidence, the case is passed to a Safeguarding and Education Welfare officer who is able to visit the family if required. All advisors are trained to identify safeguarding concerns and respond appropriately. The number of children in Child in Need or with Education Health and Care Plans remains steady and these children continue to be prioritised for visits if required. Whilst there is no indication that children are at increased risk due to being home educated, the reduction in home visiting means that children are unlikely to be seen and may not be seen by any other agency.

Elective Home Education

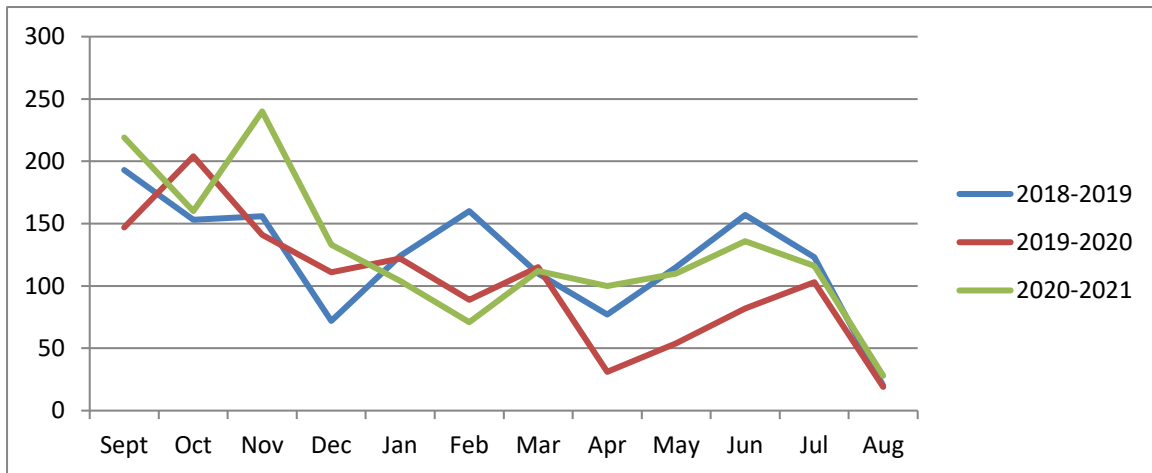


Key Messages: Number of children being Electively Home Educated is higher than previous year with significantly higher numbers opened and closed



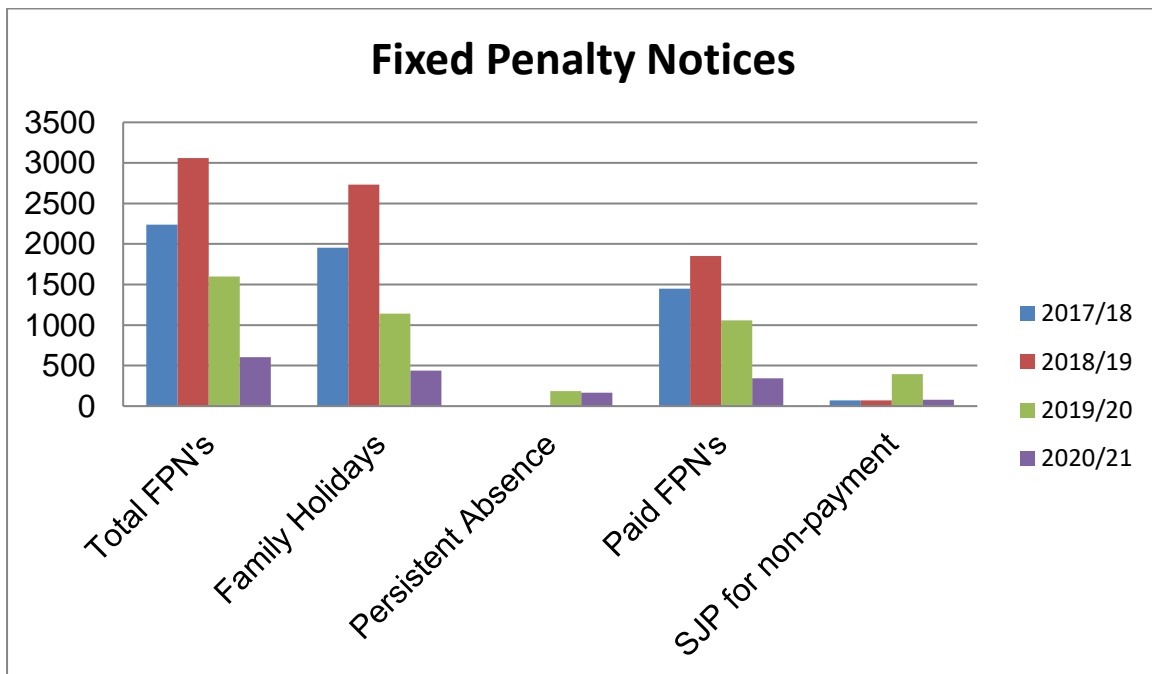
Key Messages: Higher number of contacts due to increase in number of EHE children. No visits took place due to Covid-19. Phone calls offered as alternative with increase in submissions. Miscellaneous includes return to school, moved, rearranged, intend to submit.

Children Missing Education



Key Messages: the number of children reported as missing this year has increased compared with last year dipping during periods of school closure. The numbers have returned to those comparable to pre-Covid.

Children not attending regularly



Key Messages: Total Fixed Penalty Notices issued were low due to school closure in January until March 2021 and limited use of FPN process for non-attendance during the remainder of the year.

Children Electively Home Educated

Reported August 2021

	2018/19			2019/20			2020/21		
School Age Group	Pri	Sec	Total	Pri	Sec	Total	Pri	Sec	Total
Current number EHE	361	671	1032	364	759	1123	548	920	1262

Starters and Leavers	2018/19	2019/20	2020/21
Number of new starters	610	554	1031
Number closed	577	487	680

EHE Advisor visits and outcomes	2017/18	2018/19	2019/20	2020/21
Number children visited	931	946 (369 failed)	-	-
Number families visited	800	760	413	-
Number of written submissions reviewed	98	199	285	494
Number of submissions by phone				1044
Number of suitable (visits and submissions)	546	614	620	1138
Number of unsuitable (visits and submissions)	38	93	65	96
Failed visits	300	369	153	290

	2019/20	2020/21	%increase
Reception	11	37	36%
Yr 1	37	59	58%
Yr 2	52	65	64%
Yr 3	46	79	72%
Yr 4	70	80	13%
Yr 5	67	107	60%
Yr 6	81	121	50%
Yr 7	108	133	23%
Yr 8	115	180	57%
Yr 9	160	168	5%
Yr 10	171	232	35%
Yr 11	205	204	-0.4%

Area	2018/19	2019/20	2020/21	%increase
Boston	69	82	114	39%
East Lindsey	269	312	348	12%
Lincoln	114	113	150	33%
North Kesteven	134	150	201	34%
South Holland	141	148	214	45%
South Kesteven	144	158	215	36%
West Lindsey	161	160	223	39%
	1032	1123	1465	30%

	CIN	CP	TAC	EHCP
2018/19	74	6	61	52
2018/19	24	2		73
2020/21	25	1	24	60

Total Number of Cases logged per month

Monthly Referrals													
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
2017-2018	205	123	151	93	115	70	110	51	65	118	89	24	1214
2018-2019	193	153	156	72	124	160	110	77	115	157	123	20	1460
2019-2020	147	204	141	111	122	89	115	31	54	82	103	19	1218
2020-2021	219	160	240	133	104	71	112	100	110	136	116	28	1529

Source of the CME referral

Source	2020/2021		2019/2020	
EHE	110	7.19%	65	5.39%
Lincs School	848	55.46%	670	55.51%
Out of County School	4	0.26%	18	1.49%
Leavers Form	103	6.74%	5	0.41%
Admissions	118	7.72%	112	9.28%
Other LA CME Teams	226	14.78%	247	20.46%
Other (i.e. SAO, Social Care, Anonymous, etc)	120	7.85%	90	7.46%
	1529	100.00%	1207	100.00%

Reason recorded for Child being missing

Reason for CME	2020/2021		2019/2020	
Ex EHE	43	2.81%	21	1.74%
Moved OOC	445	29.10%	333	27.59%
Moved out of UK	339	22.17%	218	18.06%
Moved within Lincs	119	7.78%	92	7.62%
Possibly EHE	13	0.85%	0	0.00%
Moved into Lincs	286	18.71%	277	22.95%
Unknown	155	10.14%	108	8.95%
Proof of Address	38	2.49%	58	4.81%
Other	91	5.95%	100	8.29%
	1529	100.00%	1207	100.00%

Rating of Risk Assessment

RAG Rating	2020/2021		2019/2020	
Red	102	6.67%	89	7.37%
Amber	458	29.95%	329	27.26%
Green	176	11.51%	82	6.79%
N/A	793	51.86%	707	58.57%
	1529	100.00%	1207	100.00%

District breakdown of CME

Areas	2020/2021		2019/2020	
Lincoln	192	12.56%	163	13.50%
Boston	363	23.74%	262	21.71%
North Kesteven	82	5.36%	42	3.48%
South Kesteven	131	8.57%	106	8.78%
South Holland	224	14.65%	134	11.10%
East Lindsey	161	10.53%	142	11.76%
West Lindsey	114	7.46%	105	8.70%
N/A	262	17.14%	253	20.96%
	1529	100.00%	1207	100.00%

Year Group Breakdown

Year Group	2020/2021	
R	112	7.33%
1	144	9.42%
2	124	8.11%
3	126	8.24%
4	121	7.91%
5	125	8.18%
6	116	7.59%
7	205	13.41%
8	120	7.85%
9	136	8.89%
10	121	7.91%
11	79	5.17%
	1529	100.00%

Pupils not attending regularly: Fixed Penalty Notices and Prosecutions

Fixed Penalty Notice Summary		2017/18	2018/19	2019/20	2020/21
1	Total FPNs issued for unauthorised absence	2237	3059	1600	604
1a	Total FPNs issued: main reason-family holiday	1953	2732	1139	437
1b	Total FPNs issued: main reason- late	0	0	0	0
1c	Total FPNs issued: main reason: other unauthorised	284	327	185	167
2	FPNs paid within 21 days	1435	1830	1056	311
3	FPNs paid within 22-28 days	14	23	-	33
4	FPNs withdrawn	153	93	148	23
4a	FPNs withdrawn as issued outside the terms of the local code of conduct	4	13	-	-
4b	FPNs withdrawn as ought not to have been issued to the named recipient	49	33	-	-
4c	FPNs withdrawn as notice appears have material errors	27	27	-	-
4d	FPNs withdrawn as after 28 day expiry, penalty is unpaid and LA do not wish to bring legal proceedings	73	20	-	-
5	Cases prosecuted following non payment	69	72	(396) non payment but no prosecution	77
6	Unresolved	93	84	-	160
7	FPNs unpaid	473	728	396	

Prosecutions	2017/18	2018/19	2019/20	2020/21
Total Prosecutions	85	134	293	77
Prosecutions due to unpaid FPN's	69	72	197	77
Persistent absence – 1 st Prosecution	73	46	49	0
Aggravated – 2 nd Prosecution	12	-	-	0
Withdrawn	5	0	0	-
Education Supervision Orders	4	3	3	0
School Attendance Orders	1	13	20	0

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

Report to:	Children and Young People Scrutiny Committee
Date:	14 January 2022
Subject:	Schools' Standards and Recovery

Summary:

This report provides an update regarding standards within the sector led system and the recovery response following the Covid-19 pandemic. An overview of validated performance data from Lincolnshire Schools and Early Years for 2018/2019 will be covered. The report will cover outcomes at Early Years, Key Stage 1, Key Stage 2 and Key Stage 4.

Analysis of needs and areas for development has been shared with the sector and partners to assist with targeted support programmes of professional development.

Actions Required:

The Committee is invited to review and comment on the issues and information contained in the report.

1. Background

Ofsted

Schools: As of 1 November 2021, 83.9% of Lincolnshire's schools have been judged as good or better. This is lower than our statistical neighbours of 84.1% and the national average of 86.6%. 75.9% of secondary schools and 84.2% of primary schools are good or better. 78% of academies are judged as good or better compared with 91.4% of maintained schools. Boston and East Lindsey have the highest proportion of schools judged to be less than good. City of Lincoln has the lowest proportion of schools not judged to be good or better.

Ofsted conducted a limited number of remote inspections of schools during the pandemic and have returned to routine inspections from September 2021.

Early Years: As of March 2021, 97% of Lincolnshire's early years settings were judged good or better compared to the national of 96%.

Disapplication of Setting Inspection

Scheduled Ofsted inspections in early years and childcare providers were cancelled at the start of the pandemic and routine inspections did not take place although regulatory work continued.

Autumn Term Ofsted Visits to Settings

Ofsted carried out 'interim visits' to early years and childcare providers from 28 September to 21 December 2020, for those providers with a less than good outcome at their previous inspection. These visits did not result in any changes to setting inspection grades.

Routine Inspections

Ofsted resumed their routine inspections in April 2021 and have focussed their visits on those providers who have yet to have their first inspection and those who have a less than good inspection outcome. Since that date there have been 45 inspections of Early Years and Childcare Providers in Lincolnshire; 39 have been judged as Good (or met where there are no Early Years children); four have been judged as Requires Improvement or Not Met, and one was judged as Inadequate by Ofsted. It is worth noting that this means that those currently being inspected are either those with a previous less than good judgement or those that are having their first inspection, which might be more likely to result in lower outcomes at inspection.

Outcomes

Early Years (Aged 5): Good Level of Development (GLD) is used as the key measure to judge outcomes for children at the end of the early years foundation stage (EYFS). Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

This 'Good Level of Development' in Lincolnshire was 69.6% in 2019 compared to 69.1% in 2018. This is lower than pupils in the East Midlands (70.3%) and that of the statistical neighbour (71.1%). National has increased to 71.8% in 2019 from 71.5% in 2018. The percentage of children achieving a good level of development has increased by 0.5% since 2018 and has dropped below National by 2.2%.

Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey

and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%. Boston and South Holland remain the lowest performing districts.

The Lincolnshire (32.1%) inequality gap (the difference between the lowest performing 20% of pupils and their peers) is narrower than the East Midlands (33.7%) in achievement across all Early Learning Goals, compared to National (32.4%).

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.

Phonics Screening Check (Aged 6): The gap between Lincolnshire and percentage of pupils meeting the expected standard by Year 1 is the same as the previous year, 81.0%. However, Lincolnshire is now 1% below National and in line with Statistical Neighbour. Pupils known to be eligible for free school meals are performing as well as the same cohort in the East Midlands, better than Statistical Neighbours but less well than National.

Key Stage 1 (Aged 7): This is a local measure of Reading, Writing and Mathematics combined (a pupil achieved age related or above in all three subjects). This has decreased to 61.5% in 2019 from 62.2% in 2018. The national average in 2019 was 64.9%, decreasing from 65.3% in 2018. The gap between Lincolnshire and National is broadly the same year on year. Writing is the weakest area in this Key Stage. Pupils known to be eligible for free school meals are performing less well than National in Reading, Writing and Maths but better than Statistical Neighbours in Writing.

Key Stage 2 (Aged 11): This is a national measure of reading, writing and mathematics combined (a pupil achieved age related or above in all three subjects). Lincolnshire has improved in this measure since last year to 61% in 2019 from 60% in 2018 and has continued to see an upward trend over the last three years. National has stayed the same in 2019 as 2018 at 65%. The gap between national and Lincolnshire has narrowed from 5% in 2018 to 4% in 2019. Progress scores for Lincolnshire and Statistical Neighbour in 2019 is the same in Reading and Writing than the previous year of -0.1. Mathematics is the weakest of the three subjects.

Pupils known to be eligible for free school meals (FSM) are performing less well than National, East Midlands and Statistical Neighbours in Reading, Writing and Maths in 2019 as in previous years.

The gap between the Lincolnshire FSM cohort and the National FSM cohort was similar in 2018 and 2019. A lower proportion of Lincolnshire FSM pupils (39%) achieve the expected standard than the National FSM cohort (48%).

The outcomes of EAL (English as an additional language) pupils in Lincolnshire improved in 2019 by 3% and now stand only 1% below non EAL pupils. However, Lincolnshire EAL pupils still perform below National rates.

Progress has continued to improve in Reading, Writing and Maths since 2017. This picture is reflected in the East Midlands.

The highest performing Districts in 2019 were North Kesteven and South Kesteven, the lowest performing District was the City of Lincoln. The most improved District since 2017 is South Holland (+6%) and the least improved is East Lindsey (+1%).

Girls continue to perform better than boys; this reflects the picture nationally and in the East Midlands.

Key Stage 4 (Aged 16): A standard pass is deemed a grade 4 and a good pass being a grade 5. This is then calculated into Attainment 8 and Progress 8 scores. The subjects included are double weighted English and Mathematics and then a combination of Science, Computer Science, Geography or History and a Modern Foreign Language along with a wider choice of subject areas to complete the eight subjects. Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbour in the percentage of pupils achieving 9-5 in English and Maths GCSE.

In 2019 Lincolnshire's English Baccalaureate Average Point Score per Pupil of 4.10 is higher than National, East Midlands and Statistical Neighbour. The English Baccalaureate Average Point Score in Lincolnshire for pupils known to be eligible for free school meals is 2.80. We are below National (State-Funded) of 2.92, and in line with regional East Midlands figure and our Statistical Neighbour Average of 2.76 and 2.72.

The percentage of pupils achieving the English Baccalaureate (strong 9-5) in Lincolnshire is 18.7%. This is well above National (State-Funded) by 1.5%, East Midlands by 3.1% and Statistical Neighbour Average by 5.1%.

The percentage of pupils achieving 9-5 strong pass in English Baccalaureate in Lincolnshire for pupils known to be eligible for free school meals is 5.7%. This compares favourably to our Statistical Neighbour Average of 4.0%. We are below National of 6.5% (State-Funded) and above the regional East Midlands figure of 5.0%.

Lincolnshire's average Attainment 8 score per pupil is in line with National but above East Midlands and Statistical Neighbour. The Average Attainment 8 score per Pupil in Lincolnshire for pupils known to be eligible for free school meals is 33.7. We are below National (State-Funded) of 35.0 and above regional East Midlands figure and our Statistical Neighbours Average of 33.3 and 32.8.

The Average Progress 8 score in Lincolnshire is -0.03. We are in line with National (State-Funded), East Midlands and Statistical Neighbours Average of -0.03, -0.06 and -0.06. The Average Progress 8 score in Lincolnshire for pupils known to be eligible for free school meals is -0.53. We are in line with National (State-Funded) and below regional East Midlands figure and our Statistical Neighbours Average of -0.53, -0.60 and -0.62.

South Kesteven and West Lindsey are the strongest districts, performing above the national average in both the percentage achieving grades 9-4 in English and Maths (70%

and 72% respectively) and the percentage achieving grades 9-5 (51% and 52% respectively).

The least well performing districts in terms of the percentage achieving grades 9-4 in English and Maths are Lincoln City at 58%, Boston at 60% and East Lindsey at 60%. These districts continue to underperform compared to other district areas in Lincolnshire and the national average.

Girls continue to perform better than boys. In 2019, 70% of girls in Lincolnshire achieved grades 9-4 GCSEs in English and Maths, compared to 60% of boys. The gap is slightly narrower for the percentage achieving grades 9-5 in English and Maths; 47% of girls achieved these grades compared to 38% of boys.

At GCSE, our FSM cohort does not perform as well as their non-FSM peers; 37% compared to 68% respectively achieved grades 9-4 in English and Maths, and 19% compared to 46% respectively achieved grades 9-5 in English and Maths. This puts disadvantaged pupils at risk of not getting the best start to the world of work and readiness for adulthood when they leave school.

EAL pupils in Lincolnshire perform less well at Key Stage 4 than EAL pupils nationally; 61% compared to 65% respectively achieved grades 9-4 in English and Maths. The gap is wider for the percentage achieving grades 9-5 in English and Maths, 37% compared to 43% respectively. The attainment gap between National and Lincolnshire EAL has narrowed for the grades 9-4 and widened for the grades 9-5 measures, compared to previous years.

In both the percentage of grades 9-4 and grades 9-5 in English and Maths measures, SEND (Special Educational Needs and Disabilities) pupils in Lincolnshire perform better than national SEND pupils. Compared to 2017, the gap has widened in Lincolnshire's favour.

2. Conclusion and Actions

There remains a wide spread of performance across schools and districts in the county. City of Lincoln followed by Boston remain the lowest performing districts by most measures for schools and Boston district the lowest for EYFS. North Kesteven generally performs the best at all key stages and measures. Lincoln and Boston are both districts with some of the highest levels of deprivation affecting children and North Kesteven the least.

The Free School Meal (FSM) cohort is a strong indicator for disadvantage. At the end of primary and secondary school, Lincolnshire's FSM cohort does not perform as well as their non-FSM peers. This puts disadvantaged pupils at risk of not getting the best start to move onto their next stage of education or employment. This reflects the national picture.

It is the goal of the Education team to break the cycle of poverty and under-achievement.

Children who do not reach the Good Level of Development go on to do less well than their peers at all key stages. We see that this gap in attainment widens as children get older.

Our priority for challenge and support is guided by these data and the necessity to work predominantly with maintained schools rather than academies.

The Strategy for School Improvement: In order to support school leaders within our sector led system and to support the Covid-19 recovery, The Strategy for School Improvement has been refreshed so that, unlike previous years, all maintained schools now receive at least one termly visit from their Education Locality Lead to ensure that their school is in a strong position moving forward.

Locality Leads also support schools to engage with and benefit from the Government's range of programmes and funding to support recovery in schools, which include:

- Training for Early Years Staff
- Nuffield Early Language Intervention (NELI)
- Catch Up Premium (Summer catch up)
- Recovery Premium (Disadvantaged pupils)
- Holiday education: summer schools
- National Tutoring Programme
- Early Career Framework Training and new suite of NPQs (National Professional Qualifications)
- CPD (Continuing Professional Development) for teachers
- 16 to 19 Tuition fund

Education Locality Leads are supporting school leaders to develop their curriculums so that as we begin to recover from the effects of the pandemic, pupils are able to learn from wider experiences such as educational visits and visitors to the school. Schools will be supported to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. Curriculum adjustments will be informed by both an understanding of the critical content for progression in each subject and what pupils do and do not know or have missed out on due to the pandemic.

Where assessments reveal significant gaps in learning, Locality Leads are working with school leaders to develop targeted support and interventions making sure that pupils catch up. The Education Team supports schools to understand how the Recovery Premium can be used to supplement high-quality teaching. The National Tutoring Programme provides additional, targeted tuition support for disadvantaged children and young people who have been hardest hit by disrupted education. Leaders are also supported to use the Education Endowment Foundation's Teaching and Learning Toolkit to identify further support.

In addition to this the Education Team now supports or works collaboratively with an additional range of partners from the education sector:

The Lincolnshire Learning Partnership (LLP): The LLP is a vital part of a sector-led model of school improvement. All Lincolnshire schools and academies are part of the LLP.

The Lincolnshire Learning Partnership Board (LLPB) is a strategic board of Lincolnshire headteachers from a range of schools and academies, who alongside colleagues from Lincolnshire County Council and the Diocese of Lincoln, represent a partnership of over 360 Lincolnshire schools and academies.

The LLPB mission is that:

- All children and schools in Lincolnshire are our collective responsibility
- Every child and school is known, valued and supported to achieve
- No school is more important than an individual child's needs

The LLPB acts as our governance of the system and has been instrumental in driving policy change in Lincolnshire and in ensuring that headteachers have a collective voice. We have a new chair for the LLPB who is looking to support the Board with refreshing its work for the next stage of our sector-led system in Lincolnshire.

We are proud of the relationships across the sector with both maintained schools and academies. Chief Executive Officers (CEOs) in national academy groups are positive about the relationships with the local authority in Lincolnshire.

The LLPB, supported by the local authority, provides regular leadership briefings for school leaders which are well attended by leaders in both maintained schools and academies.

Teaching Schools Commissioned Support: Our Teaching Schools were our strategic partner for school improvement activity until September 2021; and worked closely together as Lincolnshire Teaching Schools Together to ensure there was a joined-up offer for schools. The Teaching Schools were commissioned by the LLPB to deliver a programme of work developing research-informed practice in schools. In the initial year, this looked at the development of Teaching Assistants in schools and more recently offered a broader range of research-led programmes to schools.

During the pandemic, the programme was amended to deliver trauma-informed training for teachers to support pupils returning to school. These focused on trauma-informed transition, staff well-being and behaviour as communication and were well attended by schools.

We amended our school improvement commission to focus on 'Recover Lincolnshire' with bespoke sessions for school leaders supporting them in dealing with the pandemic and the additional challenges they faced. We focused programmes on curriculum recovery, particularly in English and mathematics with specialised programmes for small schools.

A project was commissioned to support schools in the City of Lincoln. This is focused around four aims and continues to run this year. The first aim is to create and build a team around the city connecting school leaders, business and charity leaders, higher and further education as well as city and council services together to create a city which is a great place to be and be from. The second aim is the team around the school ensuring schools leaders are supported to lead great schools. The third aim is the team around the teacher

ensuring teachers have access to high quality professional development and the fourth aim is the team around the learner focusing on transitions.

Teaching School Hub: We are proud that one of our Teaching Schools was successful in their application to the Department for Education (DfE) as a Teaching School Hub and have a Lincolnshire school as a key strategic partner in this new DfE initiative.

Our Teaching School Hub has worked with partners to provide a central front door for access to DfE programmes such as Early Career Teachers (what used to be called Newly Qualified Teachers (NQTs)) and the new National Professional Qualifications (NPQs) as well as being a central place for schools for access to other hubs and nationally designated specialist centres. The Hub also has DfE approved and quality assured additional professional development programmes for teachers.

The Local Authority has an officer on the strategic group for the Teaching School Hub to ensure joined up working in the authority.

Early Years and Childcare team (EYCC): This team has also re-focussed their support for early years and childcare providers based on recovery following the easing of the Covid pandemic restrictions. In particular, this is to ensure providers are able to maintain compliance with EYFS safeguarding, welfare and related requirements yet enable children to have maximum opportunities to learn and develop. In many cases, the requirements limited the way providers organise their provision which may have restricted children's development and providers will need support to consider how to re-organise in a way that is safe but also promotes development opportunities.

Following the impact of the pandemic and the concern that quality may drop in the absence of external support, EYCC has focussed support on those most likely to be inspected through bespoke packages for those with a less than good inspection (currently nine providers), those awaiting their first inspection (currently 38 group providers and 52 childminders), and support for new managers (currently six).

A report by Ofsted last year outlined the impact on children and early years provision. As a result, all providers are being offered a development visit around the requirements of the EYFS to ensure providers are confident they are compliant and offering quality provision.

As well as the targeted support above, EYCC also provides a universal offer of support for all early years providers including:

- Termly Leadership and Management Briefings for group childcare providers and childminders
- Drop-in sessions for all early years providers
- Termly Early Years SENCo (Special Educational Needs Coordinator) networks
- Early Years Designated Safeguarding Leads Networks
- Termly Partnership Meetings (School Readiness) for schools and early years providers

- Early Years Training brochure including training for child development and mandatory training
- Self-Referral process for all providers

The next publication of EYFS Profile outcomes is expected in the Autumn term 2022; this will be following the submission of data in summer 2022. This will be the first year of a new assessment process at the end of the foundation stage with new early learning goals and no Local Authority moderation following the publication of the revised Statutory Early Years Foundation Stage Framework.

EYCC has delivered county wide training to schools, early years providers and professionals who work with children in early years to ensure there is confidence in the new guidance.

Locality early years colleagues focus their support for providers to meet the needs of children who are vulnerable through targeted work, and universal advice and guidance on the SEND Code of Practice and the graduated approach.

3. Consultation

a) Risks and Impact Analysis

Not applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Lincolnshire Early Years Foundation Stage Profile Outcomes 2019
Appendix B	Covid-19 series: briefing on early years, November 2020
Appendix C	Key Stage 4 Performance, 2019 - Revised Statistical Release
Appendix D	Key Numbers Report 2019

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 Matt Spoons who can be contacted on 07826 959326 or by e-mail at matt.spoons@lincolnshire.gov.uk.

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Lincolnshire

Early Years Foundation Stage Profile

Outcomes 2019

Purpose of report

The purpose of the report is to inform School Readiness Hub about the Early Years Foundation Stage Profile (EYFSP) outcomes for 2019. This will inform an understanding of areas of strength and areas for development in Early Years educational achievement.

Summary

Early Years Foundation Stage Profile (EYFSP) outcomes across Lincolnshire increased by 0.5% to 69.6% in 2019.

Early Years Foundation Stage (EYFS) Profile results 2019

This report is based on the *Statistical First Release (DfE)* and Primary Data Cuts (Lincolnshire Performance Assurance) used by Lincolnshire to gather data on local authority level results for the Early Years Foundation Stage Profile (EYFSP) assessments for 2019.

How Foundation Stage outcomes are measured:

'Good Level of Development' (GLD) is used as the key measure to judge outcomes for children at the end of the foundation stage. Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

Communication and language and literacy must be assessed in English. Other areas of learning may be assessed using a child's home language.

In the final term of the EYFS, practitioners review information from all sources to make a judgement for each child for 17 Early Learning Goals (ELG) across 7 areas of learning. Teachers observe the child and make a "best fit" judgement of either:

Emerging (not yet at the level of development expected at the end of EYFS)

Expected (at the level of development expected at the end of EYFS)

Exceeding (beyond the level of development expected at the end of EYFS)

This assessment is carried out in all maintained schools, private and voluntary sector Foundation Stage providers who have children who turn five during the academic year.

Good Level of Development (GLD)

Nationally the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics rose by 0.3% from 71.5% in 2018 to 71.8% in 2019. In the East Midlands, the GLD rose by 0.6% from 69.8% in 2018 to 70.4% in 2019. In Lincolnshire, the GLD rose by 0.5% from 69.1% in 2018 to 69.6% in 2019.

There is now a 2.2% gap between the National and Lincolnshire's GLD.



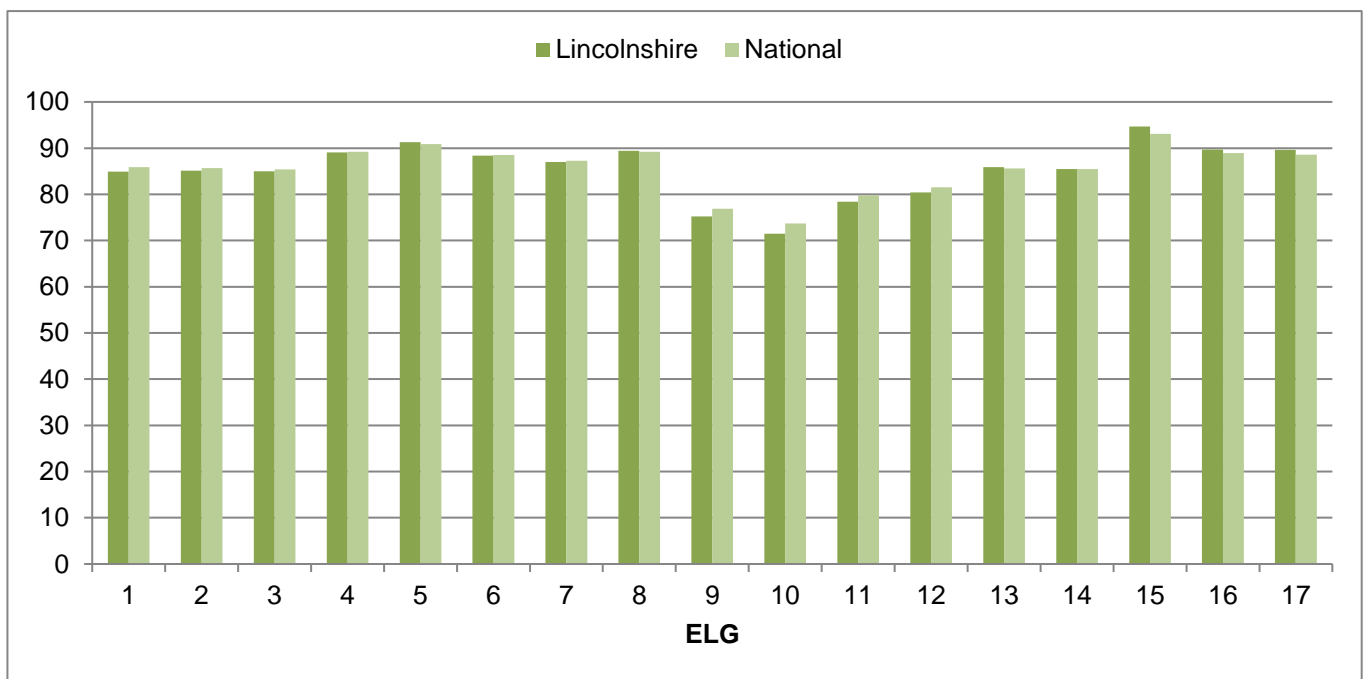
Aspects of Learning - Table 1

		Lincs 2017	East Mids 2017	National 2017	Lincs 2018	East Mids 2018	National 2018	Lincs 2019	East Mids 2019	National 2019
Prime Areas of learning		% Expected and Exceeding								
Communication and Language	Listening and attention	86.2%	85.3%	86.2%	85.4% (-0.9)	85.4%	86.3%	84.9% (-1)	84.8%	85.9%
	Understanding	85.8% (-0.1)	85%	85.9%	85.4% (-0.6)	85.3%	86%	85% (-0.7)	84.8%	85.7%
	Speaking	85.4%	84.5%	85.4%	85% (-0.5)	84.9%	85.5%	85% (-0.4)	84.8%	85.4%
Physical Development	Moving and handling	90.3% (0.7)	88.9%	89.6%	89.1% (-0.5)	88.8%	89.6%	89% (-0.2)	88.5%	89.2%
	Health and self-care	91.8% (0.5)	90.8%	91.3%	91% (-0.2)	90.6%	91.2%	91.3% (0.4%)	90.5%	90.9%
Personal, Social and Emotional Development	Self-confidence and self-awareness	89.8% (0.7)	88.4%	89.1%	88.5% (-0.4)	88.3%	88.9%	88.4% (-0.1)	87.9%	88.5%
	Managing feelings and behaviour	88.7% (0.7)	87.4%	88.0%	87.3% (-0.6)	87.3%	87.9%	87% (-0.3)	86.6%	87.3%
	Making relationships	90.3% (0.6)	89%	89.7%	89.4% (-0.3)	89.1%	89.7%	89.4% (0.2)	88.6%	89.2%
Specific areas of learning		% Expected and Exceeding								
Literacy	Reading	76.4% (-0.6)	75.4%	77%	75.2% (-1.8)	75.3%	77%	75.2% (-1.7)	75.4%	76.9%
	Writing	71.7% (-1.6)	71.5%	73.3%	70.8% (-2.9)	71.7%	73.7%	71.5% (-2.2)	72.2%	73.7%

Mathematics	Numbers	78.4% (-0.8)	77.7%	79.2%	77.6% (-2)	77.9%	79.6%	78.4% (-1.4)	78.4%	79.8%
	Shape, space and measure	81.4% (-0.2)	80.4%	81.6%	80.7% (-1)	80.3%	81.7%	80.4% (-1.1)	80.4%	81.5%
Understanding the World	People and communities	86.6% (0.9)	84.8%	85.7%	85.8% (-0.1)	85%	85.9%	85.9% (0.3)	84.8%	85.6%
	The world	86.3% (0.6)	84.8%	85.7	85% (-0.8)	84.9%	85.8%	85.5%	84.5%	85.5%
	Technology	94.4% (2)	92.2%	92.4%	93.5% (+0.4)	92.8%	93.1%	94.7% (1.6)	93.1%	93.1%
Expressive Arts and Design	Exploring and using media and materials	90.1% (1.3)	88%	88.8%	89.1% (+0.1)	88.1%	89%	89.7% (0.8)	88%	88.9%
	Being imaginative	89.6% (1.2)	87.1%	88.4%	88.8% (+0.1)	87.6%	88.7%	89.6% (1)	87.4%	88.6%

	Above National
	In line with National
	Below National

2019 Lincolnshire and National Outcomes by ELG



Prime Area Analysis:

In 2019:

- Nationally, all outcomes have decreased.
- In the East Midlands, all outcomes have decreased.
- In Lincolnshire:
 - Speaking, Moving & Handling and Making Relationships outcomes have remained the same.
 - Health and Self-Care outcomes have increased.
 - Remaining ELG outcomes have all decreased.
 - Biggest decrease is in Listening and Attention with a dip of -0.5%.
- In Lincolnshire:
 - Outcomes in Health and Self Care and Making Relationships are above National outcomes.
 - In all prime areas, Lincolnshire outcomes are above the East Midlands outcomes.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Speaking, Moving and Handling, Self-Care and Self-Awareness, Managing Feelings and Behaviour and Making Relationships.
- The biggest gap between Lincolnshire and National remains Listening and Attention (-1%) and Understanding (-0.7%).

Specific Area Analysis:

- Nationally, outcomes in Writing and Technology have remained the same.
- Nationally, outcomes in Number have increased by 0.2%.
- Nationally outcomes in all other specific areas have decreased since 2018.
- In the East Midlands, outcomes in Reading, Writing, Number, Shape, Space and Measures and Technology have increased.
- In the East Midlands, outcomes in The World, People and Communities, Exploring Media and Materials and Being Imaginative have all decreased since 2018.
- In Lincolnshire, outcomes have remained the same in Reading.
- In Lincolnshire, outcomes have decreased in Shape, Space and Measures.
- In Lincolnshire, outcomes have increased in Writing, Numbers, People and Communities, The World, Technology, Exploring Media and Materials and Being Imaginative.
- Lincolnshire sit below National outcomes in:
 - Reading (-1.7%)
 - Writing (-2.2%)
 - Number (-1.4%)
 - Shape, Space and Measures (-1.1%)
- Lincolnshire sit above National outcomes in all other specific areas.
- Lincolnshire sit in line with East Midlands outcomes in Number.
- Lincolnshire sit below East Midlands outcomes in Reading, Writing and Shape, Space and Measures.

- Lincolnshire sit above East Midlands in all other specific areas.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Reading, Writing and Numbers.
- The biggest negative gaps between Lincolnshire and National remains Writing (-2.2%), Reading (-1.7), Numbers (-1.4) and Shape, Space and Measures (-1.1).
- The biggest positive gaps between Lincolnshire and National are Technology (+1.6%), Being Imaginative (+1%), Exploring Media and Materials (+0.8%) and Health and Self-Care (+0.4%).

Summary of the provisional results (green text denotes positives, red text negatives):

% achieving at least expected level across all ELGs (2019)

- 69% of pupils in Lincolnshire achieved at least the EXP level across all ELGs. This is in line with the 2019 cohort in the East Midlands (69%), and below nationally (70.7%).
- At 13.7 the gap between the % boys and girls achieving at least expected level across all ELGs in Lincolnshire is greater than National (13.6), and narrower than East Midlands (13.9).
- The gap between boys and girls achieving at least expected across all ELGs in Lincolnshire has reduced from 14.1 in 2018 to 13.7 in 2019.

% achieving a good level of development (2019)

- 69.6% of pupils in Lincolnshire achieved a GLD. This is lower than pupils in the East Midlands (70.3%), and nationally (71.8%).
- At 13.8, the gap between the % boys and girls achieving a good level of development in Lincolnshire is greater than National (12.9) and East Midlands (13.2).
- The gap between boys and girls achieving a GLD in Lincolnshire has increased from 13.4 (boys) to 13.8 (2019).
- In Lincolnshire, 55.9% of children in receipt of FSM achieved a GLD compared with 71.7% of children not in receipt of FSM. This is a gap of 15.8 which has reduced from 2018 and is less than the gap nationally which is 17.7.

% achieving at least expected across all prime areas of learning (2019)

- 77.4% of pupils in Lincolnshire achieved at least the expected level across all prime areas of learning, this compares less favourably with pupils in the East Midlands (78.1%) and nationally (79.2%).
- The percentage of pupils in Lincolnshire achieving at least expected across all prime areas of learning has fallen from 77.7% (2018) to 77.4% (2019).
- In Lincolnshire, 70.7% of boys achieved at least expected across the prime areas compared with 84.6% of girls. This is a gap of 13.9.

% achieving at least expected across all specific areas of learning (2019)

- 69.8% of pupils in Lincolnshire achieved at least the expected level across all specific areas of learning. This is above pupils in the East Midlands (69.7%), but below nationally (71.3%).
- The percentage of pupils in Lincolnshire achieving at least expected across all specific areas of learning has risen from 68.4% (2018) to 69.8% (2019).
- In Lincolnshire, 63.5% of boys achieved at least expected across the specific areas compared with 76.5% of girls. This is a gap of 13.

Percent attainment gap between all children and bottom 20%

Comparing % of children in Lincolnshire emerging or exceeding compared with national outcomes

Comparing % of girls in Lincolnshire emerging or exceeding compared with girls nationally

Comparing % of boys in Lincolnshire emerging or exceeding compared with boys nationally

Lincolnshire Cohort Analysis

	Lincolnshire 2017		National 2017		Lincolnshire 2018		National 2018		Lincolnshire 2019		National 2019	
	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap
Gender: Information from SFR												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
Boys	63.8% (4,195 chn)	-11.9	64%	-14	62.3% (3,924 chn)	-13.5	65%	-13	62.9% (4,048 chn)	-13.8	65.5%	-12.9
Girls	75.7% (4,036 chn)		78%		75.8% (3,951 chn)		78%		76.7% (3,837c hn)		78.4%	
FSM: Information from School Performance Team 2019												
All	69.6% (8,231 chn)		71.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
FSM	53% (1,241 chn)	-20	56%	-17	52% (1,190 chn)	-20	57%	-17	55.8% (1,012c hn)	-15.9	56.3%	-17.7
Non FSM	73% (6,990 chn)		73%		72% (6,684 chn)		74%		71.7% (6,873 chn)		74.0%	

LAC: Information from School Performance Team 2019												
All	69.6%									69.6% (7,885 chn)		
LAC	49.0%	-20.8										
Non LAC	69.8%											
EAL: Information from the School Performance Team 2019												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
EAL	58% (962 chn)	-13	65%	-8	57% (935 chn)	-14	66%	-7	56% (791 chn)	-15.5	66.6%	-7
Non EAL	71% (7,269 chn)		73%		71% (6,866 chn)		73%		71.5% (6,993 chn)		73.6%	
Ethnicity: Information from the School Performance Team 2019												
All Children	69.6%		70.5%		69.1%		71.5%		69.6% (7,885 chn)			
White British	70%	+0.4	73%	+2.5	68%	-1.1	73%	+1.5	71.3% (6,518 chn)	+1.7		
Any other white background	56.6%	-13	64%	-6.5	57.6%	-11.5	66%	-5.5	59.5% (743 chn)	-10.1		
Any other mixed background	69.6%	0			72.6%	+3.5			68.6% (169 chn)	-1		
White and Black Carribean	67%	-2.6	70%	-0.5	76%	+6.9	70%	-1.5	76.3% (38 chn)	+6.7		
Chinese	70%	+0.4	74%	+3.5	70%	+0.9	79%	+7.5	85.7% (7)	+16.1		
Gypsy/Roma	13.3%	-56.3	31%	-39	47.4%	-21.7	34%	-37.5	33.3% (15 chn)	-36.3		
<p>Gaps are calculated specifically for Lincolnshire outcomes comparing all children against the identified cohort.</p> <p>The National gaps have also been calculated where the data is available so that the gaps in Lincolnshire and the gaps nationally can be compared.</p> <p>Where the gap is shaded green, Lincolnshire have narrowed the gap in 2019 compared with the 2018 gap. Where the gap is shaded orange, the gap has increased.</p>												
Term of Birth: Information from the School Performance Team 2019												
Summer Born	59.8% (2,756 chn)		59%		58.3% (2,578 chn)		61%		59.9% (2,658c hn)		61.9%	
Spring Born	69.1% (2,688 chn)		70%		69.8% (2,496 chn)		72%		70.5% (2,580 chn)		72.8%	
Autumn Born	80.3% (2,700c hn)		79%		78.3% (2,737 chn)		81%		78.5% (2,647 chn)		81%	

SEN outcomes:

GLD	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	25% (530)	27%	23.4% (465)	28%	24.8% (508)	28.5%
SEN with EHC Plan	0% (121)	4%	5.3% (133)	5%	2.3% (132)	4.5%
Non SEN	74% (7,493)	76%	73.1% (7,213)	77%	74% (6,993)	77.4%

Average Points Score	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	26.4	26.6	25.7	26.6		
SEN with EHC Plan	19.3	19.5	19.5	19.6		
Non SEN	35.4	35.4	35.2	35.6		

Average Point Scores

The gap between the average and lowest scoring 20% Lincolnshire continues to close the gap and remains closer than the national average.

	2017		2018		2019	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Average Point Score	34.5	34.5	34.4	34.6	34.4	34.6
Average Lowest 20% Attaining	23.6	23.2	23.0	23.2		
Percent attainment gap between all children and bottom 20%	30.7	31.7	32.2	31.8		

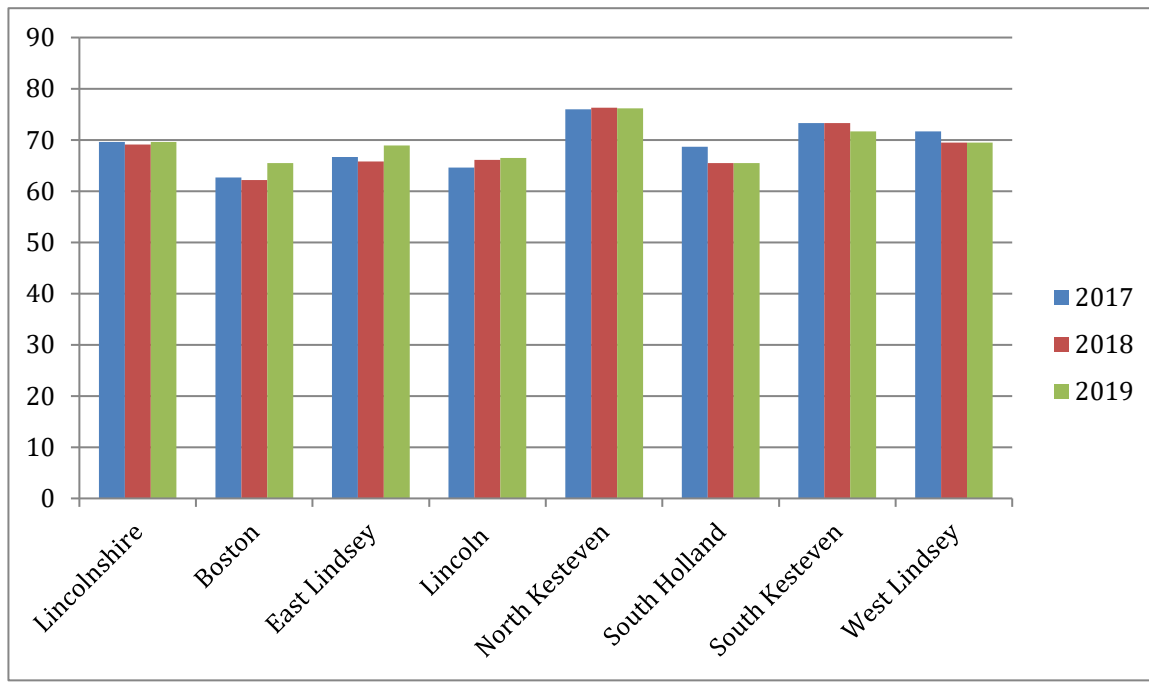
Average total point score (2019)

- Lincolnshire pupils (34.4) performed slightly below pupils nationally (34.6). These are exactly the same outcomes as in 2018. *Lincolnshire's average total point score is higher than the East Midlands (34.2) and is equal to the Statistical Neighbour Average.*

Average Total Point Score (lowest 20% attaining children)

- *Lincolnshire's 2018 average total point score for the lowest 20% attaining children (23) is higher than that of the East Midlands (22.7), but below the National (23.2) and the Statistical Neighbour Average (23.7).*
- *For Lincolnshire the average total point score for the lowest 20% attaining children has decreased slightly for this cohort, from 23.6 in 2017 to 23 in 2018.*

District Analysis



Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%.

Data Analysis at Individual Pupil Level

School Performance produced a report with individual pupil level data.

8,119 children have been tracked through the year. Of these children 7,887 were in Lincolnshire at the point of EYFSP submission and a return for them was completed. Of the 232 children missing in end of year reporting, these children will have either had an agreed exemption form submitting their EYFSP or moving out of county during their reception year.

2,396 of the 7,887 assessed children did not achieve a GLD. However, 143 achieved at least expected in writing ELG 10. A further analysis of these children achieving ELG 10 but not the GLD showed that:

- **131 were English**
- 3 were Lithuanian
- 2 were Latvian
- 7 were Polish

Of these 143 children achieving ELG 10:

- **42 were emerging in ELG 1 (L&A)**
- **43 were emerging in ELG 2 (U)**
- **50 were emerging in ELG 3 (S)**
- 17 were emerging in ELG 4 (M&H)
- 23 were emerging in ELG 5 (H&SC)
- **49 were emerging in ELG 6 (SC&SA)**
- **77 were emerging in ELG 7 (MFB)**
- **56 were emerging in ELG 8 (MR)**
- 24 were emerging in ELG 9 (R)
- 37 were emerging in ELG 11 (N)
- 26 were emerging in ELG 12 (SSM)

22 of these children were emerging across all areas of Communication and Language (ELGs1-3).

65 children were at least expected across Communication and Language (ELGs 1-3) and had achieved at least expected in Writing (ELG 10):

- 5 still emerging in ELG 4 (M&H)
- 4 still emerging in ELG 5 (H&SC)
- 13 still emerging in ELG 6 SC&SA)
- **32 still emerging in ELG 7 (MFB)**
- **24 still emerging in ELG 8 (MR)**
- 9 still emerging in ELG 9 (R)
- 20 still emerging in ELG 11 (N)
- 5 still emerging in ELG 12 (SMM)

8 of these children were emerging across PSED (ELGs 6-8).

Of the 143 children:

- 6 were in Boston
- 14 were in EL
- 11 were in L
- **25 in NK**
- **29 in SH**
- **36 in SK**

- **22 in WL**

Does this link to inclusion needs in the district? Have these children accessed inclusion funding?

Of the 143 children:

- 13 were eligible for FSM. **129 were not eligible for FSM.**
- 41 were Autumn births
- 48 were Spring births
- 54 were Summer births
- 128 accessed EYE funding
- 39 accessed 2 year funding
- 26 accessed EYPP funding

Impact factors for improving outcomes for 2019

Bespoke moderation programme

Schools with 2018 GLD significantly adrift from the national GLD were invited to engage with a bespoke moderation programme. 10 schools agreed to take part. In 2018, 48% of the children who attended these schools achieved a GLD. In 2019, 60.1% of children in these 10 schools achieved a GLD. An increase of 12%.

Under 5s networks in East Lindsey

4 schools were identified with significantly adrift data in East Lindsey. The EYIA and EYST worked in partnership to develop an Under 5s network with the identified school at the heart of the network and all the early years providers that feed into the school invited to engage. Baseline outcomes were reviewed so that children were supported to become more school ready.

3 of the 4 identified schools also engaged with the bespoke moderation programme. 3 of the 4 schools saw significant increases to the GLD and their outcomes for children in their school.

- School 1 18% (2018) to 71% (2019)
- School 2 53.8% (2018) to 66.7% (2019)
- School 3 55.2% (2018) to 53% (2019)
- School 4 43% (2018) to 66.7% (2019)

Agreement Trialling Nov 2018 and Feb 2019

Focus was: Writing (Nov) and Number (Feb)

Schools who attended free agreement trialling sessions on writing and number:

120 schools attended writing sessions

109 schools attended number sessions

Schools who attended; 71.1% of their children achieved a GLD

Future plans for 2019- 2020

Partnership working with LTT (Lincolnshire Teaching Schools Together)

- LTT are going to offer this to 30 identified schools with data between -10% and -20% below the national GLD, the revised bespoke Moderation programme, now known as 'Notice, Reflect and Respond.'
- EYCC – EYIAs will offer this programme to a group of identified schools where the data is more than 20% below the national GLD.
- Schools not identified on either of these targeted lists, will also be able to purchase this support via consultancy.
- LTT to offer support via the Boston Reading Project (All Boston Schools as reading outcomes are poorest in this district).
- LTT to offer support via the Writing Project. These are schools where the 2018 writing outcomes were significantly below the national outcomes and the deprivation indicators were high.
- LTT to offer support via the Transition Project. These schools submitted data significantly adrift in 2018 and were projected to in 2019. This support was for Y1 teachers who have to plan a curriculum for children who are not yet year one ready.

Agreement trialling Nov 2019 and Feb 2020

- Communication and Language will be the focus in November 2019 as outcomes in these prime areas have fallen/plateaued from 2018 and sit below the National outcomes. This area of learning has such a significant impact on the other areas of learning and it may be that there are still misconceptions around what is expected for these ELGs.
- Managing Feelings and Behaviour will be the focus in February 2020 as we know that if children are achieving the writing ELG yet not achieving a GLD, the biggest barrier to achieving a GLD is managing Feelings and behaviour. We need to be confident that teachers are making this assessment accurately in line with the national exemplification materials.

Develop Under 5s networks beyond East Lindsey following the successful model trialled there.

- Ensure that networks are focused and tailored to the data picture and the needs of the children in that specific area.
- Consider how Ready, Steady, Go to School projects can be tailored in to these areas – EL trialled undertaking this twice in the year to have a bigger impact).

Develop a questionnaire to send to all schools who have submitted a GLD above 80% for the last three years.

- How are they developing practice and provision to ensure that children are year 1 ready?
- How does the management structure in school support the outcomes for Year 1 readiness?
- What transition in to school systems are in place to support school readiness?
- What transition systems are in place at the end of YR to support Y1 readiness?

- What are the biggest barriers children face when starting school to be Y1 ready at the end of the year?
- What strategies do you use that have the biggest impact on outcomes for your children?

Develop a working relationship with Leicestershire to look at how their GLD has increased from 2018 to 2019.

Work with the School Performance Team

- Which schools have accessed their checking files? What is the GLD for schools who access their checking files v those that don't?
- Discuss whether individual pupil level data can be produced during QA week to support the QA of data anomalies submitted by schools and then unchallenged?

Develop QA skills within moderation team

- Through training, identify anomalies on cohort data. Is there a valid reason as to why this child has this outcome? If there is not, then the outcomes for that ELG would be recorded as inaccurate.
- Where there is not cohort data available at the moderation event, an in depth analysis of pupil level data will be made during QA week and contact to school will be made if there are any anomalies.
- Where contact is made with a school to discuss an anomaly and the class teacher cannot be spoken with, the conversation will be made with the head teacher.

Continue to share key messages about accuracy and school readiness at termly Head's briefings. Ensure that schools are aware that we are underperforming as a local authority, not only compared with the national outcomes, but significantly compared with our statistical neighbours.

Professional Development Fund

- Targeted EY providers to be involved in PDF project, funded through DfE, to develop practice and provision to support outcomes for children with the aspects of Communication and Language.

COVID-19 series: briefing on early years, November 2020

Evidence from research interviews with 739 early years providers between 5 October and 11 December

During the autumn term, Ofsted has carried out a programme of research interviews with early years providers. This briefing note reports on our complete programme of autumn data collection.

Data summary

Table 1: Number of interviews in this analysis: 739

Phase	Outstanding	Good	Requires improvement	Inadequate	No previous grade*	Total**
Total in sample	124 (17%)	453 (61%)	11 (1%)	2 (0%)	149 (20%)	739 (100%)
Childminder and private voluntary and independent providers	102 (14%)	437 (59%)	11 (1%)	2 (0%)	149 (20%)	701 (95%)
Maintained nursery schools	22 (3%)	16 (2%)	0%	0%	0%	38 (5%)

* Providers that have no previous inspection grade includes those providers that registered after March 2020 and have not yet been inspected.

** Due to rounding, the percentages may not total 100.

Main findings

Children who have returned to early years settings are making progress and starting to settle back into familiar routines. However, fewer children than expected are taking up early years places following the first national lockdown.

Providers were concerned about the financial impact of the pandemic on their businesses. A third were worried that their business will have to close. Most continue to operate with fewer children on roll and lower demand for places compared with last year. More providers in London and in the most deprived areas than others reported having far fewer children on roll than before the pandemic. Many are

struggling to provide consistent staffing due to periods of staff illness or self-isolation.

Children have now been back in their settings for a while and many providers have been able to assess their learning and development. Providers remained concerned about the impact of the restrictions on children's personal, social and emotional development. While some children had settled well, other children were still struggling to adapt to the structure and daily routines in their setting, particularly those who had difficult experiences during the pandemic. Some children's behaviour had deteriorated and providers reported that children who had become used to longer periods of screen time were struggling to engage in play and activities.

Providers have had to make changes to the activities and experiences they provide, in line with the COVID-19 guidance. Adapting their settings to accommodate these changes has required them to think carefully about what they want children to learn and remember. Providers had worked with their staff to plan how best to help children when they returned. Some were developing their staff with more training on topics such as language and communication, special educational needs and disabilities (SEND) and mental health. Providers reported that grouping children in smaller 'bubbles' had improved staff's knowledge about what each child could do. This had enabled them to plan more focused teaching, close gaps and make up for what had not been taught and learned so far.

Providers were concerned about the impact of the pandemic on managers' and staff's well-being. The nature of their work means they are in close contact with children with little social distancing. Providers were worried about risks to their own families, particularly those with vulnerable household members.

Methodological note

This is the final briefing note on early years provision. We invited providers to participate in telephone interviews with Ofsted Inspectors. Participation was voluntary, so the findings are not necessarily representative of the whole sector. The interviews were separate from the [interim visits](#) that form part of our phased return to routine inspection.

Overarching questions

This briefing answers **four** broad questions based on evidence from the research interviews:

1. What is the current state of early years provision?
2. How were children affected by the first national lockdown?
3. How are early years providers planning to maintain standards in education and care through the pandemic?
4. How financially sustainable is the early years sector?

The current state of early years education: changes in the demand for childcare places

Most providers are continuing to operate with fewer children on roll and lower demand for places compared with last year. Providers in the most deprived areas and those in London and the West Midlands were more likely than others to report that they had far fewer children on roll.

Changes to families' employment patterns have had an impact on the demand for places. Increases in unemployment in some areas and a greater ability to work from home in some sectors has reduced some families' need for childcare.

Providers told us that some parents are more anxious about sending their children to nursery, and some raised concerns that more parents will want to keep children at home during the early years.

How children were affected by the first national lockdown

Returning to the curriculum

Children's ability to settle back into the setting depended on the experiences they had at home. Many providers commented on how resilient and adaptable some children had been. Children who experienced particularly challenging family circumstances, such as bereavement, domestic violence or neglect, during this period have been finding it harder to cope and have needed more reassurance to readjust to the routines of the setting.

Most providers continued to prioritise teaching personal hygiene and making sure that resources and toys are clean. Many practitioners were moving on to consider what else is important for children to learn and remember. Some had focused on independent self-care, so that children can keep themselves safe when they get to school. Others had identified the need to close gaps in children's learning in mathematics and communication.

Some providers told us that the restrictions have had some positive consequences. They said that, because they could not provide all the usual activities and experiences, they were thinking more carefully about what they wanted the children to learn. Some people told us that the limited offer of toys was resulting in children getting more out of each activity.

Behaviour

Some children had not been in a routine at home during the pandemic, and parents said that the children's sleeping and eating habits had regressed as a result. Providers had noticed that some children now like to have their own schedule and have found it challenging to eat, play and learn to a fixed timetable. However, providers said children were gradually getting used to the changes.

Many children have needed help with their behaviour and, in particular, with understanding the rules, sharing and playing nicely together again. During the first national lockdown, some children did not have opportunities to play with children of their own age. Childminders in particular expressed concern that children had not been able to practice their social skills with other children due to groups and venues being closed. However, providers did note that some children with siblings had improved social skills from playing and interacting with their siblings at home. Some providers had retaught these skills through group and turn-taking games, storytelling, talking and planned activities that encouraged the children to think of and include others. Smaller group 'bubbles' also enabled children to play more cooperatively with one another.

Providers said that some children had felt angry since they returned and there had been an increase in shouting, snatching and getting cross if things did not go their way. Some children struggled to sit still, had shorter attention spans and were more difficult to engage in activities. Some providers said children were less inquisitive and curious and were no longer asking as many questions. They needed more direction and didn't seem to be as spontaneous. Providers said that many parents have had to juggle working from home with childcare and often relied on the television and other devices to keep children occupied. Providers said they were slowly getting back into a learning pattern and finding new ways to engage children in activities. Some had extra meetings with parents to reintroduce different behavioural strategies.

The continuing impact on key areas of learning

As children had been back in their setting for a while, many providers had been able to assess their development in all areas of learning. Some children had mastered new skills during the first national lockdown but missed key areas of learning, which were now having to be taught or revisited.

Forty-four per cent of providers said that children's personal, social and emotional development had fallen behind. As a result, providers were putting more emphasis on the care practices and personal development on offer in their settings. These practitioners put more time into children feeling safe and secure and supporting children's emotional needs. Some providers had helped children to understand their feelings and emotions through discussion, circle times, games and stories with puppets. Some providers said some children had returned to the setting happier. Some parents who were furloughed enjoyed the additional time they had to spend with their children without working. These children enjoyed a lot of interaction and experiences with their families. Children who had positive experiences during the first national lockdown may have taken a little while to readjust to the setting and interacting with peers again but in many cases they had more or less picked up where they left off.

Providers recognised that children have had different experiences at home that will have impacted on their physical development. Some children had been able to spend more time outside and had made progress in their learning. However, this was not the case for all children. Some children who had fewer opportunities to practise skills

such as holding scissors and pens at home were relearning them now they were back in their settings. Children who had limited access to outdoor space while at home had sometimes lost their physical confidence, for example in becoming more hesitant to jump off play equipment. Providers were using outdoor areas more frequently and going for walks to places with hills, rocks and steps. Some childminders were promoting physical skills, such as trying to get children out to the park each day, having fresh air and using the big playground equipment.

Providers told us that many children did not have access to the full curriculum during the pandemic or to the range of activities they would usually experience. A few providers identified that some children had not engaged in any imaginative play at home, such as singing, dancing or role play. Some providers had adapted their garden space for children to act out stories. Some providers had also created indoor activities to replicate external trips and stimulate imaginative play, such as a beach role play area and a small forest. Some children had limited access to sensory and exploratory play while at home and were now reluctant to get their hands dirty and explore. Providers were addressing this by providing more opportunities for creative and hands-on play.

Wider impact on safeguarding and family welfare/disadvantage

Children from disadvantaged or vulnerable backgrounds often had different experiences of this period from their peers. Some families struggled financially as a result of being self-employed or losing jobs. Some providers told us about helping families who relied on food parcels and food banks.

Many providers said families from disadvantaged backgrounds were less likely to be able to take advantage of the support providers offered, such as home learning activity plans. Not all families had access to resources such as arts and crafts at home. Instead, some children had spent more time watching television or on their tablets. Some families had many children at home, so toys, space and attention were sometimes limited. Some providers said these families were often harder to reach and were difficult to contact. This was particularly the case for two-year-olds on local authority funded places.

Some children were impacted by their parents' poor health at home. Many parents dealing with health concerns were anxious about sending their children into a setting, as they were worried that the children might bring back the virus or get an infection. Some providers said it took some encouragement for parents to start bringing their children to the setting again.

Of those providers that had made a referral to external agencies, such as SEND or safeguarding teams, during the pandemic, nearly 60% reported a similar number of children being referred to external agencies compared with the previous year. However, 31% of these providers reported that more children needed help from external agencies compared with last year. Providers in the most deprived areas were more likely to have referred children to external agencies during this period.

Some providers were concerned about the impact of additional financial stress, mental health and housing issues, such as overcrowding, on families' well-being.

Some providers told us they had made more referrals to social services for neglect and an increase in domestic violence in the home. These providers reported that the children affected had regressed emotionally and some were now displaying challenging behaviour on their return to the setting. Some providers said they had offered places to vulnerable children and have seen those that attended thrive as a result of smaller ratios and being taught in smaller groups.

How early years providers plan to maintain high standards

Providers have worked with their staff to plan how best to support children when they returned to the setting. Some providers said their staff have had more training on specific topics such as speech and language, special educational needs and mental health. Some providers said staff had been trained in conflict resolution to help children who may be returning to settings angry and/or sad. Some staff received training in how to engage two-year-olds and keep them focused and on how the role of the key worker could help children to settle back into the setting without parents on site.

The introduction of 'bubble' groups had enabled staff to get to know the children in their group really well. Some providers told us that staff have a greater knowledge of what children know and can do and of their interests because of the more concentrated time that they spend with children. Some said they were able to do this as their numbers on roll were still lower. Children got more quality time with staff, who were able to focus on what the children really needed to learn.

Providers were having to deliver parts of the curriculum differently to keep children in their bubbles. Providers often said this was a challenge, as children were used to making lots of choices about what to do next, whereas staff now had to make those choices for them. Staff also could not give the children the same amount of freedom because of the need to monitor health and safety and to supervise closely the use of resources, such as dough, and messy play activities. Staff were planning more role-play activities and there was more discussion about hygiene and how to wash their hands after coughing and sneezing.

Many providers said that staff's stress levels had increased, which was having an impact on their mental health. Some were finding teaching and being in the setting a lot more difficult than they did before the pandemic. Many managers said that they were appreciative of all staff, especially those who were working throughout the pandemic. Staff were appreciative of the positive environment that providers created. They felt very honoured to be working with children and realised the importance of early years.

The financial sustainability of the early years sector

Providers were adapting to the changes brought about by the pandemic but many were concerned about the ongoing impact on their businesses. Just under a third of providers were worried that their business would have to close. Providers were concerned about the financial implications of a longer-term fall in demand for childcare places. They were also worried about the impact of future restrictions on the sustainability of their businesses.

Many providers were struggling to provide consistent staffing due to periods of staff illness or self-isolation. They told us that they were worried about cases of infection in the setting and the impact this would have on the bubble system if staff were absent. Some childminders said if they had a child who tested positive they would be forced to close for two weeks and that would have an impact on both their finances and the children's education. Many providers were concerned about their own families and worried about bringing the virus back to vulnerable members of their household.



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Key stage 4 performance, 2019 (revised)



Latest headline data for pupils at the end of key stage 4

State funded schools, England¹

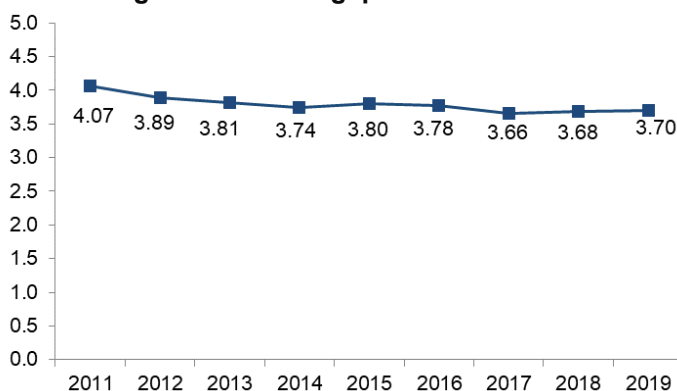
Measure	% EBacc entry	% English and maths, grade 5 or above	Attainment 8	EBacc Average Point Score
Change from previous year ²	↑	→	→	→
2019 revised	40.0%	43.2%	46.7	4.07
2018 revised	38.4%	43.3%	46.5	4.04

Compared with 2018 revised data, for state funded schools:

- EBacc (English Baccalaureate) entry rate **increased** by 1.6 percentage points to 40.0%, the highest entry rate since the introduction of the EBacc measure in 2010.
- The percentage of pupils at the end of key stage 4 who achieved grade 5 or above in English and mathematics remained **stable**.
- Average Attainment 8 score per pupil was **stable**.
- The EBacc average point score (EBacc APS) remained **stable**.

The gap between disadvantaged pupils and all other pupils remains broadly stable

Disadvantaged attainment gap index



The gap between disadvantaged pupils and others, measured using the gap index, remained broadly stable, increasing by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small increase in a row.

The gap is 9.1% lower than in 2011.

¹ State funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. There were 3,965 schools and 542,568 end of KS4 pupils.

² Key stage 4 data in both years is based on revised data for improved comparability.

About this release

This release summarises exam entry and achievements of pupils at the end of key stage 4³ (KS4) in 2019. Figures are available at national, regional, local authority level and some lower level breakdowns such as local authority district and parliamentary constituency. For comparison of schools and colleges' performance, please use the [School Performance Tables](#) website.

The data in this release is revised. The statistics in this release are based on the results data that awarding organisations supply to the department. This release provides an update to the [provisional figures](#) released in October 2019. Amendments made during the schools checking exercise in September are included in this release, as are the majority of late results and reviews of marking received after the cut-off date for the provisional release in October.

This release also provides breakdowns by pupil characteristics which were not included in the provisional update. From September 2019, the floor and coasting standards no longer apply therefore this information is no longer included in the revised release⁴.

The measures covered in this release include qualifications that count towards the secondary school performance tables⁵. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have this data counted in the secondary school performance tables. Pupils' achievements in these qualifications are therefore not reflected in this release.

A section on considerations when using KS4 statistics can be found in the **Entry patterns and qualification reform** section in the [provisional release](#).

About this report

This report will compare revised results for 2019 to revised results from 2018. There is usually a slight increase in the key national statistics between the provisional and revised releases due to accepted amendment requests made by schools during the September checking exercise⁶. As such, users should be aware that the statistics in this release may differ from the [provisional release](#). State funded schools are the focus of the commentary in this report⁷.

³ Pupils are identified as being at the end of key stage 4 if they were on roll at the school and in year 11 at the time of the January school census. Age is calculated as at 31 August at the start of the academic year, and the majority of pupils at the end of key stage 4 were age 15 at this point. Some pupils may complete this key stage in an earlier or later year group.

⁴ The Government has set out a new system of support for schools identified as 'requires improvement' in their [latest Ofsted report](#)

⁵ A list of qualifications that count in the secondary school performance tables each year up to 2021 can be found [here](#)

⁶ E.g. adding outcomes of re-marks or late or missing results.

⁷ For more information and data on the differences between entry patterns in independent and state funded schools, please see page 4 of the provisional release linked above.

Feedback

We welcome feedback on any aspect of this document at Attainment.STATISTICS@education.gov.uk

This year, we have changed the way we display data, by reducing the formatted tables we publish in favour of a more accessible format fit for a wider range of users. This new format contains the same amount of information as was provided in previous publications. We have published documentation alongside this to make navigation of this data easier but would appreciate targeted feedback on this change so we can ensure we continue to meet diverse user needs. For more information, see the methodology document published alongside this release.

2019 headline accountability measures

The headline accountability measures for secondary schools include: Progress 8, EBacc entry, destinations of pupils after key stage 4⁸, attainment in English and mathematics, Attainment 8 and EBacc APS. For more information, see the [secondary accountability guidance](#).

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero⁹.

The English Baccalaureate (EBacc) entry

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

Attainment in English and mathematics (grades 5 or above)¹⁰

This measure looks at the percentage of pupils achieving grade 5 or above in both English and mathematics.

⁸ Destinations of pupils after KS4 are covered in a separate publication [here](#)

⁹ When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

¹⁰ This includes AS-level qualification passes at grades A-E

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

EBacc average point score (EBacc APS)

The EBacc average point score was introduced into secondary school performance tables in 2018. It measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

KS4 entry and achievement

1. English and maths attainment at grade 5 or above is stable

In 2019, the proportion of pupils in state-funded schools who achieved a grade 5 or above in English and maths remained stable in comparison to 2018 at 43.2%. Considering different levels of prior attainment¹¹:

- 76.5% of pupils with high prior attainment met this threshold
- 22.4% of pupils with middle prior attainment met this threshold
- 1.9% of pupils with low prior attainment met this threshold

2. Average Attainment 8 score per pupil is broadly stable

Attainment 8 scores for English, Mathematics, EBacc and Open slots were very similar between 2018 and 2019. There was a slight increase overall of 0.2 points (to 46.7) due to very small changes in the Mathematics and EBacc slots only (both up by 0.1 points)

3. Progress 8

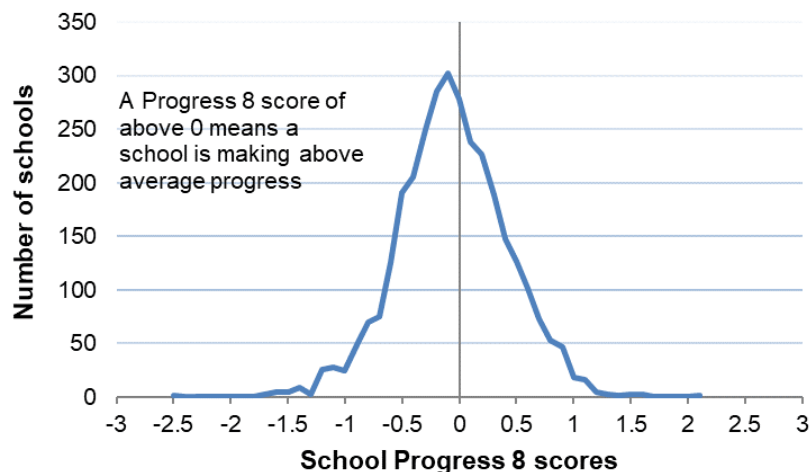
Progress 8 is a relative measure, which means that the overall national score remains the same between years. This measure is better compared between groups in the same year, e.g. by school or pupil type.

¹¹ "Low" is below level 4, "middle" is level 4 and "high" is above level 4 at KS2

At school level, Progress 8 scores for state-funded mainstream schools¹² ranged from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3 in 2019. Figure 1 shows the school level Progress 8 distribution.

Figure 1: Distribution of adjusted Progress 8 scores

State-funded mainstream schools (excluding FE colleges), England, 2019



Source: Key stage 4 revised attainment data

4. Entry into the EBacc has increased by 1.6 percentage points

The percentage of pupils entered for all five EBacc components¹³ rose from 38.4% to 40.0% in 2019. Since the introduction of the EBacc in 2010, this is the highest entry rate. The following chart shows the trend of EBacc entry over the last 10 years^{14,15,16}.

¹² Excludes further education colleges with 14-16 provision

¹³ English, maths, science, a language, and history or geography

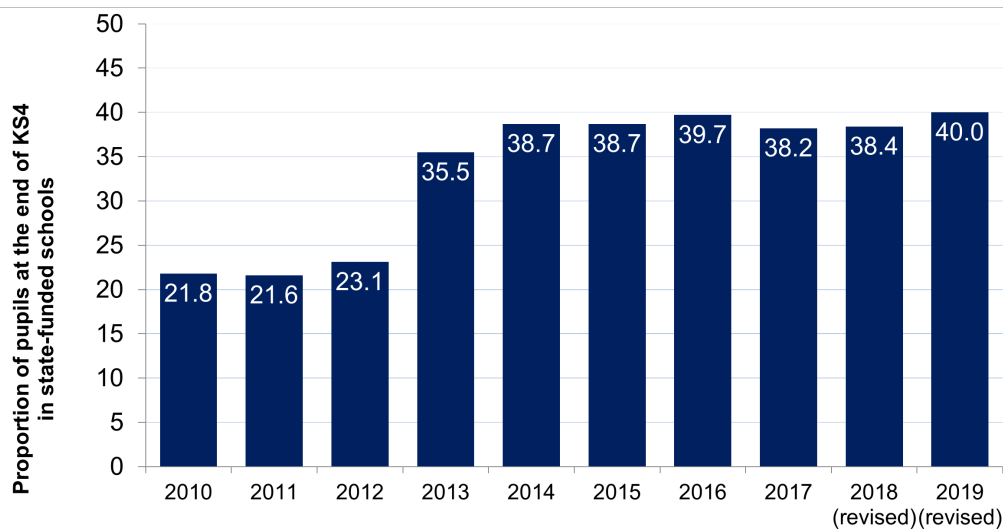
¹⁴ Revised data used for latest two years, the rest use final data

¹⁵ In 2012/13, EBacc entry rose due to a large increase in the proportion of pupils at the end of KS4 entered for humanities (up 10.9 percentage points to 60.2%) and languages (up 8.7 percentage points to 47.6%). This likely came about due to a change in school behaviour as this data contained the first cohort to fully complete key stage 4 following the introduction of the EBacc.

¹⁶ In 2017, EBacc entry figures are also likely to have been impacted by over 30,000 pupils continuing to be entered solely for unreformed English and maths GCSEs, despite these qualifications not counting in performance tables in that year. The main driver of this decrease was due to a reduction in entries to EBacc language.

Figure 2: Percentage of pupils entering the EBacc

State funded schools, England, 2010-2019



Source: Key stage 4 attainment data

In 2019, 216,986 pupils (40.0%) entered for all five EBacc components. Of these, 58.4% had high prior attainment at KS2, 30.0% had middle prior attainment, and only 9.4% had low prior attainment.

Patterns of entry by number of components, subject and prior attainment have remained largely unchanged in comparison to figures reported in the [provisional release](#) (Pages 7-11 of the main text document).

EBacc average points score (APS)

In 2019, EBacc APS was 4.07 which means it was above grade 4 on average, which was stable in comparison to 2018 (4.04). The maximum GCSE score is 9, and if achieving an A* at AS level this becomes 10.75.

Table 1: EBacc APS for each EBacc component in 2018 and 2019

State funded schools, England, 2018 and 2019 (revised)

EBacc component	2018 (revised)	2019 (revised)
English	4.94	4.96
Mathematics	4.51	4.53
Sciences ¹⁷	4.50	4.50
History or Geography	3.55	3.68
Languages	2.26	2.28

¹⁷ Sciences includes the double award GCSE in combined science, and single GCSEs in biology, chemistry, physics and computer science.

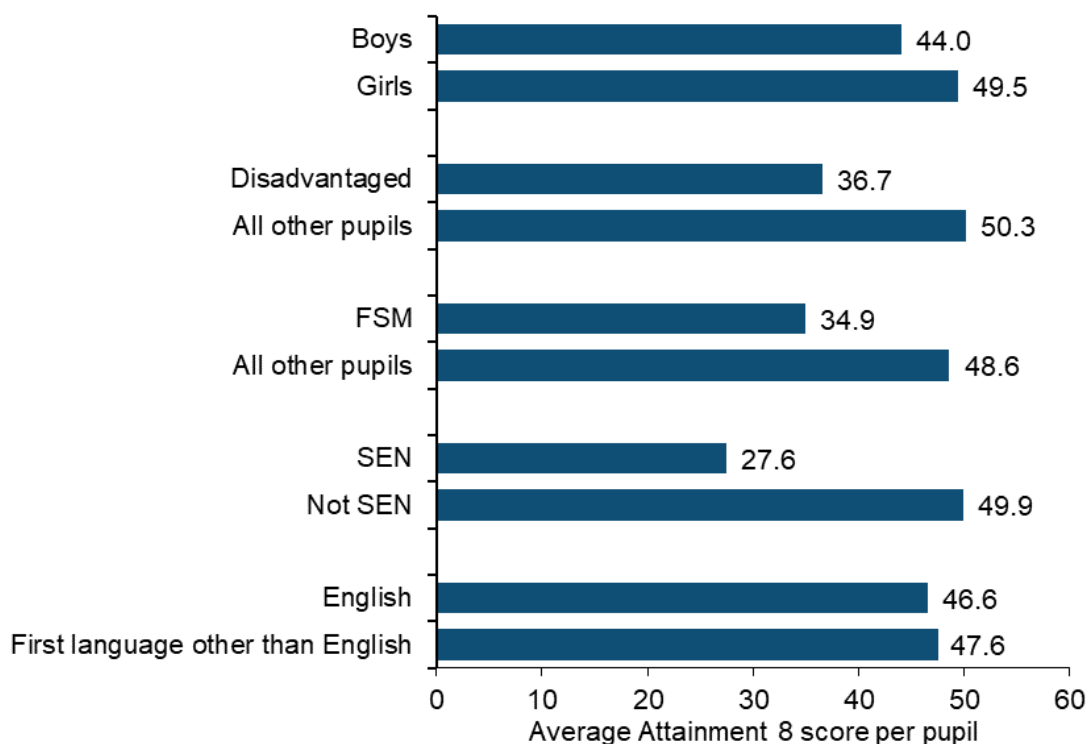
The EBacc APS for the humanities component rose from 3.55 in 2018 to 3.68 in 2019. For wider context, the proportion of pupils who achieved all components of the EBacc at grades 5 or above was 17.1% in 2019, up from 16.7%, and at grades 4 or above, it was 24.9%, up from 24.1%.

There was a slight increase in the proportion of pupils entered to arts subjects, from 44.3% in 2018 to 44.5% in 2019¹⁸ following three year-on-year decreases.

Attainment by pupil characteristics¹⁹

Figure 3: Average Attainment 8 score by pupil characteristics

England, state funded schools, 2019



Source: Key stage 4 revised attainment data

In 2019 the general pattern of attainment differences for Attainment 8 remained the same as in 2018. The differences between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest difference remained between pupils with SEN and those with no identified needs, with a difference of 22.3 points, similar to last year (22.6 in 2018).

¹⁸ For a wider timeline of entries into any arts subject, see the national tables published alongside this release.

¹⁹ Information on attainment has been broken down by the following pupil characteristics within these statistics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). The data accompanying this publication also includes local authority attainment broken down by these characteristics. Please see the pupil characteristics section of the methodology document for additional information on characteristics definitions.

Disadvantaged pupils

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2019, 26.5% of pupils in state-funded schools at the end of key stage 4 were disadvantaged, 0.5 percentage points lower than 2018 (27.0%)

Attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019 consistent with previous years.

Due to GCSE reforms introduced in 2017 and associated changes to headline measures, it is recommended that the disadvantage gap index (below) is used to look at the difference in attainment between disadvantaged and other pupils over time.

Disadvantage gap index

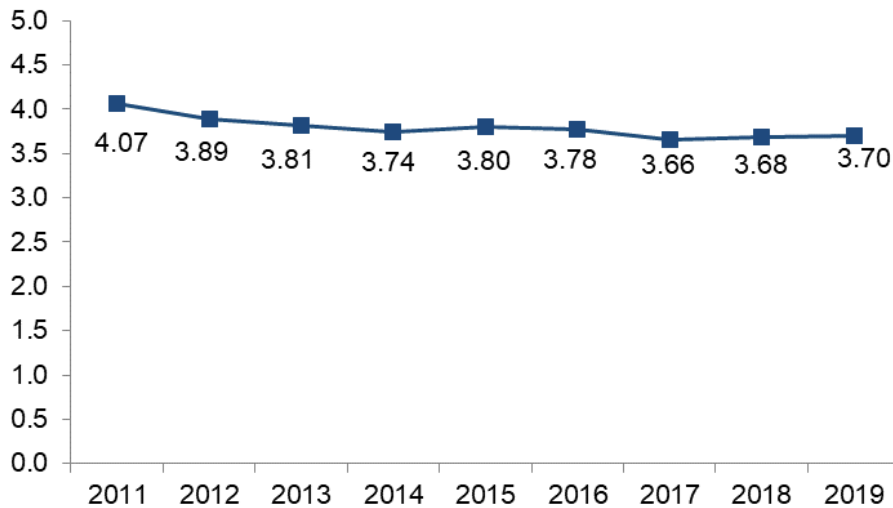
The disadvantage gap index²⁰ summarises the relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years. The index ranks all pupils in the country and asks whether disadvantaged pupils typically rank lower than non-disadvantaged pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. We measure whether the disadvantage gap is getting larger or smaller over time. For key stage 4 it is based on the average grades achieved in English and mathematics GCSEs.

The gap between disadvantaged pupils and others, measured using the gap index, has remained broadly stable compared to last year, widening by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small annual increase in a row, but it is still 9.1% lower than in 2011.

²⁰ More details of the methodology and consultation were published in SFR 40/2014

Figure 4: Trend in disadvantaged pupils' attainment gap index²¹

England, state funded schools, 2011 – 2019 (revised)



Source: National pupil database and key stage 4 attainment data

Attainment by disadvantage

Table 2: Attainment by disadvantage status, England, 2018-2019 (state funded schools)

	Disadvantaged pupils	All other pupils	Difference
End of key stage 4 cohort			
2018	141,136	382,490	n/a
2019	143,816	398,752	n/a
Progress 8²²			
2018	-0.44 (-0.44 to -0.43)	0.13 (0.13 to 0.14)	-0.57
2019	-0.45 (-0.45 to -0.44)	0.13 (0.12 to 0.13)	-0.58
EBacc entry			
2018	26.4%	42.8%	16.4pp ²³
2019	27.5%	44.5%	17.0pp
Achieving English and mathematics (at grades 9-5)			
2018	24.9%	50.1%	25.2pp
2019	24.7%	49.9%	25.2pp
Attainment 8			
2018	36.7	50.1	13.4
2019	36.7	50.3	13.6
EBacc average point score			
2018	3.07	4.40	1.33
2019	3.08	4.43	1.35

Source: key stage 4 revised attainment data

²¹ Further breakdowns of average English and maths grades for disadvantaged and all other pupils can be found in the National characteristics data accompanying this release.

²² The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

²³ pp = Percentage point difference e.g. 40% to 45% is a change of 5pp.

As in previous years, attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019. The difference in the percentage of pupils entering the EBacc rose the most in comparison to differences across other headline measures, as a result of increases in the percentage of pupils entering the EBacc by both disadvantaged and all other pupils. Other differences are similar compared to 2018.

English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. Being a pupil whose first language is other than English does not mean that the pupil is necessarily fluent in a language other than English or cannot speak English.

16.6% of pupils at the end of key stage 4²⁴ had a first language other than English in 2019, slightly higher than in 2018 (16.5%).

Table 3: Attainment by first language status, England, 2018-2019 (state funded schools)

		English	other than English	Difference
End of key stage 4 cohort				
	2018	435,455	86,269	n/a
	2019	450,090	90,069	n/a
Progress 8²²				
	2018	-0.10 (-0.11 to -0.10)	0.49 (0.48 to 0.49)	0.59
	2019	-0.11 (-0.11 to -0.10)	0.48 (0.47 to 0.49)	0.59
EBacc entry				
	2018	36.6%	47.7%	11.1pp
	2019	38.2%	49.4%	11.2pp
Achieving English and mathematics (at grades 9-5)				
	2018	43.4%	43.3%	0.1pp
	2019	43.2%	43.8%	0.6pp
Attainment 8				
	2018	46.5	47.2	0.7
	2019	46.6	47.6	1.0
EBacc average point score				
	2018	4.01	4.22	0.21
	2019	4.04	4.27	0.23

Source: Key stage 4 revised attainment data

As in 2018, pupils with English as an additional language performed better across headline measures. However the percentage of pupils achieving English and maths at grades 5 or above are closer across the two groups in comparison (although the difference has increased compared to 2018, from 0.1pp to 0.6pp in 2019).

²⁴ Excluding pupils whose first language is unclassified

Entry rates to the individual components of the Ebacc pillars are similar between English as a first language to English as an additional language. However, entry to the language pillar is markedly higher for pupils with English as an additional language (60.3% compared to 44.0% for pupils with English as a first language in 2019, although this difference decreased by 1.4 pp compared to 2018). This difference likely drives the higher overall EBacc entry rate for pupils with English as an additional language compared to those with English as a first language (49.4% and 38.2% respectively). These patterns are similar to 2018.

Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the methodology document.

14.2% of pupils at the end of key stage 4 had a special educational need in 2019 compared to 14.0% in 2018.

Table 4: Attainment by special educational needs (SEN), England, 2019 (state funded schools)

		SEN	no identified SEN	Difference
End of key stage 4 cohort				
	2018	73,530	448,849	n/a
	2019	76,961	464,515	n/a
Progress 8²²				
	2018	-0.61 (-0.62 to -0.60)	0.08 (0.07 to 0.08)	-0.69
	2019	-0.62 (-0.63 to -0.61)	0.08 (0.07 to 0.08)	-0.70
EBacc entry				
	2018	12.4%	42.7%	30.3pp
	2019	13.5%	44.5%	31.0pp
Achieving English and mathematics (at grades 9-5)				
	2018	13.5%	48.3%	34.8pp
	2019	13.8%	48.2%	34.4pp
Attainment 8				
	2018	27.2	49.8	22.6
	2019	27.6	49.9	22.3
EBacc average point score				
	2018	2.19	4.35	2.16
	2019	2.24	4.39	2.15

Source: Key stage 4 attainment data

The attainment difference between pupils with SEN compared to pupils with no identified SEN remains the largest difference of all characteristics groups. Pupils

with SEN perform markedly worse than pupils with no identified SEN across all headline measures of attainment. The attainment differences remained broadly similar to 2018, however there was a slight widening in the difference in EBacc entry between groups (0.7 percentage points) with 13.5% of pupils with SEN entering EBacc in 2019, up from 12.4% in 2018.

Ethnicity

White pupils made up 75.0% of pupils at the end of key stage 4 in 2019, 10.7% were Asian, 5.7% were black, 5.0% were mixed, 0.4% were Chinese.²⁵

Table 5: Attainment by ethnicity, England, 2019(state funded schools)

	White	Mixed	Asian	Black	Chinese
End of key stage 4 cohort					
2018	396,680	24,646	55,737	28,949	1,875
2019	406,708	27,018	58,111	31,175	2,006
Progress 8²²					
2018	-0.10 (-0.11 to -0.10)	-0.02 (-0.03 to 0.00)	0.45 (0.44 to 0.46)	0.12 (0.11 to 0.14)	1.03 (0.97 to 1.09)
2019	-0.11 (-0.12 to -0.11)	0.00 (-0.02 to 0.01)	0.47 (0.45 to 0.48)	0.13 (0.12 to 0.15)	0.86 (0.80 to 0.92)
EBacc entry					
2018	36.0%	41.8%	48.5%	45.0%	63.6%
2019	37.5%	44.3%	50.6%	46.5%	61.6%
Achieving English and mathematics (at grades 9-5)					
2018	42.6%	43.7%	50.2%	38.8%	75.3%
2019	42.4%	43.8%	51.9%	37.8%	76.3%
Attainment 8					
2018	46.1	47.3	50.4	45.0	64.2
2019	46.1	47.6	51.2	44.9	64.3
EBacc average point score					
2018	3.98	4.14	4.48	3.93	6.01
2019	4.00	4.19	4.57	3.94	5.99

Source: Key stage 4 attainment data

Ebacc entry increased across all major ethnic groups with the exception of the Chinese group, which saw a decrease of 2.0 percentage points²⁶. The mixed pupils group saw the greatest positive difference in their Ebacc entry rate since 2018 with an increase of 2.5 percentage points. All groups, with the exception of white pupils²⁷, had EBacc entry rates above the national level of 40.0%.

Average Attainment 8 scores across all major ethnic groups were fairly stable in comparison to 2018, with the exception of the Asian group (+0.8 points). As in 2018, the Chinese, mixed and Asian groups had Attainment 8 scores above

²⁵ Remaining pupils were either unclassified or from any other ethnic background

²⁶ Please note the much lower cohort size for Chinese pupils in comparison to the other major ethnic groupings when drawing conclusions from this data

²⁷ and those whose ethnicities were unclassified

the national average (46.7 in 2019). Average Attainment 8 scores of white and black groups both remained below the national average.

The Chinese, Asian and mixed groups saw an increase in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 1pp, 1.7pp and 0.1pp respectively). These results were also above the national average of 43.2. Conversely, the White and Black groups saw a decrease in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 0.2pp and 1.0pp respectively). These results were below the national average.

Within the more detailed ethnic groupings²⁸, pupils from the Indian group are the highest performing group in the headline measures. The Gypsy/Roma and traveller of Irish heritage groups are the lowest performing groups. These trends have not changed in comparison to 2018. To view more details of attainment for minor ethnic groups please see the pupil characteristics data that accompanies this release.

Ethnicity and free school meal eligibility

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meals (FSM) have markedly lower attainment compared to pupils from other backgrounds who are eligible for FSM. For more details of ethnicity (major and minor groups) by FSM please see Table CH2 of the National characteristics tables that accompany this release.

Gender

As in previous years, girls continue to do better than boys across all headline measures.

Table 6: Headline measures for boys and girls

State funded schools, England, 2019 (revised)

2019 (revised)	Average Progress 8 score	% EBacc entry	% English and maths, grade 5 or above	Average Attainment 8 score per pupil	EBacc Average Point Score
Girls	0.22 (0.22 to 0.23)	45.9%	46.6%	49.5	4.32
Boys	-0.27 (-0.28 to -0.27)	34.3%	40.0%	44.0	3.84
Difference	0.49	11.6 pp	6.6 pp	5.5 points	0.48 points

²⁸ The more detailed ethnic groupings do not include Chinese, which is classified as a major ethnic group

The differences in the headline measures between boys and girls compared to 2018 are broadly stable. However, there were increases in the percentage of pupils entering the EBacc for both boys and girls, up 1.5 pp for boys and 1.7 pp for girls.

Performance by school type and local authority remains largely unchanged in comparison to figures in the [provisional release](#). For updated figures, please refer to the data accompanying this release.

Further information is available

School level figures Revised school level data is published in the [performance tables](#).

Characteristics breakdowns Characteristics breakdowns are included in this release.

Previously published figures [Key stage 4 performance, 2019 \(provisional\)](#)
[Key stage 4 and multi-academy trust performance 2018 \(revised\)](#)

Attainment for other key stages Data on other key stages can be found at the following links:
[Early years foundation stage profile](#)
[Key stage 1](#)
[Key stage 2](#)
[16-19 attainment](#)
[School performance tables](#)

Destination measures Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link:
[Destinations of key stage 4 and key stage 5 pupils](#)

Attainment in Wales, Scotland and Northern Ireland Information on educational attainment for secondary schools in Wales is available from the [Welsh Government website](#).
Information on educational attainment for secondary schools in Scotland is available from the [Scottish Government website](#).
Information on educational attainment for secondary schools in Northern Ireland is available from the [Department for Education Northern Ireland \(DENI\) website](#).

School level figures	Revised school level data is published in the performance tables .
Information published by Ofqual	<p>Exam boards use a combination of expert judgement and statistics to set grade boundaries. Ofqual monitors the maintenance of standards of each qualification over time so that they are fair for all students – between exam boards in a subject, as well as from year to year. Statistics involve predictions based on the cohort’s prior attainment. For GCSE, exam boards use predictions based on the cohort’s prior achievement at key stage 2. Further information on how grades are set for GCSEs can be found here</p> <p>Ofqual has also published information on variability in GCSEs for schools and colleges, which is available here</p>
Sponsored academy performance	Information on the complexities of comparing sponsored academies data over time is available here

National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

Get in touch

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Department
for Education



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2019 EYFSP

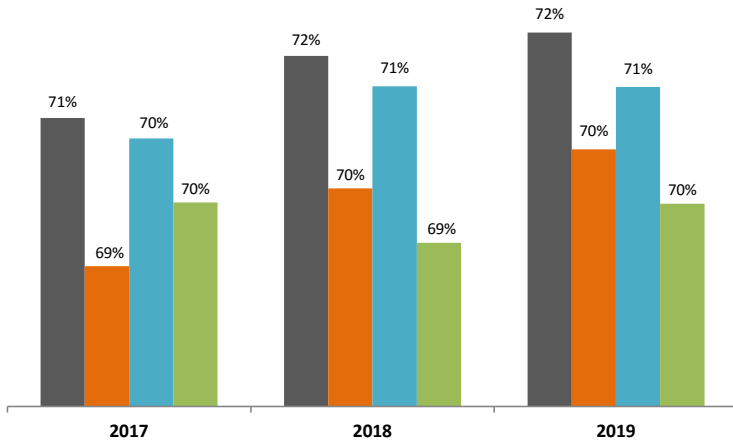
7,954

Lincolnshire children assessed for the Early Years Foundation Stage Profile in 2019

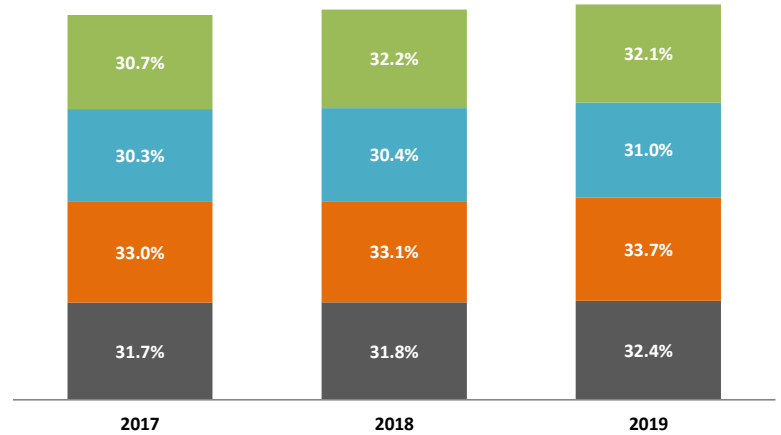
69.6%

Achieved a Good Level of Development in 2019

Achieved a Good Level of Development



Inequality Gap in Achievement across all Early Learning Goals



Achieved a Good Level of Development

Average Total Points Score

Inequality Gap in Achievement across all Early Learning Goals

	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	70.7%	71.5%	71.8%	34.5	34.6	34.6	31.7%	31.8%	32.4%
East Midlands	68.8%	69.8%	70.3%	34.1	34.2	34.2	33.0%	33.1%	33.7%
Statistical Neighbour	70.4%	71.1%	71.1%	34.3	34.4	34.3	30.3%	30.4%	31.0%
Lincolnshire	69.6%	69.1%	69.6%	34.5	34.4	34.3	30.7%	32.2%	32.1%

3 Year Trend Comparison



Commentary

1. The percentage of Lincolnshire children achieving a Good Level of Development has increased by 0.5% since last year and is now below National by 2.2%.
2. The Lincolnshire Inequality Gap is narrower than East Midlands and England (the difference between the lowest performing 20% of pupils and their peers) in achievement across all Early Learning Goals.

Data sourced from: <https://www.gov.uk/government/statistics>

2019 Phonic Decoding

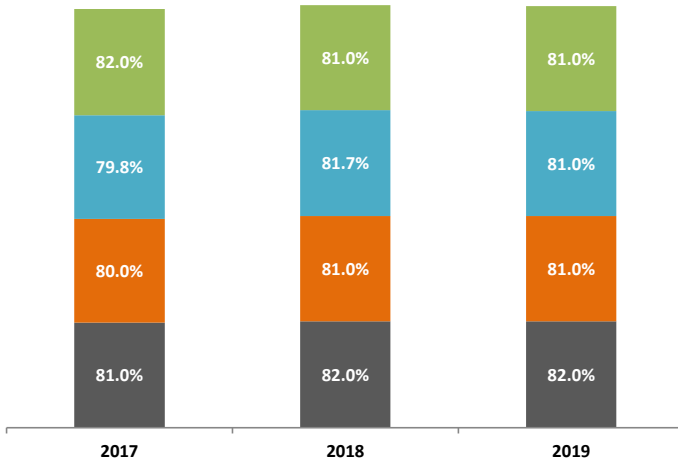
8,204

Lincolnshire children assessed in Phonic Decoding in 2019

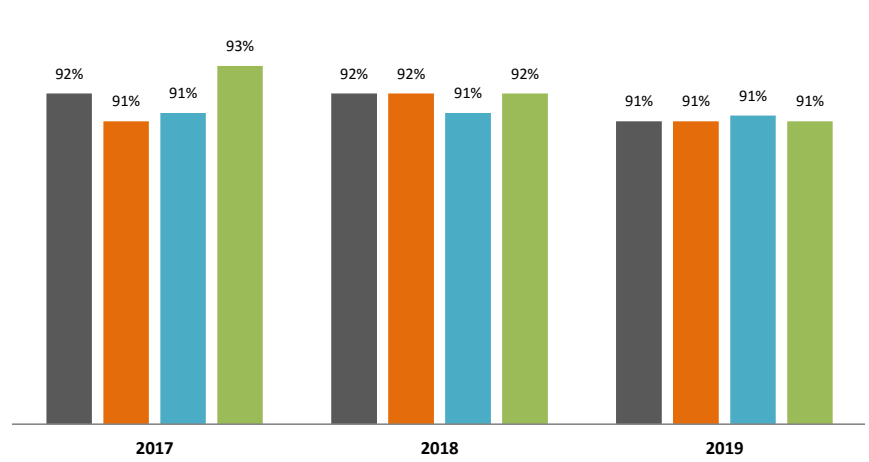
91.0%

Met the expected standard by the end of Year 2

Meeting Expected Standard Year 1



Meeting Expected Standard Year 2



Meeting Expected Standard Year 1

	2017	2018	2019
England	81.0%	82.0%	82.0%
East Midlands	80.0%	81.0%	81.0%
Statistical Neighbour	79.8%	81.7%	81.0%
Lincolnshire	82.0%	81.0%	81.0%

Meeting Expected Standard Year 2

	2017	2018	2019
England	92.0%	92.0%	91.0%
East Midlands	91.0%	92.0%	91.0%
Statistical Neighbour	91.3%	91.3%	91.2%
Lincolnshire	93.0%	92.0%	91.0%

3 Year Trend Analysis



Commentary

1. The percentage of children meeting the expected standard by Year 1 in Lincolnshire is in line with East Midlands and Statistical Neighbours. However Lincolnshire remains 1% below National.
2. Lincolnshire is in line with England, East Midlands and the Statistical Neighbour average for children meeting the Expected Standard by the end of Year 2.
3. Trends indicate that Lincolnshire pupils meeting the Expected Standard by the end of Year 2 has decreased by 1% each year since 2017.

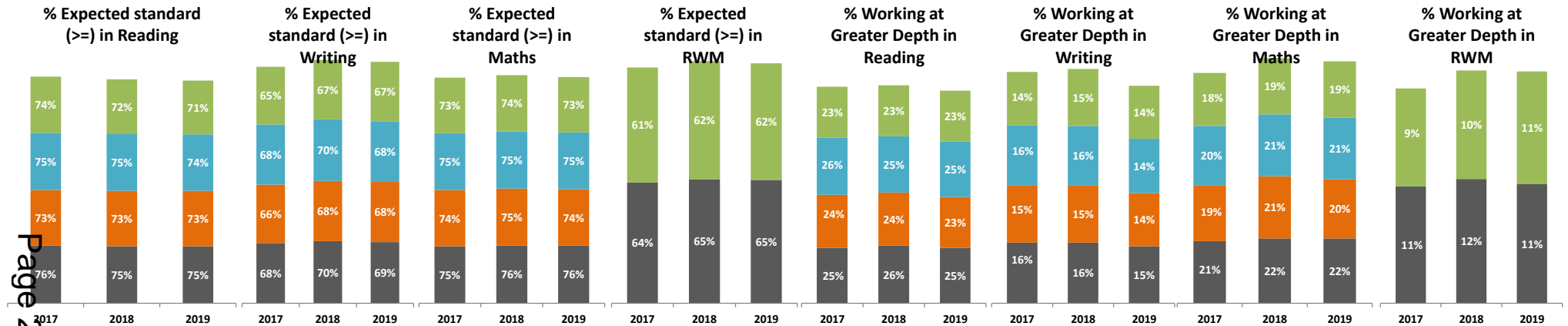
Data sourced from: <https://www.gov.uk/government/statistics>

2019 Key Stage 1

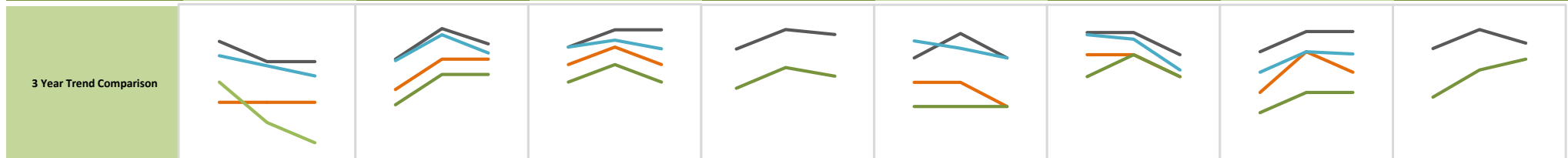
8,227
Lincolnshire children assessed in Key Stage 1 in 2019

61.5%
Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

10.6%
Lincolnshire children Working at Greater Depth in Reading, Writing & Maths in 2019



	% Expected standard (>=) in Reading			% Expected standard (>=) in Writing			% Expected standard (>=) in Maths			% Expected standard (>=) in RWM			% Working at Greater Depth in Reading			% Working at Greater Depth in Writing			% Working at Greater Depth in Maths			% Working at Greater Depth in RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	76.0%	75.0%	75.0%	68.0%	70.0%	69.0%	75.0%	76.0%	76.0%	63.7%	65.3%	64.9%	25.0%	26.0%	25.0%	16.0%	16.0%	15.0%	21.0%	22.0%	22.0%	11.0%	11.7%	11.2%
East Midlands	73.0%	73.0%	73.0%	66.0%	68.0%	68.0%	74.0%	75.0%	74.0%	-	-	-	24.0%	24.0%	23.0%	15.0%	15.0%	14.0%	19.0%	21.0%	20.0%	-	-	-
Statistical Neighbour	75.3%	74.8%	74.3%	67.9%	69.6%	68.4%	75.0%	75.4%	74.9%	-	-	-	25.7%	25.4%	25.0%	15.9%	15.7%	14.3%	20.0%	21.0%	20.9%	-	-	-
Lincolnshire	74.0%	72.0%	71.0%	65.0%	67.0%	67.0%	73.0%	74.0%	73.0%	60.5%	62.2%	61.5%	23.0%	23.0%	23.0%	14.0%	15.0%	14.0%	18.0%	19.0%	19.0%	9.2%	10.2%	10.6%



Commentary

- Please note:** Lincolnshire and National figures for RWM is sourced from unpublished data available from NCER Website.
- The percentage Expected Standard for Lincolnshire children in Reading is below National by 4%, below East Midlands by 2% and below Statistical Neighbours by 3.3%.
 - The percentage Expected Standard for Lincolnshire children in Writing is below National by 2%, below East Midlands by 1% and below Statistical Neighbours by 1.4%.
 - The percentage Expected Standard for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbour by 1.9%.
 - The percentage Working at Greater Depth for Lincolnshire children in Reading is below National and Statistical Neighbours by 2%, and in line with East Midlands.
 - The percentage Working at Greater Depth for Lincolnshire children in Writing is below National by 1%, in line with East Midlands and below Statistical Neighbours by 0.3%.
 - The percentage Working at Greater Depth for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbours by 1.9%.

2019 Key Stage 2

8,329

Lincolnshire children assessed in Key Stage 2 in 2019

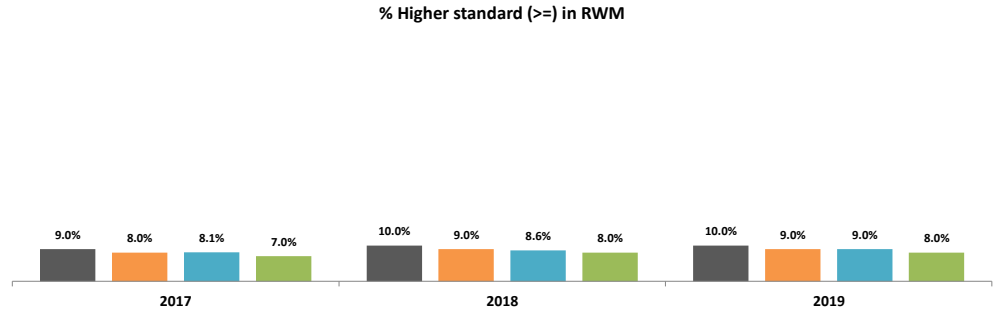
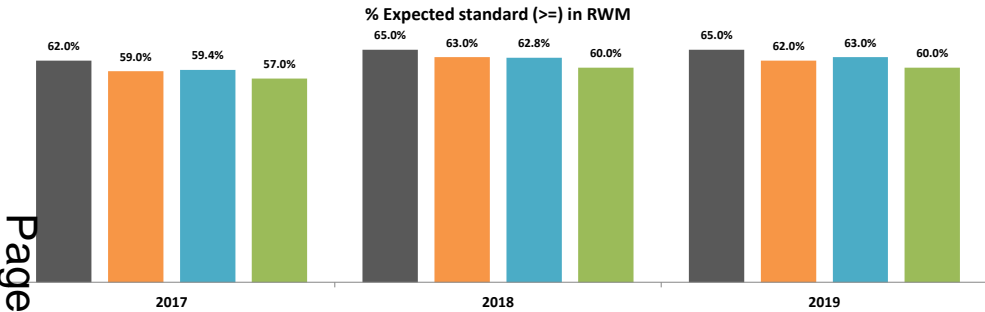
60.0%

Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

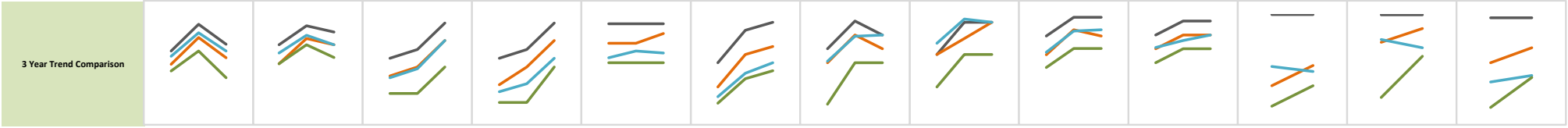
8.0%

Lincolnshire children Higher Standard in Reading & Maths and Greater Depth in Writing in 2019

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	% Expected standard (>=) in Reading			% Higher standard (>=) in Reading			% Expected standard (>=) in Maths			% Higher standard (>=) in Maths			% Expected standard (>=) in GPS			% Higher standard (>=) in GPS			% Expected standard (>=) in Writing			% Working at Greater Depth in Writing			% Expected standard (>=) in RWM			% Higher standard (>=) in RWM			Progress Score in Reading			Progress Score in Writing			Progress Score in Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	72.0%	76.0%	73.0%	25.0%	28.0%	27.0%	75.0%	76.0%	79.0%	23.0%	24.0%	27.0%	78.0%	78.0%	78.0%	31.0%	35.0%	36.0%	77.0%	79.0%	78.0%	18.0%	20.0%	20.0%	62.0%	65.0%	65.0%	9.0%	10.0%	10.0%	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
East Midlands	70.0%	74.0%	71.0%	22.0%	26.0%	25.0%	73.0%	74.0%	77.0%	20.0%	22.0%	25.0%	76.0%	76.0%	77.0%	28.0%	32.0%	33.0%	76.0%	78.0%	77.0%	18.0%	19.0%	20.0%	59.0%	63.0%	62.0%	8.0%	9.0%	9.0%	-0.7	-0.5	-	-0.2	-0.1	-	-0.6	-0.4	-
Statistical Neighbour	71.2%	74.7%	72.0%	23.7%	26.5%	25.0%	72.8%	73.8%	77.0%	19.2%	20.1%	23.0%	74.5%	75.2%	75.0%	26.8%	29.7%	31.0%	76.1%	77.9%	78.0%	18.7%	20.2%	20.0%	59.4%	62.8%	63.0%	8.1%	8.6%	9.0%	-0.5	-0.6	-	-0.2	-0.2	-	-0.9	-0.8	-
Lincolnshire	69.0%	72.0%	68.0%	22.0%	25.0%	23.0%	71.0%	71.0%	74.0%	18.0%	18.0%	22.0%	74.0%	74.0%	74.0%	26.0%	29.0%	30.0%	73.0%	76.0%	76.0%	16.0%	18.0%	18.0%	57.0%	60.0%	60.0%	7.0%	8.0%	8.0%	-0.9	-0.7	-	-0.6	-0.3	-	-1.2	-0.8	-



Commentary

- The percentage Expected Standard and Higher Standard for Lincolnshire children in Reading, Writing & Mathematics remains steady compared to 2018, the same picture can be seen nationally.
- The percentage Expected Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 5%, below East Midlands by 2% and below Statistical Neighbour average by 3%.
- The percentage Higher Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 2%, and below both East Midlands and Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Reading is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 4%.
- The percentage Higher Standard for Lincolnshire children in Reading is below National by 4%, and below East Midlands and Statistical Neighbours by 2%.
- The percentage Expected Standard for Lincolnshire children in Maths is below National by 5%, and below East Midlands and Statistical Neighbours by 3%.
- The percentage Higher Standard for Lincolnshire children in Maths is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in GPS is below National by 4%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Higher Standard for Lincolnshire children in GPS is below National by 6%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Writing is below National and Statistical Neighbour average by 2%, and below East Midlands by 1%.
- The percentage Working at Greater Depth for Lincolnshire children in Writing is below National, East Midlands and Statistical Neighbours by 2%.
- Progress Scores for 2019 have not yet been published nationally.

2019 Key Stage 4

7,652

Lincolnshire pupils assessed in Key Stage 4 in 2019

42.2%

% 9-5 in English and Maths GCSEs

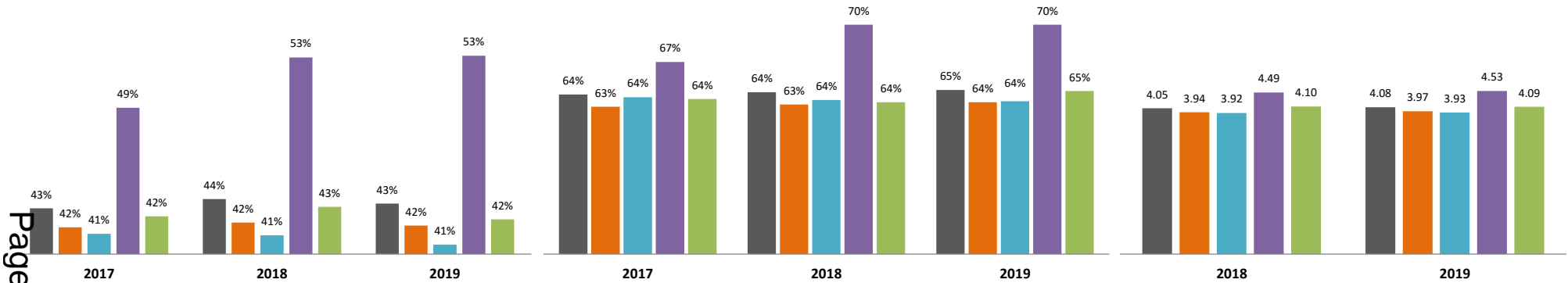
64.5%

% 9-4 in English and Maths GCSEs

% 9-5 in English and Maths GCSEs

% 9-4 in English and Maths GCSEs

English Baccalaureate Average Point Score per pupil



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	English and Maths GCSEs - % Pupils entered for components			% 9-5 in English and Maths GCSEs			% 9-4 in English and Maths GCSEs			English Baccalaureate % entered			English Baccalaureate Average Point Score per pupil			Average Attainment 8 score per pupil			Average Progress 8 score		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	96.9%	97.0%	97.1%	42.9%	43.5%	43.2%	64.2%	64.4%	64.6%	38.4%	38.5%	40.1%	-	4.05	4.08	46.4	46.6	46.6	-0.03	-0.02	-0.03
East Midlands	97.3%	97.3%	97.4%	41.7%	42.0%	41.8%	63.1%	63.3%	63.5%	34.6%	35.8%	36.1%	-	3.94	3.97	45.4	45.5	45.7	-0.11	-0.09	-0.06
Statistical Neighbour	97.7%	97.5%	97.5%	41.3%	41.2%	40.6%	64.0%	63.7%	63.6%	33.6%	33.5%	35.2%	-	3.92	3.93	45.7	45.6	45.5	-0.06	-0.05	-0.06
Other Selective Authority*	94.4%	97.5%	97.1%	49.3%	52.5%	52.6%	67.1%	70.4%	70.4%	42.0%	40.1%	44.7%	-	4.49	4.53	49.6	51.1	51.1	-0.03	0.07	0.03
Lincolnshire	97.3%	97.2%	97.8%	42.4%	43.0%	42.2%	63.8%	63.5%	64.5%	37.7%	40.9%	41.7%	-	4.10	4.09	46.4	46.6	46.7	-0.15	-0.14	-0.04



Commentary

- *Other Selective Authority is based on the combined statistical average of Kent & Buckinghamshire.
1. Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbours in the percentage of pupils achieving 9-5 in English and Maths GCSEs.
 2. National, East Midlands and Statistical Neighbours have remained broadly steady compared to 2018, Lincolnshire presents an upward trend compared to last year in the percentage of pupils achieving 9-4 in English and Maths GCSEs.
 3. The percentage of pupils achieving 9-4 in English and Maths GCSEs increased in Lincolnshire from 2018 to 2019 by 1%. In 2019 Lincolnshire is in line with National and above East Midlands and Statistical Neighbours by 1%.
 4. In 2019 Lincolnshire's English Baccalaureate Average Point Score per pupil is higher than East Midlands and Statistical Neighbours and broadly in line with National.
 5. Lincolnshire's Average Attainment 8 score per Pupil is in line with National and above East Midlands and Statistical Neighbours.
 6. The Average Progress 8 score in Lincolnshire is below National, but above East Midlands and Statistical Neighbours.

2019 Key Stage 5

2,344

Lincolnshire Students entered for one or more A level or applied A level

14.5%

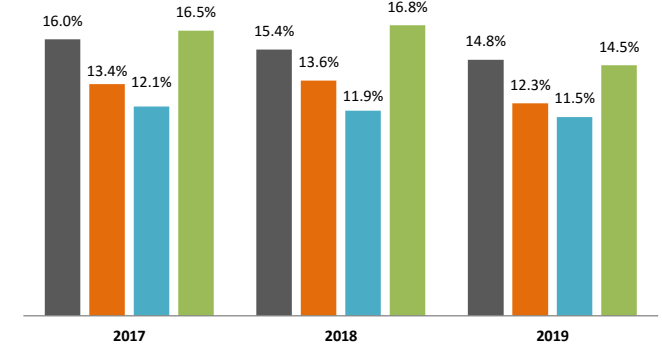
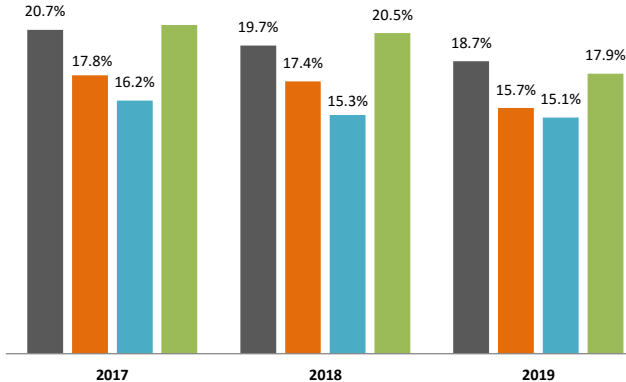
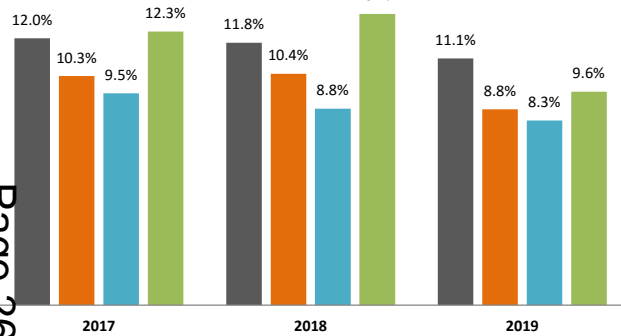
Students Achieved Grades AAB or better at A level, of which at least two are in facilitating subjects

Percentage of Students Achieving 3 A*- A Grades or better at A level

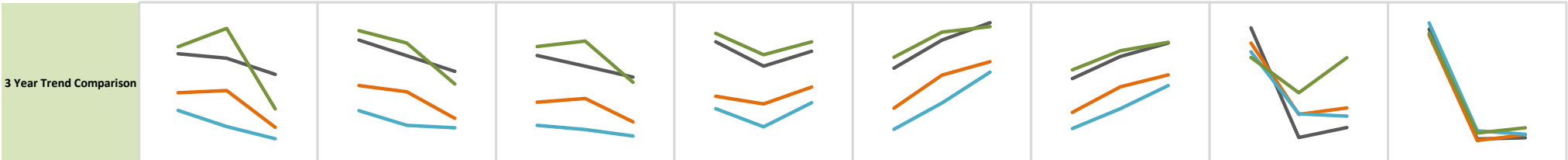
Percentage of Students Achieving Grades AAB or better at A level

Percentage of Students Achieving Grades AAB or better at A level, of which at least two are in facilitating subjects

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	% of students achieving 3 A*-A grades or better at A level			% of students achieving grades AAB or better at A level			% of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects			Level 3 Students Average Point Score per entry			A level Students Average Point Score per entry			Academic Students Average Point Score per entry			Tech level Students Average Point Score per entry			Applied General Students Average Point Score per entry		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	12.0%	11.8%	11.1%	20.7%	19.7%	18.7%	16.0%	15.4%	14.8%	32.88	32.20	32.62	31.45	32.35	32.90	31.65	32.53	33.07	38.47	31.49	32.12	39.60	29.09	29.21
East Midlands	10.3%	10.4%	8.8%	17.8%	17.4%	15.7%	13.4%	13.6%	12.3%	31.36	31.15	31.62	30.18	31.23	31.66	30.30	31.32	31.80	37.51	32.96	33.37	39.02	28.93	29.49
Statistical Neighbour	9.5%	8.8%	8.3%	16.2%	15.3%	15.1%	12.1%	11.9%	11.5%	31.01	30.51	31.18	29.50	30.35	31.33	29.66	30.45	31.37	36.96	33.00	32.85	40.18	29.86	29.53
Lincolnshire	12.3%	13.1%	9.6%	21.3%	20.5%	17.9%	16.5%	16.8%	14.5%	33.12	32.52	32.88	31.80	32.60	32.78	32.00	32.76	33.10	36.59	34.33	36.57	39.20	29.65	30.15



Commentary

- Lincolnshire's percentage of students achieving 3 A*-A grades or better at A level has decreased by 3.5% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire's percentage of students achieving grades AAB or better at A level has decreased by 2.6% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire has decreased in the percentage of students achieving grades AAB or better at A level (of which at least two are in facilitating subjects) by 2.3% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- The average point score (APS) per entry for A level has increased each year since 2017. APS fell substantially for Applied General and Tech level qualifications between 2017 and 2018, this coincided with the implementation of additional requirements for eligible vocational qualifications as part of vocational qualification reform, the drop is consistent with that of Lincolnshire's comparators. However in 2019 APS in Lincolnshire saw some improvement on 2018 with an increase of 2.24 for Tech Students and 0.5 for Applied General Students.



Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	Children and Young People Scrutiny Committee
Date:	14 January 2022
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: -

14 January 2022		
Item	Contributor	Purpose
Council Budget 2022/23	Heather Sandy, Executive Director – Children's Services	Budget Scrutiny
Recommissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People	Sara Gregory, Commissioning Manager - Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive Decision on 1 February 2022)

14 January 2022		
Item	Contributor	Purpose
Recommissioning of a Behaviour Outreach Support Service (BOSS) for Children and Young People	Sara Gregory, Commissioning Manager - Children's Strategic Commissioning	Pre-Decision Scrutiny (Executive Decision on 1 February 2022)
Director of Public Health Annual Report 2021	Derek Ward, Director of Public Health Andy Fox, Consultant in Public Health	Performance Scrutiny
Attendance in Schools, Elective Home Education and Children Missing Education Annual Report 2020/21	Jill Chandar-Nair, Inclusion and Attendance Manager	Policy Review
Schools' Standards and Recovery	Matt Spoons, Head of Service – Children's Education	Performance Scrutiny
Lincolnshire Secure Children's Home - Expenditure of DfE grant and deposit for land purchase (EXEMPT)	Matthew Stapleton, Senior Project Manager, Corporate Property	Pre-Decision Scrutiny (Executive Councillor Decision between 3 – 10 February 2022)

Planned Items

The Committee's planned items are listed below:

4 March 2022		
Item	Contributor	Purpose
Single Section 75 Agreement for Children and Young People's Mental Health Services	Sara Gregory, Commissioning Manager - Children's Strategic Commissioning Kevin Johnson, Programme Manager – Children's Integrated Commissioning	Pre-Decision Scrutiny (Executive Decision on 5 April 2022)

4 March 2022		
Item	Contributor	Purpose
Service Level Performance Reporting against the Performance Framework 2021-2022 – Quarter 3	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
Lincolnshire Local Authority School Performance 2020-21	Martin Smith, Assistant Director - Education	Performance Scrutiny
Sustainable Modes of Transport to School (SMOTS) Action Plan Update	Mark Rainey, Commissioning Manager - Commercial	Performance Scrutiny

22 April 2022		
Item	Contributor	Purpose
Lincolnshire Safeguarding Children Partnership (LSCP) Annual Update	Chris Cook, Chair of LSCP Stacey Waller, LSCP Manager	Yearly Update
SEND Learning Platform	Sheridan Dodsworth, Head of SEND	Performance Scrutiny

17 June 2022		
Item	Contributor	Purpose
Children In Care and Care Leavers Strategy	Andrew Morris, Corporate Parenting Manager	Pre-Decision Scrutiny (TBC)

22 July 2022		
Item	Contributor	Purpose
Service Level Performance Reporting against the Performance Framework 2021-2022 – Quarter 4	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

09 September 2022		
Item	Contributor	Purpose
Service Level Performance Reporting against the Performance Framework 2022-2023 – Quarter 1	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny
The expansion of St Lawrence School, Horncastle (EXEMPT)	Dave Pennington, Head of Property Development	Pre-Decision Scrutiny (Leader decision between 14 - 21 September 2022)

21 October 2022		
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 2021-22	Jo Kavanagh, Assistant Director - Early Help	Performance Scrutiny

2 December 2022		
Item	Contributor	Purpose
Joint Diversionary Panel – Update against Recommendations from University of Lincoln Evaluation	Andy Cook, Service Manager - Future4Me/ Youth Offending Chief Inspector Daryl Pearce, Lincolnshire Police Tony Pryce, JDP Coordinator	Performance Scrutiny

2 December 2022		
Item	Contributor	Purpose
Service Level Performance Reporting against the Performance Framework 2022-2023 – Quarter 2	Jo Kavanagh, Assistant Director – Early Help	Performance Scrutiny

Items to be scheduled

- Inclusive Lincolnshire Strategy – Policy Review
- Corporate Parenting Responsibilities – Lincolnshire County Council's Response

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 on 07552 253814 or by e-mail at tracy.johnson@lincolnshire.gov.uk.

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 01 FEBRUARY 2022

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
I025457	Re-commissioning of Autism and Learning Difficulties (ALD) Service for Children and Young People	Open	Executive 1 Feb 2022	Children and Young People Scrutiny Committee	Reports	Commissioning Manager E-mail: saraj.gregory@lincolnshire.gov.uk	All Divisions
I025458	Re-Commissioning of Behaviour Outreach Support Service for Children and Young People	Open	Executive 1 Feb 2022	Children and Young People Scrutiny Committee	Reports	Commissioning Manager E-mail: saraj.gregory@lincolnshire.gov.uk	All Divisions
I025504 New!	Lincolnshire Secure Children's Home - Expenditure of DfE Grant and Deposit for Land Purchase	Exempt	Executive Councillor: People Management, Legal and Corporate Property Executive Councillor: Children's Services, Community Safety and Procurement Between 3 Feb 2022 and 10 Feb 2022	Children and Young People Scrutiny Committee	Exempt report	Senior Project Manager E-mail: matthew.stapleton@lincolnshire.gov.uk	Sleaford
I025505 New!	Single Section 75 Agreement for Children and Young People's Mental Health Services	Open	Executive 5 Apr 2022	Children and Young People Scrutiny Committee – 4 March 2022	Reports	Programme Manager, Children's Integrated Commissioning E-mail: kevin.johnson@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 14 Sept and 21 Sept 2022	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