

Phil Norrey
Chief Executive

To: The Chairman and Members of
the Devon Education Forum

County Hall
Topsham Road
Exeter
Devon
EX2 4QD

(See below)

Your ref :
Our ref :

Date : 6 January 2017
Please ask for : Fiona Rutley 01392 382305

Email: fiona.rutley@devon.gov.uk

DEVON EDUCATION FORUM

Monday, 16th January, 2017

A meeting of the Devon Education Forum is to be held on the above date at 10.00 am in the Committee Suite - County Hall to consider the following matters.

P NORREY
Chief Executive

***The meeting will be followed by a light buffet lunch.
It would be helpful if members were to confirm their attendance***

AGENDA

PART I - OPEN COMMITTEE

- 1 Apologies for absence
- 2 Minutes
Minutes of the meeting held on 19 October 2016 enclosed separately.
- 3 Items Requiring Urgent Attention
Items which in the opinion of the Chairman should be considered at the meeting as matters of urgency.
- 4 Matters Arising from the Last Meeting and Report back on Issues Raised with Cabinet
To consider any matters arising from the last meeting where not otherwise covered on this agenda and to report on items considered at the Cabinet.

- 5 Membership
- 6 Chief Officer for Children's Services Update, Children's Partnership, Children's Services (Draft) Delivery Plan (DEF minute 775) (Pages 3 - 8)
Draft Plan by the Chief Officer for Children's Services (DEF/17/05) attached.
- 7 Head of Education & Learning Update (Pages 9 - 14)
Report of the Chief Officer for Children's Services (DEF/17/03) attached.

SPECIFIC AGENDA ITEMS

ITEMS FOR DECISION

- 8 Finance Update
Joint report of the Chief Officer for Children's Services and County Treasurer (DEF/17/01) **to follow.**
- 9 Apprenticeships: Implications for Schools as Employers (DEF minute 23, 19.10.16) (Pages 15 - 20)
Report of the Chief Officer for Children's Services (DEF/17/04) attached.

ITEMS FOR DEBATE AND INFORMATION

- 10 SEND (Special Educational Needs & Disabilities) Strategy Progress (DEF min 21, 19.10.16) (Pages 21 - 24)
Report of the Chief Officer for Children's Services (DEF/17/02) attached.
- 11 FIPS (Financial Intervention Panel for Schools) Update (DEF minute 24, 19.10.16)
Head of Education & Learning to report.

STANDARD AGENDA ITEMS

ITEMS FOR DEBATE AND INFORMATION

- 12 Standing (and other) Groups
To review action for the Forum from its groups and to receive minutes:-
- (a) Standing Groups
- (i) Schools' Finance Group
Minutes of the meeting held on 4 January 2017 **to follow.**

Also available at
<https://new.devon.gov.uk/educationandfamilies/school-information/devon-education-forum/schools-finance-group>
- (ii) School Organisation, Capital and Admissions Forum
Minutes of the meeting held on 10 January 2017 **to follow.**

Also available at

<https://new.devon.gov.uk/educationandfamilies/school-information/devon-education-forum/school-organisation-capital-and-admissions-group-soca>

(b) Schools Funding Challenges Task & Finish Group

Head of Education & Learning to report.

13 Correspondence

14 Dates of Future Meetings

Wed 15 March 2017
Wed 21 June 2017
Wed 18 October 2017
Monday 15 January 2018
Wed 21 March 2018.

To be held at 10am at County Hall, Exeter.

DCC Calendar of meetings available at:-

<http://democracy.devon.gov.uk/mgCalendarMonthView.aspx?GL=1&bcr=1>

VOTING (see below)

FAILED AMENDMENTS AND VOTING FIGURES MAY BE RECORDED WHERE REQUESTED BY AN ASSOCIATION OR SINGLE MEMBER REPRESENTATIVE (for contentious issues)

Voting Representatives are Schools, Academies and Non-Schools Members, excepting Regulations restrict the voting arrangements by only allowing Schools and Academy members and the PVI private, voluntary and independent sector early years to vote on the funding formula. Additionally for de-delegation matters only the relevant maintained schools members may vote (primary and secondary, vote by phase). In relation to the scheme for financing schools all maintained schools members may vote (all phases).

Coloured voting cards for restricted voting:-
Schools members (maintained) primary - gold
Schools members (maintained) secondary - beige
Academies (mainstream and alternative provision) - blue
Special Schools, Nursery Schools – pink
PVI - orange

FORMAL OBSERVERS, ATTENDEES AND ANY SUBSTITUTE MEMBER ATTENDING IN ADDITION TO THEIR RESPECTIVE FULL MEMBER ARE EXEMPT FROM VOTING

MEMBERS ARE REQUESTED TO SIGN THE ATTENDANCE REGISTER

The Devon Education Forum web is www.devon.gov.uk/schoolsforum
The proceedings of this meeting may be recorded for broadcasting live on the internet via the Devon Education Forum's website. The whole of the meeting may be broadcast apart from any confidential items which may need to be considered in the absence of the press and public.

For information on travelling to County Hall please see <http://www.devon.gov.uk/travelling-to-countyhall.htm>

Devon Education Forum Membership

Schools and Academies Members (20) (minimum 2/3 membership)

Primary Headteachers (Devon Association of Primary Headteachers (DAPH))

Schools Members (3)

Mr A Dobson (Marwood), Mr J Stone (Denbury), Mr M Boxall (Exeter Countess Wear)
(*Substitutes: vacancy, Mr D Barnett (Chudleigh CE) Mrs J Reid (Yeo Valley)*).

Primary Academy Member (1)

Mr J Bishop (Cornerstone Academy Trust)
(*Substitute: (Mr P Walker, Genesis Academy Trust)*).

Primary Governors (Devon Association of Governors (DAG))

Schools Members (3)

Mrs Amanda Blewett (Kings Nympton), Mr M Dobbins (Exmouth, Marpool),
Mrs M Wallis (Whimble).

(*Substitute:*).

Primary Academy Member (1)

Mr A Walmsley (First Federation)

(*Substitute:*).

Secondary Headteachers (Devon Association of Secondary Heads (DASH))

Schools Members (2)

Mr D Chapman (Okehampton CC), Mrs J Phelan (Cullompton CC)

(*Substitute: Mr D Fitzsimmons (Holsworthy CC)*)

Secondary Academy Members (2)

Mr R Haring (Ivybridge CC), Ms M Marder (The Ted Wragg Multi Academy Trust)

(*Substitute Secondary Academy Member: Mr P Cornish (Newton Abbot Academy Trust),
Ms A Mitchell (The Ted Wragg Multi Academy Trust) and Mr M Shanks (Templar Academy
Schools Trust)*).

Secondary School Governors (Devon Association of Governors (DAG))

Schools Members (2)

Vacancy (2)

(*Substitute:*).

Secondary Academy Members (2)

J Elson (Exmouth CC), Mr M Juby (Braunton Academy)

(*Substitute: Mr S Baber, Chulmleigh Academy Trust*).

Nursery Schools (1)

Mrs S Baker

Special School Headteacher (1) (Special Headteachers Association Devon (SHAD))

Ms B Caschere (Exeter Southbrook) (*Substitute: Mrs C White, Dawlish Ratcliffe*)

Special School Governor (1) (Devon Association of Governors (DAG))

Mrs F Butler (Marland School) (*Substitute: Mrs M Carter, Millwater*)

Alternative Provision (1) (Special Headteachers Association Devon (SHAD))

vacancy (Schools Company Devon Academy)

Non-Schools Members (4) (maximum 1/3 membership)

Exeter Diocesan Board of Education

Mr J Searson

Teachers Consultative Committee

Ms B Alderson

Early Years Private, Voluntary and Independent

Mrs G Rolstone (*Substitute: Mr W Forster*)

16-19

Mrs T de Bernhart Dunkin (West England School and College)

Observers & Attendees (non-voting)

Education Funding Agency

Devon County Council

Councillor J McInnes (Cabinet Member – Children, Schools & Skills)

Chief Officer for Children's Services

Head of Education & Learning (other LA Officers as required)

Agenda Annex

Delivery Plan for Devon's Children's Services

DRAFT December 2016

Agenda Item 6

1. INTRODUCTION

1.1 The future of Devon rests with its children and young people. Devon's future prosperity, success and ultimate sustainability depends upon the education, health and wellbeing of our children and young people today. Children, young people and families are therefore at the heart of the ambitions of the Devon Children's Alliance. It is only by working together effectively that we can realise the potential of our children and young people and build a sustainable future for Devon.

1.2 We have high ambitions for our children and young people and high expectations of schools, colleges, settings and services. We want all children in Devon to have the best start in life and, as they grow into young adults, we want them to have good routes into education, employment and apprenticeships that enable them to stay in Devon and lead fulfilling and happy lives.

1.3 The purpose of this document is to outline the delivery plan for Children's Services in Devon 2017-2020. The delivery plan details how the strategic vision set out in "[My Life, My Journey](#)" will be operationalised in Devon. The delivery plan also underpins the "Children and Young People" priority in the [Wider Devon Sustainability and Transformation Plan \(STP\)](#).

1.4 This draft is the responsibility of the Devon's Children's Alliance.

2. THE CASE FOR CHANGE

2.1 Devon must find a new way to deliver children's services. The need for children's services has increased significantly as has the complexity of need. Simultaneously the resources available to meet need have reduced significantly.

2.2 We must change the way we do things in order that we can continue to meet the needs of children and families in our communities effectively and sustainably. We do not intend to lower our aspirations. We intend to deploy the very significant resources we have at our disposal purposefully to maximise the impact we are able to achieve.

2.3 We want children, young people and families in Devon to experience professionals who are working with them to find solutions that build on their strengths and that deliver the best outcome for the individual child, young person and family. We want children, young people and families to experience professionals that intervene when needed before problems have escalated and crisis has set in. We want to move away from episodic care to a responsive, committed model that focuses on getting the right outcomes for individual children and young people. Through this delivery plan we are setting the direction of travel for all work with children, young people and families in Devon and thereby ensuring that the whole system, seamlessly, is pulling in the same direction.

2.4 There are five key shifts we need to make. The first of these, which we will implement via this delivery plan, is **a strengthening of our Early Help system** in Devon. Our current system is out of balance. Too many children come into the children's statutory system. We see this in social care, in Special Educational Needs and in CAMHS. There is good evidence to show that it is detrimental for families to be escalated into a statutory system when they don't need to be.

2.5 Strengthening Early Help will result in more children, young people and families being supported at an earlier stage and consequently a reduction in children that are escalated into statutory services. For this to happen higher levels of complexity, risk and need will be managed within the universal and targeted parts of the system than is currently the case. Our commitment to strengthening Early Help extends the first objective of the Early Help Strategy 2013.

'The overall aim of Early Help is to build resilient families who are able to find their own solutions to challenges and create a happy, healthy home' is extended to include 'and to prevent unnecessary escalation into statutory service'

In order to achieve this, we have to THINK FAMILY and understand that the key to the child achieving good outcomes is very often held by the parents (the younger the child, the more that this is so) and it is only by working with parents that we can lever change for children

2.6 The second key shift that needs to happen in Devon is a **locality based model** with integrated services rooted in the community. When needed, we want expert resources available where the family is, joining the team of professionals around the family and child. In this way we intend to build capacity, competence and confidence. As a partnership we have agreed¹ that local partnership working is at the core of a strong and effective children's services system. We are taking steps to restructure our services around 4 locality footprints.

2.7 The third shift that needs to happen is an **integration of services**. We want our whole system to be joined-up and we want services and functions to be delivered by co-located, or virtually co-located, locality-based teams. This is particularly important for children and young people (and their families), who have special educational needs and/or are disabled. We want children and their families to be able to access support that responds to their specific situation rather than them battling the boundaries of separate services that address their issues partially and in a piecemeal fashion. We don't want children and their families to experience that the different parts of the system they interact with are unable to communicate and cooperate. Concretely this will mean that functions (currently delivered by Babcock, Virgin Care Limited and other providers as well as DCC and other statutory partners) will in future be integrated and delivered through locality based teams and partnerships.

2.8 The fourth key shift that needs to happen is **bespoke and personalised services**. We want services to be responsive, flexible and agile. This means that services will be less shaped by specifications and traditional professional demarcations and more by family needs. We want Devon children and families to experience that services are co-produced with them and creative solutions are sought to fit their particular situation. Where appropriate this will mean using individual budgets.

2.9 The final key shift is **asset or strengths-based practice**. For too long we have been focused on what people can't do, not on what they can. We have had a paternalistic approach that assumes experts know best and which has been over-focused on risk, without sufficient attention to strengths and assets.

A volunteering strategy will be developed alongside this delivery plan with the aim of releasing new capacity to be focused on the partnership's top priorities.

2.10 These key shifts build upon the Alliance Principles. They reflect deep cultural change and a transformational approach to service delivery and outcomes for children; marginal improvements will not be sufficient to achieve our ambitions.

The key shifts are designed to enable us to deliver services in a responsive and flexible way that ensures no child falls through the gaps that have historically existed between different organisations and defined service areas. We intend to empower our workforce to work with families to get the right outcomes by doing the right things.

3. CONTEXT

3.1 There are approximately 160.000 children and young people in Devon and this is set to rise to 171.000 by 2037. On average Devon children and young people are doing well when measured against national benchmarks such as physical health, exam grades and crime levels. However, this average masks inequalities that some children and young people in Devon live with. Many do not enjoy the high quality of life for which the county is renowned;

¹ Devon Children, Young People and Families Alliance Executive meeting on the 19th July 2016

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parts of the county experience much higher rates of poverty and ill health than others. Rates of anxiety and depression and self-harm are high, and many children are at risk of harm or neglect². Many young people do not see a prosperous future ahead of them in Devon and feel that their access to good jobs, public transport and affordable housing is limited³.

3.1.1 Approximately 13% of the local authority's children are living in poverty, and the proportion of children entitled to free school meals is as follows:

- in primary schools is 12% (the national average is 17%)
- in secondary schools is 10% (the national average is 15%).

Children and young people from minority ethnic groups account for 4% of all children living in the area, compared with 22% in the country as a whole. The largest minority ethnic groups of children and young people in the area are Mixed and Asian or Asian British. The proportion of children and young people with English as an additional language:

- in primary schools is 3% (the national average is 19%)
- in secondary schools is 3% (the national average is 14%).

3.1.2 In addition Devon's coastal areas have a transient population due to seasonal work and this is echoed in the agricultural areas of the county. There are a significant number of children from other authorities who are looked after in Devon⁴.

3.1.3 Based on the full population analysis in the [JSNA Devon Overview Report 2016](#) the Children's Partnership has identified the following key priorities:

- **A good school for every Devon child, and every child ready for school**
Devon already has a very high percentage of children attending a good or outstanding school or early years setting and Devon children achieve a good level of development pre-school and achieve well in primary and secondary school. Very successful strategies have been embedded to achieve this. However, there are groups of children, whose needs are less well met, pre-school and in school; these are often children with emotional, behavioural, social and/or communication difficulties. These groups of children will be our priority in this plan
- **Significant improvement in the emotional health and wellbeing of children and young people**
Nationally, a third of children and young people are reporting symptoms of anxiety and/or depression. Around one in 10 children in Devon has a mental health disorder but only a small proportion are in contact with mental health services. The rate of self-harm admissions for 10 to 24 years olds is higher than for similar local authorities and is much higher in deprived areas of the County.
Devon has put in place Early Help for Mental Health with universal on-line access for children and young people and targeted face to face services. Progress has been made to strengthen access to specialist CAMHS and to implement an assertive outreach approach to prevent acute admissions.
The Children, Young People and Families Alliance has committed itself to implementing a Resilience Model across Children's Services
- **End domestic violence and sexual abuse**
Domestic violence and abuse affects many families in Devon with children and young people present in 36% of incidents reported to police in 2013-14. The consequences can be profoundly harmful for children and this issue alone drives a huge amount of activity in all public services. Risks of harm to children are compounded when domestic violence is accompanied by mental ill-health and or alcohol/substance misuse and/or parental learning difficulties. Survivors of childhood sexual abuse intra

² Taken from the "My Life, My Plan" Children's Alliance Plan 2015-2020

³ The Community Insight Survey 2015 highlights job opportunities, public transport and housing as key areas where the satisfaction is absolute lowest. BUT not great response rate among under 25year olds

⁴ [Ofsted Inspection report 2015](#)

or extra-familial, are over-represented in homelessness, incarceration, mental health services, drug and alcohol services, domestic violence and so on. The DSCB prioritised sexual abuse. The implementation of the plans developed in 16/17 is a priority for 17/18

- **Achieve good outcomes for children and young people with SEND**
An SEND peer review in November 2016 confirmed our self-assessment. There is some outstanding and innovative frontline practice in settings, schools and services but the whole system is not sufficiently joined up. We have the SEND Improvement Board in place and our SEND strategy is out for consultation.
- **Ambitious routes into employment, education and training, strengthening transitions so vulnerable young people don't drop out, building a strong and effective apprenticeship offer**
A job and a sense of positive prospects offer huge security and resilience for young people. Most young people, with support from their family, friends, school and college will transition successfully into adulthood without any additional help. Vulnerable young people need some scaffolding in place to support that transition and it needs to be in place early enough and with enough consistency to tolerate some missed opportunities and false starts. A strengths-based practice culture that supports independence, choice and control rather than dependence needs to be strengthened in Devon
- **Develop a multi-agency assertive outreach response to teenagers at the threshold of care**
Our response to teenagers in difficulties needs to be further strengthened and this depends upon managing risk and complexity in the community, deploying the expertise of a multi-agency assertive outreach function into the team around the child to achieve the required outcomes ensuring a sustainable support system around the young person and family is in place
- **Achieve good Children's Services (early help, children in need, child protection, children in care and care leavers)**
In 2015 Children's Services were judged to require improvement to be good and services for care leavers were judged inadequate. Improvement plans are underway. A self-assessment has been completed and a mock unannounced inspection has been commissioned. These will provide the platform for the next phase of the improvement journey

3.2 GOVERNANCE

3.2.1 Devon has a Children's Alliance which is responsible for delivering the children's services outlined in this delivery plan. The Alliance has an independent monitoring/scrutiny/quality assurance function and incorporates our statutory responsibilities to have a Local Safeguarding Children Board. We are early adopters of the Wood's review and will use the greater flexibility given to local areas to streamline partnership working in Devon, to do away with overlapping structures. Three key partners the local authority, the police and health are identified in the Wood's review to drive multi-agency arrangements across the three domains of well-being, safeguarding and protection.

3.2.2 The Children's Alliance consists of a central Commissioning Executive that drives forward the delivery of this strategy, an Expert Reference System (including Experts by Experience) that will set the yearly priorities for the partnership as well as an independent Quality Assurance function that will scrutinise the delivery of services at the frontline to test the impact on outcomes and the experience of children and families. The Commissioning Executive, the Expert Reference System and the Quality Assurance function are founded on a strong locality structure organised into the following 4 locality footprints:

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- Northern Devon (North Devon & Torridge)
- East/Mid Devon
- Exeter
- Southern Devon (Teignbridge/West Devon & South Hams)

The partnership will continuously be sense-checked against the lived experiences of Devon children, young people, their families and carers who will give their views through an Expert by Experience structure.

3.3 THE POLITICAL CONTEXT AT A NATIONAL LEVEL

3.3.1 The national political context for children's work is one of change and uncertainty. All statutory partners working with children are faced with significant change to the legislative framework they operate within, including:

- * Major reform of the statutory framework for education with significant implications for schools and local authorities,
- * Major structural change of the local health and care landscape being implemented through Sustainability and Transformation Plans (STP),
- * An anticipated restructure of the local duty to cooperate with clear leadership responsibilities assigned to the police, local authority and health.
- * Children's Social Care reforms that will have implication for how children's social services are delivered in the future.
- * SEND reforms
- * Significant resource constraints

Furthermore, a number of cross-cutting agendas such as devolution, benefit reform and a new apprenticeship scheme will also have implications for local statutory partners.

3.3.2 Added to this is the uncertainty brought on by the UK referendum on EU membership. The new Prime Minister and her team of ministers are yet to fully set out the direction, focus and pace of reforms in the children's area, including confirming whether they will continue with all reforms announced prior to the referendum. Uncertainty also surrounds the future of major agendas such as devolution and the government's commitment to fiscal restraint. The implications of the UK referendum on EU membership on the UK economy, on the government's future budget and on the workforce are currently unknown, but thought be significant, and all will in turn have implications for the context within which Children's Services are delivered at a local level.

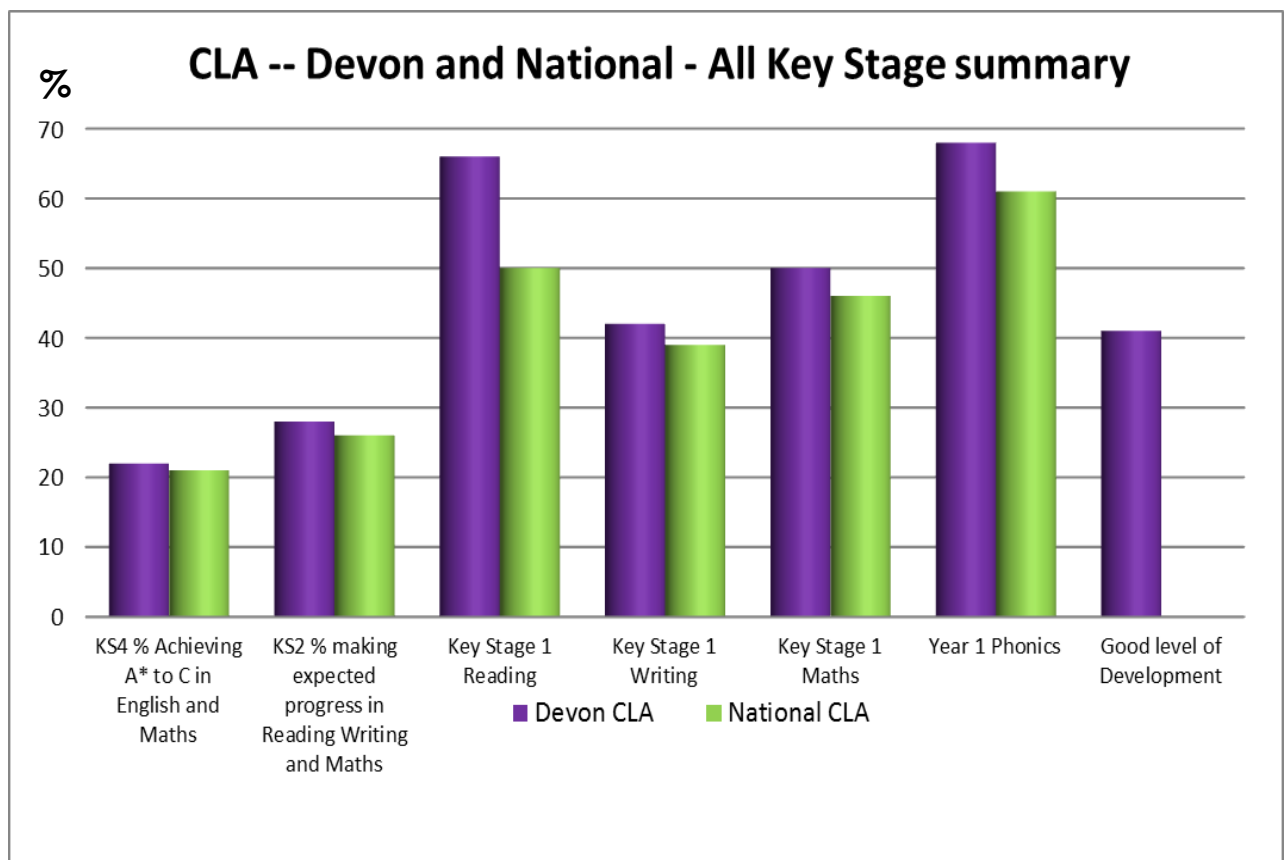
Draft 11.11.2016

Update from the Head of Education & Learning

Outcomes for Children Looked After (by any authority) in Devon mainstream Schools - LA Raise on line data

- The percentage of pupils achieving the English and Maths threshold measure at Key Stage 4 is now above the National Average with 22% of Devon pupils achieving this threshold compared to a National average of 21%;
 The attainment 8 measure was lower than the National Average with Devon children achieving on average 22.65 points compared to 26.68 Nationally. The gap was in the open element where pupils in Devon schools achieved an average 6.47 points compared to a National average of 9 points. The progress 8 measure was -1.43 with the gap once again being in the open section.
- At Key Stage 2 the percentage of Looked after Children in Devon schools who made expected progress in Reading, Writing and Maths remained above the National Average, however some individual subjects are slightly below;
- Attainment at Key Stage 1 is above the National Average in all subjects.

The Graph below provides a summary of outcomes for Devon Children Looked After compared to National averages.



The full report can be found online at <https://new.devon.gov.uk/educationandfamilies/young-people/children-in-care/education-of-children-in-care/information-for-schools-and-settings> under the 'Educational Outcomes' tab.

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SEN Update

SEND Peer Review (Presentation to be given, brief notes below)

A SEND Peer review took place in November to provide independent feedback on Devon's progress (LA and CCGs, Schools and settings) and to inform preparation for a formal local area inspection. The review provided the council with an independent assessment of the following areas:

- An overview of Devon's progress with the implementation of the SEND reforms;
- An assessment of Devon's own self-evaluation against the Code of Practice (0-25 years);
- An assessment of how Devon as an area:
 - i. Identifies children and young people who have special educational needs and/or disabilities
 - ii. assesses and meets the needs of children and young people who have special educational needs and/or disabilities
 - iii. Improves outcomes for these children and young people.
- The quality of strategic leadership across the partnership
- An assessment of the accessibility of Early Help
- The effectiveness of the graduated response framework and the level of understanding in schools of this approach.
- The effectiveness of Joint commissioning arrangements between partners.

The Peer team who visited us were as follows:

- **Lead peer** – Chris Baird, Assistant Director, Education & Commissioning, Herefordshire Council
- **Operational Peer SEND** – Andy Lawrence, Head of 0-25 Together; Residential & ARC Services, Hertfordshire County Council
- **Operational Peer Education** – Margaret Mulholland, Teaching School Director, Swiss Cottage School, Camden
- **Health Peer** – Linda Williams, Independent Consultant
- **Review Manager** – Jill Emery, LGA

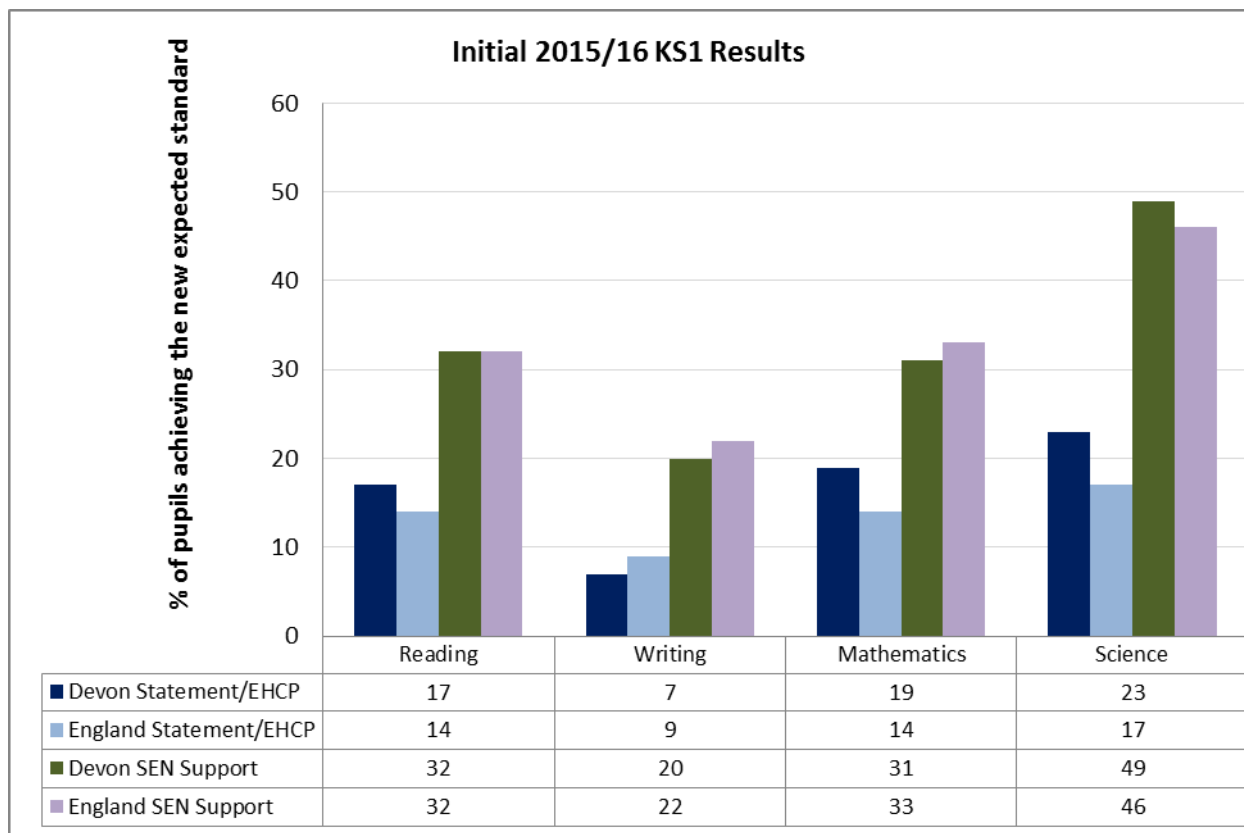
The team met with a wide variety of officers, professionals and focus groups including providers, the Devon Parent Carer Voice Group, SEN leads from Schools (SENCOs), and Commissioners etc. In addition the team visited settings across the 0 to 25 age range in North, Central and South Devon.

Initial feedback from the peer review team indicates that they found a strong commitment to children with Special Educational Needs and Disabilities (SEND) and to improving the implementation of SEND reforms in Devon. They were able to validate the view held by the SEND improvement board in terms of our strengths and weaknesses and, following the lead peers own recent Ofsted SEND Review, also provided valuable insights into the inspection process. Whilst there is still much work to be undertaken the report indicated that the structures are now in place to deliver this improvement and the review team felt the composition of the SEND Improvement Board strongly reflected the range of partners needed to achieve this. The review team also identified areas of significant strength including inspiring work with children with SEND to enable their development and strong local examples of multi-agency work. Further strengths and areas for improvement will be identified in the presentation and when the full Peer report has been received.

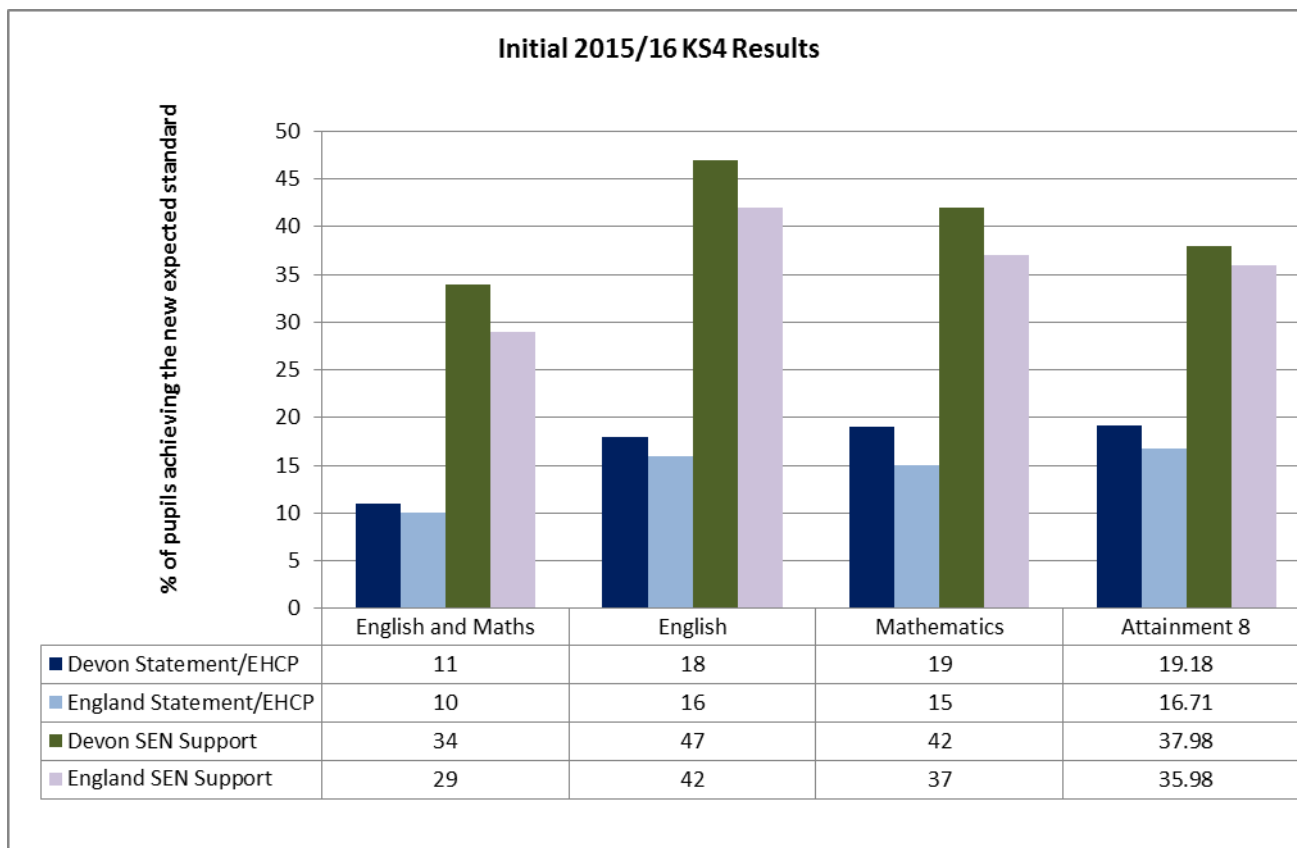
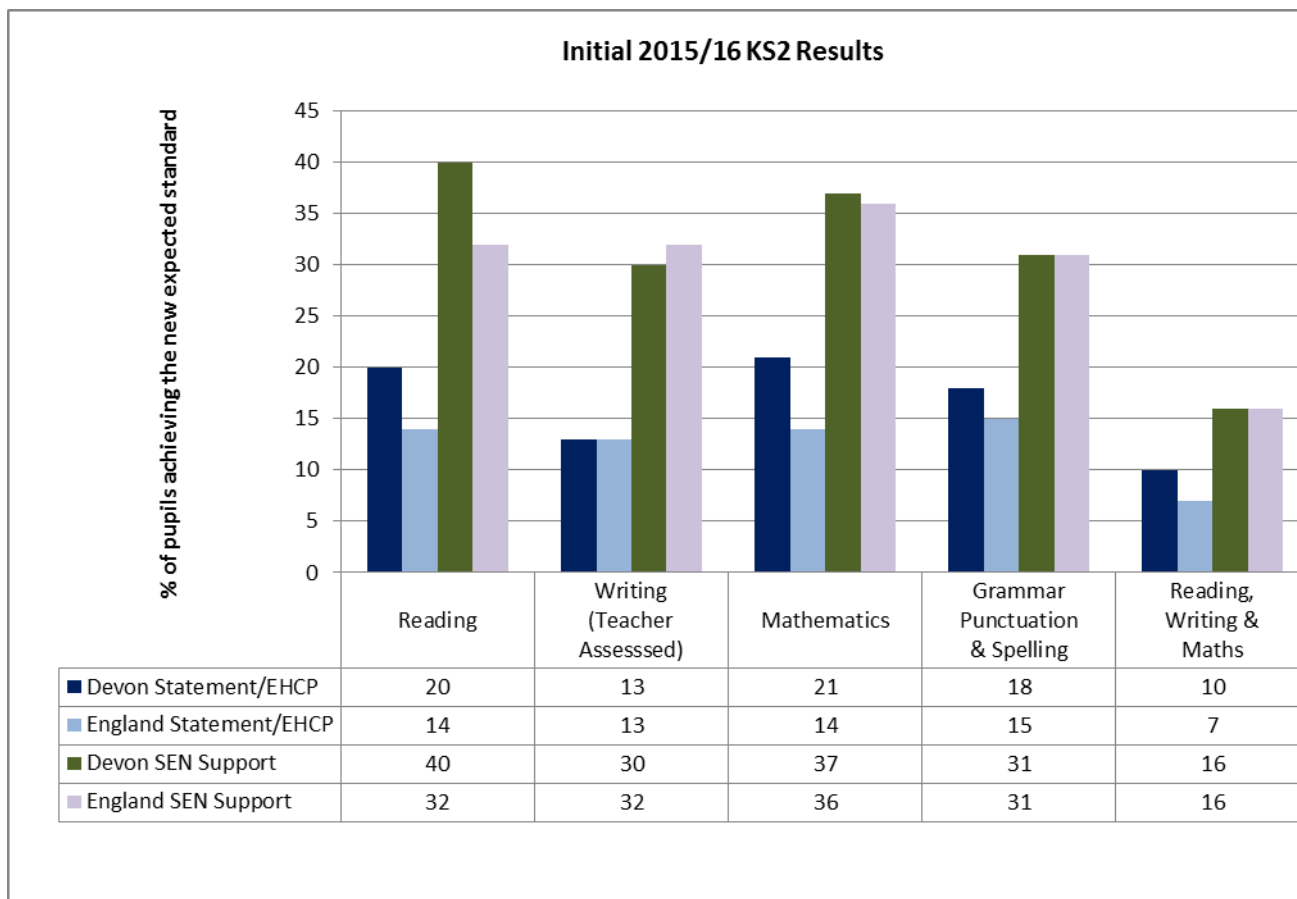
Latest SEND Performance Data

Educational Outcomes - LA Raise on Line – Children with SEN in Devon mainstream schools.

Progress at Key Stage 4 was slightly below the National Average for Devon pupils with an EHCP scoring -1.04 compared to a National average of – 0.35, the biggest gap was in English. Devon children with SEN support achieved -0.34 compared to a National of -0.38. However nearly all other measures were above the National Average and the graphs below provide information relating to these main performance measures. (Devon figures are shown in the dark shades in columns one and three. The national figures are shown just to the right of each Devon figure.)



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Current position on Statements transitioning to EHCPs

There is now 15 months left to transfer the remaining 2,523 statements to EHC Plans. Many of these have already been started; others are due for completion by the dates shown below.

- 245 – 15/02/2017 (We are currently on track to meet this deadline)
- 358 – 31/03/2017
- 349 – 31/08/2017
- 215 – 31/12/2017
- 195 – 15/02/2018
- 558 – 31/03/2018

The percentage of plans currently converted stands at 23%, this is better than the most recently published National data.

The most recent cohort to start transitioning is year nine and the percentage of these completed within statutory time scales has improved dramatically. Currently 71% of those started have completed on time compared to 0% for previous cohorts, this reflects changes in working practice.

New Assessments

The below table shows the position for new assessments since September 2014 to date

TABLE 2	No. of assessments
No. of new EHCP requests	1,053
EHCP's refused to assess or stopped during assessment	383
No. of final EHCP's issued	443
No. of final EHCP's issued on time	114
% of final EHCP's issued on time	26%
No. of assessments progressing	227

Of the above 227 assessments progressing, 57% are currently on time. If this timeline continues it is likely that the percentage completed within the 20 weeks will represent a significant improvement on previous reports as 15% in quarter 1 and 29% in quarter 2 were finalised on time.

A new multi agency paperless process for handling new assessments is planned to be implemented by the end of February. This will help ensure timelines are met and also make the retrieval and sharing of information easier and more efficient.

JO OLSSON
Chief Officer for Children's Services

Apprenticeships: Implications for Schools

Report of the Chief Officer for Children's Services

Recommendation

- a) Note the Government's changes to apprenticeships and the Council's work to date to prepare for these changes, including the implications for schools.
- b) That schools use the changes as an opportunity to review and identify their workforce resourcing and development needs (on an individual basis and through discussions with other schools) and how apprenticeships might help meet those needs, so that they are able to access the Levy funds from 1st May 2017 onwards.

1. Introduction

- 1.1. This report summarises the Government's apprenticeship changes that will impact upon the Council and schools as employers and the actions that are being taken by the Council to prepare for these changes.

2. The Government's Changes

- 2.1. Apprenticeship arrangements are changing as a result of Government policy and the '2020 Vision'¹. See **Appendix 1** for further information. The key changes are the:
 - 2.1.1. Introduction of an **Apprenticeship Levy** from April 2017, which means that employers with an annual pay bill of more than £3 million will pay 0.5% of their pay bill into their Levy account to fund apprenticeship training². Maintained schools fall under the Council's Levy payment, with an estimated annual cost to maintained schools of c£0.42m per annum³. Academies, Voluntary Aided (VA) and Foundation Schools are considered as separate employers⁴ and will only pay the Levy if their pay bill exceeds £3 million per annum. Non-Levy paying employers will fund training on a 'co-investment' basis with the Government funding 90% and the employer 10%. Any apprenticeships that commence before 1st May 2017 will remain on the existing funding arrangements.
 - 2.1.2. Introduction of a **Public Sector Apprenticeship Target** for public bodies who employ more than 250 employees. The implementation date is to be confirmed but is expected to be 1st April 2017; from which date relevant employers will need to report on what proportion of their workforce are undertaking approved apprenticeship qualifications. The Target (which we believe is aspirational) is for 2.3% of the workforce headcount to be undertaking apprenticeships (this could be newly appointed apprentices or existing employees undertaking apprenticeship qualifications). Maintained schools would fall under the Council's Target (2.3% of the maintained schools workforce is c125 staff) and it is understood that Academies, VA and Foundation Schools would be considered as separate employers and only required to report upon the Target if they employ more than 250 employees, but this is to be confirmed.
 - 2.1.3. Broadening of apprenticeship qualifications and scope, to make them more employer-focused, available from GCSE up to degree/Masters level and available to existing and prospective employees of all ages, overseen by a new **Institute of Apprenticeships**. This involves moving from the existing Apprenticeship Frameworks to new **Apprenticeship Standards**. It is understood that the Department for Education (DfE) are currently mapping the schools workforce against the current and proposed Standards. Early work on developing a Teacher Standard is underway but there is not yet a firm timescale for its introduction. A Teaching Assistant Standard is also being developed, which should be in place by late 2017. **Appendix 2** summarises some of the Frameworks and Standards that may be of interest to the education sector.

¹ The Government has pledged to increase the quality and quantity of apprenticeships in England, reaching three million apprenticeship training starts by 2020.

² The Levy can only be used to fund training and not associated employer costs like salary. The Government will 'top-up' an employer's Levy amount by 10%.

³ The total cost of the Levy per annum for Devon County Council is c£1.01m, c£0.42m of which is with maintained schools.

⁴ Each employer entity, whether that is one school or a group of schools, like a Multi-Academy Trust.

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3. Work to Date

- 3.1. The Council is preparing for the changes, including the implications for schools. However, progress has been difficult because it is dependent upon the availability and timeliness of detailed guidance from the Government, particularly with regard to the treatment of schools in relation to the calculation of the Levy and some of this clarity is still awaited.
- 3.2. Various communications have been provided to schools, the most recent of which has set out further details on the apportionment of the Levy to maintained schools and how other types of schools will be affected⁵. Finance will be in contact with schools this term to confirm individual circumstances and to discuss how this will operate in practice. For schools who subscribe to HR ONE Payroll Services, there will also be more detailed discussions this term. Further communications will also be published as clarification is received from the Government.
- 3.3. At this stage, there are no final details about how the Government's new Digital Apprenticeship Service (DAS) Levy account will operate. It is expected that further information will be provided by the end of January 2017. Informal information to date suggests that the Council will only have one log-in for its account and will therefore need to administer the account on behalf of maintained schools, but this is to be confirmed. Decisions need to also be made about whether or not each part of the Council (including each maintained school) will only be able to access the funds that they have paid in and how this will be managed and monitored. These changes will impact significantly upon the Council's current apprenticeship offer and proposals are being developed around what the future offer will look like and how it will be resourced.
- 3.4. Without some of the details, it is difficult to make definitive decisions about how to use the Levy funds but the Council and schools have some time to clarify this. Only new apprenticeship starts from 1st May 2017 can utilise the Levy funds and the funds will remain in the employer account for 24 months from the date at which they were paid in, so the first funds paid into the account at the end of April 2017 will be available to the employer up to the end of April 2019. Schools may wish to take the opportunity, if they have not already done so, to review their workforce resourcing and development needs, so that they can then identify where they might be able to meet those needs through apprenticeship qualifications, for existing as well as new staff. Schools may also wish to have discussions with other schools to determine how they could use apprenticeships for mutual benefit. HR ONE can provide advice and support to schools, if required.
- 3.5. Devon County Council also recognises that the changes may be an opportunity to enhance the availability of work experience, traineeships and apprenticeships across the County to improve economic development and to support particular groups such as NEETS (young people not in education, training or employment), care leavers and others and this is currently being considered further.
- 3.6. We appreciate that many schools also have questions around how the apprenticeship changes will affect their students and/or the school's role as a current or potential apprenticeship training provider. This is outside the scope of the current work within HR and Finance, which is focused on the impact on Devon County Council and its schools as employers. However, guidance is available from the Government's National Apprenticeship Service - <https://www.getingofar.gov.uk/employers> or by telephoning: 08000 150 600.

4. Conclusion

- 4.1. Although the Government's changes are a challenge and place additional burdens on already stretched budgets and resources, it also provides an opportunity to review the approach to apprenticeships and to use the changes to enhance workforce development, improve succession planning and increase economic access for young people in Devon.

Jo Olsson
Chief Officer for Children's Services

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⁵ <https://new.devon.gov.uk/schcomms/> and see *Appendix 3*.

Summary of the Government's Apprenticeship Changes

Removal of the payment of National Insurance Employer Contributions from April 2016⁶

The Government has already made one change to support the apprenticeship agenda. This applies only to apprentices aged less than 25 years, subject to meeting specific criteria. Devon County Council Payroll Services (HR ONE) have already written to schools that use their services, with details of the people who we believe are apprentices and may be eligible for the change.

Apprenticeship Levy, from April 2017⁷

This applies to employers with an annual pay bill of over £3m. In effect money will be 'top sliced' at source from the employer and paid into a Digital Apprenticeship Account (DAS) via the PAYE (pay as you earn) arrangements. The employer can then draw on those Levy funds to pay their agreed training provider for the apprenticeship training and assessment. Each apprenticeship training qualification will continue to have a nationally set 'funding band'⁸ (updated annually), which will be the maximum amount that the employer can take from their Levy account to pay each training provider for each apprenticeship training qualification. The Levy is set at 0.5% of the annual pay bill for the employer, with a £15,000 allowance to offset against the Levy payment. If the employer does not use all their Levy funds within 24 months the monies will be transferred to a Government apprenticeship training funding account. The Government will apply a 10% top-up to the funds the employer has paid into their Levy account each month - for every £1 that the employer pays into the digital account to spend in England on apprenticeship training, the employer will receive £1.10. Any apprenticeship training that has been set up prior to the introduction of the Levy will continue to be funded via those existing arrangements until the apprenticeship is completed – only new apprenticeship arrangements commencing after 1st May 2017 will be able to be funded from the Levy. The Government propose that employers may be able to use a proportion of their Levy funds to support other employers within their supply chain, but this is not likely to be implemented until 2018 and is likely to only be 10% of the overall Levy amount. Non-Levy paying employers will be subject to different arrangements called co-investment, whereby the Government pays 90% of the training cost and the employer 10%. The Government's guidance highlights the need for public sector bodies to continue to ensure compliance with its procurement rules when choosing and funding training providers, however we await further clarification on what this means in practice. Additional financial support (outside the scope of the Levy) will be available for apprentices aged 16-18 years of age, 19-24 year old care leavers, those who have an Education, Health and Care Plan and for those who need support for English or maths or require additional learning support as a result of conditions such as dyslexia, learning difficulties or disabilities.

Public Sector Apprenticeship Target, date to be confirmed, although likely to be April 2017

The Government are introducing a Target for all public sector employers who employ more than 250 staff to have 2.3% of their workforce headcount undertaking apprenticeship training. We understand that the Council will be required to report upon this annually and that the Government sees this as an 'ambition' for public sector bodies to aspire to. Existing as well as new employees will be able to utilise apprenticeship training, which will all count towards achievement of the Target. We are awaiting a response from the Government following their consultation exercise which ended in March 2016.

Broadening of apprenticeship qualifications and scope

The existing 'Frameworks' (each of the apprenticeship qualifications that are available, across a range of skills/professions) will be replaced over time by new 'Standards'. These Standards will be much more employer-led, with some 'trailblazers' currently developing Standards. In addition, apprenticeships will be available at a greater number of levels up to degree/Masters level. The Institute of Apprenticeships will approve Standards and oversee quality.

⁶ Further information: <https://www.gov.uk/government/publications/national-insurance-contributions-for-under-25s-employer-guide>

⁷ Further information: <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work> and <https://www.gov.uk/guidance/pay-apprenticeship-levy>

⁸ Further information: <https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017>

Summary of the current Education-related Apprenticeship Frameworks and Standards

The information below provides a summary of the current Frameworks and new/developing Standards that might be relevant to the Education sector, to give an idea of the qualifications that may be available. Further detail on the relevance, eligibility and qualification levels can be found in the lists which are available online:

- Frameworks - <https://www.gov.uk/government/publications/apprenticeship-frameworks-live-list>
- Standards - <https://www.gov.uk/government/collections/apprenticeship-standards>.

Frameworks:

Accounting
Business administration
Fundraising
Human resource management
Information security
ICT
Management
Children and young people's workforce
Learning and development
Learning support
Supporting Teaching and Learning in Physical Education
Supporting Teaching and Learning in Schools
Volunteer Management
Youth Work
Catering and Professional Chefs
Cleaning and Environmental Support Services
Facilities management
Laboratory and science technicians
Libraries, archives, records and information management services
Play work

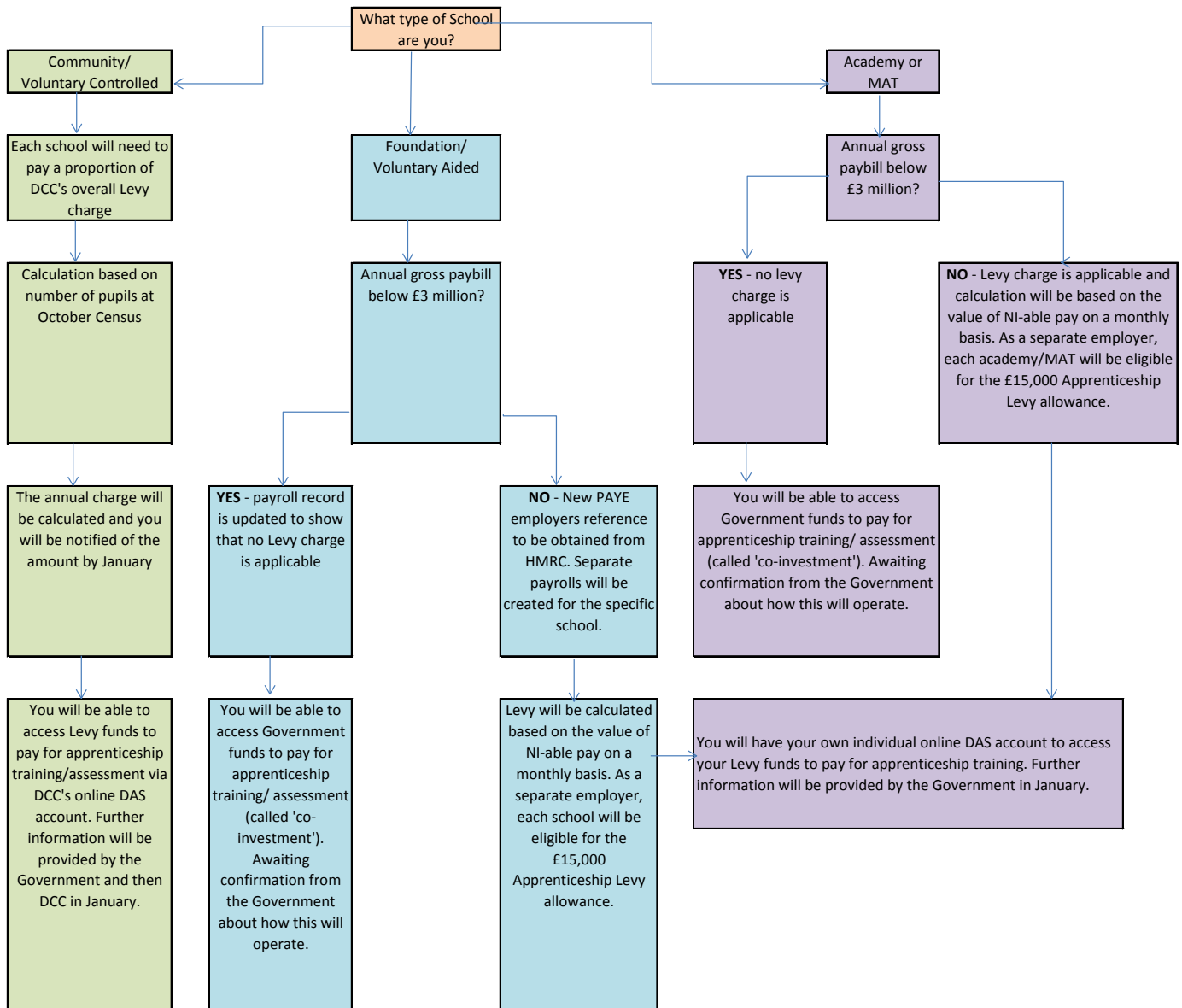
Standards (either approved or in development):

Accountancy
Business administration
Human resource management
Management
Team leader/supervisor
ICT
Early years educator
Further education learning (various)
Assistant early years practitioner
Senior early years practitioner
Early years centre leader
Facilities management supervisor
Property maintenance operative
Creative venue technician
Laboratory technician
Teacher (very early stages of development, with no date for implementation confirmed)
Teaching Assistant (in development and due to go live by the end of 2017)

Impact on Schools of the Apprenticeship Levy

The flow chart below is based on our current understanding of the impact of the Levy on different types of school, based on information received to date. Further information can be found in the Government web links shown in Appendix 1.

Apprenticeship Levy Overview for schools



DCC - Devon County Council
 DAS - Digital Apprenticeship Service, being set up by the Government
 NI - National Insurance
 MAT - Multi Academy Trust
 VA - Voluntary Aided

The above is based on information known to Devon County Council as at 03/01/2017

Strategy for Special Educational Needs and Disabilities (SEND)

Report of the Chief Officer for Children's Services

Recommendation(s)

a) *That the progress on the SEND Strategy be noted*

1. Background

- 1.1. Since September 2014 and in line with national expectations, Devon has been implementing the SEND reforms, however in April 2016 the local authority, clinical commissioning groups (CCGs) and partners, refreshed the way in which the local areas compliance and performance was monitored. This partnership approach has improved the engagement of all agencies in the implementation of the reforms to ensure the best possible outcomes for children and young people with SEND and their families.
- 1.2. As part of the improvement work a draft SEND Strategy has been in development across the partnership, which aims to set out Devon's vision and strategic priorities for the next few years.

2. Summary of Progress

- 2.1. In Devon we recognise that the views, opinions and experiences of families are central to our improvement journey. Therefore Devon's Vision has been co-produced with parents and carers and provides the foundation for the draft SEND Strategy.
- 2.2. Over the spring and summer, a range of engagement activities were undertaken which focused on the principles and strategic priorities relating to SEND from an educational perspective. A similar exercise took place across health and social care. Feedback underlined the need for join-up across all services and so the priorities were consolidated to produce a single draft SEND strategy that all partners endorsed.
- 2.3. The strategic priorities have also been informed by Devon parents and carers 'burning issues, the local area self-evaluation, feedback from a range of groups and individuals and the findings from a Local Government Association (LGA) Peer Review in November 2016.
- 2.4. The SEND strategy aims to set out Devon's six key priorities for the next few years across Education, Health and Care and is centred on the collaboration required across partners to improve outcomes for children and young people with SEND and their families; this directly aligns with the [Devon Children, Young People and Families Plan 2015–2020: My Life, My Journey](#).
- 2.5. The strategy is now at a point where wider consultation is required to gather further

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feedback on the priorities to ensure we are focusing on the right areas for improvement. An executive summary has been provided in appendix 1. The full consultation document will be available online on January 17th.

3. Next Steps

- 3.1. The strategy consultation will run from 17th January – 17th March 2017. After this time all responses will be considered and the findings will be used to inform the final strategy document.
- 3.2. A full review of our self-evaluation document will be undertaken at the January Board meeting. Following this a plan for multi-agency implementation will be drawn up so that by the time the strategy is signed off in April 2017, partners will also be signalling how it will be carried out. This plan will be owned by all partners responsible for delivering the code of practice. A SEN Delivery Plan will also be developed which will include more detailed actions to be taken by the local authority's education function.
- 3.3. Implementation of the SEND Strategy will be the responsibility of the multi-agency SEND Improvement Board. The Board will monitor the evaluation of outcomes and performance against key measures on a quarterly basis, the progress on actions within the SEND workstreams and report to the Children Young People and Families Alliance Executive. In November 2016, the Board's Terms of Reference were updated to reflect future expectations.

4. Equality considerations

- 4.1. In progressing the implementation of the SEND reforms, an Impact Assessment has been prepared.

Jo Olsson
Chief Officer for Children's Services

Please ask for:
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Devon’s Strategy for Children & Young People with Special Educational Needs and Disabilities (SEND) 2017 – 2020 Executive Summary

Overview

The SEND strategy aims to set out Devon’s priorities in order to improve outcomes for children and young people with SEND and their families; this directly aligns with the [Devon Children, Young People and Families Plan 2015–2020: My Life, My Journey](#)

Our strategic priorities have been informed by Devon parents and carers ‘burning issues’, the local area self-evaluation, feedback from groups and individuals and the findings from a Local Government Association (LGA) Peer Review in November 2016.

In Devon we recognise that the views, opinions and experiences of families are central to our improvement journey. The following ‘Vision’ for all children and young people with SEND in Devon, has been **co-produced with parents and carers**.

In Devon, we all work together to enable children and young people to grow up to:

- **be independent:** not because they can do everything for themselves, but to have control over their lives and how they live them
- **live where they choose** and with people they choose (or no one!)
- **have meaningful and worthwhile work** - be it paid employment, their own business or any activity that supports them to contribute to their community life
- have leisure interests, hobbies and things to do that will **enhance their life skills**, their creativity and be fun and for those leisure interests to be in ordinary places in and with their community
- Have the **opportunity to learn** and to keep learning, both within a supportive school environment which meets their needs and outside school
- **Manage the many transitions in their lives** with appropriate support
- have the **information and support** they need to make positive informed choice and decisions about their lives
- **be and feel safe** - at home and in their community
- **have a strong voice**, alongside the strong voice of their families
- have a network of **meaningful friendships and relationships**
- be truly seen as individuals and **respected and celebrated for who they are**
- **be and stay healthy**
- **andfor their families to be supported to be stable and resilient families.** *“We will be able to spend good quality family time together, as well as good quality time apart. We will feel confident about support in the future for our children and young people.”*

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Our Strategic Priorities

There are six key priority areas. Achieving these priorities will require all partners to commit to new ways of working. The **SEND Implementation Plan** will specify the detailed actions and performance measures to evaluate our success.

Working Together

To improve joint working and the coordination and timeliness of services for children and young people with special educational needs and disabilities

Inclusive Education

To ensure we have an inclusive education culture and remove barriers to learning for every Devon child

Preparation for Adulthood

To support young people to plan and prepare as they move into adulthood, and to raise aspirations and expectations for fulfilling lives

Choice and Control

To enable children, young people and families to make informed choices and have control over the support they receive

Engagement

To improve the engagement and involvement of children, young people and their families in the planning, delivery and monitoring of services

Health

To ensure we consistently identify and meet the health needs of children and young people with special educational needs and disabilities, including those without an EHCP

Monitoring and Review

Implementation of the SEND Strategy is the responsibility of the multi-agency SEND Improvement Board. The Board will monitor the evaluation of outcomes and performance against key measures on a quarterly basis, the progress on actions within the SEND workstreams and report to the Children Young People and Families Alliance Executive.

Where to find the SEND Strategy 2017-2020

The full strategy can be found on Devon County Council's 'Have your say' website which will be available from 17th January.