

Phil Norrey
Chief Executive

To: The Chair and Members of the
Children's Scrutiny Committee

County Hall
Topsham Road
Exeter
Devon
EX2 4QD

(See below)

Your ref :
Our ref :

Date : 16 November 2018
Please ask for : Stephanie Lewis 01392 382486

Email: stephanie.lewis@devon.gov.uk

CHILDREN'S SCRUTINY COMMITTEE

Monday, 26th November, 2018

A meeting of the Children's Scrutiny Committee is to be held on the above date at 2.15 pm at Committee Suite - County Hall to consider the following matters.

P NORREY
Chief Executive

A G E N D A

PART I - OPEN COMMITTEE

- 1 Apologies
- 2 Minutes
Minutes of the Children's Scrutiny Committee meeting held on 17 September 2018 (previously circulated).
- 3 Items Requiring Urgent Attention
Items which in the opinion of the Chair should be considered at the meeting as matters of urgency.
- 4 Public Participation
Members of the public may make representations/presentations on any substantive matter listed in the published agenda for this meeting, as set out hereunder, relating to a specific matter or an examination of services or facilities provided or to be provided.

MATTERS FOR CONSIDERATION OR REVIEW

- 5 In-Year Budget Briefing (Pages 1 - 6)
Report of the Chief Officer for Children's Services (CS/18/41), attached.

- 6 Risk Management Mid Year Report (Pages 7 - 12)
Report of the Head of Children's Services (CT/18/97), attached.
- 7 SEN Commissioning - Response to Recommendations from the External Review (Pages 13 - 30)
Report of the Head of Education and Learning (CS/18/45), attached.
- 8 Devon Inclusion Project and Annual Exclusion Report (Pages 31 - 62)
Report of the Head of Education and Learning (CS/18/46), attached.
- 9 Education Performance (Pages 63 - 124)
Report of the Head of Education and Learning (CS/18/47), attached.
- 10 Early Help - Payments by Result (Pages 125 - 128)
Report of the Head of Education and Learning (CS/18/48), attached.
- 11 Social Care Performance Report (Pages 129 - 134)
Report of the Head of Children's Social Care (CS/18/44), attached.
- 12 Commissioning Liaison Member Update (Pages 135 - 140)
Report of Commissioning Liaison Scrutiny Member (CS/18/43), attached.

MATTERS FOR INFORMATION

- 13 Information previously circulated
Below is a list of information previously circulated for Members, since the last meeting, relating to topical developments which have been or are currently being considered by this Scrutiny Committee:

- Public Health Nursing Transition
- Ofsted focussed visit – services for care leavers
- Regional Adoption Agency update
- Partnership Safeguarding Arrangements
- Corporate Board Parent Review - disabled children in care

- 14 Children's Scrutiny Committee Work Programme
In accordance with the previous practice, Scrutiny Committees are requested to review the list of forthcoming business (previously circulated) and to determine which items are to be included in the Work Programme.

The Committee may also wish to review the content of the Cabinet Forward Plan to see if there are any specific items therein it might wish to explore further.
The Work Programme and Forward Plan can be found at:

<http://democracy.devon.gov.uk/mgPlansHome.aspx?bcr=1>

PART II - ITEMS WHICH MAY BE TAKEN IN THE ABSENCE OF THE PUBLIC AND PRESS

*Members are reminded that Part II Reports contain confidential information and should therefore be treated accordingly. They should not be disclosed or passed on to any other person(s).
Members are also reminded of the need to dispose of such reports carefully and are therefore invited to return them to the Democratic Services Officer at the conclusion of the meeting for disposal.*

Membership

Councillors R Hannaford (Chair), D Sellis (Vice-Chair), S Aves, F Biederman, J Brazil, E Brennan, C Channon, I Chubb, G Gribble, J Hawkins, L Hellyer, R Hosking, T Inch, J Mathews, A Saywell, M Squires and C Mabin

Declaration of Interests

Members are reminded that they must declare any interest they may have in any item to be considered at this meeting, prior to any discussion taking place on that item.

Access to Information

Any person wishing to inspect any minutes, reports or lists of background papers relating to any item on this agenda should contact Stephanie Lewis 01392 382486

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Public Participation

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Scrutiny Committees set aside 15 minutes at the beginning of each meeting to allow anyone who has registered to speak on any such item. Speakers are normally allowed 3 minutes each.

Anyone wishing to speak is requested to register in writing to the Clerk of the Committee (details above) by the deadline, outlined in the Council's [Public Participation Scheme](#), indicating which item they wish to speak on and giving a brief outline of the issues/ points they wish to make. The representation and the name of the person making the representation will be recorded in the minutes.

Alternatively, any Member of the public may at any time submit their views on any matter to be considered by a Scrutiny Committee at a meeting or included in its work Programme direct to the Chair or Members of that Committee or via the Democratic Services & Scrutiny Secretariat (committee@devon.gov.uk). Members of the public may also suggest topics (see: <https://new.devon.gov.uk/democracy/committee-meetings/scrutiny-committees/scrutiny-work-programme/>)

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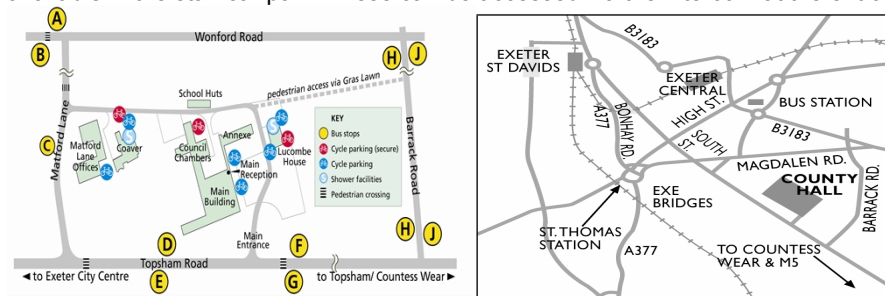
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NB   Denotes bus stops

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Contact Main Reception (extension 2504) for a trained first aider.

Children's Services – In year budget briefing

Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.

Background

Children's Services are facing unprecedented pressures which have been increasing year on year. Senior, operational and frontline managers and staff are working tirelessly to square the circle of the relentless challenges of budget, demand and performance. It is to their enormous credit that services continue to improve, (albeit sometimes at a slower pace than we would want). For children and families, there are inevitably adverse consequences, which many members will be familiar with through constituent representations.

The position in Devon is replicated in Local Authorities across the country with large shire counties being particularly disadvantaged in their funding share.

In Devon, Children's Services have been very well supported by the executive (members and officers) and the overview and scrutiny function. This is deeply appreciated and reflects a very high level of corporate confidence in, and commitment to, Children's Services. This support is reflected in the very significant investment the Council has committed in some key areas:

- An edge of care service, designed to better respond to highly vulnerable teenagers and families who would otherwise come into care.
- In-house specialist residential capacity to help very chaotic children and young people to be placement ready, whether that placement is in residential care, foster care or at home.
- The social care improvement plan to ensure manageable caseloads for social workers and focused capacity on key improvement priorities
- Reduced in-year savings targets to enable continued investment in the Devon Inclusion Project and capacity in SEND.

At month 6 Children's Services are forecast to over-spend by £9.9 millions.

Children's Social Care

Children's Social Care is forecast to over spend by £6.5 millions. Placements continues to be the main budget pressure, with further pressure falling across the Disabled Children's short breaks, staffing and the Atkinson Secure Children's Home.

Measures are in place to prevent worsening but any reverse is very unlikely. The position assumes that remaining management action of £672,000 will be achieved although there are some risks within this. This year the service is undertaking a business process review, supported by Red Quadrant and the Councils corporate transformation team. The review is designed to further strengthen the controls in place to manage placement spend. Impacts from this work will be evident in 19/20. Some impact may be evident in the final quarter of 18/19.

Just over £1 million of expenditure relates to the agreed Service Improvement Plan. This is funding additional social work resource in the North and South of the county and the

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estimated impact of increased agency costs arising from withdrawal from the Peninsula Memorandum of Understanding that capped agency rates in the region. Recruitment to the corporate parenting posts included within the Service Improvement Plan are delayed to April 2019 in response to in-year pressure.

The level of need has continued to rise. There isn't enough of the right provision for our children who have very complex needs. Two years ago, we had 38 Children Looked After in residential placements at a cost of £6.2m. In 2018/19 we are forecasting 55 Children Looked After at a cost of £11.7m. That's a 45% increase in children and an almost 100% increase in costs.

It is a similar story with supported accommodation for 16+. Two years ago, we had 61; today we are forecasting a relatively small increase to 66. But costs have gone up from £2.7m to £6.1m, an increase of 126%.

Overall, 16% of this year's cohort of Children Looked After account for 46% of the total placements cost. The placements budget is over spending by £4.6 millions.

We are also having to absorb unfunded responsibilities to Unaccompanied Asylum-Seeking Children (UASC). Whilst the number of UASC in Devon remains relatively low, the differential between the funding provided by the Home Office and our actual costs is growing significantly. Currently Devon is having to put in £500,000 per year but this will get worse as more of the children become care leavers where the funding gap is even higher.

The Disabled Children's short breaks service is forecast to over spend by £897,000. In the main, this is due to a small number of children with very high complex needs and higher average costs of packages of care. If the alternative for these children would be residential care, which would be much higher cost, the short breaks overspend can be seen as an invest to save.

The Atkinson Secure Children's Home is reporting an overspend of £462,000, after planned management action of £134,000. The Home continues to have difficulties in recruiting and retaining appropriately experienced personnel. Staff/child ratios have to be maintained hence we have had lower than budgeted occupancy levels and consequent reduced income. Management Action consists of recruiting a team of skilled agency staff to fill vacancies in the short term with a view to further permanent recruitment filling later in the year, however it is unlikely the home will be able to recover until well into 2019/20. The government intends to move to a commissioning model for the provision of secure children's homes places in 2020/21 which will significantly reduce the risk to Devon County Council.

The Council has commissioned an independent Children's Services finance health check through the LGA. The purpose is to provide assurance that the financial management and controls in place in Children's Services, are secure and deliver good value for money. The health check take place in November 2018 and will be reported to Children's Overview and Scrutiny at the earliest opportunity.

Education

Education budgets are split between 2 funding streams. The first budget comes from the Councils Core funding (General Fund) and covers the majority of the statutory responsibilities including staffing and transport. The second is the Dedicated Schools Grant (DSG) which provides funding for schools, early years settings and children with special educational needs. The DSG is a ring-fenced grant which is completely separate to other County Council funding streams.

The General Fund

The General Fund is currently predicting a small overspend which we anticipate will balance by the end of the year if the expected additional education funding from central government

is allocated to the service. The transport budget remains the highest risk area. Transport costs within a large rural county are significantly higher than those seen in more urban areas and, whilst ongoing route reviews are expected to make savings of £391,000, inflation costs have made this a significant challenge. Additionally, the rate of growth combined with the closure of some coach companies has made it difficult to find sufficient contractors to meet demand. This has meant going further afield to place contracts and accepting the impact this has on costs. The overall effect was that the general fund was forecasting an overspend of £382,000 however, efficiencies in other areas have reduced this to £171,000. It should be noted however that the efficiencies made are putting increased pressure on staff, who are already struggling with very high workloads.

The Dedicated Schools Grant (DSG)

The DSG is allocated by a nationally driven formula and covers all schools (including academies). It is split into blocks each of which has a specific purpose defined by the DfE.

- The schools block provides core funding for all mainstream schools. This includes additional funding to support children with lower levels of SEN and other vulnerable groups.
- The early years block provides funding for settings to support free childcare for eligible 2 to 4 year olds and funding for SEN within this age group.
- The high needs block supports children and young people with SEN aged 0 to 25, funding for alternative provision for those with medical needs or who have been excluded from school and funding for specialist settings. **All high needs funding is allocated directly to support childrens individual needs. Staffing and transport costs are covered from the general fund allocation.**

Despite government assurances that the funding going into education is more than ever before, the DSG continues to see significant budget pressures due to real term cuts. Funding within our schools is reaching crisis point with many having made large numbers of staff redundant.

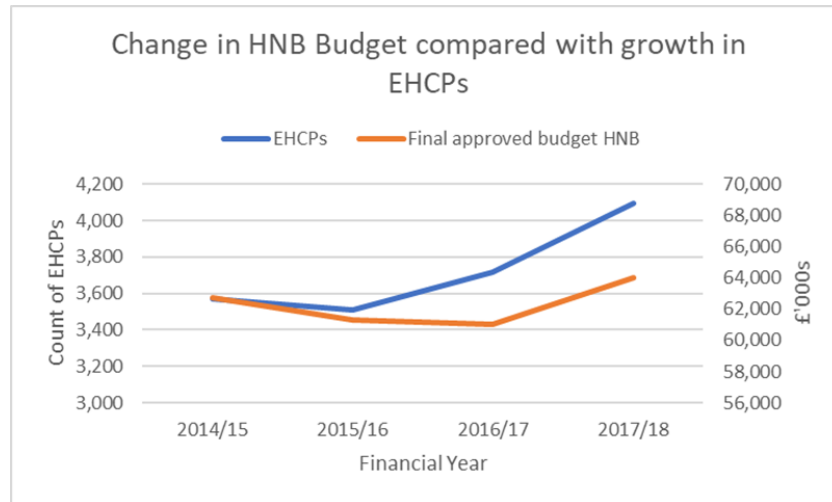
The schools block and the early years block are currently in line with budget allocations, however schools' ability to support children's wider needs (mental health, pastoral and behavioural work etc) has been very severely impaired. This in turn has knock on effects for other services and the high needs block.

The high needs block is facing a significant overspend this year. There are two causal factors;

- an exponential increase in the number of children with Education Health and Care Plans (reflected nationally) which has not been matched by increased funding, and
- increased costs.

Between 2015 to 2018 the number of young people with an EHC plan has risen by 14.5%, whilst high needs block funding has only risen by 2%. The Devon numbers and budget allocations are shown year on year in the table below.

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The independent sector over the past 3 years has seen the volume of learners rise from 278 in 2016 to 342 in 2018 (23% increase over last 3 years). The average costs of day (non-residential) placements in this time has increased to £44,950 per annum. Whilst children placed in the independent sector reflect a very small percentage of the school population (0.3%), these increased costs have a big impact on spend. There are 21 more children in the independent sector this year than last year but with a £2.3million increase in costs.

Special school investment over the past 3 years has seen the number of budgeted Maintained Special School places increase by 18.7%. This equates to an additional 173 places (924 places in 2015/16 to 1097 places in 2018/19) and whilst each place has a cost, if these places had not been made available the young people would have been placed in independent settings at an average additional cost of £20,000 per placement. Increasing our maintained special school places is a key plank in our strategy to control cost, but this requires capital investment.

The Local Authority is restricted in its ability to contain spend as we do not determine the number of requests for EHC plans. Additionally, our control over the educational provision required to support students with higher levels of need has been affected by the free school methodology, delays in opening new schools, restrictions on the expansion of maintained special schools and limitations to changing existing placements where schools are named in the EHC plan. This means the high needs budget is under increased pressure from both ends of the spectrum. Our legal responsibilities under the SEND code of practice, however, remain unchanged!

Savings of £3 millions have been achieved within the high needs block this year but the growth outlined above has resulted in a DSG month 6 projected overspend of £3.2 millions.

In this autumn's consultation, schools were asked to agree that 0.5% of the schools' block funding allocation be transferred to the high needs block. The outcome of this request is not yet known. We appreciate that schools themselves face intense funding pressures. The only sustainable solution is to secure more funding from the DFE to ensure the high needs block has sufficient resource to meet the growing demand and that schools are adequately resourced so they can support lower levels of need. To this end, significant work is taking place through the F40 funding group and with our MPs to make the case for additional funding.

Conclusion

Children's Services in Devon are very well supported by the Council, but nevertheless are under significant pressure.

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There are no indications that the key drivers of demand and cost are going to change significantly in the coming years, which means that the pressures on families and on services are likely to continue unabated. The Council, through its medium term financial plan, will be considering prudent measures to best sustain financial resilience and prepare for the coming Spending Review.

Jo Olsson

Chief Officer for Childrens Services

Electoral Divisions: All

Cabinet Member for Children, Schools and Skills: Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

Contact for Enquiries:

Dawn Stabb, Head of Education and Learning

Email: dawn.stabb@devon.gov.uk

Tel No: 01392 383000

Room: 130, County Hall

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Children's Services Scrutiny Committee
26th November 2018
CT/18/97

2018/19 Risk Management Mid Year Update Report for the Children's Services Scrutiny Committee

Report of the County Treasurer

Please note that the following recommendations are subject to confirmation by the Committee before taking effect.

Recommendations:

- i. that members note the current risk position for Children's Services as shown in this report.
- ii. that members note the highest scoring risks and consider these when creating future work plans.

This report has been produced in conjunction with Children's Services with a view to providing more integrated *Risk* and *Performance* reporting in the future.

The attached detailed report summarises the risk management position as a result of the work of council officers. Page four includes an update provided by the Children's Services Management Team on the financial pressures within the service.

In addition, the report provides a detailed appendix (Appendix 1) which sets out the risks currently recorded in the risk register.

Mary Davis

Electoral Divisions: All
Local Government Act 1972

List of Background Papers

Contact for Enquiries: Robert Hutchins
Tel No: (01392) 382437 Larkbeare House

<u>Background Paper</u>	<u>Date</u>	<u>File Ref</u>
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Nil

There are no equality issues associated with this report



Risk Management

Mid-Year Report 2018/19

November 2018



Children's Services Scrutiny Committee



Introduction

Devon Audit Partnership (DAP) continues to support and facilitate the development of the Councils risk management framework and processes. This support is designed to assist members, senior management and staff in identifying risks, recognising and recording the "true" risk, mitigation thereof and promote effective monitoring and reporting of those risks.

Background

Development of risk management across the council has included the clarification of oversight and responsibility. The Risk Management Policy includes the following under the heading of Roles and Responsibilities for Scrutiny Members.

Scrutiny Committees should be aware of the objectives of the service areas they oversee. Service Managers should identify risks to the achievement of these objectives and provide to Scrutiny a summary of these risks and the mitigating action/s (controls) that are being taking to reduce the risk to an acceptable/agreed level. Specific risks to objectives, in particular those that remain "high", may be discussed in detail and risk owners and accountable officers asked to provide further information.

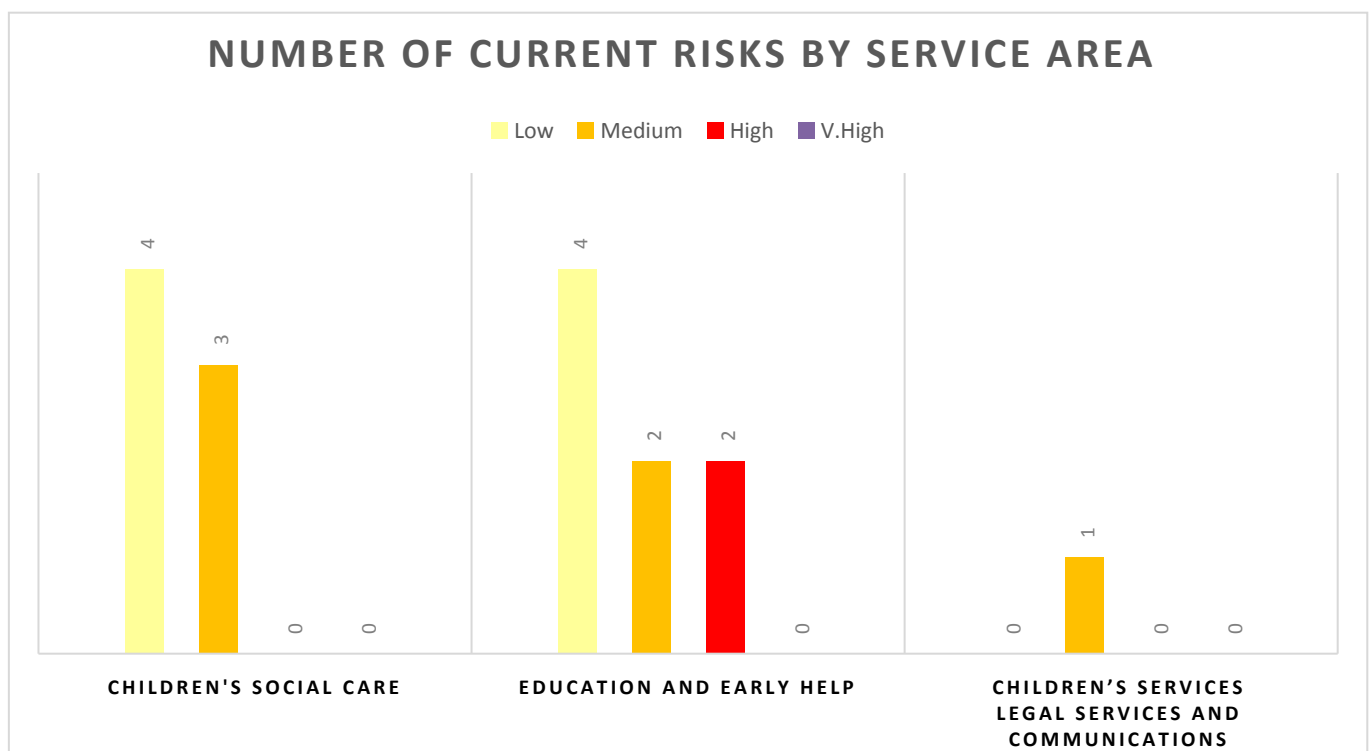
In practical terms this results in each of the Scrutiny Committees having oversight of the risks which are relevant to their areas, with the Audit Committee focusing on the process and effectiveness of risk management overall.

The system used to record risks helps to ensure that where a risk crosses over service areas all relevant Scrutiny Committees have visibility. The highest rated risks, strategic risks and those risks which cross service areas will also be noted within the Authority Wide Risk Register to support inclusive oversight and management.

Work is ongoing to further embed risk management across the council and ensure that the data within the risk registers is clear, accurate, relevant and importantly, linked to organisational objectives. Further details can be obtained from Devon Audit Partnership via Robert Hutchins (Head of Partnership) or Tony Rose, who will also be happy to receive your comments and thoughts on risk management within the Council.

Summary Current Risk Position

There were 16 risks recorded in the Risk Register as at 06 November 2018 which link to the areas of responsibility for this Scrutiny Committee, as shown in the charts below.



The Risk Management process identifies those areas where risk is currently considered to be greatest. Management of awareness of such risks ensures that focus and attention is in the “right areas”; although the risk may not always be reduced (as yet) to a desired level, the fact that it is being monitored will help to prevent the risk occurring and also limit the impact of the risk if it does occur.

The chart shows that two risks retain a Current score of High, details of which can be seen in the table in Appendix 1. Out of the total 16 risks, 14 were initially assessed to be “High risk”; following mitigating controls put in place by management 12 have now reduced to Medium or lower.

Based on the information currently held in the risk register, the risk with highest current score is “Insufficient Capacity of the High Needs Block to Meet Demand”, with an inherent score of 20 (High) and a current score of 20 (High). When last reviewed by the responsible officer, the Head of Education & Learning, the scoring remained unchanged.

Children’s Services Financial Position

As part of the annual budgeting setting process the Council considers the risks inherent within the budget set. For 2018/19 this process identified that Children’s Services was a High-Risk area due to the cost pressures of potential demand increases.

The financial pressures resulting from in year demands within Children’s Services will be known to members. Children’s Services have composed an overarching risk reflecting these pressures which is supported by individual risks which focus on specific elements of the financial pressure, including the High Needs Block, Demand for Children’s Social Care, the Education & Learning Services Budget and Carefirst replacement.

The Children’s Services Management Team have provided the following update for this report.

Children’s Services is facing considerable financial pressures with escalating costs associated with providing appropriate support and accommodation for looked after children and those with the most complex of needs. A significant over spending is forecast.

The ability to contain spend depends much on external influences. For example, market capacity and sufficiency, and the level of supply of suitably experienced and qualified social workers. The climate for both remains challenging.

In Education, the demand on the High Needs Block continues to rise, with costs substantially exceeding funding available. The authority’s own provision is almost at capacity with the difficulty remaining around the ability to meet the demand for placements without going to the costlier independent sector for children with more complex needs.

We are identifying mitigating controls at present and these will be added to the detailed operational risk register.

The risk information within Appendix 1 is sorted by the Current Risk Score, i.e. the score following the application of management actions to reduce the level of risk. All key details are shown including the review dates which comply with the current policy expectations.

An online Risk Management *eLearning package* is now available for Councillors, should you wish to complete this please contact your Scrutiny Officer. If you would like more in depth training, please contact your Scrutiny Officer or Robert Hutchins/Tony Rose of Devon Audit Partnership.

Please note that the format of future *Risk Management Reporting* to both Officers and Members continues to evolve. The longer-term aim is to provide dashboards with as close to live data as possible for the risks recorded within each service area. This will be further supported by the capturing issues that are emerging in a slightly different format and linking them to all known sources of information and risks.

Service Area	Risk Title	Description	Risk Category	Inherent Score	Current Score	Risk Owner	Accountable Officer	Latest Review
Education and Early Help	Insufficient capacity of the High Needs Block to meet demand	Due to the ongoing HNB deficit budget and changes in the SEND Code of Practice including age range, Element 3 payments to maintained schools, cost of independent sector places and increases in capacity for Special Schools, funding may be insufficient to meet the demand to deliver the statutory requirements, resulting in reduced SEND outcomes for 0-25, reputational damage and possible legal challenges.	Operational	20: High	20: High	Julia Foster	Dawn Stabb	Oct-18
Education and Early Help	Failure to adhere to the statutory SEND Code of Practice: 0 to 25 Years	Failure to comply with the Code of Practice would negatively impact on the delivery of high quality, timely education and healthcare plans, resulting in decreased educational support and opportunities for those who qualify.	Operational	16: High	16: High	Julia Foster	Dawn Stabb	Oct-18
Education and Early Help	Troubled Families implementation	Implementation of the programme does not secure the minimum of 50% PBR to be drawn down on which the five-year financial plan is base	Operational	20: High	12: Medium	Dawn Stabb	Dawn Stabb	Aug-18
Education and Early Help	SC1: Education and Learning Services budget availability.	Continued growth in SEN number leading to increased costs for home to school transport (which is a statutory duty). This could lead to a budget overspend which would need to be absorbed within the Education and Learning Core budgets, reducing the ability to deliver other services and initiatives.	Operational	18: High	12: Medium	Damien Jones	Dawn Stabb	Jun-18
Children's Social Care	Managed implementation by OLM of a replacement to CareFirst for Children's Social Care	As the product is not yet complete, there is a risk that it will not fully meet business requirements & it is impossible to fully evaluate this without any existing reference sites. As the product is not yet complete there can be no certainty it will support the anticipated service improvements.	Operational	16: High	12: Medium	Nicky Scutt	Darryl Freeman	Oct-18
Children's Social Care	Challenges in recruitment of permanent SW staff and managers (and implications)	Ability to stabilise and develop workforce impacts on performance improvement and creates financial pressure.	Operational	16: High	12: Medium	Darryl Freeman	Darryl Freeman	Oct-18
Children's Social Care	Demand for Children's Social Work	Demand for statutory children's social work and cost of social care increases and cannot be met within available resources.	Operational	16: High	12: Medium	Darryl Freeman	Darryl Freeman	Oct-18
Children's Services Legal Services and Communications	Insurance Risk - Vicarious Liability for Foster Carers	A recent Supreme Court ruling - NA v Nottinghamshire County Council - has held that Local Authorities will now be held vicariously liable for the actions of foster carers against children in LA care. This means that, going forward, DCC will be liable for any claims where it is proven that a foster child suffered abuse at the hands of their foster carers, even if there is no evidence of any negligence on the part of DCC (which would have previously been a valid defence for Local Authorities).	Operational	15: High	12: Medium	Emily Wilkins	Jan Shadbolt	Jun-18
Education and Early Help	Schools Company	Concerns relate to Financial stability of the Trust as its' school are passed to another trust. Debts should be settled by the ESFA but no written guarantees yet.		16: High	09: Low	Dawn Stabb	Dawn Stabb	Aug-18
Children's Social Care	Care Leavers	Insufficient prioritisation by partners creates risk of failure to make progress against inspection recommendations. Failure to improve outcomes including maintaining contact and achieve good outcomes in accommodation, EET impact on re-inspection judgement.	Operational	15: High	09: Low	Karen Morris	Darryl Freeman	Oct-18
Children's Social Care	Recruitment of foster carers	Failure to identify and approve suitably experienced carers impacts on sufficiency and failure to achieve financial savings.	Operational	12: Medium	09: Low	Kath Drescher	Darryl Freeman	Oct-18
Education and Early Help	Early Help single inspection standard of good will not be met	An improvement in, and expansion of, the multi-agency Early Help Offer will not be able to be evidenced and single inspection standard of 'good' will not be met in respect of Early Help.	Strategic	15: High	08: Low	Dawn Stabb	Dawn Stabb	Oct-18
Children's Social Care	Emotional needs of children in care	The emotional needs of children in care is not well met impacting on placement stability and outcomes for children in care leading to inspection and financial risks.	Operational	20: High	06: Low	Karen Morris	Darryl Freeman	Oct-18
Education and Early Help	Early Years Provision	Risk, that as private providers close there not being sufficient early years provision to meet the extended statutory entitlement that working parents can access 30 hours of free education for three and four-year-olds, rather than the existing 15 hours.	Operational	16: High	06: Low	Claire Rockliffe	Dawn Stabb	Aug-18
Education and Early Help	Lack of cohesion in Children's Early Help services	Lack of cohesion in Children's Early Help services do not support local integrated delivery in order to provide effective early help families	Strategic	15: High	06: Low	Dawn Stabb	Dawn Stabb	Aug-18
Children's Social Care	16/17yr old homelessness	Increased numbers/cost of LAC as a result of decision making on homelessness by District Council Housing Teams.	Operational	12: Medium	06: Low	Rachel Gillott	Darryl Freeman	Oct-18

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Agenda Item 6

Report of the Head of Education and Learning

Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.

Recommendation:

To note the annual report and discuss

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## Response to Recommendations from the External Review

The "External review of placements for children and young people with Education Health and Care Plans" report clearly set out areas of strength within the service. We were reassured to note that the areas for development had already been recognised by the SEN team and actions were in place to address the issues raised. Other elements formed part of the SEND Improvement Board action plan.

A more detailed response to elements of the report is provided below. **References below refer to sections of the original report.**

### 3.1 Place Planning & Commissioning Arrangements,

The strengths of the strategic review, place planning and Specials School relationships were acknowledged, and the following recommendations were made.

#### **Recommendations and DCC Actions:**

##### *3.1.1 Consideration of joint strategic approach to SEND*

The participation of the co-design of the SEND strategy was recognised as good and it was recommended that this practice could be used to support future SEN strategic provision reviews.

##### DCC Action:

Consistent membership of parents on the SEND Board and sub groups are well established, and plans are in place to link this more closely to work undertaken in the next SEN provision review. Young people's participation in all reviews was already a focus of the Implementation Plan over the 18/19 year.

##### *3.1.2 Long term strategic planning*

The report recognised that the SEN Strategic Provision Review addressed most of the elements involved in the long term and annual planning process. It did however, suggest we could be clearer in our statement around our principles for placement, and numbers in special schools given increasing in demand; concern about the 10% (above capacity) was raised.

##### DCC Action:

The Local Authority has for a long time upheld the view that where-ever possible, provided their needs can be met, children with SEN should be educated in mainstream settings. Devon mainstream schools cater for

higher than average percentage of children with EHCPs (37%) and children achieve good outcomes.

A 'Local First' approach is also under development in respect to specialist independent settings. Our state funded Special schools have seen a significant increase in places in the last few years (12.8%). New provision is part of the long-term approach and Primary provision opened in Sep 2018 with an additional 30 places. Two new schools are planned, one with 72 places expected for Sep 2019 and another with 132 places expected for Sep 2020. It should be noted that even if the Local Authority fund this provision, we still have to work through the Free School Presumption process to open them.

Any special school placement that is made over and above the 10% additional to physical capacity allowed by DfE, will only be made with agreement from the school and full risk assessments for the learners involved. Tribunal however, can order the LA to place above this; the pupils above this additional capacity at the school, as identified in the report, were placed following Tribunal orders.

### 3.2 Quality Assurance and Monitoring EHCPs,

The strengths of the current practice in implementing the Code of Practice when undertaking assessments was acknowledged, and the following recommendations were made.

#### **Recommendations and DCC Actions:**

##### **3.2.1 *Consideration of whole system approach to SEND***

The guidance provided, and the criteria set out for assessments was acknowledged as sound. It was however, suggested that this could be revisited in light of the increased demand in Devon. It was recognised that national data indicates demographics and the extension to the age range as the most probable causes for growth, and further analysis in Devon may be helpful. It was suggested that a review of the guidance would also provide an opportunity to reinforce the graduated response, the value of mainstream schools, SEN funding and decision criteria.

##### **DCC Action:**

The Guidance has been revised in Summer 2018 and included the Graduated response, SEN Funding and decision making in assessments. All new guidance has been made available on the Local Offer – support for professionals. There is also a County wide consideration of panels in decision making and representation needed.

Use of the Graduated Response is a focus for work of Babcock LDP in 2018/19, guidance and updates were completed in Aug/Sep 2018. In addition, School Improvement support since 2017/18 has included a greater focus on SEN;

##### **3.2.2 *Consideration of good practice in statutory advice, EHCPs and Annual Reviews***

The report acknowledged the clarity given by the Local Authority about the principles of partnership and interdependency across education, health and care, including the multi-agency training undertaken. Despite the efforts, the recommendations were for greater focus to achieve the impact necessary.

DCC Action re:

*Return of advice to go into EHCPs:* Data on the timeliness of the return of advice is shared with all partners and some improvements are already in place. For example, there has been a 25% improvement in EP advice still outstanding. Specificity was also identified as an issue and an EP/SEN service day in Sep 2018 put in place a different report format.

QA audit and parent feedback has already led to agreed changes for ECHP content and quality with an implementation date of Nov 2018. All services have committed to a QA framework that includes monitoring of the advice provided.

The Local Authority welcomed the external validation that EHC Plans are not relevant for children with medical needs and no SEN. An Access to Resource Medical Referral Panel has been established to consider cases that are made on these grounds for discussion about support/intervention that can occur, without assessment or need for an EHCP. Representation on this panel includes: Educational Psychology, School Nursing, Occupational Therapy and CAMHS.

*Annual Reviews:* Team capacity and problems with IT are directly impacting on Annual Review response completion timelines. A specification for an electronic AR process is under development to improve IT and the efficiency in LA response. Immediate action has taken place to address the backlog identified.

*Residential Settings and LA visits:* These visits are in place across the LA from SEN, Social Care and the Virtual School. Information is shared between services and has already identified if any are missed. SEN visits made by Babcock LDP services and already pick up learners who are not in care or do not have a social worker. EPs and SEN support services undertake these visits.

### 3.3 Monitoring arrangements of educational settings.

The positive impacts and developments in Devon through school relationships, continuation of the commissioned support services, partnership arrangements and Boards, and monitoring of outcomes and educational attendance and exclusions were cited as strengths. Some further work was recommended to accelerate this progress.

#### 3.3.1 *Consideration of review of admission process into Alternative provision*

The report acknowledged the difficulties posed through the recommissioning to a new academy trust over the last academic year.

DCC Action:

The new contract has been established and a review of admissions has taken place and is part of the new commissioning agreement.

#### 3.3.2 *Consideration of whole system approach to quality assurance providers*

The report acknowledges significant strengths in QA processes across DCC. It was suggested this could be further improved by sharing the good practices across the mainstream and independent sector visits.

DCC Action:

Collaboration on this has already commenced.

In conclusion, the report clearly acknowledged the strengths and issues that were already identified across either the individual services or as a partnership under the SEND Improvement Board. The partnership is in a position of strength to move forward,

embedding the strategic commitment to SEN within the practitioners involved at child and family level. The recent feedback from parents within the Local Offer Ref Group welcomed the developments and positive progress made;

- Positive changes to the EHC Plan format, making the child's voice more prominent, strengthening the requirements on schools, clarifying the requirement for EHCP reviews, and making the layout changes we suggested;
- Inviting parent carers to share their experiences to support the professional development of the SEN 0-25 Team;
- The SEND Strategic Lead's willingness to listen to and work with parents;
- Pro-active written communication to parents who are experiencing delays with their child/young person's EHCP;
- More information from the SEN 0-25 team aimed at parent carers.

**Dawn Stabb**

Head of Education and Learning

**Electoral Divisions:** All

Cabinet Member for [Children, Schools and Skills](#): Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

**LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS**

*Contact for Enquiries:*

Dawn Stabb, Head of Education and Learning

Email: [dawn.stabb@devon.gov.uk](mailto:dawn.stabb@devon.gov.uk)

Tel No: 01392 383000

Room: 130, County Hall

# SEN Solutions (Bristol) Ltd

40 Church Road, Horfield, Bristol, BS7 8SE

karinakulawik@sensb.co.uk

## External review of placements for children and young people with Education, Health and Care Plans (EHCPs).

August 2018

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### Contents

1.0 Introduction and background

2.0 Methodology and evidence base

3.0 Review findings

3.1 Place planning and commissioning arrangements

3.2 Monitoring arrangements for children with EHCPs

3.3 Monitoring arrangements of educational settings

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### Acknowledgements

I am grateful to all who have contributed to and supported this report. In particular, I am grateful to colleagues who have made the time to attend interviews, provided me with data, documents or other relevant information and who supported the organisation of the review so that it could be completed within the agreed timescales.

## 1.0 INTRODUCTION AND BACKGROUND

Over the past few years, there have been significant reforms to the way educational provision is arranged, delivered and funded. The aim of the most recent reforms has been to make things more transparent, consistent, fair and to provide more choice and control for children, young people and their families.

In June 2018 Devon County Council commissioned a review of placements for children and young people with EHCPs. The review took place between 26<sup>th</sup> June 2018 and 10<sup>th</sup> August 2018 and was carried out by external consultant, Karina Kulawik. The purpose of the review was to provide an external overview of the commissioning and monitoring arrangements related to placements agreed through the EHC process.

The context and background information to this review is related to concerns related to all Devon based educational providers within the Schools Company Trust, historical investigation undertaken at Chelfham Mill School and its subsequent closure, and more recent changes in staffing, processes and policy implemented by Devon County Council.

The objective of the review was to provide an overview (a diagnostic health check) of:

- ✓ The effectiveness of the current arrangements for strategic planning and commissioning of placements across all types of specialist provision including maintained special schools and non-maintained / independent special schools.
- ✓ The ability of the Council to effectively monitor outcomes set out in individual EHC plans.
- ✓ The quality assurance and monitoring arrangements of educational providers who support children and young people with EHC plans.

## 2.0 METHODOLOGY AND EVIDENCE BASE

The methodology agreed with Devon County Council commissioners aimed to ensure that the review is evidence based and gives a balanced account of how the current system has developed over time.

Appendix A sets out steps taken to ensure that the above standards were met and that the findings of this review are as informative and detailed as it was possible within the constraints of the time scales.

The content is based on the evidence made available during the review, subsequently tested and triangulated with stakeholders.

## 3.0 REVIEW FINDINGS

### 3.1 Place planning and commissioning arrangements

Devon's Multi- Agency Strategy for Children and Young People with SEND 2017-20 aims to deliver *the right provision in the right place at the right time, build resilient families and ensure access to good or better provision in local communities.*

A separate strategic Review of SEN Provision in Devon took place in 2017. It produced a summary report, which outlines key data used to formulate its findings and recommendations. This is the first such in depth and comprehensive attempt to provide an overview and analysis of SEN provision produced by Devon Council.

The SEN provision review outlines the context of Devon and forms the beginning of the strategic planning process based on a better-informed evidence and more accurate data. It makes good links with other strategic documents and plans, and gives a good overview of the comparative data and context on national and regional trends. It also captures issues related to statutory planning, school sufficiency and organisation, travel to school, capital and revenue funding and an analysis of the educational outcomes linked to individual children and young people and educational providers.

There is much improved and regular communication between the local authority and special schools via the federation of schools SENient. This provides an opportunity for discussions and strategic

planning at both federation and individual school level. Officers of the local authority attend head teachers meetings and much work has been done to improve systems and processes, which have already resulted in developing a strong listening and learning culture. One of the special school head teachers said *'the local authority really wants to get it right, we feel they are listening to us'*.

## Observations and considerations for future strategic reviews and commissioning arrangements for SEN provision:

### 3.1.1 Consideration for a joint strategic approach to SEND:

There is a number of opportunities in relation to the governance of the current strategies namely the Multi Agency SEND Strategy and the Strategic Review of SEN Provision. In particular consideration should be given to:

- The participation and the co-design for the SEND Strategy was good. This could be further built on and be reflected more fully and the Partnership could explore a more participatory model in future strategic reviews of SEN provision.
- Devon has a strong inclusion agenda. The LA and the Partnership should celebrate what has already been achieved in relation to inclusive nature of the educational landscape of SEN provision in Devon. SEN in schools part of the Multi Agency SEND Strategy should reflect the fact that specialist provision is and can be effectively delivered by mainstream schools.
- Strengthen the presentation of the strategic links with the overall governance arrangements, structures of boards, groups and programmes supporting the whole school system approach to SEN.

### 3.1.2 Consideration for a long term strategic planning of SEN provision and an annual place planning.

It is important to draw a clear distinction between a strategic SEN provision planning and an annual commissioning cycle of places.

Strategic long term planning of specialist provision is a complex process, which requires significant consultation, financial planning and, where necessary, it must follow statutory processes. This planning stage requires a high level, strategic scrutiny in the context of the overall inclusion strategy. Planning for specialist support is not always about planning for places in special schools or units but often planning for building quality support networks to ensure local mainstream capacity to support pupils with complex SEN.

There are 3 key elements of the planning process:

- The overall number of places in specialist provision required across Devon
- The type of places required in relation to meeting the demand across the age range, SEN type or day/residential provision.
- Options appraisal carried out in the context of the availability of capital and revenue funding.

Additional planning for resources (services, skills, revenue, capital funding) will also be required to achieve the agreed vision for specialist provision.

The SEN provision review carried out in 2017 addresses most, but not all of these elements of planning. For example, it is not sufficiently clear what is the strategic position in relation to the continuum of specialist support including the strategic direction for inclusion and places in special schools or units, issues related to post 16 and residential provision also require further attention (detail set out in Appendix B).

Annual commissioning cycle of place planning is an on-going annual dialog between the local authority and specialist providers to agree a number of places, which are required to meet the demand for the following academic year.

The officers of the SEN team are in regular communication with head teachers of the special schools. Relationships are further improved and close partnership working has been developed in order to plan places, to discuss admissions, transfers and progress.

Some concern has been raised about annual increases in the number of places requested by the local authority, which in one school are outside of the statutory 10% allowed under the current statutory regulations. Statutory processes should be considered as part of the strategic longer term planning for special school places in this school.

Further concerns were raised about the admission process for pupils with EHCPs, specifically about:

- The timing of the referrals and
- The high number of referrals over short periods of time

These concerns were raised by schools in the context of the amount of planning required to admit children with complex needs; especially given the amount of multi agency involvement.

It is recognised by schools that some of the recent pressures on the SEN team are linked to the introduction of the new national Code of Practice. In 2017/18, local changes to the non-statutory allocation of top up funding which, in most cases, will now be dealt with through the statutory EHC needs assessment, have also contributed to the increased volume of work.

It is concerning that the number of EHCPs continues to grow at a rate, which is likely to take Devon outside of the national and regional averages. Should the growth trajectory continue, it is very likely to cause further pressure on members of staff. Devon are part of a regional benchmarking initiative and when finalised, it might be a helpful recourse for future considerations related to SEN staffing arrangements.

### **3.2 Monitoring arrangements for children with EHCPs**

The new SEND Code of Practice 2015 sets out the statutory requirements for EHC needs assessment process, issuing EHC plans and carrying out annual reviews. EHC plans should be used to monitor children and young people's progress towards their outcomes and longer-term aspirations.

A sample of eight case files of children and young people with EHCPs were considered as part of this review. They represented placements in mainstream, special and independent schools. The content of the files included contributions to the assessment process, EHCPs and annual reviews.

Further evidence was provided via the Responses to Requests for Advice report (June 2018), which outlines data on the contributions received from across education, health and care, especially in respect of their timeliness against the statutory deadlines set out in the SEND Code of Practice.

Devon County Council has already developed a range of good quality guidance and tools related to the whole system approach to SEN, including the statutory functions:

- Devon's Local Offer sets out comprehensive information about SEND and the statutory EHC processes.
- On line SEN Support for schools offers a range of information about the graduated approach, funding, training opportunities, help and support.
- Education, Health and Care Needs Assessment Quality Assurance Guidance and Toolkit gives services practical guidance on how to ensure that all contributions to the EHC needs assessment are consistently of good quality, drive good outcomes for children and young people and deliver clear assessment of needs. The document outlines different levels of quality assurance from the practitioner self-assessment, line manager and senior manager oversight to multi agency quality audits.
- Processes have been introduced to track progress or placements of children missing education or children with EHCP with no school place (Missing Monday meetings).
- Communication with schools has been developed and much improved which means that some of the strategic work is now progressed jointly.



- Provision matrix for universal and enhanced provision for all SEN types is published on the Local Offer, this should ensure increased consistency of identification of SEN and available support delivered through delegated resources in all Devon mainstream schools
- New SEN funding toolkit was introduced last year for all mainstream schools to help them to review effective use of element 2 funding.
- New funding model for top up allocation in mainstream schools has been developed in partnership with schools. This system recognises the need for exceptional consideration to be given to cases where personalised solutions need to be created to prevent out of area, expensive placements and to ensure that local provision is possible.

It is clear that relationships and a partnership approach to developing local solutions is progressing well. However, both officers and schools who participated in this review shared a number of concerns related to the EHC process. These concerns have already been recognised by the local authority and many are part of the SEND implementation plan.

## Observations and considerations for future quality assurance and monitoring arrangements for children and young people with EHCPs

### 3.2.1 Consideration about a whole system approach to SEN.

The growth in a number of children with EHCPs has been well documented in the recent review of specialist provision. By the end of academic year 2017/18 the number of plans reached nearly 4100. The cause of this growth is not understood well enough by all partners. During the interviews people voiced reasons mainly linked to the introduction of the new code of practice. Additional contributing factor is the discontinuation of non-statutory plans and non-statutory top up allocation, which in a short term is likely to continue to cause additional pressure.

The analysis of the national data indicates that the vast majority of the national growth in EHCPs was caused by demographic growth and the introduction of the extended age range 0-25. The overall percentage of children and young people with EHCPs nationally (2.8%) and regionally (2.7%) remains relatively stable. There is some anecdotal evidence shared regionally about pressures in some LAs, equally there are other authorities, which are seeing this pressure stabilising.

In order to fully explore the current strains on the statutory processes in Devon, it would be helpful to revisit the core ingredients of the whole system approach to SEN.

The current guidance and criteria for initiating the statutory EHC needs assessment provides good references to the Code of Practice and local operational arrangements. Future update of this guidance should provide an additional opportunity to:

- Reinforce the need to follow a graduated response
- Emphasise that the vast majority of children with SEN are appropriately and effectively supported by mainstream schools.
- Explain the financial element of the SEN support in more detail; how it's calculated and who is responsible and accountable for the delegated SEN budget.
- Provide more detail and specificity on criteria linked to severity of need.

Wider membership of the SEN Panel should be encouraged, especially participation from specialist support services and schools. The SEN panel provides an excellent opportunity for professional development for SENCOs, members of school senior leadership teams and other professionals. The quality and transparency of decision-making often improves as a result.

### 3.2.2. Consideration to develop, monitor and embed good practice in writing statutory advice, EHCPs and annual reviews.

It is widely recognised that the quality of the EHC process is a product of a partnership between the professionals, as providers of statutory advice, SEN team members coordinating and managing the statutory process and schools by arranging effective annual reviews. All partners should work in a person centred way with parents, carers, children and young people.

There is a great deal of interdependency between the quality and timeliness of the professional advice, quality of the EHCPs and annual reviews.

The LA is very clear about these principles. An improvement programme led by the LA included multi-agency training on all statutory SEN functions and duties, despite these efforts the impact will require further focus.

#### Statutory advice to the EHC needs assessment process

There are currently significant issues with professional advice, which too often is provided late and outside of the statutory expectations. These delays are present across most services, with well over half of the reports arriving late and many overdue by more than 6 weeks. This is one of the main contributing factors of the current low level of compliance in completing the EHC needs assessment process within 20 weeks, as required by the code of practice.

The following observations were made as a result of the scrutiny of the evidence held in the eight reviewed case files, a range of quality issues related to professional advice have been noted:

- There were gaps in specificity and quality of information in relation to the professional assessment of need (type of need and severity).
- Outcomes often represented as targets and they were not linked to the assessed need or to the proposed strategies or provision.
- Social care and/or health contributions were either too brief or in some cases entirely absent.

These types of issues are likely to present the SEN officers with some difficulty in drafting good quality EHCPs and SEN panels in reaching well-informed decisions.

It is acknowledged that the number of case files considered by this review represented only a very small sample and that Devon Council only recently updated the EHCP QA guidance and toolkit (June 2018). It is important to monitor the impact of the introduction of the new toolkit on the quality of future statutory advice.

#### Education, Health and Care plans

Many EHC plans lacked detail. They had very limited information about the child views or parental contribution.

SEN needs were well set out with content included under both strength and needs, however, due to gaps in information coming from the professional advice, plans did not provide a clear summary of the child needs.

Outcomes included in EHC plans were often presented in a format of objectives, historically used under the previous code of practice. They were not supported by short-term steps, as required by the new code of practice.

EHC plans focus mainly on educational needs and have limited content in relation to health and care.

It is important to acknowledge that the issues related to the quality of EHC plans, especially in respect of the quality of outcomes, are recognised as an area for development across many local authorities.

#### Annual reviews

All eight case files included evidence of annual reviews. Their content was varied in quality. Most annual reviews developed their own educational targets, which were not linked to the outcomes listed in the EHCPs. The review of needs or provision was not directly linked to the wording of EHCPs.

It was reported by schools that the recommendations for changes to the EHCPs included in the annual reviews are not dealt with in a timely manner; this is mainly due to the capacity of the SEN team and some IT issues.

The responsibilities of the local authority in managing and overseeing the annual review process are clearly set out in the code of practice. Some of these responsibilities related to arranging annual review meetings are delegated to schools. It is good practice to ensure that the local authority works proactively with schools to identify reviews, which should be prioritised and attended by the SEN team or representatives of support services. At present, due to continued pressures caused by a high number of referrals for statutory assessments, attendance at annual review meetings is often not possible. There is also a significant backlog of reviews, received but not processed by the local authority. It is important to note that this is a high-risk area of non-compliance with the statutory process. It also presents with a significant challenge for the council in terms of robust monitoring of placements and outcomes for children with EHCPs.

In addition, it has been reported that there is some confusion about supporting children with medical needs but no SEN. The Code of Practice and the national Statutory Guidance on Supporting Pupils with Medical Needs in Schools require local areas to develop joint commissioning arrangements. These arrangements should include appropriate support, training and good quality care plans supported by health services so that schools have the confidence and the necessary skills to support children with complex medical needs. EHC plans are not relevant for children with medical needs and no SEN.

#### Children and young people with EHCPs placed in residential schools or with non-maintained and independent providers.

The local authority is currently working on the implementation of the most recent statutory guidance on visiting children with SEND in long term residential settings. This guidance was issued in November 2017 therefore it is important for the local authority and partners to establish a clear process for the requirement to monitor such placements.

In addition, the local authority should consider developing a single monitoring record of all day or residential placements in the non-maintained and independent sector. Such single record would allow the local authority to:

- Monitor the frequency of visits by professionals from across different services such as SEN, social care, EPs and other services.
- Monitor the appropriateness of visits.
- Determine the frequency of visits based on information linked to the individual child and triangulated with the risk assessment of the provider (this system is already established and maintained by the lead commissioner).

### **3.3 Monitoring arrangements of educational settings**

Despite considerable changes in national educational policy and the way the educational landscape has developed over recent years, councils retain many statutory duties related to education. They have a key role in ensuring good or outstanding education in their local areas, promoting well-being and acting as champions for vulnerable children and young people and their families.

Both the Children and Families Act 2014 and Schools Causing Concern Guidance 2108 places duties on local authorities, governors and proprietors to contribute to inter-agency working, to co-operate and use their best endeavours in making sure that children and young people with SEN get the support they need.

It is noteworthy to highlight many positive developments in Devon, which are already having a positive impact.

Many school representatives commented on a new positive relationship with the local authority, which they feel very optimistic about.

Unlike many local authorities across the country Devon Council continues to commission support services such as EPs, EWS, Safeguarding in education, EMAS, sensory support services, literacy

and numeracy leads and school improvement. Their work is focused on four key priority areas identified by the local authority: narrowing the gap, safeguarding, inclusion and governance. The Local Authority Management Board oversees the effectiveness of the support services delivered by Babcock.

The local authority has introduced a new governance structure of boards and strategic groups, which provides a good opportunity for partners to be fully engaged. They have a strong membership from across the local authority, schools, multi academy trusts, teaching schools and support services (Babcock).

There are good partnership arrangements of schools (primary and secondary associations, special schools SENient) and SEN networks for school SENCOs. These are appropriate forums to debate local strategic and operational matters.

Educational outcomes (attainment and progress) for children and young people with SEN are good across all key stages. In line with regional and national trends the number of permanent and fixed term exclusions are of concern.

Capacity for the monitoring arrangements of children excluded from schools has been increased over the last two years. The team has been working with schools to prevent exclusions or build capacity to reintegrate children who have already been excluded.

It is concerning that a high number of exclusions are related to children with EHC plans. Pressure on places for children excluded from schools means that there is very little capacity for preventative work. Since November 2017, Devon Inclusion Project has began work to address some of these issues with a particular emphasis on primary sector, children with medical needs not attending schools and children looked after.

There are also groups of schools (for example the Exeter Project involving 9 local secondary schools) working proactively to avoid permanently exclusions. They pooled their own resources and with an additional contribution from the local authority's, from September 2018, will be able to deliver an alternative, preventative way of delivering education for the most vulnerable pupils.

Missing Monday meetings monitor part time attendance, children missing education and children with EHCP or children looked after with no school placement.

Officers shared positive examples of how they are able to escalate issues to their managers and / or senior leaders.

Although no system is risk free and it is difficult to predict situations, which may lead to difficulties, the review has identified actions taken and improvements already made, which have contributed to a significant reduction of potential risks in the future. The local authority is committed to ensuring that the improvement journey continues and recognises that systems and processes must be tested, monitored and reviewed regularly.

It is very reassuring to note that the messages about the improvements already made were consistent across most interviews and supported by the evidence presented during the review.

## **Observations and considerations for future quality assurance and monitoring arrangements of educational providers.**

There are areas of work, systems and processes, which could further accelerate the progress outlined above.

### **3.3.1 Consideration for a review of the admission process**

Some concerns about the admission process are already included in section 3.1.2. of this review. In addition, the following was raised:

- A historical issue about children referred and admitted to all three sites of the Schools Company Trust after concerns about the provision were identified. These concerns included schools capacity to deliver full time education, concerns about the buildings, governance, finances and

curriculum offer; all subsequently confirmed by most recent Ofsted inspections. Admissions continued until April 2018.

- A number of referrals to special schools and their timeliness.

Many local authorities face difficulties related to securing places for vulnerable children and those with EHCPs. This is particularly challenging when the local system relies on one provider (in the case of Schools Company Trust) or is driven by a statutory process (in case of referrals to special schools).

A number of steps have already been taken to mitigate the current risk and to minimise any potential future risks:

- The local authority continues to review its school improvement process, strategically developed in partnership with the Excellence For All Programme and operationally managed by a new management board. Concerns about educational providers are followed up through formal processes and if necessary may involve the Regional School Commissioner.
- The number of children on roll at the Schools Company Trust has been significantly reduced.
- Admissions to the Schools Company Trust remain suspended. A new provider has been identified to take over the governance and operational running of the Trust.
- The extended inclusion team is now in place, overseeing both exclusions and the reintegration process. Cases are reviewed jointly with Schools Company Trust. Evidence of the Readiness to Integrate Assessment is used to inform future plans and actions.
- The local authority has carried out a strategic review of the specialist provision in Devon and developed recommendations to address potential capacity issues. Additional recommendations have been made in part 3.1.2 of this report.
- The local authority officers are in regular communication with all special schools; relationships are much improved and all partners are committed to deliver improvements.
- The capacity of the local authority and support services to manage the statutory EHC needs assessment process is under continues review.

### 3.3.2 Consideration for a whole system approach to the Quality Assurance processes across all types of educational providers.

Quality assurance arrangements are in place across all types of educational providers:

#### Maintained schools, academies and free schools

The school improvement function is commissioned by the local authority and delivered by Babcock. The QA model is based on a staged approach:

- **Self-evaluation** carried out by schools and subsequently submitted to Babcock. At present, all maintained schools and some academies are part of this process. Other academies use their own / trust level school improvement monitoring systems.

There are three elements of the self-evaluation offer for schools: a) overall school improvement, b) safeguarding and c) SEN funding (element 2). Some schools complete all three, others take part in one or two self-evaluations.

In September 2018 Babcock is planning to launch an updated version of the self-evaluation system. There are early indications that the new model is likely to attract more academies and multi academy trusts.

- **Triangulation** of the schools self-evaluation against key data indicators and intelligence gathered by officers or support services when visiting schools.

Other triggers for action include complaints or issues raised by parents.

Concerns are discussed with relevant senior managers, they are shared with schools and records maintained centrally by Babcock.

- If necessary **action** is taken; this may include commissioning of additional services. If concerns are raised about schools that do not participate in the self-evaluation cycle, they are discussed by the LA Management Board. In some cases, this may result in a formal communication with the office of the Regional School Commissioner and/or Ofsted.

Although some schools do not fully participate in the above model of self-evaluation, they have access to support services offered by Babcock or the local authority. For example 100% of schools use governors services, 100% schools complete safeguarding audits, 98% subscribe to the EP service and all statutory SEN functions are delivered centrally. This means that Devon Council is able to maintain good level of communication with all schools in Devon.

#### Alternative Provider – Schools Company Trust

There is evidence of regular meetings with Schools Company Trust and the new provider (Wave Multi Academy Trust). These meetings are considering transitional arrangements and focus on individual children and young people and their plans for reintegration. The inclusion team is working closely with the Trust to monitor progress of individual children.

The lead commissioner from the local authority is overseeing compliance with the Service Level Agreement. In view of on-going concerns about the quality of the educational provision, joint meetings are used as an opportunity to hold the Trust to account. When necessary, the local authority has taken steps to commission additional support, specifically around safeguarding issues. Further meetings are planned in the new academic year to discuss and review Ofsted action plans.

All meetings should have appropriate minutes; actions should be clearly recorded so that progress can be evidenced.

Proposals and options for future school improvement arrangements are being considered.

#### Non-Maintained and independent schools and colleges

The quality assurance function of the independent sector is delivered jointly by the commissioning officer for independent schools and the SEN team.

Detailed risk assessment process for monitoring independent providers has been developed and set up. It is based on:

**Risk assessment log**, which lists all independent providers in or outside of the geographical boundaries of Devon which are supporting children and young people with EHCPs from Devon. This risk assessment includes indicators such as Ofsted, safeguarding self-assessment returns, number of pupils on roll, reports or notes from previous QA visits and feedback from SEN officers about compliance with statutory requirements. An assessment is then made about the level of risk, which informs the nature and format of the potential follow up.

**Issues log**, designed to make sure that officers of the SEN team are able to log their feedback or observations about the independent providers. Unfortunately this log is not being routinely used and at the time of the review recorded only one issue.

This log hasn't yet been shared with support services. It could be a good opportunity to widen the level of evidence gathering and better informed by professionals who are visiting schools to carry out individual assessments.

The above system already presents as a well-developed system. The lead commissioner has also developed a flow chart and an action plan and is very determined to make sure that it allows the local authority to have a comprehensive overview of the quality of independent providers.

The QA visit notes are detailed, they clearly outline strengths, areas for improvement and agreed actions. Visits involve meeting members of senior leadership teams, physical walks around schools, some lesson observations, feedback from children and parental views are also taken into account. The QA report produced by the lead commissioner is shared with schools. A six monthly report summarising QA visits and the risk analysis of all providers is submitted to the local authority senior leadership team.

### Additional considerations for the local authority and all educational providers.

Following discussions with schools, the local authority and Babcock, it is clear that all partners have been working together to strengthen local systems and ensure that children and young people in Devon receive good or outstanding educational experience.

The review has identified further actions and opportunities, which could further advance progress already made:

- Review potential links between the QA process developed by Babcock for Devon schools and the system working across the independent sector.
- Provide additional training and support for officers and professionals to ensure that the issues log is routinely used to better inform the QA process.
- Although the QA visits to the independent providers already involve the commissioning officer and SEN manager it would be helpful to consider involving specialist members of support services. This is particularly important and relevant to low incidence SEN types such as hearing or visual impairments.
- Consider a minimum standard / requirement for QA visits for schools assessed as low or medium risk. At present there is very little capacity for the commissioning officer to carry out such visits and some schools haven't had any formalised QA monitoring for a number of years. It is important to point out that children placed with these providers would have received visits from practitioners involved with individual cases.
- Consider links between a single record for children and young people placed in the non-maintained or independent sector recommended in part 3.2.2 of this report with the existing risk assessment log of providers. This could present with an opportunity to manage risk in a more cohesive way.
- Although there are already well established links with commissioners responsible for oversight of social care placements, communication with adult services require further development.
- The commissioning officer is already developing provider's feedback questionnaire so that the QA process can be improved further.
- There is already much evidence of a collaborative approach between Peninsula LAs, especially if significant issues are identified as a result of the existing QA process. Through a review of QA commissioned by the Peninsula Board Devon are sharing their approach and sub-regional authorities are developing a collective process. It would be beneficial to share this model with other LAs in the South West region.

### Further Education

Although placements for young people with EHCPs in Further Education sector are monitored through the annual review process (subject to comments made in part 3.2.2 of this report), the FE providers are currently not subject to equivalent QA processes.

The new SEND code of practice introduced many new duties on FE sector and it would be helpful to consider what additional steps can be taken to provide a more strategic overview of the SEN provision in FE. This would improve joint understanding of the local area priorities and how the FE sector is able to develop further to meet the future demand.

## Appendix A

### Review of Devon County Council SEND strategies, policy and practice

The review took account of:

- SEN related strategies, policy and practice documents provided by the officers of Devon County Council or available on the website.
- Relevant benchmarking data (national, South West regional and statistical neighbours).
- Sample of eight case files of children and young people with EHCPs placed with mainstream and special schools.
- Sample of reports of the independent school quality assurance monitoring visits and reviews carried out by Devon County Council in the last year.

#### Strategic documents:

Devon's Multi-Agency Strategy for Children and Young People with SEND 2017-20  
 SEND Strategy Implementation Plan 2017 - 20  
 Strategic Review of Special Educational Needs Provision 2017/18, Review Report

#### Operational documents:

Guidance – Education, Health and Care needs assessment (process and criteria), September 2016  
 Quality Assurance EHCP, Audit record 2018  
 Education, Health and Care Needs Assessment, Quality Assurance Guidance and Toolkit, June 2018  
 Statutory EHCP Annual Review templates (pre and post 16), December 2016  
 On line materials such as Devon's Local Offer, SEN Support for schools

#### Reports:

Ofsted Reports – Schools Company Central Devon Academy 2017, Schools Company North Devon Academy 2017, Schools Company South and West Devon 2018

#### Data:

Local Area SEND report (2016/17), Department for Education  
 Statistics, SEND (May 2018), Department for Education  
 DCC school placement data for children and young people with EHCPs  
 Responses for Requests for Advice data, January – June 2018

### Interviews with key officers and partners.

A number of interviews with officers of the local authority and the provider of educational support services (Babcock) were set out to harness the expertise of key strategic leads for place planning, commissioning, school improvement support and statutory SEN functions.

Representatives from different types of educational providers including special schools, AP and non-maintained and independent sector were available for interviews. Unfortunately, due to time pressures, it was not possible to meet representatives of mainstream schools or units.

#### Local authority officers:

Fiona Fleming – Head of Commissioning, Children's Services  
 Julia Foster – SEND Senior Manager  
 Simon Niles – Schools Planning, Pupil Placement and Commissioning Manager  
 Dawn Stabb – Head of Education and Learning (Deputy Chief Officer)  
 Beatrice Beer – SEN Commissioning Manager  
 Velda Woodruff - SEN Commissioning Team Manager  
 Marc Kastner - Strategic Lead for Inclusion  
 Sam Plumb - SEN Area Education Officer  
 Adrian Fox – Head Accountant for Education and Learning  
 Jade Torr – Commissioning Officer



Babcock:

Jeannette Savage – Babcock, Lead for SEND and Inclusion

Claire Thompson – Babcock, Head of Specialist Services and Safeguarding

Educational providers:

Chris Freestones - Head of Education, Dame Hannah Rogers School

Jason Rider - Head of Education, Dame Hannah Rogers School

Angela Barry - Interim CEO, Schools Company Trust

Maggie Carter - Chair of SENTIENT Trust

Sarah Pickering - Headteacher Mill Water Bicton School

## Appendix B

To secure well-informed decision-making alongside clarity and transparency of the strategic direction for planning SEN provision it is helpful to follow a 3-stage approach:

**Stage 1** - Consideration about **the overall numbers** of places in specialist provision.

Options and models vary across the country and include a) staying in line with the current percentage of children and young people in specialist provision in Devon (38%) and in line with some comparative neighbours (Shropshire 38%), b) increase to the national (48%) regional (41.7%) or other local areas (Wiltshire 50%, Dorset 47%) or c) decrease when compared to some areas such as Cornwall (24.2%). Nationally, the evidence on the quality of outcomes for children does not support any particular model. They are not easily transferable between local authorities and should be developed locally in the context of the local issues.

**Stage 2** – Detailed analysis of **the type of places** required in Devon in relation to meeting the demand across the age range, SEN type or day/residential provision.

The current strategic Review of SEN Provision delivers an analysis of most of these issues. Special care needs to be taken when analysing data on SEN type, as it is often difficult to interpret and may highlight anomalies when benchmarked against other similar local areas. In Devon, data around SEMH, ASC, SpLD and MLD require further analysis.

In addition, issues related to residential and post 16 / post 19 provision require further attention.

**Stage 3 - Options appraisal**

Once there is clarity around how many and what type of placements or services are required options such as a) school expansions, b) new provision, c) school or unit or d) opportunities with neighbouring authorities can be explored. The options appraisal needs to be carried out in the context of the availability of capital and revenue funding.

Detailed analysis of the current spend within the High Needs Block might be necessary to explore opportunities for redirecting funding or re-commissioning of places or services. Nationally and internationally it is well recognised that financial arrangements can create certain behaviours within the system therefore it is important to ensure a strong link between the SEN strategy and financial planning. (Helpful overview of the relevant literature could be found in Chapter 4 of the Research on funding for children and young people with SEN [https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform/supporting\\_documents/Research\\_on\\_Funding\\_for\\_young\\_people\\_with\\_special\\_educational\\_needs.pdf](https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform/supporting_documents/Research_on_Funding_for_young_people_with_special_educational_needs.pdf))

## Children's Services – Devon Inclusion Project

### Report of the Head of Education and Learning

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

**Recommendation:**

To note the report and discuss



### Devon Inclusion Project

The Devon Inclusion Project is a collaborative approach with Devon Schools to reduce the number of fixed term and permanent exclusions, reduce the number of children out of school on reduced timetables, and reduce those missing school due to medical needs.

Over the last academic year (2017-18) the Devon Inclusion Project has had 6 workstreams running:

- Revised protocol for inclusion of Looked After Children;
- Inclusion of children with medical needs in school;
- Early Help;
- Primary Work stream;
- Supporting Inclusive Practice;
- Re-Commissioning.

The work undertaken is based on Devon's vision of education:

- An inclusive education system that works for every Devon Child;
- Every school a good school with outcomes for children that always see Devon in the top quartile;
- An effective multi agency strength-based approach that helps families so that young people can engage and thrive;
- Every Child has a voice and it is heard;
- A system that works together so young people can achieve their ambitions and enter adulthood with the skills and confidence they need to succeed.

The success of these workstreams has been based on the considerable and invaluable commitment and participation of schools (please see a list of participants) at both primary and secondary level and other key professionals from Health, DCC, DAG, Exeter Diocese, parental representation & Babcock.

| Workstream                                                     | Outcome                                                                                                                                                                              | Key participants                                |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Revised protocol for inclusion of Looked After Children</b> | Under the leadership of the Headteacher of the Virtual School with support from primary and secondary representation, a new protocol for inclusion has been developed based around a | Alan Salt (KEVICC)<br>Tim Rutherford (West Exe) |

# Agenda Item 8

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|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | <p>relational model which considers the impact of a child from the time they come into care to the actions necessary if the child is in breach of the school behaviour policy.</p> <p>The impact to date has seen Looked After Children accessing school with more support sitting around them due to the relational plan which supports them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Nicky Dunford (The Link Academy)<br/>Jenny Ellen-Scotland (DCC)</p>                                                                                                                                          |
| <p><b>Inclusion of children with medical needs in school</b></p> | <p>This workstream under the direction of Andrew Brent, DCC Policy &amp; Compliance Officer was the last workstream to start but is now well underway. The workstream has developed a new detailed passport for children accessing alternative provision in addition to the new medical consent form. This new paperwork has supported the new Access to Resource Panel to make more informed decisions about placing young people into alternative provision or referring them back to schools with advice from other services such as School Nursing.</p> <p>Other significant work is developing in relation to ensuring that all children are receiving the right provision for their need and supporting schools to effectively understand how they may be able to support children with medical needs. We have developed the support for schools with an Occupational Therapist and increasing this time to create a whole-time post. This has significantly supported a child to remain in school because of swift and responsive work with schools to explain changes and easy adaptations within school. Babcock now have a team reviewing the 'medical and illness' absences from school and linking in with the Inclusion Team to secure help and advice for schools to re-engage with learning</p> <p>Work is continuing within this workstream to: review the DCC medical policy. DCC in collaboration with health; Paediatrics, CAMHS, School Nursing and CCG input have developed work to review each of the children within the Alternative Provision Academies to seek the most recent medical advice, to ensure that every child is receiving the most appropriate education for their needs, and that it is sufficient to secure their reintegration without any gaps in learning. Work is also being developed to create a pilot with health to ensure that every child that is referred for medical needs will be seen by a relevant consultant within a set time frame.</p> | <p>Dr Anita Peirson (GP Lead)<br/>Kate Taylor (CCG)<br/>Dr Karen Street (RD&amp;E)<br/>Julia Allen (Hospital School)<br/>Paul Sutton (CVCC)<br/>Brett Rowson (Space)<br/>Jill Lake (Virgin – School Nurses)</p> |
| <p><b>Early Help</b></p>                                         | <p>This workstream has been led by the Operations Manager for Mid &amp; East Devon who has worked with schools to understand how the Early Help principals can be embedded into the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Steve Powley (Withycombe Raleigh Primary)</p>                                                                                                                                                                |

# Agenda Item 8

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                    |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|                                      | working practices of schools. This will support school practice but also enable them to engage more easily with the most appropriate agencies when the needs of the family indicate this is appropriate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Anne Billington (Offwell Primary now Beacon Primary)                                                               |
| <b>Primary Workstream</b>            | The Primary workstream has professional focus and direction from Babcock LDP with highly influential and determined support from a range of primary schools. Following considerable work including investigating local needs, the work stream considered support for schools through the Boxall Profile to assess the social, emotional, mental health and behavioural needs of children and young people, whilst supporting provision development & effectively monitoring the impact of interventions by schools. Devon Association of Primary Heads voted to adopt this recommendation and Babcock LDP are rolling the free training out over the forthcoming months – December and January.                                                                                                                     | Range of Devon Primary Schools                                                                                     |
| <b>Supporting Inclusive Practice</b> | <p>This workstream has been led by Babcock LDP again with significant input and participation from schools across the County. With guidance from schools, Babcock are now in the final stages of completing an interactive 'Toolkit for Supporting Inclusion' entitled 'No Need to Exclude'.</p> <p>Separately, the Devon Inclusion Project Board has agreed the 'Zero Exclusion Project' which is being led by Aimee Mitchell, Headteacher at ISCA (Ted Wragg Trust) – This project will start in January 2019 for the entire calendar year. The project will involve 7 schools and include two support bases at two of the schools, to re-engage children into education. The Management Boards for these are starting immediately after the Autumn half term and will embed the Early Help model of working.</p> | <p>Range of both Primary &amp; Secondary schools across Devon</p> <p>Aimee Mitchell (ISCA)<br/>7 other schools</p> |
| <b>Recommissioning</b>               | This workstream has now concluded as the work in relation to recommissioning. SchoolsCompany is complete. The work has been re-brokered through the Regional Schools Commissioner. The new provider Wave Multi Academy Trust, which operated both outstanding and good provision across Cornwall will assume responsibility for alternative Provision in Devon from the start of November 2018.                                                                                                                                                                                                                                                                                                                                                                                                                     | Lead Simon Niles with project workstream.                                                                          |

During the year briefings were delivered to the Devon Association of Primary Heads (DAPH) at their conference and the Devon Association of Secondary Heads (DASH). The briefings were delivered in part by DCC staff but mainly the active and enthusiastic participants from Schools. The DAPH conference in particular allowed for input on each workstream by over 100 schools.

# Agenda Item 8

The Project Board continues to meet to review the progress and impact of these developments and may determine that new workstreams are required to move forward with identified key areas of work.

During the last academic year, the number of permanent exclusions has risen in line with other Local Authorities in England. However, there were twenty-one exclusions that have been overturned at governor's disciplinary panels or quashed at Independent Review Panels. As a percentage of the overall exclusions this represents 14.7%. This figure represents only those parents who have either attended the disciplinary meeting or taken the exclusion to Independent Review. The Inclusion Team continues to offer free training to Schools to ensure that all schools have up to date knowledge of the permanent exclusion process.

## **Dawn Stabb**

Head of Education and Learning

## **Electoral Divisions: All**

Cabinet Member for [Children, Schools and Skills](#): Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

## LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

### *Contact for Enquiries:*

Dawn Stabb, Head of Education and Learning

Email: [dawn.stabb@devon.gov.uk](mailto:dawn.stabb@devon.gov.uk)

Tel No: 01392 383000

Room: 130, County Hall

## ANNUAL EXCLUSIONS REPORT 2017/18

### Report of the Head of Education and Learning

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

#### **Recommendation:**

To note the annual report and discuss

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1. Background/Introduction

The report provides an annual overview of exclusions in Devon benchmarked against the latest National Data. As there is a lengthy delay in the publication of Exclusions data by the Department for Education, 2017/18 figures are based on local data (subject to change) whilst 2016/17 and earlier years are based on Department for Education published data¹.

2. Main Text

For information relating to actions being taken to reduce exclusions please refer to the Devon Inclusion Project update.

1.1 Permanent Exclusions Summary

The number of permanent exclusions notified to the Local Authority rose again last year, however, twentyone cases (14.7%) were overturned at either the Governor Disciplinary Hearing or at Independent Review Hearing. Therefore, ratified permanent exclusions have fallen significantly in the last year and are now at 0.12% of the pupil population. The latest comparable data is 2016/17 and compared to this Devon remains above the DfE national average of 0.10%. Conversations with other Local Authorities indicate that nationally the rate will have risen in 2017/18 but this will not be confirmed until next year.

Year	2013/14	2014/15	2015/16	2016/17	2017/18
	Nos	Nos	Nos	No's	No's
Total Number of Permanent Exclusions upheld	73	63	87	134	118
Devon Exclusion Rate (exclusions as % of school pop'n) ⁽²⁾	0.08%	0.07%	0.09%	0.14%	0.12%
Department for Education Exclusion Rate ⁽³⁾	0.06%	0.07%	0.08%	0.10%	not available

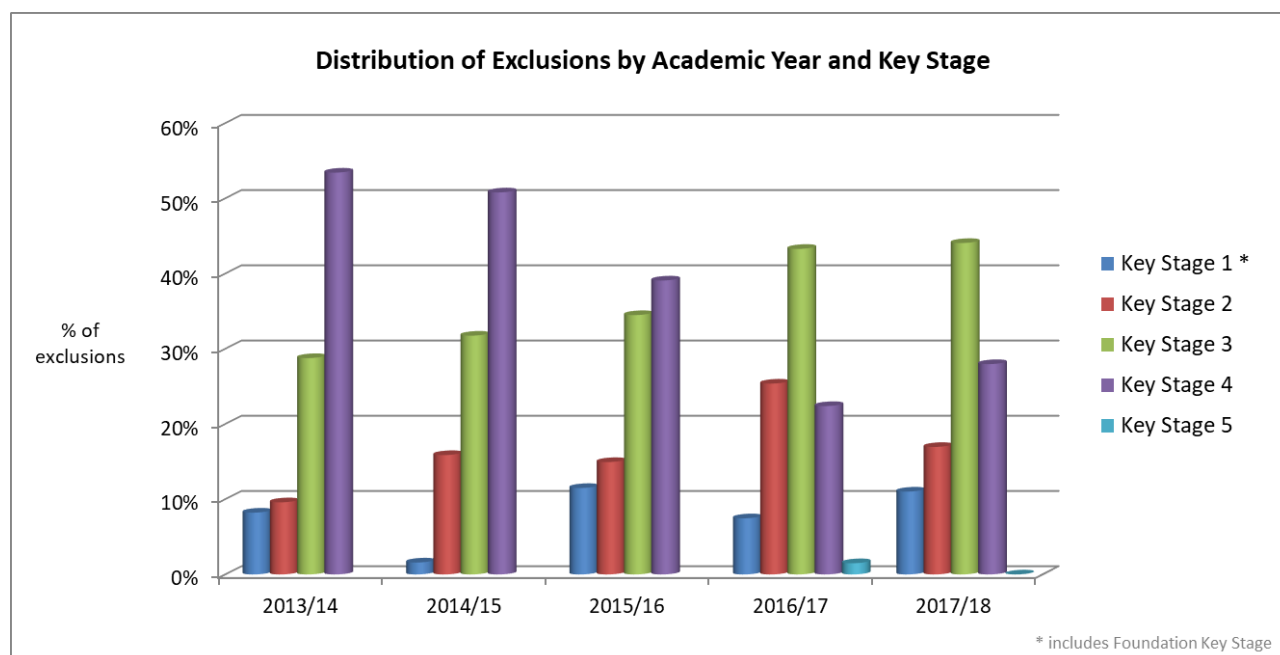
¹ data sources: 2017/18: ONE database, 2016/17 and earlier: DfE Statistics Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year (National tables, LA tables, Underlying Data: LA Characteristics), published July 2018.

² School population figures based on numbers on roll in each Spring School Census, sole or main registrations in state funded primary, secondary, all-through and special schools.

³ DfE Statistics, Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year

1.2 Permanent Exclusions by Key Stages

If we consider the distribution of the exclusions across the key stages, we see that the majority of Devon's exclusions continue to occur in Key Stage 3. Pre-2015 the largest numbers would have been seen in Key Stage 4. This change is also seen nationally. It does however indicate that young people are being permanently excluded from school at a younger age.



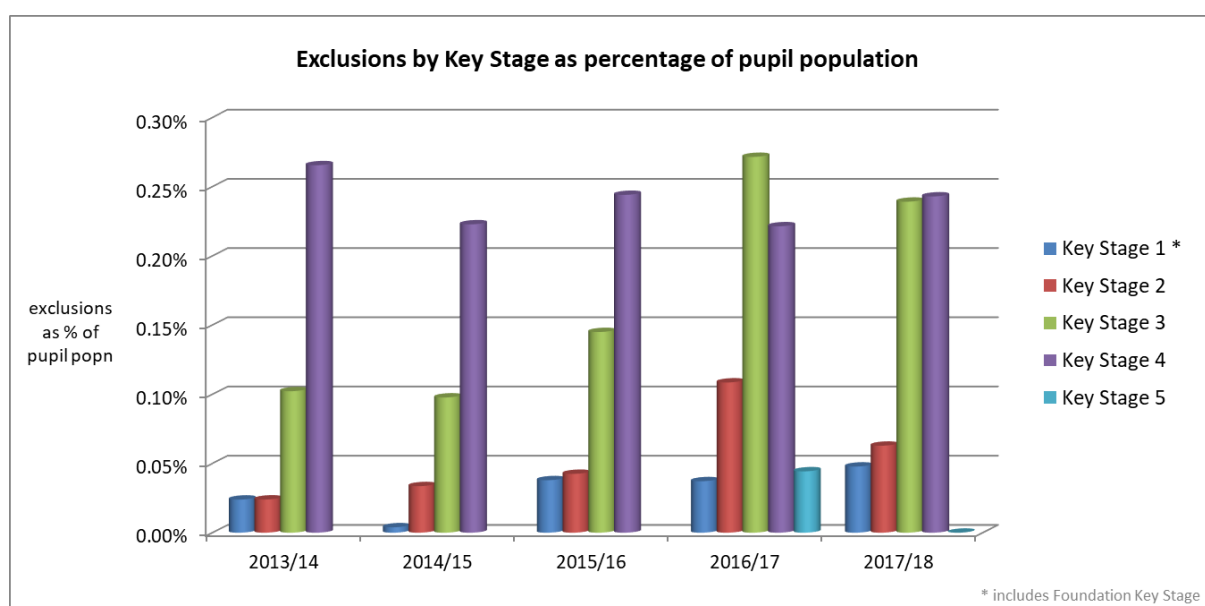
	2013/14		2014/15		2015/16		2016/17		DfE 2016/17 % distribution of perm excns ⁽¹⁾	2017/18	
	No's	%	No's	%	No's	%	No's	%		No's	%
Key Stage 1 (inc Foundation)	6	8%	1	2%	10	11%	10	7%	4.1%	13	11%
Key Stage 2	7	10%	10	16%	13	15%	34	25%	12.8%	20	17%
Key Stage 3	21	29%	20	32%	30	34%	58	43%	46.2%	52	44%
Key Stage 4	39	53%	32	51%	34	39%	30	22%	36.1%	33	28%
Key Stage 5	-	-	-	-	-	-	2	1%	0.8%	-	-

Note:

1. DfE percentages of permanent exclusions taken from DfE Statistics Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 (Key Stage based on pupils' NCY Table 3), published July 18

Permanent Exclusions by Key Stages as a percentage of the pupil population

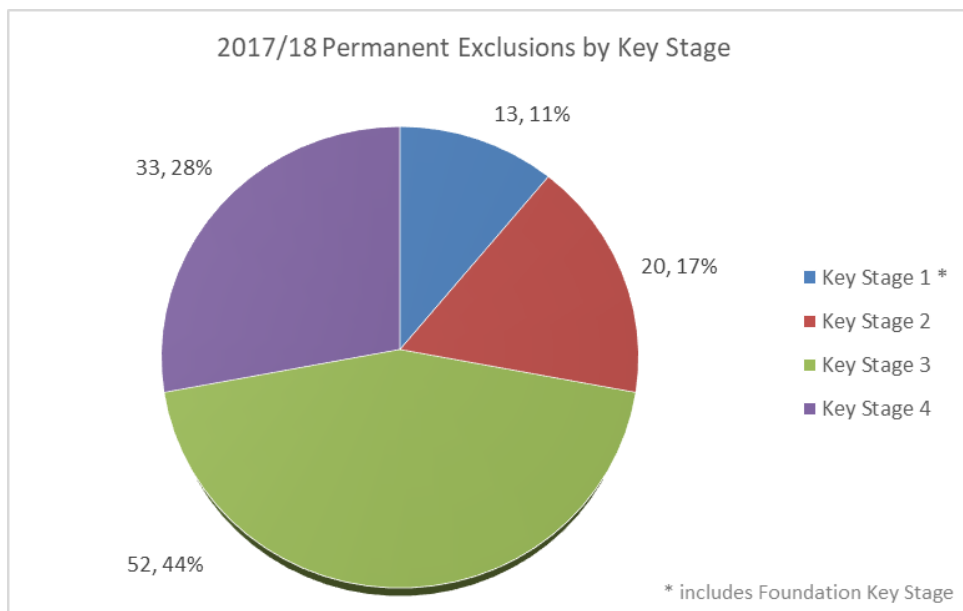
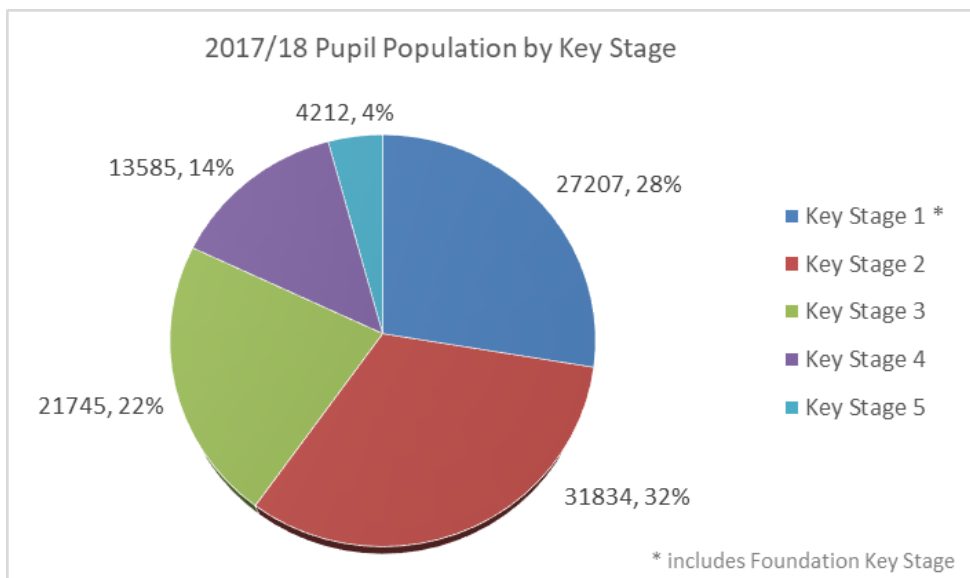
It should be noted that Key Stage 4 covers two academic year groups, whereas Key Stage 3 covers three academic year groups and Key Stage 2 covers four academic year groups. When reviewed as a percentage of pupil population, Key Stage 4 exclusions have risen slightly compared to last year whilst Key Stage 2 and 3 exclusions have fallen. This brings us closer to that seen nationally and is also reflected in fixed term exclusions. The graph and subsequent table below provide further information.



	2013/14		2014/15		2015/16		2016/17		DfE 2016/17 % of perm excns ⁽¹⁾	2017/18	
	No's	% of popn	No's	% of popn	No's	No's	No's	% of popn		No's	% of popn
Key Stage 1 (inc Foundation)	6	0.02%	1	0.004%	10	0.04%	10	0.04%	0.01%	13	0.05%
Key Stage 2	7	0.02%	10	0.03%	13	0.04%	34	0.11%	0.04%	20	0.06%
Key Stage 3	21	0.10%	20	0.10%	30	0.14%	58	0.27%	0.20%	52	0.24%
Key Stage 4	39	0.27%	32	0.22%	34	0.24%	30	0.22%	0.26%	33	0.24%
Key Stage 5	-	-	-	-	-	-	2	0.04%	0.014%		

1. DfE percentages of permanent exclusions taken from DfE Statistics Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 (Underlying Data from LA characteristics Tables), published July 18.

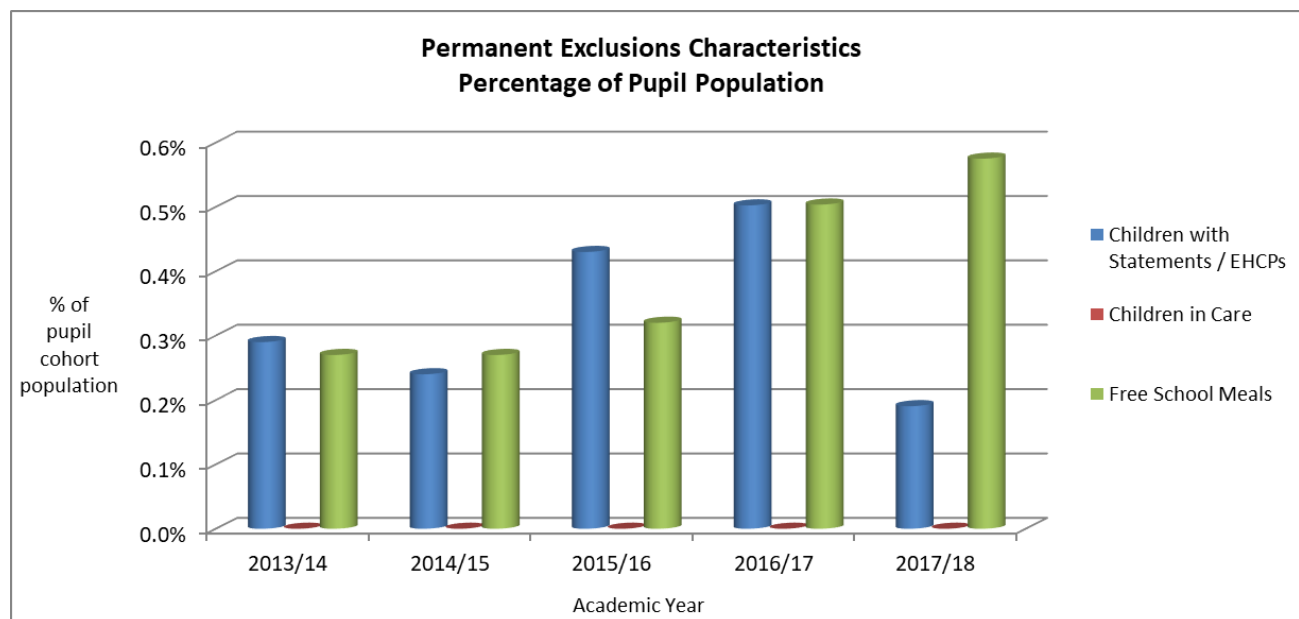
To provide a visualisation of the impact of the size of the cohort in comparison to the number of exclusions, the charts below illustrate the overall school population by each Key Stage and the Permanent Exclusions by Key Stage. For example, by comparing the segments we can see there is a smaller percentage of Exclusions at Key Stage 1 and Key Stage 2 when compared to the percentage of pupil populations at these Key Stages.



Data source: pupil population Spring 2018 School Census Return, exclusions ONE database 22/08/18

1.3 Permanent Exclusions by Pupil Characteristics

The percentage of pupils with statements or EHCPs subject to a permanent exclusion has significantly reduced in the last year. In 2017/18, 0.19% were permanently excluded (5 of 2,626 pupils) compared to 0.5% in 2016/17 (14 of 2,787 pupils). There has been no permanent exclusion for a Child in Care since 2013. This is a reflection of our newly rewritten Eliminating Exclusions for Children in Care protocol. The percentage of Free School Meal pupils subject to a permanent exclusion has risen slightly (0.57% compared to 0.5% in 2016/17). This is due to a significantly reduced cohort of pupils being eligible for FSM¹.



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Exclusions against;	2013/14			2014/15			2015/16			2016/17				DfE 2016/17 % of perm excns ⁽³⁾	2017/18			
	No's	% of PEX	% of pupil pop'n	No's	% of PEX	% of pupil pop'n	No's	% of PEX	% of pupil pop'n	No's	% of PEX	% of pupil pop'n	Pupil pop'n		No's	% of PEX	% of pupil pop'n	Pupil pop'n
Children with Statements/EHCPs	10	14%	0.29%	8	13%	0.24%	13	15%	0.43%	14	10%	0.50%	2787	0.16%	5	4%	0.19%	2626
Children in Care (CiC) ⁽²⁾	0	-	-	0	-	-	0	-	-	0	-	-	477	not available	-	-	-	493
Free School Meals	29	40%	0.27%	32	51%	0.27%	39	45%	0.32%	64	48%	0.50%	12708	0.28%	54	46%	0.57%	9392

1. Eligibility check undertaken by the Free School Meals team in Autumn 2017 which informed the Spring 2018 School Census

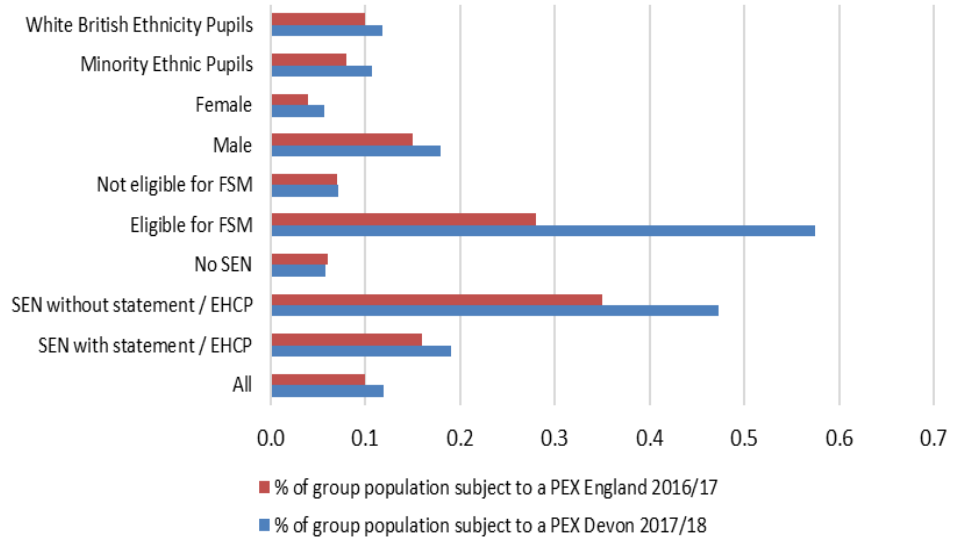
2. Children in Care school population has been taken from the Council's Virtual School Roll and is based on the number of children in care (of any funded LA) of school age attending a school in Devon
3. Latest DfE national rate taken from DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year, published July 2018.

The table below provides information on how the Devon cohorts of pupils compare against the most recent National published data.

Permanent Exclusions 2017/18	Number of Children in Devon PEX Cohort	Group as a % of PEX cohort	Number on Roll cohorts for each group (Spring 2018 Census)	Group as a % of Devon NoR cohort	Group is over or under represented by a factor of	% of group population subject to a PEX ⁽¹⁾	
						Devon 2017/18	England 2016/17
All	118	100	98620	100		0.12	0.10
SEN with statement / EHCP	5	4.2	2626	2.7	1.59	0.19	0.16
SEN without statement / EHCP	65	55.1	13759	14.0	3.95	0.47	0.35
No SEN	48	40.7	82235	83.4	0.49	0.06	0.06
Eligible for FSM	54	45.8	9392	9.5	4.81	0.57	0.28
Not eligible for FSM	64	54.2	89228	90.5	0.60	0.07	0.07
Male	91	77.1	50705	51.4	1.50	0.18	0.15
Female	27	22.9	47915	48.6	0.47	0.06	0.04
Minority Ethnic Pupils	8	6.8	7472	7.6	0.89	0.11	0.08
White British Ethnicity Pupils	106	89.8	89440	90.7	0.99	0.12	0.10

⁽¹⁾ The number of permanent exclusions expressed as a percentage of the number of pupils (including sole or dual main registrations pupils) of each group in January 2018 (national benchmark methodology).

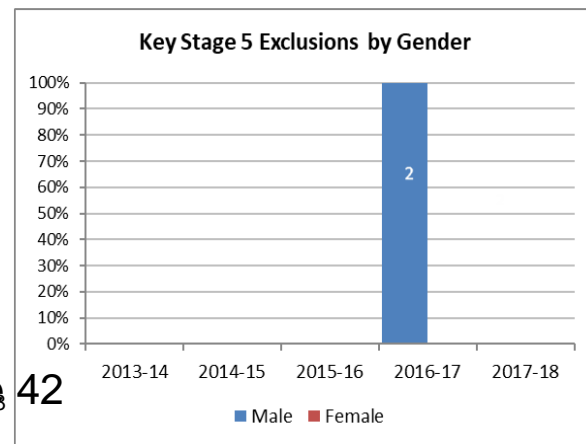
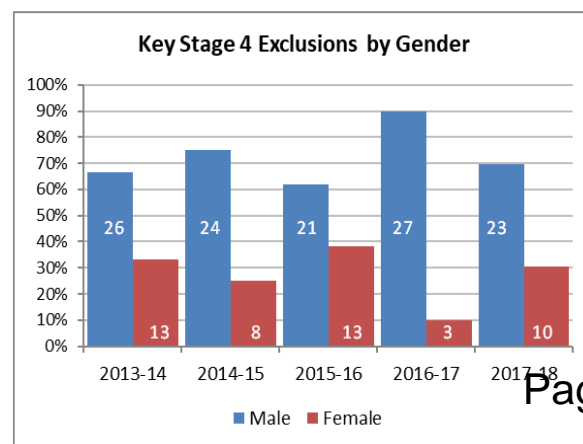
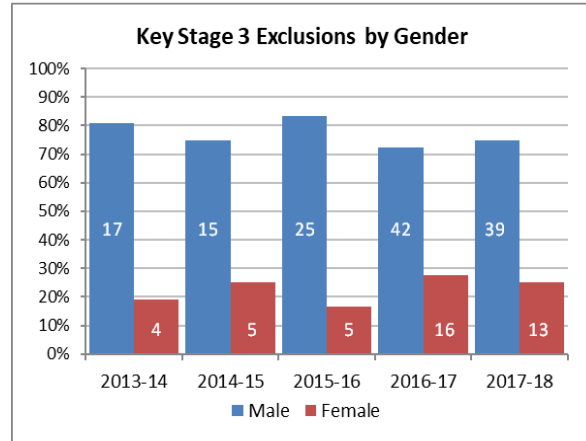
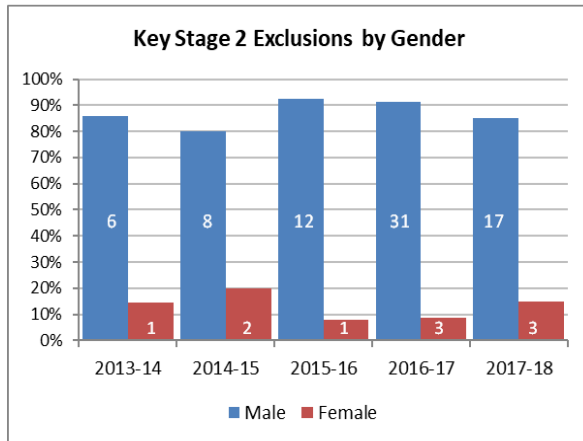
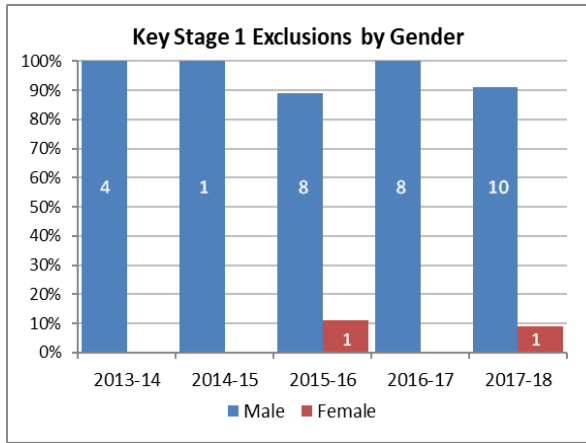
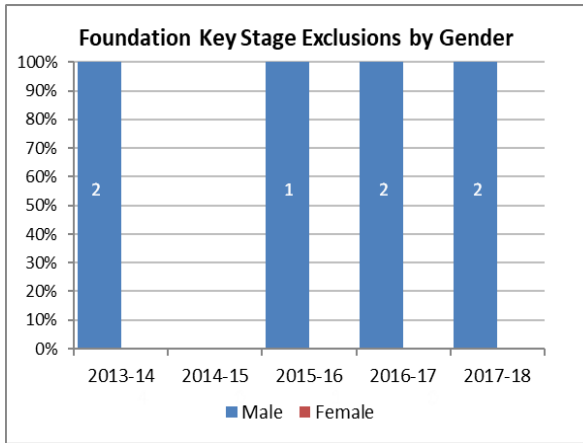
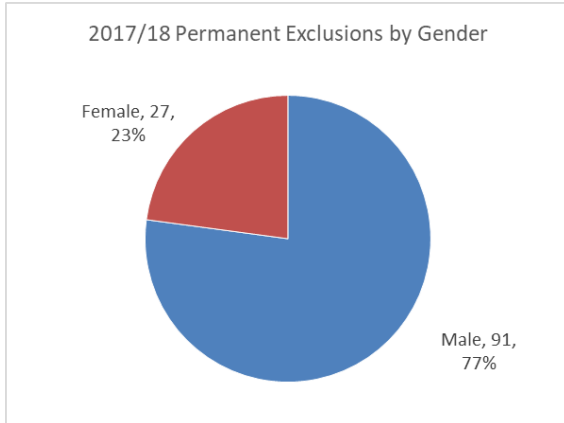
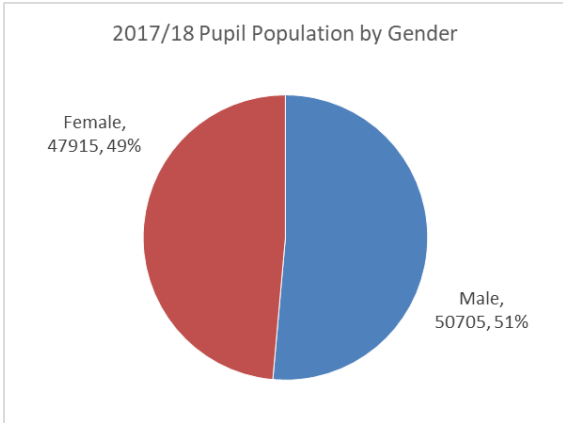
Devon to England Comparison



In Devon and nationally, children in vulnerable groups are more likely to be permanently excluded than their peers; however, Devon’s statistics show a higher likelihood of this than that seen nationally. This is particularly evident for children who are eligible for free school meals and those who have special educational needs. The Devon Inclusion Project is working to reduce the number of exclusions by working with schools throughout the County.

1.4 Permanent Exclusions by Gender and Key Stage

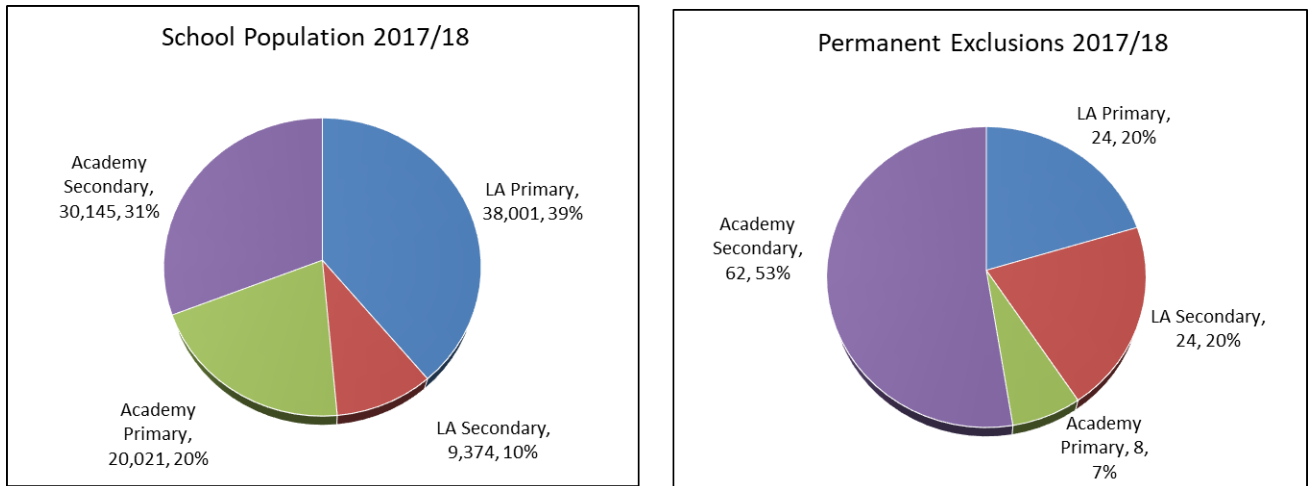
The percentage of permanent exclusions against boys has reduced in 2017/18 but continues to be significantly higher than girls.



1.5 Permanent Exclusions by School Type

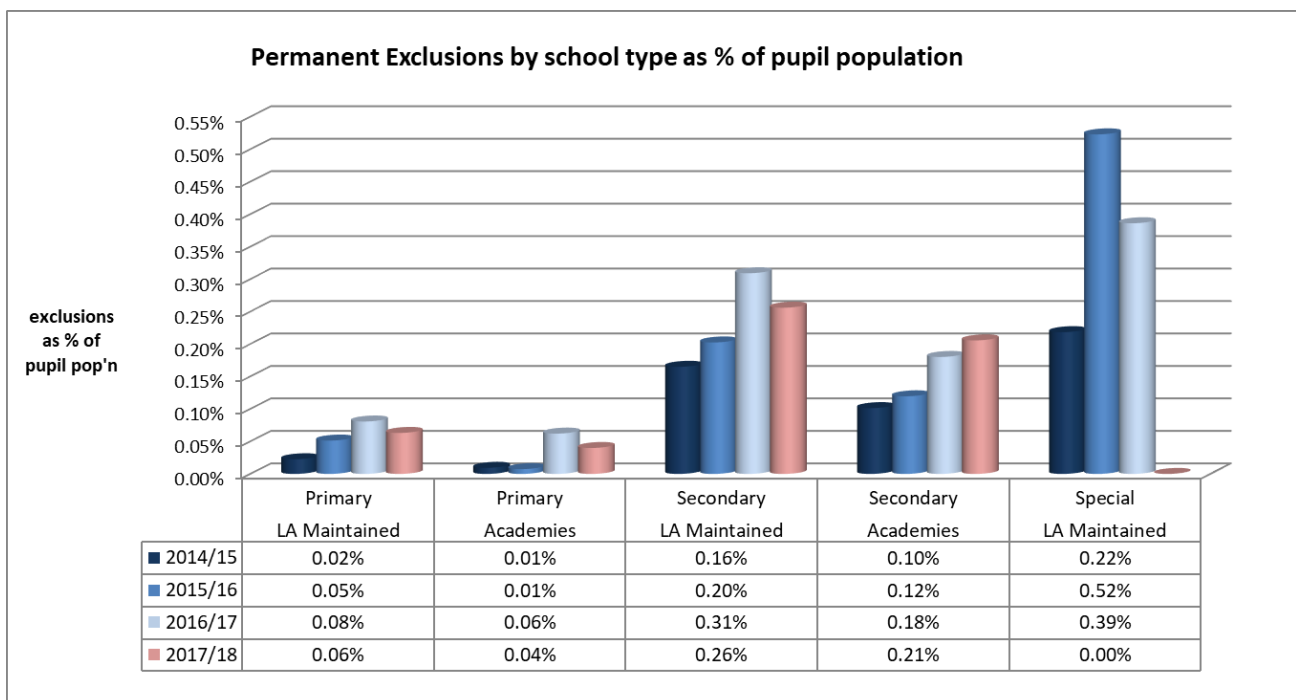
Permanent Exclusions by school type as percentage of pupil population

The charts below illustrate the breakdown of the permanent exclusions and pupil population by school type to enable comparisons to be made. For example, 20% of permanent exclusions were from LA Maintained Primary Schools but these establishments have 39% of the pupil population.



Note: School status is based on January School Census return.

The percentage of pupils permanently excluded has fallen in both LA Maintained and Academy primary schools. At secondary phase, the percentage of pupils excluded in LA Maintained schools has fallen (from 0.31% to 0.26%) but it has risen in Academies (0.18% to 0.21%). The exclusion rate in LA Maintained special schools has fallen this year with no permanent exclusions in these schools.



Note: School status is based on January School Census return.

1.6 Permanent Exclusions by Learning Community

Ranking by Permanent Exclusions as a percentage of pupil population

Please note the below information does not relate to individual schools but the groups of schools that form a learning community. Exeter West Exe Learning Community is on average the Local Learning Community with the highest exclusions as a percentage of its pupil population, followed by Dartmouth, Totnes and Barnstaple. However, in the last two years Dartmouth has been the Learning Community with the highest percentage of exclusions. In the last year Honiton and South Dartmoor have seen significant increases in exclusions as a percentage of their pupil population.

It should be noted that exclusions across communities can vary significantly year on year.

Learning Community	2015/16	2016/17	2017/18	2017/18	2017/18	Ranking (where 1 is highest % of exclusions)			Average Ranking (over 4yrs)
	%	%	%	LLC pupils	Excluded pupils	2015/16	2016/17	2017/18	
Axe Valley	0.13%	0.13%	0.16%	3218	5	10	18	10	10
Barnstaple	0.17%	0.15%	0.12%	6513	8	6	13	14	4
Bideford	0.07%	0.12%	0.12%	4028	5	17	19	13	13
Braunton	0.06%	0.06%	0.05%	1882	1	19	26	25	26
Chulmleigh	0.22%	0.07%	0.20%	1469	3	3	24	6	6
Clyst Vale	0.15%	0.11%	0.07%	3020	2	8	20	22	17
Crediton	0.13%	0.19%	0.10%	3067	3	9	10	18	14
Culm Valley		0.05%	0.13%	3990	5	26	28	12	26
Dartmouth	0.11%	0.48%	0.36%	832	3	13	1	1	2
Dawlish	0.17%	0.38%	0.04%	2324	1	7	2	26	16
Exeter - Beacon	0.08%	0.14%	0.21%	6670	14	16	15	5	11
Exeter - Central & Chestnut	0.03%	0.05%		3786		24	27	28	29
Exeter - West Exe	0.22%	0.28%	0.22%	3647	8	2	4	3	1
Exmouth	0.12%	0.07%	0.17%	5856	10	11	25	7	20
Holsworthy	0.26%	0.26%	0.07%	1515	1	1	5	23	5
Honiton		0.14%	0.32%	2168	7	26	14	2	18
Ilfracombe	0.04%	0.19%	0.08%	2555	2	21	9	21	14
Ivybridge	0.02%	0.13%		4685		25	17	28	28
Kingsbridge	0.04%	0.07%	0.11%	2709	3	22	23	17	25
Newton Abbot	0.10%	0.15%	0.11%	5367	6	14	12	16	6
Okehampton		0.09%	0.16%	3212	5	26	21	9	21
Ottery St Mary			0.09%	2108	2	26	30	19	30
Sidmouth		0.25%	0.06%	1626	1	26	6	24	23
South Dartmoor	0.03%		0.14%	2956	4	23	30	11	24
South Molton	0.21%	0.14%		1496		5	16	28	12
Tavistock	0.08%	0.08%	0.16%	3740	6	15	22	8	22
Teign Valley		0.04%	0.04%	2756	1	26	29	27	31
Teignmouth	0.04%	0.28%	0.12%	2522	3	20	3	15	19
Tiverton	0.12%	0.20%	0.09%	3448	3	12	8	20	6
Torrington	0.21%	0.21%		1979		4	7	28	6
Totnes	0.07%	0.18%	0.21%	2819	6	18	11	4	2

Data source: School Census returns which inform the DFE SFR on Exclusions

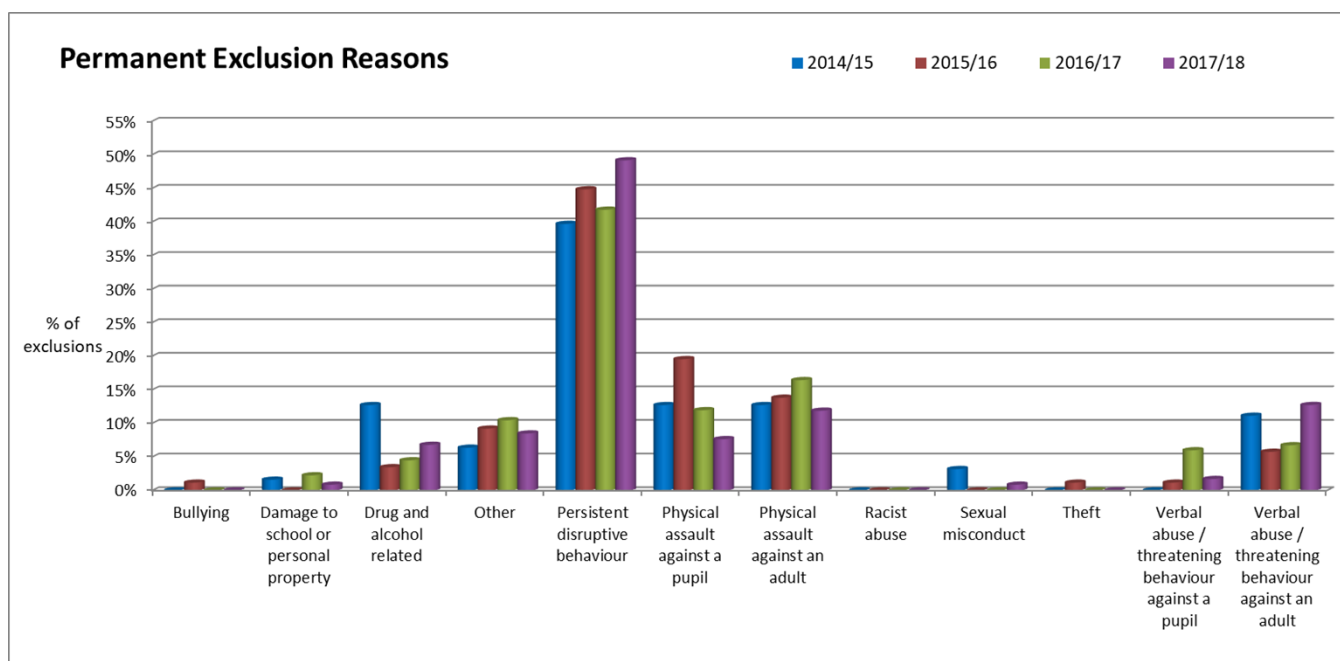
1.7 Permanent Exclusions Reasons

The table and graph below shows how the permanent exclusions which have occurred in each year are distributed against the various categories (together they make 100%). Persistent Disruptive Behaviour continues to be the major reason for permanent exclusions in Devon with verbal abuse / threatening behaviour against an adult the next most common. Both of these reasons have seen the greatest increase in the last year.

Permanent Exclusion Reason	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	DfE 2016/17 England rate ⁽¹⁾	2017/18
Bullying		1				1.1%		0.3%	
Damage to school or personal property	1		3	1	1.6%		2.2%	1.2%	0.8%
Drug and alcohol related	8	3	6	8	12.7%	3.4%	4.5%	7.3%	6.8%
Other	4	8	14	10	6.3%	9.2%	10.4%	17.6%	8.5%
Persistent disruptive behaviour	25	39	56	58	39.7%	44.8%	41.8%	35.7%	49.2%
Physical assault against a pupil	8	17	16	9	12.7%	19.5%	11.9%	13.3%	7.6%
Physical assault against an adult	8	12	22	14	12.7%	13.8%	16.4%	9.7%	11.9%
Sexual misconduct	2			1	3.2%			1.3%	0.8%
Theft		1				1.1%		0.5%	
Verbal abuse / threatening behaviour against a pupil		1	8	2		1.1%	6.0%	4.3%	1.7%
Verbal abuse / threatening behaviour against an adult	7	5	9	15	11.1%	5.7%	6.7%	8.5%	12.7%

⁽¹⁾ DfE Statistic Permanent and fixed-period exclusions in England: 2016 to 2017, National tables, Table 4, published July 2018

Data source: 2017/18 DCC ONE database, 2016/17 DfE Permanent and fixed-period exclusions in England: 2016 to 2017, LA table 18, 2015/16 and earlier DfE Permanent and fixed-period exclusions in England: 2016 to 2017 Underlying Data: Reasons and School Census Returns which inform DfE SFR.



Permanent Exclusion Reasons by Pupil Cohorts

Permanent Exclusions – Statements / EHCPs	Permanent Exclusions - Numbers				Permanent Exclusions - Percentages			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Exclusion Reason								
Bullying		1				8%		
Damage								
Drug and alcohol related								
Other	1	1	2		13%	8%	14%	
Persistent disruptive behaviour	2	6	4	3	25%	46%	29%	60%
Physical assault against a pupil	2	2	2		25%	15%	14%	
Physical assault against an adult	1	2	6	2	13%	15%	43%	40%
Racist abuse								
Sexual misconduct	1				13%			
Theft								
Verbal abuse / threatening behaviour against a pupil								
Verbal abuse / threatening behaviour against an adult	1	1			13%	8%		
Grand Total	8	13	14	5	100%	100%	100%	100%

Permanent Exclusions – Free School Meal Pupils	Permanent Exclusions - Numbers				Permanent Exclusions - Percentages			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Exclusion Reason								
Bullying		1				3%		
Damage			2				3%	
Drug and alcohol related	1	1	2	2	3%	3%	3%	4%
Other	3	5	6	6	9%	13%	10%	11%
Persistent disruptive behaviour	16	20	28	25	50%	51%	45%	46%
Physical assault against a pupil	5	6	6	3	16%	15%	10%	6%
Physical assault against an adult	4	4	9	7	13%	10%	15%	13%
Racist abuse								
Sexual misconduct								
Theft								
Verbal abuse / threatening behaviour against a pupil			5	1			8%	2%
Verbal abuse / threatening behaviour against an adult	3	2	4	10	9%	5%	6%	19%
Grand Total	32	39	62	54	100%	100%	100%	100%

Permanent Exclusions – Males

Exclusion Reason	Permanent Exclusions - Numbers			
	2014-15	2015-16	2016-17	2017-18
Bullying		1		
Damage	1		3	1
Drug and alcohol related	5	2	4	1
Other	4	8	13	8
Persistent disruptive behaviour	18	31	45	47
Physical assault against a pupil	7	12	11	8
Physical assault against an adult	5	8	22	10
Racist abuse				
Sexual misconduct	2			1
Theft				
Verbal abuse / threatening behaviour against a pupil			7	1
Verbal abuse / threatening behaviour against an adult	6	5	7	14
Grand Total	48	67	112	91

Permanent Exclusions - Percentages			
2014-15	2015-16	2016-17	2017-18
	1%		
2%		3%	1%
10%	3%	4%	1%
8%	12%	12%	9%
38%	46%	40%	52%
15%	18%	10%	9%
10%	12%	20%	11%
4%			1%
		6%	1%
13%	7%	6%	15%
100%	100%	100%	100%

Permanent Exclusions – Females

Exclusion Reason	Permanent Exclusions - Numbers			
	2014-15	2015-16	2016-17	2017-18
Bullying				
Damage				
Drug and alcohol related	3	1	2	7
Other			1	2
Persistent disruptive behaviour	7	8	11	11
Physical assault against a pupil	1	5	5	1
Physical assault against an adult	3	4		4
Racist abuse				
Sexual misconduct				
Theft		1		
Verbal abuse / threatening behaviour against a pupil		1	1	1
Verbal abuse / threatening behaviour against an adult	1		2	1
Grand Total	15	20	22	27

Permanent Exclusions - Percentages			
2014-15	2015-16	2016-17	2017-18
20%	5%	9%	26%
		5%	7%
47%	40%	50%	41%
7%	25%	23%	4%
20%	20%		15%
	5%		
	5%	5%	4%
7%		9%	4%
100%	100%	100%	100%

2.1 Fixed Term Exclusions

Whilst the number of fixed term exclusions has gradually risen over the previous three years, local data indicates that it has dropped slightly this year. However, this might rise once exclusions data has been submitted to the Department for Education¹. The percentage of fixed term exclusions in Devon Schools continues to be lower than the latest DfE national rate (2016/17).

Year	No of exclusions				
	2013/14	2014/15	2015/16	2016/17	2017/18
Fixed Term Exclusions - All Schools ⁽²⁾	2844	3072	3426	4060	3985
Devon Exclusion Rate (exclusions as % of school pop'n) ⁽³⁾	3.00%	3.22%	3.55%	4.16%	4.04%
Department for Education Exclusion Rate ⁽⁴⁾	3.50%	3.88%	4.29%	4.76%	Not available

¹ 17 schools no longer use the common school management information software and therefore do not submit regular data files to the Council.

² State funded primary, secondary, all-through and special schools (excludes alternative provision).

³ School population figures based on numbers on roll in each Spring School Census, sole or main registrations in state funded primary, secondary, all-through and special schools (excludes alternative provision).

⁴ DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year, Table 1, published July 2018.

Data sources: 2017/18: ONE database at 22/08/18, 2016/17 and earlier: DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year (National Tables, LA Tables, Underlying Data: LA Characteristics), published July 2018.

The number of pupils subjected to Fixed Term Exclusions and the number of days lost due to exclusions also appears to have fallen in the last year, as shown in the table below;

	2013/14	2014/15	2015/16	2016/17	2017/18
No of Days Lost due to fixed term exclusions	5150	5710	6145	7399	6472.5
No of Pupils subject to fixed term exclusion	1369	1554	1615	1887	1634

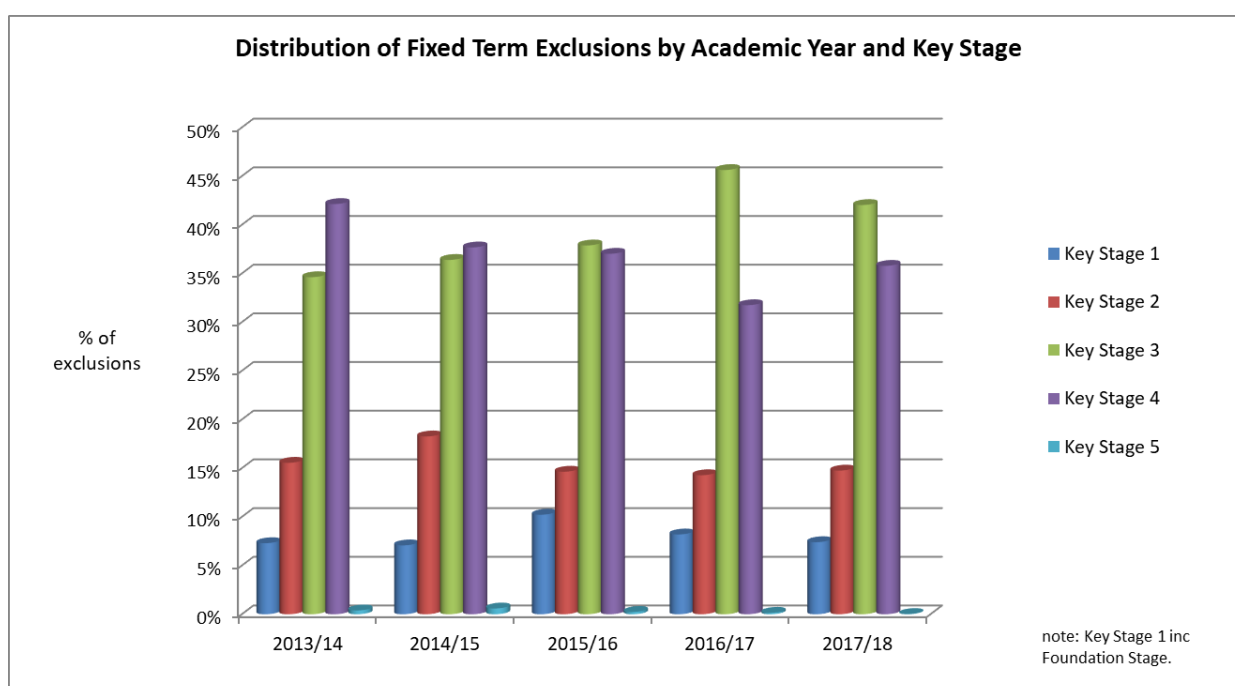
Note: 17 schools do not use sims software, so there are no automated data feeds to update pupil records in Education's ONE database.

2.2 Exclusions by Key Stages

If we consider the distribution of the exclusions across the key stages, we see that the majority of Devon's exclusions continue to occur in Key Stage 3. This distribution is also seen nationally.

Exclusions at Key Stage 3 have fallen in the last year and continue to be lower than the latest DfE national rate for 2017 (42% compared to 48.8% previously). Exclusions at Key Stage 4 have risen and are now higher than the latest DfE national statistic (2016/17). Please see table below for full details.

It should be noted that these percentages add to 100 and if the cohort is below the national average in one section it will inevitably be over in another.

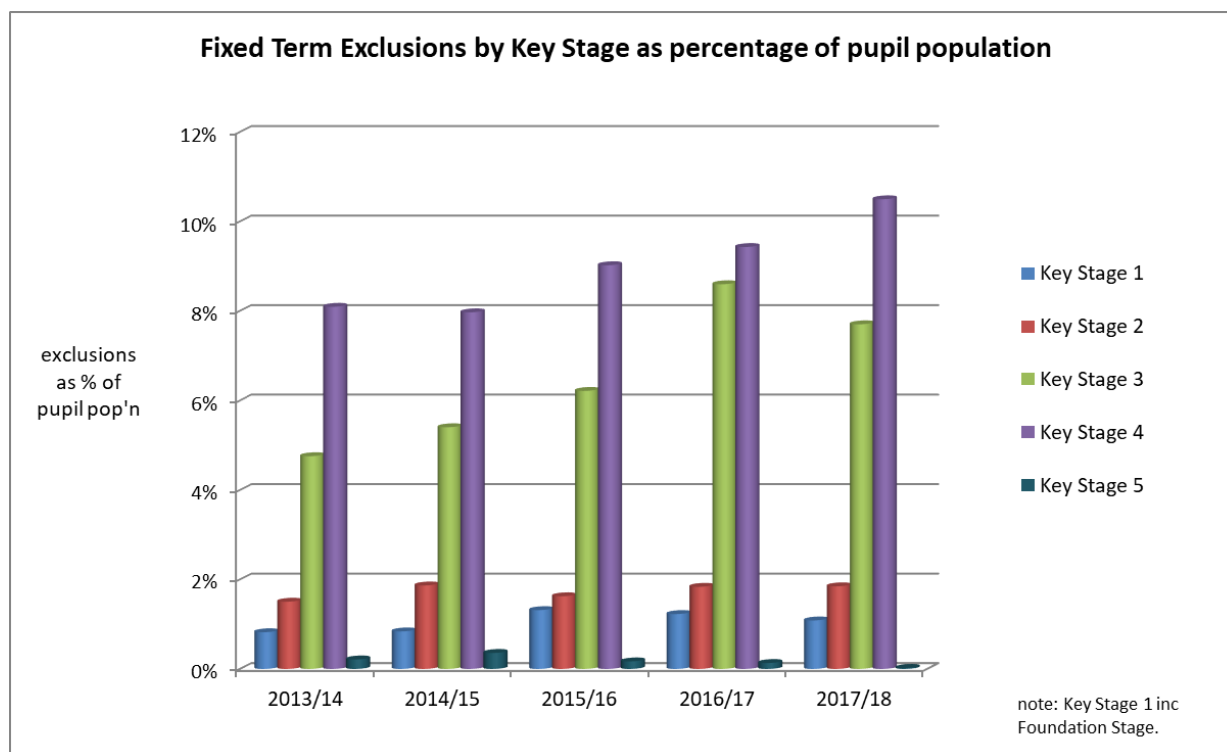


	2013/14		2014/15		2015/16		2016/17		DfE 2016/17 % distribution of fixed term excns ⁽¹⁾	2017/18	
	No's	%	No's	%	No's	%	No's	%		No's	%
Key Stage 1 (inc Found'n)	206	7.3%	215	7.1%	347	10.2%	330	8.2%	4.9%	295	7.4%
Key Stage 2	439	15.6%	555	18.3%	497	14.6%	575	14.3%	13.1%	588	14.8%
Key Stage 3	977	34.6%	1106	36.4%	1286	37.9%	1837	45.6%	48.8%	1675	42.0%
Key Stage 4	1189	42.1%	1145	37.7%	1257	37.0%	1278	31.7%	32.5%	1426	35.8%
Key Stage 5	11	0.4%	18	0.6%	8	0.2%	6	0.1%	0.7%	1	0.03%

1. DfE percentages of fixed term exclusions taken from DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year (Key Stage based on pupils' NCY Table 3).

Fixed Term Exclusions by Key Stages as a percentage of the pupil population

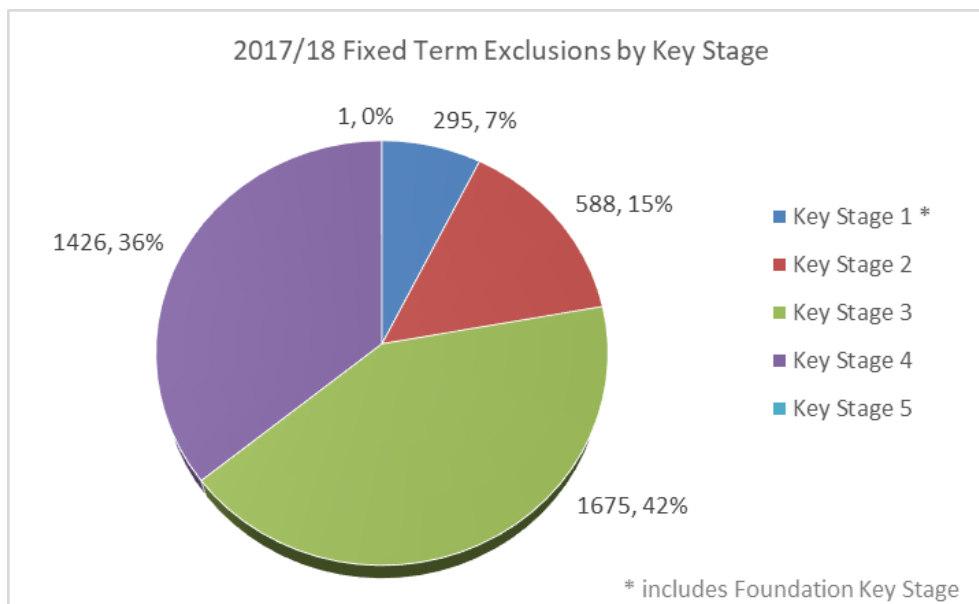
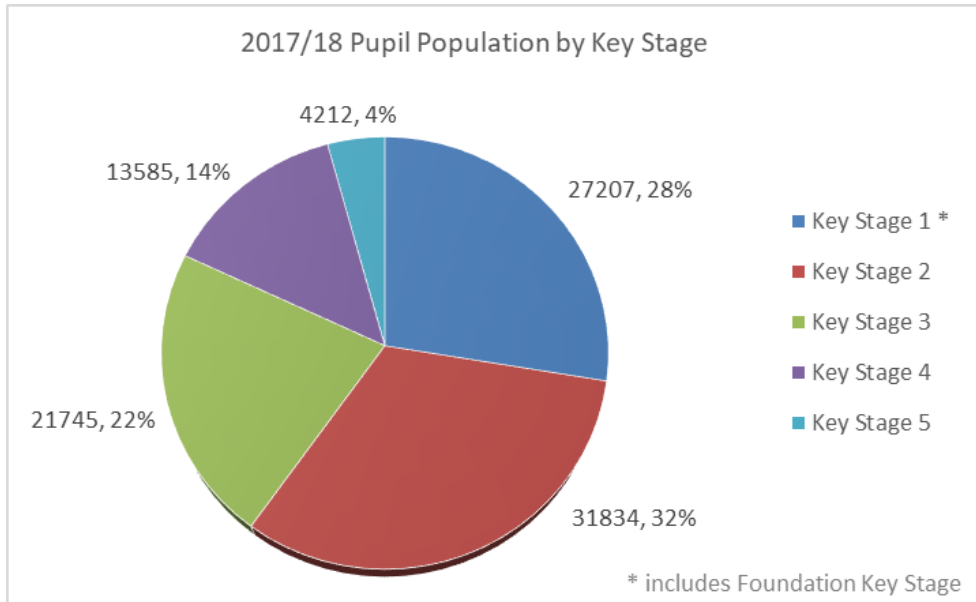
When reviewed as a percentage of pupil population, Key Stage 4 exclusions continue to rise whilst Key Stage 3 exclusions have fallen. The percentage of exclusions at each Key Stage are lower in Devon than nationally, with the exception of Key Stage 1 which is slightly higher. The graph and subsequent table below provide further information.



	2013/14		2014/15		2015/16		2016/17		DfE 2016/17 % of fixed term excns (1)	2017/18	
	No's	%	No's	%	No's	%	No's	%		No's	%
Key Stage 1 (inc Found'n)	206	0.8%	215	0.8%	347	1.3%	330	1.2%	0.8%	295	1.1%
Key Stage 2	439	1.5%	555	1.9%	497	1.6%	575	1.8%	2.0%	588	1.8%
Key Stage 3	977	4.8%	1106	5.4%	1286	6.2%	1837	8.6%	10.8%	1675	7.7%
Key Stage 4	1189	8.1%	1145	8.0%	1257	9.0%	1278	9.4%	11.6%	1426	10.5%
Key Stage 5	11	0.2%	18	0.4%	8	0.2%	6	0.1%	0.6%	1	0.0%

1. DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year (Underlying Data from LA characteristics Tables), published July 18.

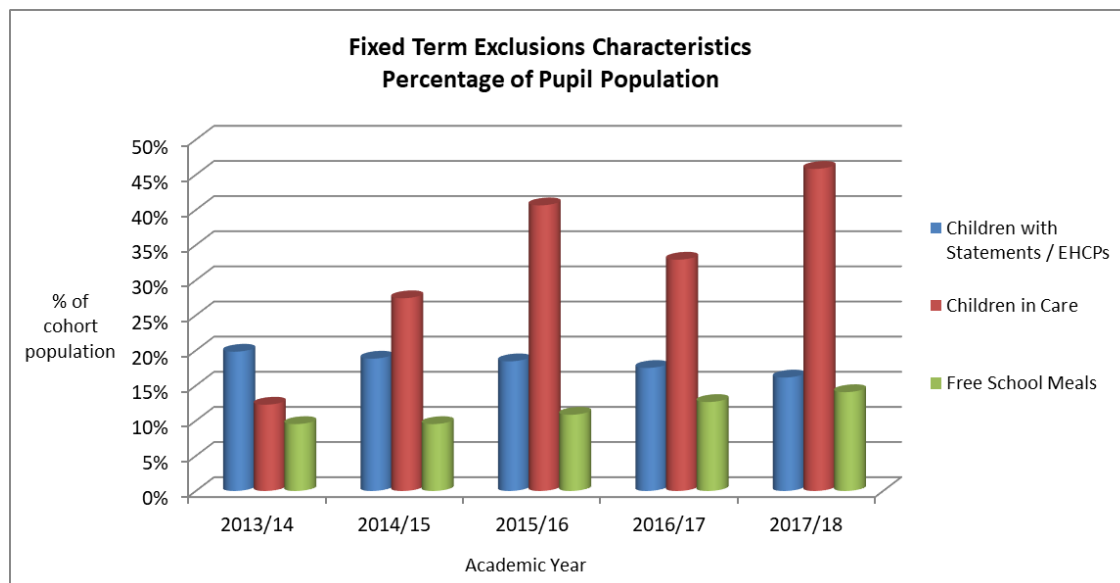
To provide a visualisation of the impact of the size of the cohort in comparison to the number of exclusions, the charts below indicate the overall school population by each Key Stage and the Fixed Term Exclusions by Key Stage. For example, by comparing the segments we can see there is a smaller percentage of Exclusions at Key Stage 1 and Key Stage 2 when compared to the percentage of pupil populations at these Key Stages.



Data source: pupil population Spring 2018 School Census Return, exclusions ONE dataase22/08/18

2.3. Fixed Term Exclusions by Pupil Characteristics

In 2017/18 the exclusion rate for pupils with statements of SEN or EHCPs has fallen, with 16.1% (424 for 2626 pupils) compared to 17.5% (488 for 2716 pupils) in 2016/17. This is slightly higher than the latest national rate (15.93% in 2017). The percentage of Children in Care subject to a Fixed Term Exclusion has risen in the last year, 45.8% (226 for 493 pupils) compared to 32.9% (157 for 477 pupils) in 2016/17. The percentage of pupils eligible for Free School Meals subject to an exclusion has also risen to 14%, partially due to a reduced cohort of pupils being eligible for FSM¹. This is higher than the latest national rate (12.54% in 2017).



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Exclusions against;	2013/14			2014/15			2015/16			2016/17				DfE 2016/17 National Rate ⁽³⁾	2017/18			
	No's	% of FTE	% of pupil pop'n	No's	% of FTE	% of pupil pop'n	No's	% of FTE	% of pupil pop'n	No's	% of FTE	% of pupil pop'n	Pupil popn		No's	% of FTE	% of school pop'n	Pupil popn
Children with Statements/EHCPs	689	24.2%	19.8%	620	20.2%	18.83%	557	16.3%	18.45%	488	12.0%	17.5%	2787	15.93%	424	10.6%	16.1%	2626
Children in Care (CiC) ⁽²⁾	70	2.4%	12.3%	130	4.0%	27.4%	189	5.7%	40.6%	157	3.9%	32.9%	477	Not available	226	5.7%	45.8%	493
Free School Meals	1022	35.9%	9.5%	1117	36.4%	9.52%	1335	39.0%	10.85%	1609	39.6%	12.7%	12708	12.54%	1321	33.1%	14.1%	9392

1. Eligibility check undertaken by the Free School Meals team in Autumn 2017 which informed the Spring 2018 School Census.
2. Children in Care school population has been taken from the Council's Virtual School Roll and is based on the number of children in care (of any funded LA) of school age attending a school in Devon
3. Latest DfE national rate taken from DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year, published July 2018.

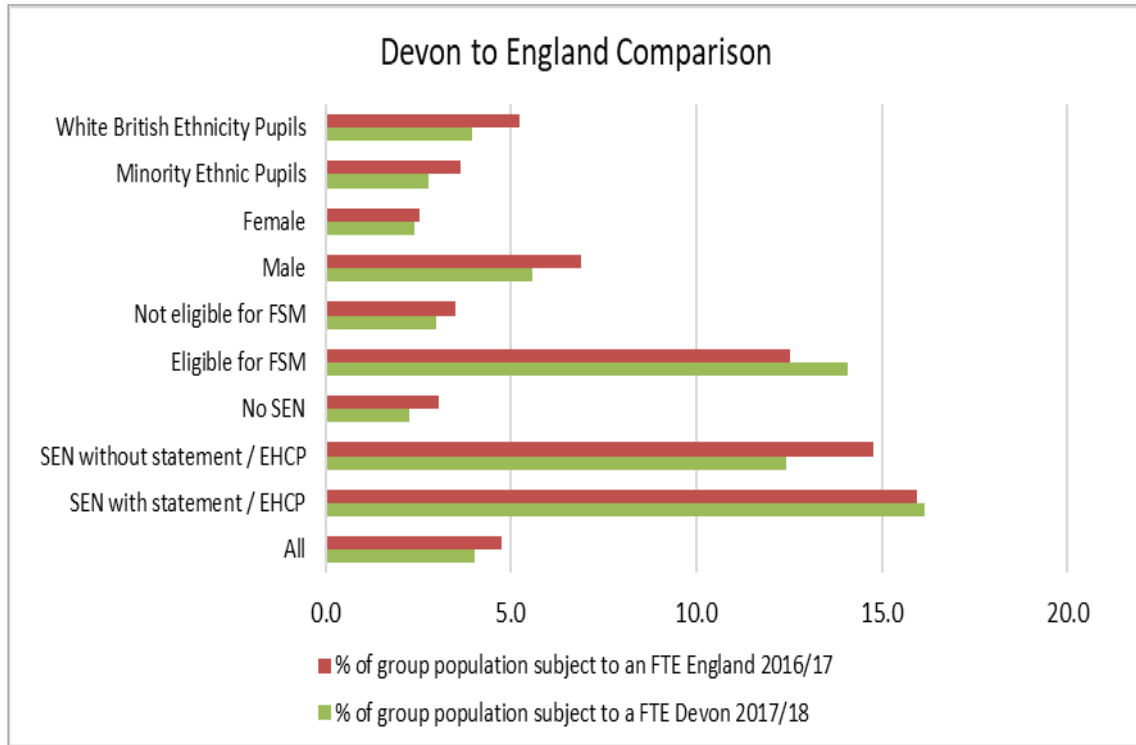
The table below provides information on how the Devon cohorts of pupils compare against the most recent National published data.

Fixed Term Exclusions 2017/18	Number of Devon FTE cohort	Group as a % of FTE cohort	Number on Roll cohorts for each group (Spring 2018 Census)	Group as a % of Devon NoR cohort	Group is over or under represented by a factor of	% of group population with at least one FTE ⁽¹⁾	
						Devon 2017/18	England 2016/17
All	3985	100	98620	100		4.04	4.76
SEN with statement / EHCP	424	10.6	2626	2.7	4.00	16.15	15.93
SEN without statement / EHCP	1710	42.9	13759	14.0	3.08	12.43	14.76
No SEN	1851	46.4	82235	83.4	0.56	2.25	3.06
Eligible for FSM	1321	33.1	9392	9.5	3.48	14.07	12.54
Not eligible for FSM	2664	66.9	89228	90.5	0.74	2.99	3.50
CiC ²	226	5.7	493	0.5	11.34	45.84	not avail
not CiC	3759	94.3	98127	99.5	0.95	3.83	not avail
Male	2833	71.1	50705	51.4	1.38	5.59	6.91
Female	1152	28.9	47915	48.6	0.60	2.40	2.53
Minority Ethnic Pupils	208	5.2	7472	7.6	0.69	2.78	3.65
White British Ethnicity Pupils	3541	88.9	89440	90.7	0.98	3.96	5.23

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⁽¹⁾ The number of fixed period exclusions expressed as a percentage of the number of pupils (including sole or dual main registrations and boarding pupils) of each age in January 2018. With regards to the FTE figures, these are number of FTEs and not number of children (one child may have multiple fixed term exclusions). National benchmarking data is based on the number of FTEs (not the number of children).

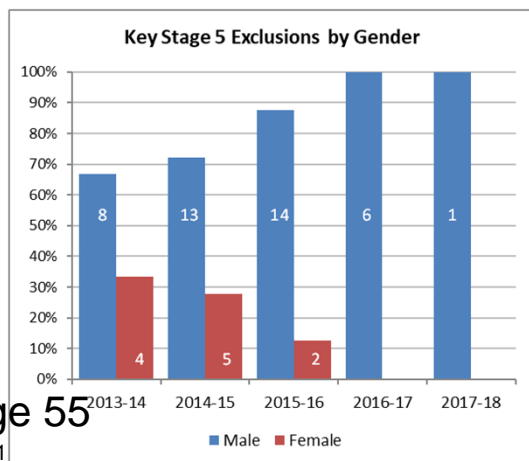
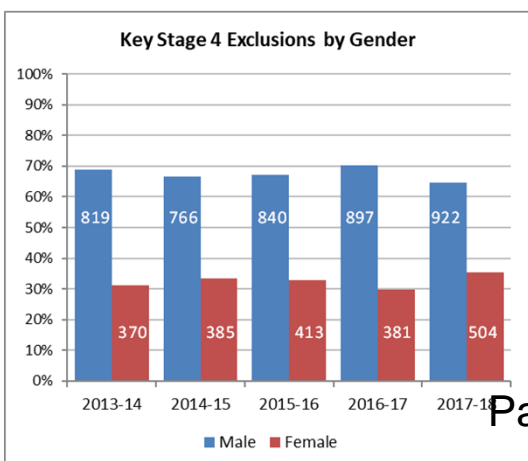
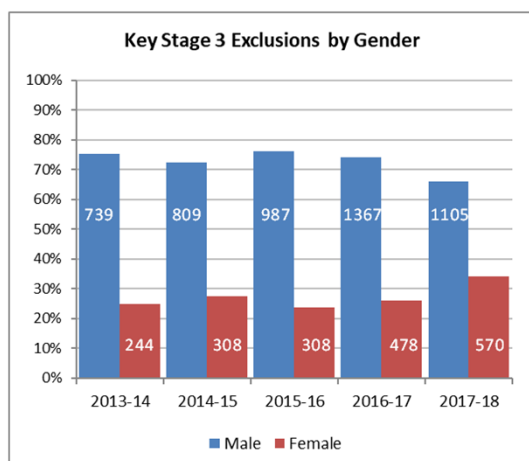
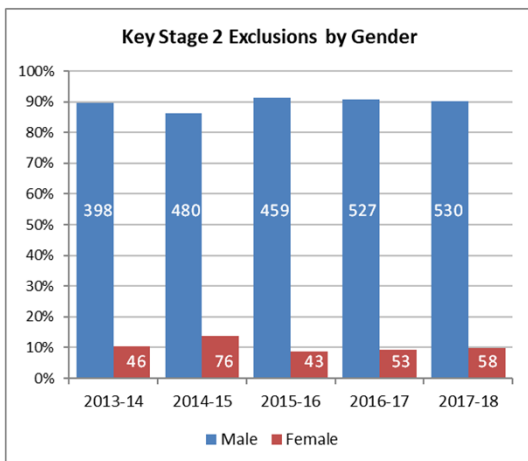
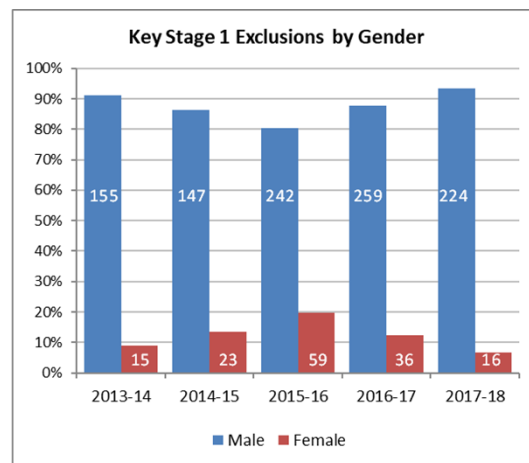
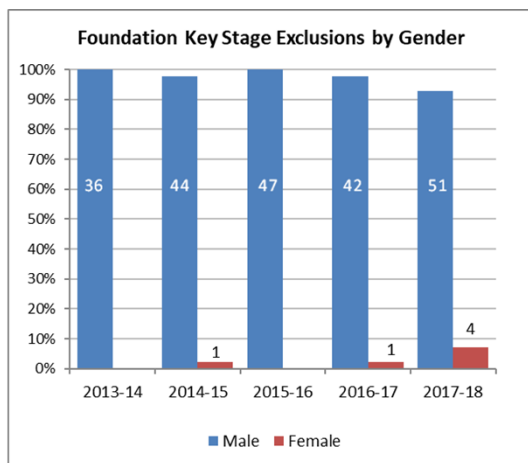
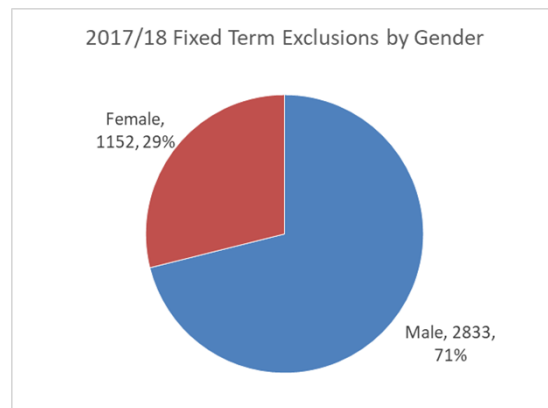
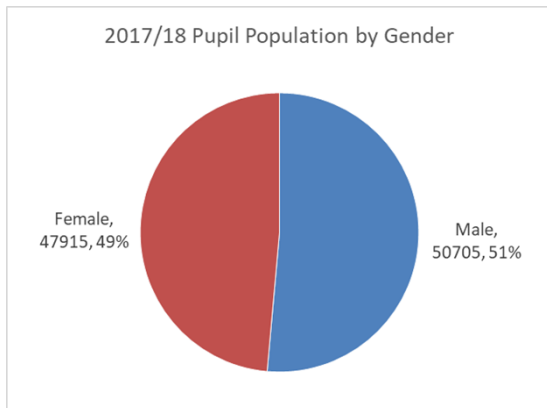
⁽²⁾ CiC - Children who were looked after child at the time of exclusion (from ONE). The cohort is taken from the number of CiC on the Virtual School Roll (493) on 19/01/18 (based on children on roll in Devon LA Schools). This date is in line with the date used in the DfE exclusion statistics. It should however be noted that the total number of children may exceed the denominator used as the cohort fluctuates greatly. If a child was in care and excluded in May but was no longer on roll on Jan 19th, the exclusion would count but the child would not be included in the cohort size. The most recent National Data for Children in Care is 2015/16, 2016/17 data will be available in March 2019.



In Devon and nationally, children in vulnerable groups are more likely to be fixed term excluded than their peers; however, Devon's statistics show a higher likelihood of this than that seen nationally. This is particularly evident for children who are eligible for Free School Meals and those who have Special Educational Needs. The Devon Inclusion Project is working with schools to reduce the number of exclusions throughout the County.

2.4 Fixed Term Exclusions by Gender and Key Stage

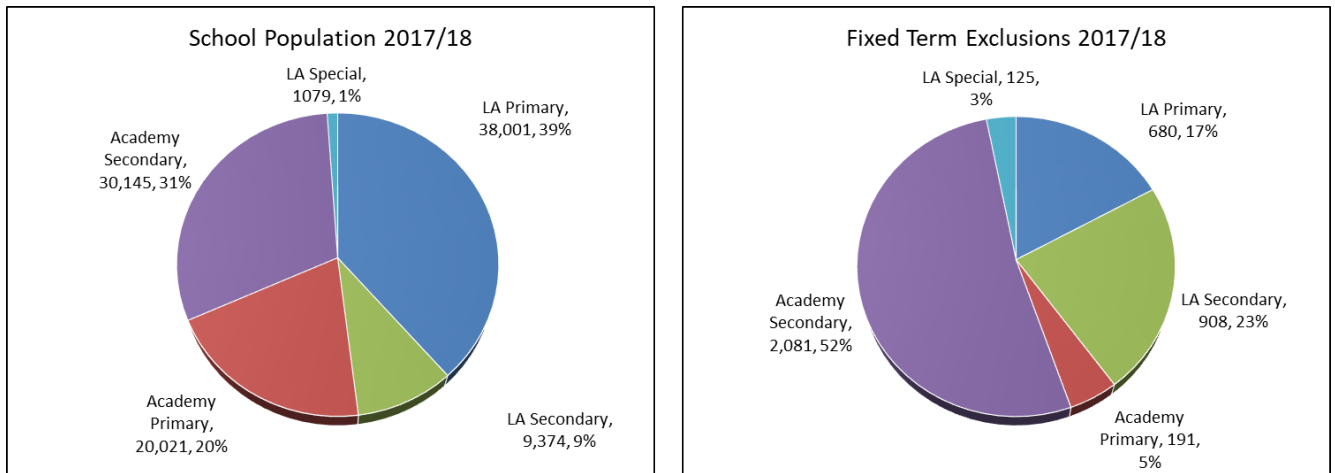
The breakdown of fixed term exclusions by gender has seen a slight change in 2017/18, with the percentage of exclusions against girls rising (and therefore percentage against boys falling).



2.5 Fixed Term Exclusions by School Type

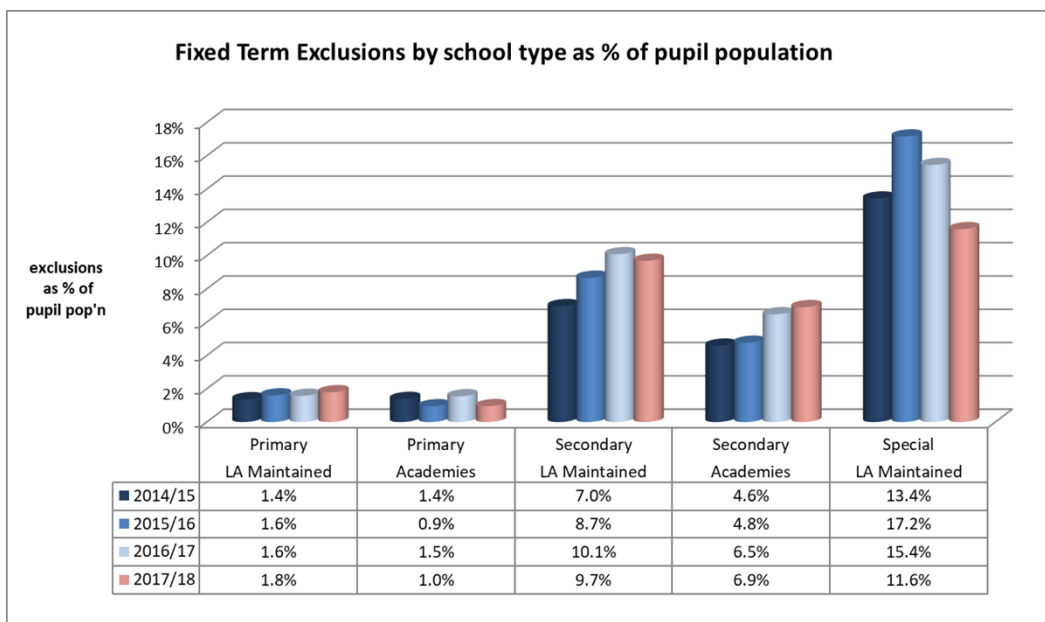
Fixed Term Exclusions by school type as percentage of the pupil population

The charts below illustrate the breakdown of fixed term exclusions and pupil population by school type to enable comparisons to be made. For example, 17% of fixed exclusions were from LA Maintained Primary Schools but these establishments have 39% of the pupil population.



Note: School status is based on January School Census return

The percentage of pupils with fixed term exclusions has risen slightly in LA Maintained primary schools and fallen in Academy primary schools. At secondary phase, the percentage of pupils with exclusions in LA Maintained schools has fallen (from 10.1% to 9.7%) but it has risen in Academies (6.5% to 6.9%). The exclusion rate in LA Maintained special schools has seen significant improvement in the last year, falling from 15.4% to 11.6%.



Note: School status is based on January School Census returns

2.6. Fixed Term Exclusions by Learning Community

Ranking by Fixed Term Exclusions as a percentage of pupil population

Please note the below information does not relate to individual schools, but the group of schools that form a Learning Community. Exeter West Exe Learning Community is on average the Learning Community with the highest percentage of fixed term exclusions as a percentage of the pupil population, but its percentage has fallen in the last year. Exeter Central & Chestnut and Crediton are the Communities with the second highest percentage of fixed term exclusions as a percentage of the pupil population.

Exeter Learning Communities are also consistently ranked with high fixed term exclusions, whilst Honiton and Exeter Central & Chestnut have seen the highest increases in the last year.

Learning Community	2015/16	2016/17	2017/18	2017/18	2017/18	Ranking (where 1 is highest % of exclusions)			Average Ranking (over 4yrs)
	%	%	%	LLC pupils	Exclusions	2015/16	2016/17	2017/18	
Axe Valley	3%	2%	4%	3218	130	12	30	16	21
Barnstaple	4%	4%	1%	6513	73	7	10	28	11
Bideford	1%	3%	1%	4028	51	30	19	25	24
Braunton	2%	4%	5%	1882	89	23	15	10	18
Chulmleigh	2%	3%	4%	1469	63	20	18	14	14
Clyst Vale	4%	4%	4%	3020	112	9	12	18	12
Crediton	5%	6%	8%	3067	239	6	7	4	2
Culm Valley	2%	2%	2%	3990	92	28	25	22	27
Dartmouth	9%	17%	0%	832	nk	2	1	31	7
Dawlish	4%	6%	4%	2324	94	8	4	15	8
Exeter - Beacon	5%	6%	7%	6670	500	5	5	5	4
Exeter - Central & Chestnut	5%	5%	9%	3786	327	4	8	2	2
Exeter - West Exe	13%	12%	8%	3647	303	1	2	3	1
Exmouth	4%	4%	6%	5856	356	10	13	8	9
Holsworthy	4%	4%	5%	1515	69	11	16	12	16
Honiton	2%	4%	10%	2168	209	19	14	1	14
Ilfracombe	3%	3%	3%	2555	68	18	24	21	19
Ivybridge	2%	2%	1%	4685	55	27	29	26	28
Kingsbridge	2%	2%	0%	2709	1	22	28	30	29
Newton Abbot	2%	3%	1%	5367	63	21	17	27	20
Okehampton	2%	3%	3%	3212	104	25	23	20	23
Ottery St Mary	1%	2%	1%	2108	13	31	31	29	31
Sidmouth	3%	7%	7%	1626	108	14	3	7	6
South Dartmoor	2%	2%	2%	2956	47	24	27	24	26
South Molton	3%	3%	4%	1496	67	17	22	13	22
Tavistock	3%	3%	4%	3740	146	15	21	17	17
Teign Valley	1%	2%	2%	2756	55	29	26	23	29
Teignmouth	3%	4%	7%	2522	177	16	11	6	13
Tiverton	6%	5%	5%	3448	183	3	9	9	5
Torrington	3%	6%	5%	1979	92	13	6	11	10
Totnes	2%	3%	4%	2819	99	26	20	19	25

Data source: School Census returns which inform the DFE SFR on Exclusions

2.7 Fixed Term Exclusions Reasons

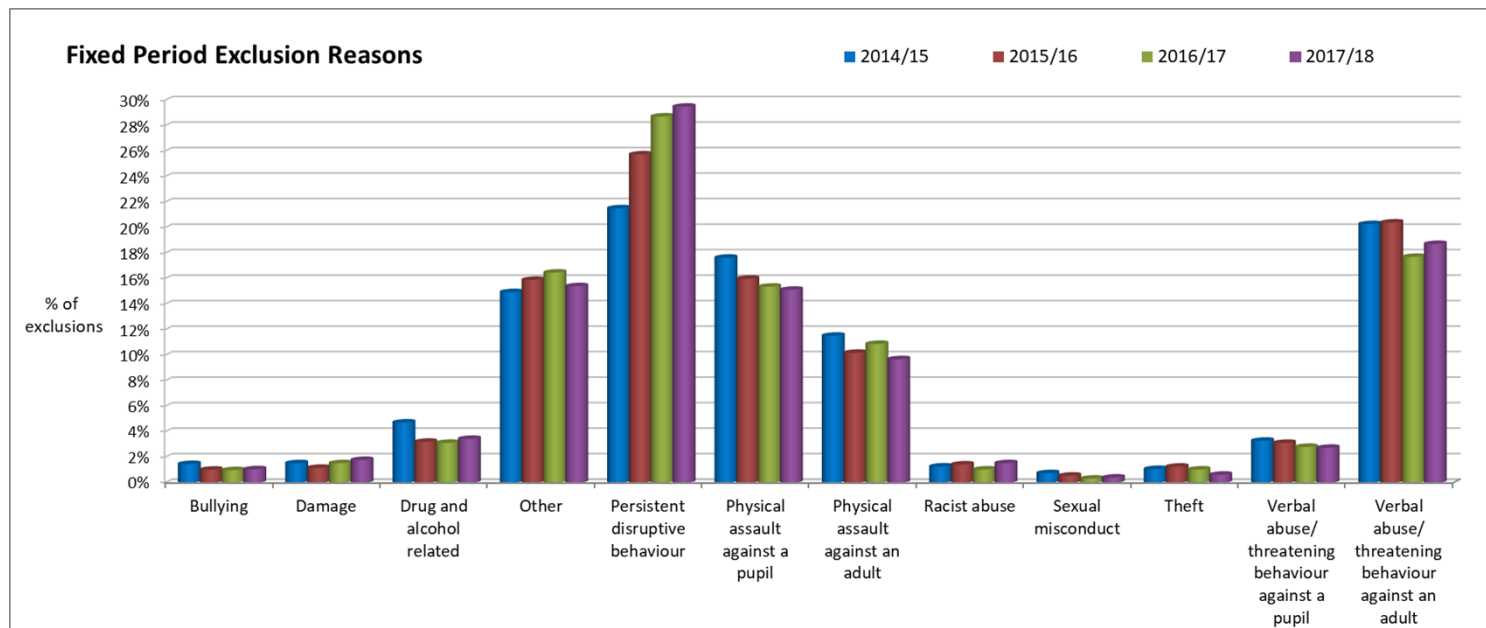
The table and graph below shows how the fixed term exclusions which have occurred in each year are distributed against the various categories. Persistent Disruptive Behaviour continues to be the major reason for fixed term exclusions in Devon (29.49%), slightly higher than the latest national rate (28.4% in 2017). Verbal abuse/threatening behaviour against an adult continues to be the second major reason for exclusions.

Fixed Term Exclusion Reason	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	DfE 2016/17 England rate ⁽¹⁾	2017/18
Bullying	45	35	40	42	1.46%	1.02%	0.99%	1.1%	1.05%
Damage	47	40	62	71	1.53%	1.17%	1.53%	2.0%	1.78%
Drug and alcohol related	145	110	127	137	4.72%	3.21%	3.13%	2.4%	3.44%
Other	459	545	669	614	14.94%	15.91%	16.48%	19.7%	15.41%
Persistent disruptive behaviour	661	882	1166	1175	21.52%	25.74%	28.72%	28.4%	29.49%
Physical assault against a pupil	542	548	624	603	17.64%	16.00%	15.37%	16.9%	15.13%
Physical assault against an adult	354	349	442	386	11.52%	10.19%	10.89%	7.0%	9.69%
Racist abuse	39	49	42	61	1.27%	1.43%	1.03%	1.2%	1.53%
Sexual misconduct	23	19	13	16	0.75%	0.55%	0.32%	0.6%	0.40%
Theft	33	43	42	25	1.07%	1.26%	1.03%	1.1%	0.63%
Verbal abuse / threatening behaviour against a pupil	101	107	114	109	3.29%	3.12%	2.81%	4.0%	2.74%
Verbal abuse / threatening behaviour against an adult	623	699	719	746	20.28%	20.40%	17.71%	15.6%	18.72%

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DfE Statistic Permanent and fixed-period exclusions in England: 2016 to 2017, national table 4, published July 2018

Data source: 2017/18 DCC ONE database, 2016/17 DfE Permanent & fixed-period exclusions in England: 2016-17 LA table 19, 2015/16 & earlier DfE Permanent & fixed-period exclusions in England: 2016 to 2017 Underlying Data: Reasons



Fixed Term Exclusions Reasons for pupil cohorts (as the DfE do not publish data at this level, local census returns were used for illustrative purposes which exclude PRUs)

Fixed Term Exclusions – Stated / EHCP

Exclusion Reason	Fixed Term Exclusions - Numbers			
	2014-15	2015-16	2016-17	2017-18
Bullying	2	4	3	2
Damage	16	14	14	19
Drug and alcohol related	8	6	3	2
Other	88	126	119	98
Persistent disruptive behaviour	122	83	66	84
Physical assault against a pupil	113	89	79	65
Physical assault against an adult	128	94	95	71
Racist abuse	15	11	9	14
Sexual misconduct	4	2	3	2
Theft	2	2	2	2
Verbal abuse / threatening behaviour against a pupil	13	24	14	8
Verbal abuse / threatening behaviour against an adult	95	91	76	57
Grand Total	606	546	483	424

Fixed Term Exclusions - Percentages			
2014-15	2015-16	2016-17	2017-18
0.3%	1%	1%	0.5%
3%	3%	3%	4%
1%	1%	1%	0.5%
15%	23%	25%	23%
20%	15%	14%	20%
19%	16%	16%	15%
21%	17%	20%	17%
2%	2%	2%	3%
0.7%	0.4%	1%	0.5%
0.3%	0.4%	0.4%	0.5%
2%	4%	3%	2%
16%	17%	16%	13%
100%	100%	100%	100%

Fixed Term Exclusions – Free School Meals

Exclusion Reason	Fixed Term Exclusions - Numbers			
	2014-15	2015-16	2016-17	2017-18
Bullying	16	14	19	8
Damage	19	15	36	21
Drug and alcohol related	41	23	498	31
Other	147	204	23	213
Persistent disruptive behaviour	297	382	284	466
Physical assault against a pupil	184	206	185	170
Physical assault against an adult	135	159	208	133
Racist abuse	14	12	18	18
Sexual misconduct	5	2	5	4
Theft	14	13	17	8
Verbal abuse / threatening behaviour against a pupil	37	35	254	35
Verbal abuse / threatening behaviour against an adult	201	259	51	214
Grand Total	1110	1324	1598	1321

Fixed Term Exclusions - Percentages			
2014-15	2015-16	2016-17	2017-18
1%	1%	1%	1%
2%	1%	2%	2%
4%	2%	31%	2%
13%	15%	1%	16%
27%	29%	18%	35%
17%	16%	12%	13%
12%	12%	13%	10%
1%	1%	1%	1%
0.5%	0.2%	0.3%	0.3%
1%	1%	1%	1%
3%	3%	16%	3%
18%	20%	3%	16%
100%	100%	100%	100%

Fixed Term Exclusions – Male	Fixed Term Exclusions - Numbers			
	2014-15	2015-16	2016-17	2017-18
Exclusion Reason				
Bullying	31	25	27	29
Damage	40	36	52	64
Drug and alcohol related	81	73	76	86
Other	299	410	497	392
Persistent disruptive behaviour	457	633	832	772
Physical assault against a pupil	458	460	524	480
Physical assault against an adult	305	280	378	343
Racist abuse	35	47	36	57
Sexual misconduct	21	17	13	16
Theft	25	35	32	18
Verbal abuse / threatening behaviour against a pupil	80	74	88	85
Verbal abuse / threatening behaviour against an adult	428	498	551	491
Grand Total	2260	2588	3106	2833

Fixed Term Exclusions - Percentages			
2014-15	2015-16	2016-17	2017-18
1%	1%	1%	1%
2%	1%	2%	2%
4%	3%	2%	3%
13%	16%	16%	14%
20%	24%	27%	27%
20%	18%	17%	17%
13%	11%	12%	12%
2%	2%	1%	2%
1%	1%	0.4%	0.6%
1%	1%	1%	1%
4%	3%	3%	3%
19%	19%	18%	17%
100%	100%	100%	100%

Fixed Term Exclusions – Female	Fixed Term Exclusions - Numbers			
	2014-15	2015-16	2016-17	2017-18
Exclusion Reason				
Bullying	12	10	13	13
Damage	7	36	10	7
Drug and alcohol related	63	246	51	51
Other	159	4	172	222
Persistent disruptive behaviour	203	134	333	403
Physical assault against a pupil	84	67	100	123
Physical assault against an adult	46	88	61	43
Racist abuse	4	2	6	4
Sexual misconduct	2	2		
Theft	8	8	10	7
Verbal abuse / threatening behaviour against a pupil	21	198	26	24
Verbal abuse / threatening behaviour against an adult	189	32	167	255
Grand Total	798	827	949	1152

Fixed Term Exclusions - Percentages			
2014-15	2015-16	2016-17	2017-18
2%	1%	1%	1%
1%	4%	1%	1%
8%	30%	5%	4%
20%	0%	18%	19%
25%	16%	35%	35%
11%	8%	11%	11%
6%	11%	6%	4%
0.5%	0.2%	0.6%	0.3%
0.3%	0.2%		
1%	1%	1.1%	1%
3%	24%	3%	2%
24%	4%	18%	22%
100%	100%	100%	100%

Dawn Stabb

Head of Education and Learning

Electoral Divisions: All

Cabinet Member for [Children, Schools and Skills](#): Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

Contact for Enquiries:

Dawn Stabb, Head of Education and Learning

Email: dawn.stabb@devon.gov.uk

Tel No: 01392 383000

Room: 130, County Hall

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Devon Education and Learning

Education and Learning Performance Report Quarter 2 - 2018/19

Discussion Brief

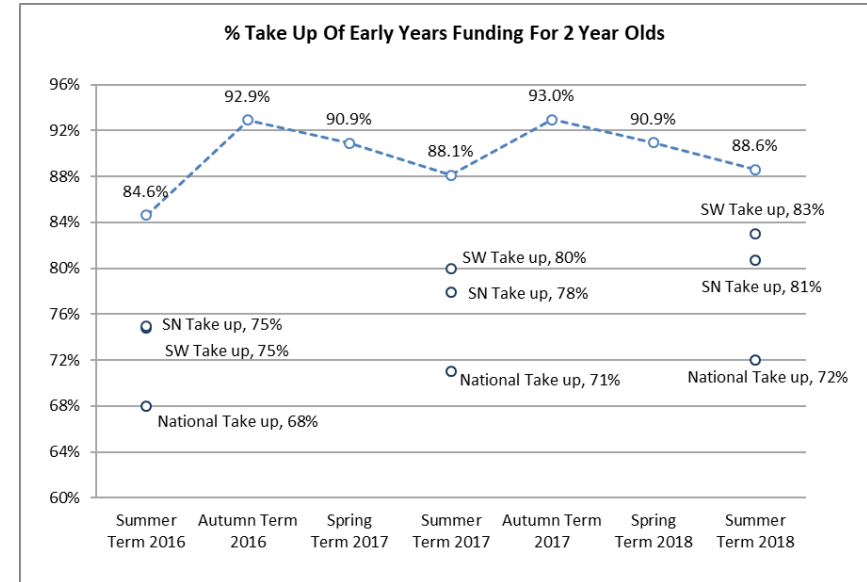
1 Closing The Gap Early Years

Take up of Early Years Funding for two-year olds

The take up of funding for two-year olds has fallen slightly in the Summer Term to 88.6%. This reflects the trend in previous years and is slightly better than the take up for the same period last year (88.1%). Devon continues to perform significantly better than latest national (72%), statistical (80.7%) and regional (83%) take up rates.

Take up of two-year-old places is a parental choice. Therefore, we would not expect all two-year-olds to be accessing a place, as some parents will prefer to wait until their child is older.

Data sources: Devon take up: Early Years Team, DCC, Oct 2018, national and regional benchmarks DfE LAIT at 12/09/18



Data source: Early Years Team, DCC, Oct 2018, DfE LAIT 12/09/18

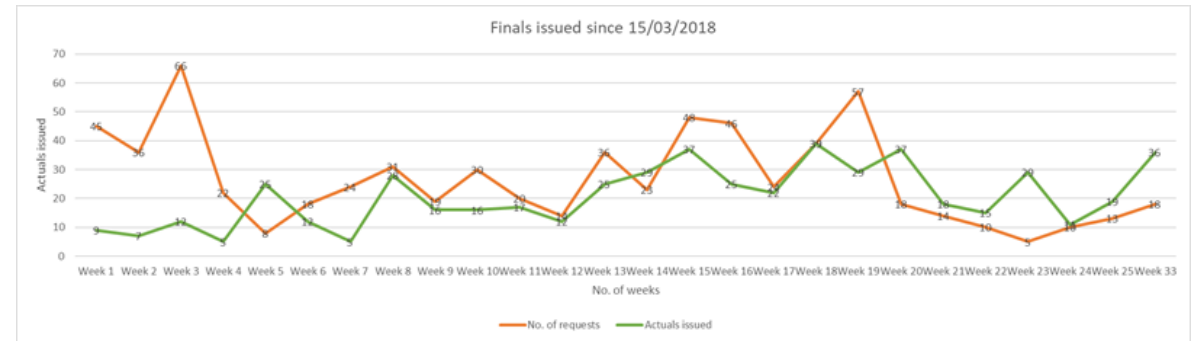
Requests for Statutory Assessments

The volume of requests for assessments continues to be high. There have been 668 new requests for statutory assessments in the financial year to date, compared to 445 for the same period last year. This represents a 50% increase on the same period last year. Of the new requests in this financial year, to date 86% (575) are progressing compared to 88% (390) for the same period last year.

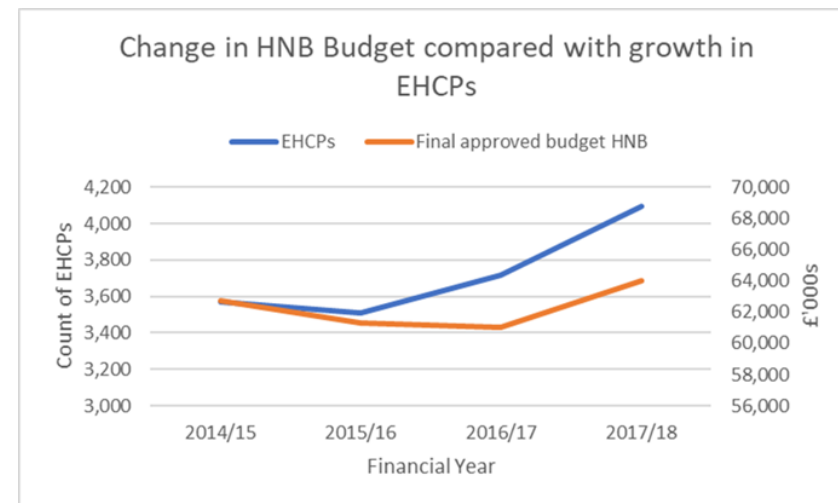
The work rate of issuing plans within the 20-week national timeline still requires significant improvement. The chart opposite shows that the number of plans being issued is now at a higher rate than those received. There is still a backlog of work to complete and therefore, due to the time it takes to complete an assessment (20 weeks), there will be a delay before the numbers completed within timescales is reflected in that data.

One of the issues faced by the team when issuing plans is ensuring all relevant data has been received from other professionals. This was also highlighted in the independent report. Progress has been made in this respect with partners through discussion, contract escalation processes and training around the specificity required in the report. Parents and schools have been involved in shaping this work to ensure the resulting information is accessible to them.

The increase in numbers continues to put significant pressure on funding for the High Needs Block, especially as the increase in numbers has not been matched by an increase in funding so the high needs element of the Dedicated Schools Grant (DSG). The chart opposite shows the comparative trend for both EHCP numbers and funding. High needs block funding supports children directly. For example, staffing and transport are funded from the Councils central fund and not the DSG. Significant work is taking place with schools, councillors, MPs and the F40 group to tackle this issue.



Data source: DCC 0-25 SEN Team, Oct 2018



2 Inclusion Not in Employment, Education or Training (NEET)

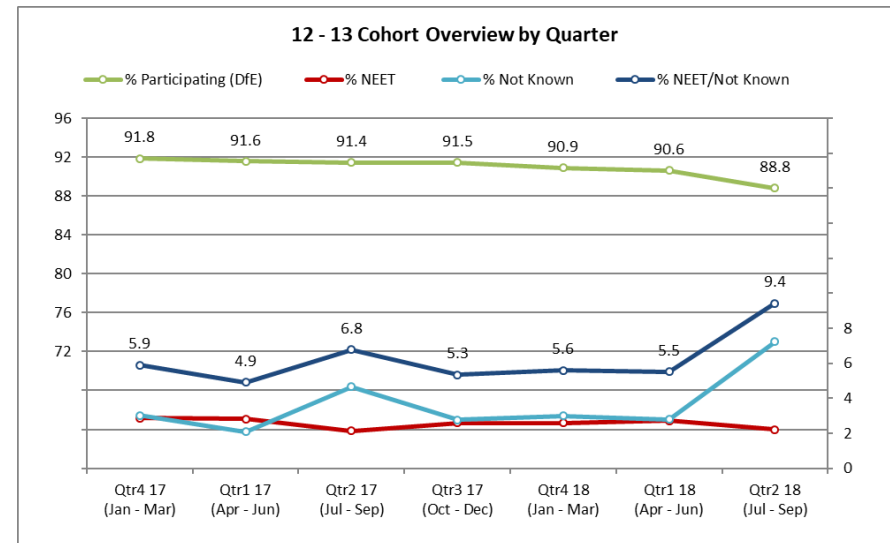
Overview for 16 and 17-year olds¹

Latest information from Careers South West indicates that the percentage of young people Not in Employment, Education or Training (NEET) in Devon is in line with the same period last year (2.2% compared to 2.1% in September 2017), but the Not Known rate is higher (7.2% compared to 4.7%). This is due to a delay in a number of schools supplying their destination data. This is being closely monitored by Careers South West and it is anticipated that the Not Known figures will reduce over the coming weeks.

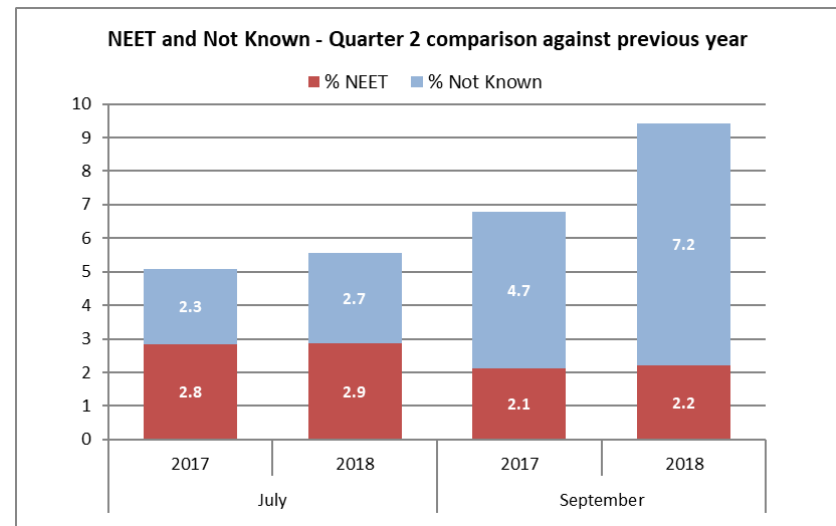
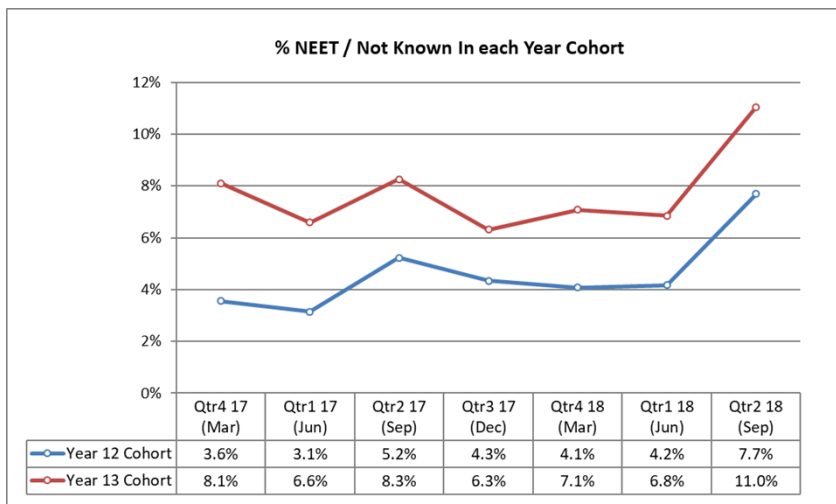
The combined NEET/Not Known measure for the overall cohort has risen in the second quarter. This is the norm for this time of year due to young people leaving education/training at the end of the last academic year and obtaining confirmation of ongoing study/employment. However, the rate is slightly higher than the same period last year (9.4% compared to 6.8% in Sept 2017), due to the higher not known rate as described above.

¹ data for years 12 and 13 are now regarded as targets by the DfE in line with the statutory duty on local authorities to track young people destinations

When reviewed by cohorts, Year 12 has the lower NEET/Not Known rate with a rate of 7.7% in Sept 2018, slightly higher than the same period last year (5.2%). The NEET/Not Known rate for Year 13 is also higher than last year (11% compared to 8.3% in Sept 2017).



Note: the peak in the NEET/Not Known rate is due to young people leaving education / training at the end of the academic year and obtaining confirmation of ongoing study/employment.



Data Source: CSW Monthly Scorecard Sept 2018 and Sept 2017

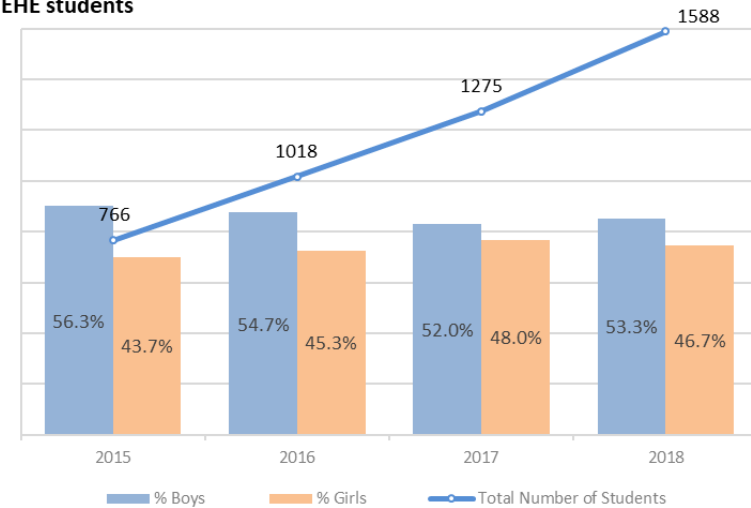
2 Inclusion Elective Home Education

Elective Home Education

Over the course of 2017/18 there were 1,588 students who were registered at some point with the EHE service, an increase of 25% on the previous year and the highest figure to date. More boys continue to be home educated compared to girls. The percentage of students with a Statement /EHCP has remained stable at 4.5% (72 pupils in 2017/18). All Key Stages saw significant increases, but KS4 saw the greatest increase, rising from 307 children in 2016/17 to 407 in 2017/18 (33% increase). KS2 and KS3 continue to have the greatest number of home educated students. The move of pupils to Elective Home Education for reasons other than a lifestyle choice is a national concern and also a focus of our own and recent Ofsted work. It should be noted the figures provided here include children who may have been home educated for a short period of time, between school moves for example, and not the number on roll at any one time (which is close to 1000).

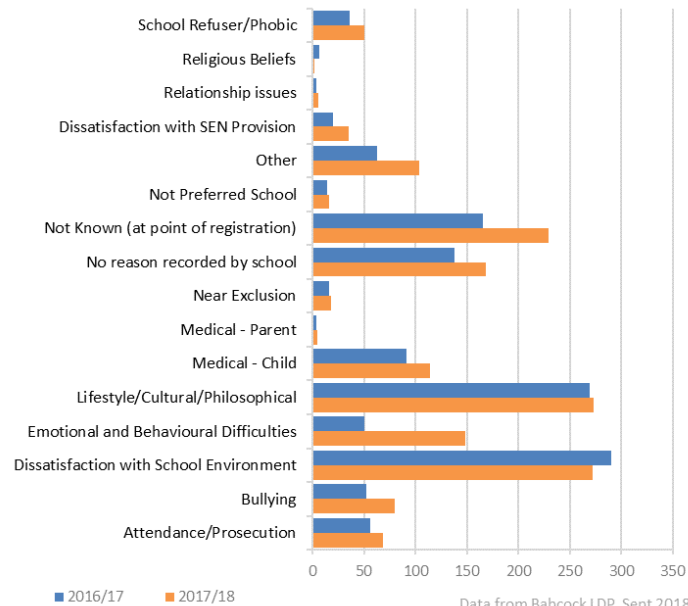
The most frequent reason cited by parents choosing to home educate in 2017/18 is 'Lifestyle/Cultural/Philosophical' and 'Dissatisfaction with the school environment', each accounting for 17% of cases. Emotional and Behavioural Difficulties has seen the greatest increase in the last year, rising from 50 to 148 in 2017/18 (196% increase).

EHE students



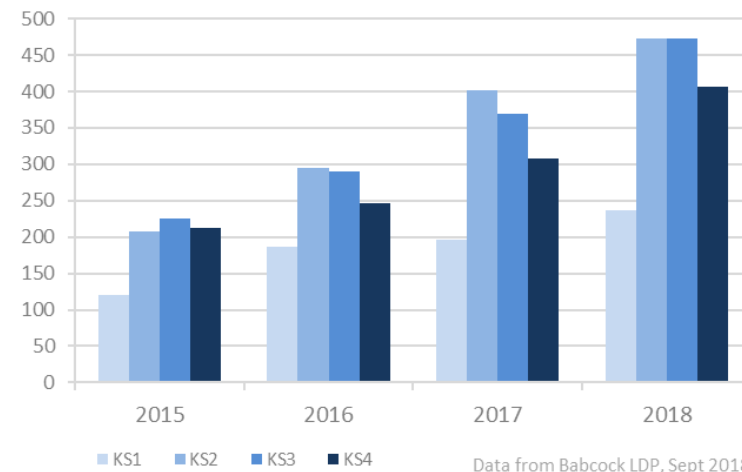
Data from Babcock LDP, Sept 2018

Reason for Home Education - all registered students



Data from Babcock LDP, Sept 2018

EHE students by Key Stage



Data from Babcock LDP, Sept 2018

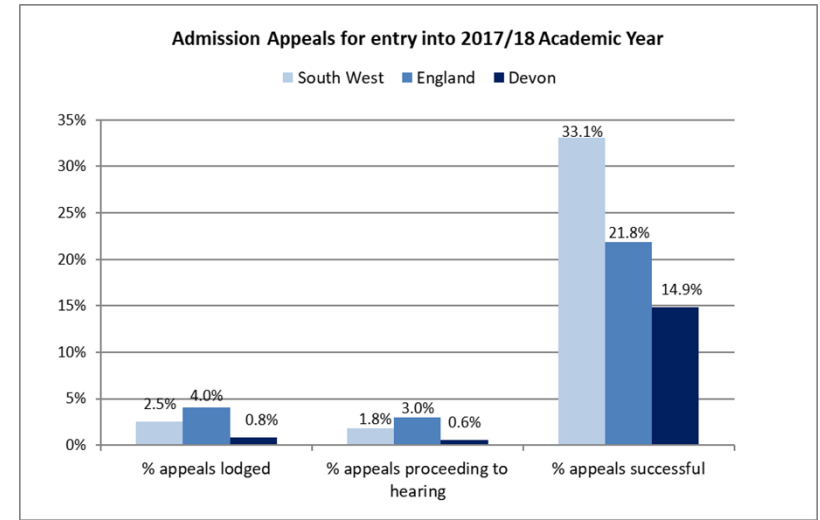
2 Inclusion Admission Appeals 2017/18

Admission Appeals for entry into 2017/18 Academic Year

Devon is in the best 1% of LAs in England for its low level of admission appeals, with only 2 LAs having better rates. Devon has the lowest rate of admission appeals in the South West¹, with only 0.8% of admissions resulting in an appeal being lodged and 0.6% of admissions resulting in an appeal being heard. This is significantly better than the national picture which sees 4% of admissions resulting in an appeal being lodged and 3% of admissions resulting in an appeal being heard.

The percentage of appeals successful in Devon, where a decision was made in the parent's favour, has risen in 2017/18 with 14.9% successful compared to 11.1% in 2016/17. This is however, still significantly better than the national picture where 21.8% were successful.

¹ excludes Isle of Scilly who had minimal admissions and is therefore not used as a comparator



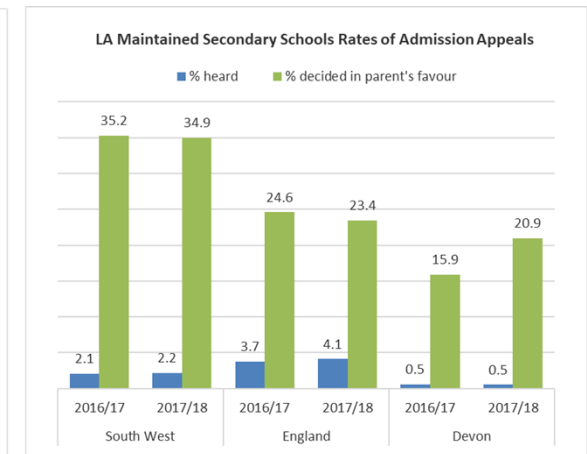
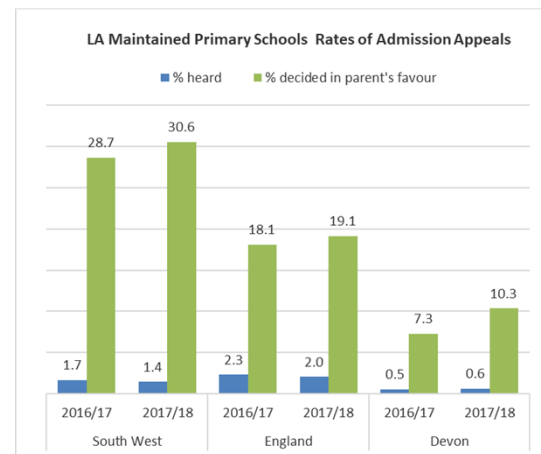
Data Source: DfE Admission appeals for maintained and academy primary and secondary schools in England, 2018, 2017

Admission Appeals by School Phase

Devon primary and secondary schools saw similar levels of admission appeals heard in 2017/18 (0.6% for primary and 0.5% for secondary). Whilst there was a very slight increase in appeals heard for Devon primary schools, rising from 0.5% to 0.6%, they continue to have significantly better appeal rates than nationally (2%).

Devon's low admissions appeals rate is also reflected in secondary schools, with only 0.5% of admissions resulting in an appeal being heard compared to 4.1% nationally.

Secondary school appeals heard were more likely to be successful than primary school appeals heard, with 20.9% of secondary schools appeals decided in parent's favour compared to 10.3% primary school appeals.



Data Source: DfE Admission appeals for maintained and academy primary and secondary schools in England, 2018, 2017

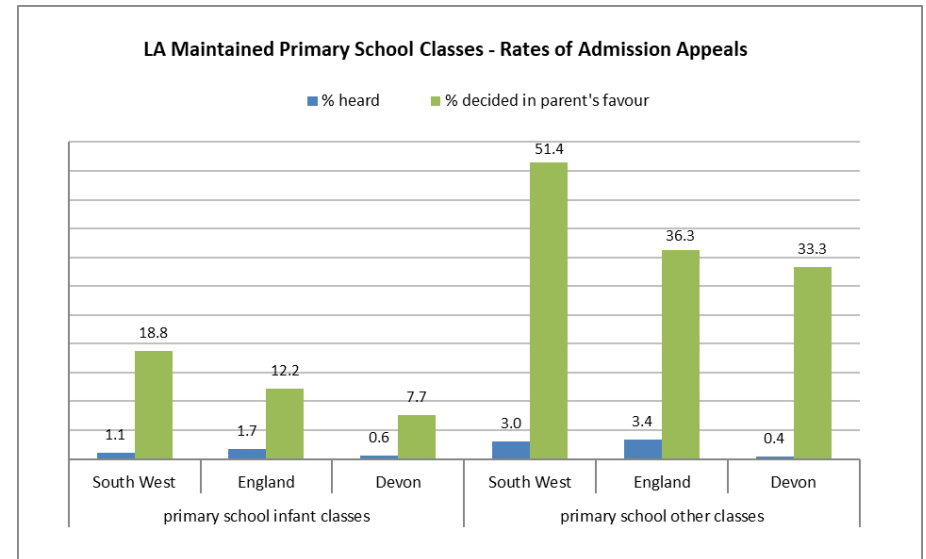
Admission Appeals by Primary School Class Type

There were fewer appeals heard for infant class admissions in Devon compared to other primary class admissions.

Devon has significantly fewer infant class appeals (Reception and Years 1 and 2) and other primary class appeals than nationally. 0.6% of infant class admissions in Devon resulted in an appeal being heard compared to 1.7% nationally. 0.4% of other primary class admissions in Devon resulted in an appeal being heard compared to 3.4% nationally.

Infant class appeals are less likely to be successful than other primary class appeals heard, with 7.7% of infant class appeals decided in the parent’s favour compared to 33.3% of other primary school classes. This is due to infant class sizes being limited by law to a maximum of 30 children (unless a lawful exemption applies).

The success of Devon’s admission process has been in part, due to effective long term strategic planning for the number of school’s places needed in each phase and geographical area. Due to changes in National Policy and the introduction of the Free School methodology, concerns are now starting to emerge about our ability to maintain this level of success. This is because whilst the LA remains involved around planning for school’s places, Local Authorities do not have control over successful bids for new school funding, nor in some cases the timing of the delivery of the new school or the provider that will run them. This affects both the mainstream and more concerningly the special school sector where delays are already impacting on delivery of new places



Data Source: Admission appeals for maintained and academy primary and secondary schools in England: 2017 to 2018, 2016 to 2017

3 Quality Ofsted Outcomes

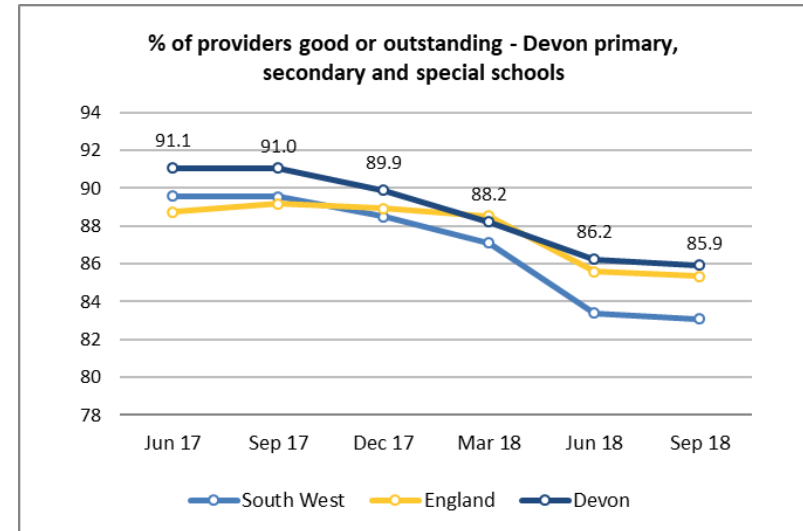
Devon Primary, Secondary and Special Schools

The overall percentage of Devon Primary, Secondary and Special Schools, judged by Ofsted as Good or Outstanding has fallen slightly in this last reporting period. However, Devon continues to perform better than regionally and nationally with 85.9% of Devon schools currently good or outstanding (83.1% regionally, 85.3% nationally).

Data source: Monthly Management Information: Ofsted's school inspections outcomes, Management Information – Schools – 30th Sept 2018.

86.8% of Devon primary schools have been judged as good or outstanding, which is in line with the national average (86.9%). Devon Secondary schools are performing slightly better than nationally with 76.2% judged as good or outstanding (compared to 75.5% nationally). 100% of Devon Maintained Special Schools are now judged to be good or outstanding.

Updated information on the inspection of Early Years registered providers is due to be published in November 2018, so performance will be covered in the next report.



Data Source: DfE Monthly Management Information: Ofsted School Inspection Outcomes, 30 Sept 2018

3 Quality Ofsted Outcomes

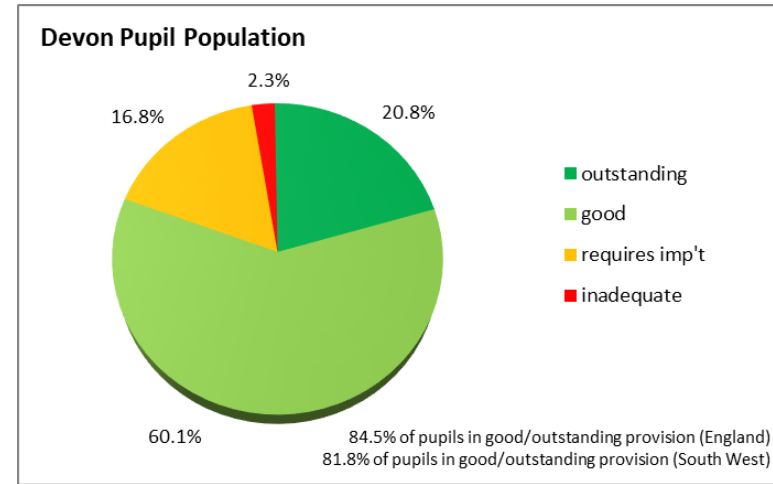
Devon Pupils in Primary, Secondary and Special Schools

80.9% (78,763) of Devon pupils¹ are attending schools that have been judged as Good or Outstanding. This is not as good as the national picture (84.5%), but is close to with the regional picture (81.8%).

77.5% (15,836) of disadvantaged children² in Devon are attending Good or Outstanding schools. These are pupils who are entitled to Free School Meals, children currently in care, adopted from care or service children.

86.4% (2,273) of pupils with statements of special educational needs or education, health and care plans³ are attending Good or Outstanding Schools.

Note: no national benchmarks are available for disadvantaged children and children with SEN.



Data Source: DfE Monthly Management Information: Ofsted School Inspection Outcomes, 30 Sept 2018

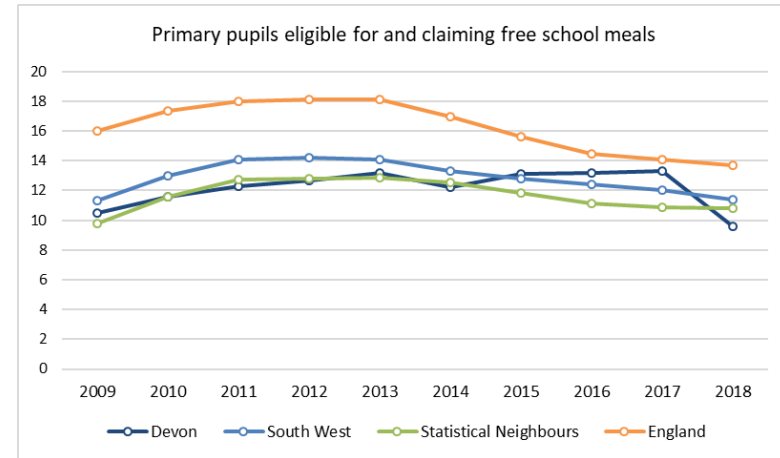
¹ Ofsted MI Report uses Spring 2017 pupil cohorts

² Pupil Numbers from DfE Pupil Premium July 2018

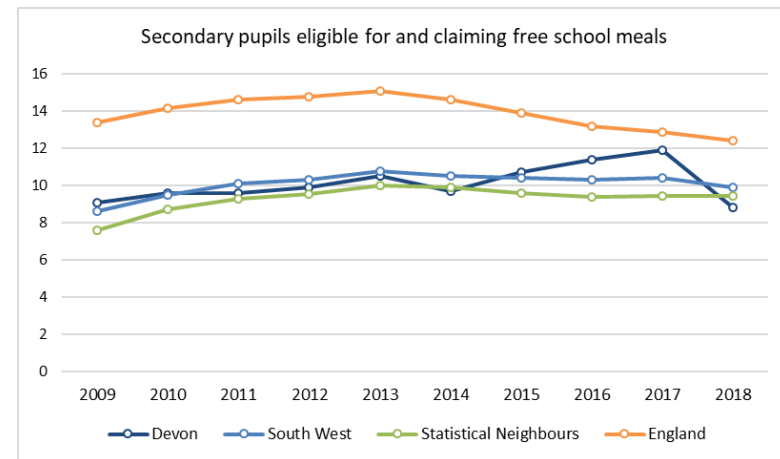
³ Pupil Numbers as at Spring Census 2018

4 Contextual Information

Recent monitoring of Devon's disadvantage rates has indicated a sharp decline in the number of children entitled to Free School Meals (FSM). This is not in line with the deprivation schools are witnessing. FSM numbers are one of the factors used to provide schools and councils with funding, and so this different view is of significant concern. Whilst there may be a direct link to the introduction of Universal Credit, the timings do not align with the roll out of this in Devon. Conversations are due to take place with the local Department for Work and Pensions so we can try to better understand this and the potential impact for families and schools.



Data Source: DfE LAIT, 19 Oct 2018



Data Source: DfE LAIT, 19 Oct 2018

Devon Education and Learning

Education and Learning

2017/18 Initial Attainment Report

Overview

Attainment Summary:

Overall Devon's performance remains in line with or above that of our regional and statistical neighbours. However, this year we have seen a drop in progress at Key Stage 4 and this has resulted in our performance falling just below the National averages. This is clearly not a trend we want to see continue and so significant changes have been made to our monitoring and analysis work so that it can further support school improvement. This work has been undertaken in collaboration with schools represented in the Devon Schools Alliance and with the Devon Teaching schools. Due to the diverse educational landscape and significant funding challenges, throughout the sector, this type of partnership is essential to secure future improvement across the whole spectrum of schools within Devon. The gaps in gender and disadvantage outcomes will continue to be a focus of our work this year.

Recently published results for Early Years Foundation Stage indicate that Devon is performing in line nationally and regionally. Phonics Year 1 results indicate that Devon's performance has improved and is above national average. The attainment gap for FSM in Phonics Year 1 has remained stable in Devon and is in line with regionally but not as good as nationally.

Provisional results at KS2 indicate that the percentage of pupils achieving the expected standard in Reading, Writing and Maths has improved and is slightly better than regionally and in line with nationally. The Devon outcomes for two individual subjects are however slightly below the National Average. At Key Stage 4, provisional results indicate that Devon is performing significantly better than nationally but not as well as regionally in attainment of English and Maths. Devon's pupils also have a better Attainment 8 average score than the national picture.

Information on the attainment of disadvantaged groups at Key Stage 2 and Key Stage 4 is due to be published by the end of January 2019.

Attainment information for Devon's Children in Care will be available in the Virtual School annual report, available from the Educational Outcomes section of <https://new.devon.gov.uk/educationandfamilies/young-people/children-in-care/education-of-children-in-care/information-for-schools-and-settings>

		Devon	Devon Trend	National	Regional	Devon FSM Gap
FS	Good Level of Development in FSP	71.7	↑	71.5	71.3	*
KS1	Phonics Year 1	84	↑	82	82	↔
	Phonics Year 1 FSM	69	↔	70	68	n/a
KS2	expected standard Reading, Writing & Maths	64	↑	64	63	*
KS4	Attainment in English & Maths (9 – 5)	40.7	↓	39.9	42.9	*
	EBACC (average point score) (new measure)	3.98	n/a	3.83	4.05	*
	Attainment 8 average score	45.6	↓	44.3	46.5	*
	Progress 8 average score	-0.14	↑	-0.08	-0.08	*
Post 16	3+ A grades at GCE/Applied GCE A Level	10.4	↓	12.5	10.6	

Key:

* information due by Jan 2019
 ↑↓ Improving Performance
 ↑↓ Worsening Performance
 ↔ Maintaining Performance

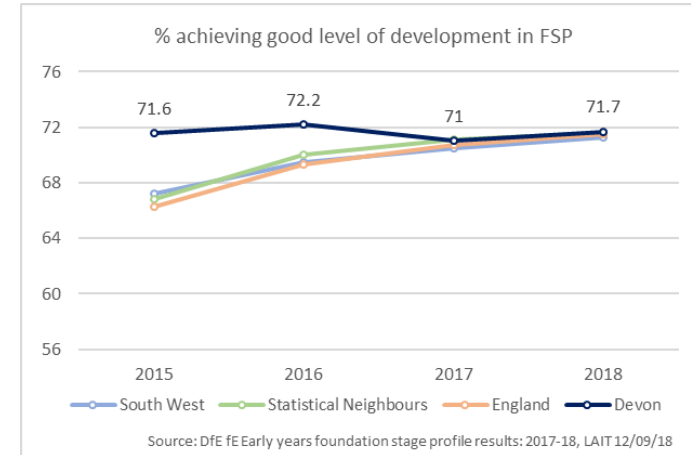
Note: KS2 and KS4 attainment information for disadvantaged groups is due to be published in January 2019.

EYFS Good Level of Development

The percentage of children achieving a good level of development in Devon has risen slightly to 71.7%. Devon continues to perform better than both nationally (71.5%) and regionally (71.3%).

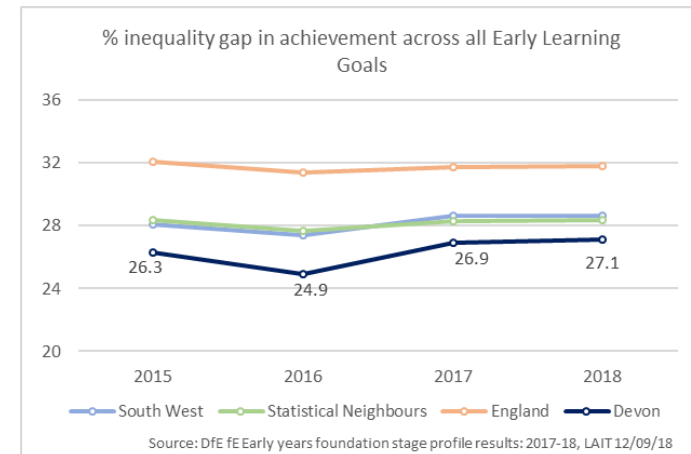
Girls outperform boys both in Devon and nationally. Devon girls continue to perform better than nationally with 79.1% achieving a good level of development (78.4% nationally). Devon boys are performing in line with the national average with 65% achieving a good level of development. The gender gap in Devon has improved and has now reduced down to 14.1% (previously 14.9%).

Information on the outcomes of disadvantaged groups is due to be published by the end of the calendar year.



EYFS Attainment Gap

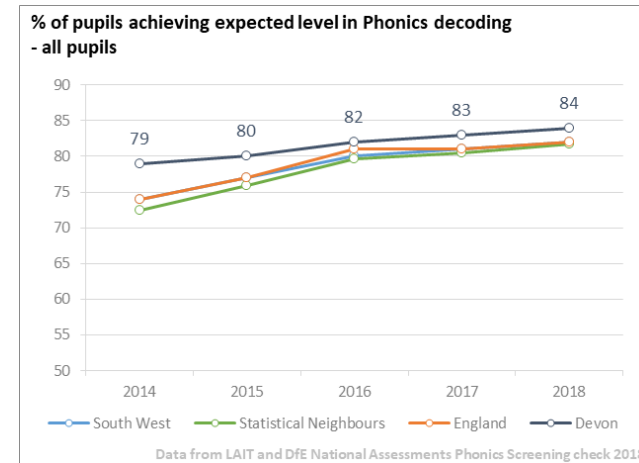
Published data shows that the attainment gap between the lowest achieving 20% and their peers in Devon remains relatively stable (27.1% compared to 26.9% in 2017). Devon's gap remains smaller than the regional and statistical neighbours average and is well below the national average (31.8%). **Devon is in the top performing quartile for Local Authorities, ranked 23 out of 152.**



Phonics Screening

Recently published national information indicates that in 2018 more than 4 in 5 pupils in Devon (84%) met the expected standard in year 1 (6 year olds). This continues the upward trend in Devon over the last five years. Devon continues to perform better than nationally, regionally and its statistical neighbours (all of whom are 82%).

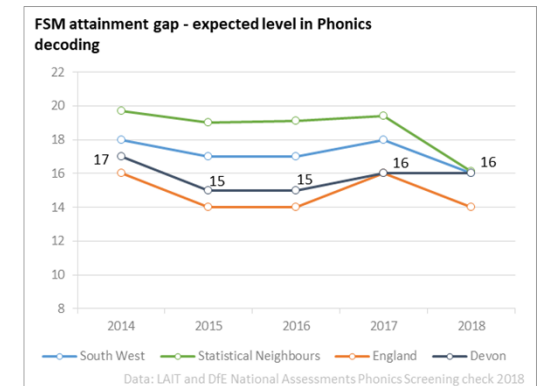
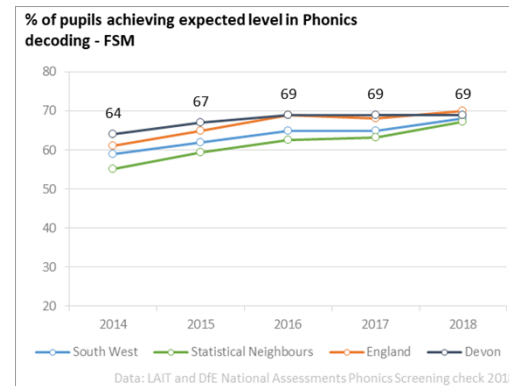
Girls continue to outperform boys both in Devon and nationally. 88% of girls met the expected standard in Devon (compared to 86% nationally) whilst 80% of boys met the expected standard (79% nationally). The gender gap is 8% compared to 7%, which is higher than national but reflects increased performance by both boys and girls.



Free School Meal Children

More than two thirds of Devon’s free school meal children (69%) continue to meet the expected standard. Devon is performing slightly better than regionally (68%) and statistical neighbours (67.2%) and is close to the national average (70%).

Devon’s attainment gap continues to remain stable at 16%. This is in line with the statistical and regional picture (16%) but is not as good as nationally (14%).

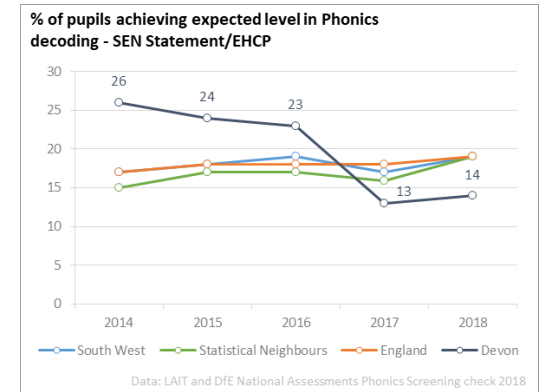
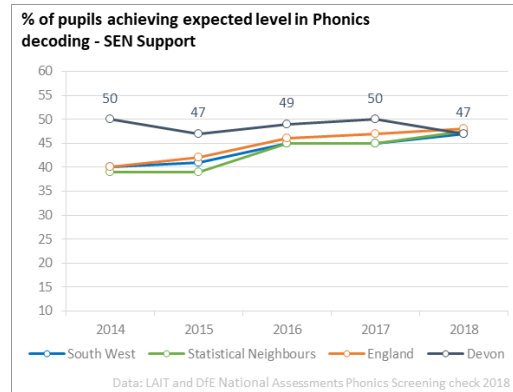


Children with SEN

Nearly half of pupils in Devon with SEN Support have met the expected standard (47%). This is a slight fall on the previous year. Devon is in line with the regional picture and its statistical neighbours (47%) and is close to the national picture (48%).

The percentage of pupils in Devon with an Education Health and Care Plan (EHCP) who met the expected standard has risen slightly (14%). Devon pupils are not performing as well as nationally (19%). The declining trend in this area is of concern, and whilst matching the National dip in 2017 followed by rise in the 2018, the variation is much greater.

Whilst it is noted that the EHCP cohort is significantly smaller than the SEN Support cohort (cohort of 79 compared to 1010) and that this can result in significant year on-year differences, the lower levels are of concern and actions in respect of this are a focus for this year's improvement work.

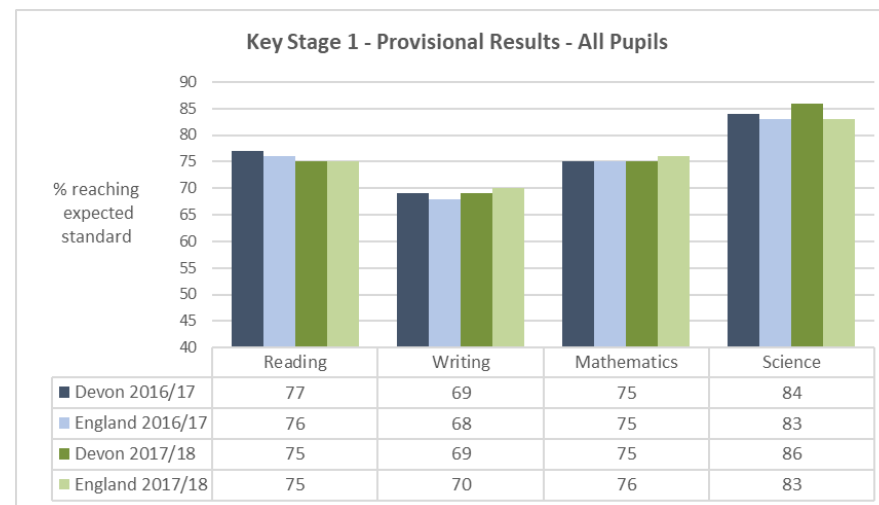


Key Stage 1 Meeting Expected Standard – All Pupils

In Devon, 3 in 4 pupils achieved the new expected standard in Reading and Mathematics (75%), whilst 2 in 3 achieved the expected standard in Writing (69%).

Provisional results indicate that Devon’s performance has remained stable in Writing and Maths but has fallen slightly in Reading. Science has seen an improvement with an increase of 2 percentage points (now 86%). Devon is performing better than nationally in Science and is in the top performing quartile for Local Authorities, ranked 15 out of 152. Devon is in line with the national average for Reading but is not performing as well as nationally in Writing and Maths.

The percentage of pupils achieving a greater depth of understanding is above the national, regional and statistical average in Reading and is also above statistical neighbours average in Maths.



data source: DfE National Curriculum Assessments Key Stage 1 2018: provisional, 2017 and 2016: final

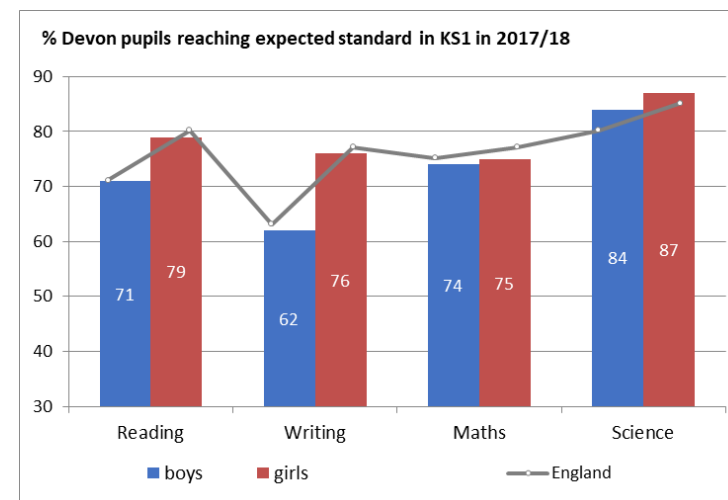
Key Stage 1 Meeting Expected Standard - Gender

Girls perform better than boys both in Devon and nationally. Devon girls perform significantly better than boys in Writing (14 percentage points) and Reading (8 percentage points).

Devon boys and girls have performed better than nationally in Science. Devon boys are in line with the national average in Reading and are close in Writing and Mathematics (1 percentage point away).

Devon girls are performing close to national averages in Reading and Writing (1 percentage point away) but are not performing as well as nationally in Maths.

The gender gap is 8% in Reading, 14% in Writing and 1% in Maths, compared to 11%, 16% and 2% respectively nationally.

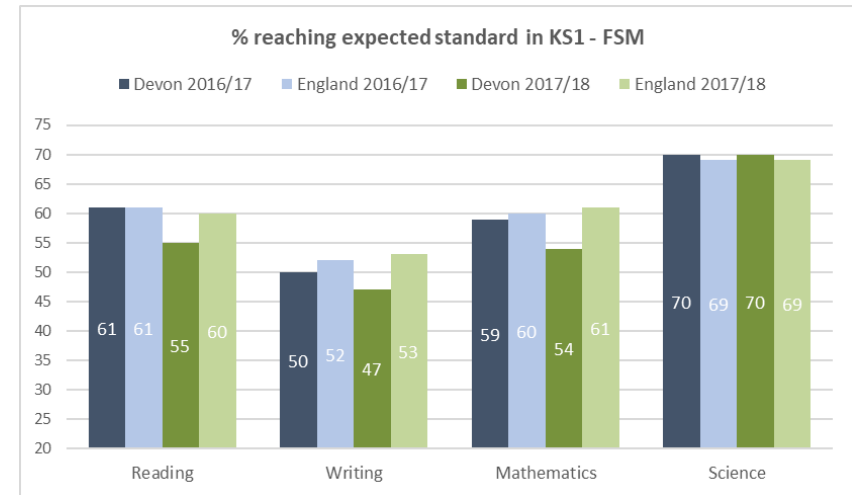


data source: DfE National Curriculum Assessments Key Stage 1 2018: provisional, 2017 and 2016: final

Key Stage 1 Meeting Expected Standard - FSM

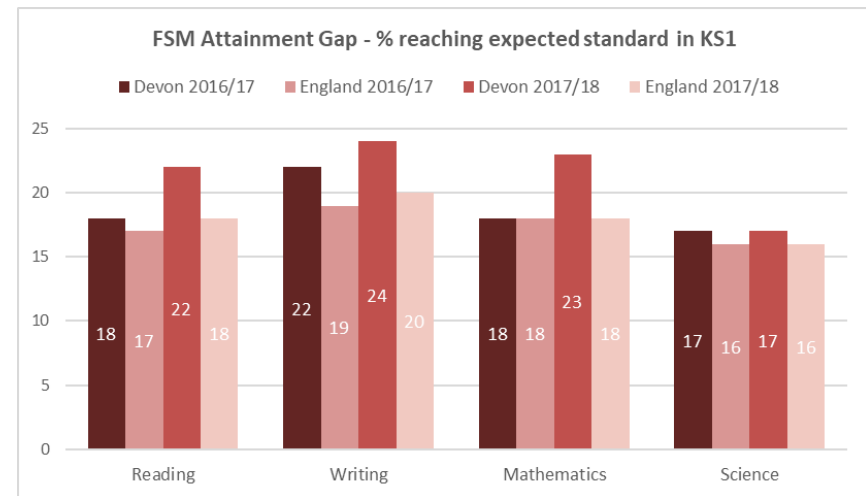
Provisional results indicate that the performance of Devon FSM pupils has fallen slightly in Reading, Writing and Mathematics and remained stable in Science.

More than half of free school meal children met the expected standard in Reading (55%) and Mathematics (54%), whilst two thirds met the expected standard in Science (70%). Devon's performance in Science continues to be above the national average but performance in Reading, Writing and Mathematics is not as good as nationally.



Key Stage 1 FSM Attainment Gap

The attainment gap of FSM pupils in Devon (compared against non FSM) has widened in Reading, Writing and Mathematics and remains stable in Science. Devon is not performing as well as nationally across each of the subjects. This is a particular concern in Mathematics where there has been no progress for three years.



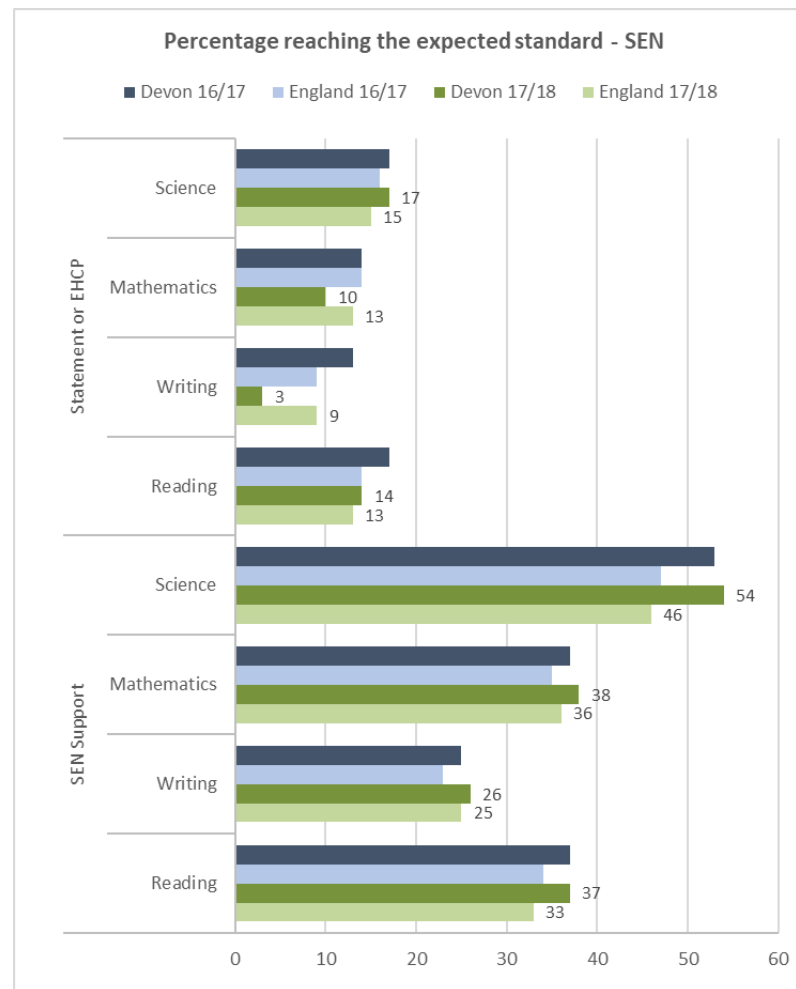
data source: DfE National Curriculum Assessments Key Stage 1 2018: provisional, 2017 and 2016: final

Key Stage 1 Meeting Expected Standard - SEN

The performance of Devon pupils with SEN Support has improved in Writing, Maths and Science and remained stable in Reading. Devon continues to perform better than nationally in each subject and is performing significantly better in Science (8 percentage points) and Reading (4 percentage points).

The performance of pupils with EHCPs has fallen in Reading, Writing and Mathematics and remained stable in Science. Devon is performing better than national in Reading (14% compared to 13% nationally) and Science (17% compared to 15%). Devon is not performing as well as nationally in Writing and Mathematics.

Note: the SEN EHCP cohort is significantly smaller than the SEN Support cohort (cohort of 92 compared to 1297)

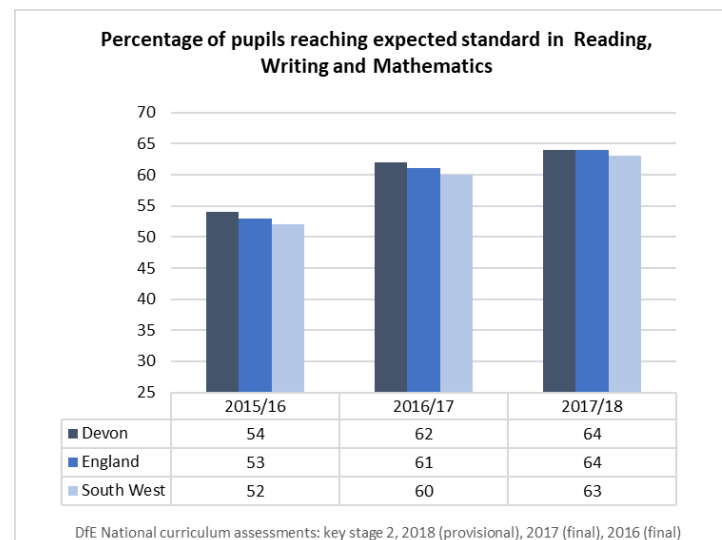


Key Stage 2 Provisional Results

Provisional results indicate that Devon's performance in reading, writing and maths continues to improve, with 64% of pupils reaching the expected standard. This is slightly better than the regional average (63%) and is in line with the national picture. Devon's performance is better than our statistical neighbours in all available measures.

Note: Because of the changes in assessment, figures for 2016, 2017 and 2018 are not comparable to those for earlier years.

Progress measures will be available by January 2019.

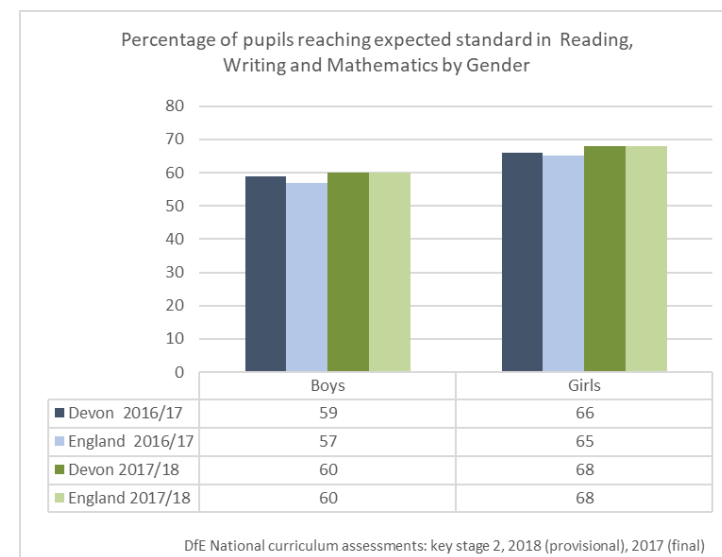


Key Stage 2 Results by Gender

Attainment in the combined reading, writing and maths measure has increased for both genders in the last year. Both Devon boys and girls are performing in line with the national picture.

Girls continue to outperform boys with 68% of girls in Devon reaching the expected standard compared to 60% of boys. This balance is also reflected nationally. The gender gap in Devon has widened slightly to 8% as attainment has increased by 2 percentage points for girls and 1 point for boys.

Note: KS 2 outcomes for disadvantaged groups are due to be published in Jan 2019.



Key Stage 2 Results by Subject – All Pupils

Provisional results indicate that Devon’s performance in the Reading, Writing and Maths subjects has improved.

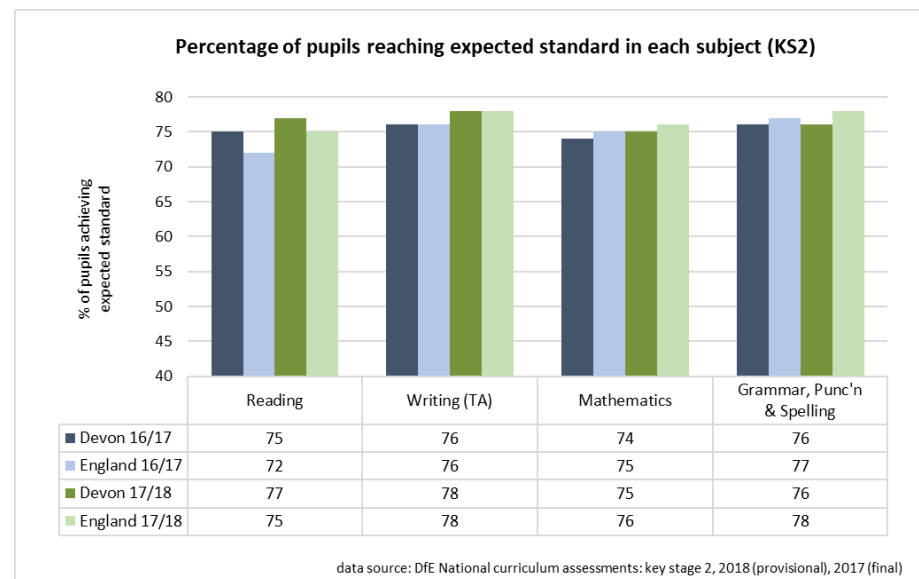
Devon continues to perform better than nationally in Reading (77% compared to 75% nationally) whilst attainment in Writing continues to be in line with the national average (76%).

Mathematics and Grammar, Punctuation and Spelling continue to be slightly below the national average and plans are in place to secure an improvement in these areas.

The percentage of pupils reaching a higher standard has improved this year and is now in line with our regional outcomes in Maths and is higher than regional in Reading.

Devon’s performance is above that of our statistical neighbours in all areas.

Note: some cases are currently in appeal and so the outcome may improve further.



Key Stage 4 - Provisional Results

In 2018, an additional 20 reformed GCSEs were graded on the new 9-1 scale, along with the English language, English literature and Mathematics GCSEs (reformed in 2017). There have also been changes to the Attainment 8 measure as the maximum point score has increased (as a result of the introduction of reformed GCSEs).

Provisional results indicate that Devon has maintained its attainment performance compared to nationally. Devon continues to perform better than nationally in English and Maths, Attainment 8 and EBACC measures;

- **Attainment in English and Maths** – performance is now based on those achieving grades 9 to 5 (previously 9 to 4). The percentage of pupils in Devon achieving English and Maths continues to be higher than nationally (40.7% compared to 39.9%).

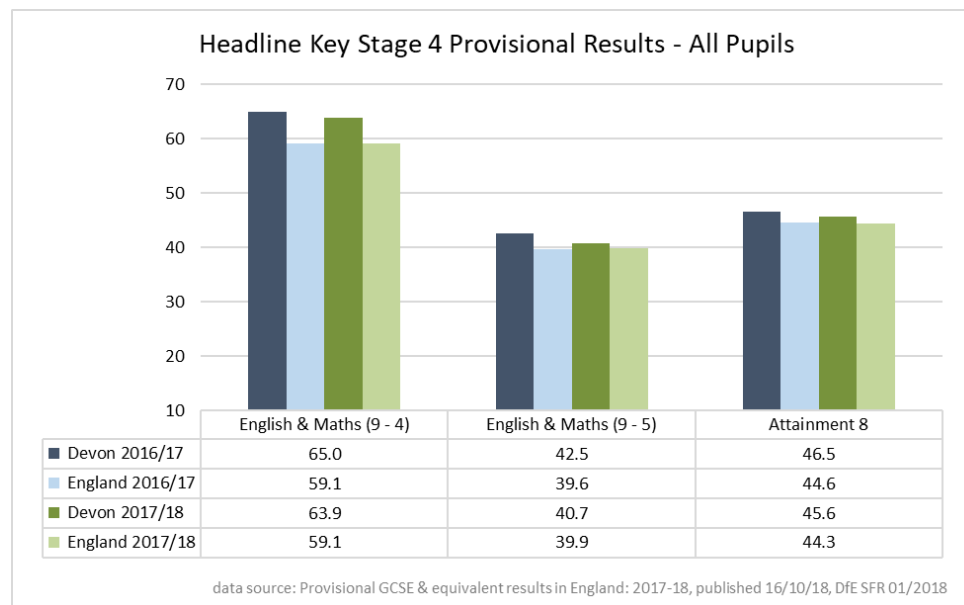
Note: Information on grades 9 to 4 has also been provided.

- **Attainment 8**¹ - Devon is performing better than the national picture with an average Attainment 8 score per pupil of 45.6 compared to 44.3 nationally. Results are 1% below the regional average.

Note: the DfE advise that some caution is needed when comparing Attainment 8 against 2016/17, due to changes in the maximum point scores.

- **English Baccalaureate** – performance is now based on the percentage of pupils entered and the average point score per pupil (new for 2018). A greater percentage of pupils entered the EBACC in Devon than nationally (37.5% compared to 35.1%) with a better average point score per pupil (3.98 in Devon compared to 3.83 nationally).

data source: Provisional GCSE and equivalent results in England: 2017-18, DfE SFR01/2018



¹ This measures the average achievement of pupils in up to 8 qualifications, including English, Maths, 3 qualifications that count in the English Baccalaureate and three further qualifications.

² This measure captures the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4. A Progress 8 score of above 0 means a school is making above average progress

Progress 8² - Devon pupils are making slightly below average progress, with an average Progress 8 score per pupil of -0.14 and Devon's pupils are now not making as much progress as nationally (-0.08).

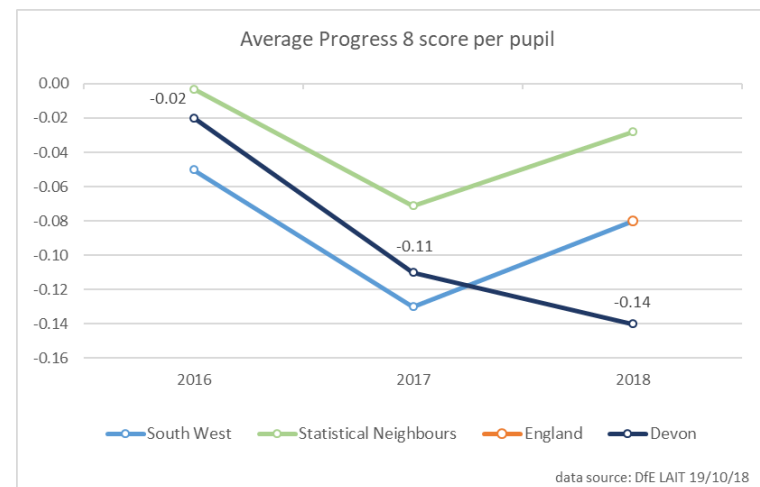
The significant decline in the average progress 8 scores in 2017 was in line with national trends, as shown in the adjacent table, however Devon has not seen an improvement this year as was the case for our regional or statistical neighbours. Comparison over time with national figures is not possible as this is the first year the data has been released.

Our strategy to address this issue comprises of a series of actions including:

Accountable working parties empowered by and accountable to the Devon Schools Alliance, harnessing the sector-wide expertise and experience.

Locality-based strategy groups utilising lesson study models, bespoke CPD and collegiate working.

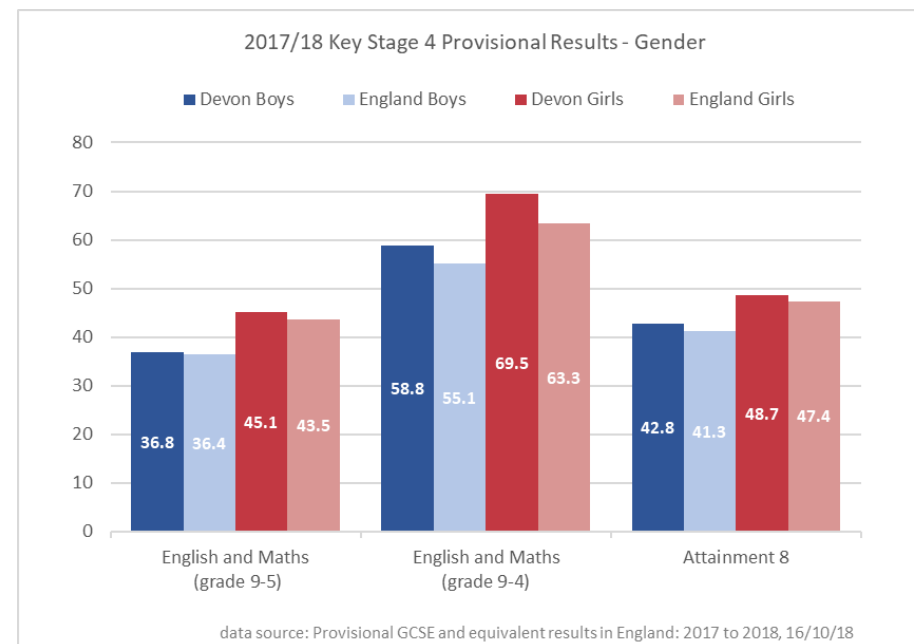
Relentless school improvement focus on progress and the achievement of identified groups within our structured conversations with schools.



Provisional Results – Gender

Girls perform significantly better than boys, both in Devon and nationally. Devon boys and girls are performing better than nationally in each of the performance measures;

- **Attainment in English and Maths (9 - 5)** – Devon boys perform slightly better than nationally, whilst Devon girls perform better by 1.6 percentage points.
- **Attainment 8** - Devon boys and girls perform better than nationally by similar amounts (boys are better by 1.5 points with girls better by 1.3 points).
- **English Baccalaureate** – A significantly greater percentage of Devon girls entered the EBACC than nationally (44.5% compared to 40.7%) with better average point scores (4.23 compared to 4.1 nationally). More Devon boys also entered the EBACC than nationally (31.2% compared to 29.7%), also achieving a better average point score (3.74 compared to 3.57 nationally).
- **Progress 8** – Devon girls are making above average progress, with an average Progress 8 score per pupil of +0.11. Devon girls are not making as much progress as nationally, with an average score of +0.17. Devon boys are not making as much progress, with an average Progress 8 score per pupil of -0.36, but are making similar progress as nationally (-0.33).



data source: Provisional GCSE and equivalent results in England: 2017-18, DfE SFR01/2018

Provisional Gap Information

The table below clearly indicates that alongside stable or improving attainment outcomes, the gaps for key cohorts have either remained the same or narrowed. This shows that outcomes for pupils in the groups below have improved in line with or better than the universal group of students.

	Outcomes All	Gender Gap	FSM Gap	SEND ¹ Gap
KS1 Reading Exp	75% ↓	8% ↓	22% ↓	48% ↓
KS1 Writing Exp	69% ↔	14% ↓	24% ↓	54% ↓
KS1 Maths Exp	75% ↔	1% ↓	23% ↓	47% ↓
KS2 RWM Exp	64% ↑	8% ↑	not yet avail	not yet avail
KS4 grade 5+ Eng & Maths	41% ↓	8% ↑	not yet avail	not yet avail

The table above is currently based on provisional data published by the DfE and may be subject to change.

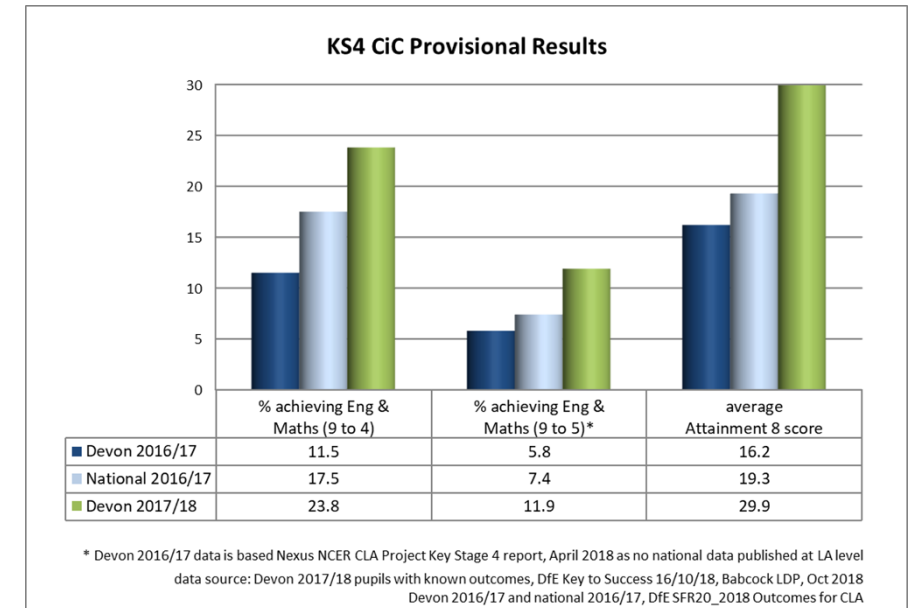
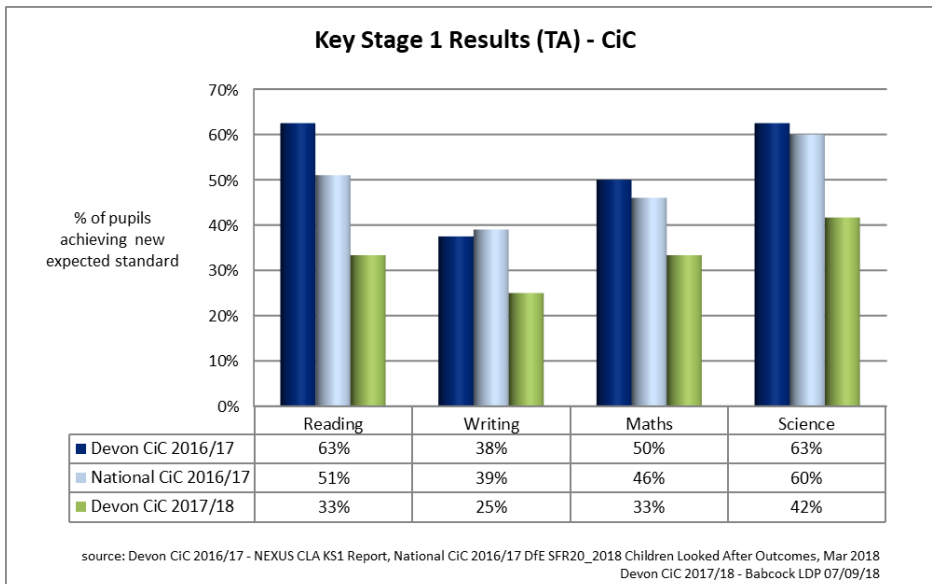
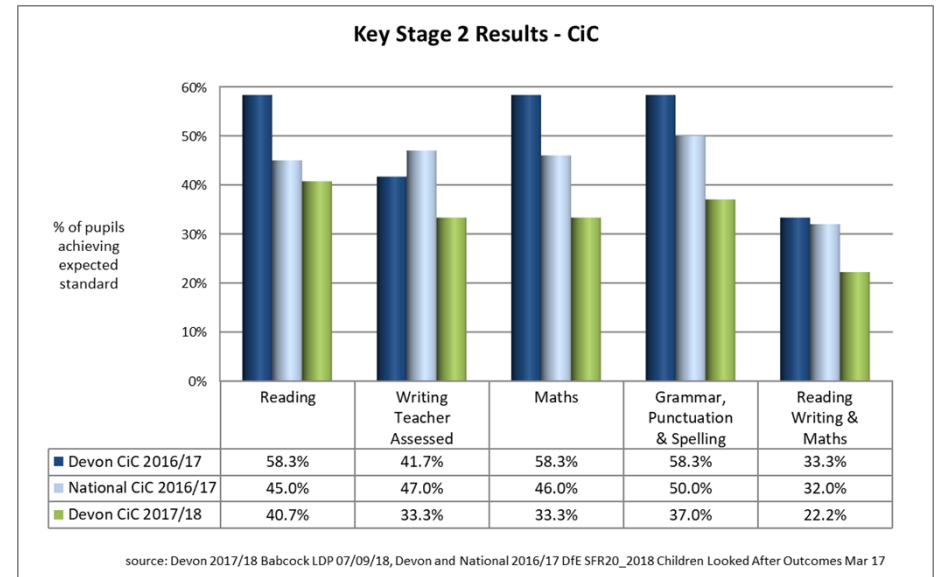
¹ SEND are those pupils with any SEN need including those with Education, Health and Care Plans or SEN Support; SEND Gap is those with any SEN compared to those with no SEN.

Children in Care Provisional Results

Initial results provided by schools indicate that Children in Care are performing better than last year at Key Stage 4 but are not performing as well at Key Stage 1 and Key Stage 2. A full analysis is provided for the year in the annual Children in Care report.

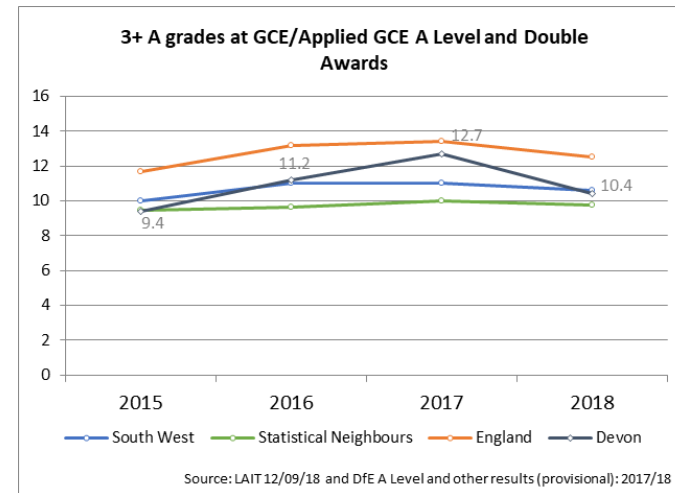
At Key Stage 1, local information indicates that Devon Children in Care are not performing as well as the latest available national average in each of the subjects. However, progress is being made as outcomes for this cohort are better at Key Stage 1 than EYFS (25% of the cohort achieved EYFS). 2 out of 3 children who sat KS1 in 2017/18 have special educational needs.

Local information indicates that results for Key Stage 2 have fallen and are below the latest available national average. 37% of the cohort have an Education Health and Care Plan and a further 41% have an identified SEN need (78% in total).



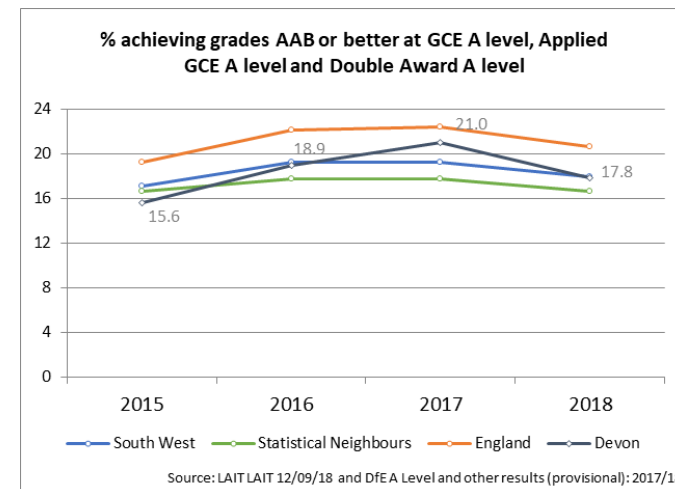
3+ A Grades at A Level

Provisional results indicate that Devon’s performance has fallen slightly with 10.4% of pupils achieving 3+ A grades in 2018 compared to 12.7% in 2017. This reflects a National decline and whilst Devon is still not performing as well as the national picture (12.5%), our performance (10.4%) is close to the regional picture (10.6%) and continues to be better than its statistical neighbours (9.75%).



Achievement of grades AAB or better

The percentage of Devon pupils achieving grades AAB or better has also fallen slightly, with 17.8% achieving in 2018 compared to 21% in 2017. Again, this reflects a national decline. Devon is close to the regional picture (17.9%) and continues to be better than its statistical neighbours (16.62%). Devon remains below the national picture (20.6%).



The Aims of the Virtual School

Promote	High aspirations and excellent educational outcomes
Support	Children and young people, carers, schools and settings
Challenge	Anyone who does not deliver on our aspirations
Celebrate	All our successes

Introduction

This report has been designed to provide information on the attainment and achievement of the Local Authority's Looked After Children in 2018, set against a background of our performance in previous years and National benchmarks. This report is based on LA held pupil information and results from schools for 2018 as well as NCER CLA Project statistics and Department for Education published national statistics for 2017 and previous years.

It is important to note that significant changes have taken place in Key Stage 4 and this means that comparison with previous years is not yet possible. Information relating to previous years has been left in for information.

Work of the Virtual School:

Over the academic year 2017/18, the Virtual School as continued to ensure that the best outcomes for all children in care are at the integral to the work of all who are involved in their lives.

Key to success is raising aspirations of schools, carers and the young people themselves. We have in place the following:

Schools:

- Schools with a Year 6 child in care attending receive regular phone calls from School Improvement Officers to discuss the provision and progress for the children. This conversation also features on school visits from School Improvement Officers.
- Education Panels take place throughout the year. These are staffed by the School Improvement Officer, Area Learning Advocates and senior manager from social care with the additional responsibility for education for Children in Care. Designated teachers are conference called to discuss provision, progress and support such as the information, advice and guidance offered to children in care. This programme is published in September for the year.
- School monitoring visits. These are carried out by the Area Learning advocate for the school accompanied by the school Improvement officer. There are discussions with the DT looking at progress and attainment data and the children's books. Young people themselves are talked to about how they view their teaching and learning whilst referring to their books to look at feedback and the information, advice and guidance they receive. This helps ensure they know what they need to do in order to achieve their goals. Notes of visits are also issued following the visits by the School Improvement Officers.

Children/Young People:

- University Days for Children in Care. There were three days arranged this year; one for Year 6 children; one for Year 9 children and one for Keys Stages 3,4 and 5. The Year 6 day involved a brief introductory activity to help children to get to know each other followed by a science activity in one of the laboratories. Children had lunch in one of the campus cafeterias and then had a talk from some Arabic language students about their trip to Jordan for their 'year out'. The year 9 day was Science, Technology, Engineering and Maths (STEM) based. This involved a panel of PhD students from a range of disciplines who firstly spoke about their own research and then were available for questions and answers. This was followed by lunch in one of the campus cafeterias and a STEM based activity in the afternoon. Finally, the Keys Stage 3,4 and 5 day involved a campus tour, lectures and activities and discussions with student ambassadors. Again, lunch was included. For the one Key Stage 5 student she was able to meet with a member of the University Staff to learn about the funding for children in Care at university. This programme will be repeated in 2018/19 with the additional offer of an evening information session for carers.
- The Children in Care annual celebration event was held at St James School in Exeter. Almost three hundred young people attended to receive their awards to recognise a wide range of achievements.
- There were two Enterprise days organised by Careers South West on behalf of the Virtual School. One was for Years 9-11 and one for care leavers. These days involved a short film and talk about what the world of work will look in 2028. This was followed by workshops on CV writing, interview preparations and a mock interview with feedback.
- Personal Education Allowances are paid to carers to support young people of school age following the submission of an application form to the area learning advocate. The PEA supports children's academic progress and attainment by helping to develop their social and emotional resilience.

The Virtual School encouraged Year 11 children in care to attend the National Citizenship course this year. This was through Independent Reviewing Officers and Children in Care reviews, social workers, fostering and Designated Teachers. As a result, at least 20 Year 11 students signed up. This is a significant figure compared to other Authorities in the South West.

The National Citizenship Service is a four-part programme for young people. Part 1 is Adventure. It involves outward-bound activities based residential for five days. Activities include rock climbing, kayaking and archery. This part is about team building and making new friends. Part 2 is Discovery. The week is all about developing the young person in skills such as living independently. They learn essential life skills from local business leaders and charities, gain confidence in public speaking, communications skills and budgeting. All this can feed into their CV. Part 3 is Social Action. Back at home, young people work with their team to devise a social action project based on an issue they feel passionate about. The more original, the better. This is their chance to feel proud by making a real difference in their community. Part 4 is Celebration. In this stage young people finally, take stock of all they have achieved. They have overcome challenges, pushed themselves into new and exciting territories, and had experiences they never thought possible. They join other young people on the programme to celebrate their achievements at one great event.

Training

The Virtual School has provided training for designated teachers and social workers over the year.

Training for designated teachers has included:

- The very successful attachment based mentoring programme. This aims to have a trained mentor in each school with a Devon Child in care to offer the best support.
- Attachment and early life trauma and restorative approaches to managing challenging behaviour. This was a full day's training by the Educational Psychology Service in four areas of Devon.
- The Designated Teacher's Conference held in October. The keynote speaker was Jean Gross, who is an education expert who has led many national initiatives aimed at improving the learning, attainment and wellbeing of disadvantaged children and those with special educational needs. There were also a series of workshops run by the Educational Psychology Service and other services such as adoption. Young people opened the conference with the participation team.

Training for Social Workers centred on the process involved in identification of special educational needs leading to the EHCP.

Virtual School Newsletter

The Virtual School Newsletter is published 6 times a year. It is available on the website and is also sent electronically to all designated teachers, social workers, fostering and elected members. The newsletter offers informative articles as well as celebrating the work of the Virtual School.

Personal Education Plans (PEPs)

This has been the first year of the electronic PEP (ePeP) system for the Virtual School. The idea behind it is to manage the entire process on line, including the setting of the date and the email invites up to the structure of the meeting and the meeting itself. The year has seen the process of embedding the ePEP into the work of schools, foster carers, children and, of course, the Virtual School. We began the ePEP rollout for the majority of the children on our roll, added an early years ePEP in March and will be adding a special school ePEP for children and young people with complex and profound needs in the autumn term. In addition we have continued to develop the format of the main ePEP, adding features and refining the form. The ePEP allows the Virtual School to report on the progress and attainment on a termly basis and to report on other areas such as exclusions, attendance and PEP completion. The ePEP has streamlined the way in which the young person's views are collected and fed into their education plan. It has also made the process much more appealing to the young people.

Out of County Children and Virtual School Support:

There are 108 Devon children in care of school age placed in other local authority schools. A small number of these children will be placed for adoption. The Virtual School has worked hard to offer the same support to those placed out of county with ALAs and PEPCOs travelling to placements across the country to ensure that there is a PEP in place and to see the educational provision. Where necessary the Virtual School has put in place interim provision through tutors or the on-line school Inter High. Virtual School staff have also worked closely with social workers to advise on applying for statutory assessment where necessary as the corporate parent.

Support for Children and Young People who were Previously in care:

From September 2018 Local Authorities and Schools have a new statutory role to support young people who have previously been in care such as those who have been adopted or are under s Special Guardianship Order. As a result the Virtual School have appointed one Area Learning Advocate to take the additional responsibility for children who have previously been in care. A section of the website has been developed for parents and carers of children previously in care and an Educational Plan for Adopted Children (EPAC) as well as guidance on their completion has been written. Devon admissions ensures that children previously in care are given priority for admissions and this has been advertised through Devon Adoption Services and the SGO support group.

Training for VS Staff

It is seen as important that the staff receive regular and relevant training so that they are best able to support children. Training has included safeguarding conference, SEN conference, attachment difficulties in children, Psychology Associates conference, Academies Show, Pupil Premium, attainment and progress and additional training and conferences as appropriate.

Virtual School Involvement in Supporting Work for Children in Care

The Virtual School Staff are on a number of groups within the LA:

- Wellbeing/Personal Budgets for health
- Life-long links for Children in Care
- Step-down from residential to foster care
- Children's Access to Resources Panel
- Placement Review Panel
- Joint Agency County Panel for joint funding between health, education and social care
- Corporate Parenting forum and group
- Governing Body
- Adoption Panel
- Missing Monday

Ensuring that Young People are in Employment, Education or Training (EET):

The Virtual School have set up a monthly meeting to look at individual young people at risk of becoming Not in Employment Education or Training (NEET) or who need to be helped back into EET. This panel began in 2017/18 to work with Year 12 young people and this has been extended to include Year 13. The panel includes:

- Careers South West
- Young Devon
- PEP coordinators with responsibility for post 16
- Economy, Enterprise and Skills.
- 0-25 SEN team
- Team Leaders from P & teams.

The panel helps young people back into EET through pathways such as Princes' Trust, Focus 5 and Young Devon courses. The impact has been that the VS knows the destination of all young people. The VS can identify young people in danger of becoming NEET and as they drop out leading to immediate action.

Working with Unaccompanied Asylum Seekers:

There are currently 43 young people who are either UASC or victims of trafficking who are or were until recently the responsibility of Devon County Council and under the age of 20. Of these, four are age 19, sixteen are age 18, fifteen are above statutory school age but below 18, and seven are between the ages of 13 and 15. All of those aged between 13 and 15 are in full time education in school.

Both Exeter College and City College Plymouth offer full time (16 hours a week) English for Speakers of Other Languages (ESOL) courses for those who enrol before the enrolment cut off date in October. Exeter College do not offer a second date, but City College has a second semester starting in February. These ESOL courses include Maths and IT as well as Personal and Social Development. Students work towards ESOL qualifications. Following pressure from the Virtual School, Exeter College have recently agreed to allow students who are close to obtaining Entry Level 3 ESOL qualifications to enrol on Level 1 vocational courses, even though they do not quite meet the entry requirements. The college will support these students by providing opportunities for them to attend ESOL classes alongside their other full-time course.

The Local Authority was successful in a bid for funds to support these young people. Most are in post 16 provision. Exeter College has designed a course specifically for these young people to allow for their development of English language skills while also developing them academically. The bid from the DfE is to develop the following:

- Increased professional and carer knowledge and competence to support UASC
- Increased academic attainment
- Reduced NEET for UASC
- Increased stability in placement and education
- Increased social cohesion in Devon
- Reduced distress and mental health difficulties for young people
- Increased sense of belonging for young people.

Progress so far:

- Joint working between EPS, EMTAS, Education Welfare, School effectiveness has been successfully implemented.
- Work on the online support package has started
- The assessment of UASC, including psychological assessment of needs relating to educational and emotional development with personalised recommendations for provision and support is well advanced.
- The views of YP and the use of existing literature / research is being used to feed into school for enhancement support
- Training is being offered to schools alongside supervision and coaching for staff
- English language teaching is being offered to young people
- There is support for carers including workshop delivery and consultation.

In this year's results for Year 11 a young UASC achieved the following results: English Lang grade 3, English Literature grade 4, Graphics grade C (old spec), ICT BTECH grade 'Pass' (Level 2 C grade), Maths grade 7, Persian grade A* (old spec), Religious Studies grade 3, Resistant Materials grade B (old spec), Combined Science grade 5 and grade 4. These are very impressive results for a young person who only joined the school near the end of Year 9 and had to learn English and study for his GCSE examinations in only two years.

Educational Outcomes

Important Definitions:

Nationally Looked After Children have poorer educational outcomes than non-Looked After Children and so a number of studies have been carried out to analyse performance. Due to the sometimes rapidly changing status of Looked After Children, bodies who carry out analysis of the data define the criteria and methodology they have used. Unfortunately, these bodies do not all use the same definitions and so information is provided below to outline the differences.

Looked After Child: The term 'looked after' has a specific, legal meaning based on the Children Act 1989. The definition is as follows - a child is legally defined as looked after by a Local Authority if he or she:

- is provided with accommodation for a continuous period of more than 24 hours;
- is subject to a Care Order; or
- is subject to a Placement Order.

New definition- Child Looked After (CLA): To enable comparisons to national benchmarks, this cohort defined as a Child Looked After (CLA) are those who have been in the Care of Devon Local Authority for one day or more during the assessment year and placed in a mainstream school in any Local Authority. The previous definition restricted this to just those placed in Devon schools. The NCER CLA project will be used to compare performance (in 2016/17 132 Local Authorities had signed up for this project, to enable early analysis of CLA outcomes). Benchmarking data for the previous definition is no longer available reporting for this cohort has ceased.

Child in Care (CiC): The Department for Education and the National Statistics Office definition of a 'looked after child' (CiC in this report) is a child who has been continuously looked after for at least 12 months, up to and including 31 March of that year. Outcomes are for all children and young people who are subject to a Care Order or who are accommodated by the Local Authority, regardless of in which Authority they are being educated. This cohort is sometimes referred to as the OC2 cohort in reference to related statutory returns.

To give an idea of the difference this means in 2017/18 there were, at the end of Key Stage 1, 18 defined CLA pupils and 12 CiC, at Key Stage 2 there were 34 CLA and 27 CiC and at the end of Key Stage 4 there were 45 CLA defined pupils and 42 CiC with known outcomes.

In order to add clarity to this report we have used the term Looked After Child (LAC) when using the legal Definition, Child Looked After (CLA) when using the NCER Project methodology and the term Child in Care (CiC) when using the DfE LAIT/ National Statistics methodology.

Summary

Based on local information for both Children in Care and Children Looked After the main points to note in this year's results are shown below. It should be noted that in Early Years and Year 1 small cohort sizes result in significant year on year variation.

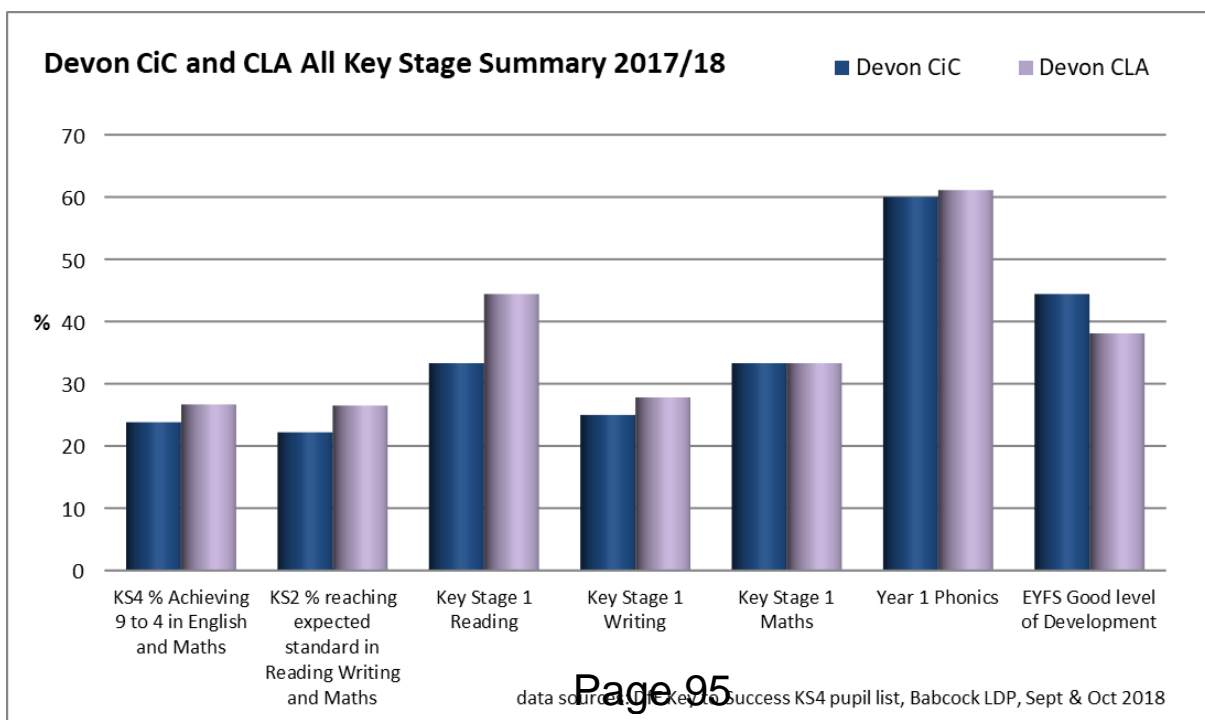
Outcomes for Children in Care (those in care to Devon for 12 months or more but in any school)

- Attainment in Key Stage 4 for pupils with known outcomes has risen despite the change in the exam system.
- The percentage of pupils achieving the expected standard in Reading Writing and Maths at Key Stage 2 has fallen.
- Key stage 1 outcomes in Reading, Writing and Maths have fallen. Please note due to small cohort sizes results can vary significantly year on year.
- The percentage of Devon Looked After pupils, with results, achieving the expected standard in the Phonics screening check at end of Year 1 is relatively stable (60%)
- The percentage of Devon Looked After pupils achieving a Good Level of Development at the end of the Early Years stage has fallen slightly. Please note due to small cohort sizes results can vary significantly year on year.

Outcomes for Children Looked After (in Care to Devon for any time attending mainstream schools)

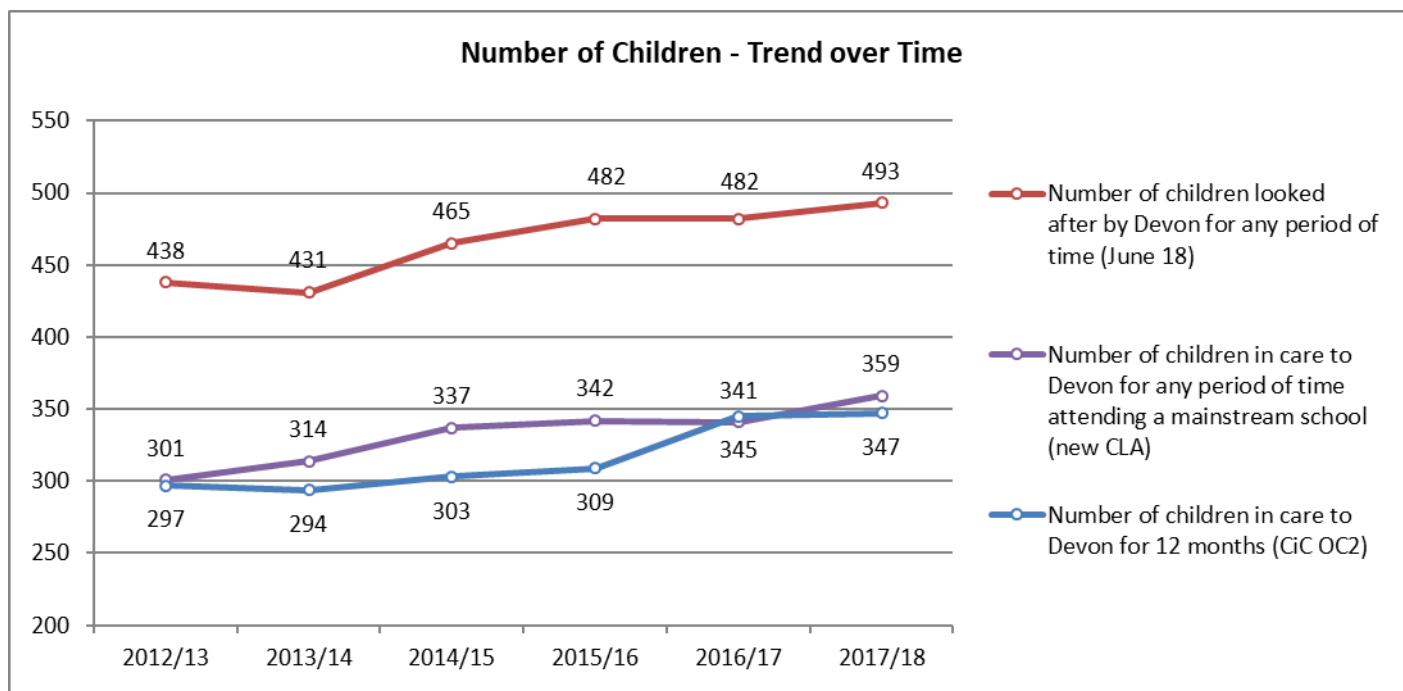
- Attainment at Key Stage 4 has improved with achievement in Maths (9 – 5) seeing the greatest improvement
- The percentage of pupils achieving the expected standard in Reading Writing and Maths at Key Stage 2 has fallen.
- Key stage 1 outcomes in Reading, Writing and Maths have fallen. Please note due to small cohort sizes results can vary significantly year on year.
- The percentage of pupils achieving the expected standard in the Phonics screening check at end of Year 1 has improved
- The percentage achieving a Good Level of Development at the end of the Early Years stage has remained stable.

The Graph below provides a summary of outcomes for Children in Care to Devon compared to the new Children Looked After cohort.



Numbers of Children Care as of May 2018

The chart below has been split into 3 sections which relate to the categories identified on the front page. The reference date which has been used is 31 May as this reflects numbers at the end of the 2017/18 academic year, before Year 11s were taken off school rolls. Whilst the Education Service supports all Children in Care, National comparisons are only possible for those under the CiC definition (see page 6) and in some cases the new Child Looked After definition.



Data source: Virtual School, Devon County Council Aug 2018

The graph above shows that, whilst the number of children who stay in Care to Devon for a period of 12 months or more, has risen by 38 over the last 3 years, the number of children who have been in Care for any length of time has risen by only 11.

The table below provides a further breakdown for children who have been in Care for 12 months or more. Over the last three years, the number of pupils aged 8 to 10 has seen the greatest percentage increase (16%) whilst pupils aged 11 to 16 has seen the greatest increase in numbers (26 pupils).

Number of children in Care to Devon for 12 months	2013/14	2014/15	2015/16	2016/17	2017/18
Early Years (Reception)	15	12	10	11	10
Key Stage 1	26	24	28	32	28
Key Stage 2	67	84	74	90	86
Key Stage 3	79	80	94	101	107
Key Stage 4	107	103	103	111	116
aged 4 to 7 (EY and KS1)	41	36	38	43	38
aged 8 to 10 (KS2)	67	84	74	90	86
aged 11 to 16 (KS3 and KS4)	186	183	197	212	223

Attendance (local data)

Attendance figures for Children in Care to Devon have improved across both school phases, primary aged attendance is now at 95.84% and secondary age attendance at 89.86%. (National attendance data is not available as benchmarks use absence measures instead, information on this measure is provided later in the report). The breakdown below provides information relative to each phase.

Attendance at Key Stage 3 has seen the greatest improvements whilst attendance is least good in Key Stage 4 where there is also a significant gender difference. This is an area of focus for the Virtual school and Children's Social Care team and relevant actions are set out in the improvement plan.

Average % Attendance of all Children in Care to Devon by year group Sept 2017 to May half term 2018									
Year Group	2015/16			2016/17			2017/18		
	Female	Male	All	Female	Male	All	Female	Male	All
R	-	-	-	96.43	97.52	96.97	95.31	93.42	94.68
1	97.27	87.1	90	93.09	93.45	93.26	96.32	87.69	93
2	97.07	93.61	94.87	92.58	96.69	95.32	96.83	96.2	96.52
3	93.96	97.03	96.21	94.73	95.25	95.11	99.09	96.87	97.98
4	97.3	95.12	95.66	96.52	96.66	96.61	97.85	92.55	94.73
5	96.72	95.97	96.39	93.9	96.68	95.45	98.07	97.01	97.45
6	98.21	95	95.86	98.84	97.46	97.82	97.88	94.65	95.73
7	94.98	96.69	95.83	94.7	93.89	94.18	98.91	96.41	97.13
8	97.32	91.09	92.99	92.42	94.26	93.38	94.61	97.46	96.45
9	95.15	97.96	96.76	84.05	89.31	87.21	87.3	97.57	92.71
10	95.47	94.7	94.96	81.18	93.55	88.55	76.22	93.5	85.94
11	97.27	92.56	94.98	82.4	80.2	81.3	76.97	87.71	83.68

Primary (Yr R – 6)	96.83	94.03	95.01	94.9	96.37	95.81	97.35	94.58	95.84
Secondary (Yr 7 – 11)	96.37	94.08	95.03	86.41	90.84	88.94	83.97	93.77	89.86

Data source: School Attendance at Babcock LDP Aug 2018

Note: historical figures differ from previously published reports as data has been reviewed in light of change in cohorts.

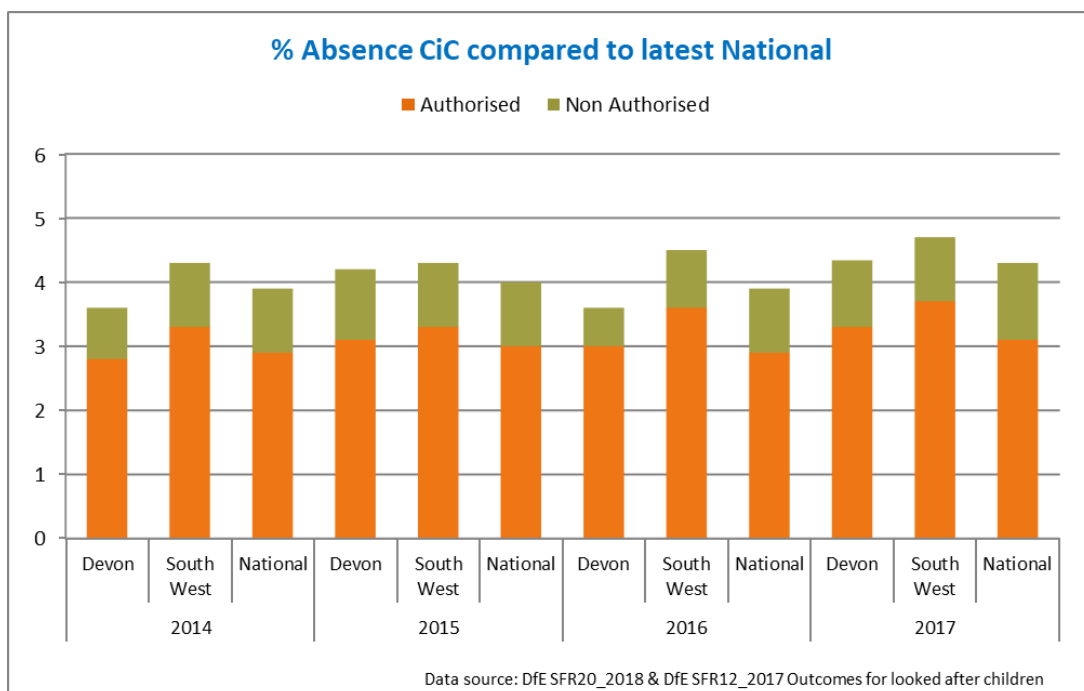
The table overleaf looks at attendance data cross a wider cohort of Looked After Children and shows an improvement in the overall attendance of all children in care (from any LA) attending Devon schools. Attendance for Devon funded Children in Care has also improved.

Average % Attendance of all Children in Care	2015/16			2016/17			2017/18		
	Female	Male	All	Female	Male	All	Female	Male	All
All Children in Care open to Devon Local Authority and attending Devon Schools	96.55	94.06	95.02	89.48	93.10	91.62	90.24	94.10	92.47
All Children in Care open to Devon Local Authority attending any mainstream school (Devon & Out of County)	96.45	94.63	95.39	89.33	92.46	91.11	91.16	94.48	93.06
All Children in Care open to Other Local Authorities but attending Devon Schools	95.16	93.37	94.11	94.26%	94.65	94.50	93.97	92.77	93.30
All Children in Care open to Any Local Authority and attending Devon schools	96.14	93.88	94.77	91.00	93.62	92.56	91.52	93.67	92.74

Data source: School Attendance at Babcock LDP Aug 2018

Absence (2016/17 national data)

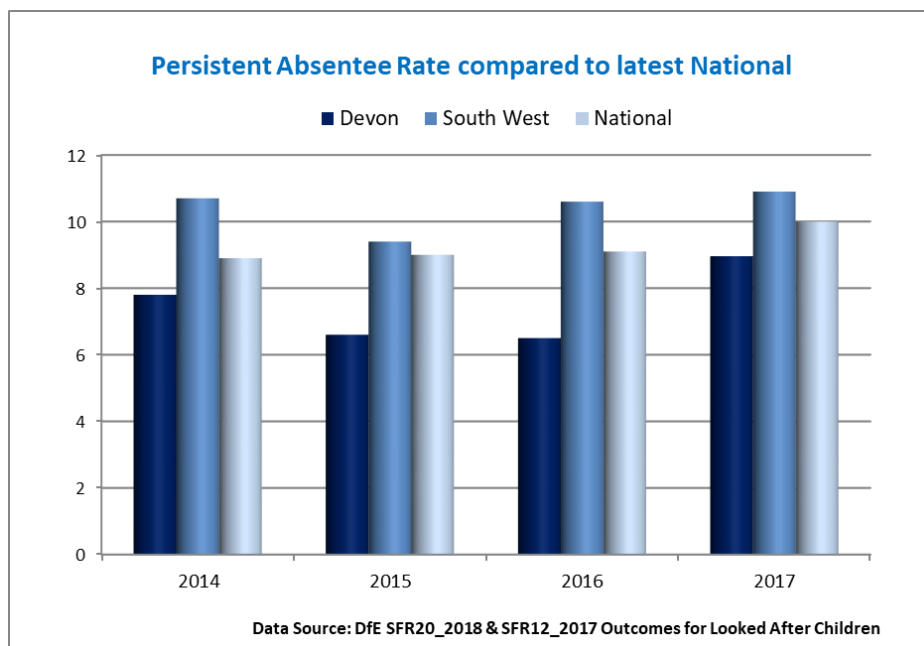
2017/18 national data on absence is not published until March 2019. This section is therefore currently based on the 2016/17 academic year. Absence is recorded as either authorised or unauthorised. The graph and table below provide a benchmark against National averages for both these types of absence for the past 4 years. In the academic year 2016/17 Devon absence rates are in line with the National average and better than the South West Average. The level of absences has increased slightly in Devon in the last year, which is also reflected regionally and nationally.



	CiC Cohort	Authorised	Non Authorised	Total
2014	Devon	2.8	0.8	3.6
	South West	3.3	1.0	4.3
	National	2.9	1.0	3.9
2015	Devon	3.1	1.1	4.2
	South West	3.3	1.0	4.3
	National	3.0	1.0	4.0
2016	Devon	3.0	0.6	3.6
	South West	3.6	0.9	4.5
	National	2.9	1.0	3.9
2017	Devon	3.3	1.0	4.3
	South West	3.7	1.0	4.7
	National	3.1	1.2	4.3

Source: DfE SFR20_2018, DfE SFR12_2017 Outcomes for looked after children

The percentage of Devon Children in Care classified as persistent absentees rose in 2016/17 but continued to be lower than the national average (9% compared to 10% nationally). The graph below illustrates Devon's performance against the regional and national averages.



Note: persistent absentee rate is based on percentage of children in care with less than 90% attendance.

Absence (2017/18 local data)

Local data for 2017/18 indicates that the number of Children in Care classified as persistent absentees has fallen in the last year. The table below illustrates this. Due to the rise in 2016/17 actions around this were identified within the virtual school Improvement plan and with Fostering social workers.

Number of Persistently Absent Children in Care	2015/16			2016/17			2017/18		
	Female	Male	All	Female	Male	All	Female	Male	All
All Children in Care open to Devon Local Authority and attending Devon Schools	7	18	25	34	29	63	21	26	47
All Children in Care open to Devon Local Authority but attending any mainstream school (Devon & Out of County)	11	15	26	39	34	73	20	20	40
All Children in Care open to Other Local Authorities but attending Devon Schools	6	7	13	7	12	19	6	13	19
All Children in Care open to Any Local Authority and attending Devon schools	13	25	38	41	41	82	27	39	66

Data source: School Attendance at Babcock LDP Aug 2018

Note 1: persistent absence is based on less than 90% attendance.

Note 2: historical figures differ from previously published reports as data has been reviewed in light of change in cohorts.

SEN Information (2016/17 National Data)

2017/18 national data on SEN is not published until March 2019. This section is therefore currently based on the 2016/17 academic year.

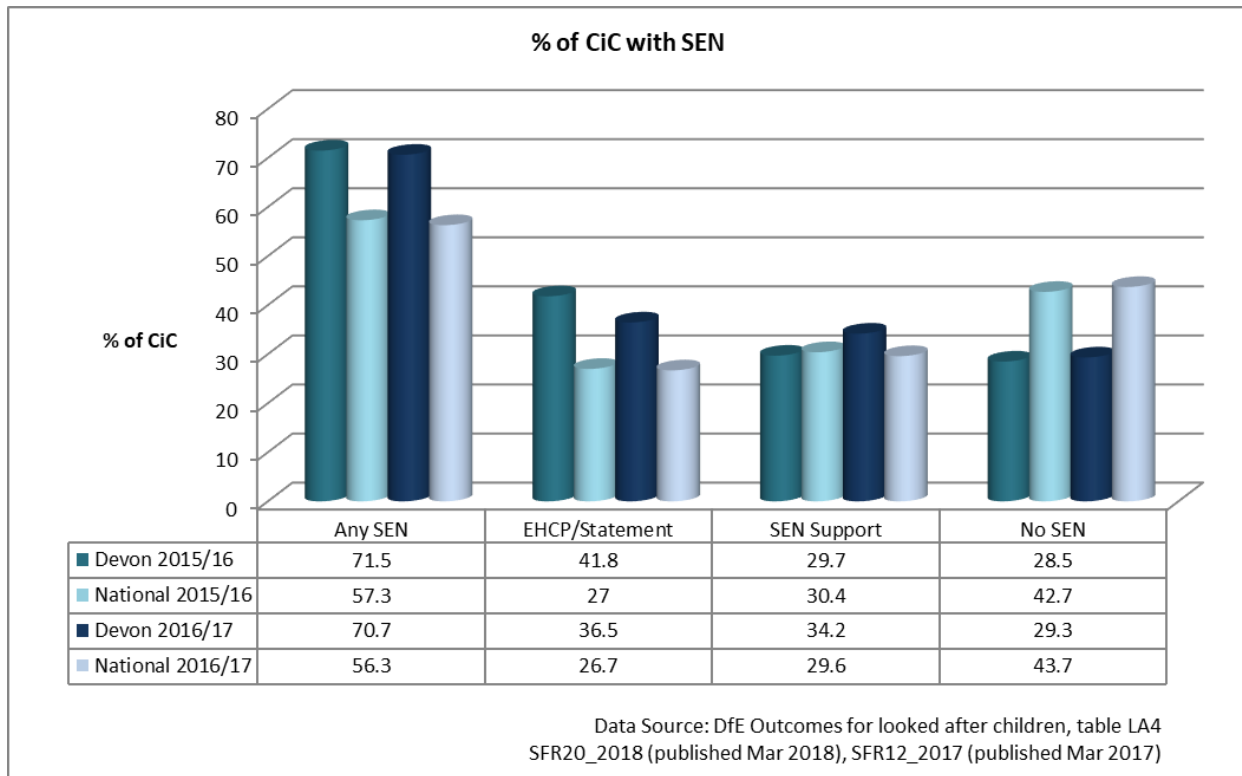
Nationally nearly two-thirds (56%)¹ of Children in Care have a Special Educational Need. This is much higher than the school population as a whole, where nationally only 14.4%² have a Special Educational Need and of these just 2.8%² have a Statement or EHC Plan.

In comparison with National statistics, Devon has historically had a much higher proportion of Children in Care with a Special Educational Need as shown in the graph overleaf. In 2016/17, 71% of Children in Care have Special Educational Needs compared to 56% nationally. This also continues to be the case for Children in Care with an EHCP Plan or Statement, with 36.5% in Devon compared to 26.7% nationally. This will naturally have an impact on the overall percentage of pupils attaining threshold levels in National tests. For children who have complex and significant Special Needs, monitoring the rate of their individual progress is a more meaningful measure.

The chart overleaf compares the National CiC figures to Devon's CiC figures.

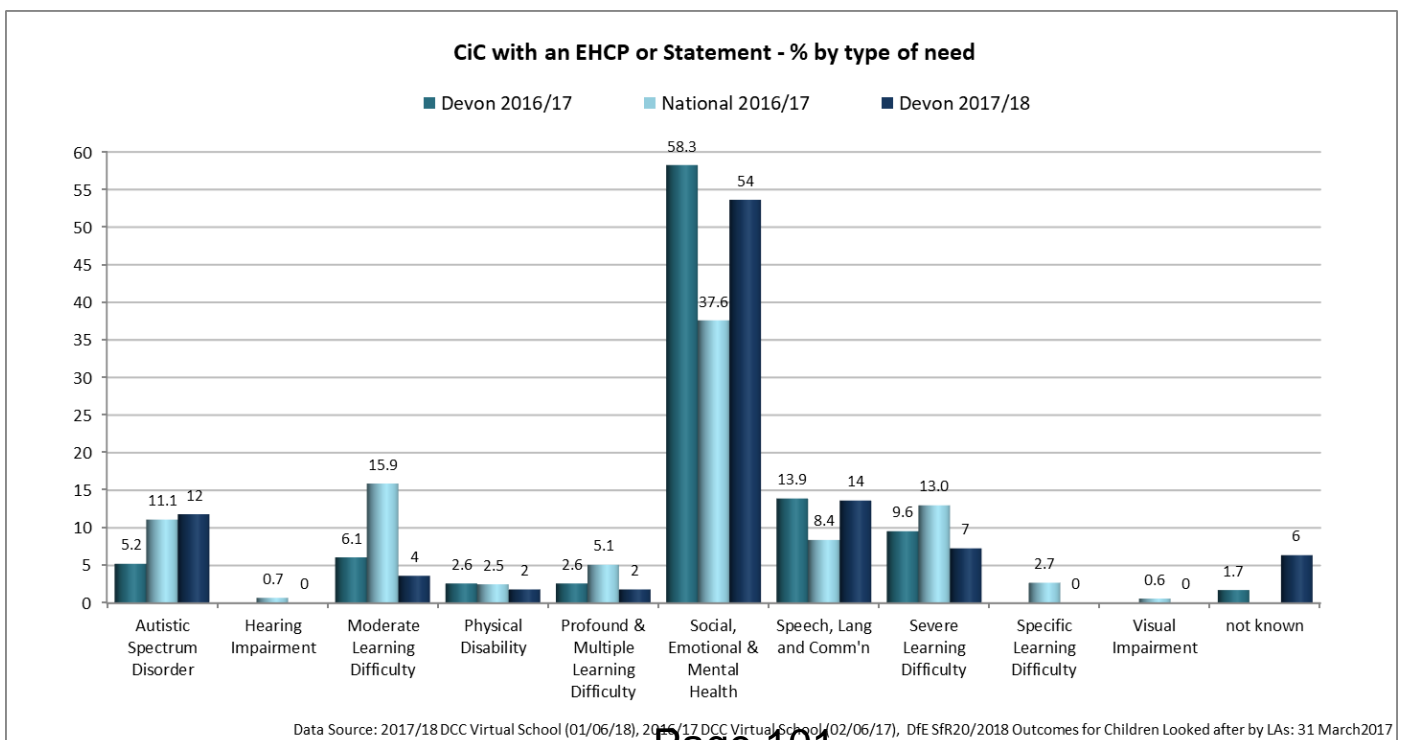
¹DfE SFR 20_2018 Outcomes for looked after children, March 2018

²DfE SFR 37_2017 Special Educational Needs in England

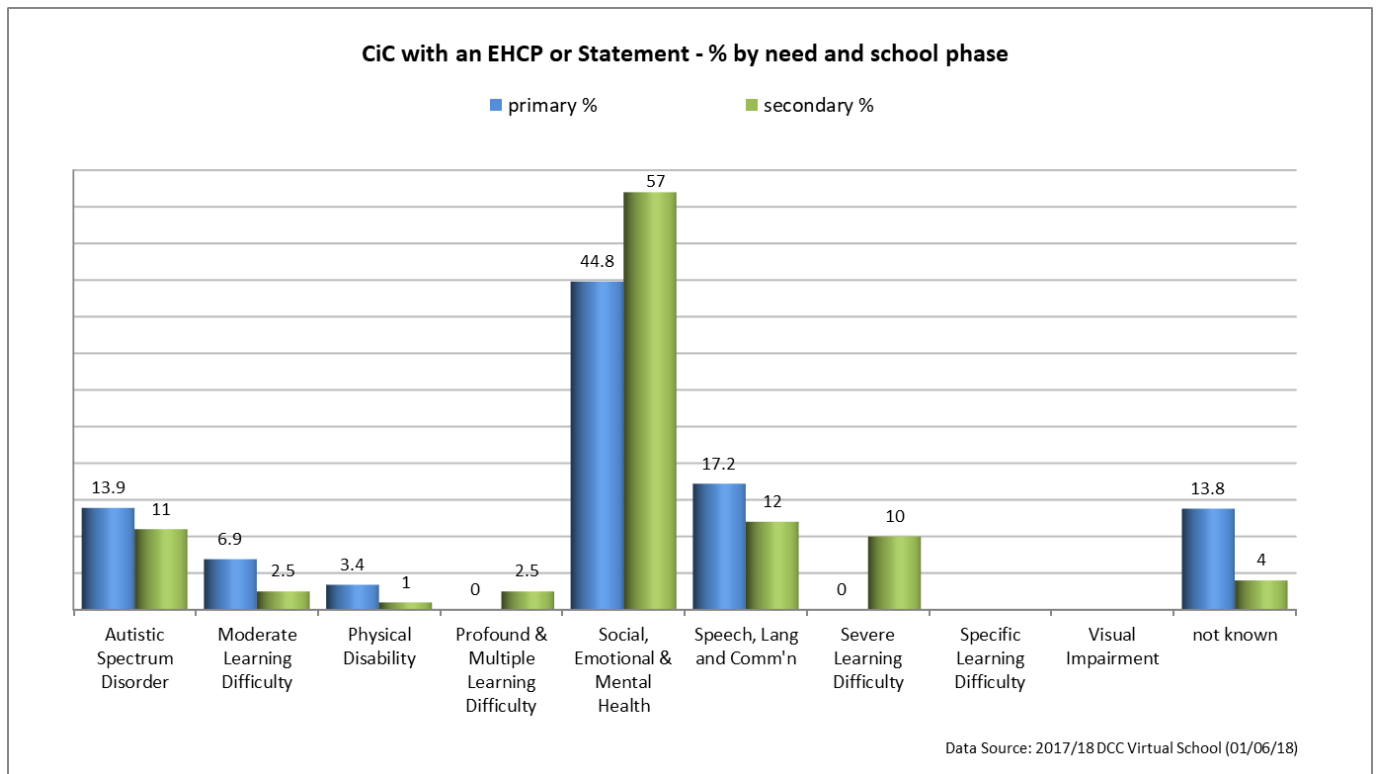


SEN by Primary Need (2017/18 Local Data)

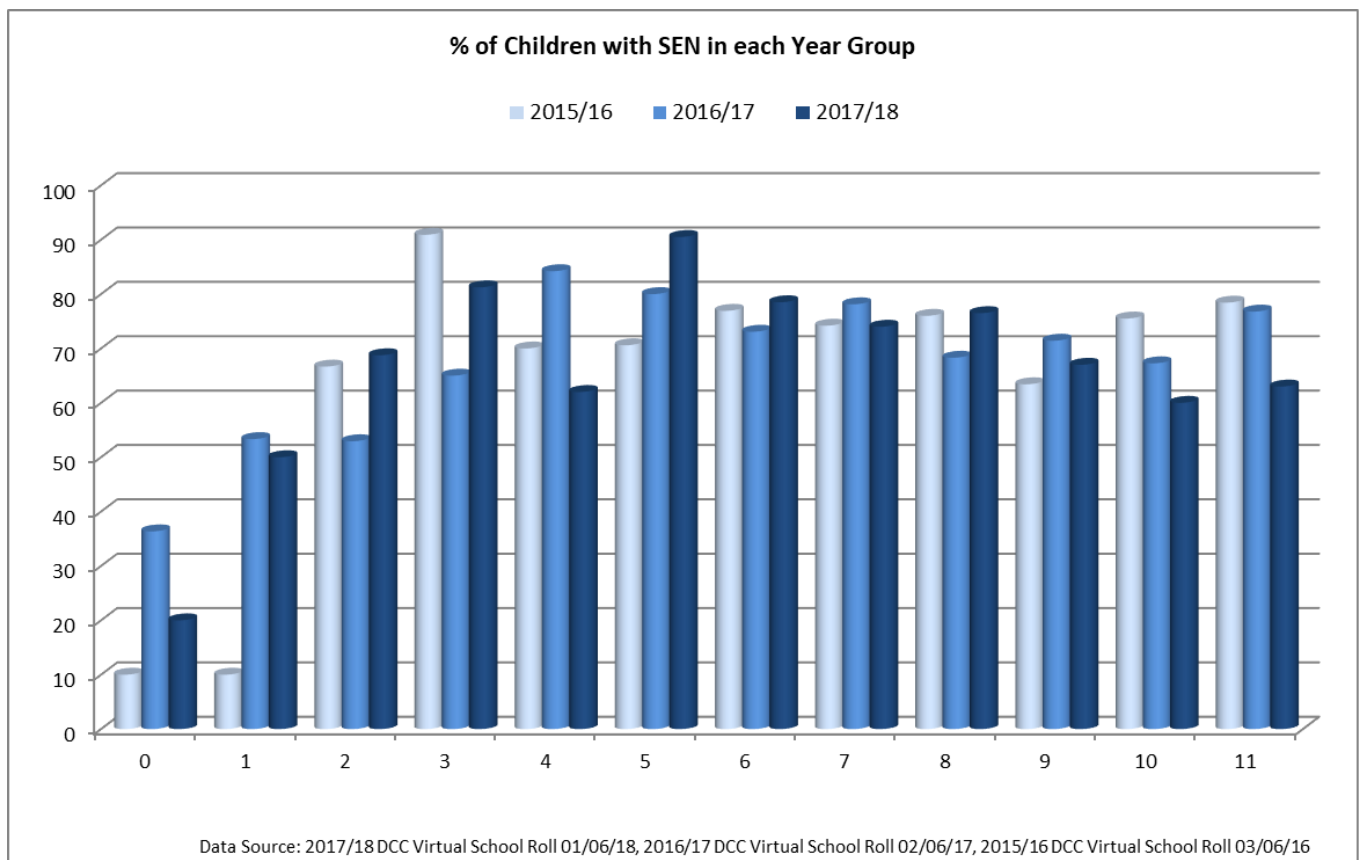
A breakdown of the SEN primary need type, compared to the latest available national data, is provided in the graph below (2017/18 national data is due to be published in March 2019). Nationally the most common type of SEN in 2017 was Social, Emotional and Mental Health. This was also true for Devon but as the graph shows the percentages involved continue to be significantly higher.



A breakdown of this same information by phase is provided below;



The graph below shows the percentage of Looked After Children with SEN in each Year group as at end of May in each academic year.



Early Years take up of Provision

Take-up by 2 year olds in Care was 71.4% (10 out of 14 children) in Summer 2018 and 70% (7) of these were accessing the full entitlement of 15 hours; both of these figures were below the Devon averages for all children of 90.9% and 71.1% respectively (Spring 2018). Of the 4 non-funded children, 2 were placed outside the County but would still be eligible for a place which would be funded by the LA area where they are based. There was also 1 child in attendance at a school nursery where the school does not access 2 year old funding.

Currently (Summer 2018), all (26 out of 26) 3 and 4 year olds were taking up some of the Early Years entitlement and 84.6% (22) of these were accessing the full entitlement of 15 hours.

All children in the above figures were accessing funded settings in the private, voluntary and independent sector or were funded at maintained schools. The take-up of the full entitlement was slightly lower than the Devon average figure of 84.9% (Spring 2018). There were 5 children accessing funded hours outside the County, including settings in Bath and North East Somerset, Medway, Staffordshire and Surrey as well as in the neighbouring authority of Somerset.

Foundation Stage

In 2016, 2017 and 2018 over 70% of all pupils achieved a good level of development. This was better than national average.

National results are not available for Looked After Children who are in Foundation stage.

The table below provides a breakdown of the results for the different Looked After Children cohorts, including the new cohort Devon Children Looked After in any mainstream school (CLA - new). Please note the small cohort numbers mean the results can fluctuate considerably year on year.

	FS test Cohort Numbers 2016	Good Level of Development 2016	FS test Cohort Numbers 2017	Good Level of Development 2017	FS test Cohort Numbers 2018	Good Level of Development 2018
Devon Children in Care in any school (CiC - OC2)	24	41%	8	50.0%	9	44.4%
Children Looked After in Devon schools including those in care to a different Local Authority	28	37.5%	23	43.5%	22	36.4%
Devon Children Looked After in any mainstream school (CLA - new)	not avail	not avail	16	37.5%	21	38.1%

Primary Education

Year 1 Phonics

National results are not available for Looked After Children who are in Year 1 Phonics. However local information indicates that the performance of Devon Children Looked After in any mainstream school (CLA – new) has improved. The annual variation in the size of the other cohorts make year-on-year comparisons inappropriate however we are focusing support on the Early Years phase as part of work plan for the coming year.

	Pupils in 2016 Cohort	Year 1 Phonics 2016	Pupils in 2017 Cohort	Year 1 Phonics 2017	Pupils in 2018 Cohort	Year 1 Phonics 2018
Devon Children in Care in any school (CiC - OC2)	10	50%	8	62.5%	10	60.0%
Children Looked After in Devon schools including those in care to a different Local Authority	37	68%	23	52.2%	23	65.2%
Devon Children Looked After in any mainstream school (CLA - new)	not avail	not avail	18	50.0%	18	61.1%

Key Stage 1 and 2

In 2014 a new more challenging curriculum linked to age related expectations was introduced. In 2016 Key Stage 1 and 2 assessments were based for the first time on this system and so new tests and frameworks for teacher assessment were used. Also introduced was a secure rather than best fit assessment model. Since then results are no longer reported as levels, instead each pupil now receives their test results as a scaled score. A scaled score of 100 means the pupil has achieved the expected standard. Given the differences in the curriculum and assessments and because levels are not comparable with scaled scores, or teacher assessments, Key Stage results are not comparable prior to 2016.

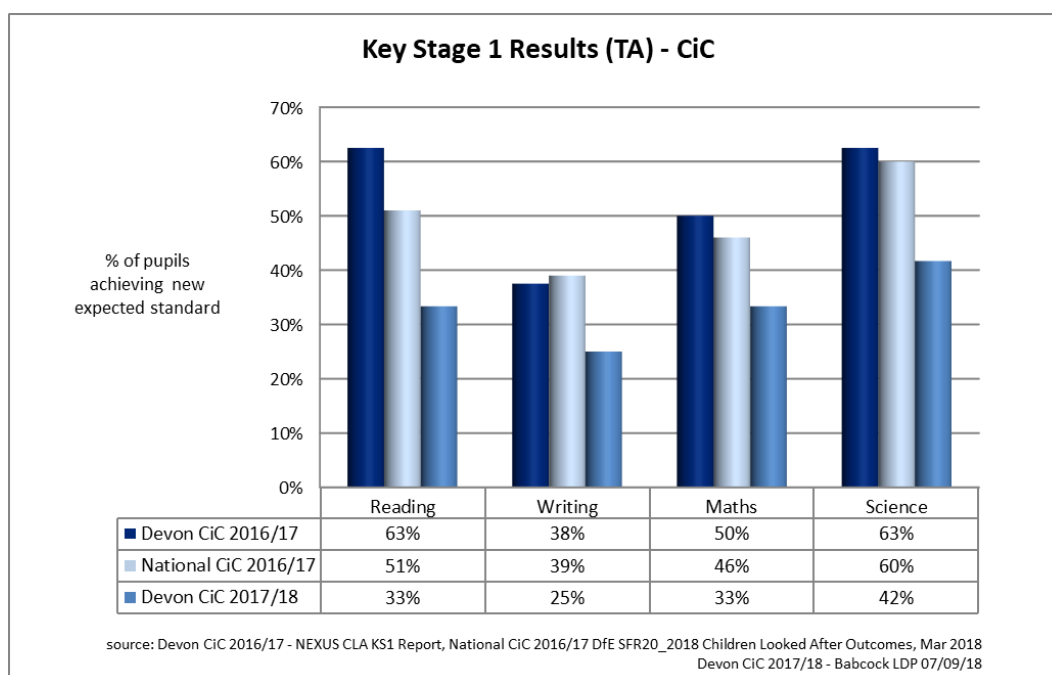
Historical data can be found on the Devon Virtual School Website (search google for [Devon Virtual School](#)) click the 'Information for Schools' heading, then the 'Educational Outcomes' tab. You can also access the reports directly from the links below;

[Children in Care Virtual School Annual Report 2017 Apr 2018](#)

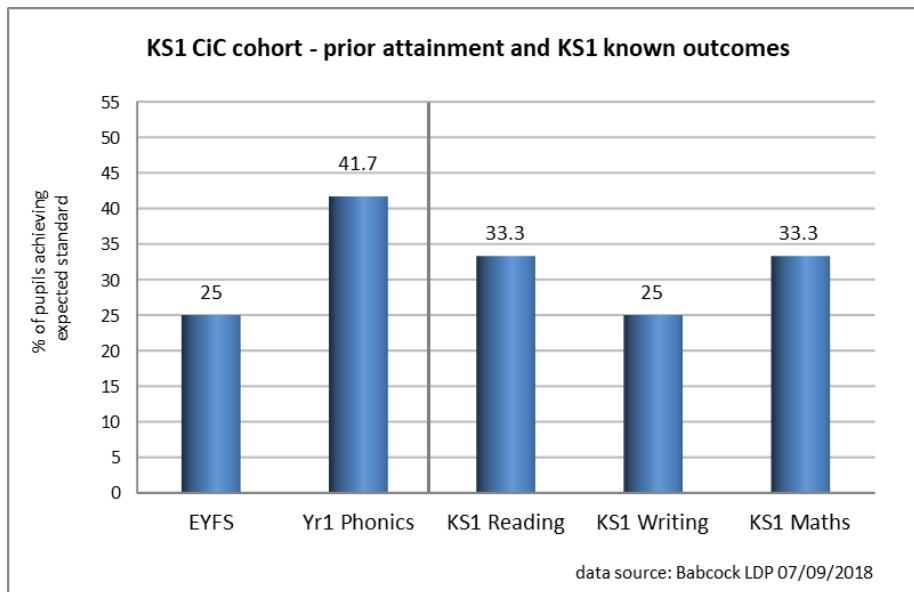
[Children in Care Virtual School Annual Report 2016 Apr 2017](#)

Children in Care and Children Looked After - end of Key Stage 1

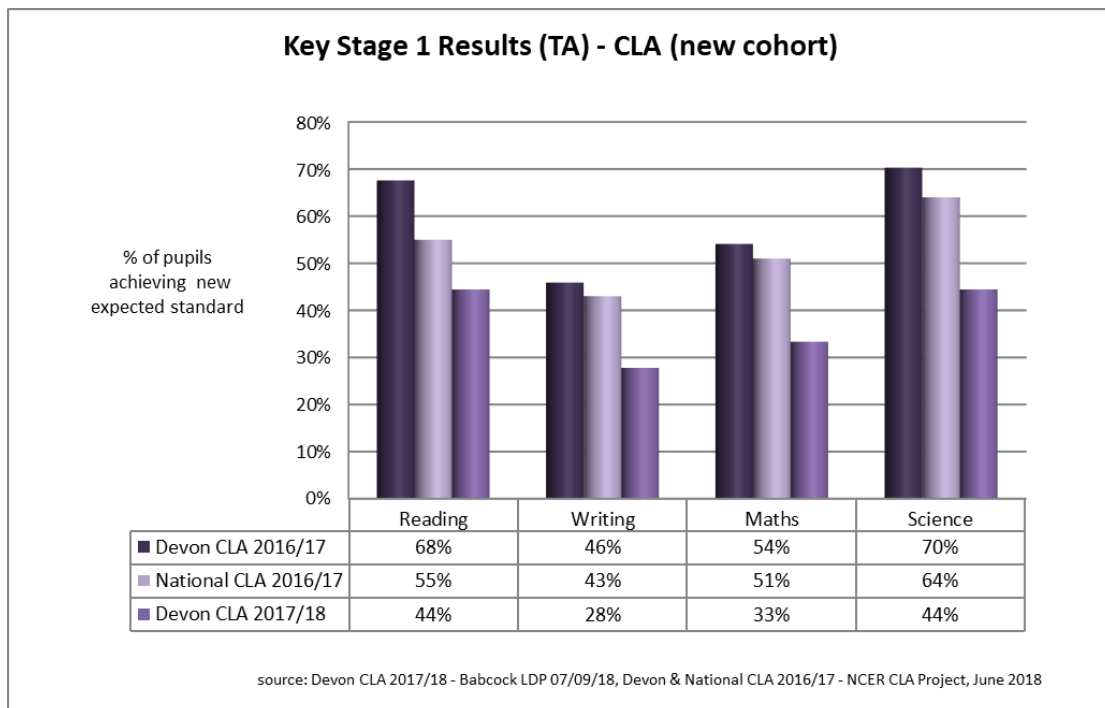
Local information indicates that Devon Children in Care are not performing as well as the latest available national average in each of the subjects. There are 12 children in this year's CiC cohort who sat KS1 and this includes 8 children with special educational needs.



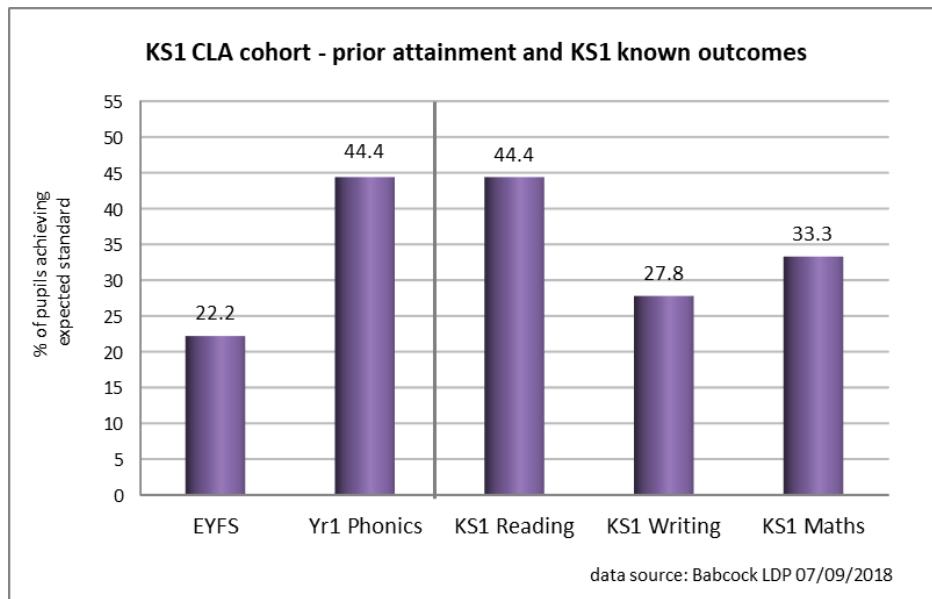
When we look at the prior attainment of this cohort, a greater percentage achieved KS1 outcomes at the expected level than in the Early Years Foundation Stage (EYFS);



There are 18 children in the new CLA cohort who sat KS1 and half of these children have special educational needs. Based on local information, outcomes for these Children (Looked after by Devon LA and educated in any mainstream school) have fallen this year and are below last year's national average. However due to small numbers in both the CiC and CLA cohorts caution should be applied to year on year changes.

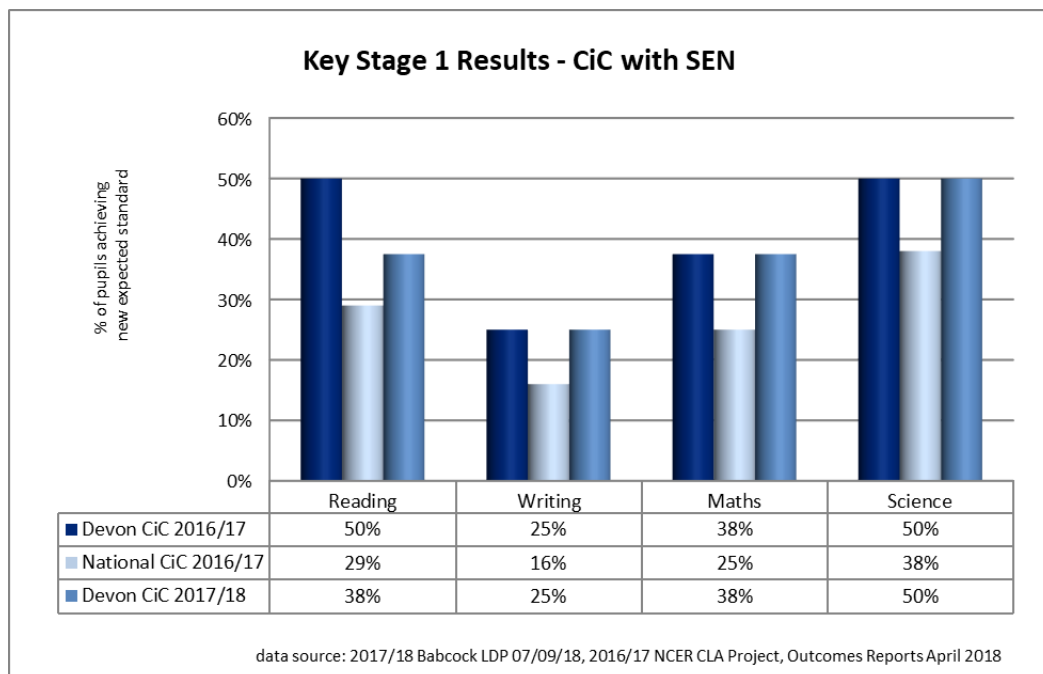


When we look at the prior attainment of this cohort, a greater percentage achieved expected outcomes at KS1 than in the Early Years Foundation Stage (EYFS);



Key Stage 1 – CiC with SEN

Local Authority level results for CiC with SEN are not published by the Department for Education. However, local information and results published within the NCER Children Looked After (CLA) Project for local authorities indicates that Devon CiC with SEN are performing better than the latest available national average (2016/17).



Children in Care and Children Looked After – end of Key Stage 2

As in Key stage 1, 2018 outcomes at Key Stage 2 are now measured against a nationally expected standard which equates to a scaled test score of 100 or above. National results for 2018 are not yet available so comparison has been shown against 2017 outcomes. As the assessment process was changed in 2016 (previously attainment was measured in levels) comparison with previous years is not possible.

Profile of Children in Care at end of Key Stage 2

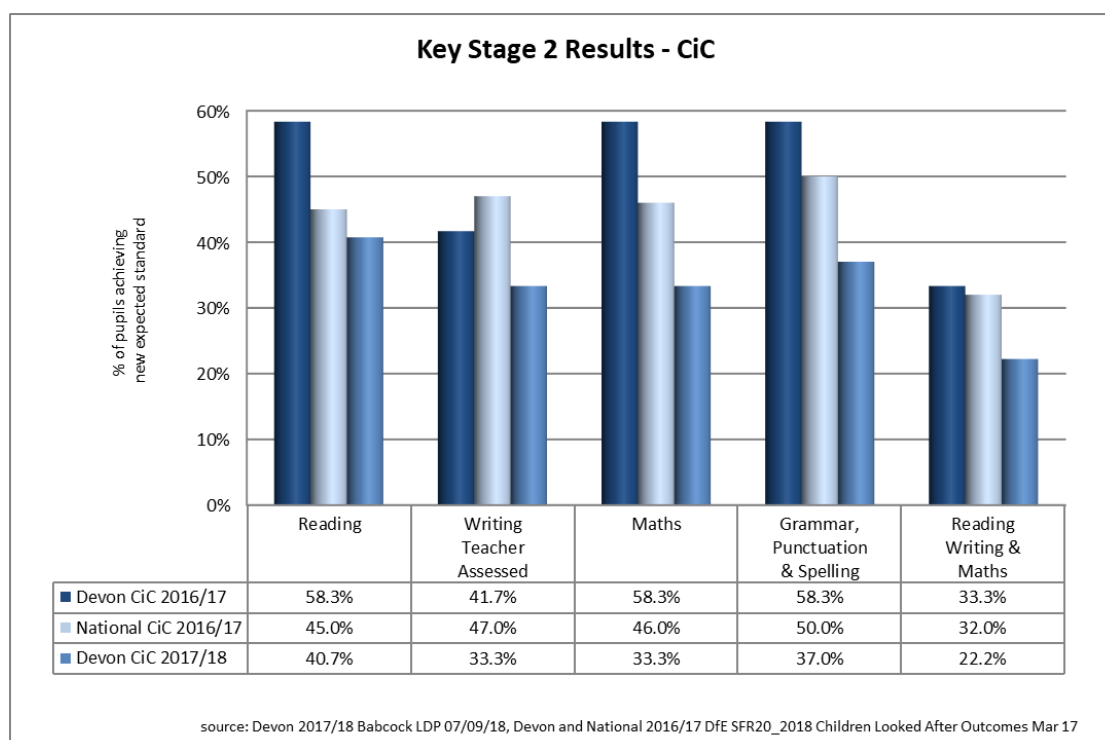
Schools Stability	Placement stability ¹
75% attended just 1 or 2 schools 25% attended between 3 and 5 schools	64% had just 1 or 2 placements 25% between 3 and 5 placements 11% had more than 5 placements

¹ placement stability is the number of placements in a child's care record, excluding respite placements (category V4)

There were 27 children in the 2018 CiC KS2 cohort 37% of which have an Education Health and Care plan and 41% have an identified SEN need (78% in total). 3 in 4 CiC attended just 1 or 2 schools, whilst 64% had just 1 or 2 placements.

9% of the CiC cohort entered care in 2017 and 26% in 2016. A total of 51% have been in care for three years or less.

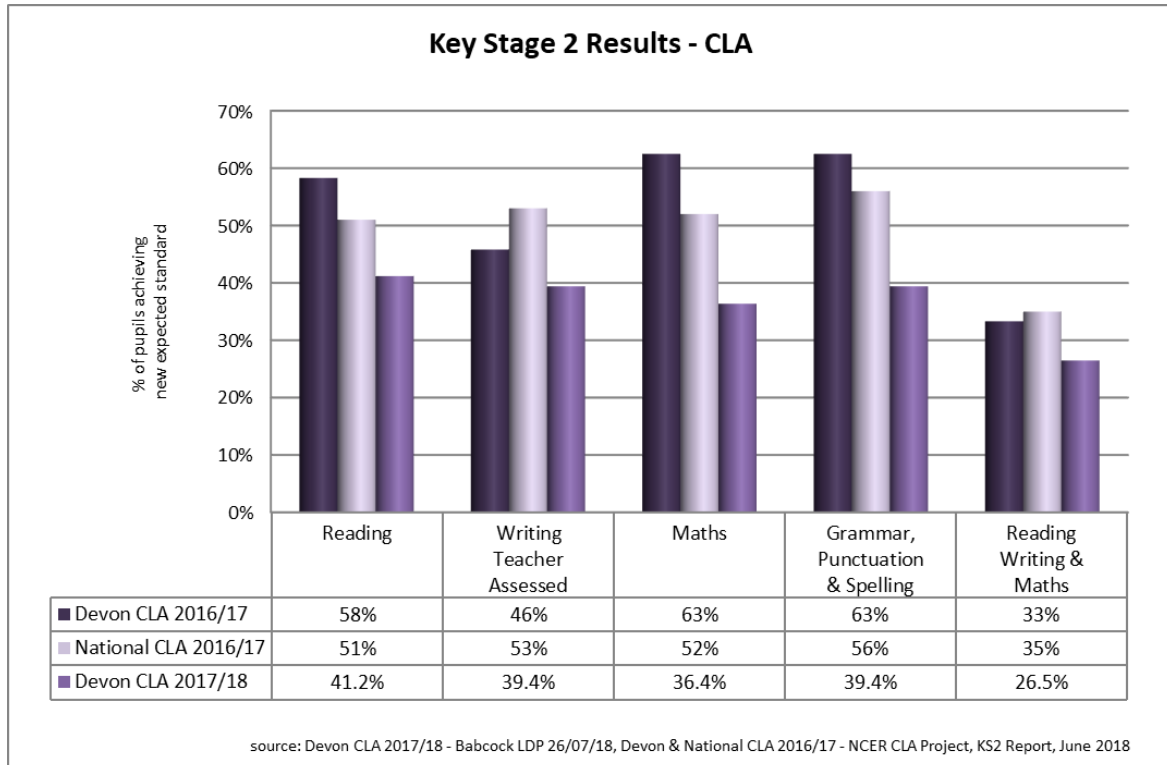
Local information indicates that results for this year's Children in Care cohort have fallen and are below the latest available National average.



Profile of Children Looked After at end of Key Stage 2

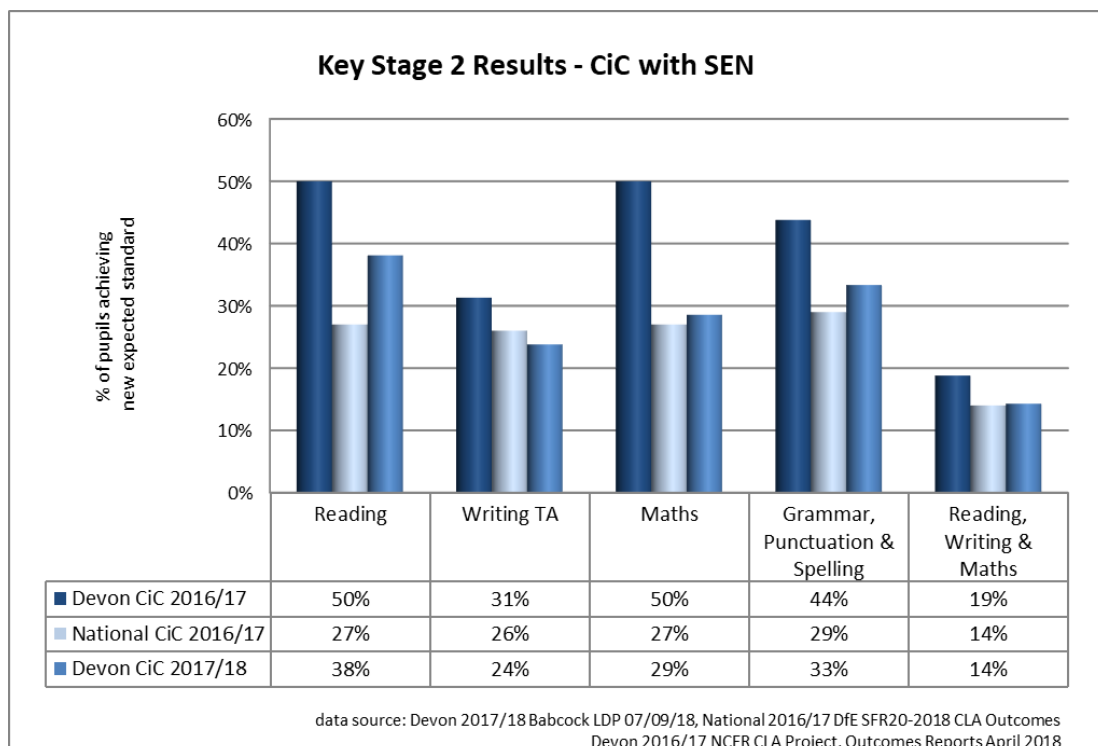
There were 34 children in this year's new CLA cohort. 24% of the pupils have an Education, Health and Care plan for SEN and a further 41% have an identified SEN need (65% SEN in total).

Outcomes in each of the subject areas have fallen and are below latest available national averages. This will be addressed in the VS development plan through increased panel meetings for primary and school improvement visits.



Key Stage 2 – CiC with SEN

Local Authority level results for CiC with SEN are not published by the Department for Education. However, local information and results published within the NCER Children Looked After (CLA) Project for local authorities indicates that Devon CiC with SEN are, with the exception of writing, performing better than the latest available national averages (2016/17).



Secondary Education - Key Stage 4

Background information

A new secondary school Exam system was implemented from 2017 and GCSE's are now measured against a number scale rather than letters. A level 4 is considered a standard pass and equivalent to the previous grade C. A 5 is considered a good pass and roughly equivalent to high C or low BAs the number scales go up to 9, and the previous letters only had 8 grades other equivalence with grades and levels are not possible. 2016/17 also saw a change in the way examinations were conducted with exams being taken at the end of a two year course. This means that direct comparison with previous years is not possible, however indicative information for previous years is provided below for ease of reference.

Key Stage 4 - using previous measures for indicative comparison. CiC Cohort % achieving 5+ A*-C including English & Maths							New exam specs
	2010	2011	2012	2013	2014	2015	2016
National	12.4	13.6	14.9	15.5	12.2	13.8	
Devon	14.5	15.8	10.2	5.8	6.0	14.1	13.0
South West	10.3	12.1	12.4	12.4	9.4	14.3	

There were 71 students included in the 2016 GCSE cohort shown here. There were 66 in the 2015

Source to 2015: LAIT and First National Statistics March 2016. Source 2016: local data.

2018 results initial data

The headline accountability measures from 2018 are: grade 9 to 5 in English and Maths, Attainment 8, Progress 8, and English Baccalaureate (EBacc). Currently only the combined English and Maths results can be provided with national benchmarks as validated results have not been published for individual subjects.

Initial performance figures are based on local data obtained from schools and figures are based on pupils with known outcomes. Results are therefore likely to change once the Department for Education publish national results.

Cohort information

There are 42 children within the Children in Care cohort (those who have been in care for 12 months as of 31st March) with known outcomes at KS4. 21% of these pupils came into care whilst studying their GCSEs.

Profile of Children in Care at end of Key Stage 4

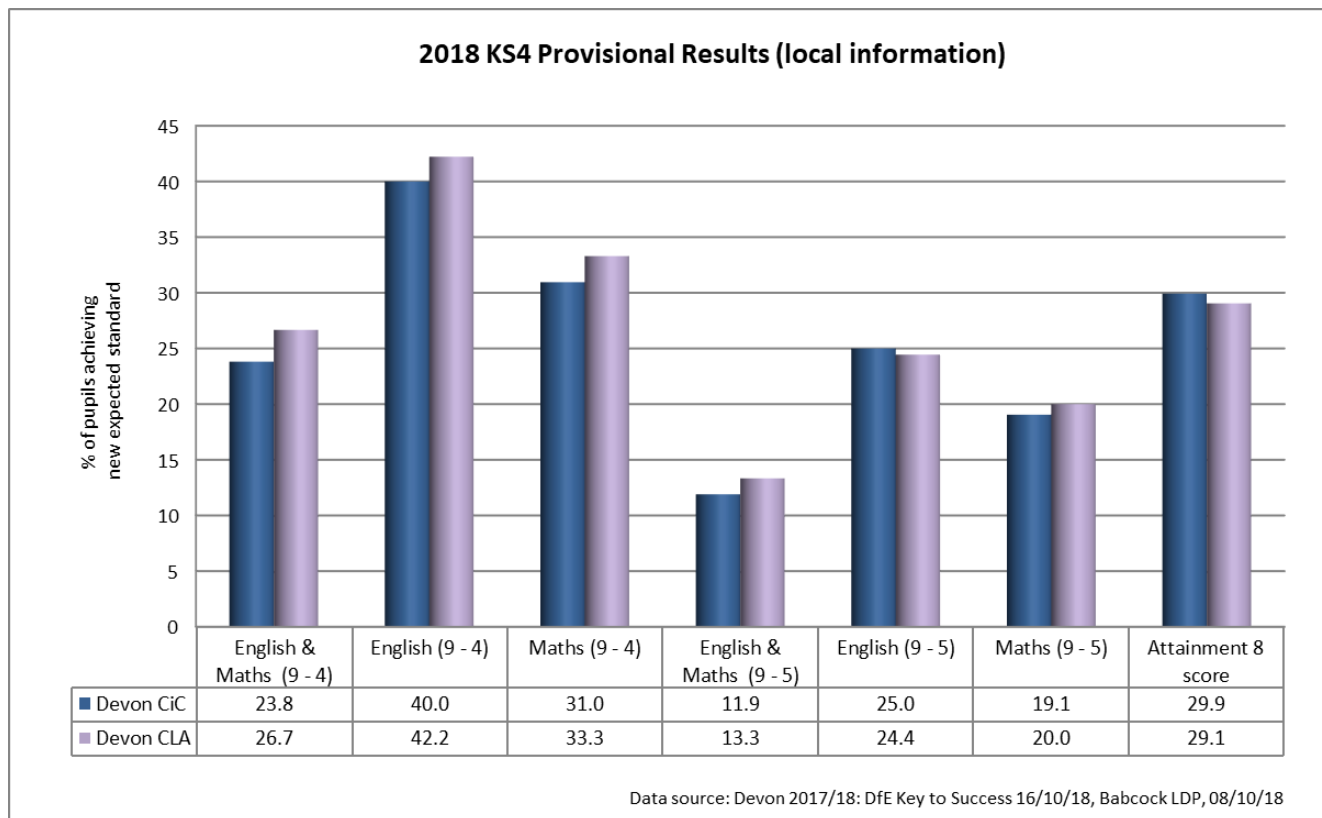
Schools Stability	Placement stability ¹
71% attended just 1 or 2 schools	45% had just 1 or 2 placements
22% attended between 3 and 5 schools	38% between 3 and 5 placements
7% attended more than 5 schools	17% had more than 5 placements

¹ placement stability is the number of placements in a child's care record, excluding respite placements (category V4)

There are 45 children in the CLA cohort with known outcomes at KS4. 33% of these pupils came into care during their GCSE studies and 42.2% had special educational needs. Care placement information cannot be provided as not all these children are in care to Devon.

Educational Outcomes

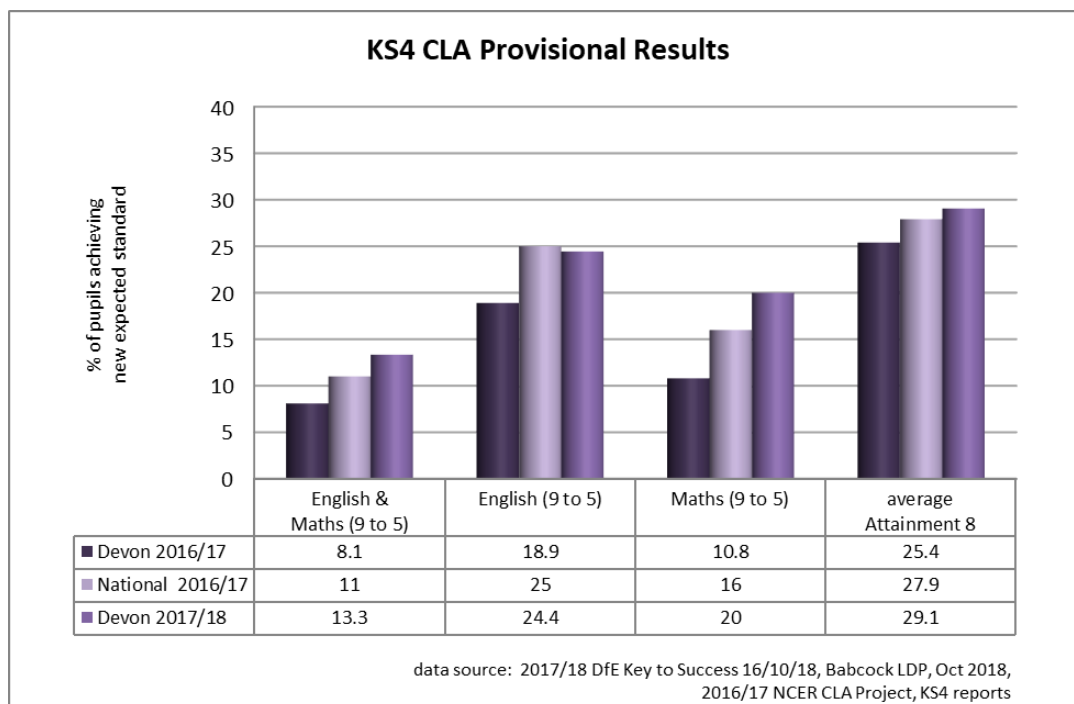
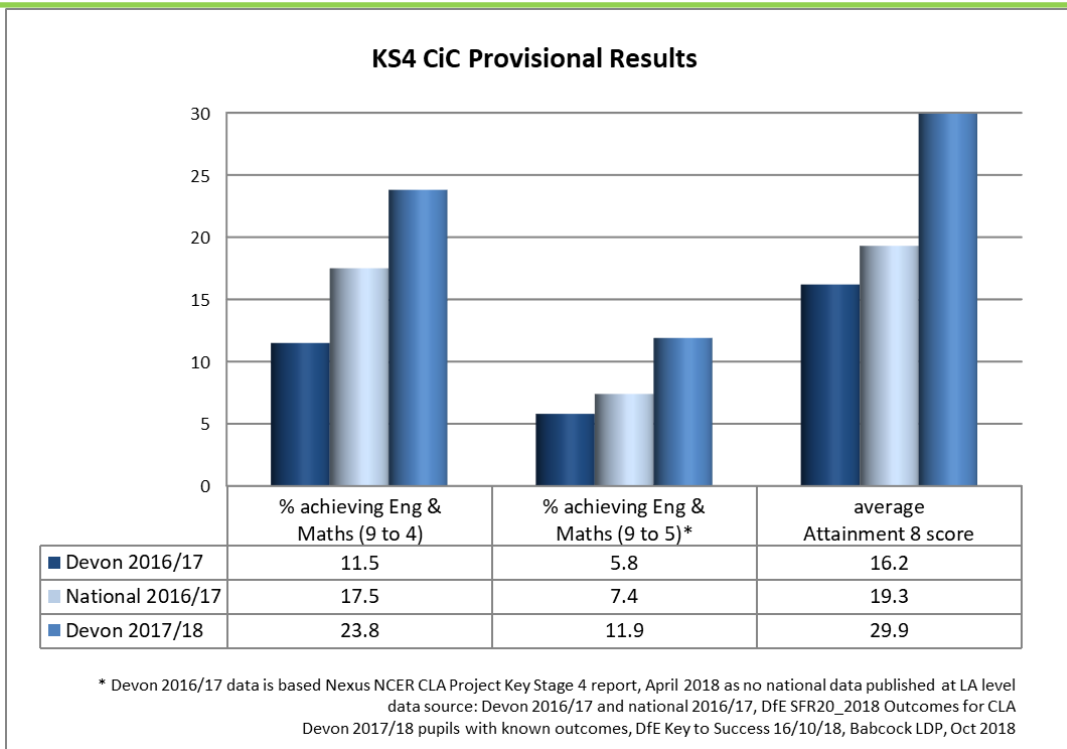
In 2018, the performance of the Devon Children in Care and Children looked after cohorts are very similar. The chart below compares the performance of both cohorts and is based on local information as the Department for Education will not release outcomes data until March 2019.



The Virtual School monitors the progress of students from their prior attainment. This is done through processes such as:

- School monitoring visits by Area Learning Advocates with the School Improvement Officer. These visits involve scrutiny of student's work, discussions with Designated Teachers and data scrutiny.
- Educational panel meetings where the panel consists of Area Learning Advocates, School Improvement Officer and Senior Manager from Social Care with responsibility for the education of Children in Care. At the panel meetings the DT is on a conference call and the panel looks at targets from prior attainment, information, advice and guidance offered to the student, the number and range of GCSE options and the school's estimate of current progress. For Year 7 students the panel looks at the effectiveness of transition from KS2 and whether the school has used the question level analysis from KS2 tests.
- PEP meetings and PEP monitoring to look at progress and target setting.

The following charts illustrate Devon's provisional results for both cohorts against latest available national figures (2016/17).



Note: Initial performance figures are based on local data obtained from schools and figures are based on pupils with known outcomes. Results are therefore likely to change once the Department for Education publish national results.

The Progress and Attainment of pupils with Special Educational Needs

Outcomes for pupils with SEN will be available via the NCER Children Looked After Project in March 2019.

Exclusions

Looked After Children face significant challenges and are more likely to be Permanently Excluded from school and be subject to Fixed Term Exclusions than other children¹.

Permanent Exclusions

There is a long delay in the release of National statistics for exclusions for Children in Care but in 2015/16 (latest available) no CiC were Permanently Excluded. Data collected locally shows that for the past four years no Devon Child in Care has been Permanently Excluded.

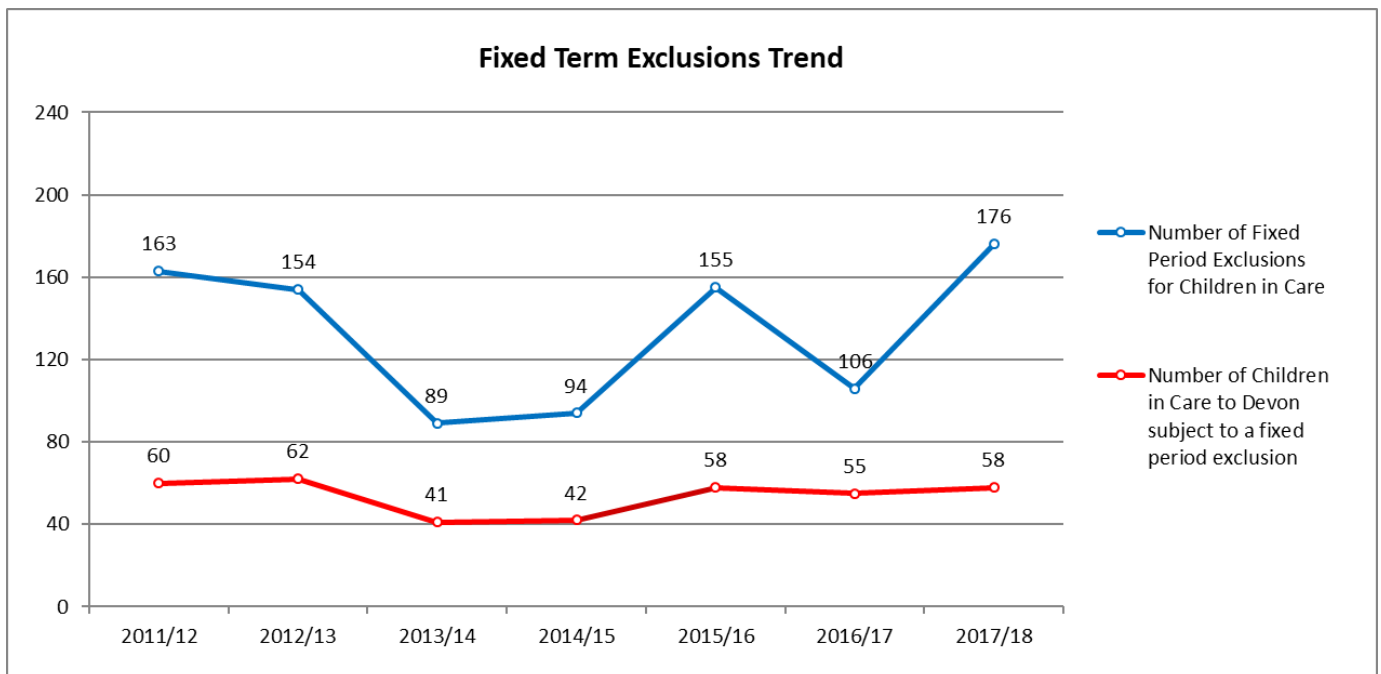
Managed Transfers

Managed Transfers are used to support children who are struggling to engage effectively with education have a fresh start in a new school. In 2017-18 there were 3 Managed Transfers for secondary aged pupils.

Fixed Term Exclusions to 29 May 2018 (end of year with Year 11 still on roll)

Latest national data (2016)¹ indicates that 11.44% of Children in Care have at least one Fixed Term Exclusion, this means they are five times as likely to have a Fixed Term Exclusion. This trend is also reflected in the latest Devon data (2018) where 10% of CiC have at least one Fixed Term Exclusion (see table overleaf).

2017/18 has seen a slight increase in the number of Children in Care to Devon subject to a Fixed Term Exclusion (rising from 55 to 58 children). However, the number of fixed period exclusions for Children in Care has risen by 66% on the previous year (from 106 to 176), as the graph below indicates.



Data source: Virtual School, Devon County Council Aug 2018

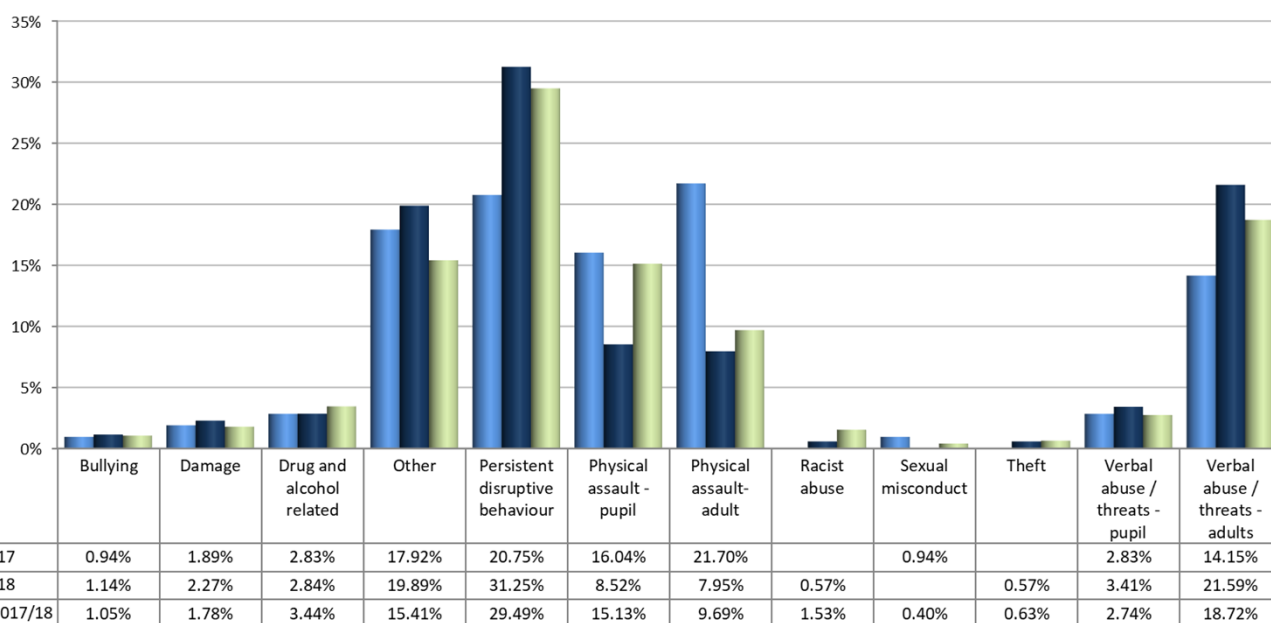
¹ DfE SFR20/2018 Outcomes for Children Looked After in Schools March 2017

Academic Year	2014-15	2015-16	2016-17	2017-18
(a) Total Looked After Children in Devon subject to a fixed period exclusion	42	58	55	58
(b) Number of Children in Care to Devon for 12 months (OC2)	303	309	345	347
% of CiC to Devon for 12 months (OC2) subject to a fixed term exclusion	7.2%	10.5%	10.5%	10%
(c) Number of Children Looked After (CLA) for any period of time (June 18)	465	482	482	493
% of CLA for any period of time subject to a Fixed Term Exclusion	9%	12%	11.5%	11.5%
(d) Number of Devon Children Looked After (CLA) for any period of time (June 18) attending a mainstream school	337	342	341	359
% of CLA for any period of time attending a mainstream school subject to a Fixed Term Exclusion	11%	13.5%	12.5%	14%

The majority of exclusions are for persistent disruptive behaviour, verbal abuse / threats against a pupil, or the other reasons category. The graph below provides a breakdown by each type, comparing Devon CiC against exclusions for all Devon pupils (exclusion types are defined nationally). Whilst the percentage of exclusions due to physical assault against an adult and against a pupil have fallen in 2016/17, exclusions due to persistent disruptive behaviour and verbal abuse/threats against an adult have risen significantly.

The breakdown reflects that found for all pupils in Devon subject to Fixed Term Exclusions.

Exclusions by type shown as percentage of total exclusions



Data Source: all pupils - ONE database Aug 2018, CiC - Virtual School, Devon County Council Aug 2018

The Devon Inclusion project has had a specific work-stream to examine ways to reduce the incidence of exclusion for Children in care. The new protocol to support children in care in schools is now in place. This involves a 'planning for success' meeting when a child in care starts at a school with a relational support plan to help the new school's understanding of their needs. The Virtual School also funds the Reducing Exclusions in Devon Schools (REDS) programme through the Educational Psychology Service to support children in care at risk of exclusion. Children are referred by the area Learning Psychology Service. The REDS process works by promoting

empathy and inclusive practice in response to challenging or trauma-related behaviours. It is specifically for children in care at risk of exclusion and involves a package of Educational Psychologist support to develop a needs-led understanding of challenging behaviour that informs a comprehensive support plan.

The Educational Psychology (EP) Service accepts referrals for REDS from the Virtual School Learning Advocate (ALA) team only. Following acceptance of a referral, The REDS process involves four stages as follows:

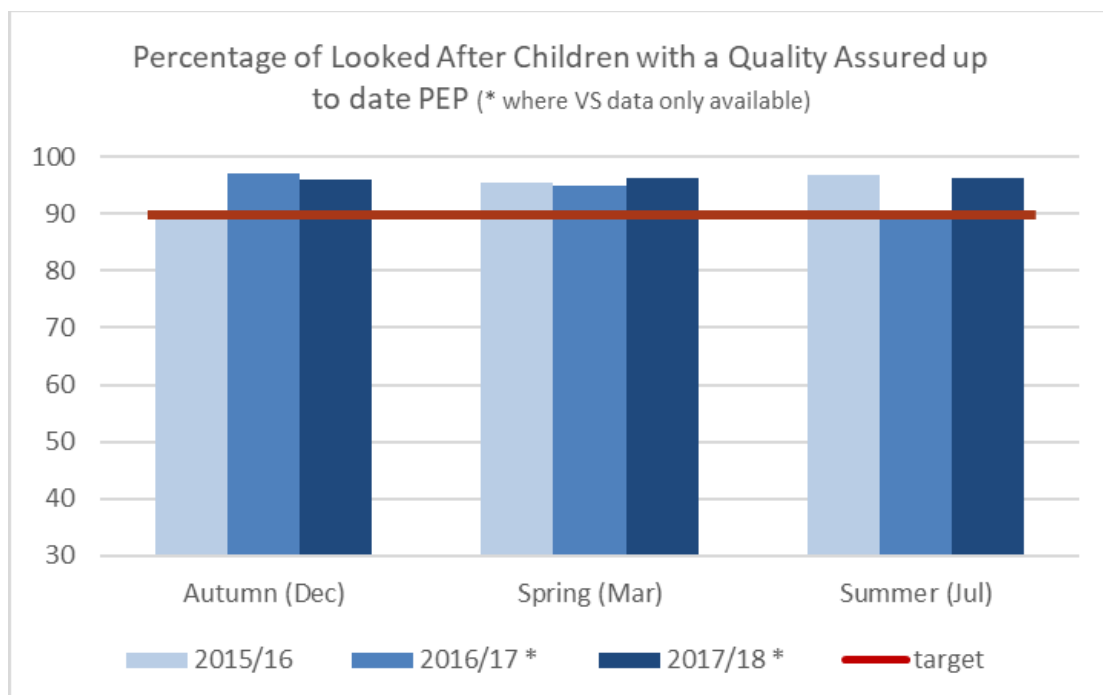
1. The EP will chair a multi-professional meeting to establish the background and context of the pupil's behaviour. Where possible, this will involve various staff, including senior staff, social worker, foster carers and other relevant professionals. This initial meeting gathers background information and ensures there is a shared understanding of the child's history and factors linked to exclusion.
2. The EP will meet or observe the child and elicit their views and perspective
3. A second meeting is then held (approx. one week after stage 1) to explore in depth what the function of the defined behaviours are and to identify the unmet needs. This is achieved through completion of a Needs Analysis, incorporating information from previous steps. This leads to a shared and agreed plan of support.
4. Reviewing the implementation of the plan after about six weeks

Personal Education Plans (PEP)

The Devon Virtual School Team for Children in Care has developed a robust strategy for ensuring that schools responsible for the education of Children in Care plan carefully for the needs of these vulnerable pupils through the ePEP system. The ePEP has been developed specifically by Devon Virtual School and is now very tailored to meeting the young person's needs and identifying gaps. With the Local Authority acting as the Corporate Parent there is a real drive to ensure that raising aspiration for these pupils is as important as ensuring that they attain the highest possible academic standards, with schools developing strategies for going 'above and beyond' to provide the holistic support that is needed. Schools, led by the Designated Teacher and supported by the PEP Coordinator, write a Personal Education Plan (PEP) each term, monitoring the pupil's progress, reviewing strategies that have been successful, outlining what desired outcomes will be the focus for the coming term and explaining, in detail, the actions that will be put in place to achieve the desired outcomes.

The PEP is submitted on-line to QA Assessors, who critically assess the PEP against clear criteria which is shared with schools. The QA Assessors, who are experienced school leaders, are rigorous in reviewing the PEPs and where the PEP is not deemed to be of a high enough standard (perhaps because the academic targets set are not ambitious enough, or because the action plan lacks sufficient detail) they are returned to the school with advice about how they can be improved. Pupil Premium is released when the PEP has been agreed to be of good quality. Area Learning Advocates work closely with schools and other providers to support this process and to provide general advice, support and challenge.

The percentage of pupils with a quality assured, up-to-date PEP at the end of the academic year was 96.4% (based on local monitoring data). During the academic year the target of 90% was consistently achieved across each term. The small percentage of children without a PEP covers those who are new into Care and awaiting a PEP meeting to be convened, or those who may be with potential adoptive families in other Counties.

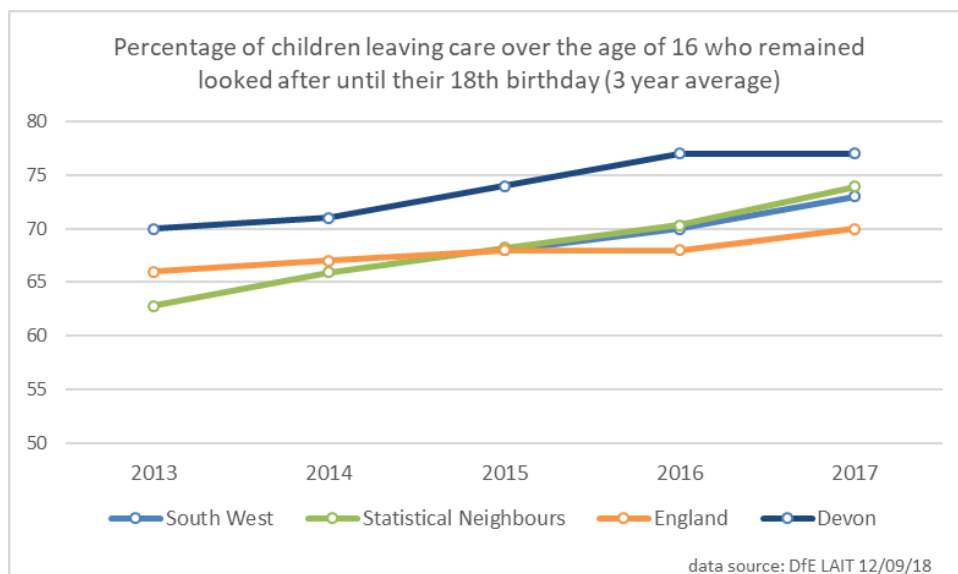
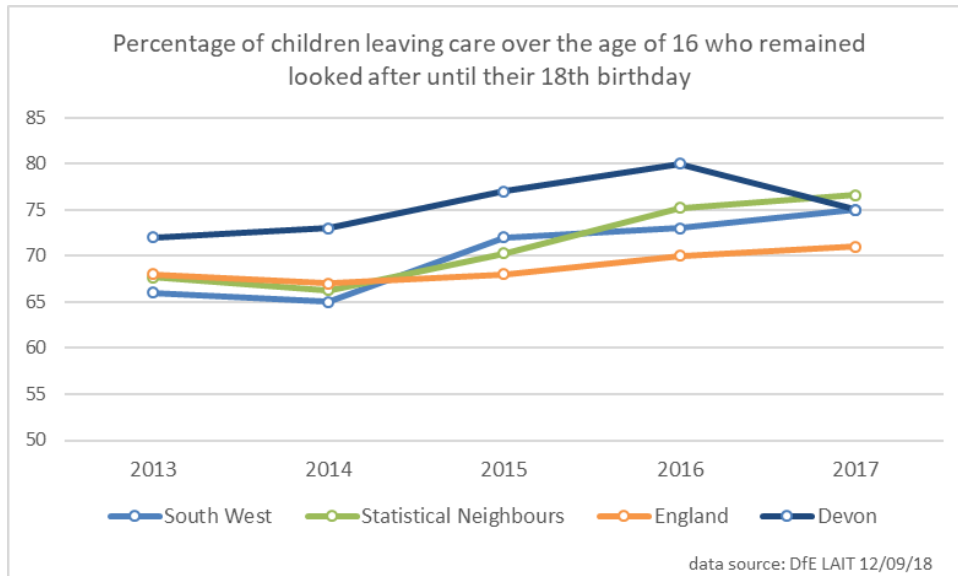


Data source: 2015/16, 2016/17: Virtual School Annual Report, 2017/18 Virtual School Team, Oct 18

Care Leavers

Children who have been in Care to the Local Authority for 13 weeks, between the age of 14 and 16 and were still in Care on their 16th birthday are legally entitled to Care Leaver status. Young people who are still 'in Care' post-16 are also entitled to Care Leaver status and are therefore included in the figures below.

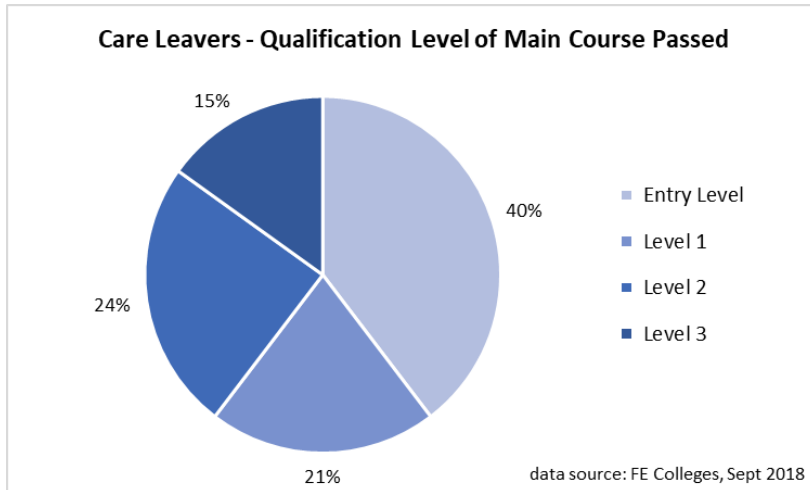
Children Leaving Care remaining Looked After



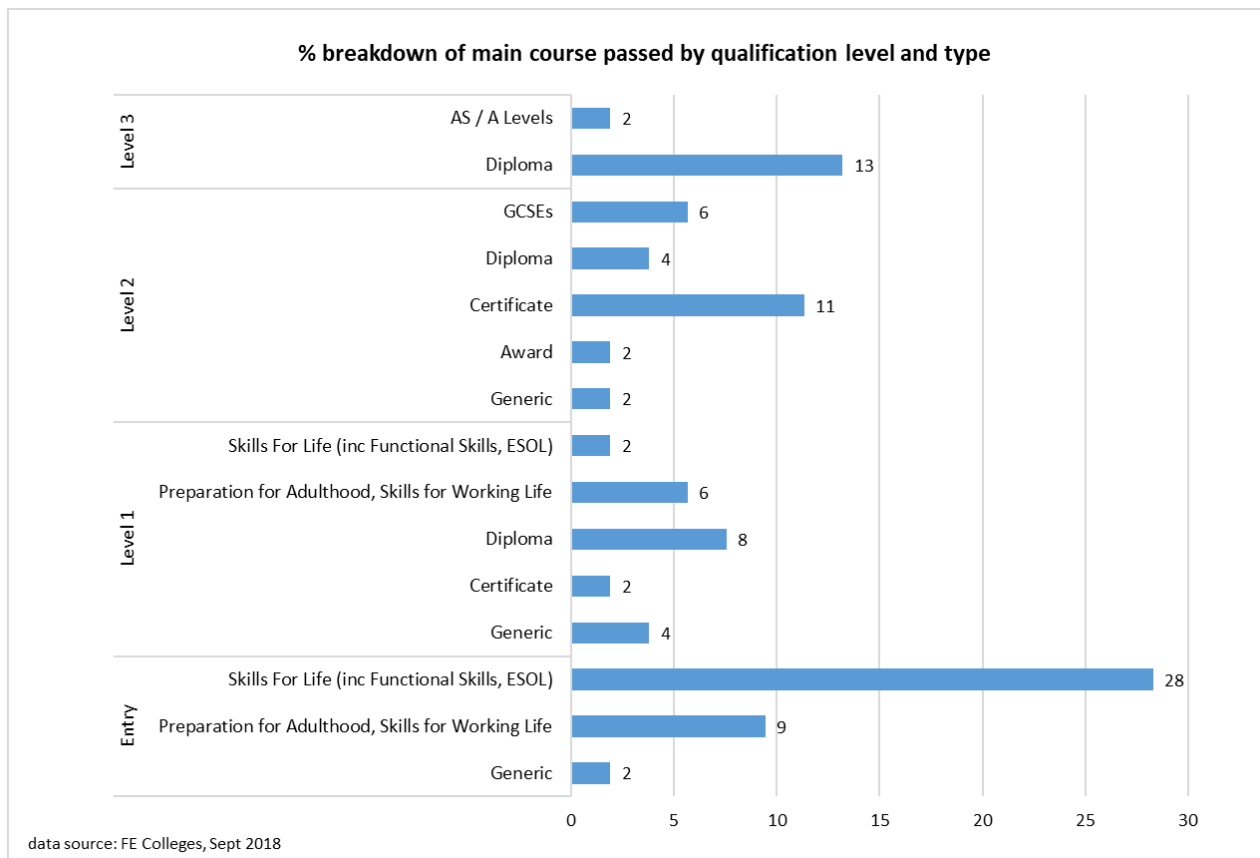
Devon is ranked 18th out of 152 LAs for the 3 year average figure.

Post 16 Educational Outcomes

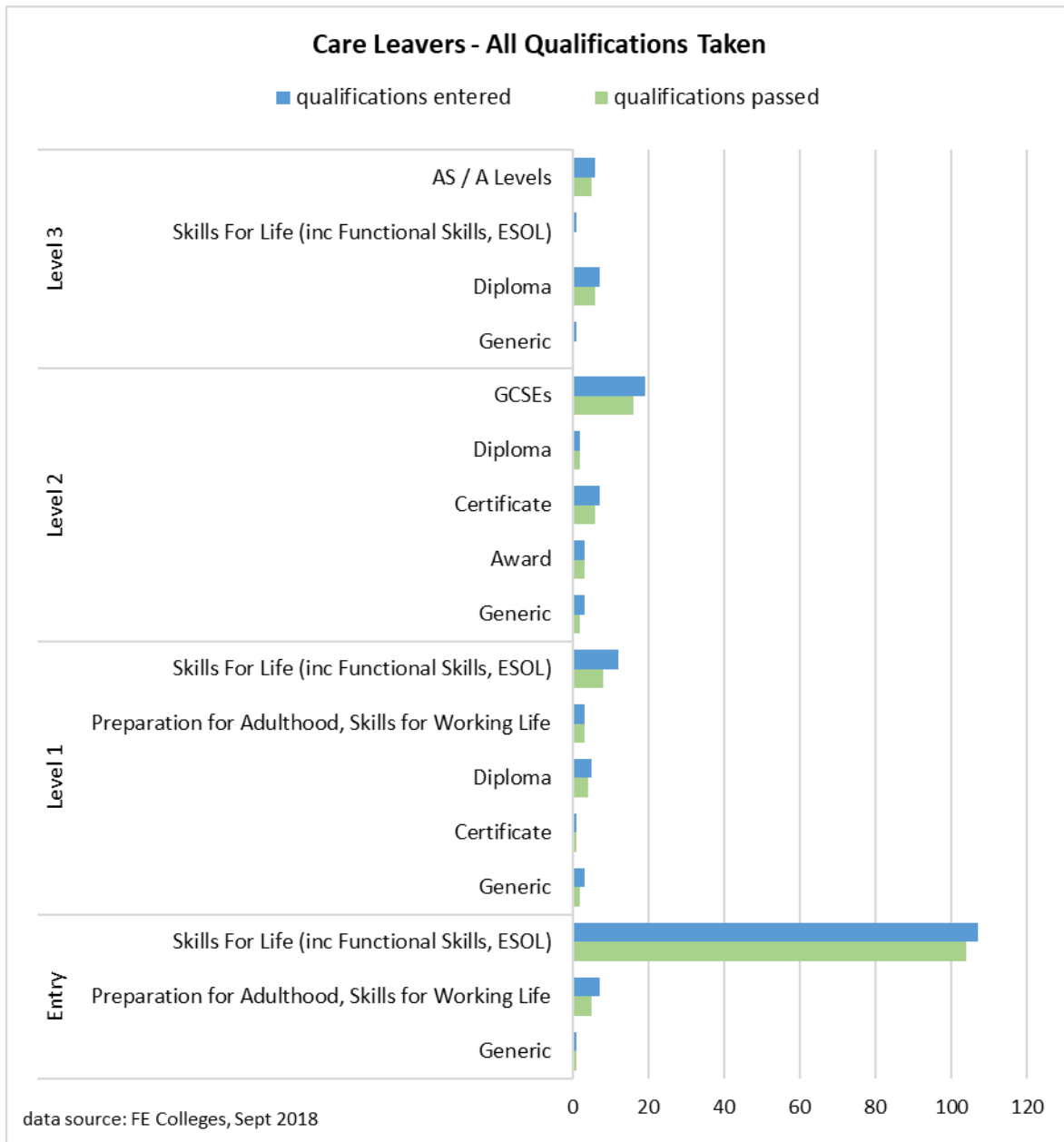
In 2018, for the students in Further Education for whom data has been returned, 87% passed the primary course for which they were entered. Over half of those who passed studied a main qualification at Level 1 or above, with 39% studying a main qualification at Level 2 or above. 37% of those who chose take English passed with a GCSE grade 9 to 4 or equivalent and 23% of those who took Maths passed.



At a more detailed level, entry level courses which had a main qualification of Skills for Life were the most prevalent, with 28% of passes falling within this category. Level 3 diplomas were also popular with 13% of passes within this category.



In addition to studying a main qualification, some students took additional qualifications, or their main qualification consisted of unit qualifications. For those students for whom data has been returned, 192 qualifications were taken in total. The majority of these were at entry level where the main qualifications studied were Skills for Life and Preparation for Adulthood/Skills for Working Life/Employment.



Personal Occupation Progression Plans (POPP)

It is a statutory requirement for Local Authorities to support Care Leavers up to age of 21 or longer if the young person is in education or training. As part of Devon County Council's commitment to better support our Care Leavers, the Virtual College, Social Care, training providers and our own Care Leavers have worked together to review how the Education section of the Pathway Plan can better support our young people. The result is a Personal Occupation Progression Plan (POPP) that focuses on career or occupation planning as well as educational outcomes.

The POPP, designed by our Care Leavers, aims to help those who are in education, employment or training and those who are NEET. Its focus is to help a young person plan for a successful future and ensure they are able to access any courses, qualifications, work experience or other support to help them succeed.

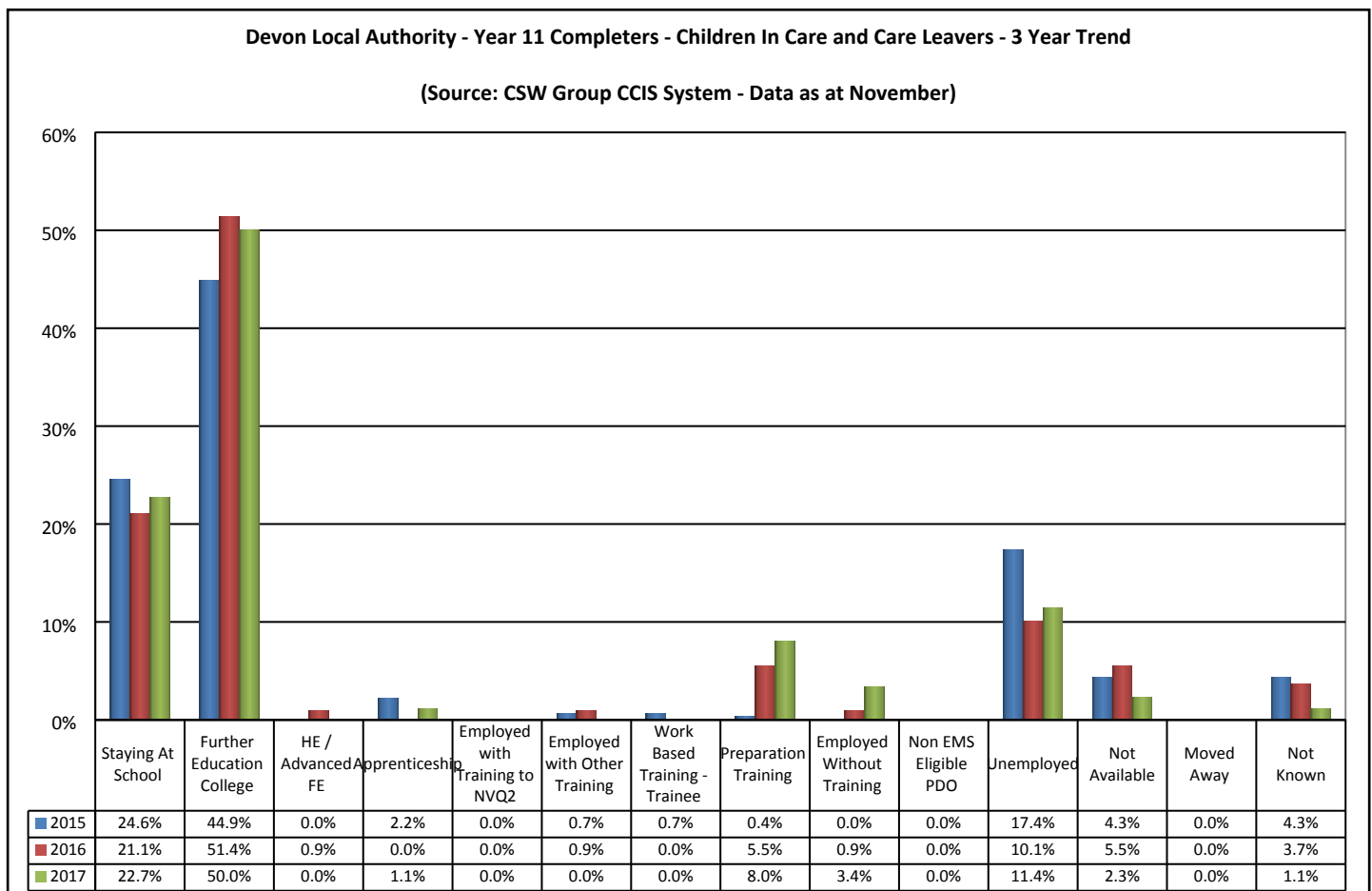
In 2017 the Virtual School began to take a more proactive role in the support offered to Year 12 students through the POPP process. PEPCOs organise and attend POPP meetings and the Virtual School now works closely with Careers South west in monitoring students at risk of becoming NEET. This enables immediate intervention from social workers, Personal Advisors and Virtual School staff. In November the number of students in Employment, Education or Training had improved by 3% to 89%. The Virtual School's monthly Education, Employment and Training meetings with key partners such as Young Devon and CSW targets those at risk of becoming NEET and uses a number of routes back into education, employment and training.

Post-16 Destinations for Looked After Children (2016/17 latest data)

Year 11 moving onto post 16 education, training or employment

This section of the report is currently based on 2016/17 data as 2017/18 will not be available until December 2018. Of the 2016/17 Year 11 cohort, nearly three in four young people have remained in education, either by staying on in school or moving on to an FE College. Whilst 1 young person has been classified as 'not known', the young person is attending an FE College but does not wish to have any contact with Children's Social Work and so has been recorded as 'refusing CSW support'. This, in accordance with DfE 'status' rules, must then be classified as 'not known'.

A breakdown of the destinations of pupils who left school in 2016/17 and earlier is provided below;



Data sources: 2017 Yr 11 cohort: Careers South West 29/11/17, 2015 & 2016: VS Annual Report 2015/16

Care Leaver & Care Leaver 'in Care' Year 13 (17 & 18 year old) NEET Percentages

		Year 12	%	Year 13	%	Overall %
2016	Vulnerable group cohort	105		123		228
2016	NEET	15	14.3	40	32.5	24.1%
2017	Vulnerable group cohort	102		118		220
2017	NEET	13	12.7	22	18.6	15.9%

Data source: Careers South West, Dec 2017

Careers South West will continue to prioritise 17 and 18 year olds as the academic year progresses, particularly those who are currently not engaged or become NEET. The volume of Children in Care who require close additional support is not large, but the circumstances faced by each one is unique and individually tailored solutions are often required. There are currently no National benchmarks for 17 and 18 year old Care Leavers who are NEET.

Update on Students Attending University

The percentage of care leavers going into higher education has increased from 4% in 2014 to 7% in 2018. This is comparable with national figures.

The Virtual School and Careers South West have now put formal tracking in place to ensure we continue to support Care Leavers who are currently moving onto University, until the age of 21. If pupils are engaged in education and have a Special Educational Need this support will continue until they are 25. It is more difficult to support Care Leavers previously attending University as contact info is not always available. The National Network for the Education of Care Leavers (NNECL) was established in June 2013 by higher education institutions and National organisations committed to the progression and support of Care Leavers in higher education. The Virtual College works with NNECL to raise awareness of the support Care Leavers need in higher education.

Quality of Provision end of academic year 2017/18

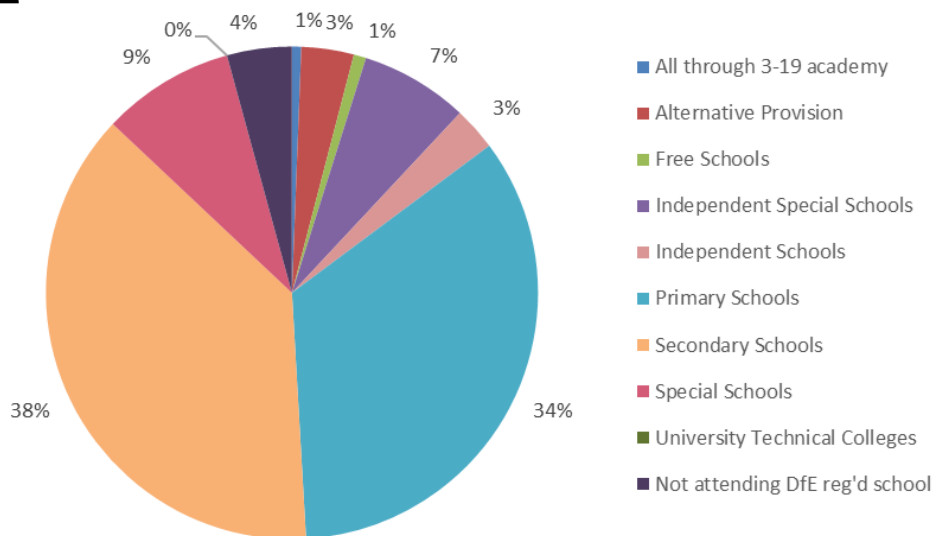
Over two thirds of Children in Care attend mainstream primary and secondary schools (72%), slightly more than the previous year (70%). The percentage of Children in Care attending special schools and independent special schools has dropped slightly (9% in special schools compared to 11% in the previous year and 7% in independent special schools compared to 9% previously). Attendance at Alternative provision has also dropped with only 3% attending compared to 6% previously. The chart below provides a breakdown of attendance by establishment type.

84% of Children in Care were placed in good or better schools, this is slightly better than Devon's general school population (82%). Progress of pupils in RI schools is carefully monitored by the Virtual School and whilst we aim to only place Children in Care in good or better schools, we also recognise the importance of stability and would not move a young person from a school which became RI if the young person was making expected progress. The graphs below and overleaf show the percentage of Children in Care placed in each Ofsted category of provision (where schools have been inspected).

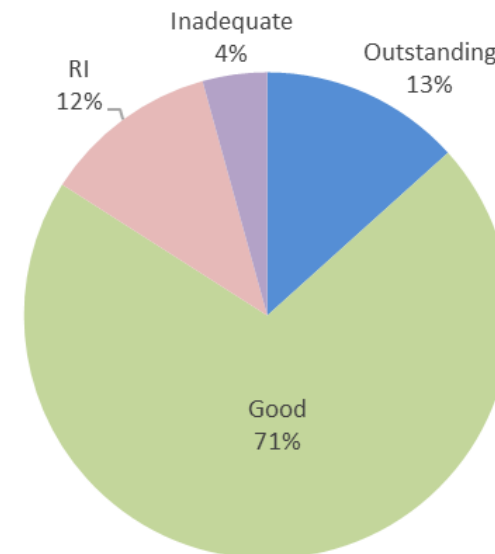
Note: some children are attending schools which do not have an Ofsted outcome – these are either academy converters not yet inspected since conversion or new schools. These have been excluded from the charts below which are based on schools with an official Ofsted outcome.

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Pupils attending by type of School



All pupils attending by grade of school



The following graphs show the percentage of children attending schools for each Ofsted Outcome by school phase.

90% of pupils in primary schools attend a school whose performance has been judged as 'good' or 'better'. This is similar to last year (91%).

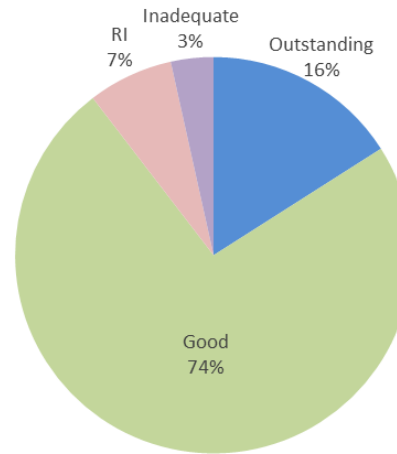
The percentage of pupils attending 'good' or 'better' secondary schools has fallen to 84% this year (94% in 2016/17). This reflects the picture nationally for secondary schools (82%¹).

Those attending 'good' or 'better' special schools has significantly improved with 87% compared to 80% in 2016/17.

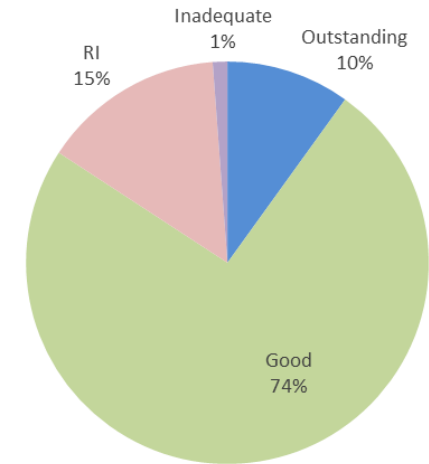
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Note: some children attend schools which do not have an Ofsted outcome – these are either academy converters not yet inspected since conversion or new schools. These are excluded from the charts which are based on schools with official Ofsted outcomes.

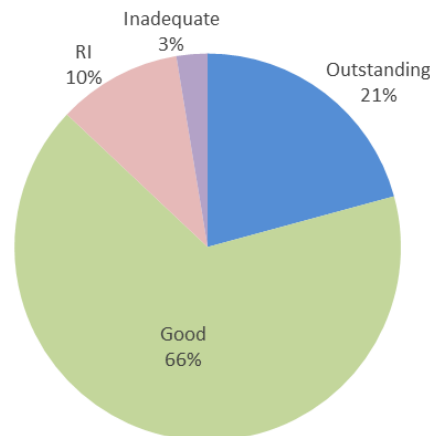
Pupils in Primary Schools



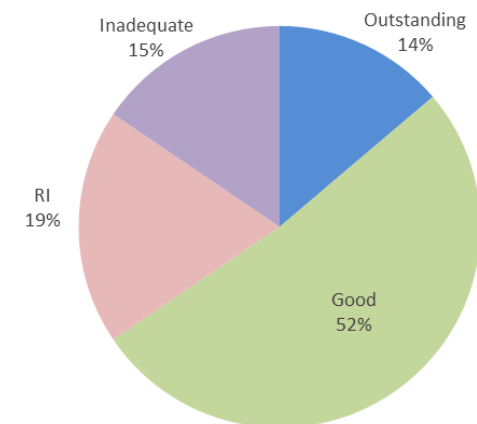
Pupils in Secondary Schools



Pupils in Special Schools (inc. Independent Special Schools)



Pupils in Alternative & Independent Provision (inc. free schools)



¹ DfE School inspections & outcomes: management information at 30/04

References and sources

DfE Statistical First Releases Looked After Children

<https://www.gov.uk/government/collections/statistics-looked-after-children>

DfE Local Authority Interactive Tool (LAIT).

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Historic Ofsted RAISEonline reports (not available publicly)

Local Data Dashboard

Local Results for Devon LAC

Children's Services – Early Help – Payment by Results

Report of the Head of Education and Learning

Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.

Recommendation:

To note the annual report and discuss

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### Update from Early Help

#### **Expanded National Programme (PBR)**

This programme aims to provide targeted intervention for families with multiple problems, including crime, anti-social behaviour, truancy or low attendance, unemployment, mental health problems and domestic abuse. Local authorities and other partners identify families who need support in their area and usually assign a key worker to act as a single point of contact. Central Government sets local authority areas targets for the number of families they should support and makes a payment where this support results in successful outcomes for the family. In Devon this programme is included as part of our wider Early help offer rather than as part of a separate programme.

Whilst progress in this area was slow to start, recent actions have produced a cumulative total to date of 1,313 claims. This is ahead of the cumulative target of 1220 that we were projected for the end of October, and Devon is now in line with the National average for successful outcomes. A letter recognising the progress has been received by the team.

The table below shows the progress to date, the purple link is our cumulative target and the blue our actual returns to date:

|                                         | Claims to 31/3/18 | Apr 18 | May 18 | Jun 18 | Jul 18 | Aug 18 | Sep 18 | Oct 18 |
|-----------------------------------------|-------------------|--------|--------|--------|--------|--------|--------|--------|
| Target PBR Monthly Total                | 371               | 5      | 76     | 128    | 123    | 99     | 205    | 213    |
| Actual Monthly Total                    | 371               | 0      | 15     | 400    | 224    | 43     | 260    |        |
| PBR claims Historic                     |                   |        |        |        |        |        | 0      |        |
| PBR claims current                      |                   |        |        |        |        |        | 260    |        |
| Target Cumulative Total                 |                   | 376    | 452    | 580    | 703    | 802    | 1007   | 1220   |
| Actual Cumulative Total                 | 371               | 371    | 386    | 786    | 1010   | 1053   | 1313   |        |
| Difference - target & actual cumulative |                   | -5     | -66    | 206    | 307    | 251    | 306    |        |

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## **Early Help Maturity Matrix**

*Every year the Local Authority must complete a self-assessment which is based on a Nationally set Maturity Matrix. This Matrix covers services, engagement and strategic leadership. The assessment was carried out by the Early Help Improvement board over the summer and the start of the Autumn term. It was then submitted to and accepted by the Ministry in late September. Progress will now be measured against this new benchmark and a revised action plan put in place. The new plan will be provided to the national programme leads in December.*

## **Communication**

*To improve communication with Early Help Practitioners, an Early Help Improvement Programme newsletter has been developed and will be circulated after every Board meeting with important updates and topical information. This also provides an opportunity for partners to submit information / updates which would then be included in the newsletter.*

## **Early Help Roadshows – September 2018**

### **Background**

In September 2018, five Early Help Roadshows were held across Devon. These Roadshows were designed to engage a wide sector of Devon practitioners working in Early Help services, with 100 available places at each event. A flyer with booking information was disseminated through members of the Early Help Improvement Board, which also provided the opportunity for services and agencies to sign-up for a stall. Exeter events sold out quickly and by the end of August, all events had been fully booked. Event details were as follows:

- South Early Help Roadshow: 18/09/18, Newton Abbot Racecourse
- Mid & East Early Help Roadshow: 19/09/18, Cullompton Community Centre
- North Early Help Roadshow: 20/09/18, Petroc Barnstaple Campus
- Exeter Early Help Roadshows: 26/09/18, Exeter Racecourse (morning and afternoon events)

### **Attendees**

488 people attended across all five Roadshows. The attendees came from a wide range of agencies, services and providers. Overall the largest percentages were seen from the NHS, Devon County Council, Schools and Action for Children. It should also be noted the events were fully booked by the end of August, so some interested parties were not able to book places and this may have affected the distribution of attendees.

### **Presentation**

Different members presented at each of the Roadshows, providing information from a variety of backgrounds. Five representatives from the Devon Children and Families Partnership opened and closed the Roadshows and provided updates within Working Together 2018. Differences from the Working Together 2015 specification were outlined and emphasises on Early Help were highlighted. The quote 'no single practitioner can have a full picture of a child's needs and circumstances.' Taken from Working Together 2018 was forefront throughout the Roadshow.

Early Help Locality Officers from each area then presented an Early Help Case Study which allowed delegates to work together on their tables to consider actions they would take using the Early Help pathway. The Case Study facilitated networking and allowed the Locality Officers to outline the Early Help Consent Form, the benefits of using Right for Children, and answer any questions from practitioners.

Targeted Services Managers from YIT, FIT, REACH and YSMART provided a brief overview of the services they provide in Devon. This included videos of Parents from Parent Support Groups who explained how themselves and their family had been helped. After the

overviews, delegates watched a video from Public Health on Adverse Childhood Experiences.

Jean Kelly provided updates to the Threshold Tool consultation and delegates gained the opportunity to provide feedback to the Task and Finish Group. Feedback regarded the way the current Threshold Tools work and how they would like the tool to work and look in the updated version. Jean is collating this feedback and it will feed into the way the updated Threshold Tool is modelled.

Finally, the Children's Centres updated delegates on the way the new service works in Action for Children.

## **Stalls**

Each Roadshow provided the opportunity for different services and agencies across Devon to have an information stall. On average there were ten stalls at each event where partners talked to delegates about the service they provide and disseminated leaflets and information for delegates to take back into their practice.

## **Information Packs**

Roadshow folders were distributed to all delegates which contained; the Outcomes Framework and 1-minute guide, Early Help Quick Step Guides, information on; Pinpoint, Public Health Nursing contact details, NSPCC graded care profile 2, childcare offers, SPACE, Integrated Children's Services, Kooth, Early Help 4 Mental Health, registered childminders, and the revised Early Help Leaflet.

## **Feedback**

Throughout the Roadshow, delegates were able to record their questions and contact details, which were all collated and directed to Early Help Locality Officers. Delegates were also invited to provide feedback regarding the Roadshow; what they found most useful, what they would like to see in future Roadshows and how the Roadshow will influence their practice going forwards.

The Roadshow feedback was collated, and key themes identified. These will be used to inform future events and training sessions.

## **Next Steps**

After the Roadshows took place and the feedback was received, the following next steps are being progressed:

- Early Help Locality Officers are contacting the individuals who made direct enquires at the Roadshows.
- Early Help Locality Officers have received the questions delegates submitted at the Roadshow and are devising a list of frequently asked questions which will be published on the DCFP website.
- The Early Help Improvement Programme newsletter will provide a brief update on the success of the Roadshows and will provide the opportunity for people to express interest for future events.
- Future Roadshow proposals will be discussed at the next Early Help Senior. Management Team meeting on Thursday 1<sup>st</sup> November 2018.
- Jean Kelly is collaborating the Threshold Tool feedback which is informing the Threshold Tool update.
- A presentation video is being made with audio from the Exeter afternoon Roadshow event which will be made available on the DCFP website.

## **Dawn Stabb**

Head of Education and Learning

**Electoral Divisions:** All

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Cabinet Member for [Children, Schools and Skills](#): Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

## LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

### *Contact for Enquiries:*

Dawn Stabb, Head of Education and Learning

Email: [dawn.stabb@devon.gov.uk](mailto:dawn.stabb@devon.gov.uk)

Tel No: 01392 383000

Room: 130, County Hall

## Performance report: Children's Social Care

### Report of the Head of Children's Social Care (Deputy Chief Officer)

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

#### Recommendation:

Members of the committee are requested to:

- Receive this report and note the challenges and pressures that continue to exist in parts of the service as well as the impact of significant efforts in recent months to bring about improvement in a number of practice areas.

#### 1. **Background to the Report**

- 1.1 The majority of the business information now available to leaders and managers in children's social care services is provided via an online portal which allows users to better interrogate the available data.
- 1.2 The data behind many of the reports is drawn from CareFirst, the current case management system (CMS). In general, this data is refreshed every two weeks.
- 1.3 Work is in progress to ensure that within as short as possible a period after the implementation of the new CMS (Eclipse), expected early in 2019, a full suite of reports will be available to the service using data drawn from Eclipse which will be updated daily.
- 1.4 This report includes information extracted from the service business information reports and also, for the first time, from use of the Children's services Analysis Tool (ChAT). ChAT is a tool developed as a part of the collaborative Data to Intelligence Project between some London authorities and Ofsted. The tool is increasingly being used by children's services across the country to support analysis of available business information.

#### 2. **Performance information**

##### **Contacts and referrals**

- 2.1 In the three months up to 31 October 2018, the service received 2631 contacts, of which 1177 progressed to referrals. The rate of referrals per 10,000 children aged 0-17yrs is currently 325. The referral rate per 10,000 is significantly lower than our statistical and regional neighbours (506 per 10,000 and 553 per 10,000 respectively) and our recent historical position has been relatively stable (353 per 10,000 in 2016-17 and 369 per 10,000 in 2017-18). The strengthening of our early help system and a proactive approach from the MASH with partners have been key to effectively

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managing down our referral rate. However, we remain vigilant to ensure that every child who needs a statutory social work service, receives one.

- 2.2 Our re-referral rate (children with more than one referral in the 12 months prior to the reporting date) has risen from 19% at 31 March 2018 to 23% at 31 October 2018. The rate will vary during the course of a year and service leaders are working to better understand any possible causes for the current rise. Our Statistical neighbours at the end of last year (2017-18) reported a rate of 23% as well.

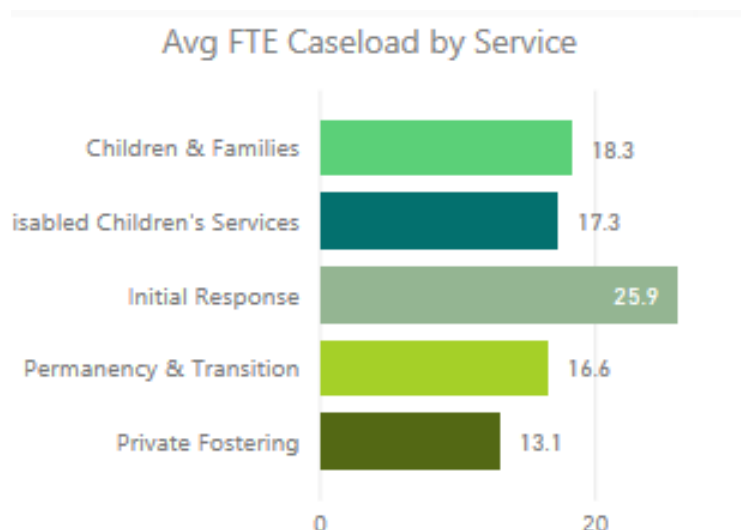
## Assessments

- 2.3 In the six months up to 31 October 2018 the service completed 2771 single assessments. A further 1008 had an assessment ongoing at 31 October 2018. When comparing the number of assessments per 10,000 people as a rate, we are conducting 12% more assessments than we did in 2017-18. This may well reflect the lived experience of more families struggling.
- 2.4 63% of the 2771 assessments were completed in 45 working days. The percentage of assessments completed with 45 working days in the year 2017-18 was 77% (compared to 78% among statistical neighbours and 83% as the England average rate). Managers are working hard to improve the rate of completion and also ensure both the quality of the assessment and the timeliness of provision of support where needed.
- 2.5 Recent quality assurance activity is indicating that the quality of assessments in those cases audited is improving. Each open case having a good quality, up-to-date assessment is one of our three service priorities.

## Caseloads

- 2.6 As at 31 October 2018, the average caseload in case holding social care teams was 18 cases. This marks a return to caseload levels last seen in December 2017, following which the service had seen the average rising most months, to a height of 22 in August 2018.
- 2.7 Average caseload by broad service area is illustrated in figure 1.

Figure 1: Caseloads by service area



- 2.8 Higher average caseloads still exist in the Initial Response teams but here again we have seen a significant reduction in recent months. This is to be expected because of the faster turnover of work in these teams. The average caseload in Initial

Response teams had risen to a high of 34.4 cases at the end of July and following management action, we are seeing month-on-month improvement.

- 2.9 Across the service, action has been taken to reduce caseloads by improving workflow and transfer of cases where appropriate; the closure or step-down of cases that no longer required a social work service; the continuation of efforts to recruit to vacant posts; and additional capacity being provided to the South and North locality areas where pressures had been more acute.

## **Children in Need**

- 2.10 As at 31 October 2018, there were 3285 children in need being supported by the service (excluding children the subject of a CP Plan; those who are Children in Care, and finance-only cases).

## **Children in care and care leavers**

- 2.11 As at 31 October there were 720 children in the care of Devon county council and services were supporting 525 care leavers.
- 2.12 141 children in care ceased to be looked after in the past six months (156 become looked after). Of these 141 11% (15 children) ceased to be looked after because they were adopted and 17% (24) ceased to be looked after because a Special Guardianship Order (SGO) was granted.
- 2.13 At 31 October 2018 our rate per 10,000 children was 50, an increase since our March 18 position of 48 which reflects increasing demand. The Council's commitment to investment in an edge of care service is designed to ensure that we have the intensive support families at the threshold of care need if they are to continue looking after their older children.
- 2.14 1% of our children in care are unaccompanied asylum-seeking children (UASC).
- 2.15 The breakdown of the legal status of our children in care is summarised as follows:
- Interim Care Order 16%
  - Full Care Order 56%
  - Placement Order granted 7%
  - Accommodated under S20 21%
- 2.16 73% of our children in care are placed in foster placements. 53% of our children in care are placed in our own provision. The service continues to experience challenges with regard to the availability and choice of placements available.
- 2.16 20% of our children in care are placed outside Devon which whilst still higher than we would like, is an improvement on the 25% at 31 March 2017.
- 2.17 Short term placement stability remains at about 12% (12% of our cohort have experienced 3 or more moves in the past 12 months) and is an improvement on the position 18 months ago of 14%. The national average for England over a 12-month period was 10% in 2016-17, rising to 11% when comparing our statistical neighbours for the same period. The range between authorities on this indicator is very narrow so fractions of a percent are significant. Our performance is symptomatic of some of the challenges in identifying appropriate placements for some children. 60% of our current children in care who have been looked after for 2 ½ years or more have been in the same placement for more than 2 years.
- 2.18 We are in touch with 84% of our care leaver cohort and of these, 49% are in education, employment or training (EET) and 88% are reported to be in suitable

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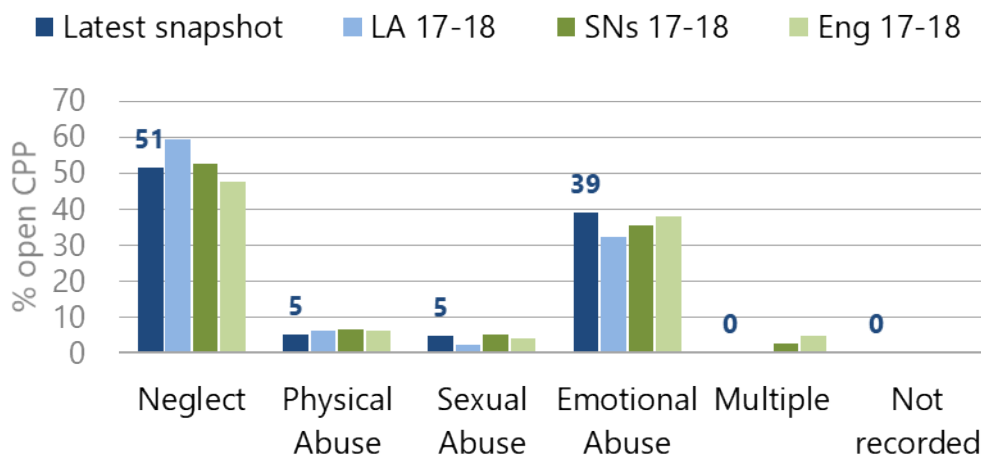
accommodation. This figure has improved since our March 2018 year end position of 80.9% but is lower than the national average of 92%.

- 2.19 Services for care leavers were the subject of a focussed visit by Ofsted in September 2018 and the Local Offer was published in the same month.

## Child Protection (CP) plans

- 2.20 As at 31 October, 502 children were the subject of a child protection plan, a 9% increase compared to the same period last year and a 6% increase in the last 6 months.
- 2.21 Whilst we have seen a rise in the number of children the subject of a CP plan, the number does fluctuate over time and is closely monitored and remains below the average rate per 10,000 children among Statistical neighbours (40 per 10,000) and the overall England average (45 per 10,000). The Devon rate per 10,000 is 33.
- 2.22 In most of cases, the duration of the open CP plan is less than 12 months (86%). 13% of open CP plans have been open for between one and two years and just 1% has been open for between two and two-and-a-half years.
- 2.23 The percentage of current CP plans broken down by category of abuse is indicated in figure 2.

Figure 2 : Latest category of abuse for current CP plans



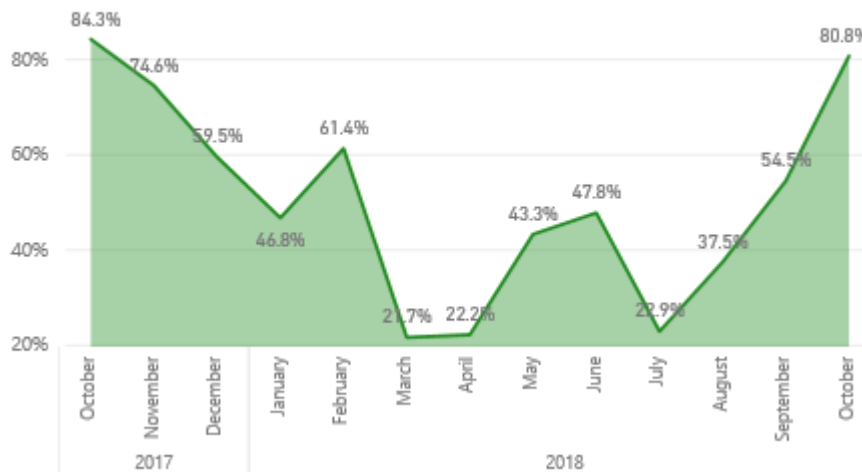
Source: ChAT tool 1/11/18

- 2.24 It was reported previously that our end-of-year census data had shown the percentage of Initial Child Protection Conferences (ICPCs) held within 15 working days of a Section 47 enquiry start date across the year had fallen to 67% (compared to a statistical neighbour average rate of 80% and an England average rate of 77%). Management action initiated in the spring has produced month-on-month improvement since July with 80% of ICPCs held within the required 15 working days in October. (See figure 3). Further improvement is expected.

Figure 3:



**% of Initial Child Protection Plans Completed in Time**  
WITHIN 15 WORKING DAYS OF STRATEGY MEETING DECISION FOR S47



Source: Performance dashboard (PowerBI)

## Service Priorities

2.25 In the late Spring the service adopted three service priorities that we strongly believe will, as improvements are made and the impact of these is embedded, provide a very strong foundation for an environment and culture within which excellent social work practice will flourish. These are:

- Every child will have an up-to-date assessment of need that informs the current intervention.
- Every child will have a SMART plan that clearly sets out the reason for the intervention and the outcomes to be achieved.
- All practitioners will receive regular supervision that is of a high standard and that supports excellent practice. This will include observation of practice where appropriate, and appraisal.

2.26 Due to the limitations of the current case management systems and the difference systems within which some of this information is recorded there have been challenges in gathering accurate management information to measure progress against these priorities. Recent activity to resolve these issues will put us in a better position to report progress over time and this will be included in future reports to the Children's Scrutiny Committee.

## Accelerated Improvement Period

2.27 A period of accelerated improvement activity across the service commenced on 1 October and will continue until Christmas. The primary focus of this is to:

- bring caseloads down to a manageable level for all practitioners;
- to close any cases that should no longer be open to children's social care services;
- to intensify the activity related to our three service priorities; and
- to fill where possible any vacant case holding posts (using locums in the short term if a permanent appointment is not possible).

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2.28 The impact of this activity will be included in the January 2019 report to the Committee.

**Darryl Freeman**

Head of Children's Social Care (Deputy Chief Officer)

Children's Services

Electoral Divisions: All

Cabinet Member for Children Services and Schools: Councillor James McInnes

LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

None

Contact for Enquiries: Darryl Freeman, Head of Children's Social Care (Deputy Chief Officer) email: [Darryl.freeman@devon.gov.uk](mailto:Darryl.freeman@devon.gov.uk) Tel: 01392 383000

## Childrens Services Commissioning Autumn Briefing

### Report of Commissioning Liaison Scrutiny Member Cllr Richard Hoskins

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

#### 1. Introduction

- 1.1 Commissioning Liaison members meet regularly with Officers to review the current and future childrens services commissioning activity. This is in line with the recommendations of the 2016 'Scrutiny in a Commissioning Council' Scrutiny Task Group. Cllr Hoskins is the Commissioning Liaison champion for Childrens Services. Members are provided with a forward plan of commissioning activity for the year ahead and in addition consider the detail of specifications and commissioning strategy documents.
- 1.2 The principles on how commissioning activity will be reviewed are agreed to be:
  - 1.2.1 the opportunities for scrutiny will be greater when there is need for service redesign through changing need or issues with the current delivery model/service, than when a service which currently works well is being recommissioned
  - 1.2.2 Scrutiny involvement in commissioning at the earliest stage will allow Members to help shape delivery models, services and outcomes
  - 1.2.3 Scrutiny have a key role in bringing the voice of the service user to commissioning
- 1.3 The role for Commissioning Liaison is set out in the Protocol at Appendix A. As agreed at the time of the spring briefing Commissioning Liaison will report to Scrutiny twice a year in the Spring and Autumn. Allowing opportunity in the Spring to signal progress on tenders and expected contract award dates and in the autumn to outline opportunities for pre-procurement activity ready for the following financial year.

#### 2. Disabled Children: Short Breaks

- 2.1 There has been significant focus over the last period on the Community Health and Wellbeing Contract including pre-procurement preparations and then tender. With briefings during the Autumn 2017 and Winter 2018. This has considered the changes in commissioning for Public Health Nursing, ROVICs, Portage and Residential Short Breaks.
- 2.2 The preferred bidder for this contract was reported to Cabinet in October 2018 as the Torbay and South Devon Foundation Trust as prime provider leading a group of providers as an alliance.

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- 2.3 This contract will include the Councils commissioning of Occupational Therapy and CAMHS Services alongside the CCG's commissioning of community health services. The total funding for the contract is £28.3m with £1.6m from the Council.
- 2.4 In the paper to Scrutiny January 2018 on Services for Disabled Children the future direction of travel for short breaks was set out.

*Some of our short breaks offer to families has resources committed in long term contracts for residential short break provision, which affords families very little choice or control. Families and children are choosing residential short breaks less and less and looking for choice in more flexible community-based packages. We reviewed our commissioning intentions in 2016 and have been making changes to contracts in line with need.*

- 2.5 Cabinet decision in October 2017 resolved the undertaking of work for the consideration of Devon County Council becoming the Lead Commissioner for the Residential Short Breaks service and, if the Council becomes the Lead Commissioner, for the undertaking of an options appraisal for the provision of the Residential Short Breaks from April 2019 onwards, also be approved. The Impact Assessment has been undertaken and set out the considerations of the options and recommendations.
- 2.6 The re-tender of the residential short breaks service has been undertaken. These are only the residential short breaks services within the ICS Contract currently delivered by Virgin Care. A single contract has been offered to provide residential short breaks from the four homes. Members reviewed the specification for this service in the Spring and noted the key considerations in the planning for this future contract have been:
- ensuring continuity of care for children currently receiving this service
  - maximising the use of excellent resources of the four homes which has received significant capital investment and are purpose built for the needs of the children
  - demand for residential short breaks has reduced therefore building flexibility of delivery into the contract so that providers can offer a range of services from these local bases to meet the needs of the local population of disabled children.
- 2.7 This service is currently being re-tendered during October/ November 2018 following a failed initial tender process during the summer.
- 2.8 Planning ahead a review of the delivery of community and family based short breaks is underway with a plan to implement a community based short breaks framework contract during 2018/2019 and re-commission family based short breaks during 2019 for award 2020. This will increase capacity to meet the needs of children in their communities and at home. Engagement of Members alongside the engagement of parents and children in the design of these services during the autumn/ winter 2018 will support the championing of disabled children in the commissioning re-design.

### **3. Sufficiency**

- 3.1 The paper to Scrutiny in March 2018 set out the crisis in sufficiency and the market strategies to increase choice and availability were presented. Scrutiny received a briefing note at the September meeting on the progress in developing the Sufficiency Strategy. This sets out commissioning intentions for the next two years. The two tenders detailed here for Residential Childrens Homes and Supported Living Options (16+) will update the existing approved supplier list. As part of the tender, bidders are put through selection questionnaire and quality evaluation process. A quality threshold must be achieved to be successful.

- 3.2 Our performance in providing suitable accommodation for Care Leavers has substantially improved, as detailed in report to Scrutiny in September and Ofsted letter received following their two-day focused visit. Detailed work with District Councils has been effective and the new joint working protocol is in place in response to changes in Homelessness Duties. Both pieces of work informed the re-commissioning of the Homeless Prevention Contract for 16/17-year olds which provides supported accommodation and floating support. The contract is split into two service types; accommodation-based and move-on support and floating support for prevention. The contract for accommodation and move on support has been awarded to the following providers: Keychange, Stonewater, Westward Housing, Young Devon and LiveWest. Floating support for prevention has been awarded to Young Devon. Both have a contract start date of 1<sup>st</sup> November 2018.
- 3.3 Re-tender of the Supported Living Options framework contract. This is the provision of accommodation and support for young people aged 16 and above who are children in care and care leavers; these services are unregulated by Ofsted. This has previously been a Peninsula contract for the last five years. Tender Launch was 15<sup>th</sup> October 2018, tender closing date 6<sup>th</sup> December 2018. Implementation and site visits happening February and March, contract commences 1<sup>st</sup> April 2019.
- 3.4 Re-tender Residential Childrens Home framework contract. This is the provision of regulated Childrens Homes. This is a continuation of the collaboration between Devon, Plymouth, Torbay and Somerset under Peninsula arrangements. This is a live tender currently out to the market deadline for submissions were 5<sup>th</sup> October 2018. With a contract start date 1<sup>st</sup> February 2019.
- 3.5 As per the spring report to Scrutiny plans are progressing to secure residential beds in Devon for exclusive use with retained beds with one provider now in place. The business case for block purchasing residential beds has been agreed and the procurement process will commence in December 2018.

## **4. Regional Adoption Agency (RAA)**

- 4.1 The RAA launched on the 1<sup>st</sup> October 2018.
- 4.2 Devon County Council childrens commissioning team have taken the lead commissioner role for the RAA as from May 2018. Adopt South West Commissioning plan has been developed and is reviewed on an ongoing basis through the Steering Group and Peninsula Commissioning Board.
- 4.3 The first piece of tender activity was to secure an open framework contract for multiple low value spend from the Adoption Support Fund. This is a collaborative contract between Somerset, Plymouth and Torbay for the delivery of bespoke and creative therapy services for adopted children this supports emotional wellbeing and prevention of adoption breakdown. Adoption Support Fund Framework Contract went live from 5<sup>th</sup> July 2018. In addition, a service to provide DVD and photography services has been tendered and awarded went live from 1<sup>st</sup> October.
- 4.4 Non-Agency adoption service will be tendered November – December 2018. Non-agency adoption occurs where the plan to adopt was not made by a registered adoption agency, such as Adopt South West. For example, step-parent adoption is described as non-agency because is a private application to adopt a child already living with the step-parent.
- 4.5 The future commissioning plan is currently under review. With service elements reviewed at appropriate points in time.

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## 5 Recommendations:

- 5.1 Members are involved in the engagement processes for disabled children, families and professionals in advance of the community based short breaks tender.
- 5.2 A programme of involvement and oversight of new contracts is determined. With opportunities for Members to visit services and shadow commissioning officers.
  - 5.2.1 Services that were re-commissioned in 2017/18 such as Advocacy, Young Carers and Childrens Centres can be considered for quarter 3 and 4 of 2018.
  - 5.2.2 Following this, that services commissioned in 2018 can be considered in Quarter 1 and 2 of 2019 such as Homelessness Prevention and Residential Childrens Homes Framework Contract.

### **Fiona Fleming**

Head of Commissioning

### **Electoral Divisions: All**

Cabinet Member for Children, Schools and Skills: Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

### LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

#### *Contact for Enquiries:*

Fiona Fleming  
Head of Commissioning  
01392 383000  
Room 130, County Hall

## Appendix A

### Commissioning Liaison Member Protocol

Summer 2017

This is a guidance document prepared by the scrutiny team to support the effective working of the nominated Commissioning Liaison Member/s from each scrutiny committee. The role was established following a recommendation made by the 'Scrutiny in a Commissioning Council' Task Group 2016. The full report and recommendations can be viewed [here](#).

#### **Purpose:**

The task group felt that nominating a member from each committee to develop positive relationships with Cabinet Members and Lead Officers to find out about commissioning activity would strengthen the effectiveness of scrutiny. The Commissioning Liaison Member will undertake to:

1. Understand the Council's commissioning processes and priorities;
2. Act as a link between Cabinet and the Scrutiny Committee and bring to the attention of the Scrutiny Chair and Committee:
  - significant commissioning activity
  - performance or service delivery issues relating to services commissioned through external providers
3. Support the Scrutiny Committee to examine the commissioning of services within the wider context of the Council's strategic vision and purpose

This does not affect the legal duties around commissioning and provider relations particularly in relation to health scrutiny.

#### **Approach:**

To carry out this role in the most effective way the Commissioning Liaison Members from each committee have agreed to meet as a group on a regular basis to:

1. Receive commissioning training
2. Ensure a consistent approach is taken to the Scrutiny of commissioning
3. Champion the approach to Scrutiny's involvement in commissioning across the Council and Health

The group will also use receive details of forthcoming commissioning activity and individually take this back to each scrutiny committee to report at the work programme with suggestions about how the committee might be involved in commissioning activity.

#### **Review and development**

It is proposed that the effectiveness of this role could be reviewed in line with the task group recommendation after six months of operation.

In future there may be the opportunity to undertake specific scrutiny investigations relating to commissioning as directed by each relevant scrutiny committee.

