

## ANNEXES

### **Annex 1 Summary of Unlocking Talent, Fulfilling Potential**

#### **'Unlocking Talent, Fulfilling Potential', DfE, December 2017**

This DfE publication outlines ambitions to improve social mobility through education:

1. Close the 'word gap' in early years (improve support for early language) so children 'arrive at school in a position to fulfil their potential'.
2. Close the attainment gap in school while continuing to raise standards for all through school improvement and quality of teaching in disadvantaged areas.
3. High quality post-16 choices for all young people including high quality technical options, excellence centres for maths & English, & staff peer support.
4. Everyone achieving potential in rewarding careers; increased collaboration with businesses to improve the careers offer to students, and a retraining offer.

Resources will be targeted on the places that most need them. She suggests:

- disadvantaged children are, on average, four months behind at age five, 11 months behind at age 11 and 19 months behind at age 16;
- a £20 million gain if all disadvantaged pupils perform as well as in London.

Much of the funding is already committed. The following policies are proposed:

1. £50m for more school-based nursery provision for disadvantaged children.
2. Establish expert group on reception learning and introduce a performance dashboard for early years by local authority.
3. Coasting schools to get coordinated support from an accredited, school-led system leader instead of enforced leadership change.
4. Actively increase high-quality initial teacher training partnerships in challenging areas struggling with recruitment.
5. New teachers to get "universal entitlement" to a "core of support" during first years.
6. Consultation on clearer career pathways for teachers.
7. Develop an effective accreditation system for teacher professional development.
8. Prioritise the opening of teaching schools in challenging areas.
9. Revise performance metrics for greater support for underperforming schools.
10. New wave of free schools in 2018 will particularly focus on challenging areas.
11. Review into "children in need", to understand these pupils.
12. Carry out an externally led review into school exclusions.
13. £23m Future Talent Fund to trial approaches to teaching bright children.
14. Introduce a "transition year" for 16-year-olds not ready to access A-levels or T-levels.

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## **Annex 2 Directory of Services in the Education and Learning Business Unit and main statutory duties on local authorities for education**

There is an overarching statutory responsibility for Education (section 13A in the 1996 Education Act), which applies to all schools, *including academies*. This duty underpins the council's obligations to the Warwickshire family of schools. It is a duty to promote:

- high standards
- fair access to opportunity for education and training
- the fulfilment of learning potential.

Councils also continue to hold a wide range of statutory responsibilities for Education and can choose to exercise statutory powers. Some of the responsibilities apply to maintained schools only, some to all schools, and some to settings.

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<u>Service</u>	<u>Service 'Definition'</u>	<u>Main Current Statutory Duties &amp; Powers</u>
<b>Head of Service, Education and Learning</b>	The Head of Service has responsibility for the strategic overview of all services in the Business Unit..	All statutory duties and Powers listed below
<b>Adult &amp; Community Learning</b>	Adult and Community Learning (ACL) provides both accredited and non-accredited learning opportunities for adults aged 19+. Provision includes Essential Skills (English, Maths and ESOL); programmes for adults with learning difficulties and/or disabilities; ICT; Family Learning; Community Learning programmes including Art, Craft, Languages and other subjects; and vocational programmes to support those not yet in employment into work. Programmes take place in community venues across the county. ACL works in partnership with many organisations and can develop bespoke programmes to meet needs identified by organisations as well as offering universal access programmes across the county	Duties to secure enough education and training is available to those over compulsory school age (Education Act 1996; sections 15ZA -15ZD)  Duty ensure the 'core entitlement' is satisfied for those over compulsory school age (Education Act 1996; section 17A and 17C)  Powers to award and authenticate academic and vocational qualifications and create courses and qualifications Education Act 2002; section 190
<b>Marle Hall</b>	Residential outdoor centre in North Wales. Sleeps 100+. Provides learning outside the classroom opportunities for Warwickshire schools and other groups, using adventurous outdoor activities and environmental studies. Emphasises personal and social education to help build resilience and independence in young people, or directly supports the curriculum e.g. GCSE, A Level geography. Provides courses for youth groups, National Citizen Service, universities, children in care, and individual national leadership courses in lowland and mountain walking, and rock climbing, to support teachers and leaders to deliver e.g. D of E award. Also available for group accommodation, awaydays, social gatherings, and corporate training.	Duty to maintain a licence from the Adventure Activities Licensing Authority (AALA) to operate with under 18s, (Activity Centres (Young Persons' Safety) Act 1995 and the Adventure Activities Licensing Regulations 2004)
<b>Warwickshire Music</b>	Provides support and advice on all aspects of music education to Warwickshire schools and settings. Lead organisation for the Warwickshire Music Hub and responsible for funding administered by Arts Council England. Creates positive partnerships with schools, community groups and music businesses. Provides instrumental and vocal lessons; music centre groups; instrumental hire to parents and schools; events, workshops and concerts. Total staff 117.	
<b>The Virtual School</b>	Responsible for meeting the statutory duty to promote the education of children looked after (CLA) or those who have left our care to become adopted or subject to a special guardianship order or child arrangement order. This involves maintaining a "roll" of CLA and monitoring their attainment and progress. All CLA 3-18 must have a termly PEP. The Virtual School monitors the quality of provision offered by education providers to CLA by conducting visits. The Head of the Virtual School also manages the pupil premium for CLA and ensures that it is used appropriately The Tiffin Club is a registered charity offering enrichment to CLA and operates from the Virtual School under the leadership of the VSH	See 'Promoting the education of looked after children, Statutory guidance for local authorities' July 2014 The Children Act 1989 as amended by the Children and Families Act 2014.  The Care Planning, Placement and Case Review (England) Regulations 2010 as amended by the Care Planning, Placement and Case Review (England) (Miscellaneous Amendments) Regulations 2013 and the Adoption and Care planning (Miscellaneous Amendments) Regulations 2014. As corporate parents, local authorities should have high aspirations for the children they look after

Service	Service 'Definition'	Main Current Statutory Duties & Powers
<p><b>Education Access &amp; Sufficiency</b></p>	<p>Strategic overview of planning for educational places. This includes early years sufficiency, and the provision of quality places for all learners of statutory school age in taxpayer funded schools. This will involve the expansion to existing buildings and the commissioning of new schools as appropriate. Co-ordinating the admission on an annual basis of pupils to schools, and managing the transfer of pupils between schools during an academic year. Ensuring that pupils who are permanently excluded from school are provided with a place to continue their learning as quickly as possible.</p>	<p>Duties to secure sufficient school and childcare (early education) places and to consider parental representations Education Act 1996; section 14, 14A, Childcare Act, 2016                      Duties and powers in relation to the establishment of new schools Education and Inspections Act 2006; section 6A -14                      Providing a Statutory Sufficiency Plan</p> <p>Powers and duties relating to the maintenance and funding of maintained schools; local authority financial schemes; the determination of the school budget share, approval of the local financial scheme and/or the disposal of land. School Standards and Framework Act 1998; Part II (sections 20 -83)</p>
<p><b>School Organisation and Planning</b></p>	<p>Responsible for ensuring sufficiency of school places across Warwickshire. Lead on projects relating to school expansions, relocation, reorganisations and the opening of new school provision. Produce and maintain pupil number forecasts, which are utilised to inform decisions on long term sufficiency. Produce and maintain the Education and Learning School Sufficiency Strategy, this document is updated annually covering a rolling period of 5 academic years and outlines the approach to ensuring sufficient school places in any given planning area in the short, medium and long term.</p>	<p>Duties to secure sufficient school places and to consider parental representations Education Act 1996; section 14, 14A                      Duty to ensure maintained schools comply with prescribed premises standards Education Act 1996; section 542                      Duty to comply with any limit on infant class sizes School Standards and Framework Act 1998; section 1                      Duties and powers in relation to the discontinuance and alteration of schools Education and Inspections Act 2006; sections 15-28</p> <p>Powers to determine the dates of school terms and holidays Education Act 2002; section 32</p>
<p><b>School Admissions &amp; Transport</b></p>	<p>School Admissions - Statutory responsibility for coordination of school places for Warwickshire residents which includes 11+ testing where required. Process where applicable In year requests and maintain a Fair Access Protocol. Carry out school appeals where required.</p> <p>Home to School Transport - Process all applications for school transport, checking eligibility and where required processing payments.</p> <p>Free School Meals - We operate a real time online system enabling telephone and online applications to be immediately checked against live data held by the DfE. This empowers schools to maximise Pupil Premium payments.</p>	<p>Duty to produce a transport policy statement Education Act 1996; sections 509AA –AE                      Duty in relation to school admission arrangements. School Standards and Framework Act 1998; Part III (sections 84-88Q and 96-97C)                      Duties to make arrangement for school admission appeals School Standards and Framework Act 1998; Sections 94-95A                      Powers and duties to promote sustainable travel and make arrangements for home to school travel Education Act 1996; Sections 508A - I                      Powers to provide assistance for travel whether through transport arrangements or the payment of expenses Education Act 1996; section 509A                      Power to give directions about the admission of a child. School Standards and Framework Act 1998; Part III (sections 84-88Q and 96-97C)</p> <p>Powers to make arrangement for school admission appeals School Standards and Framework Act 1998; Sections 94-95A</p>
<p><b>Early Years - Sufficiency</b></p>	<p>Responsible for securing sufficient early years and childcare places to meet the needs of working parents, and for securing sufficient free early years education for all eligible young children. Responsible for producing childcare sufficiency assessment annually and making this information available to elected members and parents. Information and advice to early years settings (including those managed directly by schools) on governance, finance and business issues. Managing and administering Nursery Education Funding arrangements, including ensuring compliance with Statutory Guidance.                      Lead for introduction of 30 Hours childcare for children of working parents.</p>	<p>Duties to have regard to Code of practice relating to the provision of relevant early years education and to inform parents of special educational provision School Standards and Framework Act 1998; section 123                      Duty to secure the sufficiency of childcare in the area Childcare Act 2006 section 6                      Duty to secure early years provision free of charge Childcare Act 2006; section 7</p> <p>Powers to exchange information regarding early years provision Childcare Act 2006; section 13A</p>



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<p><b>Child Employment &amp; Entertainment Licensing</b></p>	<p>To enable children to undertake part time work in accordance with the legislation and to ensure that they are not being employed unlawfully or that their health, welfare or ability to take advantage of their education is not suffering or likely to suffer as a result of being employed.                  To enable children to participate in performances and gain wonderful life experiences by being given the opportunity to appear in a local stage plays, professional theatres, film, television advertisements, modelling assignments or as part of a national sporting team.                  To approve chaperones for children in entertainment.</p>	<p>Regulations of Permitted and Prohibited Employment, Warwickshire County Council Bye laws on the employment of children 1998 (sections 18(2) &amp; 20(2) Children &amp; Young Persons Act 1933)</p>
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<u>Service</u>	<u>Service 'Definition'</u>	<u>Main Current Statutory Duties &amp; Powers</u>
<p><b>SEND &amp; Inclusion</b></p>	<p>Strategic Lead for SEND Reform programme working with partners in Health, Social Care, Education Settings and Parent Carer Forum to enable timely identification, early intervention and assessment of need, good quality provision and positive outcomes for children and young people with SEND. SEND and Inclusion teams offer a mix of traded capacity building work and statutory work related to EHCs, exclusions and School Attendance. Teams include ACE, STS(Including Links) , EPS, EMTAS, Flex Learning and SENDAR.</p>	<p>Duty to support and involve children and young people with special educational needs and disabilities Children and Families Act 2014;section 19                  Duty to identify children with special educational needs and learning disabilities Children and Families Act 2014;section 22                  Duties to exercise functions with a view to integrating educational and training provision with health and social care where it would promote the wellbeing of children with special educational needs and disabilities or improve the quality of special educational provision. Children and Families Act 2014;section 2                  Duty to keep under review education and training provision for children with special educational needs or disability Children and Families Act 2014;section 27                  Duty to publish information about services (local offer) available for children with special educational needs or disabilities in or outside its area. Children and Families Act 2014;section 30                  Duties to provide information and advice to parents and the child or young person about their personal special educational needs or disabilities of the child or young person. Children and Families Act 2014;section 3</p>
<p><b>SENDAR</b></p>	<p>The Special Educational Needs and Disability Assessment and Review (SENDAR) team is the key operational service for assessing, issuing and reviewing EHC plans. This team is vital to Warwickshire meeting the statutory obligations set out in the SEND Code of Practice (Children and Families Act 2014)</p>	<p>Duty to make arrangements for joint commissioning with partners for children with special educational needs or disabilities including EHC needs assessments and plans and personal budgets Children and Families Act 2014;section 26                  Duties to secure that EHC plans provide for education in maintained mainstream educational settings except in certain circumstances Children and Families Act 2014;section 3                  Duties to secure children without EHC plans are educated in maintained mainstream educational settings Children and Families Act 2014;section 34                  Duties to determine whether an EHC assessment is necessary and powers to carry out an assessment. Children and Families Act 2014;section 3                  Duties and powers governing the processes to put in place a EHC plan where an assessment has concluded that a child requires special educational provision. Children and Families Act 2014;sections 37 to 40                  Duty to ensure the special educational provision specified in the EHC plan is provided Children and Families Act 2014;section 42                  Duties to review EHC plans every 12 months and powers to re-assess at any time Children and Families Act 2014;section 44                  Duties to prepare a personal budget where an EHC plan is maintained ( and subject to regulations direct payments)Children and Families Act 2014;section 49</p>

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		<p>Duties and powers to arrange mediation in relation to appeals against EHC plans Children and Families Act 2014;section 54                  Duties to put in place arrangements to avoid or resolve disputes (a) about the exercise of functions relating to EHC plans by the council or relevant bodies and (b) between parents and governing bodies in relation to special educational provision. Children and Families Act 2014;section 57                  Duty to pay any education and training fees of a school or institution or other place named in the EHC plan and powers to pay fees in other circumstances Children and Families Act 2014;section 63</p>
<p><b>Educational Psychology Service</b></p>	<p>EPs work to apply psychology in a range of different situations and in a variety of different ways, including:                  Direct work with children and young people, including assessment of learning, social and emotional needs and therapeutic work                  Consultation and problem solving with children, young people, families, school staff and other education, health, welfare and social professionals                  Direct work with parents, including consultation, support and parent training programmes                  Support and supervision for key people in schools and other settings                  Training and development work, including bespoke training packages to meet individual needs, development and delivery of project work                  Individual, group or class based support using specific psychological approaches and techniques                  Contribution to planning and progress review meetings                  Support in developing practice which meets legislative requirements                  Contribution to the development and review of school policies and the facilitation of inclusive practice</p> <p>Research and evaluation projects                  Commissioned work e.g. critical incident support, work with LAC teams</p>	<p>As Above</p>
<p><b>Flexible Learning Team</b></p>	<p>The Flexible learning Team (FLT) provides support to primary and secondary schools for pupils who are unable to attend school for periods of time as a result of ill health. This covers both physical illness and injury and diagnosed mental health conditions e.g. anxiety, depression and eating disorders.</p> <p>Support is provided in line with the DFE guidance 'Ensuring a Good Education For Children Who Cannot Attend School Because of Health Needs' DFE = 003307-2013                  The team is available to all pupils resident within Warwickshire and registered with a school. The only exception to this is a pupil resident in Warwickshire who is unable to secure a school placement and is referred through SENDAR.                  In May 2016 Schools Forum supported, in line with the approach taken by most LAs, the recoupment of 80% of the Age Weighted Pupil Unit (AWPU) if provision was made for the pupil for a period exceeding 6 weeks.</p> <p>In Special / Specialist schools 80% of place funding would be recouped.</p>	<p>As Above</p>

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<p><b>Disability &amp; Professional Practice</b></p>	<p>The Integrated Disability Service includes LA and NHS Teams:                  -Child Development Service providing a co-ordinated, multi-agency assessment and follow up service to pre-school children with complex needs, following Early Support principles.                  -Early Years, including specialist teaching staff and Child Development Advisers, providing a range of direct teaching, support and training for settings and parents, including EarlyBird (parent training for children with Autism), Triple P, Makaton and Portage home visiting.                   -SEND Childcare advice and training for settings with those up to 18.                  -Physical Disability, including Occupational Therapy and Specialist Teachers, providing advice and support to ensure that children achieve the greatest possible independence both at home and school.                  -Complex Needs, made up of staff who work with children with Severe and Complex Needs in mainstream.                  -Hearing Advisory, including Specialist Teachers, Teaching Assistants, and an Educational Audiologist.</p>	<p>Duties to secure integration within a mainstream setting as far as practicable Children and Families Act 2014;section 35                   The Childcare Act 2006 places a duty on local authorities to provide sufficient childcare for working parents and those with disabled children up to 18 'as far as practicable'                   The Neonatal Hearing Standards (NHSP) require us to make contact with the family of a newly diagnosed deaf baby within 48 hours / two working days..</p>
<p><b>Specialist Inclusion Support Group</b></p>	<p>Specialist Inclusion Support Groups (SISG) are provisions targeted at KS1 and KS2 pupils without EHC Plans who are at risk of exclusion. Managed by Local Authority. Pupils remain on-roll at their home school and attend there at least 1 day per week. Pupils attend for up to two terms. 'Link bases' are currently established at two primary school locations.</p>	
<p><b>Specialist Teaching Service</b></p>	<p>STS supports schools to raise standards and improve outcomes for pupils with SEND by complementing and developing the expertise of school staff through our own highly trained and qualified professionals. Our service will build capacity and remove barriers to learning, by addressing the diverse needs of a range of learners in a coherent way.                   We can provide schools with support for pupils with: Autistic Spectrum Condition; Speech and Language Difficulties, including Developmental Language Disorder; Communication and Interaction needs; Cognition and Learning needs; and Social, Emotional and Mental Health Support for pupils who are at risk of permanent exclusion can also be accessed through the Primary Memorandum of Understanding.</p>	
<p><b>ACE</b></p>	<p>ACE comprises of 2 parts to the service:  <b>Traded Delivery</b>                  Offers strategies for Improving whole-school attendance and support for schools including reviewing processes and procedures along with the analysis of attendance data. Casework intervention provides early intervention and support to help schools to improve attendance by starting with assessment, action planning and including the identification of early help and where appropriate leading to pre- legal meetings.  <b>Statutory Service</b>                  ACE statutory service undertakes prosecutions for non- school attendance on behalf of the Local Authority.</p>	<p>Must publish a code for penalty notices to address poor attendance and administer the penalty notice regime according to the Education (Penalty Notices) (England) Regulations 2007 and subsequent amendments; (Warwickshire Non -School Attendance and Fixed Penalty Code of Conduct)                  Improve attendance where schools report absence to them according to the Education (Pupil Registration) (England) Regulations 2006                  Must consider serving an education supervision order before prosecution for truancy (s 447 Education Act 1996)                  Investigate the whereabouts of pupils who have poor attendance and are at risk of being deleted from the schools' admission register (Education (Pupil Registration) (England) Regulations 2006); and comply with all its statutory obligations under the Education (Pupil Registration) (England)</p>

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		<p>Regulations 2006</p> <ul style="list-style-type: none"> <li>• ACE statutory service undertakes prosecutions for non- school attendance, including Leave of Absence, on behalf of the Local Authority. that must be conducted in line with the Warwickshire Non -School Attendance and Fixed Penalty Code of Conduct and the Code for Crown Prosecutors including the consideration of both the evidential and public interest tests.</li> <li>• Any significant level of unauthorised absence may lead to statutory intervention under s.444 1 (a) for an aggravated offence</li> </ul> <p>All Penalty Notices are issued in line with the Warwickshire Non-School Attendance and Penalty Notices Code of Conduct and the Code of Conduct for Crown Prosecutors</p>
<p><b>EMTAS</b></p>	<p>EMTAS works in partnership with schools, parents and other agencies to improve the achievements and engagement of pupils from the Gypsy, Roma and Traveller (GRT) community and pupils with English as an Additional Language (EAL).</p> <p>The EAL team offer:          EAL and EAL/SEND assessment and direct pupil support.          Ensures multi-agency approach for EAL complex needs pupils          Support successful cross-cultural communication          Builds capacity in schools (training)</p> <p>The GRT team offer:</p> <ul style="list-style-type: none"> <li>• Home-school liaison</li> <li>• Direct pupil support</li> <li>• Cultural awareness training for schools and partnership services</li> <li>• Advice regarding distance learning materials</li> <li>• Transition projects</li> <li>• Support for students accessing alternative provision</li> <li>• Multi-agency work</li> </ul>	



Service	Service 'Definition'	Main Current Statutory Duties & Powers
<p><b>Learning &amp; Improvement</b></p>	<p>Strategic lead for ensuring that every child in Warwickshire has the opportunity to attend a good or better school / setting. This involves risk assessing all schools and early education settings and ensuring that appropriate support and intervention is in place in order to address identified needs. Working with schools and headteachers to develop system leadership via school-to-school support. Growing the number of Teaching Schools and enabling schools to work effectively in local, county wide and sub-regional networks. Statutory powers to intervene in LA maintained schools causing concern.</p>	<p>Duty to ensure every maintained school has a broad and balanced curriculum Education Act 2002; section 79</p> <p>Duties to consider outcomes of school inspections where special measures or significant improvements are required Education Act 2005; section 15</p> <p>Duty to prepare statement in response to inspections under section 136 of overall performance of education functions or specified functions. Education and Inspections Act 2006; section 137 Responsibilities under Schools Causing Concern Guidance 2017</p>
<p><b>Safeguarding &amp; Intervention</b></p>	<p>identification of and support for schools causing concern, including risk assessment processes. Developing school to school support and system leadership across the county. Working with Teaching Schools to develop their capacity. Working with headteachers to build leadership capacity. Investigation of complaints submitted to Ofsted and the LA where a safeguarding risk is identified, working closely with the LA Schools' safeguarding Manager. Early Years quality improvement and safeguarding. Statutory assessment and moderation for all three primary phases. Development of consortia moderation. NQT induction processes, training and advice. Gather and analysis of school performance data, outcomes and other intelligence.</p>	<p>Duty to ensure education functions are exercised with a view to safeguarding and promoting the welfare of children Education Act 2002; section 175</p> <p>'Keeping Children Safe in Education' describes responsibilities, DfE 2017</p> <p>Powers to issue performance standards and safety warning notices to schools causing concern Education and Inspections Act 2006 section 60</p> <p>Powers of the Council to intervene in relation to schools causing concern and teachers pay warning notices Education and Inspections Act 2006; sections 60A, 63-66</p>
<p><b>Governor Services</b></p>	<p>To support <u>effective</u> governance through governors, clerks and head teachers:</p> <ol style="list-style-type: none"> <li>1.Support for governor appointments &amp; constitution;</li> <li>2.Governor Development: comprehensive training programme*;</li> <li>3.Clerking Service*;</li> <li>4.Support and Guidance*: Advice telephone line, WCC Governor Services online resources library,news bulletins, external reviews of governance.</li> <li>5.Leadership Development &amp; Intervention:             <ul style="list-style-type: none"> <li>- support for HT recruitment; new head teacher induction programme*;</li> <li>- integral member of Schools of Concern process, close collaboration with WCC school improvement, schools HR, schools finance, safeguarding. Statutory interventions (warning notice, additional governors, IEBs), and pre-statutory interventions (requesting /advising leadership changes).</li> </ul> </li> <li>6. Governors' Forum &amp; Patch Meetings (*traded services)</li> </ol>	<p>Duty to secure that every governor is provided, free of charge, with information appropriate in connection with the discharge of functions as governor Education Act 2002; section 22</p> <p>Duty to secure that there is made available to every governor, free of charge, training necessary for the effective discharge of those functions. Education Act 2002; section 22 (Clarification: LA may provide or signpost information &amp; training to schools, and may charge for this. . Information and training is provided free of charge to governors by schools.)</p> <p>Duty to appoint parent governor representatives to 'education committees' in accordance with regulations School Standards and Framework Act 1998; section 9 (e.g. Education O&amp;S committee)</p> <p>Powers to make scheme for travelling and subsistence allowances for governors of maintained schools Education Act 1996; section 519</p> <p>Power to accept gifts on trust for educational purposes Education Act 1996; section 529</p> <p>Powers to deal with nuisances and disturbances on school premises Education act 1996; section 547</p> <p>Powers to appoint parent governor representatives to 'education committees' in accordance with regulations School Standards and Framework Act 1998; section 9</p> <p>Power to consent to the formation of companies by governing bodies, and participation and or investment in companies Education Act 2002; section 12</p> <p>Power to appoint local authority school governors Education Act 2002; section 19</p> <p>Powers to provide training and support to school governors free of charge Education Act 2002; section 22</p> <p>Powers and duties relating to the governance arrangements of new schools Education Act 2002; section 34</p>
<p><b>Schools &amp;</b></p>	<p>1, Promotes and builds positive relationships with all schools and settings through effective communications and networks for example. produces 'Heads Up' monthly e-newsletter, supports</p>	<p>Duty to constitute a standing advisory council on religious education Education Act 1996; section 390</p> <p>To secure sufficient suitable education and training provision for all young people in their area</p>

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<p><b>Settings Partnerships</b></p>	<p>to deliver termly head teacher conferences.</p> <p>2. Fulfills WCCs statutory duties in relation to post-16 participation in education, employment and training (EET/NEET).</p> <p>3. Ensures there's a standing advisory council on Religious Education (SACRE). Fulfills WCC's statutory duties by ensuring the agreed syllabus is reviewed every five years. Provides clerking and LA officer support.</p> <p>4. Responsible for developing sufficient Post-16 SEND provision.</p> <p>5. Oversight of Area Behaviour Partnerships</p>	<p>who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. This is a duty under the Education Act 1996. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.</p> <ul style="list-style-type: none"> <li>To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities (SEND), support that will encourage, enable or assist them to participate in education or training. under Section 68 of ESA 2008.</li> </ul> <p>ESA 2008 placed two RPA-related duties on local authorities with regard to 16 and 17 year olds:</p> <ul style="list-style-type: none"> <li>Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training. A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place.</li> <li>Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training. Putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible.</li> </ul> <p>sections 18 and 68(4) of the Education and Skills Act 2008 (ESA 2008) in relation to sections 10, 12 and 68 of that Act</p>
<p><b>Access to Education</b></p>	<p>To ensure children and young people receive their full educational entitlement and to:</p> <ul style="list-style-type: none"> <li>Fulfill WCC's statutory duties for children missing education (CME)</li> <li>Fulfill WCC's statutory duties for elective home education ( EHE)</li> <li>Support for the work of the MASH</li> <li>Support for the work of the Area Behaviour Partnerships (ABP) for children excluded from school or at risk of permanent exclusion</li> </ul>	<p>Duty to make arrangements to identify children not receiving education Education Act 1996; section 436A</p> <p>Duty to secure education in pupil referral units or elsewhere Education Act 1996; section 19</p> <p>Powers to enter parenting contracts or apply for parenting orders in cases of exclusion or misbehaviour Anti-Social Behaviour Act 2003; sections 19 and 20</p> <p>Powers and duties relating to arrangements for review panels in cases of exclusion Education Act 2002; section 51A</p>

**Council Services to schools also include:**

<p><b>Heritage Education</b></p>	<p>offer a range of workshops in the centre of Warwick or in schools</p>
<p><b>WES</b></p>	<p>Communications and Media Service, Construction Service, Corporate Facilities Service, County Fleet Maintenance, Education Safeguarding Service, Finance Service, Heritage Education Service (LACE), HR Service (Advisory &amp; Recruitment), ICT Development Service Legal Service, Payroll, Property Risk Management, Safety and Premises Service, Schools Absence Insurance, Schools Insurance Service, Schools Library Service</p>
<p><b>Other Council services</b></p>	<p>HR: the apprenticeship programme Customer Services: the schools library service and the library service People Group: safeguarding, social care, early help services Public Health: promoting the health and wellbeing of children and families</p>



*Working for Warwickshire*

### **Annex 3 Early Years Case Study**

Case Study: Family A

#### **Context:**

Family A –mother, father and 3 children. Mum is pregnant, has a medical condition and mental health issues, including previous addiction. Dad works. He is also an occasional user of recreational drugs. A single assessment was in the process of being collated in May 2017, which was completed in July 2017.

All integrated partners working on-site are able to establish effective relationships with the children and families, and capture the child's voice. The inter-related nature of the Centre enabled professionals to respond quickly to the needs of the family.

#### **Chronology:**

Mum presented to the Centre in May 2017 requesting a Nursery place for her child. This was accessed, in May 17. During subsequent conversations with keyworker both onsite and on home visit in the first few days mum shared the contextual information above. Mum was signposted to the family support service onsite and accessed this service within 4 days of starting at the Centre. Mum shared further information with family support worker and agreed to access the counselling service that can also be accessed onsite. A referral was made for this, and this support is on-going. The family support worker enabled mum to access her GP service, also accompanying her on one occasion. Dad was signposted to anger management by the family support worker after disclosures of domestic abuse. Mum then shared that she was pregnant, and now accesses midwifery appointments onsite. The family support worker has referred into the peri-natal mental health team, who operate from the Centre. The family support worker visits the family regularly, discussing relationships, medication, physical and emotional well-being and also finance and debt. A charity application was submitted for bunk beds. The single assessment process concluded that due to the integrated nature of the support the family receives from the Centre, no further intervention was required from Children's Services at this time. The younger sibling began 2 year old provision in September 2017.

The effective support around the family is enabling Mum to feel welcomed and safe when accessing the Centre, meaning that high quality education is being accessed for the youngest children, and support and services are readily accessed under one roof. Provision is offered flexibly, to support the needs of the family, such as offering extra sessions when mum needs to access health appointments onsite.

## **Annex 4 Learning Pod Case Study** (anonymised; not real name)

### **Outcomes turned around for Kim (Year 12) through attending The Learning Pod**

Development at birth was in line with expectations. Once at school Kim began showing anxiety and poor social skills. Kim was seen by Educational Psychology Service (EPS) in Year 5 due to concerns around communication, interaction, behaviour and emotional and social development.

Kim received diagnosis of ASD in year 6 and a Statement was issued.

Kim has demonstrated challenging behaviour since year 6 including banging head, punching self, poking self in the eye and tying cable wires around neck to strangle self. In year 9 Kim's school leaders felt that they could no longer meet needs or keep the pupil safe. This followed numerous self-harm incidents which cumulated in a serious suffocation attempt using a power cable in school. School leaders requested parents to keep Kim at home.

Kim has been known to CAMHS for 6 years, and is on medication but feels, as do Kim's parents, that this intervention work has not been helpful. Kim has also expressed a desire to change gender and has been referred to the Tavistock centre in London for assessment to investigate gender dysphoria (gender "unhappiness") and if this could be linked to behaviours.

Kim was referred to the High Needs Panel in Year 9, under Flexible Learning arrangements, and then transferred to The Learning Pod in Year 10.

### **Progress**

Kim successfully sat two GCSEs, achieving a grade 5 in Maths and a Grade 3 in English, and completed the NCFE level 2 qualification in Game Development.

Kim remains on roll at The Learning Pod. In September 2017, Kim enrolled in college on the BTECH Level 2 computing course and is supported in college sessions by a member of staff from The Learning Pod. Kim has managed to follow the agreed strategies and knows what to do when becoming anxious or stressed. Since joining the college, it has become apparent that Kim has a genuine talent for advanced computing and coding. The completion of the level 2 would allow a move to the higher level 3 in computing which is the equivalent of 3 A levels and could lead to an Apprenticeship or university placement. Kim continues to work with the Tavistock Gender Clinic in London, preferring to communicate feelings and goals to the staff at The Learning Pod.

### **Impact**

Kim's parents report that they see significantly fewer instances of self-harm at home and incidences at the Pod are greatly reduced from Year 10 to now (Year 12). Self-injurious behaviour is now for a shorter period of time.

Kim reports being much happier now and feels there is a future. Having achieved several formal qualifications, Kim now faces the possibility of an Apprenticeship or university placement.

## **Annex 5 Strategic School Improvement Fund Round 1 Achievements**

### **Background**

In September 2017 Warwickshire was awarded £499,250 from the DfE Strategic School Improvement Fund Round 1. This was a successful collaborative bid from six of Warwickshire's Teaching Schools and the Local Authority to support school improvement activity in 33 identified primary and secondary schools. The funding is for September 2017 to March 2019 with activity up to July 2019.

The bid is one of three which, though submitted separately, are bound together by the Coventry, Solihull and Warwickshire (CSW) Strategic Board through joint planning and common strategies for school selection criteria, evaluation and monitoring, approaches to leadership; sharing resources and other programme outputs.

This particular application aims to raise attainment by challenging underachievement of disadvantaged pupils through 3 specific foci:

- Improving the reading skills of boys;
- Maths problem solving;
- Developing leadership and governance.

Teachers and leaders will be supported to challenge existing practice and develop their skills and understanding.

Evaluation will be led by the University of Warwick Centre for Professional Development through a moderated self-evaluation model.

33 target schools have been identified, both primary and secondary. Teaching Schools will lead on delivery of the programmes.

Locally the Warwickshire Education Challenge Board (ECB) will oversee the work and report to the CSW Strategic Board. The ECB is representative of all primary and secondary schools in Warwickshire, including academies and LA maintained schools and has oversight of the quality of education and learning outcomes for all children and young people. There is DfE, LA and Diocese of Coventry representation on the Board.

The ECB has five Area Analysis Groups (AAG) that work operationally and report to the ECB.

All named Teaching School Alliances have been involved in drawing together this bid and are committed to improving outcomes for Warwickshire children.

Although only Warwickshire schools are named in this bid, it is anticipated to involve targeted Coventry Solihull and Worcestershire schools in the next phase of bidding.

### **Achievements to date**

- Initial activity in planning the bid enabled the newly formed Area Analysis Groups to input ideas and good practice promoting and building capacity of school to school support across the districts, primary consortia, area secondary heads groups and school phases.
- All Warwickshire schools were invited to submit details of evidenced successful interventions which was widely shared building knowledge.
- Teaching Schools are now working strategically together across Warwickshire and with the University of Warwick.
- Teaching Schools worked individually on developing their own quality assured interventions/programmes.

#### Final version for consultation

- Action research training has been delivered to school practitioners to develop school facing research skills.
- The project has engaged successfully with 33 vulnerable schools in Warwickshire.

#### Project short term outcomes

- Schools will have leaders who champion and actively challenge 'barriers to learning' for disadvantaged pupils through targeted interventions.
- Teachers' knowledge and understanding of how to address the challenge of improving boys reading and problem solving skills in maths will be developed.
- System leaders will provide sustained support and challenge for each named school through Task Groups and peer reviews.
- Boys will be reading more frequently.
- Governors will be holding schools to account for progress in boys reading and problem solving in maths. They will understand what the issues are and how teachers are driving improvements forwards.
- After coaching parents and carers will be more confident to read with their children.
- Schools will improve their Local Authority rating.

#### Project long term outcomes

The project will support:

- Development and promotion of a school led improvement system
- Closing the gap in the performance of disadvantaged pupils
- The achievement of high standards and realisation of their full achievement for children and young people. Consistent and inclusive practice across the education system.

**Annex 6 Headline Structure Chart, Education and Learning Business Unit**

