

Appendix D

Children's Services Learn and Achieve

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1. Executive Summary

This commissioning strategy reviews how Children's Services is performing to ensure that Lincolnshire children and young people learn and achieve, adopting a Signs of Safety approach to understand what is working well, what we are worried about and establishes priorities to address what we are going to do about it.

The objectives we will accomplish in order to ensure that positive outcomes for children and young people are achieved include:

Outcome 1: Improve educational attainment for all pupils

- **Objective 1** – Embed and develop the Council's School Improvement Strategy.
- **Objective 2** – Work with LLPB and LTT to deliver phase 2 of the Mobilise project to improve the use of evidence based practice through research.
- **Objective 3** - Continually assess the delivery of Home to school transport in order to provide sustained value for money.

Outcome 2: Young people thrive in learning environments which best meet their needs

- **Objective 4** - Introduce area collaborative Headteacher panels to ensure that vulnerable children are managed within the mainstream school settings.
- **Objective 5** - Strengthen the vocational offer for secondary schools by stimulating the vocational market and engaging a range of partners.

Outcome 3: To improve the outcomes of our most vulnerable children

- **Objective 6** - Develop a new SEND Joint Commissioning Framework 2018 – 2022.
- **Objective 7** - Remodelling of Special School provision in Lincolnshire based on the local provision of schools across the SEND spectrum.

In achieving these outcomes, services will be commissioned to ensure they provide children, young people and their families with the right support, of the right quality, in the right place, at the right time and for the right price.

2. Background & Introduction

The Learn and Achieve Commissioning Strategy provides a commitment from the Local Authority to work alongside all educational establishments and professionals, services which support children with special educational needs and disabilities, local forums which represent the voice of children, school & college transport providers, as well as the wider marketplace, to promote and actively work to the ethos that all children, regardless of their circumstances, should be supported to achieve their academic potential. Learning and achievement should be without barriers and accessible to all. Some children and young people may need additional support to enable them to access opportunities in the same way as their peers and they should be supported to do this.

We believe the principles that support Learn & Achieve are joint working, innovative practice and the perpetual pursuit of improvement.

Significant changes have been made to both the Education and Special Educational Needs and Disabilities (SEND) sector both nationally and locally with a variety of different drivers not least of which is legislative change. Our Learn & Achieve Strategy has been designed to offer direction on how we will deliver a vision of Educational and Attainment aspiration for Lincolnshire children across the breadth of educational establishments. The Strategy provides the scaffolding for subsequent planning and action, building on our longstanding fundamental pledge to achievement and attainment for all in its widest sense.

The attainment of life skills whether through vocational or traditional routes has far reaching consequences not just for young people and their families but also their communities. The Lincolnshire JSNA notes that The Centre for the Analysis of Youth Transitions (CAYT) Report No.4: "Assessing the Economic Benefits of Education" states attainment of GCSE qualifications has a significant impact on communities because "the most sizeable benefits of education come from the direct effect of education on individual wages and employment and from the effect of education on reducing criminal behaviour. This illustrates that education has benefits that accrue both to the individual and to society as a whole." Raising attainment in all secondary schools is crucial in order to maintain and improve the socio-economic cohesion and productivity of communities in Lincolnshire. A good basic education is fundamental to a person's ability to make a positive contribution to society. Failure to provide this education has significant social and financial consequences. The Marmot Review (2010) identifies a strong link between good educational attainment and reduced inequalities including better employment, income, and physical and mental health.

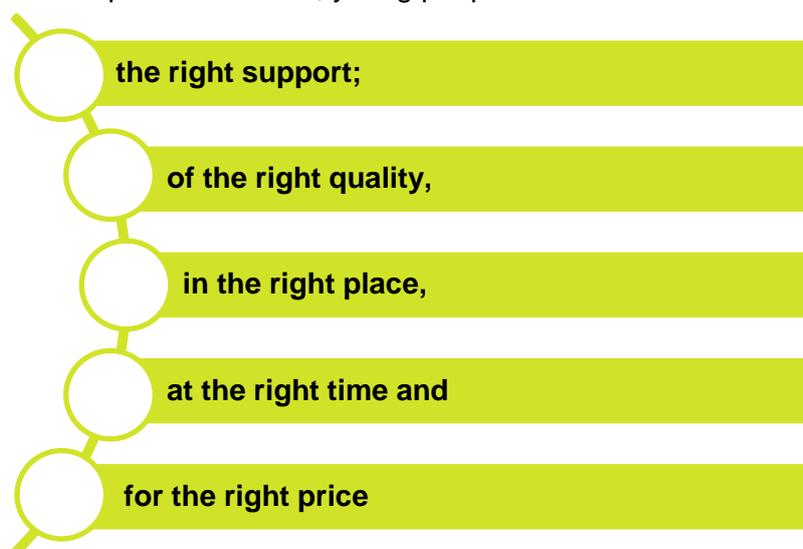
A report by the Department for Education (DfE) in 2014 found that;

- Individuals achieving five or more good GCSEs (including English and maths) as their highest qualification are estimated to have lifetime productivity gains worth around £100,000 on average, compared to those with below level 2 or no qualifications. This is equivalent to around 3 additional years of work.
- Individuals who just cross the five good GCSEs threshold have considerable lifetime productivity returns compared to those who don't. Men holding 5-7 good GCSEs (including English and maths) as their highest qualification have lifetime productivity gains worth around £73,000 compared to those with only 3-4 good GCSEs, for women the figure is £55,000.

To enable every child to achieve their best possible educational outcomes, evidence suggests that access to early education prior to entering school is important. Please read the "Learn & Achieve" Strategy alongside the "Ready for School" Strategy, which outlines the vision for 0 – 5 year old's over the next few years.

3. Scope of the Commissioning Strategy

The strategy will support the Five Children's Commissioning Rights which aims to ensure that we provide children, young people and their families with:



The service components in scope of the Learn and Achieve Strategy have a total funding allocation of £34.8m (16/17 Non-DSB year-end budget) and are broken down as follows:

- School Improvement (£1.66m) – a combination of in-house and contracted services working collaboratively to embed a sector-led approach to improving standards within Lincolnshire schools and academies. The service also enables the integrative working of the Lincolnshire Learning Partnership.
- Home to School/College Transport (£24.4m) - provision which has been outsourced to several hundred providers across the county to provide pupils with transport to school or college.
- School Support Services (£0.82m) - commissioned in-house to provide inclusion and attendance support for schools, governor support services and the Lincolnshire music service which is a charged for service to schools.
- Special Educational Needs & Disabilities (SEND) (£4.11m) and Children with Disabilities (CWD) (£3.53m) – commissioned in-house to provide assessment of need for children and young people with special educational needs and/or disabilities and makes recommendations for specific packages of support through an arrangement of in-house and contracted suppliers, as well as offering payments for the family to manage their individual care needs. The provision also includes an education psychology service and parent carer information and support.
- School Admissions and Other Education Costs (£0.25m) – delivered in-house to oversee the school admissions process for parents applying for a school place for their child.

4. Where We Are Now

A detailed analysis of the performance of existing services supporting this strategy can be found within the Performance Metrics document at **Appendix A**. The following extracts identify the prominent measures and performance information supporting this commissioning outcome.

Lincolnshire County Council received an Ofsted inspection in 2014. The single inspection of "Children's Services and review of the LSCB" returned the following findings:

Children who need help and protection	"Good"
Children looked after and achieving permanence	"Good"
Experiences and progress of care leavers	"Good"
Adoption Performance	"Outstanding"
Overall Performance	"Good"

These findings put Lincolnshire ahead of the majority of other Local Authorities in the East Midlands. Overall, however, the national trend shows a significant number of LA's (51%) are performing at a rate of "Requires Improvement".

The table below shows the Council Business Plan for 2016/17 and the targets for Learn and Achieve.

Measures Measures are how we will monitor and report progress in achieving the outcome.	Annual Target April 16 – March 2017	Actual Performance and Tolerance as at 31 March 2017
The percentage of children achieving at least the expected level in the Early Learning Goals in the prime areas of learning and in the specific areas of literacy and mathematics (Good Level of Development) (Bigger percentage is better)	70%	Actual: 71% Tolerance: Upper 70% Lower 65%
Closing the Gap EYFSP -The percentage gap in achievement between the lowest 20 per cent of achieving children in the local authority, and the score of the median (Smaller percentage is better)	25%	Actual: 29% Tolerance: Upper 24% Lower 28%
Achievement of the threshold in English and mathematics at KS4 (Bigger percentage is better)	In line with national (63%)	Actual: 62% Tolerance: Upper 1 % point Lower 2 % points
Achievement gap between disadvantaged pupils (achieving the threshold in English and mathematics) and their peers at key Stage 4	In line with National (28%)	Actual: 32% Tolerance: Upper 27% Lower 31%

Measures Measures are how we will monitor and report progress in achieving the outcome.	Annual Target April 16 – March 2017	Actual Performance and Tolerance as at 31 March 2017
(Smaller percentage is better)		
Rate of permanent exclusions (Smaller is better)	0.15	Actual: 0.18 Tolerance: Upper 0.15 Lower 0.13

In addition to the Council Business Plan, there are a number of Children's Services key performance measures. Latest performance data (Q4 for 2016/17) current position is shown below.

- Primary Admission First Choice
 - Q4 Target: **92%**
 - **Q4 Actual Performance: 92.5%**

- Secondary Admission First Choice
 - Q4 Target: 92.6%
 - **Q4 Actual Performance: 91.8%**

- Pupils in good or outstanding Schools
 - Q4 Target: 85%
 - **Q4 Actual Performance: 89.4%**

- Schools judged to be good or outstanding
 - Q4 Target: 87%
 - **Q4 Actual Performance: 90.5%**

- Looked After Children with a Personal Education Plan
 - Q4 Target: 96%
 - **Q4 Actual Performance: N/A** (due to changes in case management system)

- 90% of education, health and care plans in statutory timescale
 - Q4 Target: 90%
 - **Q4 Actual Performance: 94.1%**

School Improvement

In May 2015 a report 'The Future Delivery of Lincolnshire's School Improvement Service' was submitted to the Council's Executive Committee following which it was agreed that the future commissioning arrangements for school improvement would be focussed on an integrative, school-led system and that the Lincolnshire Learning Partnership (LLP) school-led approach to school improvement would be the future means of providing services.

In order to ensure effective strategic leadership of this system, the Lincolnshire Learning Partnership Board (LLPB) was established later in 2015. The LLPB is led by the Council and has representation of Headteachers (including Headteachers from Teaching Schools); with an appropriate skill-set and proven track record in school improvement, across all sectors. The LLPB reduces the risk of isolation by offering schools access to a professional learning partnership with opportunities for working across the system. It provides targeted support for schools identified by the Council's Education Support Team, (a small team involved in providing strategic support, challenge and direction where required), or from

regular scrutiny of up-to-date data, including identifying specific support arrangements for those schools classed as Schools Causing Concern.

In line with the DfE development of 'system leadership', in 2016/17 academic year the Council contracted with Lincolnshire Teaching Schools to deliver a number of statutory and non-statutory services:

- Monitoring and Moderation of Key Stage 1 and Stage 2 (£0.161m) – a statutory service to monitor assessments and to moderate a proportion of these assessments in order to confirm that the teacher assessment judgements are accurate and consistent with national standards.
- Mobilise Project (£0.218m) – working in conjunction with the Education Endowment Foundation (EEF), the LLPB commissioned a service to use the evidence available from the EEF to better develop and deploy the workforce of teaching assistants to best meet the needs of Lincolnshire's pupils and young people and to support and equip participating school to make sense of, and act on research evidence, with the ultimate aim of the project being to build an effective cluster-based, school to school infrastructure, which would enable every participating school to be 'evidence informed' and 'evidence ready'.
- LeadLincs Project (£0.046m) – a service which offered leadership development, targeting future primary school head teachers. It provided them with the training, experiences and support needed for them to apply for a head teacher or head of school post, increasing the number of eligible candidates for head teacher posts in Lincolnshire.
- Risk Assessments for Academy Schools (£0.02m) – a service to undertake risk assessments and provide evidence based feedback regarding any concerns the Council may have with an academy, and whether sufficient actions are in place to remedy issues, without escalation to the Regional Commissioner.
- Risk Assessments for Special Schools (£0.005m) – a service to undertake risk assessments and provide evidence based feedback regarding any concerns the Council has about a Lincolnshire maintained or academy special school, so that the Council can determine whether in the case of a maintained school the Council needs to intervene, or for an academy school whether escalation to the Regional Schools Commissioner is needed.

All of the above services have been re-commissioned for the 2017/18 academic year.

Home to School/College Transport

The council provides transport to entitled children and young people of school and college age to meet its statutory duty and local policy aims of ensuring that qualifying young people are able to access education and learning opportunities. The council carefully assesses the transport needs of all young people in the county and provides free transport for over 20,000 school-age children every year and subsidised transport for approximately 2,000 young learners of sixth-form age.

Children's Services contracts the procurement and delivery of the service through the Transport Services Group (TSG), a division of the Environment and Economy Directorate, through a service level agreement, which is reviewed annually. The TSG in-turn procures the delivery of the service through contracts with private-sector transport providers, based mainly in Lincolnshire. Recently, the Council has established a new transport provider,

Transport Connect Ltd, aimed at improving sufficiency and sustainability in the education transport marketplace.

Despite achieving considerable savings over the past 3 years, the transport budget is currently under, and forecasting future significant financial pressure as a result of changes to national living wage, fluctuating fuel prices, fleet requirements to be adaptable for those with a disability and a number of key suppliers exiting the marketplace.

When reviewing spend in terms of cost per head, the greatest spend per cohort is for those children and young people with SEND. A new means to procuring transport for special school provision is being embedded for the start of the 2017/18 academic year, adopting a one school; one supplier approach, with a view to help create greater sufficiency of provision and control costs.

School Support Services

In comparison with national and regional comparators, the performance of vulnerable groups in Lincolnshire can vary across each subset group. The performance gap between pupils from more and less advantaged backgrounds in England is one of the largest among Organisation for Economic Co-operation and Development countries (OECD, 2014). There is a well-established link between; under-achievement, low attainment at school, reduced economic output and familial disadvantage. Achieving GCSEs, A levels and apprenticeships improve earnings, employability and lifetime productivity. Even achieving at very low levels – just one or two GCSE passes compared to none – is associated with large economic gains.

The Inclusive Lincolnshire Strategy (December 2015) was introduced to address the problem of a rising and unsustainable rate of permanent exclusion from Lincolnshire schools. The scale of the problem resulted in Lincolnshire being consistently the highest excluder of primary aged children nationally and one of the highest of secondary aged children. The strategy introduced the notion of a 'Ladder of Intervention' which was launched in January 2016. In September 2016 a step within the Ladder, specialist behaviour support for pupils at risk went live through the launch of the Behaviour Outreach Support Service (BOSS). In addition, schools were given access to 'intervention places' within what is now Springwell Lincoln City Academy (SPLCA), formerly the Teaching and Learning Centre (TLC), when they could demonstrate that they had followed the Ladder.

The BOSS is commissioned through a contract (value £1.28m p/a) with an external supplier and is funded through the dedicated schools budget (DSB). The contract runs until 31/08/19 with an option to extend for a further 2 years. The service focuses on early intervention, prevention and support for schools and pupils experiencing behavioural difficulties aiming to support containing the growth of exclusions and high specialist placements.

The BOSS provides a bespoke service for all schools in Lincolnshire, strengthening the inclusive approach of schools and building capacity within school settings to manage the social and emotional needs of pupils at risk of exclusion. BOSS provides a unique, targeted service to meet the expressed needs of individual schools and currently provides:

- Awareness training for whole schools, individual staff teams, and/or individual staff, including lunch time supervisors about attachment and restorative approaches.
- Advice and guidance about behaviour management
- Mentoring, coaching, advice and practical intervention to develop a whole school approach to managing behaviour.
- Targeted support to assess the individual needs of challenging pupils/students at risk of exclusion, working collaboratively with schools and staff to develop bespoke behaviour management plans. Behaviour management plans incorporate strategies and practical methods to manage behaviours effectively.

- Targeted transition and re-integration support for managed moves when pupils return to mainstream education from alternative provision.
- Targeted Restorative support, provided by a qualified restorative practitioner
- A training offer which includes: Attachment Awareness; Restorative Approaches; Whole school approaches to behaviour management.

In addition to the Behaviour Outreach Support Service, there are two other outreach services which are in place to provide support to schools:

(i) The Working Together Team (WTT) - providing educational support for school aged pupils whose special educational needs relate to difficulties in autism and learning difficulties, with or without a diagnosis of autism, and is commissioned through a contract (value £0.62m p/a) with an external supplier. The contract runs until 31/08/18 with an option to extend for a further 2 years.

Schools have reported the following outcomes following receiving support from WTT:

- increased time in the classroom as the result of intervention;
- Reduction in challenging behaviour;
- Increased attendance.

Based on the May 2017 contract ratings, the service is rated as Good, with a risk rating of Green, collectively identifying that there are no concerns with the provision of the service.

(ii) Lincolnshire Physical Disability Outreach Service - offers support for pupils with a profound physical/ cognitive disability or life limiting condition, and is commissioned through a contract (value £0.14m p/a) with an external supplier. The contract runs until 31/08/18 with an option to extend for a further 2 years.

There are currently 177 pupils on the caseload (April 2017), over 170 schools, providing support in the following areas;

- Inclusion in the curriculum (classroom practice, teaching and learning)
- Assistive technology (AT) for practical inclusion in classroom activities and access to IT.
- Using augmentative and alternative communication (AAC) to access the curriculum
- Assessment of progress
- Moving and handling training and support
- Disability awareness training
- Parental support

Based on the May 2017 contract ratings, the service is rated as Good, with a risk rating of Green, collectively identifying that there are no concerns with the provision of the service.

At the end of a full academic year, it is now possible to evaluate the early impact of the Ladder. Primary exclusions have fallen by over half from 49 in 2015-16 to 28 in 2016-17. In relation to the secondary phase, the step change occurred between the years 2014-15 (165 exclusions) and 2015-16 (106 exclusions). In 2016-17, that figure rose to 116. A key priority for 2017-18 is to target for support and challenge the small number of secondary schools that accounted for a disproportionate number of secondary exclusions in 2016-17.

The challenge remains to ensure that our most disadvantaged and vulnerable children and young people are also able to achieve their best and make good progress throughout all stages of their education. Currently the attainment gap in Lincolnshire between children eligible for free school meals and their peers at the end of key stage 2 and 4 is one of the

largest in the country and outcomes and expected progress for Looked after Children fails to reach our aspirations. Improving the progress of these children is an ongoing journey.

Special Educational Needs & Disabilities (SEND) and Children with Disabilities (CWD)

In addition to the Council's funding, there are contracts in place for over 100 pupils with SEND placed within independent sector special schools at a cost of c£7.8m per annum, funded by the DSB. This provision supports pupils with a range of complex needs whereby their learning and development needs cannot be met through Lincolnshire maintained schools, special schools and academies. Costs for this provision range immensely depending upon need, whereby a placement for a pupil who has a sensory impairment can cost c£0.050m per annum through to c£0.369m per annum for a pupil with a number of highly complex needs.

The Local Authority has a duty in respect of Breaks for Carers of Disabled Children Regulations 2011 (Short Breaks). The service supports this requirement through the commissioning of a number of support options, including:

(i) The Domiciliary Care Service for children and young people with disabilities and their families is mainly commissioned through a contract (value £0.41m p/a) with an external supplier. The contract runs until 30/09/18 with an option to extend for a further 2 years. The service supports the Early Help Offer which identifies the need for help for children and families as soon as problems start to emerge, or where there is a strong likelihood that problems will emerge in the future.

The Domiciliary Care Service offers personal care, including:

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

There are 48 children and young people accessing the service, with a list in place of those awaiting domiciliary care that is constantly monitored and reviewed. Where the main supplier is unable to cover the care needs of a family, the market is approached to determine if there are other suppliers that are able to provide the care package, and these are used on an individual basis.

Based on the May 2017 contract ratings, the service is rated as Inadequate, with a risk rating of Red, collectively identifying that there are concerns over the number of staff available to provide the care packages required.

(ii) Early Support and Learning Provision (ELSP) - the ESLP Service for children and young people with disabilities and their families in Lincolnshire is commissioned through a single contract (value £0.19m p/a) with an external supplier. The contract runs until 30/04/18 with an option to extend for a further 2 years.

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

The service also contributes to Early Help, through timely assessment and provision of services and low numbers of children with disabilities within Child Protection. The services provided through this provision support this by helping identify any potential issues and working with families to approach these effectively, supporting families to become independent.

Based on the May 2017 contract ratings, the service is rated as Good, with a risk rating of Green, collectively identifying that there are no concerns with the provision of the service.

(iii) Holiday Clubs and Community Group & Youth Club Activities - this service is commissioned through a contract (value £0.21m p/a) with an external supplier. The contract runs until 31/03/18 with an option to extend for a further 6 months. The service supports the Early Help Offer which identifies the need for help for children and families as soon as problems start to emerge, or where there is a strong likelihood that problems will emerge in the future.

This service provides Holiday Clubs, Community Groups and Youth Clubs for children and young people with disabilities throughout Lincolnshire.

Holiday Clubs Community Groups and are available for children aged 5 – 18 years, providing two Holiday Clubs per district, per week and two Community Groups per district, per month. Youth Groups are available for children aged 11 – 18 years providing two Youth Clubs per district, per month.

Based on the May 2017 contract ratings, the service is rated as Good, with a risk rating of Green, collectively identifying that there are no concerns with the provision of the service.

These targeted activities provide the necessary support to meet the needs of:

- Children and Young People who have severe learning disabilities or behaviour which is challenging, or, those children and young people whose behaviour is associated with other impairments such as severe learning disabilities.
- Children and Young People with complex health needs including those with disability and life limiting conditions, and /or those who require palliative care and /or those with associated impairments such as cognitive or sensory impairments and/or have moving /handling needs and/or require special equipment/adaptations.

The service provides a wide range of activities, led by the individual preferences and capabilities of children and young people in attendance and includes activities comparable with their peers but suitable to their abilities. Services are held in suitable venues for delivery of activities and which are secure, accessible, of adequate size, welcoming, suitably equipped and located appropriately throughout Lincolnshire which are easy for families to access in order to maximise attendance.

5. Cross-Cutting Considerations

5.1. Other Commissioning Strategies

There are a number of inter-dependencies between the Learn and Achieve Commissioning Strategy and other Commissioning Strategies within the Council.

Readiness for Adult Life - This commissioning strategy aims to ensure all young people should have an equal opportunity to do well, to lead happy and fulfilled lives and make their own choices to shape the direction of their own lives. There are clear parallels between the aims of the two strategies particularly with regard to achieving positive outcomes for young people aged post 16 by ensuring they are in Education, Employment or Training.

Children are Safe and Healthy This commissioning strategy aims to ensure all children and young people are healthy and safe. There is some affinity between the two strategies particularly with regard to the correlation of young people remaining safe and (mentally) healthy in order to succeed in terms of educational achievement and in relation to outcomes for LAC who traditionally underperform in terms of educational qualifications against their peers.

Readiness for School – This commissioning strategy aims to commit agencies to work together to help shape the early years of all children in Lincolnshire, contributing to a wide range of outcomes during this formative stage and ensure they are ready for school. There are clear parallels between the aims of the two strategies particularly with regard to ensuring that children have the appropriate support in order to achieve a good level of development at the Early Years Foundation Stage.

Adult Specialities - This commissioning strategy aims to improve outcomes for adults with mental health, learning disabilities and/or autism. There is a key link within this strategy for the transformation arrangement for those children and young people, mainly within SEND provision who, as part of reaching adulthood, will transition from Children's Services into Adults. An Education, Health and Care (EHC) plan will have been completed for most young people with support needs who are referred to Adult Care. This will reflect their needs in relation to Education, Health and Care to enable them to pursue their goals to live as independently as possible. Transition preparations for young people with SEND, and an EHC plan, begin in year 9 (age 13-14).

Before the young person turns 18 a Transition Assessment must be carried out if it is considered that the young person is likely to have care and support needs when they turn 18. Not all young people who have care and support needs will be known to Children's Services but may have support needs when they turn 18.

Transition Assessments need to be carried out early enough so that the right care and support is in place should the young person move in to Adult Care and to enable this service to plan its own commissioning strategy to be able to meet emerging needs.

Mental Health services across Children's and Adult services are currently commissioned through an agreement with Lincolnshire NHS Partnership Foundation Trust (LPFT). There are clear, established pathways for C&YP to provide the appropriate care and support through transition to adult services where needed.

Enablers and support to the Council's outcomes - This commissioning strategy includes the enablers required to support the delivery of the Council's agreed outcomes, such as ICT, Property, People Strategy, Commissioning and Strategic communication.

How we do our business - This commissioning strategy includes the overarching governance and standards for the Council, including decision making through the democratic process.

Protecting the Public - This commissioning strategy covers all of the work required in order to protect the communities in Lincolnshire.

Sustaining & Developing Prosperity Through Infrastructure - This commissioning strategy facilitates growth and prosperity through encouraging investment and enhancing the economic potential of the county. This links closely with the Learn and Achieve strategy as it is reliant on the quality of the transport network in order for Home to School transport to operate efficiently and effectively.

Wellbeing - This commissioning strategy aims to assist improvements in the health and wellbeing of the population as a whole, it covers advice, information and preventative services.

5.2. Council Service Areas

Beyond Children's Services, there are key dependencies for this strategy in meeting the needs and outcomes with other service areas across the organisation.

Adult Care and Community Wellbeing – Specifically concerning the support provided following the transition of young people with SEND into the specialist adult services team, supporting those with learning and physical disabilities.

Environment and Economy – this can positively affect areas such as economic growth which is vital to ensuring that there are appropriate employment opportunities for young people when they leave education. Conversely the Learn and Achieve strategy will enable young people to have the appropriate skills to be employable in the local economy.

It is also essential to the delivery of the Learn and Achieve Strategy that Lincolnshire's infrastructure is sustained and developed in order to ensure that the transportation of young people around the county is efficient and safe.

5.3. Joint Strategic Needs Analysis (JSNA)

The JSNA is a shared evidence base made up of commentaries and data sources which reports on the key areas of health and wellbeing in Lincolnshire. Each topic area assesses the current picture in Lincolnshire, existing services and looks ahead to potential future level of need to support effective service planning and commissioning. The following topics have been considered as part of this strategy:

- Education Attainment: Foundation & Key Stage 4 – having a specific focus on enabling educational achievement of Lincolnshire Children with the priority being on reducing the achievement gap between vulnerable children and their peers throughout their education.
- Looked After Children – ensure LAC fulfil their potential by achieving academic outcomes in line with their peers.
- Mental Health & Emotional Wellbeing – understanding the impact this has on young people, including vulnerable groups such as SEND and the consequences for their educational attainment.
- Special Educational Needs and Disability – focusing on ensuring that children with SEND have the right support to access education in a setting appropriate to their needs.

5.4. Additional Considerations

In addition to other Council service areas, strategic partners such as Lincolnshire Schools and the Lincolnshire Learning Partnership (LLP) have a key role to play in school improvement. The LLP aims to provide all schools in Lincolnshire with a sector-led professional learning partnership rooted in peer learning and development, supporting sector-led school improvement.

The benefits of schools working together can lead to a broad range of bespoke professional development opportunities, specialist expertise, innovative school improvement and improved outcomes in teaching and learning, progress and attainment, and inspection. This has a direct impact on the Learn and Achieve strategy and the ability of Lincolnshire's schools to raise educational attainment of its pupils and narrow the gap in attainment for vulnerable children.

Lincolnshire has a significant number of Academy schools and therefore the Regional Schools Commissioner (RSC) as the person who holds Academies to account by working with school leaders to challenge and take action in under performance Academies has a key role to play in the delivery of the Learn and Achieve strategy.

Health providers are critical in their contribution to young people being able to learn and achieve their potential. Appropriate educational, social and emotional skills developed whilst at school are paramount as young people progress through adolescence into adulthood. Therefore the 0-19 Health Service and the Child and Adolescent Mental Health Service (CAMHS) are key to supporting vulnerable children and to enable them to achieve their potential whilst dealing with mental health issues.

6. Summary of Analysis Findings

6.1. Analyses Undertaken

The following analysis activities have been carried out:

- Political priorities / risks – through engagement with the Executive portfolio holder as part of Executive Directorate Management Team meetings (DMT) along with desktop analysis – see Appendix B.
- Demographic and stakeholder engagement feedback – various engagement activities are undertaken in relation to the specific commissioned services set out in this strategy. An overview can be found in Appendix B.
- Legal framework, national and local policy and guidance – a desktop analysis has been undertaken as set out in Appendix B.
- Current performance – analysis has been produced within Appendix A.
- Available resources now and in the foreseeable future – a financial summary, including identified pressures and saving requirements can be found in Appendix A.
- Market offers (external / internal) – an overview of the marketplace is available in Appendix B.

6.2. Interpretation of Analysis

We interpreted the above analyses to identify emerging issues and other factors that we need to take into account for this Commissioning Strategy - a summary of this interpretation is detailed below utilising a Signs of Safety approach.

What is working well?	What are we worried about?
Educational Establishments, Schools and School Strategies	
<ul style="list-style-type: none"> • LCC is clear that the expertise for school improvement is held within the sector and is committed to working to closely with Schools and developing expertise within Lincolnshire whilst supporting Schools to have the confidence, autonomy and opportunity to prove themselves as owners of their own sustainable improvement. • Schools are a changing landscape, with a changing and growing landscape that includes; single Schools, cluster Schools, Teaching Schools, Multi-Academy Trusts, and Diocese Schools. • Re-commissioning the school Improvement service, resulting in local solutions to local issues, collating and sharing "what works" sharing responsibility for the quality of education of all young people and nurturing a more direct relationship between Educational Establishments and the Local Authority. • Developing a shared vision of Schools working collaboratively across the County. • Establishment of LLP Board with representatives from Schools across the county <ul style="list-style-type: none"> ○ Effective sharing of best practice ○ Facilitate partnerships, collaborations and different ways of working to ensure outcomes are ever improving ○ Hold stakeholders to account for their performance in the setting ○ Support and develop guidance on new DfE regulations ○ Maximise the use of the intelligence that is widely available. 	<ul style="list-style-type: none"> • Effectiveness of sector led model in supporting some of the smaller rural maintained schools as a result of insourcing the SIS. • Lack of Teaching Schools within the east of the county. • Recruitment and retention of Teachers. • Growth of Multi Academy Trust's without sufficient pre-planning • Non Statutory and Statutory Services funded by the LA are available to all Educational Establishments in the county, regardless of whether they are Academies/LA maintained etc. As with all Councils the funding associated with this depletes as schools convert to an academy but the expectation of continued delivery remains. • Schools that have become an Academy are not subsequently Ofsted inspected for the first two years following Academisation, therefore an external view of provision is not obtained. • Some identified difficulties in the sharing of peer review outcomes from specific schools/clusters. • Poor attainment of vulnerable groups in comparison to their peers, for example at FSM pupils in Lincolnshire perform on average 14% poorer than their non FSM peers. • Still improvements to be made in the educational attainment of LAC and YOS cohorts. • Sufficient marketplace to support the domiciliary care needs of families with CWD. • The growth of mental health needs within Lincolnshire Schools and whether Schools are sufficiently equipped in supporting early intervention. • Budgetary savings for 2017 - continued pressure on the Council's

<ul style="list-style-type: none"> ○ 335 Schools identified as engaging with the LLP • Breadth of newly commissioned services including; Key Stage 1 & Key Stage 2 Monitoring & Moderation, Risk Assessments for Academies and Special Schools, Leadlinks, Mobilise Project and School Educational Visits - Advice and Guidance. • Good working relationships between services area and commissioning to effectively manage contracts with external suppliers • Roll out of Peer Review programme which shares good practice. • Development of the Lincolnshire Teaching Schools Together, demonstrating a proactive and responsible marketplace. • Place planning provision is well coordinated and robust, ensuring school places are strategically delivered in response to emerging needs. • Coordination of school admissions performs highly in comparison to national measures, ensuring a high level of parental choice is met. • Positive feedback from Schools following transition to sector led school improvement model. • Lincolnshire paving the way in innovative response to change. • Revised sector led model delivering financial efficiencies. • High level of Schools achieving Good or Outstanding Ofsted inspections. • Improvements in attainment of some vulnerable groups. • Successful implementation of Outreach Programmes including support for Autism, Learning Difficulties, Physical Disabilities and challenging behaviours. • The impact of the Inclusion Strategy and subsequent reduction in exclusions. • Successful local challenge to DfE methodology which calculates sufficiency planning, resulting in a fairer funding formula which secured additional monies for Lincolnshire. • LCC delivers an enhanced school transport provision over and above statutory requirements, providing additional discretionary 	<p>and Children's Services budgets mean that HtS transport is required to seek and achieve efficiencies.</p> <ul style="list-style-type: none"> • There are a number of significant budget pressures facing HtS Transport which will restrict the ability to achieve ongoing savings, these include: <ul style="list-style-type: none"> ○ Legislation – new buses have to incorporate new guidelines relating to safety, passenger access and emissions. ○ The impact of the potential changes to legislation around HTS transport for Grammar school for low income families. ○ Increased costs of national inflation; costs of fuel and the national living wage. ○ Growth of Academy and the rise of varying start times and term times amongst the Academies ○ Transport for young people who have been excluded from school
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transport.

- A significant amount of savings for HTS transport have already been achieved.
- "Max Respect" a preventative service to reduce behavioural issues on buses.
- "Independent Travel Training," supporting young people with additional needs to give them the confidence and skills to travel in school transport rather than in a taxi.
- Innovative market development, transforming contracts, encouraging the growth of the sector where possible and establishing a Teckal company to fill gaps in the marketplace.

6.3. Conclusions from Interpretation

What are we going to do about it?

1. Embed and develop the Council's School Improvement Strategy.
2. Work with LLPB and LTT to deliver phase 2 of the Mobilise project to improve the use of evidence based practice through research.
3. Continually assess the delivery of Home to school transport in order to provide sustained value for money.
4. Introduce area collaborative Headteacher panels to ensure that vulnerable children are managed within the mainstream school settings.
5. Strengthen the vocational offer for secondary schools by stimulating the vocational market and engaging a range of partners.
6. Develop a new SEND Joint Commissioning Framework 2018 – 2022.
7. Remodelling of Special School provision in Lincolnshire based on the local provision of schools across the SEND spectrum.

7. Options for Final Outcomes and Future Delivery

Outcome 1: Improve educational attainment for all pupils	
School Improvement	
<p>The strategic development of the Educational marketplace is a shared objective undertaken between the Local Authority and the LLPB. This is in line with national agenda of developing Teaching Schools and Lincolnshire has supported the development and profile of its Teaching Schools and they are recognised as being at the forefront of good practice.</p>	
Future Delivery Options	Potential Risks
<p>In September 2016 the largest provider of school improvement services in Lincolnshire exited the marketplace. The agreed main provider of this activity now comes from the Teaching Schools and School to School sector support.</p> <p>The LLPB will continue to commission Teaching Schools and other education providers to deliver specific, bespoke work streams.</p> <p>The Council has developed EduLincs which is a single point of access for schools, academies and other educational settings in Lincolnshire to access high-quality, professional and cost-effective support from the Council and its partners. This has continued to be enhanced in 2017/18 with further services added.</p>	<ul style="list-style-type: none"> • Schools failing to engage with the sector support model will leave them potentially vulnerable to poor Ofsted outcomes. • The lack of high quality support to schools will result in poor educational outcomes for young people. • LA maintained schools will be forced into Academy conversion. • Low take up of services from the Council could result in the single point of access becoming unfeasible as a delivery model. This would impact on a number of services within the Council and would affect their sustainability.
Policy	Finance
<ul style="list-style-type: none"> • School Standards and Framework Act 1998 • Education Act 2002, including Schedule 2 • Education Act 2005 • Education and Inspections Act 2006 • Apprenticeships, Skills, Children and Learning Act, 2009 (amended the 2006 Act) 	<ul style="list-style-type: none"> • £0.416m reduction from further saving resulting from the implementation of a sector-led approach to the service. This reduction coincided with the Government changes to the Education Support Grant which the School Improvement service was funded from.

<ul style="list-style-type: none"> • The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 (“Transition Regulations”) • Academies Act 2010 • Education Act 2011 (amended the 2006 Act, and Schedule 14) • Education and Adoption Act 2016 (which amends the 2006 Act and the Academies Act 2010) 	
Home to School/College Transport	
<p>The Home to School and College transport represents 74% of the overall funding for the Learn & Achieve strategy, and is a challenging and volatile budget with unfavourable economic conditions, it poses an ongoing risk to Children's Services financial position overall.</p>	
Future Delivery Options	Potential Risks
<p>Special school transport provision is being fundamentally reviewed in a five-year delivery strategy. Commissioning Service involvement is aimed at ensuring that significant cost savings on transport is built into the proposed new framework and SEND offer, based on local provision of SEND education across the needs spectrum.</p> <p>Bring all commissioning and procurement into children's Services as a commissioned service, to gain economies of scale, improved communications and staff synergies, leading to better and more cost effective provision.</p>	<p>Review of special school provision may not achieve in-year savings, but may cap costs.</p> <p>The risk of this approach is basically the loss of expertise and overlap/integration with transport services provided by the Environment and Economy directorate, e.g. Call-connect. Careful planning would be needed to identify and then mitigate risks.</p>
Policy	Finance
<ul style="list-style-type: none"> • The Education Act of 1996, as amended by the Education and Inspections Act 2006, Section 508, 509 and schedule 35B. • Education and Skills Act Section 10. 	<ul style="list-style-type: none"> • £80,670 reduction by ceasing the additional transport provision provided for the UTC from September 2016 and to provide the same offering as all other non-selective schools in Lincolnshire in line with current policy.

Outcome 2: Young people thrive in learning environments which best meet their needs.	
School Support Services	
Development of a more efficient and sustainable alternative provision model to ensure the effective provision of suitable support for the most vulnerable and challenging young people in Lincolnshire schools.	
Future Delivery Options	Potential Risks
Currently, all permanently excluded pupils are placed by Springwell Lincoln City Academy (SPLCA) in the centre deemed most appropriate. There is an opportunity to invite local providers of alternative provision to tender for vocational learning contracts where they are registered as independent schools or operating as satellites of independent schools.	<ul style="list-style-type: none"> • Potential for instability. Long term contracts could prevent the Council from capitalising on developments within the alternative provision sector, such as an unregistered provider registering as a school and offering high quality provision at a competitive price. • The Council becomes more accountable for the quality of the provision within a challenging, complex sector. • The Pupil Reintegration Team assumes additional responsibilities at the same time as introducing other key initiatives such as collaborative Headteacher panels. • There is a perverse incentive for providers to hold on to pupils who are school ready, in order to stabilise and expand the centres. Contract management should mitigate this but additional contracts to manage have implications for the Inclusion Service Manager, commissioning service and finance teams. • Successful delivery of the outcome depends on factors outside of the Council's direct control, especially the success of vocational centres in either registering as schools or partnering with registered schools.
Policy	Finance
<ul style="list-style-type: none"> • Inclusive Lincolnshire Strategy. • Alternative Provision: Statutory guidance for local authorities, Jan 2013. • DfE Exclusions Guidance, July 2017. 	<p>Historically, pupils over PAN have been placed on home tuition and the issue of under-capacity within the centres has not been addressed because pupils have received ongoing provision, albeit not within a centre.</p> <p>There has been a need to correct this through an investment of</p>

	£619,710 in 45 additional secondary places, for 2017-18. This has enabled the SPLCA to re-engage high quality vocational providers in the development of the alternative provision market place.
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Outcome 3: To improve the outcomes of our most vulnerable children	
Special Educational Needs & Disabilities (SEND) and Children with Disabilities (CWD)	
Review the market place to ensure there is enough capacity in Lincolnshire to meet the growth of the children and young people in Lincolnshire with EHC/SEND/CWD.	
Future Delivery Options	Potential Risks
<p>Encourage wider promotion of this area of work as a good workplace to attract new employees.</p> <p>Mainstream services adapt to enable children and young people with EHC/SEND/CWD to attend and participate.</p> <p>Short Break services to be tendered collectively to enable suppliers to deploy staff over a number of services, fulfilling service needs.</p>	<ul style="list-style-type: none"> • There are not enough people who want to be employed in this area of work during the times which support is required. • There are not enough suppliers in the marketplace due to the relatively low demand for provision and sparsity of users across Lincolnshire.
Policy	Finance
<ul style="list-style-type: none"> • SEND Reforms. • SEND Code of Practice. • SEND Joint Commissioning Framework. 	<ul style="list-style-type: none"> • Provides suppliers with longer term funding commitment to secure services.

Special School provision in Lincolnshire

The SEND Schools Review is currently considering Lincolnshire's SEN School provision and how it can be enhanced to ensure pupils with SEND have access to an integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live. By adopting a collaborative approach and united by a Common Moral Purpose, Council Officers, SEND School Head Teachers and Lincolnshire Parent Carer Forum are working together to design and propose an education system which provides the best possible education for children and young people with SEND, enabling them to reach their full potential.

The key drivers which support the need for change to SEND education provision in Lincolnshire include:

- Increasing numbers of EHC Assessment and Plans being made and pressure on the SEND school capacity.
- 91 pupils currently educated in Out of County and Independent Non-Maintained Schools at considerable expense to the Council and to many parents dissatisfaction
- Only 40% pupils in SEND Schools attend the one closest to their home. This is having a negative impact on pupil's physical and emotional well-being and capacity to learn. It is also having a detrimental impact on families with children and young people travelling excessive journeys to and from school.
- Pupils with SEND are more likely to be permanently excluded from mainstream schools than those without SEND.

Future Delivery Options

The SEND School Review aims to deliver against three main objectives:

- Provide an education system with sufficient capacity for pupils to attend a SEND school as close to home as possible, reducing the impact of long distance travel on children and families and creating a community around each school.
- Clarify wraparound support service provision, specifically health and social care, to develop a clear support offer to all SEND schools.
- Establish solid collaboration between Specialist and Mainstream schools to improve the educational experience of pupils with SEND in mainstream schools and support pupil transition within a

Potential Risks

- Parent/Carer and Family Impact - Whilst the collective moral purpose for the review is to improve the lives of children with SEND in Lincolnshire, it is imperative that we recognise and respect the impact any agreed change may have. Open and honest dialogue will be essential throughout the consultation process along with ample opportunity for the child and family voice to be heard.
- Finance - If agreed, any potential model may involve significant reshaping of SEND school provision in Lincolnshire and will therefore require substantial capital investment to achieve all outcomes.
- School Reorganisation - Robust planning with the School Reorganisation Service will be required to manage effective and purposeful consultation across the project.
- The impact of school reorganisation on pupils and families cannot

fluid and flexible system.

be underestimated and it is imperative that a considered approach is taken throughout implementation to minimise the effects of change.

- Mainstream Relationships - In order to successfully achieve the outcome of improved collaboration between mainstream and SEND schools, it will be imperative that relationships between the providers are developed, with SEND education becoming a priority for mainstream Head Teachers.
- Mechanisms such as the LLP, Schools Forum and SENCo Cluster Groups should be utilised to engage mainstream schools and encourage their commitment and long-term involvement in the project.

Policy

DfE Strategic High Needs Planning Fund (March 2017).
Reducing Distant SEND Placements Increasing Regional Sufficiency NHS England (Spring 2016).
ISOS Reviews Lincolnshire (2015).

Finance

The financial implications for this project are currently being analysed and will be presented to in due course.

8. Future Strategy

Outcome 1: Improve educational attainment for all pupils			
What will we do?	When?	Who will do it?	Are there any risks?
Embed and develop the School Improvement Strategy: <ul style="list-style-type: none"> - Continue to engage with the Academies protocol to ensure that they are held to account for the outcomes of their young people - Continue to develop the school Peer Review process enabling areas of strength and areas for development to be share across the sector. 	2017-18 Academic Year 2017-18 Academic Year	Service Manager School Strategy Service Manager School Standards	Lack of engagement from Schools and Academies where 'lip service' is paid to the Peer Review process and: <ul style="list-style-type: none"> - opportunities for genuine learning are missed. - schools have a poor Ofsted outcome which could have been prevented.
Work with LLPB and LTT to deliver phase 2 of the Mobilise project to improve the use of evidence based practice through research.	2017-18 Academic Year	Service Manager School Strategy	Lack of engagement from schools will result in the desired outcomes not being achieved.
Continually assess the delivery of Home to school transport in order to provide sustained value for money by: <ul style="list-style-type: none"> - remodel of high cost provision - considering the impact of the changes in SEND and working to identify significant transport cost savings. 	2017-18 Academic Year	Service Manager Strategic Commissioning	Failure to deliver changes which affect the cost of HTS transport in Lincolnshire.
How will we measure these actions are improving this outcome?			Target:
The percentage of children achieving at least the expected level in the Early Learning Goals in the prime areas of learning and in the specific areas of Literacy and Mathematics* (Good Level of Development) (bigger is better)			1 percentage point above National performance
The percentage gap in achievement between Lincolnshire FSM Pupils in Lincolnshire and National Non-FSM			2 percentage points better

pupils nationally for Good Level of Development* (smaller is better)	than National performance
Achievement of the national standard or above in combined Reading, Writing and Mathematics at Key Stage 2 (bigger is better)	In line with National performance
Primary Admission First Choice (bigger is better)	93.0%
Secondary Admission First Choice (bigger is better)	92.0%
Percentage of pupils in good or outstanding Schools (bigger is better)	90.0%
Percentage of schools judged to be good or outstanding (bigger is better)	92.0%
Percentage of schools judged to require improvement (smaller is better)	12.0%
Children making sufficient progress in Maths between Key Stage 1 and Key Stage 2 (bigger is better)	2 percentage points worse than National performance
Children making sufficient progress in Reading between Key Stage 1 and Key Stage 2 (bigger is better)	In line with National performance
Children making sufficient progress in Writing between Key Stage 1 and Key Stage 2 (bigger is better)	In line with National performance
Schools falling below Floor Standards at Key Stage 2 (smaller is better)	2 percentage points better than National performance
Achievement of the threshold in English and Maths at Key Stage 4* (bigger is better)	In line with National performance
Schools falling below Floor Standards at Key Stage 4 (smaller is better)	3 percentage points worse than National performance
Percentage of pupils achieving the English Baccalaureate at Key Stage 4 (bigger is better)	3 percentage points better than National performance
Progress 8 score at Key Stage 4 (bigger is better)	In line with National performance
Achievement Gap between pupils eligible for Free School Meals and their non-Eligible peers nationally (achieving national standard of 100 or above in Reading, Writing & Maths KS2) (smaller is better)	In line with National performance

Outcome 2: Young people thrive in provision which best meet their needs			
What will we do?	When?	Who will do it?	Are there any risks?
Introduce area collaborative Headteacher panels to ensure that vulnerable children are managed within the mainstream school settings whenever possible.	Phase in during 2017-18 beginning in term 1 with Grantham and Lincoln areas.	Service Manager Inclusion Pupil Reintegration Team	The rate of secondary exclusions doesn't reduce despite this additional investment. The strategy will not then deliver value for money. The strategy depends entirely on schools agreeing to buy into it. Selection is a complicating factor in Lincolnshire.
Strengthen the vocational offer for secondary schools by stimulating the vocational market and engaging a range of partners.	Go to market in January 2018. Secure contracts April 2018. Strengthen PRT to manage ready for go live in Sept 2018.	Service Manager Inclusion	The move towards a more complex alternative provision model which requires the local authority to secure and maintain sufficient places to meet demand rather than a single provider doing this work on the local authority's behalf.
How will we measure these actions are improving this outcome?			Target:
Rate of Fixed Term Exclusions (smaller is better)			3.20
Rate of Permanent Exclusions from school* (smaller is better)			0.14
Primary school persistent absence rate (smaller is better)			8.30%
Secondary school persistent absence rate (smaller is better)			12.90%

Outcome 3: To improve the outcomes of our most vulnerable children			
What will we do?	When?	Who will do it?	Are there any risks?
Develop a new SEND Joint Commissioning Framework 2018 – 2022.	In place by Jan 2018 – draft Nov 2017	Chief Commissioning Officer Service Manager SEND Service Manager Strategic Commissioning	The strategy cannot be developed because: <ul style="list-style-type: none"> • There are not enough people who want to be employed in this area of work. • There are not enough suppliers in the marketplace.

			<ul style="list-style-type: none"> The market is unable to meet the demand for services.
Remodelling of Special School provision in Lincolnshire based on the local provision of schools across the SEND spectrum.	Outline paper to CYP Scrutiny Committee December 2017.	Service Manager SEND	<p>The remodelling cannot be undertaken due to:</p> <ul style="list-style-type: none"> Lack of support for the change from key stakeholders such as parent/carers and SEND school providers. Lack of finance for capital investment required.
How will we measure these actions are improving this outcome?			Target:
Looked After Children persistent absence rate (smaller is better)			4.50%
Percentage of Looked After Children achieving A*-C GCSES in English and Maths (bigger is better)			18.0%
Percentage of Looked After Children with a Personal Education Plan (bigger is better)			98.0%
Percentage of education, health and care plans in statutory timescale (20 weeks) (bigger is better)			90.0%
The number of SEND children awaiting a school place (smaller is better)			TBC

*Indicates KPI within the Corporate Business Plan

9. Review Timetable

Action	From	To	Lead
Engage with strategic leads for interim progress monitoring	December 17	January 18	Children's Commissioning
Provide interim progress report to Children's DMT	February 18	February 18	Lead Officers Children's Commissioning
Update commissioning strategy following review	February 18	February 18	Lead Officers
Collate annual review progress monitoring	May 18	June 18	Children's Commissioning
Monitor progress of interdependent commissioning strategies and evaluate impact	May 18	June 18	Lead Officers Children's Commissioning
Draft Annual Commissioning Strategy Review Report to Children's DMT	July 18	July 18	Lead Officers Children's Commissioning
Annual Commissioning Strategy Review Report to C&YP Scrutiny Committee	September 18	September 18	DMT Lead Officer

10. Appendices

Appendix A

Performance Metrics

- Performance Data Overview
- Financial Data Overview



L&A Appendix A
Performance Metrics

Appendix B

Influential Overview

- National and Local Policy
- Stakeholder Engagement
- Marketplace



L&A Appendix B
Influential Overview