

Children, Young People and Family Support Scrutiny and Policy Development Committee

Monday 19 September 2016 at 1.00 pm

**To be held at the Town Hall, Pinstone
Street, Sheffield, S1 2HH**

The Press and Public are Welcome to Attend

Membership

Councillors Ian Saunders (Chair), Steve Ayris (Deputy Chair), Andy Bainbridge, Olivia Blake, John Booker, Terry Fox, Craig Gamble Pugh, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Colin Ross, Alison Teal and Cliff Woodcraft

Education Non-Council Members

Gillian Foster, Alison Warner, Waheeda Din, Joanne Heery and Peter Naldrett

Healthwatch Sheffield

Alice Riddell (Observer)

Substitute Members

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

PUBLIC ACCESS TO THE MEETING

The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at www.sheffield.gov.uk. You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. You may not be allowed to see some reports because they contain confidential information. These items are usually marked * on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings and recording is allowed under the direction of the Chair. Please see the website or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact Diane Owens, Policy and Improvement Officer on 0114 27 35065 or [email diane.owens@sheffield.gov.uk](mailto:diane.owens@sheffield.gov.uk)

FACILITIES

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY
DEVELOPMENT COMMITTEE AGENDA
19 SEPTEMBER 2016**

Order of Business

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meetings** (Pages 5 - 24)
To approve the minutes of the meetings of the scheduled meeting of the Committee held on 18th July and the special meeting of the Committee held on 3rd August, 2016
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. Delivering the SEND Reforms in Sheffield - Update on Progress** (Pages 25 - 32)
Report of the Executive Director, Children, Young People and Families
- 8. Draft Work Programme 2016/17** (Pages 33 - 44)
Report of the Policy and Improvement Officer

For Information Only

- 9. A Level and Post 16 Learning** (Pages 45 - 56)
Report of the Director of Lifelong Learning, Skills and Communities
- 10. Date of Next Meeting**
The next meeting of the Committee will be held on Monday, 21st November, 2016, at 1.00 pm, in the Town Hall

This page is intentionally left blank

ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest (DPI)** relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
 - under which goods or services are to be provided or works are to be executed; and
 - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
 - the landlord is your council or authority; and
 - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
 - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
 - (b) either -
 - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
 - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Director of Legal and Governance on 0114 2734018 or email gillian.duckworth@sheffield.gov.uk.

This page is intentionally left blank

**Children, Young People and Family Support Scrutiny and Policy Development
Committee**

Meeting held 18 July 2016

PRESENT: Councillors Ian Saunders (Chair), Steve Ayris (Deputy Chair),
Andy Bainbridge, Olivia Blake, John Booker, Terry Fox,
Craig Gamble Pugh, Kieran Harpham, Mohammad Maroof,
Abtisam Mohamed, Josie Paszek, Colin Ross, Alison Teal and
Cliff Woodcraft

Non-Council Members in attendance:-

Jules Jones, (Parent Governor Representative - Non-Council Voting
Member)

Alison Warner, (School Governor Representative - Non-Council Non-
Voting Member)

.....

1. INTRODUCTION

1.1 The Chair, Councillor Ian Saunders, welcomed everyone to the meeting, and on behalf of the Committee, expressed his thanks to Councillors Chris Rosling-Josephs and Cliff Woodcraft, for their valuable service to the Committee as the previous Chair and Deputy Chair, respectively.

2. APOLOGIES FOR ABSENCE

2.1 Apologies for absence were received from Councillor Karen McGowan, Gillian Foster (Diocese Representative - Non-Council Voting Member) and Alice Riddell (Observer – Healthwatch Sheffield).

3. EXCLUSION OF PUBLIC AND PRESS

3.1 No items were identified where resolutions may be moved to exclude the public and press.

4. DECLARATIONS OF INTEREST

4.1 There were no declarations of interest.

5. MINUTES OF PREVIOUS MEETINGS

5.1 The minutes of the special meeting of the Committee held on 9th March 2016, and the meetings held on 14th March and 18th May 2016, were each approved as a correct record.

5.2 Arising from consideration of the minutes of the meeting held on 14th March 2016, it was noted that:-

- (a) a further report with regards to the action taken, and responses to, the Sheffield Parent Carer Forum's State of Sheffield 2014 report had been added to the Committee's Work Programme 2016/17;
- (b) the Policy and Improvement Officer had received no information regarding the proposed meeting between Council officers and the Marketing Manager in the Fostering Team at Leeds City Council on foster parent retention rates, but would chase this up and circulate any resulting information to Committee Members; and
- (c) an update on Youth Services in Sheffield had been included in the Committee's Work Programme for 2016/17.

5.3 The Committee also noted the responses to public questions raised at the special meeting on 9th March 2016.

6. PUBLIC QUESTIONS AND PETITIONS

6.1 There were no questions raised or petitions submitted by members of the public.

7. THE IMPLICATIONS OF THE "EDUCATIONAL EXCELLENCE EVERYWHERE" GOVERNMENT WHITE PAPER

7.1 The Committee received a report of the Executive Director, Children, Young People and Families, which identified the implications of the Government White Paper 'Educational Excellence Everywhere' which had been published in March 2016. The report specifically focused on the continuing role and responsibilities of the Local Authority in terms of education, the future role of governors, including in the context of academies, and the future role of Learn Sheffield.

7.2 In attendance for this item were Antony Hughes (Director, Inclusion and Learning Services and Children's Commissioner), Pam Smith (Head of Primary and Targeted Intervention) and Stephen Betts (Interim Chief Executive, Learn Sheffield).

7.3 Members made various comments and asked a number of questions, to which responses were provided as follows:-

- The Committee could be kept informed of developments by means of written briefings and officer attendance at meetings, as required.
- Academy status brings changes in terms of a school's governing body. Local authority schools have governors who sit on a governing board. Academies generally have two layers of governance, the members of the overarching academy trust (which usually will run more than one school), and the governing body of the individual school itself.
- At a national level, there have been some concerns about a consistent high

quality of governance, and there have also been some suggestions around mandatory training requirements.

- In Sheffield, there was now a new and improved training offer for governors, which was available through Learn Sheffield.
- Any move towards grammar schools would require primary legislation and officers were adopting a wait and see approach in this regard.
- The White Paper gave trusts flexibility regarding governance so, depending on the needs of the individual school, there could be either a trustees board or local governing body. Any concerns could be raised with the Regional Schools Commissioner. Academy schools were no longer required to have parent governors or local authority governors, but may wish to put in place alternative methods of ensuring parent engagement with the school leadership.
- It was early days to predict whether the change of Government Minister would have any effect on the White Paper's timetable, but officers would look at this and could circulate a note to Committee Members in the future, if required.
- Sheffield City Council commissioned governor training was open to all governing bodies, including academies, and now covered a broader range of topics in more depth than that provided before.
- Learn Sheffield was working with the City Council in relation to governor support.
- Learn Sheffield did not differentiate between school type, with sign up and engagement being similar for all. At present, 75% of schools in the City had signed up and, when those with an intention to sign up were taken into account, this rose to 90%. There were no indications of any school intending not to join.
- It was too early to say how local authorities would work alongside Elected Mayors, but work was being done to look at school standards across the region. However, the position was not clear at the moment and the Sheffield educational sector needed to influence this discussion.
- The White Paper placed a strong expectation on governors to undertake training. At present, governor induction consisted of four separate sessions, but it was up to the individual governor as to whether these were taken up or not. However, work was being undertaken with the Governor Service as to the tracking of governor engagement in this process.
- Learn Sheffield was a schools company, with a primary focus on supporting school improvement. It was currently staffed by five people and drew on the experience of associated partners in the various education sectors. In

relation to the delivery of statutory functions, a strategy had been developed, which identified priorities in Sheffield, including the challenges to school improvement such as culture, inclusion, readiness and enrichment. Emphasis was placed on looking at what made a great school, with aspects such as the readiness of students to take up opportunities being considered, as opposed to simply considering achievement and attainment in its narrowest sense.

- A high quality education for pupils with Special Educational Needs and Disability was a key priority and officers were working with schools, and the NHS to provide a choice of school for such pupils. In addition, the Sheffield Support Group considered issues such as the inclusion of pupils with Special Educational Needs and Disability.

7.4 RESOLVED: That the Committee:-

- (a) thanks Antony Hughes, Pam Smith and Stephen Betts for their contribution to the meeting; and
- (b) notes the contents of the report and the responses to the questions raised, which had provided an awareness of the implications of the 'Educational Excellence Everywhere' Government White Paper for schools, the Local Authority, children and parents, and an understanding of how it aligned with the Education and Adoption Act 2016.

8. A-LEVEL PROVISION IN THE SOUTH EAST OF THE CITY

8.1 The Committee received a report of the Policy and Improvement Officer which presented a letter sent to the Committee by the Sheffield College regarding the closure of A-levels at the College's Peaks Campus.

8.2 In attendance for this item were Paul Corcoran (Chief Executive Officer) and Heather Smith (College Principal and Executive Director) of the Sheffield College.

8.3 Paul Corcoran addressed the Committee and, referring to his letter, explained that the decision to withdraw the A-level courses at the Peaks Campus from September 2016 was due to a shift in demand in student applications, adding that over the past two years, the A-level intake at the Peaks Campus had significantly reduced. He went on to refer to the importance of the quality of the offer, the need for a critical mass to make the courses viable and the financial viability of provision. He further explained that the decision had been taken in May 2016, but had then been kept confidential so as not to negatively affect exam success of the students who would be affected, thus meaning that there was a wait to communicate with stakeholders. It was acknowledged that stakeholder engagement could have been handled more effectively, with a more phased approach being taken and certain stakeholders, including the Council and local MPs, being engaged earlier on.

8.4 Members made various comments and asked a number of questions, to which

responses were provided as follows:-

- The College was looking to maintain and strengthen the vocational offer at the Peaks Campus, and there was no plan to withdraw from the Campus. Furthermore, the College was committed to promoting social cohesion and inclusiveness.
- There had been a shift to more vocational and technical subjects in that part of the City, which offered an alternative route into university. The number of pupils studying A-levels at the Peaks Campus had been reducing so the offer was becoming restricted. The Hillsborough Campus offered in excess of 20 A-level subjects, but the Peaks Campus would move to a more vocational focus, with some adult provision. Students due to start A-levels at the Peaks Campus from September 2016 would be offered a free travel pass to enable them to get to the Hillsborough Campus if they wished to take up the A-level offer there.
- Antony Hughes (Director, Inclusion and Learning Services and Children's Commissioner) confirmed that discussions were taking place between the Council and local school headteachers, along with the Sheffield College, to ascertain if a local A-level offer could be developed.
- Other schools near and accessible to pupils in the south east of Sheffield, but across the border, in neighbouring local authorities, with 6th Forms were the Thomas Rotherham College and Henry Fanshawe, which was based in Dronfield.
- It would be difficult to provide the richness of experience needed for a good A-level course at the Peaks Campus given the number of applications being received, with some subjects standing to have only two or three students in the classroom. The College was always looking to increase student numbers and marketing activity had been undertaken regarding general activity and including A-levels. The College was marketed as a whole, but the balance of the offer had changed.
- The market for education was a competitive one and it was important to have the right provision for positive outcomes for young people. The College did its best to promote itself, but market forces would ultimately dictate the situation. Furthermore, the low number of applications affected financial viability.
- There had been 55 applications for A-level places at the Peaks Campus this year, and experience suggested that this would have resulted in between 25 and 35 students enrolling in September, across the 10 A-level courses on offer. Given previous data on retention and progression rates, this might have been expected to be reduced to perhaps 30 students in Year 2. There had been 49 applications in 2013 and 73 in 2014.
- Staffing levels would not be reduced as a result of the decision to withdraw

A-level courses at the Peaks Campus.

- There were over 200 students studying A-levels at the Hillsborough Campus, but this had dropped in the face of increased numbers of A-level providers in the City, together with the shift to an increase in A-level provision in schools. Discussions were presently being undertaken with the A-level students at the Peaks Campus as to where they wanted to go and, at present, 19 had indicated they would go to the Hillsborough Campus.
- It had been hoped that the investment in marketing would have reversed the trend in A-level numbers at the Peaks Campus, but there was now a need to ensure continuity for the existing A-level students.
- A-levels were part of the general offer from the Peaks Campus, and were advertised in its prospectus.
- The journey time from the south east of the City to the Hillsborough Campus was recognised, and it had been agreed that a closer eye would be kept on commuting pupils, with any appropriate support being provided.
- It was accepted that the communications regarding this decision could have been better, with only the local MP being informed, and lessons had been learned from this. The College, however, stood by the decision which had been taken.
- The issue of teachers operating at different sites would be managed, and it was hoped to consolidate teaching activities on one campus in so far as this was possible.
- The proposal to withdraw the A-level courses would not be something that OFSTED Inspectors would ask about. They would be able to see the investment in vocational courses and look at the quality of these, and whether students were being prepared for the next stage.
- There was only a requirement to inform the governing body about the decision to withdraw the A-level courses.
- 6th form provision at both Westfield and Handsworth Grange had been explored in the past by the College, but had not proved to be productive. It was important to consider how to move this issue forward, as the headteachers wanted A-level provision to be available, and the Council wanted to engage in this process. The Sheffield College was keen to work with other providers and consideration was being given to a Post-16 Skills Plan.
- The College accepted that there were lessons to be learned with regard to the communication of this decision, but it stood by the decision which had been taken.

- The focus now would be on those students who were part-way through their A-level courses, and who would be changing the location at which they would be completing their courses.

8.5 RESOLVED: That the Committee:-

- (a) thanks Paul Corcoran and Heather Smith for their contribution to the meeting;
- (b) notes the contents of the letter received from the Sheffield College on the closure of A-levels at the College's Peaks Campus, and the responses to questions;
- (c) wishes to register its disappointment at the decision taken by the Sheffield College with regards to the closure of A-levels at the Peaks Campus, and requests that the Chair, Councillor Ian Saunders, writes to the College to express this disappointment, with particular regard to the communication of the decision and consultation with interested parties;
- (d) welcomes the work currently being undertaken in partnership with the Secondary Heads in the south east of the City to explore possible options to ensure a continued A-level offer in that part of the City, and asks the Chair, Councillor Ian Saunders, to continue to liaise with the appropriate lead officers from Sheffield City Council to monitor the progress of this work;
- (e) requests that a briefing paper be submitted to a future meeting of the Committee regarding the organisation and take up of A-level provision across the City, and a City-wide overview of the destinations of pupils (post-16) including employment, vocational courses and A-levels; and
- (f) requests that any future such decisions affecting educational provision undertake an Equality Impact Assessment, including due consideration of issues relating to financial inclusion.

(NOTE: This item was considered by the Committee as an urgent item of business under Council Procedure Rule 26 of the Council's Constitution and the provisions of Section 100B(4)(b) of the Local Government (Access to Information) Act 1985, on the recommendation of the Chair, due to the timescales for implementing the planned changes to A-level provision at the Peaks Campus of Sheffield College.)

9. ANNUAL MEETING WITH YOUNG PEOPLE 2016

- 9.1 The Committee received a report of the Policy and Improvement Officer which outlined some of the key points raised during the Committee's Annual Meeting with Young People 2016, and made a number of recommendations.
- 9.2 In response to a question, the Policy and Improvement Officer indicated that she

would speak with representatives of Sheffield Futures with regard to widening the group of young people who could engage with the Committee's work on certain topics.

9.3 RESOLVED: That the Committee:-

- (a) thanks the Policy and Improvement Officer for the report, and approves its contents;
- (b) requests that:-
 - (i) the report be shared with the Cabinet Member for Children, Young People and Families, the Executive Director for Children, Young People and Families and the Interim Chief Executive, Learn Sheffield, and that they be asked to consider the points raised in terms of future planning and developments;
 - (ii) the report and the full notes from the Annual Meeting with Young People 2016 be shared with the Disability Hub, which is part of Sheffield City Council's Equality Hub Network; and
 - (iii) the topic of 'Emotional Health and Wellbeing in Schools' be added to the Committee's Work Programme for 2016/17; and
- (c) continues to engage with young people as part of its ongoing work throughout the year.

10. DRAFT WORK PROGRAMME 2016/17

10.1 The Committee received a report of the Policy and Improvement Officer which set out the Committee's draft Work Programme for 2016/17.

10.2 The Policy and Improvement Officer took the Committee through the draft Work Programme 2016/17, and comments were made as follows:-

- There were a number of unknowns about attainment data, and there was a need to find out where schools were struggling with the new curriculum. The key issue was school improvement and identifying schools requiring support.
- It was suggested that an officer note on attainment data be drafted on first release of the data, and an accompanying briefing be held in time for the Committee's meeting in November 2016.
- In relation to the briefing paper on the Sheffield Parent Carer Forum, it was suggested that the Committee reserve an option to take this further.
- The Chair (Councillor Ian Saunders), the Deputy Chair (Councillor Steve Ayris) and Councillors Abtisam Mohamed, Josie Paszek, Mohammad Maroof, Kieran Harpham and Olivia Blake put themselves forward to form

the sub-group of the Committee to meet with a small group of parents to discuss their experience of Special Educational Needs services and support.

- Sam Martin (Assistant Director, Lifelong Learning and Skills) offered to run a Member session on the development of Youth Services as a preliminary to the item on Youth Services in Sheffield scheduled for the Committee's meeting in April 2017.

10.3 RESOLVED: That the Committee approves the draft Work Programme 2016/17 as detailed in the report, subject to the inclusion of:-

- (a) feedback on the destination of pupils in the South East of the City, prior to the Committee's discussion at its November meeting; and
- (b) a forecast of pupil places across the City.

11. ACKNOWLEDGEMENTS

11.1 The Chair, Councillor Ian Saunders, thanked Jules Jones for her excellent contribution to the Committee over a period of seven years, as this was possibly her last meeting.

11.2 The Chair also wished to place on record the Committee's appreciation of the work of Antony Hughes (Director, Inclusion and Learning Services and Children's Commissioner), who was leaving the Council to take up the post of Chief Executive of the Manchester Multi-Academy.

12. DATE OF NEXT MEETING

12.1 It was noted that the next meeting of the Committee would be held on Monday, 19th September 2016, at 1.00 pm, in the Town Hall.

This page is intentionally left blank

SHEFFIELD CITY COUNCIL

**Children, Young People and Family Support Scrutiny and Policy Development
Committee**

Meeting held 3 August 2016

PRESENT: Councillors Ian Saunders (Chair), Steve Ayriss (Deputy Chair),
Andy Bainbridge, Terry Fox, Kieran Harpham, Karen McGowan,
Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Roger Davison,
Alison Teal and Bob Pullin (Substitute Member)

Non-Council Members in attendance:-

Alison Warner, (School Governor Representative - Non-Council Non-Voting Member)

.....

1. APOLOGIES FOR ABSENCE

1.1 Apologies for absence were received and substitutes attended the meeting as follows:-

Apology

Substitute

| | |
|------------------------------|--------------------------|
| Councillor Olivia Blake | No substitute nominated |
| Councillor John Booker | No substitute nominated |
| Councillor Craig Gamble Pugh | No substitute nominated |
| Councillor Colin Ross | Councillor Bob Pullin |
| Councillor Cliff Woodcraft | Councillor Roger Davison |
| Alice Riddell (Observer) | |

2. EXCLUSION OF PUBLIC AND PRESS

2.1 No items were identified where resolutions may be moved to exclude the public and press.

3. DECLARATIONS OF INTEREST

3.1 There were no declarations of interest.

4. PUBLIC QUESTIONS AND PETITIONS

4.1 The Chair stated that public questions would be accommodated during the consideration of Item 6 on the agenda – Call-in of the Cabinet Decision on Primary School Places in Ecclesall.

5. CALL-IN OF THE CABINET DECISION ON PRIMARY SCHOOL PLACES IN ECCLESALL

5.1 The Policy and Improvement Officer, Diane Owens, submitted a report on the call-in of the decision of the Cabinet made on 20th July, 2016, to:-

- i. *“Approve the proposal to increase the capacity and upper age range at Ecclesall Infant School as described in the statutory proposals. The lower age range would remain and would not change. This approval is conditional on the granting of planning permission before 1st July 2017.*
- ii. *Agree the commitments and actions outlined at 4.2 in the report (see below)*

4.2 There were some very strong feelings aired during the consultation. The most common overall response was to raise issues and many of these were around how the proposals would be implemented. Many called for further opportunities to understand, comment on, and shape the proposals if they are to proceed. In order to address the specific issues raised during consultation and to allow for that further consultation, we would propose the following:

- *Transition: that Cabinet makes a commitment that the Local Authority will support work led by the three governing bodies and the Diocese to come together during the Autumn Term, in partnership with families, to put together clear transition plans to address the issues raised during this consultation, including consideration of a 2019 start for transition and the extent to which Ecclesall CE Junior classes could be taught in the new buildings, whilst taking into account the implications for the Junior school and the future children from Clifford who would transfer.*
- *Traffic & parking around Ecclesall Infant: in acknowledging the strength of feeling around existing issues relating to traffic and parking it is proposed that agreement to proceed is subject to the scheme being acceptable in planning terms, following further engagement and consultation, including work around traffic impact.*
- *Design: further work would be required working towards detailed design, with further opportunities for residents and parents to engage, contribute and see what is planned before designs are finalised as well as engagement around ensuring that construction is undertaken considerately*
- *Ecclesall Junior site: that Cabinet makes a commitment that the Local Authority will support Governors and the Diocese to ensure that work takes place on the Ecclesall Junior site to create a good environment for a smaller number of pupils, within the constraints of the current financial position facing the Local Authority, school, and the Diocese.*
- *Clifford I & Ecclesall J: that Cabinet makes a commitment that the Local Authority will support work led by the two governing bodies and the Diocese to come together during the Autumn Term in partnership with families to put together clear plans around future leadership and timing.*
- *Sustainability: the Council’s commitment to supporting the long-term success and sustainability of these three local schools and their neighbours*
- *Early Years: there was little support for this development during the consultation, the need in terms of places is currently unclear, and we would not wish to destabilise existing local provision. Should the need develop in the future then this could be a possibility and would be subject to fresh consultation”*

5.2 Signatories

The Lead Signatory to the call-in was Councillor Steve Ayris, and the other signatories were Councillors Roger Davison, Shaffaq Mohammed, Bob Pullin and Alison Teal.

5.3 Reasons for the Call-in

The signatories had confirmed that they wished the Committee to scrutinise the decision to give further consideration to other options.

5.4 Attendees

- Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families)
- Councillor Shaffaq Mohammed (signatory to the call-in)
- Alena Prentice (Assistant Director, Inclusion and Learning Services)
- Joel Hardwick (School Organisation Manager, Inclusion and Learning)

5.5 Councillor Steve Ayris stated that a number of Members had received representations in terms of the proposals, particularly with regard to the consultation process, and it was considered that the Cabinet should explore options which had not been discussed previously.

5.6 Councillor Roger Davison added that a number of representations had also been received from the schools themselves which, again, he considered had not been properly discussed.

5.7 Councillor Bob Pullin stated that he had received numerous approaches from constituents raising questions on the proposals, particularly with regard to the consultation process. He stated that he had concerns with regard to the increase in the number of pupils and the adverse effects of the development on the Ecclesall Infant School site. He also expressed an interest in further understanding the research undertaken prior to the making of the decision.

5.8 In response, Alena Prentice stated that there had been full and thorough consultation on the proposals, with the Council listening very carefully to the views of parents and stakeholders in terms of the proposals. She stated that, included in the Cabinet report were a number of supplementary proposals which would hopefully address many of the issues raised as part of the consultation. One of the main issues of concern related to the transition arrangements, specifically regarding the impact of such arrangements on pupils, but also including the impact on stakeholders and parents. The Clifford Governors and the Diocese would be working up a detailed plan to ensure that transition for the pupils ran as smoothly as possible. Ms. Prentice stated that the Council had also received a number of representations with regard to the effects of the new development on the Ecclesall Infant School site in terms of traffic and parking, but stressed that the proposed scheme would be subject to a planning application where these issues, and any other physical aspects of the scheme, would be considered.

5.9 Public Questions

5.9.1 The following questions were received from members of the public:-

- (a) Alex Miller raised the following two questions:-
- (i) The only alternative option mentioned is the “Clifford” option. Given this has been dismissed before, what other options were considered?
 - (ii) As discussed at the Cabinet meeting, the Governing Bodies of Ecclesall Infant and Junior Schools, cannot be described as supporting this proposal, despite them using the word “support” in their consultative response. Is the analysis in Appendix 2 to the report, too simplistic to be of any value?

In response, Joel Hardwick stated that a number of different alternatives in terms of Clifford Infant School had been considered, both in the options appraisal, which took place in summer 2015, and in the autumn consultation. These included relocating from the Psalter Lane site to the Carter Knowle Junior School building, and Clifford School’s preferred option of extending on the Psalter Lane site. In considering the best way to provide additional school places in the area, the option the Council had chosen to consult on was the enlargement of Ecclesall Infant School. Alena Prentice added that, although not all the Schools’ Governors were in favour of the Council’s proposals, the Governing Bodies had expressed their support. In the light of the level of concern raised during the consultation, including a number of people calling for a further opportunity to understand, comment on and shape the proposals if they were to proceed, the Cabinet, as part of its decision, had agreed a list of commitments/actions, which would be subject to further consultation.

- (b) Laurence Mosley, Governor of Clifford Infant School, raised the following five questions, relating specifically to Clifford Infant:-
- (i) Why can’t the School have a junior phase in 2015, which it was promised after the options appraisal;
 - (ii) Would Ecclesall Junior School become Clifford Junior School, as had been interpreted by the Governors, together with most other people reading the Cabinet report? This needs to be made explicit as currently the ambiguity is leading to confusion for all communities, especially families and therefore children.
 - (iii) Why is it the case that the Authority does not think it can instruct Ecclesall Junior School, when they have the authority as it was a voluntary controlled school? The governance system for such schools means that Foundation (Diocese) Governors were in the minority, and the Authority was able to instruct other Governors how to vote if necessary.

- (iv) Could the arrangements in terms of a through, split site for Clifford Primary School be set at 2019?

In response, Alena Prentice stated that considerable feedback had been received from representatives of Clifford Junior School, with the majority expressing a wish to see a quick move to Ecclesall Junior School. The arrangements need to be implemented on a phased approach, and there was a need for all the schools involved, including the Governing Bodies and parents, to work together and arrive at a suitable decision, with such decision having the support of parents. There was a need to commence facilitated discussions very quickly. Councillor Jackie Drayton added that as Clifford Infant School was a Church of England School, the Diocese had a strong role in terms of what would happen.

- (c) Umberto Alberella raised the following three questions:-

- (i) It is fairly obvious that last Autumn, the Council decided to go ahead with the development of the Ecclesall Infant School playground, and that no objections from the local community were going to stop that. There are many elements that suggest this was going to be the case, including the four-week consultation run in May/June had only one option available and, as Council staff admitted during consultation meetings, there was no plan B. How could this be a credible consultation, particularly with no alternative options? Despite this major flaw in the consultation process, to their credit, people committed to it, and the response was very clear. During parents' consultation meetings, the response was mixed, but at residents' meetings, there was complete consensus against the proposal and in favour of alternative options. Moreover, and according to Council statistics, a staggering 81% of the written responses (A) expressed concerns about the proposal, (B) favoured alternative options and (C) expressed an outright objection to the proposal. Yet, the Council has decided to go ahead, ignoring the will and concern of the local community. What was the point of having a consultation in the first place?
- (ii) Financially, the proposal also makes little sense. The original £9m estimate (Council figure from last June) has now been lowered to £4.9m, presumably on the basis that, rather than having a completely new building, there will only be an extension of the current buildings, yet there are still 450 children that will need to be accommodated in the building – down from the original 630. This hardly seems to justify a decrease in cost from £9m to £4.9m. Therefore, either quality will be compromised or the cost will spiral up. However, even the hardly realistic £4.9m is more expensive than alternative options, such as local expansion of Clifford Infant School, the swap of the Infant and Junior School, or the retention of Year 3 on the Ecclesall Infant site.
- (iii) Until recently, our community operated fairly harmoniously. We have had a great green space enjoyed by most, the school was very well

respected and in tune with the local community, and my daughter and all other children I know had a fantastic time there. Now, social cohesion has started collapsing, people are divided and there is a widespread feeling that our voice is ignored, as well as a growing distrust of the actions of the Council, and the school management. This was completely unnecessary, as alternative options existed and had been ignored. What are the real reasons for the Council going ahead with such an unpopular choice?

In response, Alena Prentice confirmed that there were no alternative options as the Council had held lengthy and detailed consultation in Autumn 2015, on the back of a series of option appraisals in Summer 2015. It was always going to be difficult to arrive at a solution that everyone was happy with, but it was considered that, and based on the responses following the consultation, the proposal being considered was the most acceptable one. She accepted that there had been a reduction in the overall cost estimate in terms of the development plans, but stressed that the current plans were much more efficient. She added that there was good, ample space for the development proposals at Ecclesall Infant School. She stated that there had been a general consensus at residents' meetings and that the Council, at these meetings, fully understood how the proposals could impact on residents living within the immediate vicinity. In terms of the results of the consultation, the majority of responses were very complex, and did not include a simple "yes or no" response in terms of being in favour of, or against, the proposals. Representatives at Ecclesall Infant School were very sad to hear of a possible breakdown in relationships, and had expressed an intention to continue working closely with parents.

Councillor Jackie Drayton added that it was clear that action needed to be taken in this area on the basis that 15 children, living in the catchment area of Ecclesall Infant School, had not been able to get a place at the school, and had been forced to attend other schools, some of which were some distance away. This had caused a lot of concern and upset on the part of both parents and children. It was hoped that the School's green space could be protected, as much as possible, whilst undertaking the development plans. She stated that, on behalf of the Council, she hoped that all stakeholders had been able to put forward their views, and that such views had been considered. Councillor Drayton referred to specific issues in terms of Clifford Infant School as the school buildings were owned by the Diocese, so its views would also have to be taken into account.

- (d) Neil Fitzmaurice raised the following two questions:-
- (i) Could the Committee refer this issue back to the Cabinet, with a view to the Committee then conducting its own review of the issues and concerns of local residents; and
 - (ii) Has there been any party whipping prior to this meeting?

In response, Councillor Jackie Drayton stated that the Council's vision was ultimately to ensure there were sufficient places for children to enable them to attend school in their local area, and that there was a need for the Council to work

with all relevant stakeholders in order to achieve this vision. She stressed that action was required as there simply was not enough places for all children living in the catchment area at the present time, and referred to the need for the process to continue to ensure that additional capacity was created as soon as possible. With regard to the issue of party whipping, the Chair stated that this was covered in the Council's Constitution, and confirmed that there had not been any pre-meeting of the Labour Group.

- (e) Chris Fry referred to the petition submitted objecting to the proposals and queried whether, as part of the consultation responses, this had been classed as one response or individual responses, based on the number of signatures.

Joel Hardwick stated that the petition had been classed as one response, from the lead petitioner. He added that the Cabinet had been notified of the petition, prior to making its decision.

5.10 The signatories to the call-in, and Members of the Committee raised questions and the following responses were provided:-

- The proposed designs in terms of the development of Ecclesall Infant School should address all the concerns raised as part of the consultation. All the issues raised would be given detailed consideration as part of the planning application process and the public were also entitled to attend the meeting of the Planning Committee, and speak, subject to the Chair's agreement.
- The proposed plans in respect of Clifford Infant School had been put forward by the School's Governors, so it was not possible to confirm whether anyone had spoken to the owner of the property next to the School. The Council had asked the Diocese for confirmation of the status of the property, and the sale price.
- It was accepted that the proposals with regard to having a through school on the Clifford Infant School site had received a lot of backing, and had been included as part of the options appraisal, and looked into in considerable detail. The Council had continued its dialogue with the Diocese but, to date, the Diocese had not indicated that it would be providing any funding in terms of the purchase of the property next door to the School. Although the purchase of the property would address the need for places, this option would not address the current constraints of the Ecclesall Junior site and therefore, would not be the best long-term use of the Council's available capital and assets.
- There was no barrier in terms of the Authority being able to invest from its Capital Programme in connection with development proposals at Clifford Infant School. However, the Authority must always provide evidence in terms of how it has spent money producing additional school places, as well as having to provide evidence of value for money.

- In terms of looking at alternatives, specifically in terms of the Clifford Infant School site, the Cabinet Member for Children, Young People and Families and the Executive Director, Children, Young People and Families, had met with the School's Governors and the Diocese to discuss the possible alternatives.
- In terms of any future expansion plans, the Authority had a duty to look into taking action, in connection with the provision of additional school places, based on the evidence. Therefore, no guarantee could be given, at this stage, that no further expansion would be required in the area. If there were any plans in the future, any proposals would be fully consulted on.
- It was not the case that the Council was investing in Academies, and not faith schools. The decision in terms of newly built schools having to be academies had been made by the former Coalition Government.
- The Authority was well aware of the congestion issues in terms of Ecclesall Infant School, and would ensure that any traffic management issues would be addressed during the development works. The development proposals would also hopefully result in the removal of some, or all, of the temporary mobile classrooms currently in the playground at Ecclesall Junior School.
- It was not considered that any further investigations, or studies in terms of looking at any alternative options, would be necessary. Considerable work had already been undertaken in terms of looking into the physical comparison on both Ecclesall and Clifford Infant School sites, and it was considered that there was now a need to move towards a facilitated discussion between the Governors and Diocese in respect of Clifford Infant School. If Members wanted any further information in terms of site comparisons, rationale and ethos, they should liaise directly with the officers leading on this work.
- It was not considered necessary to establish a shadow Governing Body to look at the ethos/financial structures/nature of education, which would ultimately lead to the production of a staffing/resourcing plan, as the existing Governing Body at Ecclesall Infant School would be able to undertake this work.
- There was a statutory duty on the Council to provide sufficient school places for all children requiring them.
- The outcome of the proposals would be to ensure that there were enough primary school places in the Ecclesall area, which has seen sustained increases in the pupil population over the last few years. The proposals would also leave sustainable schools for the long term, in respect of this part of the City.
- As part of the consultation, approximately 700 letters had been sent to parents of children at, and those residents living within close proximity to, Ecclesall Infant and Junior Schools, and five public meetings had been held

to discuss the proposals. There had been a very good response to the consultation letters and during the process, and based on the questions/concerns raised, the “Frequently Asked Questions” section on the Council website had been updated. There was also a notice published in The Star and details posted on the Council website. Several meetings had also been held with the Governing Bodies of each of the three schools, and the Diocese of Clifford Infant School.

- The officers involved in this work did not believe the process had been flawed in any way, particularly in the light of the detailed consultation exercise which had been undertaken with all stakeholders.
- From looking at trends in terms of population growth and the number of young families in the Ecclesall area, it was believed that sufficient school places would be provided in this area for the long-term.

5.11 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, together with the comments now made and the responses provided to the questions raised;
- (b) expresses its thanks and appreciation to the officers involved for the work undertaken with regard to the proposals; and
- (c) agrees to take no action in relation to the called-in decision.

The votes on the above resolution were ordered to be recorded, and were as follows:-

For the resolution (8) - Councillors Andy Bainbridge, Terry Fox, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek and Ian Saunders.

Against the resolution (4) - Councillors Steve Ayris, Roger Davison, Bob Pullin and Alison Teal.

(NOTE: Prior to the passing of the above resolution, an alternative motion, moved by Councillor Steve Ayris and seconded by Councillor Roger Davison, in the following terms, was put to the vote and negated:-

“That this Committee requests a further full consultation to be conducted with all stakeholders, especially the Diocese, on both the Clifford and Ecclesall Infant School proposals, to be brought forward with costings and consideration of all implications, including planning and highways.”

The votes on the alternative motion were ordered to be recorded, and were as follows:-

For the Motion (4) - Councillors Steve Ayris, Roger Davison, Bob

Pullin and Alison Teal.

- Against the Motion (8) - Councillors Andy Bainbridge, Terry Fox, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek and Ian Saunders).

6. DATE OF NEXT MEETING

- 6.1 It was noted that the next meeting of the Committee would be held on Monday, 19th September, 2016 at 1.00 p.m. in the Town Hall.



Report to Children Young People & Family Support Scrutiny & Policy Development Committee 19th September 2016

Report of: Tim Bowman, Head of Inclusion & Targeted Services

Subject: Delivering the SEND Reforms in Sheffield: an update on progress

Author of Report: Alasdair Duerden, Programme Manager, Inclusion and Special Educational Needs Programme

Summary

The SEND Reforms, set out in part three of the Children and Families Act 2014, came into force in September 2014. Implementation has now been underway for two years and while much progress has been made, significant challenges remain – not least ensuring that Sheffield is able to convert over 2,000 statements to EHC Plans by April 2018; as well as delivering EHC Plans within the statutory timescales

Type of item: The report author should tick the appropriate box

| | |
|---|---|
| Reviewing of existing policy | |
| Informing the development of new policy | |
| Statutory consultation | |
| Performance / budget monitoring report | |
| Cabinet request for scrutiny | |
| Full Council request for scrutiny | |
| Community Assembly request for scrutiny | |
| Call-in of Cabinet decision | |
| Briefing paper for the Scrutiny Committee | |
| Other | X |

The Scrutiny Committee is being asked to:

- Note the contents of the report and provide comment
-

Background Papers:

n/a

Category of Report: OPEN (please specify)

Most reports to Scrutiny Committees should be openly available to the public. If a report is deemed to be 'closed', please add: **'Not for publication because it contains exempt information under Paragraph xx of Schedule 12A of the Local Government Act 1972 (as amended).'**

Delivering the SEND Reforms in Sheffield: an update on progress

Background

1. The SEND Reforms, set out in part three of the Children and Families Act 2014, came into force in September 2014. Implementation has now been underway for two years and while much progress has been made, significant challenges remain – not least ensuring that Sheffield is able to convert over 2,000 statements to EHC Plans by April 2018; as well as delivering EHC Plans within the statutory timescales.
2. The first SEN2 data report covering a full 12 months of the reforms has now been published by the Department for Education (DfE) for the calendar year 2015. This allows us to compare and contrast our performance with other areas, taking into account that the data was six months out of date by the time it was published in June.
3. DfE continue to proactively support delivery of the reforms. They have extended the SEN Grant until March 2018 and continue to maintain a free-to-access regional network of professional advisers and support organisations that run conferences, share good practice and offer advice, support and challenge to individual local authorities. Sheffield completes a termly progress monitoring return for the Department and receives regular progress monitoring visits by a member of DfE's advisory team.
4. This update covers progress on:
 - Inclusion Strategy
 - Locality Working
 - The Local Offer
 - Delivering Education Health and Care Plans
 - Working with Parents, Children and Young People
 - Inspection

Inclusion Strategy

5. Sheffield City Council recognises that successful delivery of the SEND Reforms needs to be part of a much wider approach to support all vulnerable children and young people aged 0-25 and their families. An Inclusion Strategy and action plan has been developed and its implementation overseen by an Inclusion Programme Board, chaired by the Executive Director for Children, Young People and Families. Board members include senior school leaders, the Chief Executive of Learn Sheffield, senior leaders from the Clinical Commissioning Group and the Children's Hospital, Directors from adult and children's social care and the Lead Member for Children, Young People and Families. Parents are represented by Healthwatch.
6. The SEND Reforms make up a significant part of the Inclusion Strategy, which also includes Early Help and Support, Alternative Provision, Respite Care, SEND Transport, Autism Strategy etc. The Strategy also links closely to other key change programmes such as Transforming Care and Future in Mind. This will ensure that the SEND Reforms are delivered as part of a joined up, coordinated approach to supporting children, young people and families.

Locality Working

7. The Inclusion Strategy will be delivered through locality working so that decisions are made by those working closest with children, young people and their families. This means individual needs can be identified early and more accurately, and support put in place quickly. Sheffield's Multi-Agency Support Teams are already delivering in this way, working with schools and health partners in local areas as part of delivering our Early Help and Support programme.
8. The 0-25 SEND Team and the Educational Psychology Service and Autism Service are now also operating at locality level, based around the seven (A-F) geographical school localities. There are seven Locality Managers in the SEND Team, each allocated to a specific locality, supported by a team of six Inclusion Officers and six officers in the Business Support Team. The Locality Managers also have responsibility for specific special schools.
9. An identified team of Educational Psychologists is also allocated to each locality school area. Two Principal Educational Psychologists and two Senior Educational Psychologists are leading on providing a reconfigured Inclusion Service to the localities which includes our Autism Service. Recent successful recruitment to the Service means vacancies have been filled and good support can be more readily provided to schools and families. To deliver this approach successfully, the Educational Psychology Service is now a fully funded, rather than traded, service. This means schools no longer have to pay to access support over and above statutory requirements
10. Schools themselves are working together in their localities and will have one or more senior SENCOs acting as a Locality SENCO. These SENCOs are working closely with the SEND Locality Manager, and the Senior Educational Psychologist to identify need and agree support – both at SEN Support level and in making decisions about whether an EHC Plan is required. Working closely with the Multi-Agency Support Teams localities will ensure needs are being identified correctly and support is made available to families outside of school where that is needed.
11. Since April 2016, all school localities have been given a share of the £2.1m high needs funding pot based on the proportion of SEN within their locality. Working with the SEND Locality Manager and their allocated Educational Psychology team, localities can now make both strategic and individual decisions about support and resources. All localities have been at different stages of implementing this new approach and during the Autumn Term this new way of working will become fully embedded. We have already seen good examples of localities using their funding to secure locality-wide support for needs that are more prevalent in their area.
12. To support this new way of working, we have developed two tools: the Sheffield Support Grid and My Plan. The Support Grid identifies levels of need and the type of support that should be being provided. Through locality and city-wide moderation, this will ensure that children and young people will get the support they need wherever they are in the city and regardless of which school they attend.
13. My Plan is a non-statutory version of an EHC Plan. It allows need to be identified, outcomes to be agreed and monitored and support to be in place for those whose need does not require a statutory EHC Plan. My Plans should be completed in collaboration with parents so they can see that their child's need has been recognised

and is being addressed. My Plan supports the requirements in the Code of Practice for delivering SEN Support in schools and over time should increase good practice in schools, increase parental confidence in the support schools are providing and decrease the need for EHC Plans in mainstream settings.

14. This is an ambitious change agenda. The combination of a locality-facing workforce working in partnership with their schools, the Sheffield Support Grid, My Plan and the delegation of the high needs funding will mean that children and young people with SEN are more likely to have their needs identified early and support agreed and put in place quickly. It means parents will be able to focus on whether their child is receiving the right support based on city-wide standards. As practice improves and parental confidence increases, the demand for EHC Plans and the pressure on special school places will reduce. We want children and young people to be educated and supported in settings where they are most likely to achieve positive outcomes and be prepared effectively for adulthood.
15. Plans are already in place to develop and roll out the Sheffield Support Grid and My Plan to Early Years and Post-16 sectors; and through the Inclusion Programme Board we are working closely with health colleagues to explore how health services can be more aligned with locality delivery.

Local Offer

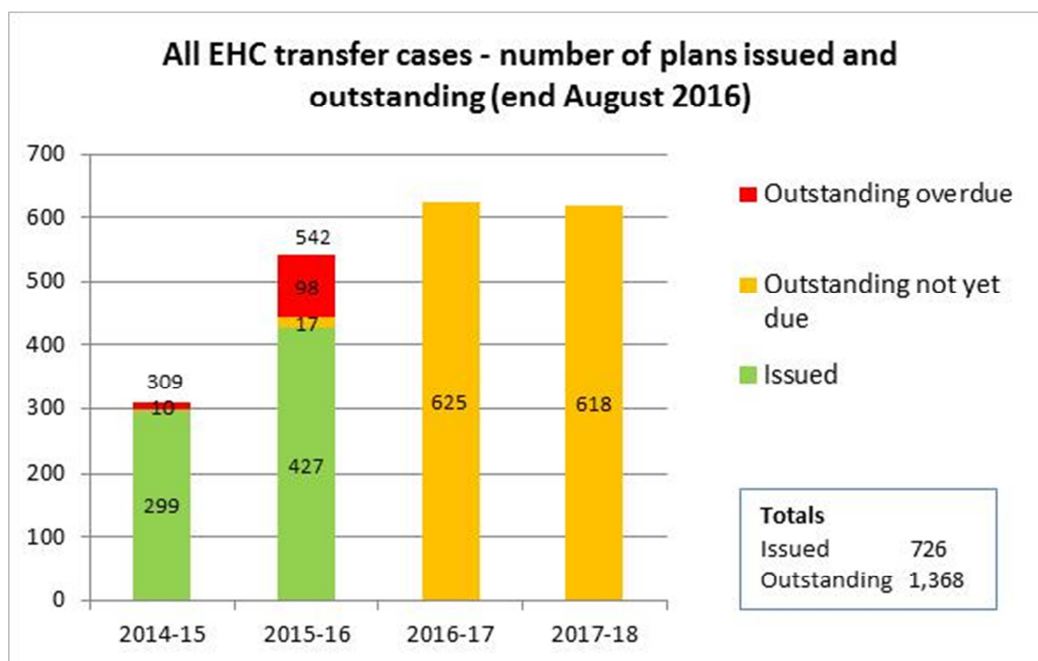
16. The Act requires local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and care for those aged 0-25 with SEND. As well as providing information about provision and how to access it, the Local Offer should act as a mechanism for making provision more responsive to local needs through the involvement of children, young people and parents in its development and review.
17. Sheffield's Local Offer has been in place and compliant with the legislation since September 2014. However, it was quickly apparent that it was neither accessible nor easy to use; guidance on key things such as how to request an EHC plan was hard to find; and there were big gaps in the available information.
18. A report setting out people's views of the Local Offer and how Sheffield was going to respond was published in the Autumn of 2015 as required by the legislation. Since then, Sheffield City Council has worked with a group of parents to re-design and improve the Local Offer. The new version has been launched and can be found here:
<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>
19. We are now looking to embed the Local Offer within core business, with a clear plan for how it will continue to be reviewed annually and improved in response to feedback. In particular, work will need to be done to ensure the content is accessible, information is easy to find, up-to-date and useful to both families and professionals.

Delivering Education, Health and Care Plans

20. The SEN2 data return shows that at the end of 2015, just over 3% of new EHC Plans in Sheffield were completed within the statutory 20 week timescale. Despite significant progress that has been made in 2016, this remains one of the most challenging areas

of the reforms.

21. The latest data (to the end of August) shows that new EHC Plans are now being completed on average within 21 weeks for those that were started in 2016. Our overall average time for completion (for all cases since September 2014) remains at 40 weeks due to the significant number of EHC Plans from before 2016 that have been completed well in excess of the twenty week timescale.
22. In Sheffield we initially chose to focus our resources on converting statements to EHC Plans – particular for the cohorts of children and young people who were due to change settings each year. The table below shows the current position:



Note: Current figures held within the SEN Team show that these “backlogs” have reduced further

23. We have converted more statements into Plans in 2015/16 than were due in total in 2014/15, but still have further work to do including clearing the very small number left from 2014/15. We have completed 35% of the total conversions required by April 2018 and 85% of those due to date.
24. In 2015/16 the majority of those transferring between school settings or to post-16 provision had their plans completed by the statutory deadlines of 15th February or 31st March respectively - a marked improvement on the previous year. Where EHC plans could not be finalised by these dates, parents and/or young people were written to, letting them know what progress was being made and where possible confirming that a place had been reserved at the school or college we knew was their preference.
25. It will be important that we now maintain and increase the pace for converting statements to EHC Plans and continue to build on improvements in completing new EHC Plans within statutory timescales. We now have a full-time Head of SEND and are currently recruiting a Deputy from within the Team to provide additional leadership capacity. A Business Manager has also just been recruited whose responsibilities will include helping to plan and monitor the completion of EHC Plans. In addition, we have appointed an external company experienced in writing EHC Plans who have already been working successfully with a number of other local authorities. They will start

writing many of the new EHC Plans for us from September 2016 through to March 2017. If this proves successful at creating the capacity to complete conversions and improve timescales then we have an option to extend their contract.

26. We have also been working very closely with Health colleagues to develop processes for ensuring the health sections of EHC Plans are completed on time. These have now been agreed and implemented. This will deliver better, more timely health information for EHC Plans and will reduce delays in completion caused by missing health information. We are now undertaking a similar exercise with children's and adult's social care.

Working with Parents, Children and Young People

27. We are clear that delivering the SEND Reforms needs to be a collaborative approach with families at both a strategic and individual level. We have a number of parent groups that work with us to help design and develop the reforms and we work closely with the Parent Carers Forum, involving them in the development of different aspects of the reforms.
28. In particular, a parental working group has been helping us develop the Local Offer and parents have been involved in a working group looking to revise the format of the EHC Plan. The Executive Director of CYPF meets with a group of parents on a monthly basis to seek their input into delivery of the reforms and officers also meet with representatives from the Parent Carers Forum for a more informal session each month.
29. It has proven more difficult to engage children and young people in the development of the reforms. A single consultation exercise was conducted with young people to seek their views as part of the Local Offer review, but little further work has been done to engage them in development of the reforms. We will develop a strategy for involving children and young people in ongoing implementation of the reforms.
30. Parents, children and young people are all involved in person-centred planning as part of EHC Plan assessments. This initially focuses around a multi-agency meeting that places parents, children and young people at the centre, seeks their views, wishes and feelings and works with them to understand aspirations, agree outcomes and consider what support is needed. We will continue to improve how this works as professionals get more used to this approach and understand their role within it.

Inspection

31. The joint Ofsted and CQC SEND inspection framework began in May 2016 and a number of initial inspections have already taken place including North Yorkshire in our region. We have been working on a Self-Evaluation Form to help us gauge and monitor our progress. It will provide an evidence base for inspectors of our strengths and weaknesses and show that we have clear plans for addressing the latter.
32. Inspections last a week and are notified a week in advance on Monday morning's between 9-10am. Inspectors will visit schools, health and social providers, interview professionals and speak to parents and young people as well as looking at available data and evidence.
33. Readiness for Inspection is being overseen by the Inclusion Board

This page is intentionally left blank



**Report to the Children, Young People &
Family Support Scrutiny & Policy
Development Committee
Monday 19th September 2016**

Report of: Policy & Improvement Officer

Subject: Work Programme 2016/17

Author of Report: Diane Owens, Policy and Improvement Officer
diane.owens@sheffield.gov.uk
0114 273 5065

The latest draft of the work programme is attached at Appendix 1.

The work programme aims to focus on a small number of issues in depth. It remains a live document throughout the year and is brought to each committee meeting.

The Scrutiny Committee is being asked to:

- Note the contents of the work programme and provide any comment / feedback

**Children, Young People & Family Support Scrutiny & Policy Development Committee
Draft Work Programme 2016-17**

Chair: Cllr Ian Saunders

Vice Chair: Cllr Steve Ayris

[Meeting Papers on SCC Website](#)

Meeting day/ time: Monday 1-4pm

Please note: the work programme is a live document and so is subject to change.

| Children, Young People & Family Support | | Mondays 1-4pm | |
|--|---|--|--|
| Topic | Reasons for selecting topic | Lead Officer/s | Agenda Item/ Briefing paper |
| Monday 18th July 1-4pm Conference Room | | | |
| The Implications of 'Educational Excellence Everywhere' Government White Paper | To understand the implications of the 2016 government White Paper, including the continuing role of the local authority in education and the future role for governors and of Learn Sheffield (our not for profit schools company). | Antony Hughes, Children's Commissioner & Director of Inclusion & Learning Pam Smith, Head of Primary & Targeted Intervention Stephen Betts, Learn Sheffield, Interim Chief Executive | Agenda Item |
| A' Level Provision in the South East of the City | Urgent item - "Due to the timescales for implementing the planned changes to A Level provision at the Peaks Campus of Sheffield College the Chair requested this be considered as an urgent item" | Paul Corcoran, Chief Executive, Sheffield College Heather Smith, College Principal and Executive Director, Sheffield College | Agenda Item |
| Annual Meeting with Young People 2016 – Report & Recommendations | To provide feedback on the committees meeting with young people that took place in April 2016. | Diane Owens, Policy & Improvement Officer | Agenda Item |
| Draft Work Programme 2016-17 | To consider and discuss the committees work programme for 2016/17. | Diane Owens, Policy & Improvement Officer | Agenda Item |

Wednesday 3rd August (special)

Call-in of the Cabinet Decision on Primary School Places in Ecclesall

To consider the call-in of the Cabinet Decision on Primary School Places in Ecclesall

Cllr Jackie Drayton, Cabinet Member for Children, Young People & Families

Alena Prentice, Assistant Director, Inclusion and Learning Services

Joel Hardwick, School Organisation Manager

Single Agenda Item

| Monday 19th September 2016 | | | |
|--|---|--|---------------------------|
| <p>Children & Families Act 2014: SEN Services & Support</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 36</p> | <p>The Committee last received an update on the Children & Families Act in September 2015 and requested a further update in 12 months' time.</p> <p>This report will focus on SEN services and support</p> <p>SEN services and support meeting with parents The Chair and Deputy Chair will meet with a small group of parents prior to the scrutiny session to hear about their experiences of SEN services and support. This meeting will take place w/c 12th September.</p> | <p>Alasdair Duerden, Programme Manager, SEN Reforms</p> | <p>Single Agenda Item</p> |
| <p>Briefing Paper</p> | <p>As requested by the Committee at its meeting on 18th July 216, this briefing paper will cover the organisation and take up of A level provision across the city, and a Citywide overview of the destinations of pupils (post-16) including employment, vocational courses and A-levels</p> | <p>Sam Martin, Assistant Director Lifelong Learning & Skills</p> | <p>Briefing Paper</p> |

| Monday 21st November 2016 | | | |
|--|---|---|-----------------------|
| <p>Attainment 2015-16 – citywide attainment outcomes in schools & academies</p> | <p>The committee will receive a detailed report on the attainment statistics for Sheffield schools and academics, including analysis in terms of the available national data / comparators.</p> <p>Linked to this item we will run a Data Analysis Training Session on Monday 14th November - as outlined in the training section below.</p> | <p>Antony Hughes, Children's Commissioner & Director of Inclusion & Learning other attendees tbc.</p> <p>Pam Smith, Head of Primary & Targeted Intervention</p> <p>Kate Wilkinson, Service Manager - Performance & Analysis Service</p> | <p>Agenda Item</p> |
| <p>Children & Families Act 2014: Young Carers</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 37</p> | <p>The Committee last received an update on the Children & Families Act in September 2015 and requested a further update in 12 months' time.</p> <p>This report will focus on Young Carers.</p> <p>Sheffield Young Carers – A sub group will meet members of the Young Carers Action Group prior to the scrutiny session. This will be an opportunity to hear the experiences of both young carers who have received an assessment and those who have not. This meeting will take place w/c 12th September</p> | <p>Dawn Walton, Acting Director of Children and Families</p> <p>Sara Gowen, Managing Director, Sheffield Young Carers</p> | <p>Agenda Item</p> |
| <p>Briefing Paper School Places in the City</p> | <p>The Committee may choose to request a headline report on forecasting in terms of school places in the city.</p> | <p>Antony Hughes, Children's Commissioner & Director of Inclusion & Learning other attendees tbc.</p> | <p>Briefing Paper</p> |

| | | | |
|---|---|--|---------------------------|
| <p>Briefing Paper Sheffield Parent Carer Forum, State of Sheffield 2014 Report - update report</p> | <p>To receive a further update (following up from a report in January 2016) with regards to the actions taken and responses to Sheffield Parent Carer Forum's State of Sheffield 2014 Report.</p> | <p>Tim Bowman, Head of Inclusion and Targeted Services</p> | <p>Briefing Paper</p> |
| <p>Monday 19th December 2016</p> | | | |
| <p>Emotional Health & Wellbeing in Schools</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 38</p> | <p>The proposal to look at this topic in part reflects a recommendation in the report following the committee's annual meeting with young people in April 2016.</p> <p>Research has shown that the mental health of teenagers can be put at risk in numerous ways, often leading to stress-related illnesses such as, depression, eating disorders and self-harm.</p> <p>The Department for Education, working with NHS England, has allocated £3.2m of funding for 22 pilot areas to help promote the emotional health wellbeing of pupils; Sheffield is one of these areas. Sheffield is also one of only five places nationally to be selected to pilot a study addressing the mental health needs of the most vulnerable young people in schools. The aim of the pilot is to create stronger working relationships between schools and CAMHS with each learning from the other.</p> <p>The committee will request a report on work taking place, learning and future plans, to include work around links to ASB and emotional health and wellbeing.</p> | <p>Bethan Plant, Health Improvement Principal - Public Health Team</p> <p>Matthew Peers, Commissioning Manager – EWBMH, CCG</p> <p>Depending on the focus, other possible individuals / organisations to engage with include:</p> <ul style="list-style-type: none"> o ChilyPep - Children and Young People's Empowerment Project and Sheffield Futures o Children and Adolescent Mental Health Services (CAMHS) o A local School involved in the pilot study (Park Academy?) | <p>Single Agenda Item</p> |

| | | | |
|--|---|--|-----------------------|
| <p>Briefing Paper CYP&FS Prevent Task Group – an update in response to the recommendations contained in the Task Groups report</p> <p style="text-align: center;">Page 39</p> | <p>During 2015-16 the Committee set up a Task Group. The focus of its review was:</p> <ul style="list-style-type: none"> • To understand the implications of the recent Counter-Terrorism and Security Act 2015 in terms of the statutory requirements around Prevent and the implications for children and young people. • To consider how we are responding to this in Sheffield and identify any recommendations <p>The committee will receive an update report from the service in response to the 10 recommendations outlined in the Committees Prevent Task Group report.</p> | <p>Sam Martin, Assistant Director - Lifelong Learning and Skills</p> | <p>Briefing Paper</p> |
| <p>Briefing Paper A Level Provision in the South East of the City</p> | <p>Following consideration of this item at its meeting in July 2016 the Committee may choose to request a brief update on progress with regards to destinations of young people and A level provision.</p> | <p>Antony Hughes, Children's Commissioner & Director of Inclusion & Learning</p> | <p>Briefing Paper</p> |

| Monday 20th February 2017 | | | |
|--|---|---|----------------|
| Sheffield Children's Safeguarding Board - Annual Report 2015-16 | The Committee consider this report on an annual basis to enable them to consider priorities and performance over the past 12 months. | Jane Haywood, Chair of the Sheffield Safeguarding Children Board Victoria Horsefield, Assistant Director, CYPF - Children and Families Other officers tbd | Agenda Item |
| Sheffield Sexual Exploitation Service Annual Report 2015-16 | To consider the work of the Sexual Exploitation Service and partner agencies working to address child sexual exploitation. | Jane Haywood, Chair of the Sheffield Safeguarding Children Board Victoria Horsefield, Assistant Director, CYPF - Children and Families Other officers tbd | Agenda Item |
| Agenda item 3? | | | |
| Briefing Paper Attainment 2015-16 – citywide attainment outcomes in schools & academies | The Committee may choose to request a further written report when validated results and benchmarking data are available. | Antony Hughes, Children's Commissioner & Director of Inclusion & Learning | Briefing Paper |
| Briefing Paper The implications of the 'Educational Excellence Everywhere' Government White Paper - update | Following consideration of this item at its meeting in July 2016 the Committee may choose to request a brief update on progress with regards to the 'Educational Excellence Everywhere' Government White Paper. | Antony Hughes, Children's Commissioner & Director of Inclusion & Learning | Briefing Paper |

| Monday 3rd April 2017 | | | |
|--|---|---|----------------|
| Youth Services in Sheffield | To understand the latest developments in terms of work to look at the future of youth services in Sheffield. This follows a report received by the Committee in March 2016 on "Youth Services in Sheffield", which the committee requested a further update on. | Sam Martin, Assistant Director - Lifelong Learning and Skills Other officers tbd | Agenda Item |
| Skills development in Sheffield | The Sheffield City Region Devolution Deal would give the region £1.3 billion to spend over the next 30 years. The Deal would offer new powers and funding to improve infrastructure, transport, skills, housing and other drivers of business growth. In terms of improving skills this would mean - investing in education infrastructure, better skills, employment and adult education. The committee could receive a report to enable them to understand the implications of these proposals and future developments specifically in terms of skills development for young people. | Tony Tweedy, Director - Lifelong Learning and Skills Other officers tbd | Agenda Item |
| Agenda item 3? | | | |
| Briefing Paper Adoption Annual Report | The committee receive an annual report to enable them to consider priorities and performance over the past 12 month The committee could also look at the implications of the 2016 Children & Social Work Bill in terms of adoption and fostering services. | Joel Hanna , Acting Assistant Director - Provider Services | Briefing Paper |
| Briefing Paper Fostering Annual Report | As above. | Joel Hanna , Acting Assistant Director - Provider Services | Briefing Paper |

| Other Possible topics | | | |
|---|--|--|----------------------------|
| Youth Services in Sheffield | October/November 2016 A session could be organised for the scrutiny committee (or a sub group) to enable committee members to feed into proposals around youth services as they are being developed. | Sam Martin, Assistant Director Lifelong Learning & Skills | Task Group - 2/3 months |
| Training etc. | | | |
| Attainment Data Training Session Monday 14th November 2-4pm Committee Room 3, Town Hall. | This session will be held prior to the committee considering the attainment report in November/ December. The session will be led by Kate Wilkinson, Service Manager from the Performance & Analysis Service. | Diane Owens, Policy & Improvement Officer | Training session |

Selecting Scrutiny topics

This tool is designed to assist the Scrutiny Committees focus on the topics most appropriate for their scrutiny.

- **P**ublic Interest
The concerns of local people should influence the issues chosen for scrutiny;
- **A**bility to Change / Impact
Priority should be given to issues that the Committee can realistically have an impact on, and that will influence decision makers;
- **P**erformance
Priority should be given to the areas in which the Council, and other organisations (public or private) are not performing well;
- **E**xtent
Priority should be given to issues that are relevant to all or large parts of the city (geographical or communities of interest);
- **R**eplication / other approaches
Work programmes must take account of what else is happening (or has happened) in the areas being considered to avoid duplication or wasted effort. Alternatively, could another body, agency, or approach (e.g. briefing paper) more appropriately deal with the topic

Other influencing factors

- **Cross-party** - There is the potential to reach cross-party agreement on a report and recommendations.
- **Resources**. Members with the Policy & Improvement Officer can complete the work needed in a reasonable time to achieve the required outcome

This page is intentionally left blank



Report to Children, Young People and Families Scrutiny & Policy Development Committee

Report of: Jayne Ludlam, Executive Director of Children’s Services

Subject: *A Level and Post 16 Provision in Sheffield*

Author of Report: Sam Martin, Assistant Director, Lifelong Learning, Skills and Communities

Summary:

This note, requested by the Committee following a previous agenda item, sets out a city overview of A Level and other Post 16 education and training provision. It explains how A Level courses are organised and commissioned, sets out the Council’s duties with regard to Post 16 education, and notes key trends in the uptake of provision.

Type of item: The report author should tick the appropriate box

| | |
|---|----------|
| Reviewing of existing policy | |
| Informing the development of new policy | |
| Statutory consultation | |
| Performance / budget monitoring report | |
| Cabinet request for scrutiny | |
| Full Council request for scrutiny | |
| Community Assembly request for scrutiny | |
| Call-in of Cabinet decision | |
| Briefing paper for the Scrutiny Committee | x |
| Other | |

The Scrutiny Committee is being asked to:

Note the content of the report.

Background Papers: None

Category of Report: OPEN.

Report of Executive Director of Children and Young People Services

Planning and Organisation of A Level Provision in Sheffield

Briefing Note for CYPF Scrutiny Committee

Introduction

1 This note, requested by the Committee following a previous agenda item, sets out a city overview of A Level and other Post 16 education and training provision. It explains how A Level courses are organised and commissioned, sets out the Council's duties with regard to Post 16 education, and notes key trends in the uptake of provision.

Who organises and commissions A Level courses?

2 Any provider registered with the DfE as a school with a sixth form, a sixth form college, an FE college, an University Technical College, an 16-18 free school or, in some circumstances, a specialist training provider can deliver A levels. Any eligible provider will have a target enrolment number that it has agreed with the Education Funding Agency (EFA) based on historical recruitment patterns to that institution. If the institution is a new entrant to the market, it will agree with EFA a target number resulting from an evidence-based assessment of likely recruitment to A level students e.g. as happened for Bradfield and Chapeltown Academy.

3 EFA will only pay for learners recruited up to the agreed number, but an eligible institution can take the decision to exceed this number. If the additional students are retained on programme, EFA will adjust the 16-18 budget allocation to the institution in the second year of study to reflect this increase in enrolments. This is known as lagged funding. If an institution fails to recruit to its target number for which budget provision has already been made by the EFA, then lagged funding operates in reverse and this budget allocation is reduced in the following year.

4 *No institution is required to consult or even inform its local authority of its decision to commence A levels, or to increase or reduce its A level complement.* This is entirely a matter for the governing body of the institution and the EFA. The one exception to this rule is any maintained school that remains part of the local authority and that wishes to change its status from an 11-16 school to a 11-18 institution. This requirement will become redundant when all secondary schools convert to academies and the duties of the local authority relating to this matter are removed from statute. Moreover, no post-16 provider is required to report on its A level recruitment or its results to the local authority. However, in practice, all post-16 providers in Sheffield do make this information available to the council.

5 The governing body and the leadership team of any provider delivering, or intending to start delivering A levels will give careful consideration to:

- estimated recruitment
- trends in the A level subjects chosen by students
- 16-18 demographic data

- Key Stage 4 results
- any effect of lagged funding (up or down)
- the availability and affordability of staffing and accommodation

6 When making a decision about the A levels it will offer and the locations in which they will be offered. The Sheffield College will have taken these factors into account when it made its decision to terminate A level provision at the Peaks site. Equally, Meadowhead will have done the same when it took the decision to expand its sixth form provision. The tendency for FE colleges to become risk averse and to act promptly to end provision that they judge to be unviable is likely to be reinforced by the new duty on college governing bodies to deliver balanced budgets which will come into effect next year.

The council's duties

7 The commissioning arrangements, roles and responsibilities set out above illustrate the marginal role that the government now expects the local authority play in the provision of A levels in its area. Nevertheless, the local authority does retain some legal duties that are relevant to the commissioning of A level provision within its boundaries:

8 Under the Education and Skills Act (2008) councils have a duty:

- to maintain a strategic overview of provision in their area
- to resolve gaps in provision
- to secure sufficient suitable training and education provision for all young people age 16-19 (or up to the age of 25 for those with an Education, Health and Care Plan)
- to provide support and assistance to individual young people to take up appropriate post-16 education and training, to track the participation of young people and to provide assistance to secure appropriate provision for those teenagers who are not in education, employment or training (NEETs).

9 Sheffield City Council takes these responsibilities seriously and seeks to play a role in:

- maintaining an overview of A level provision and the trends that might affect this with a view to informing and influencing the strategic decisions about A level provision that individuals governing bodies might choose to make
- market making where there is unmet need – as it did when it initiated the process to select a sponsor for the city's two UTCs (University Technical Colleges), having determined that there was a gap in technical education provision linked to growth areas of the local economy
- representing its views to DfE where it is judged that an application for new provision represents unwarranted duplication that is likely to affect existing, good quality A level

provision – as it did when the proposal to create the Chapeltown Academy was brought forward by its sponsors

- challenging providers to consider the needs of the community that they serve in the decisions that they make about post-16 learning provision – as it did over the decision to end A level provision at Peaks.

10 Chapeltown Academy was, of course, ultimately approved by DfE and the Peaks decision was brought about by a college governing body that is not required to act on the views of a local authority. These cases demonstrate the limits of the council's powers in relation to the provision of A levels in the city. Nevertheless, the council seeks to use its resources and responsibilities to work with the post-16 provider network to shape A level provision in the city as follows:

Strategic Overview

11 Through the city's Learning for Life partnership which the council convenes, the local authority seeks to:

- collect and collate data on the take up of all post-16 provision by learners completing Key Stage 4
- manage UCAS Progress on behalf of all schools and colleges - this is the city's on-line post-16 application process used by all Key Stage 4 students
- publish an annual post-16 destination report for all learners completing Key Stage 4 to help inform post-16 planning by institutions
- compose an annual Statement of Need that seeks to set out the current and future need for A level places across the city
- contribute to work undertaken at Sheffield City Region (SCR) level to map post-16 provision so that the Combined Authority/LEP can, in the future, enter into a dialogue with the whole of the post-16 provider community about how the post-16 offer can be shaped to better meet the needs of learners and the local economy and to address the twin challenges of continuing budgetary pressures and a falling post-16 population. Sheffield City Council has played a prominent role in informing the recent Area Based Review of colleges and the recommendations that resulted from this. It will do the same in supporting the mapping of all 16-18 provision and the composition of an Education and Skills Strategy which SCR proposes to undertake in the academic year 2016/17.

Securing sufficient provision and resolving any gaps

12 The council seeks to use its analysis of post-16 provision to inform a dialogue with DfE and the provider community. The aim is to identify any gaps in existing provision or over-supply of places and to seeking mutually acceptable solutions to these challenges. For instance, strategic analysis

demonstrated the absence of coherent post-16 progression pathways closely linked to emerging employment opportunities in growth areas of the local economy including advanced manufacturing, creative and digital and healthcare technologies. The council therefore opened a dialogue with government about the creation of University Technical Colleges in the city, organised a competitive process to select a sponsor, encouraged the requisite university and employer support and supplied the land that made Sheffield the only local authority in the country to secure funding for two new UTCs. Most recently, the decision by the Sheffield College to withdraw A level provision from Peaks leaves a gap in the south east of the city that will require a similar strategic and partnership-based solution that aims to ensure that young people in this area who are seeking to pursue A levels can do so without travelling unreasonable distances.

13 Where the analysis has identified the likelihood of over-supply, the council has alerted the provider community to the emerging pressures and the likely consequences of these. In the first decade of the century a planning dialogue with sixth form schools and the city's colleges proved easier than in the period of rapid academisation that followed. This weakening of the planning relationship has persisted until the creation of Learn Sheffield. The schools and colleges that contribute to Learn Sheffield have recently agreed to make the revival of the pan-city post-16 planning dialogue a priority of the next academic year.

14 This is important because after a long period of relative stability in the pattern of A level and other post-16 provision stretching from the reorganisation of tertiary education in 1988 until the turn of the century, the relatively stability in post-16 provision has been affected by a period of accelerating change that has increasingly challenged and the pattern of A level provision in the city. The reasons for this are:

- the council's decision to address unmet need in the north east by promoting the creation of Longley Park Sixth Form College in 2002
- the introduction of the academies programme in the first decade of this century and its acceleration under the Coalition and Conservative governments: this has resulted in the number of Sheffield schools that have sixth forms almost doubling since 2007
- the government's encouragement of free school applications and the subsequent creation of the Chapeltown 16-18 Academy
- the emergence of new types of learning institution that offer A levels as part of their qualifications mix i.e. UTCs
- a growing proportion of those young people who would have been qualified at the end of Key Stage 4 to progress to A levels choosing instead to pursue an apprenticeship instead. Sheffield ranks ninth out of 152 local authorities for the proportion of its teenage population that take up an apprenticeship with an employer.

15 The increasing competition for those learners eligible to take up A levels remained manageable whilst ever the post-16 population continued to grow, but the impact of demographic decline for this cohort is now beginning to call into question the viability of A level provision in some areas and in some institutions and those pressure will remain, and possibly intensify until 16-18

numbers begin to rise again from about 2020. The Sheffield College's decision to end A level provision at Peaks is the first manifestation of the consequences of this increased competition for a smaller A level cohort and it is unlikely to be the last. For this reason, head teachers and principals, under the auspices of Learn Sheffield, have agreed to work with the council to seek collaborative solutions to this challenge in the new academic year.

Tackling NEETs

16 Following the introduction of austerity measures by the new government in 2010, the council recognised the need to prioritise the use of its rapidly shrinking resources for youth services to provide a targeted service for those teenagers most likely to, who had already disengaged from learning. The council worked with Sheffield Futures, its main provider of youth provision, to redesign the service. The council did this in acknowledgment of its statutory duties to track and report 16-18 year olds who were NEET and to take measures to re-engage them in learning or employment with training. The reorganisation involved

- the design with schools of the Risk of NEET Indicator that allowed for the identification of those teenagers most likely to disengage
- the strengthening of this tracking arrangements for those who had left school and become NEET
- the creation of Community Youth Teams that were charged with connecting with and supporting teenagers to remain in, or to return to education and training.

17 In the period 2011-16, the proportion of 16-18 year olds in the city who were NEET was more than halved from 12% to 5.6% and the continued tracking of the NEET caseload made it possible to demonstrate the impact of these new arrangements in drastically reducing NEETs.

Take up of A level provision by 16 year olds resident in Sheffield

18 The pattern of A level recruitment for Sheffield students is complicated and changing:

- The proportion of 16 year olds taking up A levels has not diminished, but the absolute number has as a result of the demographic decline of the 16-18 cohort. The tables at APPENDIX 1 illustrate this. There were 298 (5%) fewer young people in the Y11 cohort in 2015 compared to 2013. The number of students progressing to A level courses fell by 42 (2%) in the same period but the overall *proportion* of the cohort progressing to A levels provision slightly increased (+1.2%).
- Fewer Sheffield learners are choosing FE providers for programmes where A Levels are the primary learning aim and more are choosing school sixth forms. The trend is most noticeable in relation to the Sheffield College where students primarily enrolling for A levels has almost halved between 2013 and 2015. This fall is accompanied by the concentration of A level

provision at Hillsborough College following the closure of the Norton College site. By contrast, learner numbers for those primarily studying A levels at Longley Park have remained relatively stable.

- There is a correlation between the fall in numbers taking up A level provision in FE and the increase in the number of Sheffield schools offering A level provision – since 2007 the number of schools offering A levels has more than doubled from the seven schools allowed to keep their sixth forms at tertiary reorganisation of 1988 to the 15 that were offering this provision in 2015 (including Chapeltown Academy and Sheffield UTC).
- The proportion of learners either choosing to study beyond the city boundaries remains largely unchanged in the period 2013-15 inclusive with an average of just over 9% choosing study in other local authority areas, mainly Rotherham and North East Derbyshire. It is also to be noted that, with the exception of Penistone, sixth form schools beyond the city boundary attract very few Sheffield students pursuing A levels and the biggest beneficiary from the export of A level students from Sheffield is Thomas Rotherham College.

19 It is also worth noting that only 37% of those completing Key Stage 4 in Sheffield go on to take up A levels. In other words, to focus exclusively on A level analysis is to ignore the destinations, experience and future achievement of a majority of the city's teenagers who do not pursue A level study. An overview of the data on Post 16 destinations from 2015 is shown at APPENDIX 2. The picture is complicated further by the growing trend in colleges for students to take up a blend of A levels and vocational qualifications such as BTEC. When taking a strategic overview of future post-16 needs it is therefore critical to consider the needs, choice and progression of all students completing Key Stage 4 and to recognise that the pattern of provision and choice is changing as students increasingly study for a blend of qualifications.

20 Of those learners completing Key Stage 4 in Sheffield:

- about a quarter remain in, or enrol at a school with a sixth form and almost exclusively pursue A level study
- just over half enrol at a college and pursue either A levels, vocational qualifications, or a blend of the two. A significant proportion of these will be those who have not achieved five or more GCSEs at grade C or above, including English and maths – a group sometimes referred to as the 'forgotten 40%' because of the policy focus on A levels and sixth forms to the exclusion of other types of provision
- about a fifth enrol with training providers and take up vocational qualifications only- mainly made up of those drawn from the 'forgotten 40%'
- the remainder do not enter education or training – - mainly made up of those drawn from 'forgotten 40%' as well.

21 This pattern changes over the course of the two years or more that these learners are involved in post-16 education. For example, just over 10% of learners fail to complete the first course of study they move on to, or fail to progress from the first year into the second year or a 2 year course.

What strategic trends might impact upon the development of A Level provision in coming years?

22 Demographic change is the most significant consideration. 16-18 learner numbers are anticipated to fall slightly over the next 2-3 years, but then increase to 2024 and stabilize thereafter into the next decade.

23 Recent years have seen secondary schools that have not historically offered A Levels set up their own sixth form provision. This is often popular with students who can then 'stay on' at their secondary school into Post 16 education. This has had an impact on numbers choosing college provision. If more students choose these pathways then demand for A Level provision will change.

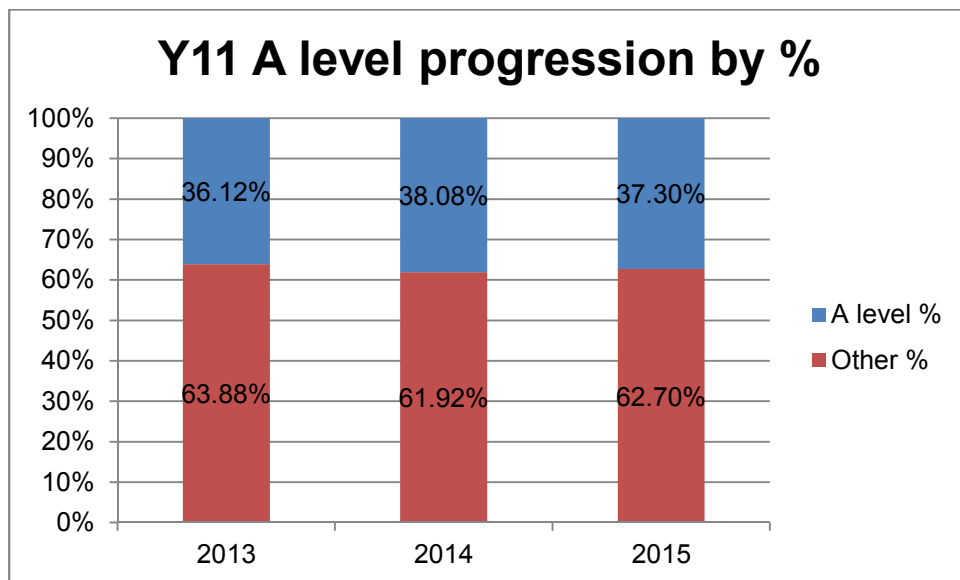
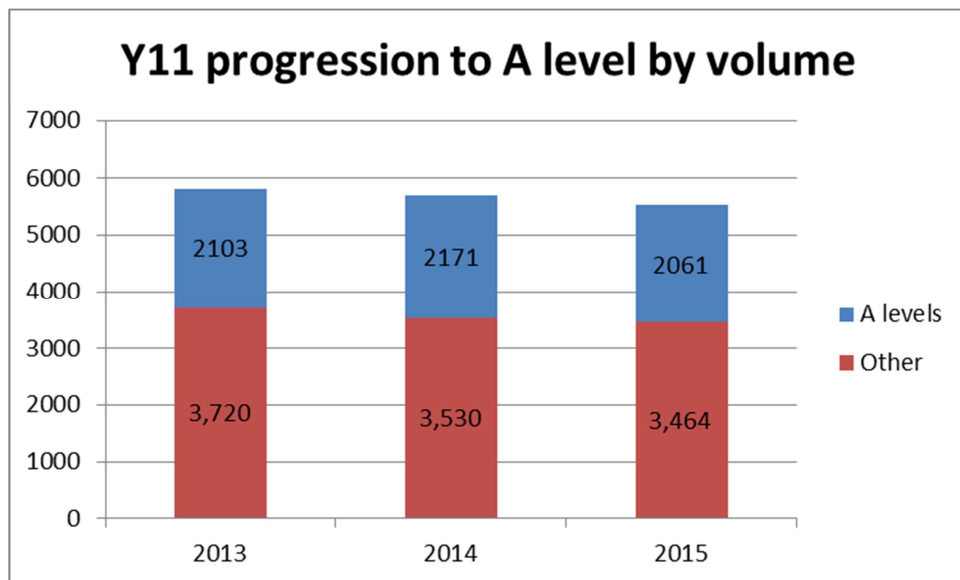
24 As the supply of A level places grows and the demand, due to demographic decline, falls, the element of choice increases and a greater proportion of young people are likely to move across the city to pursue A levels at those institutions that are perceived as delivering better results. This can see numbers fall in some other institutions to the extent that, in a period of tightening post-16 budgets, it becomes unviable and educationally unsound to deliver A levels at that location.

25 Government is promoting technical pathways as an alternative to traditional post 16 A-Level routes. FE colleges are often in a good position with their infrastructure to deliver these. It is therefore possible that over the next 5-10 years there will be an increase in school based A level provision as the FE sector focuses more on technical and vocational pathways.

Recommendations

26 That the Scrutiny Committee notes the information in this report.

APPENDIX 1: Year 11 Progression to A Level Provision 2013-2015



APPENDIX 2: Post 16 Destinations 2015 all provision

Y11 Activity Survey 2015

| Locality | Cohort Total | | Full Time Education | | Full Time Education of which A levels | | | Training (non Emp) | | Employment With Training | | Employment Without Training | | Part-time Employment | | NEET | | Cannot be Contacted | | Current Situation Not Known | | Into Learning | | |
|-------------------------|--------------|------------|---------------------|------------|---------------------------------------|------------|-------|--------------------|-------|--------------------------|-------|-----------------------------|---------|----------------------|--------|------------|-------|---------------------|--------|-----------------------------|-------|---------------|-------|------------|
| | No.YP | % of Total | No.YP | % of Total | in FE | in Schools | Total | % of Total | No.YP | % of Total | No.YP | % of Total | No.YP | % of Total | No.YP | % of Total | No.YP | % of Total | No.YP | % of Total | No.YP | % of Total | No.YP | % of Total |
| Locality A | 679 | 77.9% | 90 | 25.8% | 85 | 175 | 175 | 25.8% | 51 | 7.5% | 65 | 9.6% | 7 | 1.0% | 0 | 0 | 20 | 2.9% | 2 | 0.3% | 5 | 0.7% | 645 | 95.0% |
| Locality B | 702 | 89.2% | 117 | 28.3% | 82 | 199 | 199 | 28.3% | 26 | 3.7% | 17 | 2.4% | 5 | 0.7% | 0 | 0 | 21 | 3.0% | 4 | 0.6% | 3 | 0.4% | 669 | 95.3% |
| Locality C | 619 | 83.5% | 24 | 24.9% | 130 | 154 | 154 | 24.9% | 37 | 6.0% | 31 | 5.0% | 3 | 0.5% | 0 | 0 | 26 | 4.2% | 2 | 0.3% | 3 | 0.5% | 585 | 94.5% |
| Locality D | 866 | 83.1% | 126 | 28.8% | 123 | 249 | 249 | 28.8% | 23 | 2.7% | 85 | 9.8% | 8 | 0.9% | 0 | 0 | 26 | 3.0% | 1 | 0.1% | 3 | 0.3% | 828 | 95.6% |
| Locality E | 539 | 87.6% | 10 | 40.4% | 208 | 218 | 218 | 40.4% | 16 | 3.0% | 37 | 6.9% | 3 | 0.6% | 0 | 0 | 9 | 1.7% | 0 | 0.0% | 2 | 0.4% | 525 | 97.4% |
| Locality F | 1413 | 93.6% | 16 | 58.5% | 810 | 826 | 826 | 58.5% | 31 | 2.2% | 34 | 2.4% | 3 | 0.2% | 0 | 0 | 17 | 1.2% | 4 | 0.3% | 2 | 0.1% | 1387 | 98.2% |
| Locality G | 584 | 86.8% | 25 | 38.5% | 200 | 225 | 225 | 38.5% | 12 | 2.1% | 49 | 8.4% | 3 | 0.5% | 0 | 0 | 12 | 2.1% | 1 | 0.2% | 0 | 0.0% | 568 | 97.3% |
| City Wide Totals 2015 | 5525 | 85.9% | 408 | 37.3% | 1653 | 2061 | 2061 | 37.3% | 210 | 3.8% | 321 | 5.8% | 36 | 0.7% | 0 | 0.0% | 153 | 2.8% | 25 | 0.5% | 35 | 0.6% | 5276 | 95.5% |
| City Wide Totals 2014 | 5701 | 86.0% | 464 | 38.1% | 1707 | 2171 | 2171 | 38.1% | 206 | 3.6% | 296 | 5.2% | 35 | 0.6% | 3 | 0.1% | 165 | 2.9% | 41 | 0.7% | 53 | 0.9% | 5404 | 94.8% |
| City Wide Totals 2013 | 5823 | 85.9% | 536 | 36.1% | 1567 | 2103 | 2103 | 36.1% | 231 | 4.0% | 261 | 4.5% | 30 | 0.5% | 1 | 0.0% | 189 | 3.2% | 25 | 0.4% | 86 | 1.5% | 5492 | 94.3% |
| Trend 2013-2015 | -298 | 0.0% | -128 | 1.2% | 86 | -42 | -42 | 1.2% | -21 | -0.2% | 60 | 1.3% | 6 | 0.1% | -1 | 0.0% | -36 | -0.5% | 0 | 0.0% | -51 | -0.8% | -216 | 1.2% |
| % change (number of YP) | -5.1% | -5.1% | -23.9% | 5.5% | 5.5% | -2.0% | -2.0% | -9.1% | 23.0% | 23.0% | 20.0% | 20.0% | -100.0% | -100.0% | -19.0% | -19.0% | 0.0% | 0.0% | -59.3% | -59.3% | -3.9% | -3.9% | | |

Schools in Each Locality Area

| Locality | |
|-------------------|------------------------------|
| Locality A | CHAUCER |
| | ECCLESFIELD |
| | HOLGATE MEADOW |
| | YEWLANDS |
| Locality B | Firth Park Academy |
| | FIRVALE |
| | HINDE HOUSE |
| | PARKWOOD ACADEMY |
| Locality C | ALL SAINTS |
| | HERITAGE PARK |
| | Seven Hills |
| | Sheffield Inclusion Centre |
| | SHEFFIELD PARK ACADEMY |
| | SHEFFIELD SPRINGS ACADEMY |
| | |
| Locality D | BIRLEY COMMUNITY COLLEGE |
| | CITY (Outwood) |
| | HANDSWORTH GRANGE |
| | MEADOWHEAD |
| | WESTFIELD SCHOOL |
| Locality E | NEWFIELD |
| | TALBOT |
| Locality F | BENTS GREEN |
| | HIGH STORRS |
| | KING ECGBERT |
| | KING EDWARD VII |
| | NOTRE DAME |
| | SILVERDALE |
| | TAPTON |
| | University Technical College |
| Locality G | BRADFIELD |
| | FORGE VALLEY |
| | STOCKSBRIDGE HIGH |

This page is intentionally left blank