

NOTICE OF MEETING

**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 16 January 2013, 7.30 pm
Council Chamber, Fourth Floor, Easthampstead House, Bracknell**

To: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

Councillor Mrs Birch (Chairman), Councillor Mrs Hamilton (Vice-Chairman), Councillors Brossard, Gbadebo, Ms Hayes, Heydon, Kensall, Mrs McCracken and Mrs Temperton

Church Representatives (Voting in respect of Education matters only)

Two Vacancies

Parent Governor Representatives (Voting in respect of Education matters only)

Mrs C Murray and One Vacancy

Teachers' Representatives (Non-Voting)

Miss V Richardson

cc: Substitute Members of the Panel

Councillors Allen, Ms Brown, Dudley, Thompson and Virgo

Children's Social Care Representative (Non-Voting)

Mrs C Mitchell

There will be a private meeting for members of the Panel at 7.00pm in the Board Room, Easthampstead House

ALISON SANDERS
Director of Corporate Services

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**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 16 January 2013, 7.30 pm
Council Chamber, Fourth Floor, Easthampstead House,
Bracknell**

AGENDA

Page No

1. APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS

To receive apologies for absence and to note the attendance of any substitute members.

2. MINUTES AND MATTERS ARISING

To approve as a correct record the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 3 October 2012. Information sought by the Panel at its last meeting has been circulated electronically and is appended to the minutes.

1 - 6

3. DECLARATIONS OF INTEREST AND PARTY WHIP

Members are requested to declare any Personal Interests including the existence and nature of the Party Whip. Any Member with a Disclosable Pecuniary Interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days

4. URGENT ITEMS OF BUSINESS

Any other items, which pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

5. PUBLIC PARTICIPATION

To receive submissions from members of the public which have been submitted in advance in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

6. CORPORATE PARENTING ADVISORY PANEL

To note the minutes of the meeting of the above Advisory Panel held on 12 December 2012.

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PERFORMANCE MONITORING

7. **BRACKNELL FOREST LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2011/12 SUMMARY**

To consider the attached 2011/12 Annual Report of the Local Safeguarding Children Board (LSCB). The Independent Chair of the Board will introduce the report and answer any related questions. 11 - 36

8. **2011/12 ANNUAL REPORT OF THE INDEPENDENT REVIEWING OFFICER FOR CHILDREN'S SOCIAL CARE**

The 2011/12 Annual Report of the Independent Reviewing Officer will be presented for the Panel's consideration. 37 - 60

BUDGET CONSULTATION

9. **2013/14 DRAFT BUDGET PROPOSALS**

To consider key themes and priorities for the Children, Young People and Learning Department as outlined in the Council's Draft Budget Proposals for 2013/14. 61 - 144

Panel members are asked to raise any detailed questions with finance officers in advance of the meeting.

10. **QUARTERLY SERVICE REPORT (QSR)**

To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the QSR for the second quarter of 2012/13 (July to September 2012) relating to Children, Young People and Learning, to include schools performance information, giving particular attention to adoption and long-term fostering.

Please bring the previously circulated Quarterly Service Report to the meeting. Copies are available on request and attached to this agenda if viewed online.

Panel members are asked to give advance notice to the Overview and Scrutiny Team of any questions relating to the QSR where possible.

OVERVIEW AND POLICY DEVELOPMENT

11. **ANNUAL ADMISSION ARRANGEMENTS 2014/15**

To comment on the Annual Admission Arrangements 2014/15 prior to their approval by the Executive. 145 - 210

12. **WORKING GROUP UPDATE REPORT AND 2013/14 WORK PROGRAMME**

To receive an update in respect of the working group of the Panel reviewing school governance and to consider the Panel's work programme for 2013/14. 211 - 214

HOLDING THE EXECUTIVE TO ACCOUNT

13. EXECUTIVE KEY AND NON-KEY DECISIONS

To consider scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning.

215 - 222

DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held on 17 April 2013.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
3 OCTOBER 2012
7.30 - 9.30 PM**



Present:

Councillors Mrs Birch (Chairman), Ms Whitbread (Vice-Chairman), Gbadebo, Ms Hayes, Heydon, Kensall and Mrs Temperton

Mrs S Cauchi, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Apologies for absence were received from:

Councillor Mrs McCracken
Ms C Mitchell, Children's Social Care Representative

Executive Member:

Councillors Dr Barnard

Also Present:

Andrea Carr, Policy Officer (Overview and Scrutiny)
Karen Frost, Early Years Childcare & Play Manager
Dr Janette Karklins, Director of Children, Young People & Learning
David Watkins, Chief Officer: Strategy, Resources and Early Intervention
Bob Welch, Chief Adviser: Learning & Achievement

17. Minutes and Matters Arising

RESOLVED that the minutes of the meeting of the Panel held on 4 July 2012 be approved as a correct record and signed by the Chairman, subject to the following amendment:

Minute 8, Quarterly Service Report, fourth bullet point: delete "Following the closure of two youth centres..." and insert "Following the closure of three youth centres...".

With regard to Minute 10, Presentation – Child Poverty Strategy and "Troubled Families" Initiative, the Panel was informed that the information around the correlation between Not in Education, Employment or Training (NEET) would not be available until the end of October.

18. Declarations of Interest and Party Whip

There were no declarations of interest nor any indications that members would be participating whilst under the party whip.

19. Public Participation

No submissions from members of the public submitted under the Council's Public Participation Scheme for Overview and Scrutiny had been received.

20. **Corporate Parenting Advisory Panel**

The Panel noted the minutes of the Corporate Parenting Advisory Panel meeting of 26 September 2012.

21. **Quarterly Service Report (QSR)**

The Panel considered the Quarterly Service Report (QSR) and progress against Service Plan actions for the first quarter of 2012/2013 (April to June). Members identified a number of typographical errors and suggested that it would be helpful if Service Plan actions had a completion date, where applicable.

Arising from Members' questions and comments, Officers reported on:

- the recent conference on Family Focus had been successful and the feedback had been very good. Partnership working was developing and the Council was currently working with 18 families with more identified.
- the introduction of computer science into the curriculum.
- the composition of the Community Learning Trust.
- the work being carried out and the range of programmes to encourage NEETs back into education, employment and training.
- travel training and a sleep clinic which, by increasing independence and reducing stress on families, was intended to reduce some of the demand upon Council services and support.
- advice for 13-19 year olds. The Panel was informed that expenditure on this service had reduced significantly in recent years and that there was a range of performance indicators to ensure that value for money was achieved. Responsibility for providing the Information, Advice and Guidance service had transferred to schools.

The Chief Adviser: Learning and Achievement gave a presentation on test and examination performance in the academic year 2011-12 which demonstrated that overall results remained in line with or above national levels of attainment with good performance and improvement in most areas, particularly in the Early Years and at the end of Key Stages 1 and 2.

The Director of Children, Young People and Learning gave a presentation on the budget setting process, changes in the departmental budget since 2010 which had seen savings of approximately £4m, and major service issues.

22. **Bracknell Forest Local Safeguarding Children Board (LSCB) Annual Report 2011/12 Summary**

This item was deferred to the next meeting.

23. **Annual Report on School and Children's Centre Inspections 2011-12**

The Panel considered a report which summarised the outcomes of the inspections of Bracknell Forest schools carried out by OFSTED during the 2011-2012 academic year.

The Panel noted that the percentage of Bracknell Forest schools awarded an Outstanding or Good grade in their most recent inspection was 71% which was in line with national levels. However, following the introduction of a new Framework for

inspection in January 2012 only 57% of schools nationally had been awarded these grades.

The Early Years Manager reported on the one Bracknell Forest Children's Centre, the Alders, inspected in 2011-2012, which had been graded as satisfactory. She outlined the steps which needed to be taken to be judged as good or outstanding.

Arising from Members' questions and comments, the following points were made:

- Health visitors and midwives were often co-located at Children's Centre sites.
- There was a variety of means to strive towards the target of a 90% registration rate. Although families may not be in need of support at the time of registration, it enabled Children's Centres to be aware of them and accessible to them should the need arise.

24. Study Programmes for 16 to 19 Year Olds

The Chief Adviser: Learning and Achievement tabled a briefing paper on the DfE's Study Programmes for 16-19 year olds (and 19-24 year olds with a learning difficulty assessment or education and health care plan who were still in Further Education) which sought to ensure that all 16-19 year olds in full time state-funded provision (on academic or vocational programmes) had the opportunity to study coherent programmes which offered breadth and depth and did not limit options for further study or work.

To support the introduction of the Study Programmes, the DfE was making the following changes:

- Post 16 funding was being changed with institutions funded on a "per student" basis rather than per qualification and per qualification passed.
- 16-18 performance tables would include measures of the achievements and progress of students and retention rates.
- A new inspection framework from September 2012 would continue to be focussed on weaker providers, with greater attention to observing standards of teaching, learning and assessment.
- Minimum performance standards would be introduced, with institutions which failed to meet them facing financial penalties, intervention and ultimately, closure.

The Council was preparing for these changes through meetings of the 11-19 Partnership group and others including heads of school sixth forms and curriculum managers.

Further to a Member's question, the Panel was advised that all 16-19 year olds would benefit from Study Programmes, particularly when the age of participation rose to 18 years, by having a clear study pathway in place from the age of 16.

25. Pupil Places and Admission Appeals

The Chief Officer: Strategy, Resources and Early Intervention reported on pupil places and school admission appeals.

For secondary schools there had been approximately 1100 applications of which 94% had been offered one of their three preferences. 43 transfer appeals had been submitted of which 10 had been allowed. In addition there had been 16 in-year

admissions, where families had moved into the area during the year, of which 8 had been allowed. As at 11 September, 146 secondary school places were available.

For primary schools there had been approximately 1500 applications of which 93% had been offered one of their three preferences. 51 transfer appeals had been submitted of which 5 had been allowed. In addition there had been 24 in-year admissions, of which 4 had been allowed. As at 11 September, 59 primary school places were available.

The Panel was informed of the school admissions process for September 2013 including the key dates. In order that applicants were better informed, a number of information sessions were scheduled and the Council was making greater use of social media.

In response to Members' questions, the Chief Officer: Strategy, Resources and Early Intervention reported that, although there were some demand "hot spots", mainly in north Bracknell, he was confident that there would be sufficient school places next year. He advised that school admission information leaflets were circulated as widely as possible and officers endeavoured to explain the legal admissions process to parents.

He agreed to provide details of how many applicants were awarded their first preference.

26. Working Group Update Report

The Panel considered a report which set out the progress achieved to date by the working group reviewing school governance. Councillor Mrs Temperton, the working group's lead member, reported on its second meeting held after the publication of the report, when the scope and key objectives of the review were agreed and arrangements were made to meet Link and Parent Governors.

27. Overview and Scrutiny Progress Report

The Panel noted the Bi-Annual Progress Report of the Assistant Chief Executive.

28. Executive Key and Non-Key Decisions

The Panel noted the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning.

The Executive Member for Children, Young People and Learning informed the Panel that the decision relating to the North Bracknell School Places Procurement Plan would now be taken by the Executive Member for Transformation and Finance.

CHAIRMAN

SCHOOL ADMISSIONS FOR SEPTEMBER 2012

SCHOOL ADMISSIONS APPEALS

During June and July each year appeals are heard for children starting primary and secondary school for the first time in the September of that year.

Throughout the year appeals are also heard for in-year admissions this is where families have moved into the area and cannot secure a school place.

Secondary Appeals	
<p>Transfers</p> <p>43 submitted (10 allowed)</p>	<p>In-Year</p> <p>16 submitted (8 allowed)</p>
Primary Appeals	
<p>Transfers</p> <p>51 submitted (5 allowed)</p>	<p>In-Year</p> <p>24 submitted (4 allowed)</p>

No Infant class size appeal was allowed

For the secondary schools within Bracknell Forest the following preferences were met:

Of the 1195 Bracknell forest applicants 1129 were offered one of their preferences this is broken down as follows:

Offered 1st Preference (974)	86%
Offered 2nd Preference (110)	10%
Offered 3rd Preference (45)	4%

For the primary schools within Bracknell Forest the following preferences were met:

Of the 1519 applicants 1420 were offered one of their preferences this is broken down as follows:

Offered 1st Preference (1217)	86%
Offered 2nd Preference (139)	10%
Offered 3rd Preference (64)	4%

THE CORRELATION OF THE CURRENT NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET) FIGURES AND THE FAMILIES IDENTIFIED TO DATE IN THE FAMILY FOCUS PROJECT

Of the initial list of 97 families only 9% (9) of young people are NEET and three of those are in one family. At present it would appear that there is no obvious correlation between NEET and those young people living in families with multiple problems. There is more of a trend emerging with those families where worklessness with the adults is entrenched.

These young people and others will continue to be tracked to determine whether there is anything else that can be identified to help break the cycle.

Looking at the low level of qualifications (if any) achieved by many of these NEET young people, there may be more of a correlation with unidentified and underdiagnosed communication problems as commented on in the BERCOW review. Officers will look at this area in more depth and consider methods of early identification that could help to improve this picture.

**CORPORATE PARENTING ADVISORY
PANEL
12 DECEMBER 2012
5.10 - 6.40 PM**



Present:

Councillors Mrs Barnard, Ms Brown, Heydon (Substitute for Ms Hayes) and Mrs McCracken

Also Present:

Councillor Dr Barnard and Mrs Temperton

Apologies for absence were received from:

Councillors Mrs Birch and Ms Hayes

21. Election of Chairman

RESOLVED that Councillor Heydon be elected Chairman for the duration of the meeting.

COUNCILLOR HEYDON IN THE CHAIR

22. Declarations of Interest

There were no declarations of interest.

23. Minutes and Matters Arising

RESOLVED that the minutes of the meeting held on 26 September 2012 be agreed as a correct record.

Matters Arising

a) Leading Improvements for Looked After Children (LILAC) Presentation to Council

Members praised the members of SiLSiP (Say it Loud Say it Proud) who had attended the Council meeting on 19 September to present the Council with a certificate of accreditation against all seven LILAC standards, for the impressive way in which they had handled the occasion.

b) Conference

Further to Minute 18 of the previous meeting, Sheila McKeand reported that the conference to be hosted by the Life Chances Team would be held on 8th February 2013 at Easthampstead Baptist Church. Invitations would be sent out soon.

c) Information on Life Chances Team's Work

Further to Minute 18 of the previous meeting, Sheila McKeand reported that the information had been sent but that she would resend it if necessary.

24. Say It Loud, Say It Proud (Children In Care Council) Annual Report

Louise Hopkinson, Children's Participation Development Officer, was present at the meeting with 5 members of SiLSiP to discuss their annual report.

The children gave a presentation which detailed SiLSiP's achievements and activities since May 2011 and in particular:

- Meetings with the Director, Chief Officer, Executive Member and Head of Service on 13 June and 6 November 2012.
- The establishment of a service level agreement with a budget of £5,000 to enable SiLSiP to organise activities.
- The Ready, Steady, Cook event for 8-11 year olds.
- The making of a film, "Life in care, by the people who know" to help adults understand young people's perceptions of life in care. The film was to be included in a training package for staff and Members.

The Panel congratulated the representatives on their presentation and on SiLSiP's achievements.

25. Independent Reviewing Officers' Annual Report

Carol Lamkin and Rachel Dawson, Independent Reviewing Officers, presented their interim report for the period 1 September 2011 – 31 March 2012.

The report identified a number of areas of good practice and the Panel noted that:

- Placement stability had increased from 60% to 76.2%.
- There was good communication between the Youth Offending Service and social workers in respect of looked after children.

The Panel noted the report and thanked Carol and Rachel for their report.

26. Chief Officer's Response to the Independent Reviewing Officers' Annual Report

Lorna Hunt, Chief Officer, Children's Social Care, presented the Council's response to the Independent Reviewing Officers' interim report. which updated the Panel on steps being taken to address issues contained in the report.

She reported that the Council welcomed the report and noted the many positive comments in relation to good practice, good systems and good management. She also updated the Panel on steps being taken to address issues contained in the report relating to parental involvement, timeliness of reports, contact with families and equality issues. It was noted that all individual concerns raised about practice had been resolved satisfactorily.

The Council's response was noted.

27. **Bracknell Forest Adoption Service Half-Yearly Report**

Helen Fenton, Team Manager, Family Placement Team, presented the Bracknell Forest Adoption Service's Half-Yearly Report.

Arising from Members' questions and comments, the following points were noted:

- The reasons why the placement of a Bracknell child matched to adopters had not proceeded to adoption were reported. The child had subsequently been matched to other adopters and the case was due to go to the Adoption Panel tomorrow.
- Since the Ofsted Inspection in March 2012, a great deal of work had been done to reduce timescales. However this needed to be done in a measured way to maintain a thorough vetting process so reducing the risk of placements breaking down.
- The recent changes to the regulations and processes had been implemented. It was too soon to judge their effect but this would be kept under review.
- The increased number of children needing adoptive families had led to a shortfall in the number of prospective adopters. The greatest impact of this shortfall was for children over three years old and for children with complex needs.

Helen, tabled the Adoption "score card" which highlighted the Council's performance in various aspects of meeting children's needs in a timely way.

28. **Report on Potential Implications of Budgetary Pressures on Services to Looked-After Children**

Further to Minute 20 of the meeting held on 26 September 2012, the Director of Children, Young People and Learning submitted a report on the potential implications of current budgetary pressures on services to looked after children.

The Panel was informed that there had been a 25% increase in the number of looked after children in Bracknell between 2009/10 and 2011/12, whilst the Children's Social Care budget had been reduced by £1.6m over the same period. Current data indicated that, without action, it was likely that the numbers of looked after children would continue to rise, placing considerable financial pressure on this demand led service.

The report outlined the range of strategies that had been developed to slow the rate of increase and, over time, reduce the number of looked after children.

It was noted that the caseloads of social workers had increased as the numbers of children on Child Care Protection Plans and subject to care proceedings had increased. The issue was being addressed via the recruitment of additional staff.

It was agreed that an update on social workers' caseloads be submitted to the next meeting.

29. **Performance Management Information**

Performance management information up to and including October 2012 had been circulated.

The Panel welcomed the improvements in performance and the generally positive data.

30. **Date of Next Meeting and Forward Plan**

27 March 2013

Health of Looked After Children Annual Report
Participation of Children and Young People Annual Report
Life Chances Team Annual Report
LAC Commissioning Strategy 2013-15
Care Leavers Charter
Update on Social Workers' Caseloads

CHAIRMAN

**TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
16 JANUARY 2013**

**BRACKNELL FOREST LOCAL SAFEGUARDING CHILDREN BOARD
ANNUAL REPORT 2011/12**

1 PURPOSE OF REPORT

- 1.1 This report introduces the attached Local Safeguarding Children Board Annual Report 2011/12 regarding the effectiveness of safeguarding and child protection practice in Bracknell Forest.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the 2011/12 Annual Report of the Local Safeguarding Children Board.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To enable the Panel to consider the 2011/12 Annual Report of the Local Safeguarding Children Board.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

Contact for further information

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e-mail: chris.mills@bracknell-forest.gov.uk

Andrea Carr – 01344 352122
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TO: EXECUTIVE
8 JANUARY 2012

LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT
Director of Children, Young People and Learning

1 INTRODUCTION

- 1.1 The LSCB's 2011/12 Annual Report regarding the effectiveness of safeguarding and child protection practice in Bracknell Forest locality is provided to Corporate Management Team for information.

2 RECOMMENDATIONS

The Executive is asked to:

- 2.1 **Note the learning and recommendations from the LSCB 2011/12 Annual Report (attached as annex 1).**

3 SUPPORTING INFORMATION

2011/12 LSCB Annual Report

- 3.1 The LSCB is required to complete an Annual Report on the effectiveness of safeguarding in the local area. This document summarises the main areas from the full Annual Report which are as follows:
- The assessment of the effectiveness of local safeguarding arrangements and response to case reviews
 - Performance Management
 - Achievements and Challenges
 - Assessment of Policies and Procedures
 - Feedback to, and challenge of, the Health & Well-Being Board and the Children and Young People's (CYP) Partnership
 - Feedback to, and challenge of, the Police & Crime Commissioner, Bracknell Forest Council Chief Executive and Leader of the Council.
- 3.2 The LSCB anticipates that the positive findings from Ofsted's 'Announced Inspection of Safeguarding and Looked After Children Services' (page 3); the learning from the Section 11 safeguarding self-assessments (page 4); the learning from the 4 Case Review (page 7); the Quality Standards and Case Review case audit learning (page 8) and recommendations and conclusions from performance analysis (page 9/10), will all be of interest to senior leaders.
- 3.3 In addition, the LSCB would like to draw your attention to the areas of local LSCB practice that have been identified as national best practice (page 12).
- 3.4 CMT are asked to specifically note the LSCB's overall findings and recommendations to the Health & Well-Being Board and Children and Young People's Partnership:

Recommendations to the Health & Well-Being Board
1) To ensure that Clinical Commissioning Groups and other commissioned health providers adhere to Bracknell Forest LSCB's minimum safeguarding standards and have completed a satisfactory Section 11 self-assessment.
2) To ensure that the local Clinical Commissioning Group has oversight of the recommendations from the Serious Case Review relating to General Practice and Health providers and ensures that the learning from the review informs the performance monitoring and quality assurance systems for CCGs and General Practice.
3) To ensure that the Health & Well-Being Board and the local Clinical Commissioning Group has oversight of the recommendations from the 4 Case Review relating to General Practice, Health Visiting and Midwifery and ensures that the learning from the review informs the performance monitoring and quality assurance systems for CCGs.
4) That the Health & Well-Being Board considers the advice provided by community health professionals on co-sleeping or bed-sharing and promotes safe sleeping arrangements for infants and small children.
5) That the Health & Well-Being Board consider the potential application of the Exemplar Safeguarding Audit Tool to audit the child protection practice of health economy providers.

Recommendations to the CYP Partnership
1) To ensure that organisations commissioned by statutory partner agencies to provide services to children, young people or families adhere to Bracknell Forest LSCB's minimum safeguarding standards and have completed a satisfactory Section 11 self-assessment.
2) To ensure that the learning from the Serious Case Review informs the strategic priorities of the CYP Plan; and directly informs the development of the Early Intervention Hub and the continued development of 'Shared Processes' i.e. Common Assessment Framework (CAF) particularly.
3) To ensure that the learning from the 4 Case Review informs the strategic priorities of the CYP Plan; and directly informs the development of the Early Intervention Hub particularly.
4) That the CYP Partnership reviews the progress it has made with implementing the learning from Quality Standards and Case Review analysis and considers how the findings could inform the development of the Early Intervention Hub .

3.5. A response to the recommendations from the 2010/11 LSCB Annual Report is included in Annex 1 of the full report.

Contact for further information

Alex Walters, Bracknell Forest LSCB Independent Chair, alex4.walters@btinternet.com

Chris Mills Interim LSCB Business Manager chris.mills@bracknell-forest.gov.uk 01344 354012



Bracknell Forest LSCB Annual Report

April 2011 to March 2012

1. INTRODUCTION

Bracknell Forest Local Safeguarding Children Board (LSCB) was established in April 2006 and is chaired by an Independent Chair, Alex Walters, who was appointed in September 2011 and is not an employee of any of the organisations working with children or families in Bracknell Forest.

The LSCB's primary purpose is to improve outcomes for children and young people and it has a collective statutory responsibility to monitor and hold all partners to account for their safeguarding arrangements. The partnership works together to ensure early identification of emerging safeguarding needs and to respond quickly and effectively. We also strive to learn from situations where children or young people need protection, to identify what works well, what needs to change and what we could do differently, together. In statutory guidance¹, these functions are referred to as:

- ◆ 'ensure the effectiveness' of local services safeguarding and child protection practice; and
- ◆ 'Co-ordinate services' to promote the welfare of children and families.

That includes a broad range of responsibilities, from raising awareness of child safeguarding and protection with professionals, volunteers, children, young people and the communities they live in; through to reviewing child deaths and conducting Serious Case Reviews.

The LSCB's strategic priorities for 2011-2013 include:

- To work with partner agencies to reduce incidences of domestic violence and the impact this has on children, young people and families.
- To work with partner agencies to analyse, understand and seek ways to reduce the impact of substance and alcohol misuse on children, young people and families.
- To work with partner agencies to develop a greater understanding of neglect and the impact this has on children, young people and families; and to work together to reduce the number of children experiencing neglect.
- To ensure safer workforce processes across the partnership are robust and fully embedded and the LSCB fulfils its statutory functions.

¹ Working Together to Safeguard Children, 2010

The LSCB brings together senior managers who represent a broad range of organisations that work together to promote the welfare of, or protect, children and young people.

2. ABOUT THIS DOCUMENT

The LSCB is required² to produce and publish an Annual Report on the effectiveness of safeguarding in the local area. This report covers LSCB activities from April 2011 to March 2012 and is the sixth Annual Report of the LSCB.

This document provides the LSCB's assessment of the following areas:

- The assessment of the effectiveness of local safeguarding arrangements and response to case reviews
- Performance Management
- Achievements and Challenges
- Assessment of Policies and Procedures
- Feedback to, and challenge of, the Health & Well-Being Board and the Children and Young People's (CYP) Partnership
- Feedback to, and challenge of, Police & Crime Commissioner, Bracknell Forest Council Chief Executive and Leader of the Council.

In response to the recommendations from Bracknell Forest LSCB's 2010-11 Annual Report, the CYP Partnership made a range of changes to policy and practice; this is included in Annex 1.

3. THE ASSESSMENT OF THE EFFECTIVENESS OF LOCAL SAFEGUARDING ARRANGEMENTS AND RESPONSE TO CASE REVIEWS.

This section looks at how well organisations keep children and young children safe in Bracknell Forest and also what lessons have been learnt, what has worked well and what might need to change.

The LSCB assesses the effectiveness of local safeguarding arrangements in various ways, including:

- Section 11 safeguarding self-assessments
- Individual case analysis (including child deaths and Serious Case Reviews)
- Review of safeguarding incidents
- Review of performance management information.

In October 2011 Ofsted conducted an 'Announced Inspection of Safeguarding and Looked After Children Services; which concluded:

'The overall effectiveness of the council and its partners in safeguarding and promoting the welfare of children and young people is good. Good quality services are provided by the partnership to help children and young people feel and keep safe with appropriate joint action to respond to identified concerns and needs. The Children and Young People's Partnership and Bracknell Forest Local Safeguarding

² Apprenticeship, Skills, Children and Learning Act 2009

Safeguarding children together

Children Board (LSCB) are well established and provide clear strategic direction on safeguarding matters.'

The LSCB's approach to performance management, leadership and ethos of shared responsibility for safeguarding were all highlighted as local strengths. In particular the LSCB's commitment to improving outcomes for children was praised by Ofsted, highlighting a number of areas as examples of good practice.

What impact did Ofsted identify that Bracknell Forest LSCB had made to the lives of children and young people in the borough?

- ❖ The successful implementation of the sexual offences analysis recommendations, which contributed to a reduction of sexual offences against children and young people (a reduction of 25.5% at the time of inspection, against the previous year);
- ❖ the tools for analysing, and responding to, the risk associated with children missing from education and missing from home, which has reduced the number of inappropriate missing children reports within the borough;
- ❖ the effectiveness of the Safeguarding Toolkit, cuecards and the development of safeguarding contractual clauses in improving partnership safeguarding practice i.e. the more organisations that meet the LSCB's minimum standard for safeguarding practice, the greater the shared responsibility for safeguarding, which increases the opportunity to safeguard and protect children and young people in the borough;
- ❖ the impact of the partnership's participation work with children and young people – particular as a peer-education tool, enabling young people to raise the safeguarding awareness of other young people;
- ❖ the effective performance monitoring framework in place for the LSCB and the responsiveness of the LSCB to performance analysis information e.g. performance analysis leading to proactive safeguarding activity by the LSCB.³

In addition the 'Unannounced Inspection of contact, referral and assessment arrangements in June 2011' identified no priority areas for action and highlighted a number of strengths including the training and development of the social workers in the borough and the responsiveness to feedback from parents/carers and children shaping service development.³

Ofsted identified the following area for development:

'The presence of children at domestic violence incidents is not routinely recorded by police or the duty team. However, managers are aware of this shortfall and are taking appropriate action. Inspectors did not identify any children at risk as a result of this practice.'

The LSCB has monitored this area very closely, which has resulted in a series of recommendations and strategic challenge (see 'Achievements and Challenges' section).

Section 11 Self Assessments:

Bracknell Forest LSCB has continued its three year strategy to ensure that all organisations working with children, young people or parents/carers in the borough self-assess the extent to which they adhere to the Children Act 2004, Section 11 safeguarding responsibilities (i.e.

³ Please see Ofsted's website for the full report: <http://www.ofsted.gov.uk/local-authorities/bracknell-forest>

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information sharing; clear statement of Agency's responsibilities; senior management commitment to safeguarding; safer workforce practice; training; clear line of accountability for child protection; effective inter-agency working and that service development takes account of safeguarding).

In the first phase all statutory partner organisations were asked to self-assess; in the second phase all schools (including private and independent schools) were asked to self-assess; in the third phase all voluntary, community, faith and early years settings were asked to self-assess. In 2011/12 the LSCB's primary focus was on the safeguarding self-assessments from Early Years, Childcare and Play providers and also those from voluntary, community and faith sector providers.

Most organisations that completed Section 11 assessments put robust action plans in place to ensure that actions were addressed in a timely fashion. The LSCB seeks progress reports on achievements against these action areas approximately a year after review of the sector's self-assessments are completed by the LSCB.

As a result of this process, the LSCB highlights specific concerns to the CYP Partnership in this 2011/12 annual report about the following areas:

- ❖ Some voluntary, community, faith and private/independent sector providers were non-compliant with local minimum standards for organisations providing services to children or young people i.e.
 - ensuring staff/volunteers were subject to safer workforce checks;
 - ensuring staff/volunteers attended mandatory safeguarding training;
 - having an organisational safeguarding/child protection policy, which includes information on how to manage child protection concerns, contact details for Children's Social Care and EDT;
 - having a nominated lead person for child protection.

Each of the organisations that had significant development areas or were non-compliant with minimum standards received correspondence, phone calls or visits from representatives of the LSCB or safeguarding representatives in the sector. In total in the region of 100 organisations/providers received individual follow-up in 2011/12.

What difference have the safeguarding self-assessments made to the lives of children and young people in the borough?

Individual support meetings with organisations that have received assistance to complete safeguarding self-assessments or make changes to their practice, have in some cases resulted in children and young people in need of support or protection being identified and appropriately referred.

Working together to ensure that every organisation that supports children, young people, or families, meets the minimum standards for safeguarding increases our opportunity to identify needs early and respond appropriately.

The Section 11 Voluntary, Community and Faith Sector Panel and the Early Years Section 11 Panel have identified common development areas relating to:

- 1) defining organisational governance arrangements for child protection and safeguarding i.e. who has responsibility for overseeing child protection arrangements;

- 2) understanding and following safer workforce processes, particularly when and how to refer to the Local Authority Designated Officer (LADO).

In response to this learning the LSCB is offering individual and group support to organisations about lines of accountability for child protection and in partnership with the LADO, the LADO role and responsibilities were more actively promoted from September 2012 onwards.

Recommendation to the Health & Well-Being Board:

To ensure that Clinical Commissioning Groups and other commissioned health providers adhere to Bracknell Forest LSCB's minimum safeguarding standards and have completed a satisfactory Section 11 self-assessment.

Recommendation to the CYP Partnership:

To ensure that organisations commissioned by statutory partner agencies to provide services to children, young people or families adhere to Bracknell Forest LSCB's minimum safeguarding standards and have completed a satisfactory Section 11 self-assessment.

Serious Case Review

The LSCB concluded a Serious Case Review (SCR) in September 2011. A SCR is conducted when 'a child dies or is seriously harmed, and abuse or neglect is known or suspected to be a factor'. SCR's are intended to:

- Establish what lessons can be learnt (both inter and intra agency);
- Agree what will change as a result;
- To improve inter-agency working to safeguard and promote the welfare of children.

The LSCB has a responsibility to disseminate the learning from the SCR process and this has been achieved through presentations and workshops to an extensive range of professional groups and senior leadership and management teams in a range of agencies; and strategic partnerships including the Safeguarding Adults Partnership Board. In addition, a presentation on the SCR was presented to the 250 attendees at the LSCB's Annual Conference in June 2012 and a workshop capturing the learning from the SCR and also the 4 Case Review 'through the eyes of a child', was provided to a broad range of staff and volunteers.

The LSCB is monitoring progress against the SCR recommendations and will continue to review the impact of these recommendations on outcomes for children.

Recommendation to the Health & Well-Being Board:

To ensure that the local Clinical Commissioning Group has oversight of the recommendations from the Serious Case Review relating to General Practice and Health providers and ensures that the learning from the review informs the performance monitoring and quality assurance systems for CCGs and General Practice.

Recommendation to the CYP Partnership:

To ensure that the learning from the Serious Case Review informs the strategic priorities of the CYP Plan; and directly informs the development of the Early Intervention Hub and the continued development of 'Shared Processes' i.e. Common Assessment Framework (CAF).

Four Case Review

In addition to the SCR, the LSCB also conducted a review of three other children under the age of one who were referred to the LSCB for discussion, because they may have met the criteria for a SCR. A SCR was not conducted on these children, but in order to learn from their cases a 4 Case Review analysis was undertaken, to see if the LSCB needed to make further changes (i.e. beyond those identified in the SCR) to safeguard children more effectively.

A summary of the learning from the 4 Case Review is included in Annex 2. It is too early to comment on the impact that the recommendations from this review have had on children and young people in Bracknell Forest, this will be monitored in the 2012/13 Annual Report.

Recommendation to the Health & Well-Being Board:
To ensure that the Health & Well-Being Board and the local Clinical Commissioning Group has oversight of the recommendations from the 4 Case Review relating to General Practice, Health Visiting and Midwifery and ensures that the learning from the review informs the performance monitoring and quality assurance systems for CCGs.
Recommendation to the CYP Partnership:
To ensure that the learning from the 4 Case Review informs the strategic priorities of the CYP Plan; and directly informs the development of the Early Intervention Hub.

Child Deaths

LSCB's are required in Working Together to Safeguard Children to have:

' A sub-committee of the LSCB(s) known as the Child Death Overview Panel (CDOP) should be responsible for reviewing the available information on all child deaths, and should be accountable to the LSCB Chair.'⁴

The six Berkshire LSCBs jointly fund a Berkshire Child Death Overview Panel (CDOP) to fulfil this function.

In addition, the LSCB SCR sub-group noted the deaths of seven children in 2011/12. Two of these deaths required individual discussion and review, from which the LSCB concluded that:

- ❖ The LSCB Independent Chair would write to central government to identify information exchange difficulties following the death of children overseas and request governmental review of these processes;
- ❖ That the LSCB with the support of the Child Death Overview Panel (CDOP) would review the consistency of advice provided to parents in the post-natal period about bed-sharing or co-sleeping, by Health Visiting and Midwifery services; with a view to consistently promoting safe sleeping arrangements for infants and small children.

Recommendation to the Health & Well-Being Board:
That the Health & Well-Being Board considers the advice provided by community health professionals on co-sleeping or bed-sharing and promotes safe sleeping arrangements for infants and small children.

⁴ Working Together to Safeguard Children, 2010, p. 208

Quality Standards and Case Review

The Quality Standards and Case Review sub-group of the LSCB analyses multi-professional, information, assessment and support to children and young people, under a series of thematic areas. In 2011/12 the group considered:

- ❖ children who were subject to repeat referrals to specialist services, or who had prolonged engagement with specialist services;
- ❖ children missing from education or missing from home;
- ❖ children witnessing or experiencing domestic abuse.

The findings from the domestic abuse analysis will be discussed and approved by the LSCB in summer 2012 and so will feature in the LSCB's 2012/13 Annual Report. The recommendations from the other two themes of analysis were:

- ◆ That all Partners Agencies should be encouraged to ensure that:
 - i) assessments for children/ young people with significant or complex needs, automatically consider whether there are other siblings in the household that may be affected by these needs i.e. with a particular focus on younger siblings;
 - ii) assessments and action plans are informed by the learning from effective/ineffective support of these complex or multiple needs;
 - iii) that the lead professional/key worker role was potentially particularly pivotal in this i.e. ensuring learning is not lost.
- ◆ That the CAF review considers:
 - a) what provision can be made in CAF training and guidance to ensure that additional or complex needs from other siblings in the family/household are considered, in the context of the impact of these on the child that is central to the assessment (with specific reference to siblings); and that tried and tested support/interventions for the siblings/families informs action planning;
 - b) whether the model of 'linked CAFs' or 'family CAFs' from other areas of the country may be of use locally;
 - c) how staff and volunteers can be best supported to seek the voice of younger children in assessment processes and where there is inconsistency in the perception of the needs/strengths of the child, that strategies for managing this situation are considered i.e. ensuring the views of other professionals working with the child feature in the assessment.
- ◆ That the Integrated Care Pathways (ICP) Chairs (via the Shared Processes sub-group) are also asked to consider how the additional or complex needs of other siblings in the family/household are considered, and what consideration is given to the impact of the needs of other siblings upon a child that is subject to ICP referral. ICP Chairs are also asked to consider what support other members of the household have received, or are receiving, and what impact that has made.
- ◆ That Berkshire East Training sub-group, in consultation with colleagues in Early Years Childcare and Play, are asked to consider how staff and volunteers working with 0-8 year olds could be supported with creative ways of seeking the views of younger children and that a training/seminar on this topic could be piloted.

- ◆ That the Raising Awareness sub-group disseminates this learning to frontline staff and volunteers.

In response to the specific learning relating to children missing from education, the QSCR group developed a risk assessment tool for children missing from education, designed to support universal services to assess the level of risk associated with a child missing from education. The tool helps staff and volunteers to identify an appropriate response to the level of risk they identify e.g. notifying Children's Social Care of a child protection concern; notifying Thames Valley Police of a missing child; notifying Education Welfare of a child missing from education. The tool was introduced to Headteachers in September 2011 and is being trialled by schools; the outcome of the trial will be reported in the 2012/13 Annual report, but Ofsted noted the immediate success of the tool in improving outcomes for children in the Announced Inspection.

What difference have the changes in practice (following QSCR analysis) made to the lives of children and young people in Bracknell Forest?

Headteachers have commented on how the risk assessment tool for children missing from education has clarified how to manage a situation in which a child is missing from education, by considering the level of risk.

"This risk assessment tool has proved to be invaluable in schools, as it ensures that Headteachers can be confident that all measures are followed when a child leaves the school unexpectedly. The Administrative Team at Sandy Lane report that the comprehensive checklist is simple to use and quickly alerts them to a problem, should a child leave without prior notice." *Liz Norris, Headteacher, Sandy Lane Primary School.*

"The guidance and procedures are helpful and it has provided clarity. Based on our experience, it is a valuable tool for school workers." *Keith Grainger, Headteacher, Garth Hill College*

In turn, Thames Valley Police have seen a reduction in inappropriate missing children reports within the borough, allowing them to use resource more effectively.

In parallel to the thematic analysis work, the QSCR group also reviewed Partner Agency safeguarding related Quality Assurance/ Audit frameworks and identified that approximately half of the agencies contacted do not have a framework for safeguarding related audit. The LSCB subsequently developed and promoted an Exemplar Safeguarding Audit Tool to all partner agencies, this was promoted to the 250 attendees at the LSCB's 19th June 2012 Annual Conference and is an addition to the Safeguarding Toolkit resources.

Recommendation to the Health & Well-Being Board:

That the Health & Well-Being Board consider the potential application of the Exemplar Safeguarding Audit Tool to audit the child protection practice of health economy providers.

Recommendation to the CYP Partnership:

That the CYP Partnership reviews the progress it has made with implementing the learning from QSCR analysis and considers how the findings could inform the development of the Early Intervention Hub.

4. OVERVIEW AND SCRUTINY REPORT ON LOCAL SAFEGUARDING ARRANGEMENTS

In January 2011 Bracknell Forest Council's Children, Young People & Learning Overview and Scrutiny Panel conducted a Review of Safeguarding Children and Young People. The review concluded that:

*'In overall terms, in all major respects we are very satisfied that the Council and its partners have done all they reasonably can to safeguard children and young people. This is notwithstanding the observations and recommendations made elsewhere in this report, which point out the need for constant improvement. It behoves everyone not to be complacent or relax their efforts for one moment.'*⁵

The report noted the strength of partnership working in Bracknell to safeguard children and also the success of the LSCB's Safeguarding Toolkit and the safeguarding cuecards. An overview of the progress that the LSCB has made with the recommendations from the report is included in Annex 3.

In addition, examples of the LSCB's young people's participation work, which have been identified as national examples of best practice, have been shared with Overview and Scrutiny.

Following Overview and Scrutiny's analysis of safeguarding, the committee undertook a review of the use of Common Assessment Framework (CAF) in the context of early intervention and 'early help'. This review was published in January 2012 and has been used to inform the development of 'Creating Opportunities – Positive Futures,' a prevention and early intervention strategy for children, young people and families (2012-14). Progress against this will be included in the LSCB 2012/13 Annual report.

Performance Management

In 2010/11 Bracknell Forest LSCB led the initiative to reduce the Berkshire LSCB Comprehensive Dataset in order to focus on indicators of particular relevance for the Berkshire LSCB's. The analysis of this information continues to effectively inform the strategic priorities of the LSCB.

The exception report summarising the conclusions from the 2011/12 performance analysis is included in Annex 4. In summary, in 2011/12 the LSCB has been encouraged by the following developments:

- ✓ A reduction of sexual offences against children and young people of 16% compared to the 2009-2011.
- ✓ An increase in contacts to the LADO for advice and guidance, from a broad range of partner organisations.

The LSCB will continue to give particular attention to monitoring:

- The rate of homelessness and temporary accommodation for children and young people;

⁵ Children, Young People & Learning Overview and Scrutiny Panel conducted a Review of Safeguarding Children and Young People (January 2011), p.65, para 4.33

- The number of children subject to a Child Protection plan for a first time, and for a second or subsequent time;
- The stability of placements for Looked After Children;
- Young peoples use of mephedrone and other illegal substances and the LSCB will explore the interface between use of mephedrone and risks associated with sexual offences;
- The rate of referrals and re-referral to specialist services;
- The rate of permanent exclusions;
- The rate of first time entrants to the Youth Justice system.

5. ASSESSMENT OF POLICIES AND PROCEDURES

During 2011/12 Bracknell Forest LSCB sought agreement from the six Berkshire LSCB's to introduce additional guidance to the Berkshire Child Protection Procedures on:

- ❖ whistle-blowing
- ❖ managing bruising and injuries to immobile infants
- ❖ the safeguarding roles and responsibilities of early years professionals
- ❖ discharge protocols for children and young people from Hospital.

The LSCB is specifically required to comment in the Annual Report on the effectiveness of the following policies and procedures:

Safe Recruitment

The LSCB Safer Workforce training programme was reviewed and updated in 2011/12, in association with the Safeguarding Adults Partnership Board. Over 400 attendees have attended the programme since its introduction in 2009; and places continue to be purchased on the training by neighbouring authorities.

6. SINGLE AND INTER-AGENCY TRAINING

Highlights from the ongoing development of safeguarding training include:

- A new Group 3 training programme was implemented across Berkshire East in September 2011 and has been consistently positively evaluated.
- A new evaluation framework for training was introduced at the end of the financial year to start to monitor the impact of training on professional practice, and by extension, on outcomes for children.
- A new Group 5 training programme for Named and Designated professionals in Berkshire East is under development and will be launched in November 2012.
- Due to the positive evaluations of the sexual offences training and the continued strategic priority to reduce sexual offences against children and young people, this training has been mainstreamed into the LSCB training programme.
- In response to the learning from the Serious Case Review a series of bespoke seminars and training workshops on understanding the vulnerabilities of small children and infants have been provided to the workforce.

7. ACHIEVEMENTS AND CHALLENGES

2011/12 has been a successful year for Bracknell Forest LSCB and there is much to celebrate, for example:

- The LSCB's sexual offences analysis work and the implementation of the recommendations from the analysis have been noted as a national example of best practice by the Department of Education; this work will be promoted nationally by the department.
- The Safeguarding Toolkit and cuecards resource, continue to be adopted by other LSCB's nationally.
- Children and young people's participation in LSCB activity - Bracknell Forest was noted as one of three areas of best practice nationally in 2010 for the series of monologues on 'risky behaviour'. This has continued to develop from strength to strength, with young people developing peer-education resource on the impact of domestic abuse on children and young people, entitled The Lobster.
- Conference - the LSCB's 2011 Annual Conference on the theme of 'Intervening early – domestic abuse, sexual offences and the link to child protection' was evaluated positively and was so heavily over-subscribed that despite 180 places being available for the day a further 80 professionals were on the waiting list. The Director of Stop it Now!, Donald Findlater and Julia Worms a regional expert in domestic abuse were guest speakers at the conference. A young people's drama resource on promoting positive relationships was well received by attendees and has subsequently been used as a peer education resource in schools, youth support settings and by specialist services. Workshops were held on subjects including the impact of sexual offences on young people as victims and perpetrators, working with sex offenders, the impact of domestic abuse on children and young people (informed by a child's perspective) and on adults (informed by an adult survivor of domestic abuse), chronic neglect, the impact of substance and alcohol abuse on children and national changes following Munro's Review.
- Bracknell Forest LSCB recruited a new Independent Chair in September 2011, who was brought clear vision and strategic leadership to the partnership and promoted the ongoing developing of effective safeguarding arrangements within the borough and a shared strategic vision.

Some of the challenges the LSCB faced during 2011/12 were:

- Resource – the LSCB remains concerned about the impact on reductions in resource due to public service budget reductions on the ability of the workforce to identify safeguarding concerns early and their opportunity to intervene effectively. In turn, monitoring the increased demand for child protection services, in the context of finite resources, remains an ongoing challenge for statutory services and the LSCB.
- Statutory guidance – in light of Eileen Munro's recommendations about changing the national approach to safeguarding children; changes to performance management and inspection frameworks; and in light of the early proposals for the revisions to the LSCB's statutory guidance (Working Together to Safeguard Children), the LSCB is continually striving to keep abreast of national changes; whilst also maintaining momentum around, and ensuring adequate oversight of, local need. The LSCB intends to provide specific comment on this impact of these changes in the 2012-13 Annual Report.
- Understanding the impact of national changes to the welfare and benefits systems on outcomes for children, with particular reference to child poverty and housing conditions. The LSCB continues to monitor these areas closely.

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- There has been significant change to the organisation and management of health economy services, some of which is in response to the Health and Social Care Act. Particular significant changes have included:
 - ◆ The expansion of Berkshire Healthcare foundation trust to include community health services (previously provided by BECHs);
 - ◆ The changes to PCT role and functions, in the context of the development of a pan-Berkshire function for the PCT and one Berkshire Designated Nurse for Child Protection, the development of Clinical Commissioning Groups (CCGs) and shadow Health & Well-Being Boards.

In the context of the LSCB's 'ensuring effectiveness' function, the LSCB has made a range of strategic challenges to local and national partners, including:

- ❖ Working with partners to identify the impact of local issues on children and young people as they arise e.g. the use of Mephedrone and other illegal substances, the impact of national changes to the benefits system on homelessness and temporary accommodation for children.
- ❖ Raising concerns about, and seeking a resolution to, difficulties associated with the transfer of domestic abuse risk assessment information (i.e. DASH forms) to Children's Social Care following the development of Thames Valley Police referral hubs;
- ❖ Seeking consistent representation from Berkshire Primary Care Trust on the LSCB to enable the partnership to fulfil its statutory functions;
- ❖ Requesting more detailed information from MAPPA about the analysis of the potential risks posed by offenders to children and young people in the borough and the arrangements to address the risk.
- ❖ Recommending that the Child Death Overview Panel (CDOP) introduce a systematic method to review the implementation of learning or recommendations from child death analysis, and to ensure that the any learning associated with modifiable factors from child deaths is routinely reviewed;
- ❖ Informing the review of the effectiveness of safeguarding activity within specific sectors including the voluntary, community and faith sector; leisure and sports sector and early years sector;
- ❖ Seeking national changes to the Early Years Foundation Stage regulations, in response to the learning from the Serious Case Review.

8. FEEDBACK AND CHALLENGE TO THE HEALTH AND WELLBEING BOARD AND THE CHILDREN AND YOUNG PEOPLE'S PARTNERSHIP BOARD.

In summary the LSCB recommends the following actions to the Health & Well-Being Board and the Children and Young Peoples' Partnership:

Recommendations to the Health & Well-Being Board
1) To ensure that Clinical Commissioning Groups and other commissioned health providers adhere to Bracknell Forest LSCB's minimum safeguarding standards and have completed a satisfactory Section 11 self-assessment.

2) To ensure that the local Clinical Commissioning Group has oversight of the recommendations from the Serious Case Review relating to General Practice and Health providers and ensures that the learning from the review informs the performance monitoring and quality assurance systems for CCGs and General Practice.

3) To ensure that the Health & Well-Being Board and the local Clinical Commissioning Group has oversight of the recommendations from the 4 Case Review relating to General Practice, Health Visiting and Midwifery and ensures that the learning from the review informs the performance monitoring and quality assurance systems for CCGs.

4) That the Health & Well-Being Board considers the advice provided by community health professionals on co-sleeping or bed-sharing and promotes safe sleeping arrangements for infants and small children.

5) That the Health & Well-Being Board consider the potential application of the Exemplar Safeguarding Audit Tool to audit the child protection practice of health economy providers.

Recommendations to the CYP Partnership

1) To ensure that organisations commissioned by statutory partner agencies to provide services to children, young people or families adhere to Bracknell Forest LSCB's minimum safeguarding standards and have completed a satisfactory Section 11 self-assessment.

2) To ensure that the learning from the Serious Case Review informs the strategic priorities of the CYP Plan; and directly informs the development of the Early Intervention Hub and the continued development of 'Shared Processes' i.e. Common Assessment Framework (CAF) particularly.

3) To ensure that the learning from the 4 Case Review informs the strategic priorities of the CYP Plan; and directly informs the development of the Early Intervention Hub particularly.

4) That the CYP Partnership reviews the progress it has made with implementing the learning from QSCR analysis and considers how the findings could inform the development of the Early Intervention Hub.

Bracknell Forest LSCB will present this Annual Report to a range of strategic partnerships that have an interest in the effectiveness of arrangements to safeguard children within the borough. The LSCB will have a specific dialogue with the Health & Well-Being Board and CYP Partnership about the learning arising from the report; the LSCB will receive a report from both of these partnerships, summarising their response to the recommendations.

Annex 1

Children and Young People’s Partnership response to Bracknell Forest LSCB’s 2010-11 Annual Report Recommendations

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Areas for consideration	Action Requested	Progress To Date
Section 11 development areas	To ensure that organisations that are commissioned to provide services to children, young people or families in the borough, have completed a satisfactory Section 11 self-assessment.	It has been agreed that any services that are commissioned will be required to demonstrate that they are compliant with the requirements of Section 11. There is a standard form of wording that has been agreed to include in any contracts / SLA’s that are agreed.
Shared Processes & Children’s Workforce Strategy	<p>The Shared Processes and Children’s Workforce Strategy subgroups are asked to note the development areas relating to:</p> <p>Information Sharing and Safer Workforce practice and ensure that appropriate support/resources are made available locally to the children’s workforce.</p>	<p>The Shared Processes Group has been subject to review by Overview and Scrutiny and by internal review. Within the workplan for the coming year there will be a revision to the Information Sharing Policy.</p> <p>Information sharing is covered in the CAF training programme, and an Information sharing cue Card is available as part of the Safeguarding Toolkit.</p> <p>The Safer Workforce training is under review to ensure the content remains fit for purpose. This includes some revisions to the LADO information.</p>
Child Death Overview Panel and IMR learning	<p>That the learning from the Child Death Overview Panel’s analysis is noted and is used to specifically inform Public Health priorities.</p> <p>That the learning from the IMRs is noted by the partnership and informs the CYP Partnership’s strategic priorities.</p>	<p>The issues from child deaths and IMR learning will be fed into the developing Health and Wellbeing Strategy in the coming year.</p> <p>Safeguarding remains one of the four outcome priorities in the Children and Young People’s Joint Strategic Plan and relevant actions are cascaded to the appropriate working groups to develop and deliver.</p>

<p>Ensuring Effectiveness (Quality Standards)</p>	<p>That the CYP Partnership notes the common safeguarding priorities and specifically ensures that:</p> <ul style="list-style-type: none"> • Sufficient child protection training is available to the workforce. • Promote the involvement of children, young people, parents and carers in service design and delivery. • Ensure that quality assurance in the partnership prioritise safeguarding. <p>That the CYP Partnership notes the risks associated with the impact of reductions in service on the capacity of staff and volunteers to identify child protection concerns early and intervene to protect/safeguard children.</p> <p>That the CYP Partnership’s preparation for inspection gives specific attention to the review of partnership safeguarding responsibilities.</p>	<p>The Workforce Strategy Group maintains an overview of the training provided to the workforce.</p> <p>Promoting involvement is a key area of activity across all areas of work, and will form a key strand of the developing monitoring and evaluation framework. All statutory mechanisms for involvement remain in place and under review for effectiveness.</p> <p>We are currently progressing a bid to seek additional resources for strengthening quality assurance functions, in particular those within Children’s Social Care, and across the Department.</p> <p>The CYP Partnership notes the concerns regarding reduced resources, and will keep the impact of this under review.</p> <p>The Inspection has now taken place and the CYP Partnership was well prepared and was able to demonstrate alongside the LSCB its commitment and adherence to safeguarding responsibilities.</p> <p>Work will now take place to consider the implications of the new Inspection Framework</p>
<p>Performance Management</p>	<p>That the CYP Partnership notes that the LSCB is specifically monitoring the following safeguarding related performance indicators:</p> <ul style="list-style-type: none"> - Number of Sexual Offences against under 18s - Number of under-18 deaths - Number of enquiries to Children’s Social Care - Number of children with child protection plans - Number of re-referrals to Children’s Social Care. 	<p>The CYP Partnership notes these indicators being monitored. It will track carefully the requirements of the newly revised indicators for Safeguarding expected later this year and will work with the LSCB to consider the best way in which to collect and monitor both national and local indicators.</p>

Annex 2 – Learning from the ‘4 Case Review’

This is a summary of the learning from the ‘4 Case Review’:

<ul style="list-style-type: none">• To continue to promote the ‘immobile children bruising protocol,’ and also to promote the ‘safe handling’ of babies (e.g. NSPCC All Babies Count campaign)
<ul style="list-style-type: none">• For Community Health (i.e. Health Visiting and General Practice) and Acute Health (i.e. Midwifery) recording systems to be further developed to capture ‘other significant adults’ to children and to promote analysis of their capacity to parent or care for a child.
<ul style="list-style-type: none">• To provide further information and training to GPs on recording the appearance of injuries/bruising to children, recording parental explanation and a child’s presentation.
<ul style="list-style-type: none">• To share best practice for children and young people Hospital Discharge policies across Berkshire and ensure the key features are captured in the Berkshire Child Protection Procedures.
<ul style="list-style-type: none">• For Children’s Social Care to review their thresholds for conducting Initial Assessments when repeat incidents of domestic abuse arise.
<ul style="list-style-type: none">• That the LSCB strategically monitors and evaluates the needs of children under 5 years of age and analyses the journey of children under 5 with additional needs through universal to specialist services.

Annex 3 – Progress with the LSCB recommendations from Overview & Scrutiny

Recommendation	Progress
<p>'The Council's website should give clearer links to the role and activities of the LSCB and Children's Trust.'</p>	<p>The links to the LSCB website have been strengthened in the redesign of the Council's website, within the limitations of national compliance requirements.</p>
<p>'The LSCB should be asked to include 'real life' examples of good practice in their Safeguarding Toolkit.' 'The Council should continue to actively promote the Toolkit and support the voluntary sector in their take-up of it.'</p>	<p>Examples of good practice have been collated by the LSCB and once the Phase 3 analysis is complete, will be shared. LSCB support of individual voluntary, community and faith sector providers has increased significantly in 2011/12.</p>
<p>'The LSCB Safeguarding Cue Cards are an excellent idea and should remain freely available to all, and promoted at every opportunity.'</p>	<p>The LSCB has continued to make the safeguarding cuecards freely available to the workforce.</p>
<p>'The structure of the Children's Trust also the LSCB should be reviewed, in particular to determine whether it might be better to have the wider groups meeting less frequently with a smaller subset of each group operating in an executive capacity and meeting more frequently, with full accountability to the wider group.'</p>	<p>The LSCB structure was reviewed alongside the Children's Partnership (previously Children's Trust); sub-groups have been amended in response to this and two sub-groups are now shared between the CYP Partnership and LSCB i.e. Shared Processes and Workforce Strategy.</p>
<p>'The Panel should continue to receive and review the annual report of the Local Safeguarding Children Board, and in future this should include a discussion on the report with the Chair of the LSCB, in the Panel's public meeting.'</p>	<p>This has been built into the forward planner of the LSCB.</p>

Annex 4 – April 2011 to March 2012 LSCB Dataset - Exception Report

Children’s Social Care⁶

There has been a year-on-year decrease in the rate of **contacts** to Children’s Social Care with 2135.3 rate by the end of March 12 compared to 2144.5 the previous year (decrease of 25 contacts).

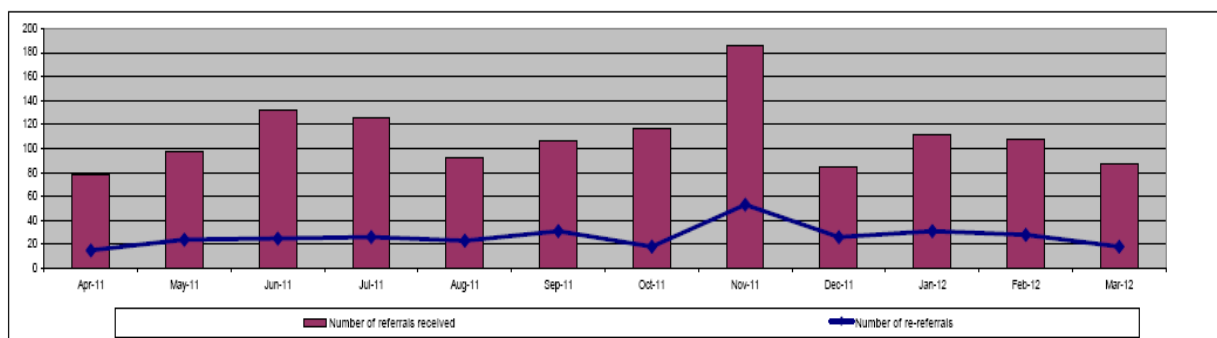
The number of children who became subject to a **Child Protection Plan for a second or subsequent time** increased from 9.2% in 2010/11 to 12.6% in 2011/12 (12 out of 95 children). Nationally in 2010-11 the percentage of children who were re-registered was 13.3%.

In 2011/12 there were four (4.4%) children that were subject to a **Child Protection Plan for two years or more**. This is a slight decrease from the previous year (5.6%), and nationally in 2010/11, 6% of children who had CPPs that were over two years were de-registered. At the end of March 2012, there were three children in Bracknell Forest that have been subject to a CPP for 2+ years all of whom are now in proceedings.

Across 2011/12 nearly three quarters (73%) of **referrals led to an initial assessment** compared to 71% in the previous year and 66% in the year prior (2009/10). Nationally in 2010/11, the number of initial assessments completed in the year as a percentage of all referrals in the year was 71.5%, up from 65.5% in 2009/10.

Nearly a quarter (24%) of Children’s Social Care referrals were **re-referred within a year** (2011/12). This equates to 300 re-referrals out of 1325 referrals and is a slightly higher percentage than the previous year (23%). Nationally in 2010/11, 26% of referrals were within 12 months of a previous referral. Children’s Social Care Service Managers are currently undertaking an audit of re-referrals and recommendations will be made, as appropriate, following analysis.

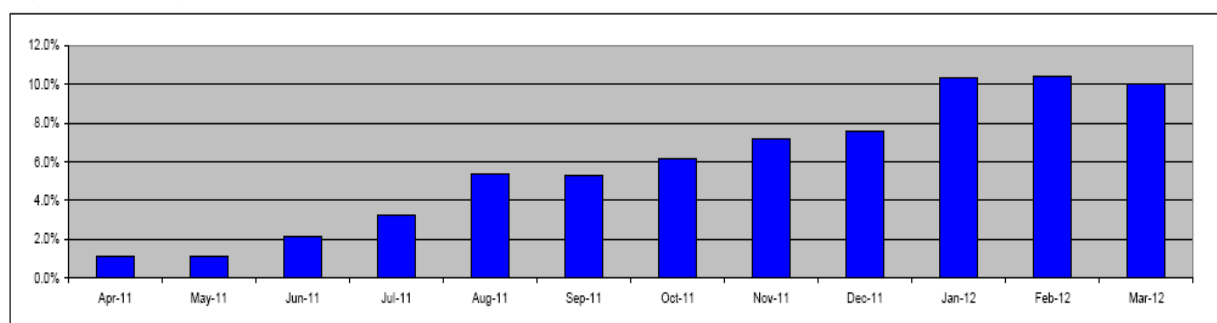
Fig 1: Referrals and re-referrals to Children’s Social Care



⁶ The figures for 2011-12 are provisional. Figures used in this report for 2010-11 have been validated and may have changed from the data reported in the 2010-11 dataset and exception report.

The percentage of children looked after (LAC) who had three or more placements in 2011/12 has increased to 10% (10 children) compared to the previous year (8% - 7 children). Nine out of the ten LAC who had three or more placements were adolescents. Some changes were unavoidable, due to illness or changes in circumstances of the carer; four young people have complex needs and have proved difficult to settle and others were moving through transitional stages and making their own decisions to move on. The majority of these young people are now in settled placements.

Fig 2: Stability of placements of looked after children: number of placements in 2011/12



Allegations against the children’s workforce

There were 47 **allegations** against the children's workforce in 2011/12 (compared to 37 the previous year) and one of those led to disciplinary action. There were none that led to criminal conviction but several police investigations were awaiting outcomes.

The process for managing allegations changed in September 2011 when the new LADO came into post. This records both consultations and allegations which proceed to a strategy discussion. The figures show an increase on the previous year which may indicate that awareness is being raised about managing allegations. A new audit form has been trialled since January 2012 to collect more detailed information about criminal or disciplinary action at each stage of the process and the final outcome of each allegation. This will be included in the LADO annual report.

Exclusions

The rate of permanent exclusions has increased in 2011/12 (0.17%⁷ compared to 0.14% the previous year).

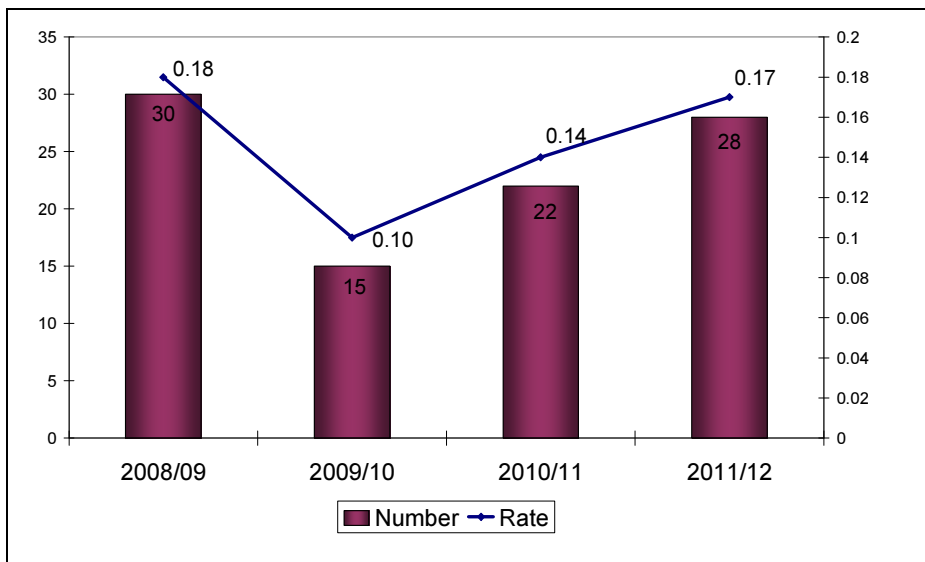
The Local Authority, in collaboration with headteachers, has set up a pilot project as an earlier preventative strategy to support vulnerable children and young people and reduce exclusion. The Fair Access process has also been developed to further support this.

⁷ This data is not validated.

Safeguarding children together

The Local Authority arranges education for all permanently excluded pupils and is working with schools to explore how best to meet the needs of pupils at risk of exclusion.

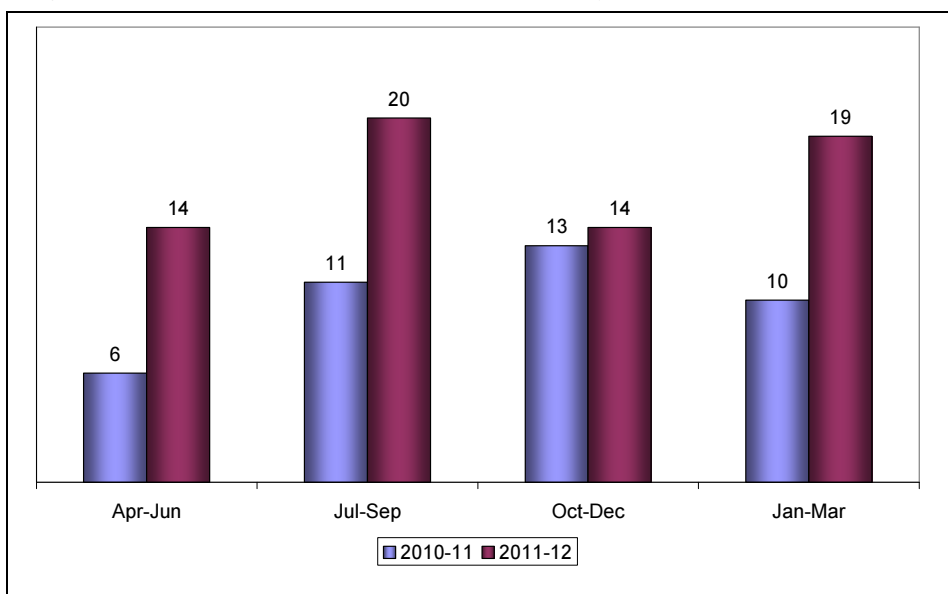
Fig 3: Permanent exclusions in Bracknell Forest 2008/09 to 2011/12



Youth Offending

The number of first time entrants (FTE) to the Youth Justice system increased from 40 to 67 (68%) between 2010/11 and 2011/12. Since April 2011 following a Thames Valley Police restructure, the decision making process for FTE changed and no longer involves YOS. Since then the number of FTE to the Youth Justice System has been steadily increasing.

Fig 4: Number of FTE to the Youth Justice System in Bracknell Forest 2010-11 and 2011-12

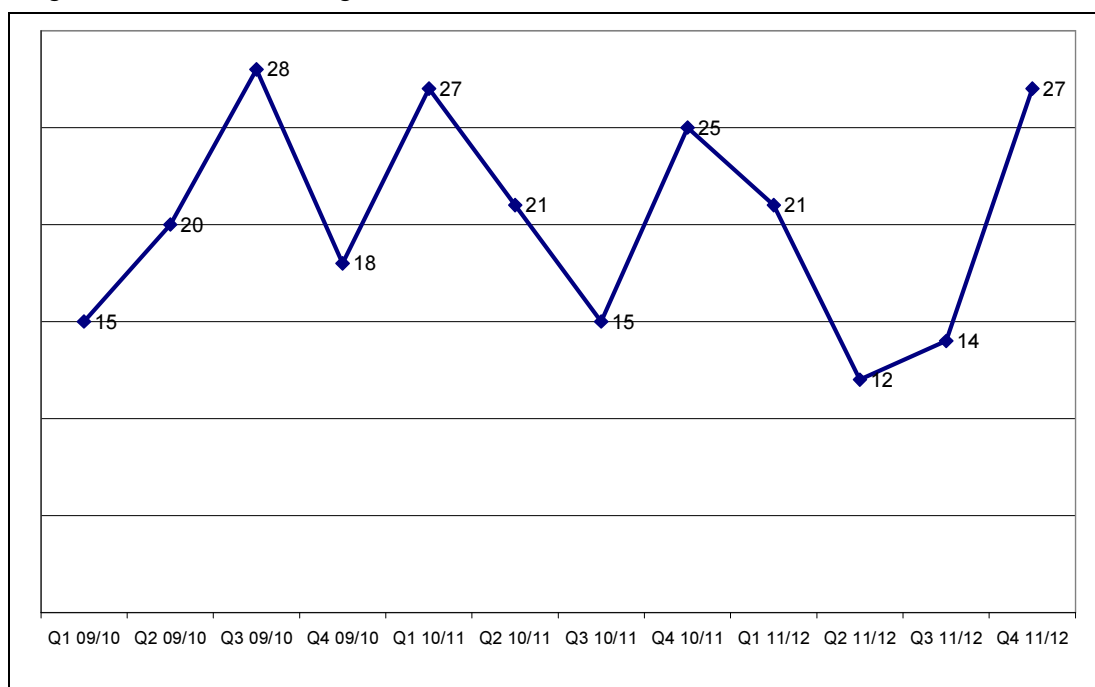


Sexual Offences

There has been a 16% reduction in the number of sexual offences (against those aged 17 and under) in 2011/12 compared to the previous year. However, quarter 4 has seen a marked increase from the previous two quarters.

An analysis by age shows that the proportion of younger victims has increased. In 2011/12 over a quarter (27%; n26) of victims were aged between 6 and 11 years old compared to 17% (n24) the previous year. There were also nearly double the amount of male victims with 20% (16) in 2011-12 and 10% (9) in 2010/11; the majority of this increase being 12 year olds (4 compared to 0).

Fig 5: Sexual offences against u18s in Bracknell Forest between 2009-10 and 2011-12



Drug and Alcohol Misuse

The number of young people choosing to take Mephedrone continues to be a concern. Between Oct to Jan 2012 there were 15 young people referred for treatment for this drug compared to 7 between Apr and Sep. Nearly a quarter (23%) were aged 14 or 15 years (and the remainder 16 or 17 years old). Mephedrone interventions are proving demanding and relapses are high. The cases are complex and there are increasing problems around mental and physical health and family relationships.

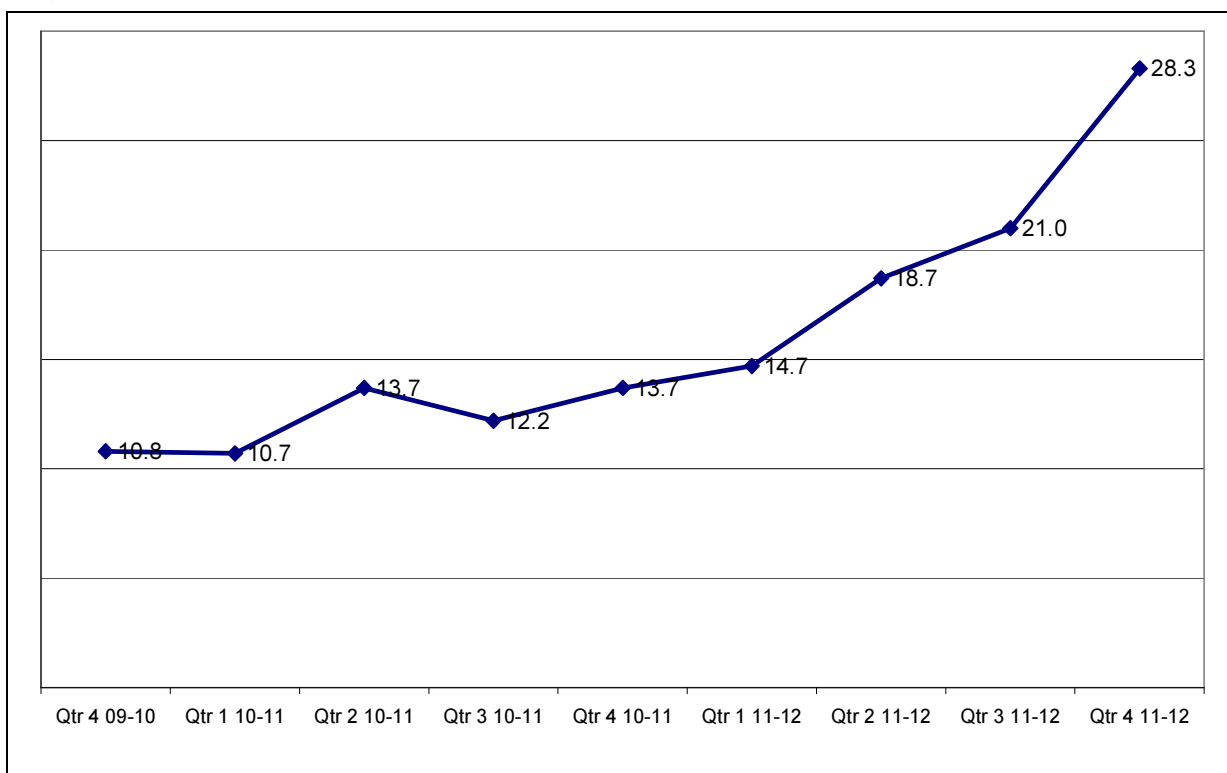
Emotional Health Needs

The number of under-18 admissions to hospital for emotional health needs has increased from 3 to 7 between 2010/11 and 2011/12.

Homelessness

The number of statutory homeless children and young people continues to rise in Bracknell Forest. In Quarter 4 of 2011/12 there were 77 homeless children compared to 37 for the same quarter in the previous year. As previously reported, there has been an increase in homeless applications overall as a result of the economic climate and loss of tenancies as the main homeless reason.

Fig 6: Rate of statutory homeless children in Bracknell Forest from 2010 - 2012



**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
16 JANUARY 2013**

**INDEPENDENT REVIEWING OFFICER SERVICE: ANNUAL REPORT 2011/12
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 This report presents the 2011/12 Annual Report of the Independent Reviewing Officer Service which performs a key role in assuring the quality of the local authority's care planning for children who are looked after. The Annual Report was received by the Executive Member for Children, Young People and Learning on 11 December 2012 and the associated report is attached.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel consider the 2011/12 Annual Report of the Independent Reviewing Officer Service.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To enable the Panel to consider the 2011/12 Annual Report of the Independent Reviewing Officer Service.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

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TO: EXECUTIVE MEMBER CHILDREN, YOUNG PEOPLE AND LEARNING
11 December 2012

INDEPENDENT REVIEWING OFFICER SERVICE: ANNUAL REPORT 2011/12
Director Children, Young People and Learning

1 PURPOSE OF DECISION

- 1.1 The purpose of this report is to present the seventh Annual Report of the Independent Reviewing Officer Service to the Executive Member for Children and Young People.

2 RECOMMENDATION

- 2.1 **That the report set out in Annex 1 is received by the Executive Member, Children and Young People.**

3 REASONS FOR RECOMMENDATIONS

- 3.1. **The IRO Service performs a key role in assuring the quality of the local authority's care planning for children who are looked after. The annual report supports the continuing development and review of the local strategy for children's services.**
- 3.2. **Guidance issued by the Department for Education [DFE] expects that an annual report should be provided to the Lead Member with Executive responsibility for Children's Services and for Corporate Parenting, with the aim of identifying good practice, and highlighting areas for further development / improvement. The Guidance does not specify either structure or content but states that the purpose of the report is to inform the development of local strategies for meeting the needs of children who are looked after by the Local Authority.**
- 3.3 **New guidance on care planning, placement and review of children who are looked after came into force on 1 April 2011, supported by a suite of documents; the new IRO Handbook was one of those documents.**

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None considered as production of such a report is recommended in DfE Guidance.

5 SUPPORTING INFORMATION

- 5.1 The attached report is an Interim 7 month report. It sets out the work of the IRO Service over the period 1 September 2011 – 31 March 2012. The report highlights good practice and identifies areas of potential concern and the measures that have been taken to address these. This is an interim report in order to bring the IRO Annual Report in line with annual reporting timescales.
- 5.2 It is important to note that the reports have demonstrated a consistency of approach by the IRO service over a number of years, and the excellent professionalism of the IRO service has been important to the successful delivery of the role.

- 5.3 Legislation is supported by detailed guidance, which has been taken into account in making arrangements in Bracknell Forest.

The Children and Young Persons Act 2008 reinforces and strengthens the role of the IRO enabling more effective independent oversight and scrutiny of the child's case to ensure that the child is able to meaningfully participate in planning for their own care and that the care plan that the local authority prepares for them is based on a thorough assessment of the individual child's needs.

- 5.4 The report identifies a number of areas of good practice, and highlights areas for development within the service for looked after children. A few of these to note are:

- In March 2012 of the 170 reviews carried out 100% were within timescales. This is the second year 100% has been achieved.
- The IRO notes effective communication systems in place for Children's Social Care when notifying the IRO of any potential changes or when a child is accommodated.
- Child participation in reviews has risen to 100%; an increase from 97.1% participating in March 2011.
- The IRO notes a significant amount of work undertaken by the Child Participation Development Officer which supports the effective participation of children and young people looked after.
- There is a commitment to continue to improve the range of methods and opportunities that young people have to contribute to their reviews.
- Placement stability has increased from 60% to 76.2% which the IRO team note is very positive for LAC in Bracknell.
- LAC are well supported by the Looked After Children's Education Service (LACES) and Personal Education Plans are in place for all school age children.
- The majority of health assessments are being carried out within timescales and LAC's health needs are being monitored.
- There has been a 15% increase in the total number of LAC and also in the number of LAC being subject to Court Orders and who are being placed for permanence. Permanency Planning meetings are important mechanisms for setting out the permanency options for LAC and they have been happening consistently during this period.
- Some areas for improvement have been noted at the end of the report, including a goal to increase the participation of birth parents.
- A key role for the IRO service is to provide challenge about the quality and timeliness of care arrangements for LAC. The report notes examples of this and indicates that issues raised have been resolved at an early stage.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The Guidance is issued under Section 7 of the Local Authority Social Services Act 1970 which requires local authorities in their social services functions to act under the general guidance of the Secretary of State. As such the Guidance does not have statutory force but the authority should comply with it unless local circumstances indicate exceptional reasons which justify a variation.

Borough Treasurer

- 6.2. The Borough Treasurer is satisfied that there are no significant financial implications arising from this report.

Equalities Impact Assessment

- 6.3 The IRO Service has been the subject of a full Equalities Impact Assessment and as this report proposes no change of policy a further EIA is not required at this stage.

Strategic Risk Management Issues

- 6.4 No issues arise from this report.

7 CONSULTATION

Principal Groups to be consulted

None

Method of Consultation

Not applicable

Representations Received

Not applicable

Background Papers

Revised policy and procedure for the statutory review of children looked after: Bracknell Forest Borough Council 21 March 2006 (revised January 2011)
The Children Act 1989 Guidance and Regulations 2010
Volume 2: Care Planning, Placement and Case Review

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Independent Reviewing Officer Service

Interim Report

September 2011 – March 2012.

Carol Lamkin and Rachel Dawson Independent Reviewing Officers
Sandra Davies, Head of Performance Management and Governance
October 2012

EXECUTIVE SUMMARY

This interim report provides an overview of the work of the Independent Reviewing Officer Service [IRO] over the period of September 2011 to March 2012.

Section two of the report lays out the legal framework for the role of the IRO, and identifies the number of children who are looked after, this number can fluctuate from month to month and the figure given in the section of the report relates to those children looked after in March 2012. Information in this section identifies the purpose of the statutory review, and the required frequency at which reviews must take place.

Section three provides an overview of the work of the IRO and includes:

- The number and timeliness of reviews. This is monitored in relation to performance against statutory timescales and performance in this area is good.
- Young people chairing their own reviews. This is actively encouraged by the IRO service and it has been disappointing that during this review period the young people did not choose to take part in this. Future work with colleagues in Children Social Care and the Children's Participation Officer is planned to make every effort to support young people to gain the confidence to take on this role.
- Reporting to managers in Children's Social Care is inherent in the role to ensure effective communication, and provide opportunities to feed back on key performance, practice and development issues. A number of key areas are discussed during this reporting such as Permanence Plans, Pathway Planning, Consultation Papers, Parental Involvement in reviews and the involvement of key agencies in the review process.
- Short Break Care reviews relate to children with learning difficulties / disabilities who receive care away from home overnight. New guidance on Short breaks led to an internal review of those children who met the criteria as looked after, and a number of children at this time did not meet the criteria, and therefore no longer looked after.

Section four provides a focus on practice. It is a key function of the IRO to raise issues where practice can be improved upon. The IRO notes in the report the strong commitment to improve outcomes for children and young people across the Council. The report highlights good practice including comments made by children and young people about their Social Workers and their Foster Carers. When issues do arise a clear process is in place for the IRO to formally raise and escalate issues as required.

Section five looks at some of the key challenges in carrying out the role of IRO, these include:

- Independence and collaboration, noting that the IRO needs to maintain a collaborative relationship with Social Work staff and management, whilst retaining the responsibility of challenging poor practice in the review of cases where this is necessary.
- Workload and timing of reviews, noting that over the period of this report the workload has increased. Within the IRO role many elements must be planned effectively to ensure a smooth review which includes preparation, consultation with the child, and other key people prior to a review, travel where a child / young

person is placed outside the Borough and undertaking additional reviews where circumstances warrant this, such as a placement move or change to a care plan.

- Providing induction and training to Social Workers ensuring that new workers are familiar with and understand the looked after child review process.

Section six highlights areas for future development which the IRO Service believes will benefit the further development and success of the looked after review process.

Independent Reviewing Officer Service Interim Report September 2011 – March 2012.

1 INTRODUCTION

- 1.1 This is an interim report on the work of the independent Reviewing Officer (IRO) Service in Bracknell Forest. The IRO plays a key role in assuring the quality of the case planning for those children and young people who are looked after by the local authority. Throughout the period of this report the IRO Service has highlighted examples of good practice and identified areas of concern and areas for further development. The purpose of this report is to provide a context for this work and to summarize the issues that have arisen and the way in which issues have been resolved.

This report covers the period from 1st September 2011 to 31st March 2012. The reason for producing an Interim report is to enable future annual reports to run in line with annual reporting schedules and national data collection timeframes. Therefore the next report will cover the period from 1st April 2012 to 31st March 2013.

2 CONTEXT AND LEGISLATION

- 2.1 The arrangements for the statutory reviews of looked after children were amended and updated by Section 118 of the Adoption and Children Act 2002, which introduced the new statutory role of the Independent Reviewing Officer. The requirement for such a post came into force in September 2004.

This legislation required local authorities to appoint an Independent Reviewing Officer with the remit of:

Assuring the quality of the case planning for children and young people who are looked after by the local authority.
Throughout the period of this report the IRO Service has highlighted examples of good practice and identified areas of concern and areas for further development. The purpose of this report is to provide a context for this work and to summarize the issues that have arisen and the way in which issues have been resolved.

Context

- 2.2 The arrangements for the statutory reviews of looked after children were amended and updated by Section 118 of the Adoption and Children Act 2002, which introduced the new statutory role of the Independent Reviewing Officer. The requirement for such a post came into force in September 2004.

The legislation required local authorities to appoint an Independent Reviewing Officer with the remit of:

- Chairing the authority's looked after children reviews.
- Monitoring the authority's review of the care plan.

- Where necessary, referring cases to the Children and Families Court Advisory and Support Service (CAFCASS) to take legal action as a last resort if the failure to implement the care plan might be considered to breach the child's human rights.

In addition, there is an expectation that this service will 'quality assure' the care planning for looked after children

Legislation is supported by detailed guidance which has been taken into account in managing the IRO arrangements in Bracknell Forest.

- 2.3 The Children and Young Persons Act 2008, reinforces and strengthens the role of the IRO enabling more effective independent oversight of the child's case and the local authority care plan and whether there has been a thorough assessment of the individual child's needs.
- 2.4 The IRO Handbook became effective from 1st April 2011. This guidance replaces the 2004 guidance and should be read in conjunction with the Care Planning, Placement and Case Review (England) Regulations 2010.

The intention is that the changes will enable the IRO to effectively monitor the child's case and ensure that the child's interests are protected throughout the care planning process.

Together, the amended 1989 Act and the IRO handbook specify:

- It is the duty of the local authority to appoint an IRO;
- the circumstances in which the local authority must consult with the IRO;
- the functions of the IRO both in relation to the reviewing and monitoring of each case; and
- the actions the IRO must take if the local authority is failing to comply with regulations, or in breach of its duties to the child in any material way, including making a referral to CAFCASS.

Which Children?

- 2.5 All looked after children including children who are in an adoptive placement, prior to an Adoption Order are covered by these regulations. This applies to all children who are subject of a care order made by the Court (under section 31, The Children Act 1989), or who are voluntarily accommodated for a period of more than 24 hours (Section 20, The Children Act 1989), including those described in this report as in Short Break Care, or who are placed for adoption under the Adoption and Children Act 2002. It also covers those who are compulsorily looked after such as those on remand by the court to local authority accommodation.

The table below identifies the number of Looked After Children and Young People in Bracknell Forest and their legal status.

	March 2012	March 2011
Section 31 of the Children Act 1989	47	34
Section 20 of the Children Act 1989	44 + 1(short break)	48
Placement Order: Adoption and Children Act 2002	8	5
On remand	1	0
Total	100	87

- 2.6 The table above shows that there has been an increase in the number of children who are looked after by the local authority, with 87 in March 2011 and 100 in March 2012. A significant increase in the number of Care Orders under Section 31 of the Children Act 1989 is also noted as it has risen from 34 in 2011 to 47 in 2012. There has been an increase in the number of children placed for adoption which is a positive increase.

The IRO service in Bracknell Forest

- 2.7 Responsibility for the service rests with the Director of Children, Young People and Learning. In order to provide independence from the line management of cases and the allocation of resources within Children's Social Care, the IRO function sits with the Chief Officer Strategy, Resources and Early Intervention. .

The IRO Service is located the Conference, Review and Quality Assurance Team, which includes the Independent Chair Child Protection role, Policy and Research, Quality Assurance and Child Participation. This enables the team as a whole to remain independent of service delivery and to maintain a focus on quality and improvement.

Statutory Reviews

- 2.8 The purpose of the statutory review is to consider the appropriateness of the care plan and to make decisions to amend the plan if necessary. The review meeting should confirm any actions to implement the care plan and identify who will carry out the tasks and within what timescales. A key function is to prevent 'drift' or delay in the care planning process.
- 2.9 In chairing the review meeting the IRO should ensure that the views of the following people are considered, whether or not they attend the meeting;
- child or young person;
 - birth parents and any other adults with parental responsibility;
 - other significant adults in the child's life, such as extended family members;
 - those caring for the child, such as foster carers; and relevant professionals

If for some reason attendance at the meeting is not possible the IRO will seek views using a range of methods, including additional one to one meetings, phone call, consultation documents.

Frequency of reviews

- 2.10 Under the provisions set out in the IRO Handbook (2011)¹ local authorities are required to review the case of any child who is Looked After or provided with accommodation as follows:
- first review must take place within 20 working days of the date upon which the child begins to be looked after or provided with accommodation;
 - second review must be carried out no later than 3 months after the first review; and
 - subsequent reviews shall be carried out not more than 6 months after the date of the previous review.
- 2.11 The date of the next review should be brought forward;
- if there is a change of placement or other substantial changes to the care plan.
 - if the IRO has specific concerns about a child and directs that the review be brought forward; and
 - any request from the child or parent(s) for a review to be brought forward should be given serious consideration.

3 OVERVIEW OF WORK

Number and timeliness of reviews

- 3.1 A total of 170 Looked After Children (LAC) reviews (excluding Short Break Care reviews) took place in the period covered in this report.
- 3.2 Every effort is made to ensure reviews are carried out within the statutory timescales. In the period between 1st September 2011 to 31st March 2012 170 (100%) reviews have been conducted on time. This is excellent performance.
- 3.3 Local authority performance is closely monitored and in all cases when a review is 'out-of-time', the reasons will be noted.
- 3.4 The statistics reflect the effectiveness of the 'Placement Change' system in place for notifying the IRO when a child is newly accommodated and the conscientiousness of social workers in alerting the IRO in good time to anticipated difficulties with forthcoming review dates.

¹ Regulation 33

Child Participation in reviews

- 3.5 The involvement of children in their own reviews is an essential part of the process. This has been highlighted as a priority in previous reports and continues to be an important theme during this review period. Consultation Papers are sent to parents, carers and the young person prior to a review. The child's consultation paper provides the IRO with a comprehensive picture of the child's feelings about the various aspects of their care and services he/she is receiving and assists the IRO in ensuring the child's voice is heard.
- 3.6 The IRO has an important role in ensuring that the child:
- can make a meaningful contribution to their review;
 - speaks for themselves if they are able and willing to do so; and where this is not possible that their views are conveyed by someone else on their behalf or by an appropriate medium; and
 - has been given the opportunity to make a written contribution to the meeting, particularly if they have chosen not to attend or are unable to attend for some other reason.
- 3.7 The contribution of the child in the review process is strong. At 31st March 2012 this figure was 100%, which is an improvement on the figure in March 2011 of (97.1%)
- 3.8 Work has continued to take place to enable children to participate in their reviews in ways acceptable to them. There are a number of examples of how children and young people have participated in their LAC reviews during this period.
- One child came to his review meeting with his 'feelings' box and choose to share this with the IRO.
 - Others will bring art work or photograph albums to show the IRO special events that have taken place in their lives.
- 3.9. The IRO team has been working with children and young people to take ownership of their review meetings and have encouraged them to make requests regarding the running of the meeting. A number of children and young people have requested refreshments and some have made delicious cakes for everyone to enjoy at the meeting.
- 3.10 Participation by children with disabilities has continued to be promoted. The most appropriate venue and support to encourage their participation is carefully considered. The consultation document created by Larchwood has continued to be successful and there has been some creative personal DVD's presented at the review meeting.

Young people chairing their own reviews

- 3.11 In line with the IRO Handbook Regulations the IRO offers all children the opportunity to discuss the arrangements for their LAC review before the meeting. The IRO will arrange a time to meet with children and young people in an environment they feel comfortable in or have a discussion with them by telephone. This offers a choice as to how much they wish to be involved in the preparation of their review. It is also an opportunity for the IRO to encourage young people to chair and younger children to co-chair their reviews. If a child or young person does not wish to meet with the IRO before the review date the option of speaking to the IRO before the meeting continues to be open to them on the day of the meeting.
- 3.12 In this reporting period despite the opportunity none of the young people chose to chair or co chair their LAC review. The IRO team recognises that for some children and young people it is not appropriate from them to actively chair their meeting, for example children under twelve, children with severe disabilities and for others it can be due to them having a difficult time either with family members or their carers.
- 3.13 The IRO team is actively working towards developing opportunities for young people to chair meetings and continues to work closely with the Social Worker and Child Participation Development Officer.

The Child Participation Development Officer (CPDO)

- 3.14 The Department employs an officer with responsibility for encouraging the participation of children and young people in a range of activities. A positive development has been that the CPDO now sits within the same team as the IRO service, creating increased opportunities to work together. The Child Participation Development Officer seeks to:
- encourage professionals to do all in their power to enable young people to have their say in decisions which affect them;
 - inform and enable young people to know their rights and to have their say in meetings which concern them;
 - ensure there are appropriate processes in place to enable a young person to participate in their reviews; and
 - promote advocacy to young people. The IRO team is currently working along side the CPDO to ensure children and young people who are looked after in Bracknell Forest understand the role of an advocate and have access to an independent advocacy service.
- 3.15 If a child has not attended their review this will be followed up by the allocated Social Worker. The CPDO will be informed if there are any specific barriers to participation so these can be addressed.
- 3.16 The consultation documents have been reviewed. The CPDO spent a great deal of time seeking the views of staff, carers, young people and the IRO

Service. The CPDO has continued to explore options of making the consultation document available to young people electronically. This has provided some challenges as there is a need to consider e-safety issues. Work continues to look at this option.

Liaison with Children's Social Care

- 3.17 It is important to have effective liaison to ensure good communication and information exchange with colleagues and managers in Children's Social Care. A member of the IRO Service meets with the Head of Service for Looked After Children every month, and IRO's will meet regularly with social workers to discuss issues regarding individual children. A regular report on IRO activity and key issues is prepared and discussed quarterly with the Children's Social Care Management Team (CSCMT). This ensures good management oversight and ongoing awareness of the effectiveness of the IRO service.

Overarching Permanence Plans

- 3.18 Care planning regulations state that a plan for permanence must be produced and agreed for all looked after children at their four month statutory review with milestones that can be monitored and agreed at that review. It is therefore important for social workers to come to the four month review prepared to discuss the range of permanency options for the child so that the Permanency Plan can be agreed. During this review period there were 35 reviews where this was applicable. In all cases (100 %) an overarching plan was presented. This is excellent performance.

Pathway Plans

- 3.19 A Looked After Child Pathway Plan should be started when the young person is aged 15½ and completed by their sixteenth birthday. Of the young people who fall into this category, 91% had a plan in place at the required time. This is a 6% increase from the previous year. The department has recognized the need to develop the pathway planning process to ensure the plan is in place by the young person's 16th birthday.
- 3.20 In instances where young people become looked after post 16, a Pathway Plan is completed as soon as possible.
- 3.21 There is good joint working between the Over 11s and the After Care Teams with a member of the latter team attending reviews once a looked after child reaches the age of 15 ½ . The teams have also introduced a system where they meet regularly to discuss individual cases and arrange joint visits to young people making the transition to adulthood.
- 3.22 This enables them to get to know the child and vice versa and to assist with the child's smooth transition to the After Care service at the appropriate time. In line with the regulations set out in the IRO Handbook, CSC and the IRO Team continue to work together to support a smooth transition from childhood to adulthood for the young person.

Health Professional Involvement in LAC reviews

- 3.23 The health of LAC children is of paramount importance and therefore when applicable health professionals, health visitors, school nurses, and CAMHS are invited to the individual child's LAC review.
- 3.24 All LAC children have a health assessment, which should be completed within 20 days of a child becoming looked after. If aged under 5 the child will have a 6 monthly health assessment, if 5 or over the child will then have an annual health assessment whilst they remain a looked after child. This will be monitored by the IRO at each review.
- 3.25 On 31st March 2012 100 children were looked after. Of this group, 88 children (92.6%) had completed LAC health assessments. 4 children (4.2%) were overdue and 3 (3.2%) young people had refused to attend their LAC health assessments. A further 5 children had only just come into care on 31.03.12 and had not yet had their LAC health assessment.
- 3.26 In light of the recent OFSTED recommendations the IRO service is developing systems for communication with health colleagues to ensure any delay in a health assessment being completed is picked up quickly and rectified at the review.

Looked After Children Education Services (LACES) Involvement in LAC Reviews

- 3.27 LACES works in partnership with social workers and schools to support children to achieve to the best of their ability. Every child looked after has a Personal Education Plan (PEP) meeting within 20 school days after becoming accommodated by the local authority. The PEP is then reviewed on a six monthly basis and educational progress is monitored at each review.
- 3.28 On 31st March 2012, 62 school aged children had a PEP in place. During this review period 18 children were receiving extra tuition and 3 children were being supported in the classroom by LACES funding Learning Support Assistants (LSA)
- 3.29 When appropriate a member of the LACES team will attend LAC reviews to discuss positive ways to support the child to manage within the mainstream education environment.

Youth Offending Service (YOS) Involvement in LAC Reviews

- 3.30 In order to improve ways in which the Youth Offending Service can contribute more effectively to reviews, the IRO Service has continued to monitor their attendance or report contribution in relevant LAC cases. The IRO Team is satisfied that communication is good between the YOS and Social Workers in respect of looked after children.

Parental Involvement in LAC Reviews

- 3.31 Parental contributions were noted and taken into account at 170 reviews (62%)² over the reporting period.
- 3.2 46% of reviews were attended by a parent and a further 16% participated by the medium of a consultation paper, prior discussion with the Social Worker or a telephone conversation with the IRO.
- 3.33 In a further 3% of reviews parental attendance is not applicable for reasons such as parents being deceased and children being placed in adoptive placements.

Other Issues

- 3.34 In addition to the formal reviews for children looked after further monitoring includes the mid way report which is completed by the social worker and supervising manager mid way through the reviewing period. This is a useful tool to enable the IRO to be up dated on delay and progress of fulfilling the child's individual care plan.
- 3.35 From February this year the IRO Service monitors the timeliness of reports being completed and whether they are shared with the family before the meeting and if a copy is available to everyone at the review meeting. This has been in response to a recommendation made in the Safeguarding and Looked after Children Inspection which took place in November 2011.
- 3.36 Data from 1st February to 31st March 2012 shows 42 out of 54 (77.8%) of review reports were completed and sent to the IRO within the correct timescales. 26 out of 54 (54%) had been shared with the family and 33 out of 54 (61.1%) where copies were brought to the review meeting. The IRO team will continue to monitor this performance.
- 3.37 During this review period the Life Chances Team has come into operation. This development is helpful in co-coordinating services for children.

Short Break Care Reviews

- 3.38 As a consequence of the changes to the Short Break Statutory Guidance in May 2010 there are now fewer children who meet the criteria for Short Break Care.

Involvement with the Berkshire IRO Network

- 3.39 The Berkshire IRO Network has met quarterly and the meetings continue to be hosted in Bracknell Forest. The network aims to raise standards for LAC across Berkshire; to promote consistency of practice and service provision across agencies; and to provide a source of mutual support. This includes:

²This compares with 59% in the period up until the end of August 2010

- professional development;
 - raising practice standards;
 - research and development;
 - group supervision; and
 - the opportunity to feed issues into the SE Regional Network.
- 3.40 The IRO's also attend the South East IRO Network Meetings which provides a wider perspective of the IRO role and up to date information on Government policy, guidance and initiatives. Whilst the national support via GOSE has been discontinued there is a commitment to maintain this network.

4 FOCUS ON PRACTICE

- 4.1 A key function of the IRO is to raise issues where it is felt practice can be improved or developed. The strong communication between the IRO Service and colleagues in Children's Social Care mean that a high proportion of issues are addressed effectively through discussion, and regular feedback on good practice is given to members of staff and their managers.
- 4.2. There is a dispute resolution protocol in place which provides the framework for the IRO Service to raise any issues or concerns, and a strong commitment to ensure that any concerns are dealt with at the earliest possible opportunity. In this reporting period it has not been necessary for any formal practice memos to be submitted.
- 4.3. The IRO Service has recently developed a feedback form which is circulated to social workers and Team Managers as appropriate following a review.

Examples of Issues Challenges Raised

4.4 Care Planning

Issue

A child with a disability has been receiving respite care in a residential unit for a number of years. In line with the care plan the level of respite care was increased to 3 nights of care per week. At this point the child's care status changed to being Looked After under Section 20, The Children Act 1989. (A child having over 75 nights a year or more than 17 nights consecutively is deemed to be fully looked after).

At the six monthly LAC review it was noted that although the child had become fully looked after by the local authority, some of the LAC procedures had not been followed, and the child had not had a PEP or a LAC health assessment. The social worker holding the case considered this child should not have these due to spending part of the week with parents. The IRO recommended that the child should have all the support and services as set out in The Children Act 1989.

Outcome

After some discussion and emails between the Manager and IRO it was agreed the child did meet the criteria to be Looked After under section 20, The Children Act 1989 and that the child should receive the same services and support as all LAC children.

4.5 Issue

A young person had been placed with an Independent Fostering Agency following becoming accommodated. The permanency plan presented at the second review was for the young person to remain in long term foster care and a long term placement was being sought. At the following subsequent LAC review no long term placement had been identified. The young person had become very settled in the Independent Fostering Agency placement, had started year 10 at a new school and had made a number of friends. The young person was asking to stay in the current placement.

The IRO questioned the plan and asked whether there were any potential in house carers available to meet the young person's needs or whether the child could stay in the current placement, The IRO requested clarification about the plan.

Outcome

Discussions between social worker, manager and head of service took place and it was agreed the child should remain in the current placement to complete their education. This shows the commitment of Children Social Care to meet the needs of an individual child and evidences that the young person's wishes were taken into consideration.

Practice Issues**4.6 Issue**

The issue in this case was regarding family contact. It involved two young children and their contact with their mother. Concern was raised at the review meeting that contact had been cancelled twice the previous week due to lack of professionals available to supervise the contact. A discussion took place in the review meeting regarding the impact this had on the children and the difficulties the nursery staff faced in managing the situation.

Outcome

The situation was discussed with the team manager leading to a review of supervised contact and arrangements made to ensure Children Social Care were able to meet the agreed level of contact by ensuring all contacts were appropriately supervised.

Diversity Issues

- 4.7 When compared with Bracknell Forest under 18 year old population (BFC stat share figures) it appears that the number of LAC children from minority ethnic backgrounds is reflective of the general population of the borough. It is essential the IRO Service along with colleagues in Children's Social Care work with all families taking into account their cultural, linguistic and religious beliefs and needs.

Example

- 4.8 In one case the IRO raised concerns regarding the delay in a relative applying to the courts for a Special Guardianship Order for a young asylum seeker. Although an interpreter had been present at the review meeting, one was not present during verbal and written dialogue with the family solicitor. The solicitor closed the case due to no response or communication from the family. When this was discovered at review consent was sought from the family to contact the Solicitor with the agreement of the family it was decided the social worker would be copied into all correspondence from the solicitor and an interpreter would be available to the family on all legal matters relating to the Special Guardianship Order. This ensured that the family was aware of what was happening and they were supported throughout the process with the outcome being that a Special Guardianship Order was made in the young person's favour.

Identifying good practice

- 4.9 In accordance with the quality assurance function of the IRO role, it is important that the IRO Service recognises and reports on good practice by individuals or teams and encourages the authority to continually improve its service for looked after children. The IRO Service carries out this function both formally and informally. The quarterly report to Children's Services Management Team identifies both good practice and areas for development. Informal feedback to social workers takes place regularly as appropriate and in written form when the review meeting minutes are sent to the Social Worker.
- 4.10 The IRO Service has developed a feedback form detailing things that have gone well in reviews, things that have impacted negatively on the child and areas requiring further action or attention, with the aim of providing regular and balanced feedback. If a management response is required and this is not received or considered satisfactory by the IRO a Practice Memo will be sent in order to escalate the challenge.

Positive comments made by children and young people in their consultation documents about their social workers

- 4.11 'I like my social worker, she is good to talk to and she helps me'
'She is cool and sometimes makes me laugh'
'She listens to me and does what she says she is going to do'
'I like her but I don't see her as much as I would like to'
'She is alright, sometimes she annoys me but she does help me and if I ask her to do something for me she does'

Foster care

- 4.12 The IRO monitors stability of placements for children looked after as this can have a direct impact on the outcomes and life chances. There continues to be an increase in the stability of placements for Looked After Children and young people In Bracknell Forest. In September 2011 60% of looked after children

under the age of 16 were in the same placement for 2 years or more. In March 2012 this figure rose to 76.2%.

4.13 The IRO Service also notes an increase in the recruitment of local Foster Carers as this enables more children to remain in their local community where appropriate, which has a very positive impact on them. During the review period there has continued to be a steady growth in children and young people remaining in the local area. In September 2011, 49 looked after children were placed with Bracknell Forest carers. In March 2012 this increased to 55 children.

4.14 Positive comments made by children and young people in their consultation documents about their foster carers

'Everything is fine here, we get on well'

'They love me and want to help me'

'They love me and say they will not give up on me'

'We get on well and I am treated like one of the family, they are funny at times and make me laugh'

4.15 Positive comments made by parents in their consultation documents and in review meetings about foster carers.

'I want to thank my child's foster carers for the good job they are doing supporting my daughter'

'I think the best place for my child is to be with me, but I also want to say I think my child's foster carer is doing a very good job and I am pleased my child is being cared for by them'

'I get on well with my child's foster carers, they keep me informed of what is going on and I am thankful for the support they offer my child'

5 KEY CHALLENGES FOR THE IRO SERVICE

Independence and collaboration

5.1 *'The independence of the Reviewing Officer is essential to enable them to effectively challenge poor practice in the review of cases'*³

5.2 In accordance with the guidance, the IRO is required to have a collaborative relationship with social work staff and management who hold the responsibility for ongoing care planning for the children in the care of the local authority. This relationship is not that of supervisor or someone who could undertake tasks in relation to the care plan or service delivery. This is well understood by staff.

³ Independent Reviewing Officers Guidance, Adoption And Children Act 2002 page 23 *DfES publication*, available at www.dfes.gov.uk/adoption

Workload and timings of reviews

- 5.3 The numbers of children becoming looked after in Bracknell Forest (excluding short break care) has increased over the reporting period. Between March 2011 and September 2012 the looked after numbers went from 87 to 100 children. This is an increase of 15%. In addition to the statutory review process and timescales outlined in this report there are additional pressures and practical challenges caused by the need to bring some reviews forward e.g. in cases of placement breakdown, and when there is a change to the care plan⁴. For some children, therefore, reviews can take place several times in a year.
- 5.4 Preparation, including meeting with the social worker 15 days before the review and offering children and young people an appointment before the review date has put a significant amount of pressure on the IRO's time. Travelling time, chairing the meeting and writing the minutes constitute a considerable number of hours per review. A small number of reviews need to be carried out in two or three parts e.g. where circumstances make it difficult for child and parent(s) or parents to be together in a room. On a practical level, reviews in term time for school age children need to take place after the end of the school day and this causes pressure at times on the IRO team's diary.
- 5.5 The volume of Reviews is constant with the added pressure of some children being placed outside of Bracknell e.g. Gloucestershire, Lancashire, Kent. Completing all reviews on time presents a challenge, which requires efficient time management on the part of the IRO Service and a commitment by social workers to the statutory time requirements.

Induction and Training

- 5.6 The IRO Service seeks to play a part in the induction of all new Social Workers within Children's Social Care and appraise them of the procedures and expectations of the review process. The IRO Service continues to work with colleagues in Children's Social Care on ensuring the review requirements are implemented effectively across the teams. The Service Agreement has been agreed which will clarify the roles and responsibilities of all those practitioners involved in the LAC review process.

6 AREAS FOR FUTURE DEVELOPMENT

The following areas have been identified for development in the next review period.

- For IRO service to further develop and monitor the IRO feedback form.
- For IRO service to ensure practice memos are used to raise issues formally when required or when issues raised in the Feedback Forms are not resolved in a satisfactory or timely way.
- For IRO service to respond to national and local policy and development round key issues; for example Adoption and Long term foster placements

⁴ NI 62 figures for children and young people who have three or more placement moves as at 31st March 2011 was 8%.

- For IRO service to work with CSC and CPDO to engage harder to reach young people in their LAC reviews.
- For IRO service to work with CSC and the CDPO to encourage Children and Young people to chair their own reviews
- IRO service and CDPO to develop a child friendly version of IRO annual report which will be made available for young people in the future.
- Continue to achieve 100% of Looked After Reviews to be held within timescales
- Improve the number of parents participating in their children's LAC review

Improving standards

- To maintain the high rates of participation and to continually improve the quality of child participation in LAC reviews.
- To increase the participation of birth parents in the next period. Firstly, for the IRO service to understand why some birth parents do not participate in LAC reviews and to work with CSC to improve this percentage prior to the next annual report.
- For IRO service to monitor the performance of LAC review reports completed within timescales and reports being shared in advance with parents. CSC to work to improve this performance prior to the next annual report.

7 CONCLUSION

Over the period of this review, the IRO service has continued to respond to the challenges of the implementation of the new regulations set out in the IRO Handbook. The team has been strengthened with additional resources to help to meet these new requirements. There continue to be improvements in the quality of contributions to reviews from all parties, despite the evident pressures on time for some participants. The involvement of young people in their reviews is very good, but there will always be progress to be made in this area. Priorities are clear and will be addressed when possible, together with opportunities for further development.

Carol Lamkin, Independent Reviewing Officer
Rachel Dawson Independent Reviewing Officer

October 2012

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW AND SCRUTINY
PANEL
16 January 2013
ADULT SOCIAL CARE AND HOUSING OVERVIEW AND SCRUTINY PANEL
15 January 2013
ENVIRONMENT, CULTURE & COMMUNITIES OVERVIEW AND SCRUTINY
PANEL
22 January 2013**

DRAFT BUDGET PROPOSALS 2013/14 (Borough Treasurer)

1 INTRODUCTION

- 1.1 The Executive agreed the Council's draft budget proposals for 2013/14 at its meeting on 11 December 2012 as the basis for consultation with the Overview and Scrutiny Commission, Overview and Scrutiny Panels and other interested parties. The consultation period runs until 22 January 2013, after which the Executive will consider the representations made at its meeting on 13 February 2013, before recommending the budget to Council.

2 SUGGESTED ACTION

- 2.1 **That the Overview and Scrutiny Panels comment on the Council's draft budget proposals for 2013/14.**

3 SUPPORTING INFORMATION

- 3.1 Attached to this report are extracts from the 2013/14 Revenue Budget and Capital Programme reports that are of relevance to each of the Overview and Scrutiny Panels. These extracts are for information and background to assist consideration of the Council's draft budget proposals and comprise:

- Revenue Budget Report
- Commitment Budget
- Draft Revenue Budget Pressures
- Draft Revenue Budget Savings Proposals
- Proposed Fees and Charges
- Equalities Screening Record Form
- Capital Programme Report and Summary
- Proposed Capital Schemes

The full 2013/14 Revenue Budget and Capital Programme reports are available on the Council's public website as part of the wider budget consultation: (<http://www.bracknell-forest.gov.uk/budgetconsultation>).

ALTERNATIVE OPTIONS CONSIDERED/ ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS/ EQUALITIES IMPACT ASSESSMENT/ STRATEGIC RISK MANAGEMENT ISSUES / OTHER OFFICERS/ CONSULTATION – Not applicable

Background Papers

None

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TO: THE EXECUTIVE
DATE: 11 DECEMBER 2012

GENERAL FUND REVENUE BUDGET 2013/14
(Chief Executive/Borough Treasurer)

1. PURPOSE OF REPORT

- 1.1 Under the Council's constitution, the Executive is required to consult on its detailed budget proposals with the Council's Overview & Scrutiny Commission and any other interested parties or individuals for a period of at least six weeks. This report summarises the current position on the Council's budget preparations for 2013/14.
- 1.2 The 2013/14 budget process has been characterised by unprecedented levels of uncertainty around the level of central government support and proposed changes to the funding regime (e.g. localisation of business rates). At the time the Executive agenda was published the Provisional Local Government Financial Settlement had not been announced and is not expected until late December. Therefore, in the absence of the provisional settlement, the report is based on a number of assumptions regarding government funding.
- 1.3 All comments received on these budget proposals will be submitted to the Executive on 13 February along with details of the final finance settlement. This will allow the Executive to determine its final budget package and recommend the appropriate Council Tax level to Council, who will formally approve the 2013/14 budget and Council Tax on 27 February 2013.

2 RECOMMENDATIONS

That the Executive:

- 2.1 **Approve the revised Commitment Budget for 2013/14 to 2015/16 at Annexe A;**
- 2.2 **Agree the draft budget proposals for 2013/14 as the basis for consultation with the Overview & Scrutiny Commission and other interested parties or individuals.**
- 2.3 **Agree the Treasury Management Strategy and associated documents at Annexe E and request that the Governance and Audit Committee review each of the key elements.**
- 2.4 **Agree that the 2013-14 Schools Budget be set at the estimated level of Dedicated Schools Grant income, with the Executive Member for Children, Young People and Learning authorised to agree budgets for schools and services centrally managed by the Council.**
- 2.5 **Approve the virements relating to the 2012/13 budget as set out in Annexes F and G and recommend those over £0.100m for approval by Council.**

3 REASONS FOR RECOMMENDATIONS

- 3.1 The recommendations are designed to allow the Executive to consult on its draft budget proposals for 2013/14 as required by the Local Government Act 2003.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 The range of options being considered is included in the report and its Annexes.

SUPPORTING INFORMATION

5 COMMITMENT BUDGET 2013/14 – 2015/16

- 5.1 Initial preparations for the 2013/14 budget have focussed on the Council's Commitment Budget for 2013/14 – 2015/16. This brings together the Council's existing expenditure plans, taking account of approved commitments and the ongoing effects of service developments and efficiencies that were agreed when the 2012/13 budget was set.
- 5.2 A number of changes are proposed to the Commitment Budget since it was last considered by the Executive in July and are reflected in the summary in Table 1. The most significant are set out below:
- Decreases in projected landfill tax and waste disposal costs (-£0.417m).
 - The Council will now be able to make a full pre-payment on its pension fund contributions for a further year and thus earn a higher discount than could be earned through its own investment opportunities (-£0.200m).
 - Increases in the projected Minimum Revenue Provision (£0.405m). This is based on new council financed capital spend divided by the resulting assets life. The latest projection incorporates the latest forecast for capital spend and receipts.
- 5.3 Taking account of these changes, Table 1 summarises the position and shows that base expenditure (excluding schools) is planned to decrease by £0.749m to £71.581m next year, before consideration is given to allowances for inflation and the budget proposals identified by individual Departments in 2013/14. The commitment budget is shown in more detail in Annexe A.

Table 1: Summary Commitment Budget 2013/14-2015/16

	Planned Expenditure		
	2013/14 £000	2014/15 £000	2015/16 £000
Base Budget	72,330	71,581	71,064
<i>Movements in Year:</i>			
Chief Executive / Corporate Services	-10	-72	56
Children, Young People and Learning (excluding schools)	-360	-160	30
Adult Social Care, Health and Housing	-113	-144	-10
Environment, Culture & Communities	-1,083	44	186
Non Departmental / Common	817	-185	50
<i>Total Movements</i>	-749	-517	312
Adjusted Base	71,581	71,064	71,376

6 PROVISIONAL LOCAL GOVERNMENT FINANCE SETTLEMENT 2013/14

- 6.1 Alongside the publication of the 2012/13 Local Government Financial Settlement the Government set out a timetable for a major reform of how Councils are funded. It is widely recognised that England has one of the most centralised local government funding systems in the world and the reforms proposed would try to achieve two key priorities: economic growth and localism.
- 6.2 The reforms centre on the retention of business rates by local authorities, dismantling centralised pooling and the complex funding formulae of the current system. However these reforms will be implemented against a backdrop of significant reductions in public expenditure, and whilst 2013/14 was projected to be the year of minimal reductions (as per Spending Review 2010 Control Totals), it has become clearer over the last few months that additional financial pressures and considerable uncertainties will be faced by the sector as a whole.
- 6.3 The Government's firm proposals in relation to business rates became an Act in November 2012 following the publication of a technical consultation in July 2012. However, as at early December, many of the operational details of the scheme and the all important funding control totals have still not been published. Indeed a fundamental element of the baseline calculation was significantly changed as late as the 22 November 2012. The Chancellor of the Exchequer will make his Autumn Statement on the 5 December, much later than in previous years, and it is expected that the Provisional Local Government Settlement for 2013/14 could be announced as late as the 21 December.
- 6.4 As such the Council has had to make an informed judgement on its future level of funding, recognising the considerable uncertainty that results from such a late settlement announcement. The Council has therefore assumed a 4.5% reduction in general grant, equating to a funding reduction of £1.04m on last year. By way of

comparison, the national reduction in general grant for 2013/14 predicted in the 2010 Comprehensive Spending Review is 2%.

- 6.5 This local forecast makes no assumptions about the £13.7m of Specific grants (principally Early Intervention Grant and Learning Disability & Health Reform Grant) received by the Council. The Council will not know the outcome of these allocations before the Provisional Settlement and as such any changes from the 2012/13 level will have to be considered as part of the next stage in the budget planning process.
- 6.6 Based on the number of additional properties that have been built and liable for Council Tax in the last 12 months, the budget proposals assume an additional New Home Bonus grant of £0.5m. The actual figure will be announced as part of the Provisional Settlement in December.

7 COUNCIL TAX

- 7.1 Following the acceptance of the Council Tax Freeze Grant and the resulting zero increase in both 2011/12 and the current year, Council Tax at present levels will generate total income of £48.812m in 2013/14. In addition a further £0.432m will be generated from an increase in tax base primarily arising from the occupation of new properties during 2013/14.
- 7.2 A surplus will be generated on the collection fund in the current year, primarily due to a reduction in write-offs and the Council's share of this surplus is estimated to be £0.268m.
- 7.3 The Government has again prioritised keeping Council Tax increases to the minimum possible next year. To support this aim, the Department for Communities and Local Government has announced that it will give Councils who agree to freeze or reduce Council Tax in 2013/14 a grant equivalent to a 1% increase in Council Tax. This grant will be provided for two financial years.
- 7.4 The Executive intends to accept the Government's offer to work in partnership with local authorities to protect council tax payers with a council tax freeze, thereby passing on the benefit to the council tax payers for a third consecutive year. The working assumption upon which the proposals in this report are based at this stage, therefore, is that there will be no increase in Council Tax and that the Council will receive additional grant from central Government of £0.492m.
- 7.5 The Local Government Finance Bill makes provision for the localisation of Council Tax Support in England by imposing a duty on all billing authorities to make a Localised Council Tax Benefit Scheme (LCTBS) by the 31 January 2013. The new schemes will operate on the basis of providing a discount on the Council Tax liability depending upon the local criteria established in the LCTBS and will therefore reduce the overall Tax Base. The Council is still developing its scheme proposals and intends to apply for the one-off transitional grant of £0.119m (£0.141m including preceptors) made available by the Department for Communities and Local Government. The scheme will be considered by the Executive on the 8 January 2013 and as such these budget proposals do not allow for the impact, if any, of the LCTBS. At the same meeting in January the Executive will also be considering potential changes to Council Tax exemptions and discounts. At this stage no impact on the Council's budget has been assumed.

- 7.6 The Executive at its meeting in February will recommend to Council the level of Council Tax in light of the final settlement, the results of the consultation and the final budget proposals.

8 BUDGET PROPOSALS 2013/14

Service Pressures and Developments

- 8.1 In the face of significant reductions in public expenditure in general and in grants to Local Government in particular the scope to invest in new service provision is self evidently severely restricted. Nevertheless, it is important to retain a clear focus to ensure that the Council continues to protect and, wherever possible, improve services and to invest in the Borough, focussing on protecting front line services and delivering the Council's Medium Term Objectives. In preparing the 2013/14 draft budget proposals each department has evaluated the potential pressures on its services and these are set out in Annexe B. The following Table summarises the pressures by department.

Table 2: Service Pressures/Development

	£'000
Chief Executive / Corporate Services	137
Children, Young People and Learning (excluding schools)	484
Adult Social Care, Health and Housing	623
Environment, Culture & Communities	155
Council Wide	50
Total Pressures/Developments	1,449

- 8.2 Many of the pressures are simply unavoidable and respond only to changing demographic trends, particularly as they principally relate to increases in children and young people in care, increases in client numbers within Adult Social Care or the economic climate. They do, however, also support the Council's six overarching priorities and medium term objectives in the following way:
- promote health & achievement (£0.5m);
 - create a Borough where people are safe, and feel, safe (£0.5m);
 - sustain economic prosperity (£0.1m).

- 8.3 In addition to these revenue proposals the Council continues to invest in its priorities through targeted capital expenditure, details of which are contained in the capital programme report elsewhere in tonight's agenda.

Service Economies /Balancing the Budget

- 8.4 Since April 2012 the Executive and CMT have held regular meetings to determine options for savings and a list of potential draft budget savings has been developed. This list totals £2.312m and is attached at Annexe C and summarised in Table 3. As in previous years, these economies focus as far as possible on central and departmental support rather than on front-line services. However, since it became a Unitary Authority the Council has successfully delivered savings of around £55m in total. Against this background of continually bearing down on costs and driving to improve efficiency it is becoming increasingly difficult to find further savings in these areas, which would not compromise the Council's ability to function effectively.

Table 3: Summary Service Economies

	£'000
Chief Executive / Corporate Services	436
Children, Young People and Learning (excluding schools)	398
Adult Social Care, Health and Housing	806
Environment, Culture and Communities	<u>672</u>
Total Savings	2,312

Significant Budget Decisions

8.5 Consideration and approval of the budget is a major policy decision. However, the budget, by its nature, includes a range of proposals which in themselves represent significant policy decisions. Examples of these which are included in the overall budget package are the proposals on:

- support for 13-19 year old pupils;
- the Choice Advice Service;
- Early Years, Childcare & Play Graduate Leader Programme;
- Family Information Service (FIS);
- Youth Service;
- Extended Services.

More details on each of these proposals are included in Annexe C.

8.6 As the budget report is a policy document and is subject to six weeks consultation, the identification of these issues within the budget report facilitates detailed consultation on a range of significant policy decisions.

Council Wide Issues

8.7 Apart from the specific departmental budget proposals contained in Annexes B and C there are some Council wide issues affecting all departments' budgets which need to be considered. The precise impact of these corporate budgets is likely to change before the final budget proposals are recommended. However the current view on these issues is outlined in the following paragraphs:

a) Capital Programme

The scale of the Council's Capital Programme for 2013/14 will impact upon the revenue budget and will itself be subject to consultation over the coming weeks. All new spending on services will need to be funded from new capital receipts, government grants, developer contributions or borrowing from internal resources. The proposed Council Funded Capital Programme of £12.190m and externally funded programme of £11.272m for 2013/14 features in a separate report on tonight's agenda. After allowing for projected receipts of approximately £5m in 2013/14, a £1.1m contribution from revenue balances to part fund works at Times Square and carry forwards, but excluding the self-funding Invest to Save schemes, the additional revenue costs will be £0.033m in 2013/14 and £0.394m in 2014/15. These figures include on-going costs associated with the maintenance and support of IT capital purchases.

b) Interest and Investments

After a very uncertain and economically challenging start to the year, there are initial signs that economic growth has returned after three quarters of recession. However the normal economic indicators used to evaluate the financial health of the country have been impacted by a range of unique circumstances, including the Queen's Jubilee and associated additional bank holidays followed closely by the London 2012 Olympics. Inflation has struggled to make further downward progress in the last quarter, and the latest forecasts by the Bank of England suggest it is unlikely to fall below the 2% target over the next 12 months. As a result of the above, GDP posted a quarterly rise of 1% in Quarter 3, however this is unlikely to contribute enough to generate positive growth for the year as whole and as such 2012 is likely to be seen as adding to the worst and slowest recovery from recession of any of the five recessions since 1930. There remain huge uncertainties in economic forecasts due to the following major difficulties:

- the impact of the Euro-zone crisis on financial markets and the banking sector;
- the impact of the UK Government's austerity plan on confidence and growth;
- monetary policy action failing to stimulate growth in western economies
- and the potential for weak growth or recession in the UK's main trading partners – the EU and the US.

The overall balance of risks remains weighted to the downside. Given the weak outlook for economic growth, the prospect for any interest rate changes before the end of 2014 are very limited.

The 2013/14 budget is therefore based on an average rate of return of approximately 1% and reflects the lower cash balances as a result of the 2012/13 and proposed 2013/14 Capital Programme.

The Council can once again make maximum use of the arrangement to make a pre-payment on its pension fund contributions and thus earn a higher discount than could be achieved through its own investment opportunities. With no change in interest rates predicted over the next 18 months, the change in total investment income expected by the Council need only reflect the impact of the capital expenditure in 2013/14 and the actual level of balances that exist on 1st April 2013. The net impact of these is a £0.015m pressure, being £0.033m related to the Capital Programme and additional income of £0.018m from the slightly higher predicted cash balances based on current trends.

There is a risk, however, that the Council's cash-flow will differ from past years as a result of the reforms to the local government funding mechanism (Business Rates Retention). Unfortunately it is too early to predict any impact before the full scheme proposals are published by the government. As such any change in interest rates or cash balances will clearly have an impact on the overall investment income generated by the Council with every 0.1% reduction in the average rate of return adding a £0.022m pressure to the General Fund.

The Council reviews the annual Treasury Management Strategy Statement under the requirement of the 2011 revised CIPFA Treasury Management in Public Services Code of Practice and Cross Sectoral Guidance Notes (“the CIPFA TM Code”). The Local Government Act 2003 required the Council to “have regard to the Prudential Code and to set Prudential Indicators for the next three years to ensure that the capital investment plans are affordable, prudent and sustainable. Annexe E outlines the Council’s prudential indicators for 2013/14 – 2015/16 and sets out the expected treasury management activities for this period. It is recommended that the Executive agree the Treasury Management Strategy and associated documents and in line with the Code of Practice request that the Governance and Audit Committee review each of the key elements.

c) Provision for Inflation and Pay Awards

The Commitment Budget excludes the cost of inflation on both expenditure and income. In past years, the Council has restricted the provision for inflation on prices as a general economy measure, to help address the underlying budget gap, although pay awards have been fully funded. In the context of the Council’s overall financial position, it is again prudent to consider where the provision for inflation on prices can be limited as an economy measure, although some exceptions will be necessary to reflect actual increases that will not be containable without real service reductions or to meet contractual commitments. In particular it will be important to have realistic discussions with key providers about what level of inflation is genuinely necessary on some contracts and placements.

At this stage the inflation provision is not finalised, although for planning purposes a sum of £2.100m has been added to the budget. This compares to a provision of £1.521m last year and reflects the fact that a provision for pay of 1% is required for 2013/14 (0% in 2011/12 and 2012/13) in line with the Chancellor’s statements. This will be achieved by:

- Assuming a pay award of no more than 1%;
- Negotiating to minimise inflation on contracts;
- Using the Consumer Price Index for a number of budget lines rather than the Retail Price Index;
- Increasing fees and charges by 2.5% unless this is inconsistent with the Council’s income policy.

The Council will need to consider where it is appropriate and necessary to provide for inflation over the coming weeks so that the actual inflation provision can be added to the final budget report in February 2013.

d) Fees and Charges

The Council established a policy for the review of fees and charges when setting the 2001/02 budget. This requires each Department to consider the level of charges against the following criteria:

- fees and charges should aim, as a minimum, to cover the costs of delivering the service;
- where a service operates in free market conditions, fees and charges should at least be set at the market rate;

Unrestricted

- fees and charges should not be levied where this is an ineffective use of resources, i.e. the cost of collection exceeds any income generated.

It is estimated that many prices, where the Council charges users a fee for services, will need to increase by around 2.5% to recover the costs of those services. However, where current economic conditions and the market rate indicate a different percentage, for example for leisure income, this has been applied. Certain other fees also attract a different percentage as they are determined by statute. The proposed fees and charges are included in Annexe D. Over the course of January, the Council will consult with local businesses on the potential economic benefits of significantly reducing town centre season ticket car parking charges. At this stage, however, nothing is included in the budget proposals pending the outcome of that consultation.

e) Corporate Contingency

The Council manages risks and uncertainties in the budget through the use of a general contingency added to the Council's budget. During the next year the Council will face significant risks on its budget particularly in relation to:

- demand led services;
- retention of business rates by councils;
- the localisation of Council Tax support;
- the transfer of Public Health functions to councils;
- the continuing general economic uncertainty.

This scale of risk requires the consideration of an increase in the general contingency. The Borough Treasurer therefore recommends that the general contingency should be increased by £1m to £2m in order to set a realistic and deliverable budget in 2013/14. It should be possible to reduce the level of contingency at some point in the future when the level of risk and uncertainty diminishes.

The Executive will need to make a judgement on the appropriate level of contingency at its February meeting, taking advice from the Borough Treasurer who will need to certify the robustness of the overall budget proposals in the context of the Council's remaining general and earmarked reserves. All the reserves will be reviewed to ensure that they are sufficient to manage the financial risks facing the Council in the coming years.

f) Members Initiative Fund

It is proposed that a council wide revenue budget of £0.420m (£0.010m per Member) is created to fund small projects based on members' knowledge of local ward priorities or in conjunction with partners and other stakeholders.

Spending on Schools

8.8 The Education funding framework will be changing over the short to medium term to better reflect government policy which is seeking to:

- reform the school funding system so it is fairer, simpler, more consistent and transparent;
- ensure that good, popular schools should find it easier to expand in response to demands from parents;

Unrestricted

- make funding intended for education to reach schools and pupils that need it most.
- 8.9 The current funding arrangements are that the Schools Budget – both delegated school funding and centrally managed items such as Special Educational Needs placements made outside of the Borough - is funded by the specific, ring-fenced Dedicated Schools Grant (DSG). The level of DSG is calculated by multiplying the per pupil funding rates that the Department for Education (DfE) determines for each council by the actual January pupil numbers. The 2012/13 per pupil rate for Bracknell was set at £4,861 with total DSG income of £76.487m.
- 8.10 From 2013/14 the DSG will be split into three notional blocks – schools (which will still include delegated school budgets and a smaller number of centrally managed services), early years and high needs, each with their own funding rate. In the first instance, each block will be based on 2012/13 budgeted spend. The blocks will not be ring-fenced but a ring-fence will continue on the DSG as a whole so that it can only be spent on the functions for which it is meant.
- 8.11 With the new funding framework comes a new timetable for the production of budgets. The DfE requires councils to confirm the actual budgets to be allocated to schools by 18 January 2013, even though relevant information required to calculate budgets will not be supplied before 10 December 2012. To meet this requirement, 2013/14 school budgets will have to be set on the basis of the estimated level of DSG plus any accumulated balance. The draft budget proposals therefore assume the Schools Budget is set at the level of DSG and that any accumulated deficit or surplus is managed to a nil balance by the end of the funding period.
- 8.12 Decisions around the final balance of the budget between spending by schools and that on services managed by the Council is the responsibility of the Executive Member for Children, Young People and Learning, although the Schools Forum must be consulted, and in certain circumstances, agree to spending increases on the services managed by the Council.

Summary

- 8.13 Adding the draft proposals to the Commitment Budget and taking account of the corporate issues identified above would result in total expenditure of £73.753m as shown in Table 5.

Table 5: Summary of proposals:

	£'000
Commitment Budget	71,581
2013/14 Budget Pressures	1,449
2013/14 Budget Economies	-2,312
Capital Programme	33
Changes in Investment Income	-18
Inflation Provision	2,100
Increase in Contingency	1,000
Members Initiative Fund	420
New Homes Bonus 2013/14	-500
Draft Budget Requirement 2013/14	73,753

- 8.14 Without the provisional finance settlement assumptions have had to be made on the level of grant income. It has been assumed that the Council can anticipate income of up to £70.867m. This arises from Government grants (£22.083m), the Collection Fund surplus (£0.268m), additional Council Tax Freeze Grant (£0.492m) and Council Tax (£49.244m). The Council will also lose £1.22m in Council Tax Freeze Grant which was received in 2012/13 for one year only. Both the 2013/14 freeze grant and Council Tax yield may be impacted upon by decisions on the Local Council Tax Benefit Scheme and any technical changes to exemptions and discounts which will be taken by the Executive on the 8 January and Full Council on 23 January.
- 8.15 With the potential overall cost of the budget package being consulted on in the region of £73.753m, this leaves a potential gap of around £2.886m (£1.734m plus additional contingency of £1m and members' initiative fund of £0.420m, less the Collection Fund surplus of -£0.268m). Members can choose to adopt any or all of the following approaches in order to bridge the remaining gap:
- an appropriate contribution from the Council's revenue balances, bearing in mind the Medium Term Financial Strategy;
 - identifying further expenditure reductions.

9 BALANCES

- 9.1 The Council has an estimated £9.9m available in General Reserves at 31 March 2013. Details are contained in Table 6.

Table 6: General Reserves as at 31 March 2013

General Fund	£m
Planned use in 2012/13	10.3
	<u>(0.4)</u>
Estimated Balance as at 31 March 2013	<u>9.9</u>

- 9.2 The Council's Accommodation Strategy is underpinned by a programme of reducing the number of buildings across the Council estate. Some of this is dependent on the improvements to Time Square designed to accommodate the vast majority of Town Centre staff in that building. To maximise the capacity of the building additional funding of £3m will be required (on top of the £1.22m currently provided for essential maintenance in the 2012/13 capital programme). By amalgamating staff in Time Square annual savings of £0.156m are predicted when it vacates its current accommodation in Seymour House, and its short term replacement, Ocean House, along with Amber House. These savings will fund a significant proportion of the additional investment and the associated financing costs over a 17 year period (approximately £1.9m). The remaining funding of £1.1m will be financed from revenue balances.
- 9.3 The Council has, in the past, planned on maintaining a minimum prudential balance of £4m. This assessment is based on the financial risks which face the Council and the Borough Treasurer considers these in the February report to the Executive at which a

final decision on the use of balances can be taken, taking account of the financial position likely to face the Council over the next three to four years.

10 CONCLUSION

- 10.1 The Council's constitution requires a six week consultation period on the draft budget proposals. This consultation is a genuine one. In this context, it is inevitable that, of the broad range of options proposed for consultation, not all will necessarily be included in the final budget package. It is also likely that some further issues with a financial impact will arise between now and February. When the final settlement is known, the Executive can consider the prudent use of revenue balances to support expenditure in line with the overall medium term financial strategy, along with any further expenditure reductions.
- 10.2 It is suggested, therefore, that the normal process whereby the Overview & Scrutiny Commission reviews the overall budget package and determines whether any specific issues should be considered further by the Overview and Scrutiny Panels at their meetings in January, is followed. The proposals will also be placed on the Council's website for public consultation and Directors will ensure that particular arrangements are made to engage with individuals or groups that may be affected by some of the more direct reductions and/or changes to service provision.
- 10.3 All comments from the Overview & Scrutiny Commission, Overview and Scrutiny Panels and all others will then be submitted to the Executive on 13 February 2013. This will allow the Executive to determine the final budget package and recommend the appropriate Council Tax level to the Council on 27 February 2013.

11 BUDGET MONITORING 2012/13- VIREMENT REQUEST

- 11.1 A virement is the transfer of resources between two budgets but it does not increase the overall budget approved by the Council. Financial Regulations require formal approval by the Executive of any virement between £0.050m and £0.100m and of virements between departments of any amount. Full Council approval is required for virements over £0.100m. During 2012/13 a number of virements have been identified which require the approval of the Executive. These have been previously reported to the Corporate Management Team which recommends them to the Executive for approval. They have been included in the Quarterly Service Reports. Details of virements between departments are set out in Annexe F. Details of internal departmental virements exceeding £0.050m are set out in Annexe G.

12 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 12.1 Nothing to add to the report.

Borough Treasurer

- 12.2 The financial implications of this report are included in the supporting information.

Equalities Impact Assessment

- 12.3 The Council’s final budget proposals will potentially impact on all areas of the community. A detailed consultation process is planned in order to provide individuals and groups with the opportunity to comment on the draft proposals. This will ensure that in making final recommendations, the Executive can be made aware of the views of a broad section of residents and service users. A number of the budget proposals require specific equality impact assessments to be carried out and draft versions of these are attached in Annexe H. Consultation with equalities groups that are likely to be affected by the proposal is part of the assessment process.

Strategic Risk Management Issues

- 12.4 A sum of £2m is currently proposed to meet the costs of unpredictable or unforeseen items that would represent in year budget risks. This is £1m more than the contingency set for 2012/13. The Executive will need to make a judgement on the level of contingency at its meeting in February.
- 12.5 The Borough Treasurer, as the Council’s Chief Finance Officer (section 151 officer), must formally certify that the budget is sound. This will involve identifying and assessing the key risk areas in the budget to ensure the robustness of estimates and ensuring that appropriate arrangements are in place to manage those risks, including maintaining an appropriate level of reserves and contingency. This formalises work that is normally undertaken each year during the budget preparation stages and in monthly monitoring after the budget is agreed. The Borough Treasurer will report his findings in February, when the final budget package is recommended for approval.

13 CONSULTATION

Principal Groups Consulted

- 13.1 The Overview & Scrutiny Commission will be consulted on the budget proposals and may also choose to direct specific issues to individual overview and scrutiny panels. Targeted consultation exercises will be undertaken with business rate payers, the Over 50’s Forum, the Schools Forum, town and parish councils and voluntary organisations. Comments and views will be sought on both the overall budget package and on the detailed budget proposals. In addition, this report and all the supporting information are publicly available to any individual or group who wish to comment on any proposal included within it. To facilitate this, the full budget package will be placed on the Council’s web site at www.bracknell-forest.gov.uk. There will also be a dedicated mailbox to collect comments.
- 13.2 The timetable for the approval of the 2013/14 Budget is as follows

Executive agree proposals as basis for consultation	11 December 2012
Consultation period	12 December 2012 - 22 January 2013
Executive considers representations made and recommends budget.	13 February 2013
Council considers Executive budget proposals	27 February 2013

Background Papers

None

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Commitment Budget 2013/14 to 2015/16

	2012/13 £'000	2013/14 £'000	2014/15 £'000	2015/16 £'000
Chief Executive / Corporate Services				
Approved Budget	15,285	15,239	15,229	15,157
Unified Training Budget - realignment of training year		-10		
Vacating Seymour House			-63	-12
Invest to Save - Time Square lighting			-5	-1
Invest to Save - Time Square insulation panels			-4	-1
Borough Elections				70
Net Inter Departmental Virements	-46			
Chief Executive / Corporate Services Adjusted Budget	15,239	15,229	15,157	15,213
Children, Young People and Learning				
Approved Budget	12,809	12,781	12,421	12,261
Suitability surveys		-20		20
Schools Music Festival		10	-10	10
Local foster home placements		-100	-150	
Youth Service		-250		
Net Inter Departmental Virements	-28			
Children, Young People and Learning Adjusted Budget	12,781	12,421	12,261	12,291
Adult Social Care, Health and Housing				
Approved Budget	21,534	23,607	23,494	23,350
Carers Accommodation Strategy		-96	-144	-10
Senior management structure changes		-17		
Net Inter Departmental Virements	2,073			
Adult Social Care and Health Adjusted Budget	23,607	23,494	23,350	23,340
Environment, Culture and Communities				
Approved Budget	26,908	25,150	24,067	24,111
Landfill Tax / Waste Disposal PFI		-375	33	83
Landfill Tax increase		89	102	104
Local Development Framework		25	-135	0
Capital Invest to Save 06/07 - Easthampstead Park		-1	-1	-1
Coroners Service - transfer from TVPA		9	9	
Flood and water management responsibilities		-153		
Public Transport / Concessionary Fares		-136		
Community Transport		-50		
Waste Management - brown bins		-320		
Olympic Torch Relay		-14		
Refuse Collection contract - capitalisation of vehicle purchases		-181		
Senior management structure changes		-18		
Invest to Save - solar PV array at Bracknell Leisure Centre		-8		
Annual service charge for new cremation equipment		50		
Carbon Reduction Commitment - inclusion of Street Lighting			36	
Net Inter Departmental Virements	-1,758			
Environment, Culture and Communities Adjusted Budget	25,150	24,067	24,111	24,297
Total Service Departments	76,777	75,211	74,879	75,141
Non Departmental / Council Wide				
Approved Budget	-4,206	-4,447	-3,630	-3,815
2012/13 Capital Programme (Full Year Effect) - Interest		47		
Minimum Revenue Provision		509		
2012/13 Use of Balances (Full Year Effect) - Interest		2		
Increase in employers pension fund contributions		151		
Ceasing to pay Pension Fund contributions in advance			150	50
1% reduction in the employers Pension Fund contribution rate			-335	
Local Flood Authority Grant		153		
Pay Provision		-40		
Carbon Reduction Commitment		-70		
Changes to pension scheme - additional joiners		65		
Net Inter Departmental Virements	-241			
Non Departmental / Council Wide	-4,447	-3,630	-3,815	-3,765
TOTAL BUDGET	72,330	71,581	71,064	71,376
Change in commitment budget		-749	-517	312

For management purposes budgets are controlled on a cash basis. The following figures which are used for public reports represent the cost of services including recharges and capital charges:

	2012/13 £'000	2013/14 £'000	2014/15 £'000	2015/16 £'000
Corporate Services	6,921	6,911	6,839	6,895
Children, Young People and Learning	20,894	20,534	20,374	20,404
Adult Social Care and Health	26,047	25,934	25,790	25,780
Environment, Culture & Communities	34,478	33,395	33,439	33,625
Non Departmental/Council Wide	-16,010	-15,193	-15,378	-15,328
	72,330	71,581	71,064	71,376

Description of Commitment Budget Items for 2013/14 to 2015/16

Department and Item	Description
Chief Executive / Corporate Services	
Unified Training Budget - realignment of training year	The training year will in future be in line with the academic year with courses and development activities being scheduled from September to August as opposed to September to March.
Vacating Seymour House	Due to the timing of the proposed demolition of Seymour House, the Council will be moving staff into Ocean House whilst the office accommodation works take place at Times Square. This will delay the full saving to be realised until the staff are relocated into Times Square in 2014/15.
Capital Invest to Save 12/13 – Time Square lighting	The LED and basement lighting will provide a better quality working environment with regards to the visual impact for staff and improve the environment in the car park. Both will reduce annual running costs based on the energy used and the maintenance supplied.
Capital Invest to Save 12/13 – Time Square insulation panels	The Council has a climate change strategy which has as two of its objectives the reduction of energy costs and CO2 emissions from its own operations. The installation of insulation panels on the external walls at Times Square in association with the planned refurbishment works will improve the energy efficiency of the building.
Borough Elections	The next scheduled Borough elections will be in May 2015.
Children, Young People and Learning	
Suitability surveys	Suitability and access surveys are undertaken every three years to update the Asset Management Plan so that up to date information is available to inform investment decisions on the capital programme.
Schools Music Festival	Biennial event which enables pupils from the Council's Primary schools to participate in a large scale production which links music, dance and art.
Local foster home placements	The investment in staffing agreed in the 2012/13 base budget has, as expected, resulted in more children being placed in local foster homes instead of expensive independent foster homes. The savings reflect in part the current looked after children population which is volatile, and therefore subject to change, often at very short notice.
Youth Service	Full year effect of the savings proposal implemented in 2012/13.
Adult Social Care, Health and Housing	
Carers Accommodation Strategy	The Strategy involves the re-provision and modernisation of services currently provided at Waymead Short Term Care and Bracknell Day Services in Eastern Road. As well as improving the quality of service, cost benefits will arise in the medium term.

Department and Item	Description
Senior management structural changes	At its meeting of 21st February the Executive approved changes to the Senior Management structure of the Council, which reduced the number of Chief Officers, re-designating the Performance & Resources role as a Head of Service.
Environment, Culture and Communities	
Landfill Tax / Waste Disposal PFI	Projection of 25 year contract costs for Recycling and Waste Disposal. The contract is shared with Wokingham and Reading Borough Councils.
Landfill Tax increase	Projected costs of increased rates of Landfill Tax over and above those initially announced by the Government which have increased through successive budget announcements.
Local Development Framework	The estimated costs of a continuous rolling programme to deliver Development and Supplementary Planning.
Capital Invest to Save 06/07 - Easthampstead Park	An invest to save scheme to provide en-suite bedrooms. This is the incremental net increase in revenue to be received on top of the original sum declared to repay the original capital investment.
Coroners Service - transfer from TVPA	The transfer of the Coroners Service from the Thames Valley Police Authority (TVPA) to the local authorities in Berkshire is being phased in over a period of four years. 2013/14 is the third year of the phasing in period.
Flood and water management responsibilities	The commitment budget currently assumes that the grant will cease and the new duties will be self funding. This has not been confirmed nor have the charging arrangements.
Public Transport / Concessionary Fares	Full year effect of the savings proposal implemented in 2012/13.
Community Transport	Full year effect of the savings proposal implemented in 2012/13.
Waste Management - brown bins	The Council introduced charging for the collection of garden waste in 2012/13. The one year exemption for existing customers comes to an end in March 2013.
Olympic torch relay	A one-off commitment removed in 2013/14.
Refuse Collection contract – capitalisation of vehicle purchases	Under the current refuse collection contract, refuse vehicles are purchased by the Council from capital resources and any revenue impact will be assessed when the capital programme is considered. Under the old contract, vehicles were purchased by the contractor and the cost to the Council was reflected in the revenue service charge. This element of the service charge has now been removed.
Senior management structure changes	Review of senior post subsequent to filling a vacant post.
Capital Invest to Save - solar PV array at Bracknell Leisure Centre	Feed In Tariff contributions and saving from reduction in use of grid electricity less estimated cost of future maintenance of the equipment.

Department and Item	Description
Annual service charge for new cremation equipment	Maintenance agreement for the new abatement equipment, £50,287 per annum for a period of five years.
Carbon Reduction Commitment - inclusion of Street Lighting	Purchase of carbon allowances to reflect the inclusion of street lighting in Phase 2 of the CRC energy efficiency scheme commencing 1 April 2014.
Non Departmental / Council Wide	
2012/13 capital programme (full year effect) -Interest	The full year effect of the loss of interest based on the 2012/13 capital programme.
Minimum Revenue Provision	The increase in the principal repayment on internal loans used to finance capital expenditure.
2012/13 use of balances (full year effect) -Interest	The full year effect of the interest loss on the use of balances in 2012/13.
Increase in employers Pension Fund contributions	Following on from the last triennial actuarial valuation, the past service deficit is being paid as a lump sum and is phased over 3 years. The lump sum increases each year and this creates a budget pressure in 2013/14 (year 3).
Ceasing to pay Pension Fund contributions in advance	The Council is unlikely to have the cash resources available to pay all employers and employees contributions in advance from 2013/14.
1% reduction in the employers Pension Fund contribution rate	The forecast impact of the changes to the Local Government Pension Scheme on employers contributions.
Local Flood Authority Grant	Local Flood Authority Grant is a general grant which forms part of Local Services Support Grant. No funding is guaranteed beyond 2012/13.
Pay Provision	Removal of the central allocation for pay and terms and conditions changes— an allocation for pay will be held as part of the inflation provision.
Carbon Reduction Commitment	A reduction in the commitment based on actual CO ₂ emissions for 2011/12
Changes to pension Scheme – additional joiners	Under new pension regulations, all those employees eligible to be members of the pension scheme received a letter in October giving them the opportunity to join the scheme. A number have joined the scheme resulting in additional employer contributions.

CHILDREN YOUNG PEOPLE AND LEARNING

Description	2013/14 £'000	2014/15 £'000	2015/16 £'000
<p>Looked After Children</p> <p>Based on the current costed schedule of known placements, a pressure has been identified to ensure the fulfilment of statutory duties for children and young people in care (£295,000). This reflects an increase in the number of children being looked after and requiring care and support from 82 when the budget requirement for 2012/13 was established, to 87.</p> <p>The increase in number of looked after children together with those on child protection plans has also had an impact on the number of required interventions. This has translated most acutely into extra demands on court proceedings and associated commissioned legal costs (£36,000), an increase in use of the Emergency Duty Team which provides an emergency social work service for urgent situations which arise out of normal office hours and which cannot be left with an appropriate degree of safety until the next normal working day (£24,000) and managing and reviewing cases of children at risk and on the Child Protection Register within the statutory timescales (£28,000).</p>	383		
<p>Special Educational Needs (SEN) Team</p> <p>There has been a significant increase in the workload of the SEN Team in recent years in terms of complexity of cases and numbers. Over the past 3 years, the number of statements issued has increased by 11% from 632 to 702. Coupled with an increasing need to design bespoke packages in particular for children with complex health needs and with local special schools at capacity, the work of the SEN team has significantly increased. This has impacted on the service provided which will be addressed through increasing the SEN Team Manager post to full time (from 0.8 full time equivalent) and appointing an additional SEN Officer, on a temporary trial basis for 2 years.</p>	46		-35
<p>School Funding Reform</p> <p>New national funding reforms will result in the Council no longer being able to retain a share of income from other LA pupils with special educational needs placed in Bracknell Forest schools. Current arrangements allow for a share of income to be retained to reflect the estimated cost of support provided by the Council.</p>	55		
CHILDREN YOUNG PEOPLE AND LEARNING TOTAL	484		-35

CHILDREN YOUNG PEOPLE AND LEARNING

Description Impact	2013/14 £'000	2014/15 £'000	2015/16 £'000
<p>Additional income</p> <p>A small number of services are exceeding their income targets, either through improved trading, or additional external contributions and where this is expected to continue budgets will be increased accordingly. This relates to the School Improvement Team (£30,000), Larchwood Short Break Unit (£20,000), Children's Centres (£15,000) and the Bracknell Open Learning Centre (£10,000).</p>	-75		
<p>Managing new efficiencies on contracts and general expenses</p> <p>Efficiencies have been negotiated to reduce the cost of placements with a range of Independent Fostering Agencies and for the procurement of agency staff which will in total reduce expenditure by £17,000.</p> <p>Spending on general operating expenses will be reduced by £67,000 from reductions to staff training and development (£21,000), general efficiencies in the Youth Offending Service (£15,000), reducing the use of external/professional journals to recruit hard to fill posts (£14,000), greater use of the Council's website for publishing documentation with reducing printing costs (£12,000) and reductions in printed material at the Family Information Service, which provides information to parents and carers (£5,000).</p> <p>A further saving (£15,000) will be achieved from deleting a part time post that supports the Departmental Management Team. This post is vacant and can be covered from other posts.</p>	-99		
<p>Improved service delivery</p> <p>The management and support arrangements for the delivery of school place planning and commissioning have been reviewed. This has resulted in a more streamlined and automated process, centred on transactional activities that are less labour intensive. The two existing posts will be deleted and replaced with two 1.5 full time equivalent posts at lower grades creating a total saving of £40,000. The requirement for a lead officer remains and is covered below.</p> <p>A review of the management team has been undertaken as part of the three year programme to modernise the youth service which operates youth centres, outreach activities and targeted interventions for young people such as sexual health. This has identified the opportunity to delete two senior posts and make</p>	-90		

Description Impact	2013/14 £'000	2014/15 £'000	2015/16 £'000
other cost reductions. There will be consequential impacts on quality assurance and staff training, with a range of other activities absorbed into other posts or ceased. One new post would be created to take the operational lead for the Youth Service, commissioning, trading with schools and school places planning. This will deliver a total saving of £50,000.			
<p>Older looked after children, care leavers and direct payments</p> <p>The demand for some aspects of support are currently below the amount allowed for in the budget and based on the current profile of clients, a number of savings can be made against services that support vulnerable children. Reductions can be made on direct payments made to young people to manage their own care needs (£5,000), computers for children in care (£5,000), activities with social workers (£7,000), finance for supported lodgings for young people who cannot live at home but are not quite ready to live independently (£6,000) and setting up grants for young people leaving care to help them live independently (£30,000).</p>	-53		
<p>Support for 13-19 year old pupils</p> <p>The service includes information, advice and guidance to young people, and additional support to those not in education, employment or training (NEET). It is provided externally via contract which has recently been re-configured to deliver a cost saving.</p>	-20		
<p>Choice Advice Service</p> <p>The independent parental Choice Advice service provides targeted support to parents and carers who need help in making an informed choice of school for their child. When introduced by the previous Government this was a statutory responsibility, however, this duty has now been removed. The post holder supporting this function will be made redundant, with relevant information being made available on the Council's website.</p>	-11		
<p>Early Years, Childcare & Play – Graduate Leader Programme</p> <p>The fund available to support the expansion of graduates leading practice, particularly in day care, will be reduced, resulting in only those courses currently included in the programme continuing to receive funding to their completion. No new courses will be funded.</p>	-20		
<p>Extended Services</p> <p>Support to the Area Partnerships in the delivery and development</p>	-30		

Description Impact	2013/14 £'000	2014/15 £'000	2015/16 £'000
of a range of extended services to young people will be reduced through deleting a part time post and reducing the level of resources that fund activities. Some support will in future be provided through the Youth Service.			
CHILDREN YOUNG PEOPLE AND LEARNING TOTAL	-398		

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Adult and Community Learning

Purpose of the Charge: To fully fund the costs of the service not financed by external grant

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	16	16

Are concessions available? Yes. 100% reduction for job seekers on Job Seekers Allowance benefits for work and skills courses. 50% reduction for all on means tested benefits on all courses over 5 hours.

Link to the Council's Medium Term Objectives: Promoting health and achievement and sustain economic prosperity

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Adult and Community Learning Plan

Course Fees			
Personal & Community Development Learning	3.10	5.00	61.30
Other Courses are fully funded from external grant			

Course fees are agreed on an academic year basis once external funding is confirmed and approved by the Executive Member as part of the Adult Learning Plan.

Increase reflects costs for general learning is 50% less than Further Education providers. By widening concessions, very few people pay this full amount. Meets Government pressure that those that can afford to pay do, and those that can't can still access courses.

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Adult and Community Learning

Purpose of the Charge: To fully fund the costs of the service not financed by external grant

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	100	103

Are concessions available? Yes to the voluntary sector, charities and associated learning agenda organisations as well as internal BFC usage

Link to the Council's Medium Term Objectives: Promoting health and achievement and sustain economic prosperity

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Brakenhale Open Learning Centre Room Hire and Refreshments

Room Hire per Hour				
Grant funded courses		10.95	11.25	2.70
Bracknell Forest Council		13.55	13.90	2.60
External users - Voluntary Sector, Charities & Associated Learning Agenda Organisations		13.55	13.90	2.60
Other external users		16.65	17.10	2.70
IT Suite (specific requirement to use IT)		20.80	21.35	2.60
IT Suite (specific request for large hall)		20.80	21.35	2.60
Insurance		10% room hire	10% room hire	
Refreshments				
Tea & Coffee	Per person per Mug	0.80	0.85	6.30
Lunches		Cost + 10%	Cost + 10%	
Photocopying per copy	Black and White A4	0.02	0.10	400.00
Photocopying per copy	Colour A4	0.02	0.65	3,150.00
Photocopying per copy	Black and White A3	0.02	0.20	900.00
Photocopying per copy	Colour A3	0.02	0.95	4,650.00

Photocopier charges reflect actual cost of new service provision.
 Future under review as grant in current format will change wef 1 August 2013.

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	79	79

Are concessions available? Yes, internal fees are lower than those charged to external customers

Link to the Council's Medium Term Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Room Hire Non Bracknell Forest Council

Whole Day			
Newbury	307.00	307.00	0.00
Bedford	194.00	194.00	0.00
Donnington	194.00	194.00	0.00
Sandys	194.00	194.00	0.00
Wimpole	194.00	194.00	0.00
Other	194.00	194.00	0.00
Cromwell Computer Room	280.00	280.00	0.00
Half Day			
Newbury	154.00	154.00	0.00
Bedford	100.00	100.00	0.00
Donnington	100.00	100.00	0.00
Sandys	100.00	100.00	0.00
Wimpole	100.00	100.00	0.00
Other	100.00	100.00	0.00
Cromwell Computer Room	166.00	166.00	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To Contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	79	79

Are concessions available? Yes, internal fees are lower than those charged to external customers

Link to the Council's Medium Term Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Room Hire Non Bracknell Forest Council (cont)

Twilight			
Newbury	113.00	113.00	0.00
Bedford	75.00	75.00	0.00
Donnington	75.00	75.00	0.00
Sandys	75.00	75.00	0.00
Wimpole	75.00	75.00	0.00
Other	75.00	75.00	0.00
Cromwell Computer Room	135.00	135.00	0.00
Evening	128.00	128.00	0.00
Newbury	100.00	100.00	0.00
Bedford	100.00	100.00	0.00
Donnington	100.00	100.00	0.00
Sandys	100.00	100.00	0.00
Wimpole	100.00	100.00	0.00
Other	100.00	100.00	0.00
Cromwell Computer Room	166.00	166.00	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	79	79

Are concessions available? Yes, internal fees are lower than those charged to external customers. Discounts are available for multiple bookings.

Link to the Council's Medium Tem Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Room Hire Bracknell Forest Council

Whole Day			
Newbury	255.00	255.00	0.00
Bedford	161.00	161.00	0.00
Donnington	161.00	161.00	0.00
Sandys	161.00	161.00	0.00
Wimpole	161.00	161.00	0.00
Other	161.00	161.00	0.00
Cromwell Computer Room	237.00	237.00	0.00
Half Day			
Newbury	128.00	128.00	0.00
Bedford	81.00	81.00	0.00
Donnington	81.00	81.00	0.00
Sandys	81.00	81.00	0.00
Wimpole	81.00	81.00	0.00
Other	81.00	81.00	0.00
Cromwell Computer Room	141.00	141.00	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To Contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	79	79

Are concessions available? Yes, internal fees are lower than those charged to external customers. Discounts are available for multiple bookings.

Link to the Council's Medium Tem Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Room Hire Bracknell Forest Council (cont)

Twilight			
Newbury	96.00	96.00	0.00
Bedford	69.00	69.00	0.00
Donnington	69.00	69.00	0.00
Sandys	69.00	69.00	0.00
Wimpole	69.00	69.00	0.00
Other	69.00	69.00	0.00
Cromwell Computer Room	125.00	125.00	0.00
Evening	107.00	107.00	0.00
Newbury	81.00	81.00	0.00
Bedford	81.00	81.00	0.00
Donnington	81.00	81.00	0.00
Sandys	81.00	81.00	0.00
Wimpole	81.00	81.00	0.00
Other	81.00	81.00	0.00
Cromwell Computer Room	141.00	141.00	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To contribute to the costs of the service
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	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	71	71

Are concessions available? Yes, internal fees are lower than those charged to external customers.

Link to the Council's Medium Tem Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Refreshment Charges Non Bracknell Forest Council

Tea and Coffee			
Per Day	4.65	4.65	0.00
Per Half day	3.10	3.10	0.00
Per Mug	1.55	1.55	0.00
Sandwiches			
Per Round with Tea, Coffee, OJ & Fruit	7.75	7.75	0.00
Lunch in Main Restaurant			
Per Person	14.75	14.75	0.00
Finger Buffet			
Per Person with Tea, Coffee, OJ & Fruit	11.35	11.35	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To Contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	71	71

Are concessions available? Yes, internal fees are lower than those charged to external customers.

Link to the Council's Medium Tem Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Refreshment Charges Bracknell Forest Council

Tea and Coffee			
Per Day	4.20	4.20	0.00
Per Half day	2.80	2.80	0.00
Per Mug (change from per cup to per mug wef 1-4-10)	1.40	1.40	0.00
Sandwiches			
Per Round with Tea, Coffee, OJ & Fruit	7.50	7.50	0.00
Lunch in Main Restaurant			
Per Person	14.55	14.55	0.00
Finger Buffet			
Per Person with Tea, Coffee, OJ & Fruit	10.90	10.90	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	6	6

Are concessions available? Yes, internal fees are lower than those charged to external customers see below

Link to the Council's Medium Tem Objectives: Promoting health and achievement
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Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Charges for Goods Sold

Photocopying				
Per Copy - Black & White	A3 Single Sided	0.07	0.08	14.30
	A4 Single Sided	0.05	0.06	20.00
	A3 Double Sided	0.11	0.12	9.10
	A4 Double Sided	0.07	0.08	14.30
Per Copy - Colour	A3 BFBC	0.90	0.95	5.60
	A3 External	0.90	0.95	5.60
	A4 BFBC	0.60	0.65	8.30
	A4 External	0.60	0.65	8.30
Laminating	per metre 25" wide	2.25	2.35	4.40
	Pockets A3	0.80	0.85	6.30
	Pockets A4	0.50	0.55	10.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Education Centre

Purpose of the Charge: To Contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	6	6

Are concessions available? Yes, internal fees are lower than those charged to external customers see below

Link to the Council's Medium Term Objectives: Promoting health and achievement

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Education Centre Charges for Goods Sold (Cont)

Stationery/Cards etc				
Cards	Each	1.25	1.25	0.00
	Each when purchasing 10 or more	1.05	1.05	0.00
Thank you notes & invites		4.20	4.20	0.00
Wrapping Paper		1.05	1.05	0.00
Tissue Paper	Coloured	1.05	1.05	0.00
	Metalic & Patterned	1.60	1.60	0.00
Pks Christmas Cards	Small	2.60	2.60	0.00
	Medium	3.65	3.65	0.00
	Large	4.20	4.20	0.00
Bottle Toppers		2.60	2.60	0.00
Bookmarks		0.55	0.55	0.00
Flip Files A4 10 Pockets		1.75	1.75	0.00
Zip Wallets	A3	0.50	0.50	0.00
	A4 Generous	0.45	0.45	0.00
	A4 Ordinary	0.45	0.45	0.00
	A5	0.40	0.40	0.00

Above prices are controlled by Stationery suppliers and so may vary
New stock items will be purchased if demand justifies with prices to be agreed at the time

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Learning and Achievement

Purpose of the Charge: To contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	52	52

Are concessions available? Yes, fees to Local Authority schools are lower than those charged to external customers

Link to the Council's Medium Term Objectives: Promoting health and achievement.
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Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Professional Development Courses

Course Fees and Timings			
Internal and Other LEA Schools			
Full Day (09.15 - 15.45)	130.00	130.00	0.00
Half Day (09.15 - 12.15) or (13.00 - 16.00)	68.00	68.00	0.00
Twilight (16.15 - 17.30)	31.00	31.00	0.00
Independent Schools			
Full Day (09.15 - 15.45)	260.00	260.00	0.00
Half Day (09.15 - 12.15) or (13.00 - 16.00)	135.00	135.00	0.00
Twilight (16.15 - 17.30)	62.00	62.00	0.00
* Course fees will be increased to take account of any specific additional costs incurred			

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Learning and Achievement

Purpose of the Charge: To Contribute to the costs of the service

	2012/13 Budget £'000	Proposed 2013/14 Budget £'000
Income the proposed fees will generate:	52	52

Are concessions available? Yes, internal fees are lower than those charged to external customers see below

Link to the Council's Medium Term Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Consultancy Rates

Chargeable Activities			
Services offered include Curriculum Reviews, Data Analysis, Training, Specialist Advice and Performance Management			
All fees are a minimum rate, include normal preparation time but exclude travel and materials and must be agreed with line manager and Chief Officer			
BFC Schools			
Daily rate	520.00	520.00	0.00
Half Day	286.00	286.00	0.00
Hourly rate	94.00	94.00	0.00
Non BFC Schools			
Daily rate	572.00	572.00	0.00
Half Day	291.00	291.00	0.00
Hourly rate	114.00	114.00	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Larchwood

Purpose of the Charge: To cover the costs of the service when used by other Local Authorities
--

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	37	38

Are concessions available? Yes, free service for Bracknell children
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Link to the Council's Medium Term Objectives: Promoting health and achievement.
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Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Residential short break care

Overnight				
Per Night	400.95	411.00	2.50	
Daycare				
Standard	per hour	16.15	16.60	2.80
Additional 1:1 staffing	per hour	13.45	13.80	2.60
Additional 2:1 staffing	per hour	26.95	27.65	2.60
Daycare - New Clients				
Standard	per hour	20.75	21.30	2.70
Additional 1:1 staffing	per hour	16.70	17.15	2.70
Additional 2:1 staffing	per hour	33.40	34.25	2.50

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Children Looked After

Purpose of the Charge: To cover the costs of fostercare charges when BFC fostercarers are used by other Local Authorities

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	24	25

Are concessions available? No

Link to the Council's Medium Term Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Fostercare charges

Charge per week	282.94 to 608.49	288.60 to 620.66	2.00
Fees are increased in line with guidance from the Fostering Network which has advised 2.0%.			
Additional amount: Emergency placement	TBD	TBD	
Additional amount: Long term placement	TBD	TBD	
Additional amounts agreed through negotiation with Berkshire Local Authorities.			

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Other Children's and Family Services

Purpose of the Charge: To charge for other Local Authority children placed with BF adopters

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	54	55

Are concessions available? No

Link to the Council's Medium Term Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Adoption Fees

One child	50% at Scale point 31	13,415.50	13,549.66	1.00
2 children	x 1.5	20,123.25	20,324.48	1.00
3 or more children	x 2	26,831.00	27,099.31	1.00
Fees are set nationally and are dependant on the pay rise awarded to staff which is expected to increase by 1%. 2013-14 rates are indicative and reflect the estimated cost of pay award.				

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Youth Service

Purpose of the Charge: To contribute to the costs of the service
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	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	4	4

Are concessions available? Yes, for young people from low income families.
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Link to the Council's Medium Term Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Young Peoples Attendance Fee

Attendance Fee	per session	0.00 to 1.00	0.00 to 1.00	0.00
Membership Fee	per annum	0.00 to 2.10	0.00 to 2.10	0.00
Activities Fee	per session	0.00 to 2.60	0.00 to 2.60	0.00

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Youth Service

Purpose of the Charge: To Contribute to the costs of the service
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	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	113	116

Are concessions available? Internal fees are lower than those charged to external customers see below

Link to the Council's Medium Term Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Hire Fees

Youth & Community Groups - not for profit basis			
Hall	per hour	7.65 to 12.50	7.65 to 12.85 2.80
Meeting Room	per hour	7.65 to 11.55	7.65 to 11.85 2.60
Private & Commercial			
Hall	per hour	11.20 to 27.80	11.20 to 28.50 2.50
Meeting room	per hour	11.20 to 23.20	11.20 to 23.80 2.60
Other income is generated by long term leases			

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Youth Service

Purpose of the Charge: To Contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	5	5

Are concessions available? No

Link to the Council's Medium Tem Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Sale of Goods

Tuck Shops Various refreshments	0.01 to 1.70	0.01 to 1.75	2.90
Duke of Edinburgh Awards Cost per place	16.00 to 25.00	16.40 to 25.65	2.60
Duke of Edinburgh Awards may change to a National Awards fee structure in 2013-14 so rates are be subject to change.			

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Children's Centres

Purpose of the Charge: To contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	9	11

All concessions are included in the fee structure detailed below

Link to the Council's Medium Tem Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Sessional Fees

Sessional Fees			
BFC families (or those with guest cards)	2.10	2.15	2.4
BFC families receiving additional support/benefits	1.05	1.10	4.8
Families from outside BFC	4.20	4.30	2.4

These charges would apply only to those sessions where substantial additional costs are incurred e.g. baby massage/yoga, messy play sessions etc.

Children's Centres Managers are able, within budget limitations, to incentivise registration and engagement of families with the use of promotional offers which may be less than the sessional fees detailed above.
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Any other sessions would either be completely free or donations sought to cover refreshment costs.
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CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Children's Centres

Purpose of the Charge: To contribute to the costs of the service

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	9	11

All concessions are included in the fee structure detailed below

Link to the Council's Medium Tem Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Room Hire Fees

Rowans Children's Centre			
Private group/ Statutory Agencies			
Hall	12.50	12.85	2.8
Squirrel Room	10.40	10.70	2.9
Owl Room	8.35	8.60	3.0
Badger Room	6.25	6.45	3.2
Kitchen (if used for cooking)	10.40	10.70	2.9
Modular Building	12.50	12.85	2.8
Voluntary/non profit making Group			
Hall	9.40	9.65	2.7
Squirrel Room	7.30	7.50	2.7
Owl Room	5.20	5.35	2.9
Badger Room	3.15	3.25	3.2
Kitchen (if used for cooking)	7.30	7.50	2.7
Modular Building	9.40	9.65	2.7

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Children's Centres

Purpose of the Charge: To Contribute to the costs of the service not financed by grant

	2012/13 Budget	Proposed 2013/14 Budget
	£'000	£'000
Income the proposed fees will generate:	9	11

All concessions are included in the fee structure detailed below

Link to the Council's Medium Tem Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Room Hire Fees

Oaks Children's Centre:			
Private group/ Statutory Agencies			
Green Room	9.40	9.65	2.7
Blue Room	8.35	8.60	3.0
Family Room and Kitchen	12.50	12.85	2.8
Pre-school room	14.60	15.00	2.7
Voluntary/non profit making Group			
Green Room	6.25	6.45	3.2
Blue Room	5.20	5.35	2.9
Family Room and Kitchen	9.40	9.65	2.7
Pre-school room	11.45	11.75	2.6
Alders Children's Centre			
Private group/ Statutory Agencies			
Family Room	10.40	10.70	2.9
Meeting Room 1	7.30	7.50	2.7
Meeting Room 2	6.25	6.45	3.2
Voluntary/non profit making Group			
Family Room	7.30	7.50	2.7
Meeting Room 1	5.20	5.35	2.9
Meeting Room 2	3.15	3.25	3.2

Groups who are directly supporting the delivery of CC services will not be charged.
Refreshments will be charged at £0.50 per head per session to a maximum of £10.00.

CHILDREN, YOUNG PEOPLE AND LEARNING

2013/14 PROPOSED FEES & CHARGES

Service : Early Years Workforce Development

Purpose of the Charge: To contribute to the costs of the service

	£'000	£'000
Income the proposed fees will generate:	4	4

Are concessions available? Yes, fees to Local Authority schools are lower than those charged to external customers

Link to the Council's Medium Tem Objectives: Promoting health and achievement.

Description	Current Fee (Exc VAT)	Proposed Fee (Exc VAT)	Increase
	£.p	£.p	%

Professional Development Courses

Course Fees and Timings			
Non-statutory courses calculated per course to cover direct costs (delegates advised on application)	At cost	At cost	

Equalities Screening Record Form

Date of Screening: 4/2/11	Directorate: Children, Young People & Learning	Section: Children Social Care	
1. Activity to be assessed	Please give full details of the activity and summarise the budget reduction proposal		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Sheila McKeand		
5. Who are the members of the EIA team?	Sheila McKeand Fiona Gibbins Rene Baron		
6. What is the purpose of the activity?	<p>Bracknell Forest Council is responsible for providing advice and support to those young people who were looked after and meet specified criteria under the Leaving Care Act 2000. This support has been available for young people up to the age of 21 years (24yrs if disabled) Financial support is available for accommodation, setting up home, living expenses and other expenses. However the demand for financial support is based on the assessed need of the young person and can be variable from year to year. The proposed budget is sufficient to meet anticipated demand. However, new legislation requires the Authority to promote the availability of an assessment of support for young people up to the age of 25 years so this may have an impact in future demand on the budget.</p>		
7. Who is the activity designed to benefit/target?	Bracknell Forest Council Care Leavers		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason. What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data	
			N
8. a Racial equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.			
8. b What evidence do you have to support this? E.g equality monitoring data, consultation results, customer			Data is collected on ethnicity and gender to monitor that provision is equitable

satisfaction information etc.			
9. a Gender equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Services are provided to all groups irrespective of gender.	
9. b What evidence do you have to support this?		Data is collected on ethnicity and gender to monitor that provision is equitable	
10. a Disability equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	Y	Care Leavers with disabilities may access support until they are 24 years old.	
10. b What evidence do you have to support this?			
11. a Age equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Services and support is for all young people who meet the criteria for Care Leaver status.	
11. b What evidence do you have to support this?		n/a	
12. a Religion and belief equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Services are provided to all groups irrespective of religion or belief	
12. b What evidence do you have to support this?		n/a	
13. a Sexual orientation equality - Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	N	Services are provided to all groups irrespective of sexual orientation or gender	
13. b What evidence do you have to support this?		n/a	
14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.		Care Leavers are over represented in offenders and young parent cohorts. Support to Care Leavers is aimed at reducing this impact	
15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?		n/a	
16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?		Regular reviews of the needs of individual Care Leavers are held in order to ensure that services continue to meet their changing needs.	

17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	
18. What further information or data is required to better understand the impact? Where and how can that information be obtained?	Data will continue to be collated and analysed to ensure that the resources needed to support this group of young people is appropriate to meet their individual needs and to meet the legal requirements on the Council.		
19. On the basis of sections 7 – 17 above is a full impact assessment required?		N	As indicated above it is not envisaged that there will be any negative impact on support or services provided.
20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Monitor budget spend	Monthly	Sheila McKeand	Information will be available for budget build
Consultations with care Leavers	Collate annually	Sheila McKeand Louise Hopkinson	Feedback from Care Leavers
21. Which service, business or work plan will these actions be included in?	Children's Social Care Management Team		
22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?	no		
23. Chief Officers signature.	Signature:	<i>Roma Hunt</i>	Date: September 2012
24. Which PMR will this screening be reported in?			

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening:	Directorate: CYP&L	Section: Children's Social Care
1. Activity to be assessed	Reduction in budget for Computers for Looked After Children	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Sheila McKeand Head of Service Looked After Children	
5. Who are the members of the EIA team?	Helen Fenton, Team Manager, Family Placement Team, Tony Mansfield, Education Support Officer	
6. What is the purpose of the activity?	<p>Please describe briefly its aims, objectives and main activities as relevant.</p> <p>The proposal is to reduce the budget available for computers for Looked After Children by £2k</p>	
7. Who is the activity designed to benefit/target?	<p>Looked After Children and Care Leavers who require computers and access to the Web for their education and recreational benefit.</p> <p>The Policy for providing computers and access to the Web was updated in 2009. Previously looked after children in year 10 & 11 who were cared for 'long term' were provided with computers, or laptops, and their carers funded to access the web. The development of computer technology and increased use of computers by children of all ages led to a review of the policy.</p> <p>The new Policy provided computers to all Bracknell Forest foster carers so that all fostered children are now able to access a computer and the website where appropriate. Children placed with external providers are expected to be offered a similar service by that provider. Care Leavers attending college are assessed and provided with equipment when appropriate.</p> <p>As a consequence of this Policy the demand for new and replacement computers/laptops has reduced, hence enabling £2k to be offered as a saving.</p>	
Protected Characteristics	Please tick yes or no	<p>Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>
		<p>What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data</p>
8. Disability Equality	N	All children and young people are provided with resources to meet their assessed need

9. Racial equality		N	All children and young people are provided with resources to meet their assessed need	
10. Gender equality		N	All children and young people are provided with resources to meet their assessed need	
11. Sexual orientation equality		N	All children and young people are provided with resources to meet their assessed need	
12. Gender re-assignment		N	All children and young people are provided with resources to meet their assessed need	
13. Age equality		N	All children and young people are provided with resources to meet their assessed need	
14. Religion and belief equality		N	All children and young people are provided with resources to meet their assessed need	
15. Pregnancy and maternity equality		N	All children and young people are provided with resources to meet their assessed need	
16. Marriage and civil partnership equality		N	n/a	
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer/s/ex-offenders) and on promoting good community relations.			Please explain Not applicable	
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?			Please explain Not applicable	
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?			Please explain Not applicable	

20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	Please explain for each equality group	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?				
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	The change in Policy has led to an improvement to the service provided to all Looked After Children. The budget reduction does not have an impact on the service provided and it is not envisaged this will cause a difficulty in 2012/13. However as the number of foster carers increases there will be a need to review this budget.	
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.				
Action	Timescale	Person Responsible	Milestone/Success Criteria	
The demand for computers and equipment will continue to be monitored and any increased demand flagged in the budget build for 2013/14	Ongoing	Sheila McKeand	All looked after children and young people will continue to have access to the internet and computer according to their assessed need.	
24. Which service, business or work plan will these actions be included in?				
Budgets are monitored monthly within usual procedures.				
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?				
Not applicable				
26. Chief Officers signature.				
<p style="text-align: center;"><i>Roma Hunt</i></p> <p>Signature: Date: September 2012</p>				
27. Which PMR will this screening be reported in?				

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: September 2012	Directorate: Children, Young People and Learning	Section: Prevention and Early Intervention
1. Activity to be assessed	Reduction in retaining the Children's Centres' income revenue funding stream generated by some fee based universal services and site sharing contributions. This amounts to a reduction of £15,000 which would have been reinvested to expand service delivery to families with children aged 0-5. This reduction will be taken in account when setting budgets for next year but services will continue to be delivered in all geographical areas to meet local need. This retention of funding will not impact the existing level of services, but will restrict the expansion of services.	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input checked="" type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Karen Frost	
5. Who are the members of the EIA team?	Bridget Shepherd, Karen Frost	
6. What is the purpose of the activity?	Proposal to reduce the overall operating budget for the Children's Centres	
7. Who is the activity designed to benefit/target?	<p>Service users with children aged 0-5 including vulnerable families. Data as of 4.10.12</p> <p>The number of under 5s in each area are as follows:</p> <p>The Alders and Chestnuts: 1565 (760 registered with the Children's Centre = 48.6%) The Oaks and Hollies: 1970 (1254 registered with the Children's Centre = 63.7%) The Willows and Maples: 2170 (913 registered with the Children's Centre = 42.1%) The Rowans and Sycamores: 1875 (1142 registered with the Children's Centre = 60.9%)</p> <p>The number of carers currently registered in each centre and the available equality monitoring information is as follows:</p> <p>The Alders and Chestnuts Children's Centre Number of carers registered = 1067 Number of disabled adults = 4 (0.4%) Number of males = 332 (31.1%) Pregnant = 12 (1.1%) Stated ethnicity other than White British = 385 (36.1%) Lone Parents = 51 (4.8%)</p>	

	<p>The Oaks and Hollies Children's Centre Number of carers registered = 1655 Number of disabled adults = 7 (0.4%) Number of males = 517 (31.2%) Pregnant = 12 (0.7%) Stated ethnicity other than White British = 557 (33.7%) Lone Parents = 142 (8.6%)</p> <p>The Willows and Maples Children's Centre Number of carers registered = 1173 Number of disabled adults = 3 (0.3%) Number of males = 331 (28.2%) Pregnant = 1 (0.1%) Stated ethnicity other than White British = 396 (33.8%) Lone Parents = 86 (7.3%)</p> <p>The Rowans and Sycamores Children's Centre Number of carers registered = 1458 Number of disabled adults = 7 (0.5%) Number of males = 393 (27.0%) Pregnant = 1 (0.1%) Stated ethnicity other than White British = 642 (44.0%) Lone Parents = 121 (8.3%)</p>
<p>Protected Characteristics</p>	<p>Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.</p>
<p>8. Disability Equality</p>	<p>What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data</p> <p>All sessions and venues are inclusive and there has been no negative feedback from service users.</p>
	<p>Please tick yes or no</p>
	<p>N</p> <p>Neutral impact No differential or adverse impacts identified. Budgets are flexible and can be used to meet changing needs e.g. one of the children's centres is facilitating a group of parents of children with additional needs in establishing a support group</p>

			that will be open to all families across Bracknell Forest.	
9. Racial equality		N	Neutral impact - future services will be based on community need. No differential or adverse impacts identified	See above in Section 6 for detailed statistics which demonstrate that BME service users already represent a higher engagement than the average for the Borough (16%).
10. Gender equality	Y		There may be an impact on this group, as women represent a higher proportion of adult service users. In addition, one of the services that might be impacted is a project for victims of Domestic Abuse who are largely women. However, should the existing pilot project prove to be successful, alternative funding will be sought.	Women form the majority of users of the children's centres and are more likely to be impacted by a restriction in the expansion of services.
11. Sexual orientation equality		N	Neutral impact. No differential or adverse impacts identified	This information is not available unless parents chose to disclose it. To date, nobody has disclosed this information.
12. Gender re-assignment		N	Neutral impact. No differential or adverse impacts identified	This information is not available unless parents chose to disclose it. To date, nobody has disclosed this information.
13. Age equality	Y		There may be an adverse impact on this group as the Children's Centre programme is aimed at children aged 0-5 and their families. However, services will continue to be delivered in all geographical areas to meet local need. This retention of funding will not impact on the existing level of services, but will restrict the expansion of services.	See above in Section 6 for detailed statistics for the number of children and adults registered in each centre.
14. Religion and belief equality		N	Neutral impact. Future services will be based on community need. No differential or adverse impacts identified Services will continue to be delivered in all geographical areas to meet local need.	Information about the religion of centre users is not currently collected Hindus are the largest minority religious group in Bracknell Forest (1.6%) and the main concentrations of this faith group are in the South of the Borough and the centre. Muslims are the second largest minority religious

				group (1.4%) and their presence is evenly distributed across the Borough. They will therefore be no more affected by the mergers than any other religious group.
15. Pregnancy and maternity equality	Y		There may be an adverse impact on this group as the vast majority of service users will either be pregnant or be the parents/carers of young children. Ante natal and post natal services will continue to be delivered by Health partners in the four main centres. Targeted breastfeeding support will continue to be offered across the L.A.	See above in Section 6 for detailed statistics.
16. Marriage and civil partnership equality		N	Neutral impact. No differential or adverse impacts identified. Lone parent groups will continue to run where there is demand.	This information is not available unless parents chose to disclose it. However, families of all make-ups are accessing the children's centre services which are inclusive.
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.			There are existing targeted children's centre services that vulnerable families can and do access. However, currently our data shows that not all these users chose either to access services or have a need to access services. Vulnerable families e.g. young parents, workless households, victims of domestic abuse etc. Establishing relationships with vulnerable families is key to successful engagement and a restriction in the expansion of services could have an adverse impact on this.	
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?			The Council needs to ensure it delivers a balanced budget for the good of all its residents.	
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?			No	
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?				
			N	Please explain for each equality group

21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	None required.		
22. On the basis of sections 7 – 17 above is a full impact assessment required?	N	There will be no reduction to the existing services, just a limitation on the expansion of services. The needs of the local community are reviewed regularly and services developed to meet these if necessary.	
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Ongoing monitoring and review of services to ensure the needs of all service users are being met	Ongoing	Children's Centre Managers	All service users' needs are being met.
24. Which service, business or work plan will these actions be included in?			
Prevention and Early Intervention Service Plan			
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?			
Regular reports are run from the eStart system to ensure that equality of access to children's centre services is monitored.			
26. Chief Officers signature.		Signature:	Date:

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: November 2012	Directorate: Children, Young People and Learning	Section: Prevention and Early Intervention						
1. Activity to be assessed	A proposal to cease the provision of support currently provided to Bracknell Forest Schools to deliver Extended Services, with the objective of achieving a saving of £28,480. The proposal involves the withdrawal of the optional 'buy-in' Service Level Agreement (SLA) and deletion of one part-time Extended Services Co-ordinator post.							
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input checked="" type="checkbox"/> Organisational change							
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing							
4. Officer responsible for the screening	Karen Frost							
5. Who are the members of the EIA team?	Karen Frost, Heather Carter, Bridget Shepherd							
6. What is the purpose of the activity?	<p>43% of schools in BFC bought into this service in 2012/13, with a breakdown as follows:</p> <table style="margin-left: 20px;"> <tr><td>Secondary</td><td>2 out of 6 schools</td></tr> <tr><td>Primary</td><td>14 out of 30 schools</td></tr> <tr><td>Special</td><td>1 out of 1 school</td></tr> </table> <p>The Extended Services SLA includes:</p> <ul style="list-style-type: none"> • Professional support and advice on income generation including sourcing, writing and submitting bids for external funding. • Activities and events tailored to schools individual needs. • Clubs aimed at specific groups of pupils, for example to assist in fulfilling obligations of the pupil premium, or resolving behavioural issues. • Promotion, organisation and implementation of family learning sessions in schools. • Targeted support for parents of EAL pupils. • Volunteer recruitment and training (working with PTA). • Ongoing support to achieve external accreditation eg. Quality in Study Support (QISS), and/or Quality in Extended Services (QES) • Support to sustain the Healthy Schools agenda. • Advice on opportunities for schools to share resources and commission joint services (using existing Area Partnerships). Sharing of best practice between schools <p>The Extended Services Co-ordinator post provides support to schools for their Extended Services activities, and line management to 2 part-time officers and 1 part-time Nepali Community Worker.</p>		Secondary	2 out of 6 schools	Primary	14 out of 30 schools	Special	1 out of 1 school
Secondary	2 out of 6 schools							
Primary	14 out of 30 schools							
Special	1 out of 1 school							
7. Who is the activity designed to benefit/target?	The 'users' of the Extended Services are schools themselves. This is not a 'frontline' service; rather it supports schools to deliver their Extended Services offer. Schools will continue to have the option to deliver Extended Services in-house.							

Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality	N	Neutral impact. No differential or adverse impacts identified	1 special school currently buys into the Extended Services SLA, and all schools will have pupils with disabilities and/or additional needs. The removal of packaged support via the optional buy-in SLA will enable them to target their funding more appropriately to meet the individual and specific needs of their school population. Extended Services support to schools is not a 'frontline' service and schools will continue to have the option to deliver Extended Services in-house, therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
9. Racial equality	N	Neutral impact. No differential or adverse impacts identified	Racial equality is considered in respect of the reallocation of line management of the Nepali Community Worker. In April 2012 there were estimated to be 330 Nepali families in the Borough <ul style="list-style-type: none"> • 140 living in Sandhurst, • 95 living within Royal Military Academy Sandhurst • 95 living in Bracknell The Nepali Community Worker will continue to support the local Nepali community who are largely Hindu and therefore it is not anticipated that there will be any adverse impact on this protected characteristic. Extended Services support to schools is not a 'frontline' service and schools will continue to have the option to deliver Extended Services in-house, therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
10. Gender equality	N	Neutral impact. No differential or adverse impacts identified	Extended Services support to schools is not a 'frontline' service and schools will continue to have the option to deliver Extended Services in-house,

				therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
11. Sexual orientation equality		N	Neutral impact No differential or adverse impacts identified	Extended Services support to schools is not a 'frontline' service and schools will continue to have the option to deliver Extended Services in-house, therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
12. Gender re-assignment		N	Neutral impact.	This information is not routinely monitored, however Extended Services support to schools is not a 'frontline' service and schools will continue to have the option to deliver Extended Services in-house, therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
13. Age equality		N	Neutral impact. No differential or adverse impacts identified	This information is not routinely monitored, however Extended Services support to schools is not a 'frontline' service and schools will continue to have the option to deliver Extended Services in-house, therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
14. Religion and belief equality		N	Neutral impact. No differential or adverse impacts identified	Religion and belief equality is considered in respect of the reallocation of the line management of the Nepali Community Worker. In April 2012 there were estimated to be 330 Nepali families in the Borough <ul style="list-style-type: none"> • 140 living in Sandhurst, • 95 living within Royal Military Academy Sandhurst • 95 living in Bracknell The Nepali Community Worker will continue to support the local Nepali community who are largely Hindu and therefore it is not anticipated that there will be any adverse impact on this protected characteristic.
15. Pregnancy and maternity equality		N	Neutral impact No differential or adverse impacts identified	The service delivered does not affect this protected characteristic.
16. Marriage and civil partnership equality		N	Neutral impact No differential or adverse impacts identified	The service delivered does not affect this protected characteristic.

17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.	There will be no impact on any other groups, as the service will continue to be delivered.	
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	N/A	
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	There is no significant difference.	
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	N	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	<p>There is no statutory requirement for local authorities (LAs) to ensure provision of Extended School activities and therefore this proposal follows national policy relating to extended services in that since April 2011 schools have been directly responsible for the sustainable delivery of extended services.</p> <p>Extensive work with the Extended Services Partnership's has taken place to build internal capacity with the aim of schools being able to provide sustainable Extended Services independently of LA support.</p> <p>The proposed changes to this area of work reflect a change in work priorities, workloads and department restructure. The line management role of the Extended Services Co-ordinator (2 part time officers and a part time Nepali Community Worker) now falls under the new service area of Prevention and Early Intervention, and therefore will be subsumed into a restructured delivery model.</p>	
22. On the basis of sections 7 – 17 above is a full impact assessment required?	N	Schools will continue to have the option to deliver a frontline Extended Service in-house. The removal of packaged support via the optional buy-in SLA will enable them to target their funding more appropriately to meet the individual and specific needs of their school population.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.		
Action	Timescale	Person Responsible
Ongoing monitoring and review of services to ensure needs of all service users are being met	Ongoing	Schools and Local Authority support staff
24. Which service, business or work plan will these actions be included in?	Prevention and Early Intervention Service Plan	
Milestone/Success Criteria	All service users' needs are being met.	

<p>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</p>	<p>The employment equality duties will be observed throughout the process to consider this reduction.</p>
<p>26. Chief Officers signature.</p>	<p>Signature: _____ Date: _____</p>

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Equalities Screening Record Form

Date of Screening: November 2012	Directorate: Children, Young People and Learning	Section: Prevention and Early Intervention	
1. Activity to be assessed	<p>The reduction of grant available to voluntary and non-profit making Early Years providers to support the development of graduate leaders and their on-going professional development.</p> <p>The Graduate Leader Fund grant improves the quality of the early years workforce in the Private, Voluntary and Independent sector by providing support to settings to develop a graduate level workforce</p> <p>The grant enables practitioners to complete graduate training, achieve Early Years Professionals status (EYP); supports enhanced salary levels and assists with the costs of implementing improvements to quality and outcomes for children.</p> <p>This proposal represents a reduction of 71.7% of the grant support to this sector. However, there is a continuing universal support available to early years practitioners via the Practitioner Bursary Grant and the Practitioner Training Programme. In addition there are external sources of funding available, e.g. Skills Funding Agency and bursaries from individual Universities.</p> <p>Narrowing the gap in achievement by the end of reception year is a government and LA objective. There is strong evidence that this gap develops in early years and can be narrowed by good early year's intervention. High quality provision has a significant impact of achieving this outcome.</p> <p>The grant fund in 2012/13 was set at £27,890 and this provided grants of approximately £1,000 per setting with a qualifying graduate leader in post.</p>		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input checked="" type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Karen Frost		
5. Who are the members of the EIA team?	Karen Frost, Heather Carter		
6. What is the purpose of the activity?	A reduction in grant funding.		
7. Who is the activity designed to benefit/target?	Early Years practitioners and ultimately children aged under 5 years old.		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include

				consultation results/satisfaction information/equality monitoring data
8. Disability Equality		N	Neutral impact The Early Years Foundation Stage Inclusion Team already provides support and training to providers offering care to children with disabilities. It is planned to continue this service at the same level.	The majority of Graduate Leader training does not include extensive training and development specifically targeted to support the needs of children with disabilities.
9. Racial equality		N	Neutral impact This grant is available to all Early Years practitioners.	No specific implications relating to race have been identified at this time.
10. Gender equality	Y		Potential for adverse impact	The Early Years workforce is predominantly female. This information is monitored and tracked through the application process for Early Years Graduate Leader grant, training bursaries and practitioner training programme. In the last financial year 100% of applicants for all three support grants were female.
11. Sexual orientation equality		N	Neutral impact This grant is available to all Early Years practitioners.	No specific implications relating to sexual orientation have been identified at this time.
12. Gender re-assignment		N	Neutral impact This grant is available to all Early Years practitioners.	No specific implications relating to gender re-assignment have been identified at this time.
13. Age equality	Y		Potential for adverse impact	If the skill level of the workforce falls due to withdrawal of this grant it could ultimately affect the quality of service provision to children under 5 which would have an adverse impact on their outcomes.
14. Religion and belief equality		N	Neutral impact This grant is available to all Early Years practitioners.	No specific implications relating to religion and beliefs have been identified at this time.
15. Pregnancy and maternity equality		N	Neutral impact This grant is available to all Early Years practitioners.	No specific implications relating to pregnancy and maternity have been identified at this time.
16. Marriage and civil partnership equality		N	Neutral impact This grant is available to all Early Years practitioners.	No specific implications relating to marriage and civil partnerships have been identified at this time.

<p>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.</p>	<p>There is potential for an adverse impact on practitioners in a sector which is recognised as being poorly paid (low income).</p> <p>There will be some practitioners who will not be able to access graduate level training due to the costs involved without the support of the grant.</p> <p>With low profit margins it is unlikely that providers will be able to support graduate training fees, or maintain the salary increase for graduate staff, therefore leading to potential implications on their ability to retain graduates.</p>		
<p>18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</p>	<p>N/A</p>		
<p>19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</p>	<p>N/A</p>		
<p>20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</p>	<p>N</p>	<p>Please explain for each equality group</p>	
<p>21. What further information or data is required to better understand the impact? Where and how can that information be obtained?</p>	<p>Continued monitoring by the Early Years and Childcare Workforce Development team will identify whether there is a reduction in graduate practitioners and/or the skill levels of practitioners in Early Years provision if this grant is reduced.</p>		
<p>22. On the basis of sections 7 – 17 above is a full impact assessment required?</p>	<p>N</p>	<p>There will be no reduction to the existing services.</p>	
<p>23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.</p>			
<p>Action</p>	<p>Timescale</p>	<p>Person Responsible</p>	<p>Milestone/Success Criteria</p>
<p>Ongoing monitoring and review of training qualifications and quality of provision.</p>	<p>Ongoing</p>	<p>Local Authority staff</p>	<p>That there is no adverse impact on quality of provision</p>
<p>Review and re-focus the remaining grant support and training programmes available to this sector to ensure cost effective and accessible models of training and professional development are effective and support the continuing development of high quality provision, and are available equally to all protected characteristics across the sector</p>	<p>Ongoing</p>	<p>Childcare & Workforce Development Manager</p>	<p>That there is no adverse impact on quality of provision</p>

<p>24. Which service, business or work plan will these actions be included in?</p>	<p>Prevention and Early Intervention Service Plan</p>
<p>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</p>	<p>The Quality Improvement Tool which is used by Local Authority to monitor and improve quality within Early Years provision will highlight any impact on quality at an early stage, which can then be addressed quickly.</p>
<p>26. Chief Officers signature.</p>	<p>Signature: _____ Date: _____</p>

**TO: THE EXECUTIVE
11 DECEMBER 2012**

**CAPITAL PROGRAMME 2013/2014 - 2015/2016
(Borough Treasurer/Chief Executive)**

1 PURPOSE OF DECISION

- 1.1 Under the Council's Constitution, the Executive are required to issue their budget proposals for consultation for a minimum period of six weeks prior to making their recommendations to full Council in February 2013. The capital programme forms an important part of the overall budget proposals and is a key means by which the Council can deliver many of its medium term objectives.
- 1.2 This report draws together each service's proposals so that the Executive can agree a draft capital programme for 2013/14-2015/16 as the basis for consultation. In compiling the draft programme the main focus is inevitably on determining the requirements for 2013/14, although future year's schemes do also form an important part of the programme.
- 1.3 The financial implications of the recommendations in this report are reflected in the subsequent report on the Council's draft revenue budget. Any revisions to the proposals put forward by each service would also need to be reflected in that report which will also be published as the basis for consultation following the Executive's meeting.

2 RECOMMENDATIONS

That the Executive:

- 2.1 **Recommends to the Council that the funding of £3.000m for the accommodation works at Time Square be approved to enable the contract be awarded in the current financial year.**
- 2.2 **Recommends to the Council that the allocation and associated virements resulting from additional grants received in year as noted in paragraph 5.31 and Annex G be approved.**
- 2.3 **Approves, for consultation, an initial Council funded capital programme (excluding the accommodation works at Time Square) of £9.190m for 2013/14 summarised in Annex A, including the schemes listed in Annexes B – F.**
- 2.4 **Approves, for consultation, the inclusion of an additional budget of £1m for Invest to Save schemes.**
- 2.5 **Approves, for consultation, the inclusion of £1.350m of expenditure to be funded from S106 as outlined in para 5.22.**
- 2.6 **Approves, for consultation, the inclusion of £9.922m of expenditure to be externally funded as outlined in para 5.22.**

3 REASONS FOR RECOMMENDATIONS

3.1 The reasons for the recommendations are set out in the report.

4 ALTERNATIVE OPTIONS CONSIDERED

4.1 The alternative options are considered in the report.

5 SUPPORTING INFORMATION

Capital Resources

5.1 Each year the Council agrees a programme of capital schemes. In the past these schemes have been funded from three main sources:

- the Council's accumulated capital receipts
- Government Grants
- other external contributions

5.2 The Local Government Act 2003 brought in radical changes to the financing of capital expenditure and from that date, the Government no longer issued borrowing approvals. Instead, under a new "prudential framework", Councils can set their own borrowing limits based on the affordability of the debt.

5.3 The Council's estimated total usable capital receipts at 31st March 2013 are zero. As a debt free authority the Council is heavily reliant on capital receipts to fund its capital programme, although interest generated from capital receipts can also help support the revenue budget in the short term. Historically the Council has been heavily reliant on housing sales to generate new receipts. Following the transfer of the housing stock to Bracknell Forest Homes (BFH) in 2008, the Council still receives a share of any Right-To-Buy proceeds from BFH in addition to a share of capital receipts from the VAT Shelter scheme. However the disposal of other assets is increasingly seen with greater importance if the Council's spending plans are to continue to be realised. However current market conditions may mean that the immediate disposal of an asset is not necessarily in the Council's best interests. To support this there is a programme of disposals and all surplus, or potentially surplus, property is reported to every meeting of the Asset Management Group who co-ordinate and manage the Council's disposal programme.

5.4 At the time of the housing stock transfer it was estimated that the RTB Sharing and VAT Shelter schemes would deliver annual receipts of approximately £3m over the proceeding 10 years. This is now expected to be lower in the short-term as a result of the recession and the on-going uncertainty in the capital markets. However, added to the miscellaneous sales of surplus land and property planned for next year it is now assumed that receipts in 2013/14 will amount to £5.0m.

5.5 As the Council's accumulated capital receipts have been fully utilised, the Council returned to a position of internal borrowing in 2010 and as such a revenue contribution is required each year to repay this internal borrowing. Once the Council's current level of investments is exhausted, which is expected to be within the next 2 years, the Council will need to borrow externally.

5.6 The proposed capital programme for 2013/14 has been developed, therefore, on the assumption that it will be funded by a combination of Government grants, other

external contributions and some internal borrowing in addition to the £5.0m of capital receipts. The financing costs associated with the General Fund Capital Programme have been provided for in the Council's revenue budget plans which also appear on tonight's agenda.

New Schemes

- 5.7 Within the general financial framework outlined above, Service Departments have considered new schemes for inclusion within the Council's Capital Programme for 2013/14 – 2015/16. Given that both capital and revenue resources are under pressure, each Department has evaluated and prioritised proposed schemes into the broad categories, set out in the Council's Corporate Capital Strategy and in line with the Council's Asset Management Plan. Having done this, only the very highest priority schemes and programmes are being recommended for inclusion in the Capital Programme.

Unavoidable & Committed schemes

- 5.8 This category covers schemes which must proceed to ensure that the Council is not left open to legal sanction and includes items relating to health and safety issues, new statutory legislation etc. Committed schemes also include those that have been started as part of the 2012/13 Capital Programme. Also included within this category are those schemes that were previously funded from the General Fund Revenue Account, but which by their nature could be legitimately capitalised, thereby reducing pressure on the revenue budget. Schemes in this category form the first call on the available capital resources.
- 5.9 Within these categories, provision has been made to address the rolling programme of disabled access requirements to Council buildings (£0.1m). The works have been identified through independent access audits and have been prioritised to meet the needs of users of these buildings. Significant progress has been made in past years and a programme of works has been planned across a range of service areas.

Time Square

- 5.10 The Accommodation Strategy is underpinned by a programme of reducing the number of buildings across the Council estate. Some of these are dependent on the improvements to Time Square to accommodate the vast majority of Town Centre staff in that building. To maximise the capacity of the building and reduce the maintenance back-log additional funding of £3m (on top of the £1.22m currently provided for in 2012/13) will be required which will increase significantly the useful life of the building. By accommodating additional staff in Time Square annual savings of £156,000 are predicted from the release of two town centre buildings which will fund a significant proportion of this additional investment and the associated financing costs over a 17 year period (approximately £1.9m). The remaining funding of £1.1m will be financed from revenue balances.
- 5.11 In order to secure the current tendered prices and to avoid incurring the full cost of scoping and procurement for a second works programme, a request is made for the Executive to approve the £3m request in advance of the main consultation exercise. Providing this funding to complete a works programme will secure the envelope of the building, consolidate Customer Services and Registrars on one site improving service to the public, allow for works to heating, cooling & infrastructure and allow some office remodelling to accommodate 162 additional staff. It is also planned to achieve further efficiency savings where functions can be streamlined.

Town Centre Highway Works

- 5.12 In order to facilitate transport movements around the Borough, including in the medium term the planned Town Centre redevelopment, it is necessary to fund a number of highway schemes. In particular works required on the Twin Bridges site. As such a funding need of £2.5m has been identified in the 2013/14 proposals with further commitments required in 2014/15 and 2015/16.

Maintenance (Improvements and capitalised repairs)

- 5.13 An assessment has been made of the condition of the Council's property assets to arrive at an estimate of the outstanding maintenance works required. An assessment is made of the state of each building element and its repair priority with a condition rating and repair urgency as follows.

Definition of Condition Categories:	
A: Good – Performing as intended and operating efficiently. B: Satisfactory – Performing as intended but showing minor deterioration. C: Poor – Showing major defects and/or not operating as intended. D: Bad – Life expired and/or serious risk of imminent failure.	
Priority:	
1	Urgent works that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of the occupants and/or remedy a serious breach of legislation.
2	Essential work required within two years that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health & safety of the occupants and/or a minor breach of the legislation.
3	Desirable work required within 3 to 5 years that will prevent deterioration of the fabric or services and/or address a low risk to the health & safety of the occupants and/or a minor breach of the legislation.
4	Long-term work required beyond a period of 5 years that will prevent deterioration of the fabric or services.

- 5.14 The figures below are based on the information held in the Building Group's property system as of the 30 November 2012. The system has been continually updated to take into account works that are already budgeted for within existing 2012/13 schools and corporate planned maintenance programmes:

Maintenance Backlog

		£ (000)	£ (000)
Schools	Priority 1C & 1D	1,439	
	Priority 2C & 2D	4,914	
	Lower Priorities	4,180	10,533
Corporate Properties	Priority 1C & 1D	2,074	
	Priority 2C & 2D	9,006	
	Lower Priorities	4,915	15,995
Total			26,528

Schools

- 5.15 Historically the Schools Maintenance Programme has been funded from the Capital Maintenance grant allocation from the Department for Education. The Council has been notified by the Department that the provisional allocation for 2013/14 will not be announced until January 2013 at the earliest. The 2012/13 allocation amounted to £1.89m and the assumption has been made at this stage in the budget process that the amount of grant funding will support the level of 1C and 1D liabilities identified above. This will be reviewed upon receipt of the final grant allocation.

Non-schools

- 5.16 For all non-schools property and in line with the policy adopted in previous years, the Asset Management Group has considered only those works that fall within categories 1C and 1D. From an analysis of the work required it is clear that a significant proportion of the works, whilst urgent, cannot be legitimately capitalised under the accepted accounting principles and must be met from a revenue budget. An allowance of £200,000 is available in the 2013/14 Revenue Budget proposals to meet such liabilities. However this will not be sufficient to meet the level of works identified within the 1C and 1D categories. Approximately £500,000 of the highest priority works can be legitimately capitalised and it is proposed to review the most effective way for the Council to fund any additional revenue works at the end of the current financial year as part of the 2012/13 Out-Turn Report.
- 5.17 The implications of failing to maintain Council buildings and to address the backlog will be a significant issue for the Council over the coming years and efforts will be focussed on ensuring that the highest priority items are tackled first, that efficiencies are maximised in the procurement of works and that maintenance which will result in energy efficiencies are undertaken through the invest-to-save programme.

Rolling programmes

- 5.18 These programmes cover more than one year and give a degree of certainty for forward planning schemes to improve service delivery. They make an important contribution towards the Council's Medium Term Objectives and established Asset Management Plans.

Other Desirable Schemes

- 5.19 In addition to the schemes identified in the above categories, each service has requested funding for other high priority schemes that meet the needs and objectives of their service and the Council's Medium Term Objectives. The net cost of schemes which attract partial external funding are included in the schemes put forward.

Invest To Save Schemes

- 5.20 These are schemes where the additional revenue income or savings arising from their implementation exceeds the internal borrowing costs. The Council's approach to Invest to Save schemes is included in its Capital Strategy and in accordance with the Capital Strategy it is proposed that a further £1m be included in the 2013/14 capital programme for potential Invest to Save schemes.

Capital Programme 2013/14 – 2015/16

- 5.21 A detailed list of suggested schemes within the draft capital programme, together with a brief description of each project, for each service is included in Annexes B – F. A summary of the cost of schemes proposed by Departments is set out in the table below and in Annex A. This shows that the total net capital funding requested is £12.190m in 2013/14 (including £3m for the works to Time Square)

Capital Programme 2013/14-2015/16				
Annex	Service Area	2013/14 £000	2014/15 £000	2015/16 £000
B	Council Wide	5,555	1,910	1,623
C	Corporate Services	118	70	0
D	Children, Young People & Learning	7,834	6,565	2,565
E	Adult Social Care & Health	2,180	3,935	2,240
F	Environment Culture & Communities	7,775	6,762	6,511
	Total Capital Programme	23,462	19,242	12,939
	Externally Funded	11,272	10,239	6,008
	Total request for Council funding	12,190	9,003	6,931

Externally Funded Schemes

- 5.22 A number of external funding sources are also available to fund schemes within the capital programme, amounting to £11.272m of investment in 2013/14. External support has been identified from two main sources:

Government Grants (Estimated to be £9.922m)

A number of capital schemes attract specific grants. It is proposed that all such schemes should be included in the capital programme at the level of external funding that is available.

A significant element of the grant-funded capital programme relates to the planned investment in Schools. In 2011/12 the Department for Education (DfE) changed the way in which it delivered funding to local authorities, moving from supported borrowing approvals to capital grant. This simple change had a significant impact on the authority, as the supported borrowing approvals represented little or no cash increase to the Council's resources, whereas the move to cash grants means the Council can effectively invest every £ of allocation from DfE.

The schools investment programme included in this report (and outlined in Annex D) is based on the latest available information on requirements, both maintenance and basic need, whilst at the same time reflecting the estimated level of funding that could be received in 2013/14 through the grant allocation process, based on the 2012/13 allocation. The actual level of grant received by the authority will not be known until January 2013 at the earliest. As such there is a presumption that the final agreed programme will be re-prioritised based on the level of funding actually received.

A second key constituent of capital grant funding relates to the Highway Maintenance and Integrated Transport Block. The Council's 2013/14 allocation was provisionally announced as part of a two-year settlement last year, and the Council

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expects this to be confirmed as part of the Provisional Local Government Settlement in December 2012.

Section 106 (£1.350m)

Each year the Council enters into a number of agreements under Section 106 of the Town & Country Planning Act 1990 by which developers make a contribution towards the cost of providing facilities and infrastructure that may be required as a result of their development. Usually the monies are given for work in a particular area and/or for specific projects. The total money available at present, which is not financially committed to specific projects, is £5.1m, although conditions restricting its use will apply to almost all of this.

Officers have identified a number of schemes that could be funded from Section 106 funds in 2013/14, where funding becomes available. These are summarised below

Department	Schemes	Budget
		<i>£000</i>
CYPL	Schools	250
ECC	Parks & Open Spaces	100
ECC	Local Transport Plan	1,000
	Total	1,350

The level of new funding available through Section 106 will reduce significantly in the future following the introduction of the Community Infrastructure Levy (CIL). However the more flexible CIL funding should offset this reduction.

On-going Revenue Costs

- 5.23 A number of schemes have associated on-going revenue costs relating primarily to maintenance and support costs (particularly IT schemes). These costs tend to become payable in the year after implementation and as such will be included within the Council's Commitment Budget for 2014/15. These are summarised below;

Department	Scheme	Budget
Corporate	Property & Asset Management System	£5,000
Council Wide	Citrix Licensing	£10,000
Council Wide	Power Generator	£9,000
Council Wide	EDRMS Scanning	£3,000
Council Wide	Phone System Replacement	£3,000
Council Wide	Server & Server Component Refresh	£20,000
Council Wide	Desktop & Laptop Refresh	£15,000
ECC	Library Management System	£4,000
ECC	Linking CONFIRM to EDRMS	£2,000
	Total	£71,000

Funding Options

- 5.24 There are a number of important issues concerning the long term funding of capital expenditure. Following the transfer of the housing stock in 2008, the Council's capital receipts are limited to miscellaneous asset sales and the contribution from the VAT Shelter Scheme and Right-to-Buy claw back agreed as part of the transfer. As noted earlier in this report, these receipts are estimated to be in the region of £5.0m.
- 5.25 The proposed capital programme for 2013/14 has been developed, therefore, on the assumption that it will be funded by a combination of £5.0m of capital receipts,

Government grants, other external contributions and some internal borrowing. The financing costs associated with the Capital Programme have been provided for in the Council's revenue budget plans.

- 5.26 Should any additional capital receipts be generated in 2013/14 the interest earned on these will be used to mitigate the revenue cost of the capital programme.
- 5.27 For 2013/14 it is unlikely that the Council will need to resort to external borrowing as it will be able to utilise resources held internally. However the Capital Finance regulations require the General Fund to set aside an amount which would be broadly equivalent to the amount the Council would need to pay if it borrowed externally. If any amendments are made to the capital programme, the revenue consequences will need to be adjusted accordingly. Executive Members will therefore need to consider the impact of the capital programme as part of the final revenue budget decisions.
- 5.28 The reduction in available capital receipts has placed greater emphasis on the capital programme and its impact on the revenue budget. Following the introduction of the Prudential Borrowing regime local authorities are able to determine the level of their own capital expenditure with regard only to affordability on the revenue account. In practice this represents the amount of borrowing they can afford to finance, and will necessitate taking a medium-term view of revenue income streams and capital investment needs.
- 5.29 To achieve its aim of ensuring that capital investment plans are affordable, prudent and sustainable, the Local Government Act requires all local authorities to set and keep under review a series of prudential indicators included in the CIPFA Prudential Code for Capital Finance in Local Authorities. The Capital Programme recommended in this report can be sustained and is within the prudential guidelines. Full Council will need to agree the prudential indicators for 2013/14 to 2015/16 in February 2013, alongside its consideration of the specific budget proposals for 2013/14 and the Council's medium-term financial prospects.
- 5.30 Members will need to carefully balance the level of the Capital Programme in future years against other revenue budget pressures and a thorough review, including the prioritisation of those schemes planned for 2014/15 onwards, will need to be undertaken during next summer.

Virements in 2012/13 Capital Programme

- 5.31 A number of additional grants have been received following the setting of the 2012/13 Budget and the Council's financial regulations require these allocations to be approved by Council. The grants received are specific in nature and include bid-based funding for new recycling initiatives and for improvements to transport management. In addition a number of virements are requested to the Schools Primary and Secondary Programme. Allocations for 2012/13 were received very late in the year and followed closely on the back of additional 2011/12 allocations. As such the Education Capital Programme Board has continually reviewed the Council's school places programme and its alignment with available funding. Annex G sets out the virements requested.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The authorisation for incurring capital expenditure by local authorities is contained in the legislation covering the service areas. Controls on capital expenditure are contained in the Local Government Act 2003 and regulations made thereunder.

Borough Treasurer

- 6.2 The financial implications are contained within the report.

Equalities Impact Assessment

- 6.3 The Council's final budget proposals will potentially impact on all areas of the community. A detailed consultation process is planned in order to provide individuals and groups with the opportunity to comment on the draft proposals. This will ensure that in making final recommendations, the Executive can be made aware of the views of a broad section of residents and service users. Where necessary, impact assessments on specific schemes within the capital programme will be undertaken before work commences.

Strategic Risk Management Issues

- 6.4 The most significant risk facing the Council is the impact of the capital programme on the revenue budget. The scale of the Council's Capital Programme for 2013/14 will impact upon the revenue budget and will itself be subject to consultation over the coming weeks. All new spending on services will need to be funded from new capital receipts or borrowing from internal resources. This effect is compounded by future year's capital programmes. As revenue resources are limited it is clear that a capital programme of this magnitude is not sustainable in the medium term without significant revenue economies. The generation of capital receipts in future years may mitigate the impact on the revenue budget, but as the timing and scale of these receipts is uncertain their impact is unlikely to be significant.

- 6.5 There are also a range of risks that are common to all capital projects which include:

- Tender prices exceeding the budget
- Planning issues and potential delays
- Uncertainty of external funding
- Building delays due to unavailability of materials or inclement weather
- Availability of staff with appropriate skills to implement schemes

- 6.6 These can be managed through the use of appropriate professional officers and following best practice in project management techniques. The report also identifies the risk associated with the shortfall in maintenance expenditure compared to that identified by the latest condition surveys. With only those highest priorities receiving funding in 2013/14, there will be a further build up in the maintenance backlog and a risk that the deterioration in Council assets will hamper the ability to deliver good services.

7 CONSULTATION

Principal Groups Consulted

- 7.1 The Overview & Scrutiny Commission will be consulted on the budget proposals and may also choose to direct specific issues to individual overview and scrutiny panels. Targeted consultation exercises will be undertaken with business rate payers, the Over 50's Forum, the Schools Forum, Parish Councils and voluntary organisations. Comments and views will be sought on both the overall budget package and on the detailed budget proposals. In addition, this report and all the supporting information

Unrestricted

are publicly available to any individual or group who wish to comment on any proposal included within it. To facilitate this, the full budget package will be placed on the Council's web site at www.bracknell-forest.gov.uk. There will also be a dedicated mailbox to collect comments.

7.2 The timetable for the approval of the 2013/14 Budget is as follows

Executive agree proposals as basis for consultation	11 December 2012
Consultation period	12 December 2012 - 22 January 2013
Executive considers representations made and recommends budget.	13 February 2013
Council considers Executive budget proposals	27 February 2013

Background Papers

None

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CAPITAL PROGRAMME - 2013/14 to 2015/16

	Council Wide £000	Corporate £000	CYPL £000	ASCHH £000	ECC £000	TOTAL £000
Committed	400	0	0	2,000	623	3,023
Unavoidable	1,141	43	0	0	751	1,935
Town Centre Highway Works	0	0	0	0	2,500	2,500
Time Square	3,000	0	0	0	0	3,000
Maintenance	525	0	0	0	300	825
Rolling Programme / Other Desirable	489	75	0	180	163	907
Total Council Funding	5,555	118	0	2,180	4,337	12,190
Total External Funding	0	0	7,834	0	3,438	11,272
Total Capital Funding	5,555	118	7,834	2,180	7,775	23,462

CAPITAL PROGRAMME - CHILDREN YOUNG PEOPLE & LEARNING

	2013/14 £000	2014/15 £000	2015/16 £000
Committed			
None	0	0	0
	<u>0</u>	<u>0</u>	<u>0</u>
Unavoidable			
None	0	0	0
	<u>0</u>	<u>0</u>	<u>0</u>
Maintenance			
None	0	0	0
	<u>0</u>	<u>0</u>	<u>0</u>
Rolling Programme / Other Desirable			
None	0	0	0
	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL REQUEST FOR COUNCIL FUNDING	<u>0</u>	<u>0</u>	<u>0</u>
External Funding			
Capital Maintenance / Condition			
Schools	1,439	1,500	1,500
Basic Need (School Places)			
Additional Capacity - Primary	3,250	2,250	0
Additional Capacity - Secondary	1,750	1,750	0
	<u>5,000</u>	<u>4,000</u>	<u>0</u>
Other Schemes			
Fire Safety - Schools	200	200	200
Disabled Access - Schools	100	100	100
Suitability Improvements	200	200	200
Heatwave Mitigation Measures - Schools	45	45	45
School Kitchen Refurbishments	100	100	100
School Caretakers Houses	70	70	70
Carbon Reduction Measures	80	80	80
Ascot Heath Infants Classroom extension - School Bid	200	0	0
Wooden Hill Suitability Phase 2 - School Bid	100	0	0
	<u>1,095</u>	<u>795</u>	<u>795</u>
Total Schools Basic Need and Maintenance	7,534	6,295	2,295
Other			
Wooden Hill Suitability Phase 2 - School Bid/ School Funding	30	0	0
School Kitchen Refurbishments	20	20	20
Section 106 Contributions - Schemes less than £50k	250	250	250
Schools Devolved Formula Capital (ex VA Schools)	tbc	tbc	tbc
	<u>300</u>	<u>270</u>	<u>270</u>
TOTAL EXTERNAL FUNDING	<u>7,834</u>	<u>6,565</u>	<u>2,565</u>
TOTAL CAPITAL PROGRAMME	<u>7,834</u>	<u>6,565</u>	<u>2,565</u>

Children Young People & Learning

Maintenance – Schools	£1,439,000
See body of report	

Additional Capacity - Primary	£3,250,000
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A budget for provision of the additional primary school places required to meet the Council's statutory duty to provide sufficient primary school places from September 2013.

This includes works at Owlsmoor Primary which will be increased from a Published Admission Number (PAN) of 76 to a PAN of 90 in all year groups to create an additional 98 school places. And expansion of an as yet unselected South Bracknell Primary school by 1FE to create an additional 210 places. The demand for these additional places is derived from the School Places Plan which utilises housing, birth rate and demographic data to forecast school rolls in future years. These works form part of the CYPL School Capacity Strategy which has been drawn up with input from the Asset Management Group and Education Capital Programme Board, and is set out in the Education Estates Strategy approved by the Executive Member for Education.

Additional Capacity – Secondary	£1,750,000
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A budget for provision of the additional secondary school places required in North Bracknell to meet the Council's statutory duty to provide sufficient school places from September 2013 onwards.

This will involve works at Garth Hill College to increase the capacity of the school by 1FE. The method being explored is to construct a new detached post 16 building freeing up space in the main school for key stages 3 & 4.

The demand for these additional places is derived from the School Places Plan which utilises housing, birth rate and demographic data to forecast school roll in future years. These works form part of the CYPL School Capacity Strategy which has been drawn up with input from the Asset Management Group and Education Capital Programme Board, and is set out in the Education Estates Strategy approved by the Executive Member for Education.

This additional secondary capacity is expected to be required until construction of the proposed new secondary school in North Bracknell is completed, however this has been delayed and the earliest the new school is expected to be opened is September 2018.

Fire Safety – Schools	£200,000
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A budget to undertake fire compartmentation works in accordance with current Building Regulations following building surveys. Works include fire doors and suspended ceilings. Fire compartmentation is a key part of ensuring buildings are

protected from fire risk. The majority of the works will be in schools which are a high fire risk due to the amount of paper etc. in the buildings.

This project also mitigates health and safety risks from both staff and pupils. If a fire breaks out in a school with proper fire compartmentation there is a good chance that the fire barriers will enable much of the buildings to be saved as they will prevent the spread of fire until the fire service arrives on site.

Disabled Access – Schools	£100,000
<p>Disabled access works to school buildings to meet the needs of disabled staff, pupils and visitors.</p> <ul style="list-style-type: none"> - is in line with Council strategy to improve access for disabled pupils and potential pupils who are disabled to the curriculum and facilities of schools in Bracknell Forest, thereby meeting a statutory duty to plan systematically to improve access and avoid unreasonable discrimination - prevents greater cost of out – Borough placements, possibly in the independent sector. One placement of a physically disabled child in the independent sector would cost approximately £50k per annum - addresses health and safety issues in relation to the safe movement of disabled pupils around the school - meets customer demands – parental preference is enshrined in Sections 9 and Schedule 27 of the Education Act 1996 and in the Special Educational Needs and Disability Act 2001 as well as the associated codes of practice. - meets the specific needs of individual pupils and adults in schools who are physically disabled in accordance with the Council's legal duty under the Disability Discrimination Act and Special Educational Needs and Disability Acts. 	
Suitability Improvements	£200,000
<p>Improvement works to the Department's buildings and facilities identified and prioritised by Suitability Surveys under the CYP&L Asset Management Plan. There are 725 items of suitability works across all the CYP&L establishments and are distributed as follows:</p> <p>Schools: 686 items The majority of issues are due to under sized and poor shaped classrooms</p> <p>Youth Service: 5 items At Edgbarrow there is no dedicated toilet provision or visitor reception.</p> <p>Early Years: 15 items There are shortages in storage and play area</p> <p>Childrens social care: 12 items There are issues with solar gain and a lack of storage.</p> <p>Adult & Community Learning: 7 items There are issues with solar gain, no reprographic facility or medical room,</p> <p>Funds would allow capital works to address the Priority 1 suitability issues highlighted in the surveys. Suitability works include internal adaptations, refurbishment and remodelling.</p>	
Heatwave Mitigation Measures – Schools	£45,000

Works to mitigate the impact of a heat wave on the delivery of CYP&L services, most particularly where these affect young or vulnerable children.

Very hot weather has a disruptive effect on the delivery of CYP&L services most particularly to young and vulnerable children, who may be unaware of the effect that exposure to hot weather may have on them. Where these services are delivered in buildings, it may be possible to mitigate the effect of a heat wave by putting in place works to alter the buildings and/or mechanical and electrical services. This does not mean installing air conditioning which should only be considered as a last resort after other measures have first been considered. Works could include natural ventilation, shade, solar window film, mechanical ventilation (air handling), heat exchangers, provision of drinking water etc. The ideal solution will be likely to be different at each establishment and a package of measures may be required.

Suitability surveys undertaken between 2006 and 2009 have identified 54 individual areas of concern where heat gain is having a direct impact on the quality of service across CYP&L establishments. Edgbarrow School was identified as having 11 classrooms affected by heat gain. By mitigating the impact of heat wave this will remove impediments to service delivery such as children being unable to concentrate in school, and also contribute to the health and well being of service users who would be spared from the debilitating effects of high temperatures.

School Kitchen Refurbishment	£100,000
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There are 30 school meal kitchens in Bracknell Forest schools which have intensive use and require periodic capital investment to keep them operating in line with statutory compliance issues such as gas safety and environmental health. Key items of the fabric, ventilation and heavy equipment are becoming obsolete or in need of urgent replacement.

All school kitchens have been surveyed and a priority order has been established based on condition and need. Ascot Heath and Meadow Vale are currently the highest priority.

All users of the school meals service (pupils and staff) will benefit. The refurbishments will also address H&S compliance issues identified by the occupational health officer during their regular inspections. The school meals service is a key component of the Healthy Schools initiative. Hot, nutritious meals benefit all pupils and staff on site and if they are successfully promoted through the School and the catering contractor.

The refurbishments will also address H&S compliance issues identified by the Environment Health officer during their regular inspections. The school meals service is a key component of the Healthy Schools initiative.

School Caretakers Houses	£70,000
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A budget to bring school caretakers houses up to the national "Decent Homes" standard. Works include kitchen refurbishments, bathroom refurbishments etc.

A rolling programme of works identified by recent “Decent Homes” surveys to be addressed. Works include Kitchen and Bathroom refurbishments in order to bring the homes up to the nationally recognised decent homes standard

Carbon Reduction Measures	£80,000
<p>This project will provide a budget for high payback energy projects in schools that will be prioritised by the CYP&L Schools Carbon Working Group.</p> <p>BFC has a Management Agenda to drastically reduce Carbon emissions. The Carbon Management Plan commits the Council to a target of reducing CO² by 30% for which schools on their own are responsible for approximately 40% of this figure.</p> <p>The objective is to reduce schools’ carbon emissions which come under the responsibility of the Council under the Government’s Carbon Reduction Commitment (CRC) which is effectively a carbon tax. This programme will mitigate and reduce this amount payable in future years by targeting high payback energy projects that will have the greatest impact in reducing carbon emissions.</p> <p>Suitable projects will be identified by the Borough Energy Manager.</p>	

Ascot Heath Infants Classroom extension – School Bid	£200,000
<p>The existing library is 5.8m x 5.6m (approx) and we would like to extend it to create a classroom 5.8m x 11m. Currently we have a reception class in a central, open shared circulation space through the centre of which is the entrance to our school hall.</p> <p>Once the new classroom is built we would relocate the library to the open central space. We would install partition walls at the other end to create a group withdrawal space / PPA room, neither of which we have in school.</p> <p>Finally in the large open area we would like to create a server and hub station/cupboard with air conditioning. These are currently located in the small staffroom. They are both noisy and create a large amount of heat and there is no air conditioning available to keep the servers at an optimum temperature.</p> <p>There are several reasons for this proposal:</p> <ul style="list-style-type: none"> • The reception children who are taught in the large open circulation space find it very difficult to concentrate as older children are continually walking through to go to PE or assembly in the hall. Extending the library to be used as a classroom will eliminate this problem and hence improve the surroundings for the children. • The open middle area with alterations would allow for the space to be used as a library and a group withdrawal room. At present there is no Group Room and this puts tremendous pressure on space and means that staff use the staff room for their PPA time but are constantly interrupted as the staffroom is used for other activities including small groups, cooking and meetings. • With alterations being made in the middle area this would allow for the server to be moved out of the staff room and to be placed in a room with air conditioning or at least adequate ventilation. This would improve the climate in the staff room as currently the server puts out a lot of heat and the staffroom becomes overheated. 	

It also means that the servers will be kept in a suitable environment and should therefore prolong their life expectancy.

Wooden Hill Suitability Phase 2 – School Bid	£100,000
<p>This project is to strengthen the Foundation Stage Provision by undertaking Phase 2 of a project to upgrade and refurbish the existing Foundation and Key Stage 1 classrooms.</p> <p>The layout of the accommodation in the main school building is restricting the delivery of the education service due to poorly shaped and undersized rooms. Access/circulation between rooms is also an issue for the school and the layout does not fit with modern teaching methods, as it is open plan with circulation through teaching spaces. A programme of works has been drawn up to revamp the accommodation by moving internal partitions to create proper sized classrooms and teaching spaces with an improved access, separate circulation and an improved general layout. This will improve service delivery for Foundation and Key Stage 1 and the provision of improved physical environments will also have a positive impact on performance.</p>	
Wooden Hill Suitability Phase 2 – School Bid	£30,000
Schools funding element – see above	
School Kitchen Refurbishment	£20,000
Schools funding element – see above	
Section 106 Contributions – less than £50k	£250,000
Various schemes or part funding to be agreed by Education Capital Programme Board	

Agenda Item 10

Inspection outcomes (schools) – Current to December 2012

(Academic Year 2011-12 in blue)

(Academic Year 2012 – 13 in red)

Outstanding (1)	St Joseph's RC Primary School
	St Michael's Sandhurst CE Primary School
6	Uplands Primary School
	Ascot Heath Infant
15.4%	Edgbarrow
	Ranelagh

Good (2)	College Town Infant School
	Holly Spring Infant School
22	Ascot Heath CE Junior School
	Fox Hill Primary School
	Holly Spring Junior School
	Great Hollands Primary School
	Birch Hill Primary School
	Crowthorne CE Primary School
	Harmans Water Primary School
	Meadow Vale Primary School
	New Scotland Hill School
	Owlsmoor Primary School
	Sandy Lane Primary School
	St Margaret Clitherow RC Primary School
	St Michael's EH CE Primary School
	Warfield CE Primary School
	Whitegrove Primary School
	Wildridings Primary School
	Winkfield St Mary's CE Primary School
	Kennel Lane (Special)
56.4%	Garth Hill College
	College Hall (PRU)

Satisfactory (3)	College Town Junior School
	Binfield CE Primary School
10	Crown Wood Primary School
	Cranbourne Primary School
	Jennett's Park CE Primary School (RI)
	The Pines Primary School
	Wooden Hill Primary School
	Easthampstead Park Community School (RI)
25.6%	The Brakenhale School
	Sandhurst School

Inadequate (4)	Wildmoor Heath School
1	
2.6%	

Changes in the Academic Year 2012 -13

School	Was	Now (Dec 2012)
Wildridings	3 Satisfactory	2 Good
Easthampstead Park	4 Inadequate	3 Requires improvement – RI

RI is the new Ofsted grading introduced from September 2012 and means 'requires improvement'. Previously a school would have been graded as satisfactory

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TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
16 JANUARY 2013

ANNUAL ADMISSION ARRANGEMENTS 2014/15

Chief Officer: Strategy, Resources and Early Intervention

1 PURPOSE OF REPORT

- 1.1 This report introduces the draft annual schools admission arrangements 2014/15, currently undergoing public consultation.

2 RECOMMENDATION(S)

- 2.1 That the Children, Young People and Learning Overview and Scrutiny Panel considers the draft annual schools admission arrangements 2014/15.

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To enable the Panel to comment on the draft annual admission arrangements 2014/15, prior to their approval by the Executive, planned for 12 March 2013. The consultation runs for 8 weeks from 10 December 2012 to 30 January 2013. Comments on the consultation can also be sent to consultation.admissions@bracknell-forest.gov.uk

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 5.1 Not applicable.

Background Papers

None.

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**School Admissions Arrangements
2014/15**



**Coordinated Scheme for Admission to Primary,
Infant and Junior Schools, incorporating
admission policies for community and voluntary
controlled schools
For entry to schools in 2014-2015**

DRAFT

CO-ORDINATED ADMISSIONS SCHEME FOR PRIMARY ADMISSIONS 2014/2015

BACKGROUND

Legislation requires Local Authorities (LA) to draw up a statutory scheme for co-ordinating admission arrangements for all maintained schools in its area (excluding special schools, but including aided schools and academies).

The purpose of a co-ordinated scheme is to ensure that every parent of a child living in Bracknell Forest area who has applied for a place in the normal admissions round receives an offer of only one place on the same day. Any scheme should also aim to ensure that parents are treated fairly and consistently regardless of the status of the school for which they make an application.

When drawing up admissions arrangements, admissions authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are clear, fair and objective, for the benefit of all children, including those with special educational needs, disabilities or in the care of the LA, including those children who were previously in care. The Admissions Arrangements must also comply with the relevant legislation, including the equalities legislation. Bracknell Forest Local Authority's admissions criteria for its maintained schools reflect these requirements. Admissions arrangements should enable parents to express their preference. There is no guarantee that a school place will be available at the school(s) chosen by the parents. However, the Admissions Authority will adhere to the parent's expressed preference subject to availability of a school places and in accordance with the relevant oversubscription criteria.

MAIN DETAILS OF THE CO-ORDINATED SCHEME

- **Equal preferences**

The DfE (Department for Education) states that a co-ordinated scheme is based on equal preferences. In other words all preferences are treated as equal initially. If more than one place can be offered, the single offer will be for the school the parent/carer has ranked highest. If a place cannot be offered at any of the preference schools, then a place will be offered at the next nearest school with available spaces.

This system allows each preference that parents/carers give to be considered separately. If a child could be allocated a place at two or more of its preference schools, then the parents' ranking will be used as a tie breaker.

The scheme will not affect the duty of the Governors of Aided Schools or academies to set and apply their own admissions arrangements. These schools will continue to be able to operate their own oversubscription criteria and these **must** be clear, fair and objective and they must comply with the School Admissions Code.

- **Information for parents**

Information regarding the scheme and the admissions arrangements will be published in the LA's composite prospectus. This is entitled A Parent's Guide to Primary School Admissions in Bracknell Forest for children starting at a primary or an infant school in the school year 1 September 2014 to 31 August 2015 for children

born on or between 1 September 2009 and 31 August 2010. This guide will be available on the Bracknell Forest website from 12th September prior to the admissions year and hard copies will be available for those who do not have access to the internet.

- **Making an Application**

Bracknell Forest residents can apply for a place for any primary or infant school either on line or using a Common Application Form. It must also be used if residents wish to apply for a primary or infant school outside the Borough. All applications will be recorded by the home LA and then sent to the maintaining LA for each of the preference schools in accordance with the co-ordinated scheme's timetable.

If Non Bracknell Forest residents wish to apply for a Bracknell Forest school they should use their home LA form or internet access site of their home LA to apply. That request will then be transferred electronically by that Local Authority to Bracknell Forest by the date in the scheme.

- **Common Application Form**

All applicants living in Bracknell Forest can use the LA's Common Application Form (CAF) to make an application. Parents will need to register with the School Admissions Team from May 2013 to receive a CAF.

The form will allow parents to name three schools and parents are encouraged to do this. Parents will be asked to rank their preferences. It will also allow them to give reasons for each preference, referring these to the admissions criteria.

If applicants wish for one or more of their preferences to be considered under the designated area criteria then they will have to send in a copy of their current council tax statement with their application in order to prove their residency. If an applicant does not have a copy of their council tax statement then they should contact their council tax office to obtain a copy. Service families should refer to the General Information section below.

Any Supplementary Information Forms issued by an aided school or an academy can either be returned to the school or to Bracknell Forest School Admissions Team. These forms are available on the Bracknell Forest website, the school website or on request from the School Admissions Team.

- **On Line Applications**

Parents also have the option of completing an on-line application. Parents will be able to apply for a primary school place on line via the council's website. Information on how to do this will be available in the Parent's Guide. The site will be open for applications from 1 November 2013 to midday 15 January 2014.

If applicants wish for one or more of their preferences to be considered under the designated area criteria then they will have to send in a copy of their current council tax statement with their application in order to prove their residency. Service families should refer to the General Information section below.

- **Applications for Aided Schools or Academies**

Aided Schools or academies can prepare a Supplementary information Form (SIF) to be completed with the on line application/common application form if they require further information in order for them to allocate places at their school against their admissions criteria. Governing Bodies of VA schools and academies and the Local Authority will make the SIF available to parents/carers both in hard copy and as a document on their school website. The forms will be available from and can be returned to either the individual schools or the Local Authority.

The LA will process all the applications for the Aided schools and academies and then transfer the information electronically to schools. On Line applicants who name a school that may require the completion of a SIF will be prompted by the system to complete and return the form in addition to their on line application if necessary.

The Governing Bodies of Aided schools and academies will need to meet within the timescales defined in the scheme in order to advise the LA of their ranking of their applications. The LA will require the Governors to produce a brief statement which will explain to applicants (and future appellants) how and why places have been ranked. The LA will send this statement out with all refusal letters.

- **Applications made after the closing date of 15 January 2014**

- **Late Common Application Form (CAF)**

Where it can reasonably be assumed that an application could have been made by the closing date of 15 January 2014 the application will be processed by the School Admissions Team after 30 April 2014.

- **Moving into Bracknell Forest**

Where it can reasonably be assumed that an application could *not* have been made by the closing date of 15 January 2014 (for example if they have just moved into Bracknell Forest) but the application form is submitted by 20 February 2014 the application will be considered on time. However evidence to support the reason for the late application will be required by the Local Authority. If the application is received after 20 February 2014 it will be processed after 16 April 2014

- **Moving within Bracknell Forest**

If parents move house within Bracknell Forest after the closing date of 15 January 2014 and by 20 February 2014 they must contact the Local Authority to discuss any changes they may be able to make to their preferences. They will be accommodated if at all possible. If parents move house after 20 February 2014 the request will be processed after 16 April 2014.

- **ADMISSIONS CRITERIA**

Within Bracknell Forest there are 25 primary schools, 3 infant schools. Of these, 6 primary schools are voluntary aided schools and set their own admission criteria. Of the remaining 19 are community school and 3 are voluntary controlled schools and the LA sets the admission criteria for these schools. The criteria for all of these schools can be found in the 'Guide to Primary Admissions within Bracknell Forest', on the Bracknell Forest website or from the school. However to make an application for any school (including schools outside of Bracknell Forest) they must be listed on the CAF.

In circumstances where more applications than places are received for Bracknell Forest maintained schools the following criteria will be used.

- **Admissions Criteria for community schools**

The LA is the admission authority for community schools and sets the admission criteria.

The following criteria apply to these 19 Bracknell Forest community schools:

Ascot Heath Infant	Holly Spring Infant	Wildridings Primary
Birch Hill Primary	Meadow Vale Primary	Wooden Hill Primary
College Town Infant	New Scotland Hill Primary	Wildmoor Heath Primary
Cranbourne Primary	Owlsmoor Primary	
Crown Wood Primary	The Pines Primary	
Fox Hill Primary	Sandy Lane Primary	
Great Hollands Primary	Uplands Primary	
Harmans Water Primary	Whitegrove Primary	

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children¹(Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989).As well as children who were looked after, but ceased to be so because they were adopted² (or became subject to a residence order³ or special guardianship order⁴) immediately following having been looked after.
- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

³ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

child had to attend another school. The LA's decision in these matters is final.

- (C) Children who live in the designated area of the school.
- (D) Children who have siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission.

In circumstances where:

- (a) the sibling is older and is attending the school because he or she was not able to secure a place at his or her designated school ; and
- (b) as a consequence is attending the school which is in an adjacent designated area

the applicant will be treated as a 'preferential sibling' and will be considered before other non-designated area applicants who have siblings at the school.

In some cases a **tie-breaker** will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria (categories) will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area and sibling will take precedence over one who fulfils designated area only).

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

Distances are measured using direct distance calculations within a computer system. The measurement of each distance has been calculated using Pythagoras' Theorem. The way in which this is done is to calculate the distance in metres between the Easting and Northing co-ordinates for each location. The measurement in metres is then multiplied by 0.000621317 to convert this measurement to miles. The same method of calculation is used for each direct distance measured. This can be to three, four or five decimal places where necessary.

If in the event that two or more children live at the same distance from school and it cannot be separated, for example where families live in flats and there are fewer places available, then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

Where demand exists, schools admit up to their admission number and no places are reserved for pupils moving into their designated area.

- **Admissions criteria for voluntary controlled primary schools**

The LA is the admission authority for their voluntary controlled schools and sets the admission criteria.

These criteria apply to the following schools:

Crowthorne CE Primary Warfield CE Primary	Winkfield St Mary's CE Primary
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If the number of requests for places is equal to or less than the number of places available, then all applicants could be offered a place at that school.

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children⁵(Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989).As well as children who were looked after, but ceased to be so because they were adopted⁶ (or became subject to a residence order⁷ or special guardianship order⁸) immediately following having been looked after.
- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission.

In circumstances where:

- (a) the sibling is older and is attending the school because he or she was not able to secure a place at his or her designated school ; and
- (b) as a consequence is attending the school which is in an adjacent designated area

the applicant will be treated as a 'preferential sibling' and will be considered before other non-designated area applicants who have siblings at the school.

- (E) Children whose parents choose the school on denominational grounds.

⁵ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

⁶ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

⁷ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁸ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

In some cases a **tie-breaker** will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria (categories) will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area and sibling will take precedence over one who fulfils designated area only).

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

Distances are measured using direct distance calculations within a computer system. The measurement of each distance has been calculated using Pythagoras' Theorem. The way in which this is done is to calculate the distance in metres between the Easting and Northing co-ordinates for each location. The measurement in metres is then multiplied by 0.000621317 to convert this measurement to miles. The same method of calculation is used for each direct distance measured. This can be to three, four or five decimal places where necessary.

If in the event that two or more children live at the same distance from school and it cannot be separated, for example where families live in flats and there are fewer places available, then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the council.

- **Denominational Grounds**

Where denominational grounds are a reason for the application for a *voluntary controlled school* where the LA is the admission authority (Crowthorne CE School, Warfield CE School and Winkfield CE School), it will be necessary for at least one of the parents/carers of the child concerned to regularly attend a church that is part of the group of Churches Together. This group includes the following category of churches - Church of England, all the protestant non-conformist churches (e.g. Baptist, Methodist, United Reform) and Roman Catholic or any other Christian denominational church.

At least one of the parents/carers, who live at the same address as the child, must attend worship on at least two occasions in each calendar month for at least 8 months of the year in the 12 months prior to the published closing date for admissions or the date of application if it is an in-year application. Attendance does not include services of marriage, funerals or christenings (except for the christening of the child seeking entrance to the particular school).

Applicants will need to complete the relevant Form in order to confirm that they are applying to the school on denominational grounds. In addition it will then be necessary for the form to be passed onto their local clergy for verification before it is sent to the School Admissions Team.

Faith-based school with a religious character

A faith-based school with a religious character is required to offer every child who applies, whether of the faith, another faith, or no faith, a place at the school if there is a place available. However, faith-based schools are popular and often over subscribed. Such schools are permitted to use faith-based oversubscription criteria and allocate places by reference to faith where the school is oversubscribed.

○ **Voluntary Aided Schools**

Within Bracknell Forest there are 6 voluntary aided primary schools and they are each their own admissions authority. Some of these schools require Supplementary Information Forms to be completed. The forms can be found on either the schools website, the council's website or from the school direct and can be returned to either the school or the LA by the required deadline to be considered as part of the application.

The 6 voluntary aided primary schools within Bracknell Forest are as follows:

Binfield Primary CE School	St Margaret Clitherow RC Primary School
Jennett's Park CE Primary School	St Michael's East'd CE Primary School
St Joseph's RC Primary School	St Michael's Sandh't CE Primary School

● **ALLOCATION PROCESS**

As soon as all applications have been received, including those submitted on line and from outside Bracknell Forest, the LA will consider all applications equally for its maintained schools and apply the admissions arrangements as published.

Allocation letters will be sent to parents by their home LA on 16 April 2014. The home LA will advise all parents of the result of their application. If they have been refused a place at one of their preference schools they will be informed of the reasons for refusal and the details of how to make an appeal. Parents will also be required to accept the offer of a place by 30 April 2014. Failure to do this could result in the offer of a school place being withdrawn. Parents will also be required to send a copy of their child's birth certificate at this time to the School Admissions Team.

The Governors of an aided school or an academy will make their decisions based on the information received from applicants on the common application form or on line and the SIF where necessary.

The Governors will rank all the applications for their school and advise the LA of the results. Their ranked list will include all on time applications. The Governors will provide a statement explaining how places have been ranked and (where appropriate) the reasons why all the preferences have not been met. This statement will be sent to parents by their home LAs with their allocation letter on 16 April 2014.

On behalf of the Governors of the aided school or academy the home LA will advise all applicants of the results of their application. The home LA will advise those applicants who are refused a place of their right of appeal and of the arrangements in place for making an appeal.

If the LA cannot offer a place at any of the preferred schools then an offer will be made to the parent for a place for their child at the next nearest school to the home address of the family, this may not necessarily be their designated area school and it may be some distance from their home address.

All parents will be offered a full time place for their child to start school in the September following their fourth birthday. Parents can request that the date their child is admitted to the school is deferred until later in the academic year or until the child's statutory school age. If this delayed date is September 2014 (for summer born children who reach statutory school age at this time), their child's entry will be as a year 1 child and a new application must be made. Parents can request that their child takes up a part time* place until their child reaches statutory school age. For an explanation of statutory school age see General Information below.

*Part time is defined as either 5 mornings or 5 afternoons a week.

- **The allocation process – non Bracknell Forest schools**

Parents who have applied for schools outside Bracknell Forest will be sent the results of their application by their home LA on 16 April 2014. In order to do this the maintaining LA will inform the home LA whether they are able to allocate a place at any of the preferred schools. The home LA will then consider all the preferences and possible offers. The home LA will offer a place at the school that was ranked the highest by the parent/carer.

If the home LA cannot offer a place at any of the preferred schools then an offer will be made to the parent for a place for their child at the next nearest school to the home address of the family, this may not necessarily be their designated area school and it may be some distance from their home address.

All non Bracknell Forest admissions authorities will be expected to provide the home LA with a detailed statement explaining how places have been allocated and (where appropriate) the reasons why all the preferences have not been met in order to inform the applicants where necessary.

- **The Allocation Process - Pupils with Statements of Special Educational Needs**

Admission of SEN pupils to school will be managed by the Special Needs Team in accordance with the Code of Practice for Pupils with Special Educational Needs. The parents will be informed of their child's allocated secondary school by 14 February 2014 by the SEN Team.

- **GENERAL INFORMATION**

- **Statutory school age**

Statutory school age is defined as the following:

If a child's birthday falls on or between **1 September and 31 December** they will become of statutory school age on the 1 January after they turn 5, which is defined as the start of the spring term. They will start in a reception class where they will spend two terms before starting in a Year 1 class in the following September.

If your child's birthday falls on or between **1 January and 31 March** they will become statutory school age on 1 April, which is defined as the start of the summer term. They will start in a reception class where they will spend one term before starting in a Year 1 class in the September.

If your child's birthday falls on or between **1 April and 31 August** they will become of statutory school age on the 1 September, which is defined as the start of the autumn term. **However you are unable to defer entry to a new academic year; a new application would have to be made for a place in Year 1.**

However all children will be offered a full time start in the September following their fourth birthday.

- **Multiple Births**

Where the LA has received applications for twins or other multiple births and when one of the siblings is the last child to be admitted the other sibling(s) may be admitted as an exception.

- **Shared residence orders**

It is increasingly common that parents are agreeing, and courts are endorsing, shared residence orders under Section 8 of The Children Act 1989. Further advice on this matter can be obtained from the School Admissions Team. Any details regarding shared residency, or the child's living arrangements, must be submitted at the time of application. It is the parents' responsibility to provide this information. As a general rule shared residence is based (for admissions purposes) on the number of school nights a child spends at the home. The School Admissions Team may take legal advice on these matters as they relate to a specific case. A main address will need to be used to process the application. If the second parent/carer's address is different from the first they will not receive any information/letters unless this is requested.

- **Home address**

The address where the child lives at the closing date of 15 January 2014 will be used to process the application. It is for the applicant to satisfy the Admissions Authority that they live at the address that they state. If fraud is suspected then further proof may be requested. If fraud is established then any offer of a school place will be withdrawn. If a parent/carer owns a property within the Borough which they do not occupy and/or rent out and then move into another property within, or nearer to the designated area of the preferred school, the address of the property they own will be the address used for determining their designated area, unless the owned house has been rented out for 12 months prior to the closing date for the return of the Common Application Form.

If an applicant already owns a property within the borough which is in the process of being sold Bracknell Forest is able to accept the address of the new property on submission of the appropriate evidence in support eg. a solicitor's letter showing exchange of contracts. The address must be a permanent address, temporary addresses are not acceptable. If applicants are in the process of moving house within Bracknell Forest they should contact School Admissions Team for further advice.

- **Applicants from abroad**

If families are moving (for the first time) into the Bracknell Forest area from abroad, then they (including the child) must be resident in Bracknell Forest before an application for a school place can be accepted. Proof of residency within Bracknell Forest will be required. If they are living abroad and returning to a property that they own, within Bracknell Forest, then they will need to produce written proof confirming the details and timing of the relocation. Further advice on the documentation required can be obtained from the School Admissions Team.

- **Service Families**

Families of UK service personnel with a confirmed posting to the Bracknell Forest area (or Crown Servants returning from overseas to live in Bracknell Forest) will be able to make an application for a school place if it is accompanied by an official letter from the relevant service declaring a relocation date and a Unit postal address or quartering address.

For those service families who already live in Bracknell Forest or are moving to live in Bracknell Forest a formal letter from their chain of command verifying their address would be accepted if applying under the designated area criteria.

- **Looked After and Previously Looked After Children**

Criteria A includes those children from whom a request for the allocation of a place for a child has been made and who is Looked After Children⁹ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they were adopted¹⁰ (or became subject to a residence order¹¹ or special guardianship order¹²) immediately following having been looked after.

If a parent or LA (where relevant) wishes to apply under this criterion it is their responsibility to ensure that all relevant paper work is submitted with the application., for example a copy of the relevant order issued by the family court. Should a parent not submit any relevant documentation with their application it will be assumed that the parent does not wish these circumstances to be taken in to account.

- **Social Grounds or Medical Grounds (category B)**

If a child or the parent/ carer of that child has a medical condition, that is a serious chronic health condition, or a social need that would cause significant hardship or risk if the child could not attend the preferred school it must be indicated on the Common Application Form as their highest preferred school.

⁹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

¹⁰ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

¹¹ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

¹² See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

All schools have the resources to work with special educational needs and common childhood complaints such as asthma.

If it is indicated on the Common Application Form that somebody wants their application to be considered on either social or medical need it is their responsibility to obtain a form which must be completed and returned to the School Admissions Team along with supporting written evidence from a professional by the given closing date. The supporting evidence should be from the relevant registered professional(s) involved with the child or family. Examples include registered health professionals, such as Consultant, GP, Psychologist, Psychiatrist; or registered social care professionals such as a Social Worker / Care Manager. Please note, evidence from childminders will not normally be accepted as sufficient evidence. All evidence must be on letter headed paper.

This evidence must set out the particular reasons why the school in question is the **only** suitable school and the difficulties caused if the child had to attend another school. This evidence must be specific to the school in question; it must show why only that school is the most suitable; what facilities will benefit the child, and why no other school can offer the same support. Where relevant this school must be the most appropriate for the family circumstances. However it will not be possible to consider an application under this criterion if no supporting evidence is supplied. The Local Authority will **not** contact professionals involved with the family as it is for the applicant to supply this information when submitting the social/medical form. The LA reserves the right to ask parents to supply further evidence or clarification where the LA considers necessary. It is important that applicants seeking to rely on these grounds provide the fullest supporting evidence they can by the closing date. It is the parent's responsibility to produce this evidence. Where further evidence is required it will need to be supplied by the closing date so that the decision can be made alongside all other applications for places at the particular school. Evidence submitted after the closing date will not be considered. Only in exceptional circumstances the LA may apply its discretion to consider evidence submitted after the closing date. It is therefore very important to submit all relevant evidence together with the application to avoid possible delay. But in any event all the relevant evidence must be submitted by the closing date to ensure full and proper consideration.

○ **The procedure**

Applications on social or medical need will be considered firstly by three individual officers.

They will consider information on the social/medical application form and any evidence from the relevant professional(s). They will recommend whether a decision can be made to either:

- Allow the application*
- To refuse the application –on the grounds that the circumstances of the case are not sufficiently exceptional to meet the social or the medical criteria, or if no evidence from a professional is supplied.
- Request further evidence - if the professional evidence supplied is not sufficient then a letter will be sent to the parent identifying the insufficiencies in the evidence submitted and asking them to further clarify their evidence within a specified time. Once the specified deadline has passed, if the

evidence has not been received then the application will be considered on the evidence available at that time.

- If a unanimous decision can not be reached by the Admissions Officer and the Admissions Assistants the matter will be referred to the Senior Admissions Officer for their consideration.

*All applications irrespective of the decision will have to be approved by the Senior Admissions Officer

If an application is passed to The Senior Admissions Officer they retain the discretion to refer the matter to a relevant professional within the LA, or an outside agency or to make a final decision on the evidence received.

If The Senior Admissions Officer is unable to make a decision they will refer the matter to a Chief Officer within the Children, Young People and Learning Department for their consideration and final decision.

The decision on the application will be recorded and a letter will be sent informing the parent/carer if the application is being considered under the remaining admissions criteria, and not the social or the medical criteria.

- **How the decision will be made:**

The LA will objectively assess whether the evidence supplied supports why it is more suitable for the child to attend **only** the school identified as opposed to any other school. Applications will be considered in accordance with the Equalities Act 2010.

Applicants should be aware that this is a hard test to satisfy. It is therefore important that applicants submit the very best evidence that they can in support of their applications by the due date.

Note: being required to drop off or collect children at two different schools at the same start or end time will not usually on its own be considered to be a ground warranting consideration under the social or medical need.

Going to a Nursery class or Early Years provider will not usually on its own be considered to be a ground warranting consideration under the social or medical need.

Child care arrangements would also not usually on its own is considered to be a ground warranting consideration under the social or medical need.

- **Appeals**

If parents have been refused a place at one or more of their preferences they will be informed of their right of appeal. All appeals for Bracknell Forest schools must be submitted by 15 May 2014. Admissions authorities will then endeavour to hear all appeals submitted by this date within 40 school days.

- **Waiting lists**

The LA will maintain waiting lists for all Bracknell Forest over subscribed schools. Applicants not offered a place at a higher preference school than that which has

been offered will automatically be placed on a waiting list for a school that is within Bracknell. Parents should be aware that their child's name can go up or down the waiting list according to the priority of new additions to the list, for example someone moving into the area is placed on the appropriate place on the waiting list. Waiting lists must be maintained in criteria order at all time. The LA will maintain the waiting lists for all Bracknell Forest schools for the school year for which they have applied. At the end of the school year the waiting list will end and parents will need to reapply for a place for the following year. For junior school applications the relevant feeder infant criteria will no longer be a valid criterion at this stage and so any new position on the waiting list may be affected. Parents can make this new application from the 30th June 2015 for the academic year 2015/16.

- **Changes of preference**

Parents who wish to amend their application (paper or online) before the closing date will be allowed to do so as long as they put their request in writing to the Admissions Team by the closing date.

Changes of preference after the closing date of 15 January 2014 will only be allowed if the preferred school is not over subscribed; and then only after 16 April 2014 in writing to the School Admissions Team.

- **Admission of children outside their normal age group**

Parents of gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. If an application is received for a child outside of their normal year group the relevant admission authority must make a decision of the basis of the circumstances of each case and the parent will be informed of their right of appeal. This right does not apply if they are offered a place in another year group at the school.

Where a parent contacts the School Admissions Team with a request for their child to be admitted into a different year group than the relevant one according to their date of birth then the following will apply:

The parent will be required to put all information in writing to the School Admissions Team. It is for the parent to ensure that they have submitted all relevant documentation as no further request will be made to the parent. The paperwork must be submitted before the published closing date.

If the application is for a school where Bracknell Forest is the admission authority The paper work will be forwarded to the Principal Educational Psychologist who will advise the admission authority. This advice will then be discussed with the Headteacher of the relevant school(s) and a final decision will be made.

If the application is for a school that is their own admission authority (eg voluntary aided school, academies etc) then the request and the supporting documents will be forwarded to the Governors of that school for their decision regarding the request.

The decision from all relevant admission authorities will be sent to the parent from the local authority and this decision is final.

- **DEFINITIONS**

Parent

Parent is defined under S576 of the Education Act 1996 as:

- all natural parents, whether they are married or not
- any person who, although not a natural parent, has parental responsibility for a child or young person
- any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law).

Sibling

Refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

Designated areas/catchment areas

Maps showing the designated area of a school are available to view on the Bracknell Forest website, at the school in question, at the main Bracknell library or at a council office on request.

Parents can also find their designated area school on the Bracknell Forest website via 'findmynearest' and entering their road name or postcode.

ADMISSIONS TO JUNIOR SCHOOL

All information in the admission to primary and/or infant school above also relates to junior applications other than the admission criteria.

Information regarding the scheme and the admissions arrangements will be published in the LA's composite prospectus. This is entitled A Parent's Guide to Junior School Admissions in Bracknell Forest for children starting at a junior school in the school year 1 September 2014 to 31 August 2015 for children born on or between 1 September 2006 and 31 August 2007. This guide will be available from 12th September prior to the admissions year.

Any parents wishing to apply for a place at a junior school, will do so at the same time as for first admission for school, ie. by 15 January 2014 for entry in September 2014. The LA will issue all offer and refusal letters. Parents will be offered the right of appeal if necessary.

- **ADMISSIONS CRITERIA**

In circumstances where more applications than places are received for Bracknell Forest maintained junior schools the following criteria will be used.

- **Admissions Criteria for community junior schools**

The LA is the admission authority for community junior schools and the following criteria apply to these Bracknell Forest community junior schools:

Holly Spring Juniors
College Town Juniors

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children¹³ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they were adopted¹⁴ (or became subject to a residence order¹⁵ or special guardianship order¹⁶) immediately following having been looked after.
- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission.
In circumstances where:
- (a) the sibling older and is attending the school because he or she was not able to secure a place at his or her designated school ; and
 - (b) as a consequence is attending the school which is in an adjacent designated area
- the applicant will be treated as a 'preferential sibling' and will be considered before other non-designated area applicants who have siblings at the school.
- (E) Children who are attending the infant school with close links to the paired junior school. If this criterion is used then the relevant pairs of Junior and Infant Schools are Holly Spring Junior School and Holly Spring Infant School and College Town Junior School and College Town Infant School.

¹³ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

¹⁴ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

¹⁵ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

¹⁶ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

In some cases a **tie-breaker** will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria (categories) will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area and sibling will take precedence over one who fulfils designated area only.

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

Distances are measured using direct distance calculations within a computer system. The measurement of each distance has been calculated using Pythagoras' Theorem. The way in which this is done is to calculate the distance in metres between the Easting and Northing co-ordinates for each location. The measurement in metres is then multiplied by 0.000621317 to convert this measurement to miles. The same method of calculation is used for each direct distance measured.

If in the event that two or more children live at the same distance from school (for example for families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

Where demand exists, schools admit up to their admission number and no places are reserved for pupils moving into their designated area.

- **Admissions criteria for voluntary controlled junior schools**

The LA is the admission authority for this school and the following criteria apply to this junior school:

Ascot Heath Juniors

If the number of requests for places is equal to or less than the number of places available, then all applicants could be offered a place at that school.

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children¹⁷ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989).As

¹⁷ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

well as children who were looked after, but ceased to be so because they were adopted¹⁸ (or became subject to a residence order¹⁹ or special guardianship order²⁰) immediately following having been looked after.

- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission.

In circumstances where:

- (a) the sibling is older and is attending the school because he or she was not able to secure a place at his or her designated school ;
and
- (b) as a consequence is attending the school which is in an adjacent designated area

the applicant will be treated as a 'preferential sibling' and will be considered before other non-designated area applicants who have siblings at the school.

- (E) Children whose parents choose the school on denominational grounds.
- (F) Children who have attended the infant school with close links to the paired junior school. If this criterion is used then the relevant pairs of Infant and Junior Schools are Ascot Heath Infant School and Ascot Heath Junior Schools.

In some cases a **tie-breaker** will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria (categories) will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area and sibling will take precedence over one who fulfils designated area only).

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and

¹⁸ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

¹⁹ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

²⁰ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

Distances are measured using direct distance calculations within a computer system. The measurement of each distance has been calculated using Pythagoras' Theorem. The way in which this is done is to calculate the distance in metres between the Easting and Northing co-ordinates for each location. The measurement in metres is then multiplied by 0.000621317 to convert this measurement to miles. The same method of calculation is used for each direct distance measured.

If in the event that two or more children live at the same distance from school (for example for families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

Pupils do not just have to be in an infant school to be able to apply for a place at a junior school. However, the LA would not encourage parents to move a child who was already settled, out of a primary school into a junior school, unless they had a very good reason.

Junior waiting lists will be re-ordered at the end of the school year 2014/15 as the infant to junior feeder criteria will no longer be a valid criteria.

If a child has left the infant school the feeder infant school criteria will not be valid.

**TIMETABLE FOR THE PRIMARY AND JUNIOR CO-ORDINATED ADMISSIONS
SCHEME
2014/15**

Date	Action
By 12 th September 2013	Composite prospectus for Bracknell Forest primary and junior transfers to be published on the council's website
Oct half term 2013	Application packs posted to parents who have registered
1 November 2013	Online application site open
15 January 2014	Closing date for paper applications
midday on 15 January 2014	Closing date for online applications
7 February 2014	Information exchange with neighbouring authorities completed
By 14 February 2014	SEN Team to inform parents of statemented pupils of their allocated school
By 21 February 2014	Latest date for accepting applications for those moving into the area
By 14 February 2014	Transfer of information to Bracknell Forest own admission authority schools
21 February 2014	Closing date for receipt of supplementary information forms by own admission authority schools where applicable
By 28 February 2014	Own admission authority schools to advise the local authority of their ranked list
28 February 2014	Appeal timetable to be published on council's website. Own admission authorities to publish their own
By 28 March 2014	Final co-ordination with other local authorities
10 April 2014	Advise schools of indicative numbers
16 April 2014	Offer letters to be sent out using first class post
By 30 April 2014	Deadline for parents to accept offers. Late applications begin to be processed
By 21 May 2014	Appeals should be submitted by this date to be heard together.
Summer Term 2014	Local authority to advise schools of final allocation details Schools to send out registration forms. Appeals to be heard

PUBLISHED ADMISSIONS NUMBERS FOR 2014/15

School	2014/15 PAN
Primary Schools:	
Ascot Heath CE Junior	60
Ascot Heath Infant	70
Binfield CE Primary	60
Birch Hill Primary	60
College Town Infant	90
College Town Junior	90
Cranbourne Primary	30
Crown Wood Primary	60
Crowthorne CE Primary	30
Fox Hill Primary	30
Great Hollands Primary	60
Harmans Water Primary	90
Holly Spring Infant	90
Holly Spring Junior	90
Jennett's Park Primary	60
Meadow Vale Primary School	90
New Scotland Hill Primary	30
Owlsmoor Primary	90
Pines Primary	60
Sandy Lane Primary	90
St Joseph's RC Primary	30
St Margaret Clitherow RC Primary	30
St Michael's CE Primary (Sand.)	30
St Michael's (EHP) CE Primary	35
Uplands Primary	30
Warfield CE Primary	30
Whitegrove Primary	60
Wildmoor Heath Primary	30
Wildrigings Primary	60
Winkfield St Mary's CE Primary	30
Wooden Hill Primary	50

**School Admissions Arrangements
2014/15**



**Coordinated Scheme for Admission to
Secondary Schools, incorporating the
admission policy for community schools
For entry to schools in 2014-2015**

DRAFT

CO-ORDINATED ADMISSIONS SCHEME FOR SECONDARY ADMISSIONS 2014/2015

BACKGROUND

Legislation requires Local Authorities (LA) to draw up a statutory scheme for co-ordinating admission arrangements for all maintained schools in its area (excluding special schools, but including aided schools and academies).

The purpose of a co-ordinated scheme is to ensure that every parent of a child living in Bracknell Forest area who has applied for a place in the normal admissions round receives an offer of only one place on the same day. Any scheme should also aim to ensure that parents are treated fairly and consistently regardless of the status of the school for which they make an application.

When drawing up admissions arrangements, admissions authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are clear, fair and objective, for the benefit of all children, including those with special educational needs, disabilities or in the care of a LA including those children who were previously in care. Bracknell Forest Local Authority's admissions criteria for its maintained schools reflect these requirements. Admissions arrangements should also enable parents' preferences for schools to be met to the maximum extent possible.

MAIN DETAILS OF THE CO-ORDINATED SCHEME

- **Equal preferences**

The DfE (Department for Education) states that a co-ordinated scheme is based on equal preferences. In other words all preferences are treated as equal initially. If more than one place can be offered, the single offer will be for the school the parent/carer has ranked highest. If a place cannot be offered at any of the preference schools, then a place will be offered at the next nearest school with available spaces.

This system allows each preference that parents/carers give to be considered separately. If a child could be allocated a place at two or more of its preference schools, then the parents' ranking will be used as a tie breaker.

The scheme will not affect the duty of the Governors of Aided Schools or Academies to set and apply their own admissions arrangements. These schools will continue to be able to operate their own over subscription criteria and these **must** be clear, fair and objective and they **must** comply with the School Admissions Code.

- **Information for parents**

Information regarding the scheme and the admissions arrangements will be published in the LA's composite prospectus. This is entitled A Parent's Guide to Secondary School Admissions in Bracknell Forest for children starting at a secondary school in the school year 1 September 2014 to 31 August 2015 for children born on or between 1 September 2002 and 31 August 2003. This guide will be available on the Bracknell Forest website from 12th September prior to the admissions year and hard copies will be available for those who do not have access to the internet.

- **Making an Application**

Bracknell Forest residents can apply for a place for secondary school either on line or using a Common Application Form. It must also be used if residents wish to apply for a school outside the Borough. All applications will be recorded by the home LA and then sent to the maintaining LA for each of the preference schools in accordance with the co-ordinated scheme's timetable.

If Non Bracknell Forest residents wish to apply for a Bracknell Forest school they should use their home LA form or internet access site of their home LA to apply. That request will then be transferred electronically by that Local Authority to Bracknell Forest by the date in the scheme.

- **Common Application Form**

All applicants living in Bracknell Forest can use the LA's Common Application Form (CAF). These forms will be available to the parents of those Bracknell Forest pupils in Bracknell Forest schools. Arrangements will also be made to ensure that parents of Bracknell Forest pupils in neighbouring LA's schools will also receive information on how to apply. Parents of pupils in Bracknell Forest schools who are not Bracknell Forest residents will receive secondary information from their home local authority.

The form will allow parents to name three schools and parents are encouraged to do this. Parents will be asked to rank their preferences. It will also allow them to give reasons for each preference, referring these to the admissions criteria.

Any Supplementary Information Forms issued by an Aided School or an academy can either be returned to the school or to Bracknell Forest School Admissions Team. These forms are available on the Bracknell Forest website, the school website or on request from the School Admissions Team.

Applications made on the Bracknell Forest Common Application Form for children within a Bracknell Forest primary school may be returned to the child's current Bracknell Forest primary school by 31 October 2013. The primary school will forward the form on to the LA's Admissions Team.

Bracknell Forest parents whose child attends a school in another LA and who wish to submit a paper application, can return their form either to their child's current school or directly to the Bracknell Forest Admissions Team by 31 October 2013. Bracknell Forest parents whose child attends an independent school will need to send their application form directly to Bracknell Forest's Admissions Team by 31 October 2013 or apply on line.

If applicants wish for one or more of their preferences to be considered under the designated area criteria then they will have to send in a copy of their current council tax statement with their application in order to prove their residency. If an applicant does not have a copy of their council tax statement then they should contact their council tax office to obtain a copy. Service families should refer to the General Information section below. Service families should refer to the General Information section below.

- **On Line Applications**

Parents also have the option of completing an on-line application. Parents will be able to apply for a secondary school place on line via the Council's website. The site will be open for applications from 12 September to midday on 31 October 2013. On line applications have to be submitted by midday 31 October 2013.

If applicants wish for one or more of their preferences to be considered under the designated area criteria then they will have to send in a copy of their current council tax statement with their application in order to prove their residency. Service families should refer to the General Information section below.

If Non Bracknell Forest residents wish to apply for a Bracknell Forest school they should use their home LA form or internet access site of their home LA to apply. That request will then be transferred electronically by that Local Authority to Bracknell Forest by the date in the scheme.

- **Applications for Aided Schools or Academies**

Aided Schools or Academies can prepare a Supplementary information Form (SIF) to be completed with the on line application/common application form if they require further information in order for them to allocate places at their school against their admissions criteria. Governing Bodies of VA schools and academies and the Local Authority will make the SIF available to parents/carers both in hard copy and as a document on their school website. The forms will be available from and can be returned to either the individual schools or the Local Authority.

The LA will process all the applications for the Aided schools and academies and then transfer the information electronically to schools. On Line applicants who name a school that may require the completion of a SIF will be prompted by the system to complete and return the form in addition to their on line application if necessary.

The Governing Bodies of Aided schools and academies will need to meet within the timescales defined in the scheme in order to advise the LA of their ranking of their applications. The LA will require the Governors to produce a brief statement which will explain to applicants (and future appellants) how and why places have been ranked. The LA will send this statement out with all refusal letters.

- **Applications made after the closing date of 31 October 2013**

- **Late Common Application Form (CAF)**

Where it can reasonably be assumed that an application could have been made by the closing date of 31 October 2013 the application will be processed by the School Admissions Team after 14 March 2014.

- **Moving into Bracknell Forest**

Where it can reasonably be assumed that an application could *not* have been made by the closing date of 31 October 2013 (for example if they have just moved into Bracknell Forest) but the application form is submitted before 14 February 2014 the application will be considered on time. However evidence to support the reason for the late application will be required by the Local Authority. If the application is received on or after 14 February 2014 it will be processed after 3 March 2014.

- **Moving within Bracknell Forest**

If parents move house within Bracknell Forest after the closing date of 31 October 2013 and before 14 February 2014 they must contact the Local Authority to discuss any changes they may be able to make to their preferences. They will be accommodated if at all possible. If parents move house after 14 February 2014 the request will be processed after 1 March 2014.

ADMISSIONS CRITERIA

Within Bracknell Forest there are 6 secondary schools. Of these, one is an academy and sets its own admission criteria. The remaining 5 are community schools and the LA sets the admission criteria for these schools. The criteria for all of these schools can be found in the 'Guide to Secondary Admissions within Bracknell Forest', on the Bracknell Forest website or from the school. However to make an application for any school (including schools outside of Bracknell Forest) they must be listed on the CAF.

In circumstances where more applications than places are received for Bracknell Forest maintained schools the following criteria will be used.

- **Admissions Criteria Bracknell Forest community schools:**

Bracknell Forest is the admission authority for community schools and sets the admission criteria.

The following criteria apply to these five Bracknell Forest community schools:

Easthampstead Park School
Edgbarrow School
Garth Hill college
Sandhurst School
The Brakenhale School

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children¹ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

were adopted² (or became subject to a residence order³ or special guardianship order⁴) immediately following having been looked after.

- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have brother(s) or sister(s) at the school (including sixth form), and who will still be attending school at the time of the applicant's admission. This will be checked as necessary before an offer is made. These siblings include children living as siblings in the same family unit and at the same address as the child and for whom the applicant has parental responsibility.
- (E) Children who attend a primary school that is formally linked with the secondary school.

Children must be living in the designated area and/or attending a feeder primary at the closing date of 31 October 2013 to be considered under these criteria.

In some cases a tie-breaker will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area will take precedence over one who fulfils sibling and feeder primary; an applicant who fulfils designated area and sibling, will take precedence over one who fulfils sibling and feeder primary etc)

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

Distances are measured using direct distance calculations within a computer system. The measurement of each distance has been calculated using Pythagoras' Theorem. The way in which this is done is to calculate the distance in metres between the Easting and Northing co-ordinates for each location. The measurement in metres is then multiplied by 0.000621317 to convert this measurement to miles. The same method of calculation is used for each direct distance measured.

If in the event that two or more children live at the same distance from school (for example for families living in flats) and there are fewer places available than random

² Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

³ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

As soon as all applications have been received, including those submitted on line and from outside Bracknell Forest, the LA will consider all applications equally for its maintained schools and apply the admissions arrangements as published.

Faith-based school with a religious character

A faith-based school with a religious character is required to offer every child who applies, whether of the faith, another faith, or no faith, a place at the school if there is a place available. However, faith-based schools are popular and often over subscribed. Such schools are permitted to use faith-based oversubscription criteria and allocate places by reference to faith where the school is oversubscribed.

○ **Academies**

Within Bracknell Forest there is one academy secondary school. Own admission authority schools can prepare a Supplementary information Form (SIF) to be completed if they require further information in order for them to allocate places at their school against their admissions criteria. The form can be found on either the schools website, the council's website or from the school direct and can be returned to either the school or the LA by the required deadline to be considered as part of the application.

The academy within Bracknell Forest is as follows:

Ranelagh Church of England Academy School

THE ALLOCATION PROCESS

As soon as all applications have been received, including those submitted on line and from outside Bracknell Forest, the LA will consider all applications equally for its maintained schools and apply the admissions arrangements as published.

Allocation letters will be sent to parents by their home LA on 3 March 2014. The home LA will advise all parents of the result of their application. If they have been refused a place at one of their preference schools they will be informed of the reasons for refusal and the details of how to make an appeal. Parents will be required to accept their offer of a place by 14 March 2014. Failure to do this could result in the offer being withdrawn. Parents will also be required to send a copy of their child's birth certificate at this time to the School Admissions Team.

The Governors of an aided school or an academy will make their decisions based on the information received from applicants on the common application form or on line and the SIF where necessary.

The Governors will rank all the applications for their school and advise the LA at the beginning of the spring term 2014 of the results. Their ranked list will include all on time applications. The Governors will provide a statement explaining how places have been ranked and (where appropriate) the reasons why all the preferences have

not been met. This statement will be sent to parents by their home LAs with their allocation letter on 3 March 2014.

On behalf of the Governors of the Aided school or academy the home LA will advise all applicants of the results of their application. The home LA will advise those applicants who are refused a place of their right of appeal and of the arrangements in place for making an appeal.

If the LA cannot offer a place at any of the preferred schools then an offer will be made to the parent for a place for their child at the next nearest school to the home address of the family, this may not necessarily be their designated area school and it may be some distance from their home address.

- **The allocation process – non Bracknell Forest schools**

Parents who have applied for schools outside Bracknell Forest will be sent the results of their application by their home LA on 3 March 2014. In order to do this the maintaining LA will inform the home LA whether they are able to allocate a place at any of the preferred schools by the middle of January 2014. The home LA will then consider all the preferences and possible offers. The home LA will offer a place at the school that was ranked the highest by the parent/carer.

If the home LA cannot offer a place at any of the preferred schools then an offer will be made to the parent for a place for their child at the next nearest school to the home address of the family, this may not necessarily be their designated area school and it may be some distance from their home address.

All non Bracknell Forest admissions authorities will be expected to provide the home LA with a detailed statement explaining how places have been allocated and (where appropriate) the reasons why all the preferences have not been met in order to inform the applicant where necessary.

- **The Allocation Process - Pupils with Statements of Special Educational Needs**

Admission of SEN pupils to school will be managed by the Special Needs Team in accordance with the Code of Practice for Pupils with Special Educational Needs. The parents will be informed of their child's allocated secondary school by 14 February 2014 by the SEN Team.

GENERAL INFORMATION

- **Multiple Births**

Where the LA has received applications for twins or other multiple births and when one of the siblings is the last child to be admitted the other sibling(s) may be admitted as an exception.

- **Shared residence orders**

It is increasingly common that parents are agreeing, and courts are endorsing, shared residence orders under Section 8 of The Children Act 1989. Further advice on this matter can be obtained from the School Admissions Team. Any details

regarding shared residency, or the child's living arrangements, must be submitted at the time of application. It is the parents' responsibility to provide this information. As a general rule shared residence is based (for admissions purposes) on the number of school nights a child spends at the home. The School Admissions Team may take legal advice on these matters as they relate to a specific case. A main address will need to be used to process the application. If the second parent/carer's address is different from the first they will not receive any information/letters unless this is requested.

- **Home address**

The address where the child lives at the closing date of 31 October 2013 will be used to process the application. It is for the applicant to satisfy the Admissions Authority that they live at the address that they state. If fraud is suspected then further proof may be requested. If fraud is established then any offer of a school place will be withdrawn. If a parent/carer owns a property within the Borough which they do not occupy and/or rent out and then move into another property within, or nearer to the designated area of the preferred school the address of the property they own will be the address for determining their designated area, unless the owned house has been rented out for 12 months prior to the closing date for the return of the Common Application Form.

If an applicant already own a property within the borough which is in the process of being sold Bracknell Forest is able to accept the address of the new property on submission of the appropriate evidence in support eg exchange of contracts letter. The address must be a permanent address, temporary addresses are not acceptable. If applicants are in the process of moving house within Bracknell Forest they should contact School Admissions Team for further advice.

- **Applicants from abroad**

If families are moving (for the first time) into the Bracknell Forest area from abroad, then they (including the child) must be resident in Bracknell Forest before an application for a school place can be accepted. Proof of residency within Bracknell Forest will be required. If they are living abroad and returning to a property that they own, in the local area, then they will need to produce written proof confirming the details and timing of the relocation. Further advice on the documentation required can be obtained from the School Admissions Team.

- **Service Families**

Families of UK service personnel with a confirmed posting to the Bracknell Forest area (or Crown Servants returning from overseas to live in Bracknell Forest) will be able to make an application for a school place if it is accompanied by an official letter from the relevant service declaring a relocation date and a Unit postal address or quartering address.

For those who already live in Bracknell Forest or are moving to live in Bracknell Forest a formal letter from their chain of command verifying their address would be accepted if they wish their application to be considered under the designated area criteria.

- **Looked After and Previously Looked After Children**

Criteria A includes those children from whom a request for the allocation of a place for a child has been made and who is Looked After Children⁵ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they were adopted⁶ (or became subject to a residence order⁷ or special guardianship order⁸) immediately following having been looked after.

If a parent or LA (where relevant) wishes to apply under this criterion it is their responsibility to ensure that all relevant paper work is submitted with the application, for example of a copy of the relevant order issued by the family court. Should a parent not submit any relevant documentation with their application it will be assumed that the parent does not wish these circumstances to be taken in to account.

- **Social Grounds or Medical Need (category B)**

If a child or the parent/ carer of that child has a medical condition, that is a serious chronic health condition, or a social need that would cause significant hardship or risk if the child could not attend the preferred school it must be indicated on the Common Application Form as their highest preferred school.

All schools have the resources to work with special educational needs and common childhood complaints such as asthma.

If it is indicated on the Common Application Form that somebody wants their application to be considered on either social or medical need it is their responsibility to obtain a form which must be completed and returned to the School Admissions Team along with supporting written evidence from a professional by the relevant closing date. The supporting evidence should be from the relevant registered professional(s) involved with the child or family. Examples include registered health professionals, such as Consultant, GP, Psychologist, Psychiatrist; or registered social care professionals such as a Social Worker / Care Manager. Please note, evidence from childminders will not normally be accepted as sufficient evidence. All evidence must be on letter headed paper.

This evidence must set out the particular reasons why the school in question is the **only** suitable school and the difficulties caused if the child had to attend another school. This evidence must be specific to the school in question; it must show why only that school is the most suitable; what facilities will benefit the child, and why no other school can offer the same support. Where relevant this school must be the most appropriate for the family circumstances. However it will not be possible to consider an application under this criterion if no supporting evidence is supplied. The Local Authority will **not** contact professionals involved with the family as it is for the

⁵ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

⁶ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

⁷ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁸ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

applicant to supply this information when submitting the social/medical form. The LA reserves the right to ask parents to supply further evidence or clarification where the LA considers necessary. It is important that applicants seeking to rely on these grounds provide the fullest supporting evidence they can by the closing date. It is the parent's responsibility to produce this evidence. Where further evidence is required it will need to be supplied by the closing date so that the decision can be made alongside all other applications for places at the particular school. Evidence submitted after the closing date will not be considered. Only in exceptional circumstances the LA may apply its discretion to consider evidence submitted after the closing date. It is therefore very important to submit all relevant evidence together with the application to avoid possible delay. But in any event all the relevant evidence must be submitted by the closing date to ensure full and proper consideration.

○ **The procedure**

Applications on social or medical need will be considered firstly by three individual officers.

They will consider information on the social/medical application form and any evidence from the relevant professional(s). They will recommend whether a decision can be made to either:

- Allow the application*
- To refuse the application –on the grounds that the circumstances of the case are not sufficiently exceptional to meet the social or the medical criteria, or if no evidence from a professional is supplied.
- Request further evidence - if the professional evidence supplied is not sufficient then a letter will be sent to the parent identifying the insufficiencies in the evidence submitted and asking them to further clarify their evidence within a specified time. Once the specified deadline has passed, if the evidence has not been received then the application will be considered on the evidence available at that time.
- If a unanimous decision can not be reached by the Admissions Officer and the Admissions Assistants the matter will be referred to the Senior Admissions Officer for their consideration.

*All applications irrespective of the decision will have to be approved by the Senior Admissions Officer

If an application is passed to The Senior Admissions Officer they retain the discretion to refer the matter to a relevant professional within the LA, or an outside agency or to make a final decision on the evidence received.

If The Senior Admissions Officer is unable to make a decision they will refer the matter to a Chief Officer within the Children, Young People and Learning Department for their consideration and final decision.

The decision on the application will be recorded and a letter will be sent informing the parent/carer if the application is being considered under the remaining admissions criteria, and not the social or the medical criteria.

○ **How the decision will be made:**

The LA will objectively assess whether the evidence supplied supports why it is more suitable for the child to attend **only** the school identified as opposed to any other school. Applications will be considered in accordance with the Equalities Act 2010.

Applicants should be aware that this is a hard test to satisfy. It is therefore important that applicants submit the very best evidence that they can in support of their applications by the due date.

Note: being required to drop off or collect children at two different schools at the same start or end time will not usually on its own be considered to be a ground warranting consideration under the social or medical need.

Child care arrangements would also not usually on its own be considered to be a ground warranting consideration under the social or medical need.

- **Appeals**

If parents have been refused a place at one or more of their preferences they will be informed of their right of appeal. All appeals for Bracknell Forest schools must be submitted by 1 April 2014. Admissions authorities will then endeavour to hear all appeals submitted by this date within 40 school days.

- **Waiting lists**

Applicants not offered a place at one of their higher preference school than that offered are placed on a waiting list. The waiting list will be constructed using the same order of priorities as set out in the admissions criteria. Parents should be aware that their child's name can go up or down the waiting list according to the priority of new additions to the list, for example someone moving into the area is placed on the appropriate place on the waiting list. The LA will maintain the waiting lists for all Bracknell Forest maintained schools for the school year for which they have applied. At the end of the school year the waiting list will end and parents will need to reapply for a place for the following year. The feeder primary criteria will no longer be a valid criterion at this stage and so any new position on the waiting list may be affected. Parents can make this new application from the 30th June 2015 for the academic year 2015/16.

The LA will maintain the waiting list for Ranelagh Church of England Academy School until 1 September 2014 when Ranelagh will maintain their own.

If the child has left their primary school the feeder primary school criteria will not be valid.

- **Changes of preference**

Parents who wish to amend their application (paper or online) before the closing date will be allowed to do so as long as they put their request in writing to the Admissions Team by the closing date.

Changes of preference after the closing date (31 October 2013) will only be allowed if the preferred school is not over subscribed; and then only after 3 March 2014 in writing to the School Admissions Team.

- **Admission of children outside their normal age group**

Parents of gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. If an application is received for a child outside of their normal year group the relevant admission authority must make a decision on the basis of the circumstances of each case and the parent will be informed of their right of appeal. This right does not apply if they are offered a place in another year group at the school.

Where a parent contacts the School Admissions Team with a request for their child to be admitted into a different year group than the relevant one according to their date of birth then the following will apply:

The parent will be required to put all information in writing to the School Admissions Team. It is for the parent to ensure that they have submitted all relevant documentation as no further request will be made to the parent. The paperwork must be submitted before the published closing date.

If the application is for a school where Bracknell Forest is the admission authority the paperwork will be forwarded to the Principal Educational Psychologist who will advise the admission authority. This advice will then be discussed with the Headteacher of the relevant school(s) and a final decision will be made.

If the application is for a school that is their own admission authority (eg voluntary aided school, academies etc) then the request and the supporting documents will be forwarded to the Governors of that school for their decision regarding the request.

The decision from all relevant admission authorities will be sent to the parent from the local authority and this decision is final.

DEFINITION

Parent

Parent is defined under S576 of the Education Act 1996 as:

- all natural parents, whether they are married or not
- any person who, although not a natural parent, has parental responsibility for a child or young person
- any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law).

Sibling

Refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

Designated areas/catchment areas

Maps showing the designated area of a school are available to view on the Bracknell Forest website, at the school in question, at the main Bracknell library or at a council office on request.

Parents can also find their designated area school on the Bracknell Forest website via 'findmynearest' and entering their road name or postcode.

**SECONDARY TRANSFER TIMETABLE
SEPTEMBER 2014 ENTRY**

Date	Action
By 12 September 2013	Composite prospectus for Bracknell Forest secondary transfers to be published on the council's website
By 12 September 2013	Application packs sent out via pupil post where appropriate or to the home address
12 September 2013	Online application site open
31 October 2013	Closing date for paper applications
Midday 31 October 2013	Closing date for online applications
14 February 2014	SEN Team to inform parents of statemented pupils of their allocated school
14 February 2014	Latest date for accepting applications for those moving into the area.
Beginning of the spring term 2014	Own admission authorities to inform the local authority of their ranking
24 February 2014	Advise schools of indicative numbers
3 March 2014	Offer letters to be sent out using first class post
28 February 2014	Appeal timetable to be published on council's website. Own admission authorities to publish their own
14 March 2014	Deadline for parents to accept offers. Late applications begin to be processed
1 April 2014	Appeals should be submitted by this date to be heard together.
Summer Term 2014	Local authority to advise schools of final allocation details Appeals to be heard

PUBLISHED ADMISSIONS NUMBERS FOR 2014/15

<i>Secondary Schools:</i>	2014/15 PAN
<i>Brakenhale</i>	210
<i>Easthampstead Park</i>	240
<i>Edgbarrow</i>	210
<i>Garth Hill</i>	270
<i>Ranelagh</i>	155
<i>Sandhurst</i>	200

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**School Admissions Arrangements
2013/14**



**In-Year Admission to Secondary School
and
Primary, Infant and Junior schools
For entry to schools in 2013-2014**

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BACKGROUND

There is no statutory requirement for a co-ordinated admissions process for in-year applications however Bracknell Forest will continue to co-ordinate all applications for **ALL** schools within the local authority. If an application is received after the academic year has started then it will be treated as an “in year” application,

When drawing up admissions arrangements, admissions authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are clear, fair and objective, for the benefit of all children, including those with special educational needs, disabilities or in the care of the LA, including those children who were previously in care. The Admissions Arrangements must also comply with the relevant legislation, including the equalities legislation. Bracknell Forest Local Authority’s admissions criteria for its maintained schools reflect these requirements. Admissions arrangements should enable parents to express their preference. There is no guarantee that a school place will be available at the school(s) chosen by the parents. However, the Admissions Authority will adhere to the parent’s expressed preference subject to availability of a school places and in accordance with the relevant oversubscription criteria.

MAIN DETAILS OF THE CO-ORDINATION

The Local Authority (LA) will manage all in year applications for **ALL** schools within Bracknell Forest. Applicants who wish to apply for a place within a Bracknell Forest school will need to contact the School Admissions Team at the council to obtain a form or apply using the council’s online application process.

The Governors of a voluntary aided school or an academy set and apply their own admissions arrangements. A list of academies and voluntary aided schools within Bracknell Forest can be found in the Guide to In Year Applications. These schools will continue to be able to operate their own published over subscription criteria. The over subscription criteria **must** be clear, fair and objective and they must comply with the School Admissions Code.

However applications for these schools along with any applications for maintained schools must be made on the Common Application Form available from the School Admissions Team at Bracknell Council.

Voluntary aided (VA) schools or academies can prepare a Supplementary Information Form (SIF) to be completed if they require further information in order for them to allocate places at their school against their admissions criteria. Governing Bodies of VA schools and academies and the Local Authority will make the SIF available to parents/carers both in hard copy and as a document on their school website. The forms will be available from and can be returned to, either the individual schools or the Local Authority.

The LA will process all the applications for aided schools and academies and then transfer the request for a school place and all relevant information electronically to schools.

The LA will process and apply the relevant criteria to applications received for all maintained school within the borough.

It will be necessary for all schools to inform the LA at regular intervals of their numbers on roll. This information may be collected electronically.

If a parent wishes to apply for a school that is not within Bracknell Forest then they must contact the maintaining local authority in which the school is situated for advice on their procedure.

- **Making an Application**

Where a family is applying for a Bracknell Forest school then they can obtain a copy of the common application form (CAF) from the School Admissions Team or can apply using the online application form on the Council's website. This must be submitted to the School Admissions Team who will process applications for all schools within the borough. Both formats will be treated in the same way.

The form will allow parents to name three Bracknell Forest schools and parents are encouraged to do this. Parents will be asked to rank their preferences. It will also allow them to give reasons for each preference.

If the application is for a place in year 10 or 11 it is important that the child visits the school to ensure that they can meet their requirements for GCSE before making an application. This is important even when there are available school places.

If applicants wish for one or more of their preferences to be considered under the designated area criteria then they will have to send in a copy of their current council tax statement with their application in order to prove their residency. If an applicant does not have a copy of their council tax statement then they should contact their council tax office to obtain a copy. (Service families should refer to General Information section below). In order to accept the offer of a place, applicants will need to provide a copy of their child's short birth certificate.

Those children who are currently in a Bracknell Forest school and wish to change to another Bracknell Forest school can obtain a copy of the form from their current headteacher.

- **Information for parents**

If an application is received after the academic year has started then it will be treated as an "in year" application. For further information and guidance please refer to the booklet 'Guide to In Year Applications Bracknell Forest' This can be found on the Bracknell Forest website or a hard copy can be requested.

An application for a school place will only be accepted up to a half a term before the parent wishes the child to start.

If the application is for the following academic year then the application can only be accepted after 30th June.

Where demand exists, schools admit up to their admission number and no places are reserved for pupils moving into their designated area.

An application will normally be processed within 5 school days of receipt. This may take longer if it has to be forwarded to another admission authority for consideration (for example a VA school or an academy). The application may also be delayed if there is a need to refer to another agency or if it is to be referred to the Fair Access Panel (see General Information).

SECONDARY SCHOOL IN YEAR APPLICATIONS 2013/14

Within Bracknell Forest there are 6 secondary schools. 5 of these are community schools (see list below) maintained by Bracknell Forest and one, Ranelagh School, is an academy and sets its own admission criteria. This criterion can be found in the 'Guide to In Year Applications within Bracknell Forest', on the Bracknell Forest website or from the school.

However to make an application for any of the 6 schools they must be listed on the CAF available from Bracknell Forest School Admissions Team or via the online site.

In circumstances where more applications than places are received for Bracknell Forest maintained schools, or if a year group has already reached its admission number then the application will be refused and ranked on the appropriate waiting list in the following criteria order

- **Admissions Criteria Bracknell Forest community schools:**

Bracknell Forest is the admission authority for community schools and sets the admission criteria for the following five schools.

Easthampstead Park School
Edgbarrow School
Garth Hill College
Sandhurst School
The Brakenhale School

If an application is received for one of the schools listed in the table above the following criteria will apply:

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children¹(Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989).As well as children who were looked after, but ceased to be so because they were adopted² (or became subject to a residence order³ or special guardianship order⁴) immediately following having been looked after.

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

³ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have brother(s) or sister(s) at the school (including sixth form), and who will still be attending school at the time of the applicant's admission. This will be checked as necessary before an offer is made. These siblings include children living as siblings in the same family unit and at the same address as the child and for whom the applicant has parental responsibility.

In some cases a tie-breaker will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area will take precedence over one who fulfils sibling and feeder primary; an applicant who fulfils designated area and sibling, will take precedence over one who fulfils sibling and feeder primary etc)

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

Distances are measured using direct distance calculations within a computer system. The measurement of each distance has been calculated using Pythagoras' Theorem. The way in which this is done is to calculate the distance in metres between the Easting and Northing co-ordinates for each location. The measurement in metres is then multiplied by 0.000621317 to convert this measurement to miles. The same method of calculation is used for each direct distance measured.

If in the event that two or more children live at the same distance from school (for example for families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

PRIMARY, INFANT AND JUNIOR SCHOOL IN YEAR APPLICATIONS 2013/14

Within Bracknell Forest there are 25 primary schools, 3 infant schools and 3 junior schools. Of these, 6 primary schools are voluntary aided schools and set their own admission criteria. These criteria can be found in the 'Guide to In Year Applications within Bracknell Forest', on the Bracknell Forest website or from the school.

However to make an application for any of the 31 schools they must be listed on the CAF available from Bracknell Forest School Admissions Team or via the online site.

- **Application For Maintained Infant, Primary and Junior Schools**

If an application is received for any of the maintained primary infant or junior schools within Bracknell Forest the following will apply:

In circumstances where more applications than places are received for Bracknell Forest community schools, or if a year group has already reached its admission number then the application will be refused and ranked on the appropriate waiting list in the following criteria order

- **Admissions Criteria for Infant, Primary and Junior Community School**

Bracknell Forest is the admission authority for community schools and sets the admission criteria.

The following criteria apply to these Bracknell Forest community schools:

Ascot Heath Infant	Harmans Water Primary	Uplands Primary
Birch Hill Primary	Holly Spring Infant	Whitegrove Primary
College Town Infant	Holly Spring Junior	Wildridings Primary
College Town Junior	Meadow Vale Primary	Wildmoor Heath Primary
Cranbourne Primary	New Scotland Hill Primary	Wooden Hill Primary
Crown Wood Primary	Owlsmoor Primary	
Fox Hill Primary	The Pines Primary	
Great Hollands Primary	Sandy Lane Primary	

If an application is received for one of the schools listed in the table above the following criteria will apply:

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children⁵ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they were adopted⁶ (or became subject to a residence order⁷ or special guardianship order⁸) immediately following having been looked after.
- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the

⁵ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

⁶ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

⁷ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁸ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.

- C) Children who live in the designated area of the school.
- (D) Children who have statutory (compulsory) school age siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission.

In some cases a **tie-breaker** will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria (categories) will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area and sibling will take precedence over one who fulfils designated area.

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

If in the event that two or more children live at the same distance from school (for example for families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

- **Admissions Criteria for Infant, Primary and Junior Voluntary Controlled School**

Bracknell Forest is the admission authority for their voluntary controlled schools and sets the admission criteria.

These criteria apply to the following schools:

Ascot Heath CE Junior Crowthorne CE Primary	Warfield CE Primary Winkfield St Mary's CE Primary
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If an application is received for one of the schools listed in the table above the following criteria will apply:

Children with a Statement of Special Educational Needs that names a specific school must, by law, be admitted to that school.

After this requirement has been satisfied the following rules will apply:

- (A) Looked After Children⁹(Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in

⁹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see

that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they were adopted¹⁰ (or became subject to a residence order¹¹ or special guardianship order¹²) immediately following having been looked after.

- (B) Children who have either medical or social grounds for admission to a particular school. This evidence must set out the particular reason why the school in question is the only suitable school and the difficulties caused if the child had to attend another school. The LA's decision in these matters is final.
- (C) Children who live in the designated area of the school.
- (D) Children who have statutory (compulsory) school age siblings, brother(s) or sister(s), at the school, and who will still be attending the school at the time of the child's admission.
- (E) Children whose parents choose the school on denominational grounds.

In some cases a **tie-breaker** will be required. If a school does not have places for all the children in one of the above criteria, priority will be given to children who fulfil a combination of higher admission criteria. The combination of criteria (categories) will follow the same order of priority as the basic list of criteria. (eg. an applicant who fulfils designated area and sibling will take precedence over one who fulfils designated area

After this, if there are still insufficient places, and no distinction can be made between the applicants or if they do not fulfil any of the above criteria, a final decision will be made on the *radial distance* (straight line distance on a map) between the home and the school. Those living nearer to the school will be placed higher than those living further away. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system.

If in the event that two or more children live at the same distance from school (for example for families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s). The process will be drawn and scrutinised by people who are independent of the Council.

- **Denominational Grounds**

Where an application is submitted on the basis of denominational grounds for a **voluntary controlled school**, it will be necessary for at least one of the

the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

¹⁰ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

¹¹ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

¹² See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

parents/carers of the child concerned to regularly attend a church that is part of the group of Churches Together in England, Scotland, Wales or Northern Ireland. This group includes the following category of churches - Church of England, all the protestant non-conformist churches (e.g. Baptist, Methodist, United Reform) and Roman Catholic or any other Christian denominational church.

At least one of the parents/carers, who live at the same address as the child, must attend worship on at least two occasions in each calendar month for at least 8 months of the year in the 12 months prior to the date of application. Attendance does not include services of marriage, funerals or christenings (except for the christening of the child seeking entrance to the particular school).

Applicants will need to complete the relevant form in order to confirm that they are applying to the school on denominational grounds. In addition it will then be necessary for the form to be passed onto their local clergy for verification before it is sent to the School Admissions Team.

Faith-based school with a religious character

A faith-based school with a religious character is required to offer every child who applies, whether of the faith, another faith, or no faith, a place at the school if there is a place available. However, faith-based schools are popular and often over subscribed. Such schools are permitted to use faith-based oversubscription criteria and allocate places by reference to faith where the school is oversubscribed.

○ **Voluntary Aided Schools**

Within Bracknell Forest there are 6 voluntary aided primary schools and they are each their own admissions authority. These schools will continue to be able to operate their own published over subscription criteria. **However applications for these schools must be made on the Common Application Form available from the School Admissions Team at Bracknell Council or via the council's online service.** Some of these schools require Supplementary Forms to be completed. Further information and a copy of the form can be found on either the schools website, the council's website or from the school direct.

The 6 voluntary aided primary schools within Bracknell Forest are as follows:

Binfield Primary CE School	St Margaret Clitherow RC Primary School
Jennett's Park CE Primary School	St Michael's East'd CE Primary School
St Joseph's RC Primary School	St Michael's Sandh't CE Primary School

ALLOCATION OF PLACES

- **Applications for community and voluntary controlled schools**

The LA as the admissions authority for community and voluntary controlled schools will consider all applications and apply the admissions arrangements as published. The LA will advise all parents of the result of their application.

- **Application for Aided Schools or Academies**

The LA will process all the applications for the Aided schools and academies and the requests for a place in their school will be forwarded to the Governors for their decision. The Governing Bodies of Aided schools and academies will advise the LA of their decision.

- **Allocation Of all school Places**

Bracknell Forest School Admissions Team will offer places for all schools within Bracknell Forest. Where an application has been forwarded to the Governors of a school that is its own admission authority, the Governors will inform the LA of the outcome. A letter will be sent to the parent with the offer and start date and the parent will be asked to contact the school to arrange the start. They will issue refusals if necessary and give details of the appeals process and details regarding education transport.

If the LA cannot offer a place at any of the preferred schools then an offer will be made to the parent for a place for their child at the next nearest school to the home address of the family, this may not necessarily be their designated area school and it may be some distance from their home address.

- **Offers to non Bracknell Forest residents**

If an offer is made for a Bracknell Forest school to a child who is not a Bracknell Forest resident then we will ensure that we inform the relevant local authority of this offer.

GENERAL INFORMATION FOR PRIMARY, INFANT, JUNIOR AND SECONDARY IN-YEAR APPLICATIONS

- **Shared residence orders**

It is increasingly common that parents are agreeing, and courts are endorsing, shared residence orders under Section 8 of The Children Act 1989. Further advice on this matter can be obtained from the School Admissions Team. Any details regarding shared residency, or the child's living arrangements, must be submitted at the time of application. It is the parents' responsibility to provide this information. As a general rule shared residence is based (for admissions purposes) on the number of school nights a child spends at the home. The School Admissions Team may take legal advice on these matters as they relate to a specific case. A main address will need to be used to process the application. If the second parent/carer's address is different from the first they will not receive any information/letters unless this is requested.

- **Home address**

It is for the applicant to satisfy the Admissions Authority that they live at the address that they state. Providing an address where the child does not live permanently in order to secure a place at a school may amount to a fraudulent act. If fraud is suspected then further proof may be requested. If fraud is established then any offer of a school place will be withdrawn. If a parent/carer owns a property within the Borough which they do not occupy and/or rent out and then move into another property within, or nearer to the designated area of the preferred school, the address of the property they own will be the address used for determining their designated

area, unless the owned house has been rented out for 12 months prior to the date the form was received.

If an applicant already owns a property within the borough which is in the process of being sold Bracknell Forest is able to accept the address of the new property on submission of the appropriate evidence in support eg. a solicitor's letter showing exchange of contracts. The address must be a permanent address, temporary addresses are not acceptable. If applicants are in the process of moving house within Bracknell Forest they should contact School Admissions Team for further advice.

- **Appeals**

If an application is refused then with the refusal letter will be sent information on the right to appeal. The LA will also inform parents about the appeals process on behalf of the Governors of any own admission authority school. Appeals must be heard within 30 school days of the appeal being lodged.

- **Waiting lists**

If there is not a place at the preferred school then the applicant will be asked if they wish their child's name to be placed on a waiting list of their preferred school. Parents should be aware that their child's name can go up or down the waiting list according to the priority of new additions to the list, for example someone moving into the area is placed on the appropriate place on the waiting list. This information will then be passed to the relevant admission authority for them to process according to their arrangements. The LA will maintain the waiting lists on behalf of all primary schools within Bracknell Forest. Waiting lists requests for Ranelagh School, which is an academy, will be forwarded to them.

- **Applicants from abroad**

If families are moving from abroad, then they (including the child) must be resident in the UK before an application for a school place can be accepted. Proof of residency in the UK will be required. If they are living abroad and returning to a property that they own, then they will need to produce written proof confirming the details and timing of the relocation. Further advice on the documentation required can be obtained from the School Admissions Team.

- **Service Families**

Families of UK service personnel with a confirmed posting to the Bracknell Forest area (or Crown Servants returning from overseas to live in Bracknell Forest) will be able to make an application for a school place if it is accompanied by an official government letter declaring a relocation date and a Unit postal address or quartering address.

For those who already live in Bracknell Forest a formal letter from their chain of command verifying their address would be accepted.

Families **must** indicate on the application form if they are a service family and wish to be considered under this category.

Where a child of UK service personnel family moves into the area is unable to secure a place at a local school they **may** be admitted to that school as an excepted pupil. Proof of the posting and / or residence is the same as above.

Further information on the documentation required can be obtained from the School Admissions Team.

- **Fair Access Protocol**

In line with the School Admissions Code Bracknell Forest has a fair access protocol which prioritises admission for certain categories of vulnerable children. The protocol takes priority on a school's waiting list and the LA may require a school to admit above their PAN.

If an application is identified as being under the Fair Access Protocol then it will be heard at the next panel meeting and the applicant informed.

- **Social Grounds or Medical Need (category B)**

If a child or the parent/ carer of that child has a medical condition, that is a serious chronic health condition, or a social need that would cause significant hardship or risk if the child could not attend the preferred school it must be indicated on the Common Application Form as their highest preferred school.

All schools have the resources to work with special educational needs and common childhood complaints such as asthma.

If it is indicated on the Common Application Form that somebody wants their application to be considered on either social or medical need it is their responsibility to obtain a form which must be completed and returned to the School Admissions Team along with supporting written evidence from a professional by the relevant closing date. The supporting evidence should be from the relevant registered professional(s) involved with the child or family. Examples include registered health professionals, such as Consultant, GP, Psychologist, Psychiatrist; or registered social care professionals such as a Social Worker / Care Manager. Please note, evidence from childminders will not normally be accepted as sufficient evidence. This evidence must be on letter headed paper.

This evidence must set out the particular reasons why the school in question is the **only** suitable school and the difficulties caused if the child had to attend another school. This evidence must be specific to the school in question; it must show why only that school is the most suitable; what facilities will benefit the child, and why no other school can offer the same support. Where relevant this school must be the most appropriate for the family circumstances. However it will not be possible to consider an application under this criteria if no supporting evidence is supplied. The Local Authority will not contact professionals involved with the family as it is for the applicant to supply this information when submitting the social/medical form. The LA reserves the right to ask parents to supply further evidence or clarification where the LA considers necessary. It is important that applicants seeking to rely on these grounds provide the fullest supporting evidence they can by the closing date. It is the parent's responsibility to produce this evidence. Where further evidence is required it will need to be supplied by the closing date so that the decision can be made alongside all other applications for places at the particular school. Evidence submitted after the closing date will not be considered. Only in exceptional circumstances the LA may apply its discretion to consider evidence submitted after

the closing date. It is therefore very important to submit all relevant evidence together with the application to avoid possible delay. But in any event all the relevant evidence must be submitted by the closing date to ensure full and proper consideration.

○ **The procedure**

Applications on social or medical need will be considered firstly by three individual officers.

They will consider information on the social/medical application form and any evidence from the relevant professional(s). They will recommend whether a decision can be made to either:

- Allow the application*
- To refuse the application –on the grounds that the circumstances of the case are not sufficiently exceptional to meet the social or the medical criteria, or if no evidence from a professional is supplied.
- Request further evidence - if the professional evidence supplied is not sufficient then a letter will be sent to the parent identifying the insufficiencies in the evidence submitted and asking them to further clarify their evidence within a specified time. Once the specified deadline has passed, if the evidence has not been received then the application will be considered on the evidence available at that time.
- If a unanimous decision can not be reached by the Admissions Officer and the Admissions Assistants the matter will be referred to the Senior Admissions Officer for their consideration.

*All applications irrespective of the decision will have to be approved by the Senior Admissions Officer

If an application is passed to The Senior Admissions Officer they retain the discretion to refer the matter to a relevant professional within the LA, or an outside agency or to make a final decision on the evidence received.

If The Senior Admissions Officer is unable to make a decision they will refer the matter to a Chief Officer within the Children, Young People and Learning Department for their consideration and final decision.

The decision on the application will be recorded and a letter will be sent informing the parent/carer if the application is being considered under the remaining admissions criteria, and not the social or the medical criteria.

○ **How the decision will be made:**

The LA will objectively assess whether the evidence supplied supports why it is more suitable for the child to attend **only** the school identified as opposed to any other school. Applications will be considered in accordance with the Equalities Act 2010.

Applicants should be aware that this is a hard test to satisfy. It is therefore important that applicants submit the very best evidence that they can in support of their applications by the due date.

Note: being required to drop off or collect children at two different schools at the same start or end time will not usually on its own be considered to be a ground warranting consideration under the social or medical need.

Going to a Nursery class or Early Years provider will not usually on its own be considered to be a ground warranting consideration under the social or medical need.

Child care arrangements would also not usually on its own be considered to be a ground warranting consideration under the social or medical need.

- **Looked After and Previously Looked After Children**

Criteria A includes those children from whom a request for the allocation of a place for a child has been made and who is Looked After Children¹³ (Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989). As well as children who were looked after, but ceased to be so because they were adopted¹⁴ (or became subject to a residence order¹⁵ or special guardianship order¹⁶) immediately following having been looked after.

If a parent or LA (where relevant) wishes to apply under this criterion it is their responsibility to ensure that all relevant paper work is submitted with the application., for example a copy of the relevant order issued by the family court. Should a parent not submit any relevant documentation with their application it will be assumed that the parent does not wish these circumstances to be taken in to account.

- **Admission of children outside their normal age group**

Parents of gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. If an application is received for a child outside of their normal year group the relevant admission authority must make a decision of the basis of the circumstances of each case and the parent will be informed of their right of appeal. This right does not apply if they are offered a place in another year group at the school.

Where a parent contacts the School Admissions Team with a request for their child to be admitted into a different year group than the relevant one according to their date of birth then the following will apply:

The parent will be required to put all information in writing to the School Admissions Team. It is for the parent to ensure that they have submitted all relevant documentation as no further request will be made to the parent. The paperwork must be submitted before the application will be processed outside their normal age group.

¹³ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

¹⁴ Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

¹⁵ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

¹⁶ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

If the application is for a school where Bracknell Forest is the admission authority (community and voluntary controlled schools) the paper work will be forwarded to the Principal Educational Psychologist who will advise the admission authority. This advice will then be discussed with the Headteacher of the relevant school(s) and a final decision will be made.

If the application is for a school that is their own admission authority (eg voluntary aided school, academies etc) then the request and the supporting documents will be forwarded to the Governors of that school for their decision regarding the request.

The decision from all relevant admission authorities will be sent to the parent from the local authority and this decision is final.

- **Definitions**

Parent

Parent is defined under S576 of the Education Act 1996 as:

- all natural parents, whether they are married or not
- any person who, although not a natural parent, has parental responsibility for a child or young person
- any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law).

Sibling

Sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

Designated Area/Catchment area

Maps showing the designated area of a school are available to view on the Bracknell Forest website, at the school in question, at the main Bracknell library or at a council office on request.

Parents can also find their designated area school on the Bracknell Forest website via 'findmynearest' and entering their road name or postcode.

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School Admissions Arrangements
2014/15



**Admission policy for sixth form community
schools
For entry to schools in 2014-2015**

DRAFT

SIXTH FORM ADMISSIONS 2014/15

- **Entitlement to sixth form education**

All secondary schools in Bracknell Forest have sixth forms and pupils in individual schools are entitled to be considered for entry into their school sixth form provided they meet the entry criteria for individual courses and that there are sufficient spaces to meet their requirements.

Bracknell Forest secondary schools must first offer places for sixth form to year 11 students within the school and then to external applicants provided an appropriate course is available for a suitably qualified student.

School governing bodies must set an admission number for Year 12 for external applicants. An admission number for Year 12 must be set and submitted to the local authority before 1 July 2013 for implementation in the following academic year (14 months later), after inclusion in the annual consultation on the authority's admissions arrangements, and to facilitate publication in the authority's composite prospectus for that year of entry.

- **Roles and Responsibilities**

The responsibility for determining the admissions policy for community sixth forms in secondary schools is that of the local authority. Administration of sixth form admissions is delegated by the local authority to the community secondary schools.

There is a Church of England Academy secondary school in Bracknell Forest; Ranelagh, which sets and administers its own admissions arrangements for the sixth form.

- **Start dates**

All students are required to start on, or the first school day after, 1 September 2014.

- **Published Admission Number**

This is the number of places that the admission authority must offer in each relevant age group for a school for which it is the admission authority.

For 6th Forms the published admission number must relate only to those being admitted to the school for the first time and should be based on an estimate of the minimum number of external applicants likely to be admitted, although it would be acceptable to exceed this if demand for available courses can be met. This Published Admission Number is separate from the main schools admission number and has no bearing on the capacity of the main school.

- **Applying for entry into sixth forms**

Applications should be made on the school's application form and forwarded to the school's Head of Sixth Form by 26 February 2014. The application form will also be submitted to the local authority to ensure that it meets the requirements of the School Admissions Code.

It is unlawful for schools to interview students or their families to determine a place; although meetings may be arranged to provide advice on options and entry requirements for particular courses.

Entry to courses in the sixth form must not be dependent on attendance, behaviour record, or perceptions of attitude or motivation as this is unlawful.

To ensure transparency; schools will publicise what courses are available; the entry requirements for each; and provide statistics about the number of internal and external applicants accepted and refused on each course, plus the number of applications received for each course in the previous year.

Schools will provide this statistical information to the local authority in September each year in order that a report may be prepared for the Schools Admissions Forum.

Parents may apply by the deadline given in the school prospectus and pass the application form to the nominated person on the application form.

Places allocated will be offered in accordance with the published admissions criteria. Parents should ensure that they read the admissions policy and complete the standard application form for admission to the sixth form.

Offers of places to external students are subject to the school confirming date of birth or right of abode by examination of the birth certificate and/or student's passport, as appropriate.

Applications will be considered by a committee of the Governing Body, or this may be delegated to the Headteacher or Head of Sixth Form plus at least one other member of staff nominated by the Governing Body.

Parents will be asked to declare that the address used will be their place of residence, the offer of a place may be withdrawn if false or misleading information is given.

- **Allocation of places (oversubscription criteria)**

In the case of oversubscription for a place on a particular course, places will be offered first to students within the school and then to external applicants.

The following criteria will be used to allocate the available places on those courses that receive more applications than can be accommodated:

Children with statements of special educational needs that name a school in the statement are required to be admitted to the school that is named and who meet the academic requirements for the course. The admissions authority does not have the right to refuse admission.

A Priority will be given to Looked After Children¹(Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

1989). As well as children who were looked after, but ceased to be so because they were adopted² (or became subject to a residence order³ or special guardianship order⁴) immediately following having been looked after.

B Students who meet the academic requirements for the level of course applied for, as published in the school prospectus.

Available places are those places available after existing students in the school have indicated their preference against their entitlement.

Tie Breaker

Priority will be given within any of the above oversubscription criteria to the applicant whose permanent home address is nearest to the school in terms of radial distance. Distances will be measured consistently, using the local authority computerised mapping system and the distance will be measured as a straight line between the Land Property Gazetteer address points for the respective home address and school.

Where the school is oversubscribed, further information will be required to verify the home address e.g. council tax or utility bill.

- **Waiting Lists**

A waiting list will not be held.

- **Late Applications**

If an application is received after the deadline and before the date parents are notified of places, this will be considered 'late'. Late applications will be considered after the allocation of places and notified after the main allocation date, unless exceptional circumstances apply, e.g. hospitalisation of a parent or a family has just moved into the area. In such instances, evidence will be required.

- **Applications received after the normal admissions round**

Applications received after the start of the school year will only be considered if places on the requested courses are available and the student meets the academic requirements of the course.

- **Multiple births or children with birth dates in the same academic year**

Application for places is based on meeting the individual requirements of the course. No guarantee of a place is given to students with either the same birth dates or children born in the same academic year from the same family.

- **Accepting or declining the offer of a place**

² Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

³ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Places are offered on the understanding that there is a commitment to meet the academic requirements of the course.

Parents are required to accept or decline the allocated place using the form sent with the allocation letter. The form must be returned to the school within two weeks from the date of the offer letter. Failure to respond may result in the place being withdrawn. Parents are requested to advise the school at any stage, if they are not accepting the place for any reason.

- **Appeals** The student and/or the parents of students, internal or external, who are not offered a place, have the right to appeal against non-admission.

DRAFT

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**Annual Admissions Arrangements
2014/2015**



**Coordinated Scheme for Admission to Community Nursery
Classes
For entry to schools in 2014-2015**

DRAFT

NURSERY CLASS ADMISSIONS 2014/15

- **Introduction**

The LA is responsible for setting the arrangements for admissions to nursery classes in community and voluntary controlled schools. The responsibility of administering this policy is delegated to the relevant school.

The governing body of an aided school with a nursery class is responsible for setting the policy and administering the admission of children to its nursery. Governing bodies of aided schools are required to consult on their admissions arrangements annually within a timetable set out in legislation.

- **General Requirements**

All eligible three and four year olds are currently entitled to 570 hours of free provision a year, over a minimum of 38 weeks of the year. This equates to 15 hours free early learning and care per week, for 38 weeks per year during term time, across a minimum of three days.

The entitlement must be offered within part of the National Framework for Delivery and cannot be accessed in stand-alone blocks of less than 2 ½ hours or more than 10 hours in one day. Where the entitlement is accessed over 2 days only the maximum hours accessed is 12 ½ hours.

Parents may choose to take up as much or as little of this entitlement as they wish. If the chosen setting does not offer the full entitlement of 38 weeks per year, Bracknell Forest Council will not fund the extra weeks at an alternative setting.

Parents using a provider who is open for less than the 38 weeks are forfeiting the remaining weeks as they cannot take these with another provider as part of the free entitlement, although they can opt to pay for these as additional hours/weeks.

It is generally regarded as good early year's practice that your child attends only one setting for their free entitlement as this is believed to be in the best interests of a child, and all settings should be able to offer the 15 hours. However we are aware, that sometimes this is not possible due to individual circumstances.

Parents are under no obligation to take up extra hours or weeks, or additional services over and above the free entitlement, which some providers may offer and for which charges may be payable.

Parents will be asked to express a preference for hours of attendance and where flexibility is offered the school will do its best to meet the preference. However, prior to completing the application form, parents are advised to speak to the nurseries they are interested in to ensure that the nursery offers hours of attendance that meet their needs. A nursery is not required to change the hours it offers to suit the needs of parents. However, the Local Authority will monitor working parent demand for flexible hours and will negotiate with nurseries for a change in hours where appropriate.

- **Inclusion**

Bracknell Forest council has an inclusive education policy and children will not be discriminated against. This includes reasons such as developmental delay eg a

child's self-help skills are delayed affecting activities such as dressing, feeding or toilet training or additional needs such as emotional or behavioural difficulties.

- **Admission Number**

An admission number is set taking into consideration the staffing levels and physical limitation of the space available at the nursery class. The admission number will be set by the local authority.

- **Applications**

The minimum age of admission will be three years. Children will be able to start the term after their third birthday and remain there until of statutory school age. The timetable for admission must be published by each school.

If the child is born on or between	Applications to be made to setting by:	They are eligible for a free part-time place in the term following their third birthday
1 September and 31 Dec	31 May	Spring Term (January)
1 January and 31 March	31 October	Summer Term (April)
1 April and 31 August	28 February	Autumn Term (September)

The above table indicates the time scales for parents making applications to schools for a part-time place in the term following their third birthday.

- **Appeals**

Parents do not have a statutory right of appeal to an independent panel in relation to nursery admissions. It is therefore essential that all admissions decisions can be justified by reference to published admissions arrangements that are adhered to in all cases and by all schools.

- **Admissions Policy**

Places will be offered in accordance with the published admissions criteria. Parents should ensure that they have read the admissions policy and have completed the correct application form.

Schools will publish this policy in advance in line with the timetable so that parents will be able to clearly see when they should apply for their child's entry to a nursery class. They should be published on the schools website and displayed within the school and made available to parents on request.

- Common Application form - each parent will be required to fill in a common application form for nursery class admission.
- Criteria for admissions - if there are more applications than there are places available then all applications will be put into rank order. The order that they are put into is determined by the admissions criteria as set out below. The criteria have been kept as simple as possible so as to comply with the requirement to be clear, fair and objective.

Children with a Statement of Special Educational Needs that names the school must be admitted to that school.

After this requirement has been satisfied the following rules will apply;

- A. Looked After Children¹(Any request for the allocation of a place for a child who is in the care of the Local Authority or provided with accommodation in that authority in accordance with Section 20 of The Children Act 1989).As well as children who were looked after, but ceased to be so because they were adopted² (or became subject to a residence order³ or special guardianship order⁴) immediately following having been looked after.
- B. Children who will have an older brother or sister in the nursery at the time of the applicant's admission. These siblings include children living as siblings in the same family unit and at the same address as the child and for whom the applicant has parental responsibility.
- C. oldest children first (date of birth order);

If there are insufficient places for all the children in one of the above categories, priority will be given to children who fulfil more than one of the admissions criteria, using a combination of higher criteria. After this, if there are still insufficient places, and no distinction can be made between the applicants, a final decision will be made on the radial distance between the home and the school. Radial distance will be based on the co-ordinates for the property and the school as defined in the Local Land and Property Gazetteer and based on the Ordnance Survey's national system. These distances will be supplied to the school by the local authority on request.

- **Reception Classes**

Admission to a nursery class attached to a school does **not** guarantee admission to the reception class of that school. Parents will be expected to apply for admission to the main school separately at the published time. Attendance in a nursery class will **not** be taken into account when the parent applies for entry to school.

- **Registration Forms**

Once a child has been offered a place in a nursery class the parent will have to accept or decline the offer within a specific timeframe. Once an offer has been accepted, and before the child starts at the nursery, the parent will be required to complete a registration form which will include such information as emergency contact details etc.

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² Under the terms of the Adoption and Children Act 2002. See section 46 (adoption orders).

³ Under the terms of the Children Act 1989. See section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
16 JANUARY 2013**

WORKING GROUP UPDATE REPORT AND 2013/14 WORK PROGRAMME

1 PURPOSE OF REPORT

- 1.1 This report sets out the progress achieved to date by the working group of the Panel reviewing school governance and invites the Working Group to consider its work programme for 2013/14.

2 RECOMMENDATION(S)

That the Panel:

- 2.1 **notes the progress achieved to date by its working group reviewing school governance; and**
- 2.2 **considers its work programme for 2013/14.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To keep the Panel up to date regarding the activities of its School Governance Working Group and to seek its views in respect of its work programme for 2013/14.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

School Governance

- 5.1 The Panel established this Working Group to review school governance in Bracknell Forest's schools with a view to identifying areas for improvement in the light of the new Ofsted framework which places greater emphasis on the role of school governors and governance arrangements.
- 5.2 The first meeting of the Working Group took place on 13 September 2012 when Members received an introductory briefing from officers, discussed extracts from Ofsted inspections of the Borough's schools relating to governance and considered the scope of the review. The Working Group subsequently agreed the scope and prepared questionnaires for Link and Parent Governors. The questionnaires were used to gain the views of governors which were gathered at the Link Governors Forum and at an arranged meeting with parent governors. The Working Group has also considered the effect of new legislation on governing bodies and discussed the best approach to undertaking a skills audit of governors.

- 5.3 The Working Group proposes to meet Chairmen of Governors at its next meeting to obtain their views on matters including skills gaps in governing bodies and the self-evaluation toolkit.

2013/14 Work Programme

- 5.4 The Panel is invited to suggest topics for inclusion in its 2013/14 work programme. The 2012/13 work programme is attached at Appendix 1 as a point of reference.

**6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 6.1 Not applicable.

Background Papers

None.

Contact for further information

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OVERVIEW & SCRUTINY WORK PROGRAMME 2012/13

The proposed work programme for O&S from 2012/13 is shown on the following pages. The programme is aimed at maintaining a strategic and coordinated work programme based on major areas of Council and partner organisations' activity. The selection of review topics takes account of what is of direct and significant interest to residents, and what would be timely, relevant, and likely to add value. The programme incorporates the routine, on-going work of O&S and the completion of reviews currently underway.

The O&S Commission has consulted the O&S Panels, the Council's Corporate Management Team and the Executive on the work programme, as required by the Council's Constitution.

The work programme will necessarily be subject to continual refinement and updating. The 'future proposed reviews' are those which are unlikely to be resourced until 2013/14 or later.

CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW AND SCRUTINY PANEL	
1.	<p>Monitoring the performance of the Children, Young People and Learning Department</p> <p>To include on-going review of the Quarterly Service Reports, receiving statutory plans and reports (such as the annual reports on the Children and Young People's Plan, and on complaints received) and monitoring the action taken by the Executive to earlier reports by the Panel.</p>
2.	<p>Exercising pre-decision scrutiny by reference to the Executive Forward Plan</p>
3.	<p>2013/14 Budget Scrutiny</p> <p>To review the Council's Children, Young People and Learning budget proposals for 2013/14, and plans for future years.</p>
4.	<p>Schools Governance</p> <p>To review the comments by Ofsted about governance in Bracknell Forest Schools, and the arrangements being made to ascertain and achieve effective governance in all schools. The review might focus on the importance of sound governance, the support given to school governors, and the effect of the new legislation concerning local authority and community representation on governing bodies.</p>
5.	<p>Policy Development</p> <p>To contribute to the formulation of the Council's new Prevention and Early Intervention Strategy.</p>

FUTURE PROPOSED REVIEWS (Unlikely to be resourced until 2013/14 or later)	
<u>Children, Young People and Learning</u>	
5.	<p>The Provision of School Places</p> <p>To review the Council's arrangements for planning and providing places for children in Bracknell Forest's schools, to include the school admissions process. One focus of the review might be the greater complexity introduced by the Academies and Free Schools legislation.</p>
6.	<p>Supporting Disadvantaged Children and Families</p> <p>To review the implementation of the Child Poverty Strategy, together with the Council's arrangements for the Government's initiative on 'Troubled Families'.</p>

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
16 JANUARY 2013**

**EXECUTIVE KEY AND NON-KEY DECISIONS RELATING TO
CHILDREN, YOUNG PEOPLE AND LEARNING
Assistant Chief Executive**

1 PURPOSE OF REPORT

- 1.1 This report presents scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning for the Panel's consideration.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning appended to this report.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To invite the Panel to consider scheduled Executive Key and Non-Key Decisions.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Consideration of Executive Key and Non-Key Decisions alerts the Panel to forthcoming Executive decisions and facilitates pre-decision scrutiny.
- 5.2 To achieve accountability and transparency of the decision making process, effective Overview and Scrutiny is essential. Overview and Scrutiny bodies are a key element of Executive arrangements and their roles include both developing and reviewing policy; and holding the Executive to account.
- 5.3 The power to hold the Executive to account is granted under Section 21 of the Local Government Act 2000 which states that Executive arrangements of a local authority must ensure that its Overview and Scrutiny bodies have power to review or scrutinise decisions made, or other action taken, in connection with the discharge of any functions which are the responsibility of the Executive. This includes the 'call in' power to review or scrutinise a decision made but not implemented and to recommend that the decision be reconsidered by the body / person that made it. This power does not relate solely to scrutiny of decisions and should therefore also be utilised to undertake pre-decision scrutiny.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

No advice was sought from the Borough Solicitor, the Borough Treasurer or Other Officers or sought in terms of Equalities Impact Assessment or Strategic Risk Management Issues. Such advice will be sought in respect of each Executive Forward Plan item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

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CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

EXECUTIVE WORK PROGRAMME

REFERENCE	1037634
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TITLE: Construction Framework Procurement Plan

PURPOSE OF DECISION: To approve the procurement plan for the Construction Framework.

FINANCIAL IMPACT: Within existing budget.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Head of Procurement
Category Manager
Assistant Borough Solicitor
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 15 Jan 2013

REFERENCE	1038896
------------------	---------

TITLE: Sensory Consortium Contract

PURPOSE OF DECISION: Awarding of the contract for the Sensory Consortium

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED:

METHOD OF CONSULTATION: None

DATE OF DECISION: 13 Feb 2013

REFERENCE	I037687
------------------	---------

TITLE: Annual Admissions Arrangements 2014/15

PURPOSE OF DECISION: To approve the Annual Admissions Arrangements for 2014/15

FINANCIAL IMPACT: No financial implications

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Neighbouring Local Authorities

Headteachers

School Governing Bodies

Oxford Diocese

Portsmouth Diocese

Other Admissions authorities

METHOD OF CONSULTATION: Public notice

Bracknell Forest web site

DATE OF DECISION: 12 Mar 2013

REFERENCE	I037386
------------------	---------

TITLE: Education Capital Programme - Crown Wood Primary School award of contract

PURPOSE OF DECISION: To award the contact for Crown Wood Primary school phase 3 works.

FINANCIAL IMPACT: Central Government grant

Within existing budget

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Crown Wood Headteacher and Governing

Body

Education Capital Programme Board.

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 12 Mar 2013

REFERENCE	I038194
------------------	---------

TITLE: Education Capital Programme - Meadow Vale Primary School Award of Contract

PURPOSE OF DECISION: To award the contract for Phase 2 of the capacity works at Meadow Vale Primary School

FINANCIAL IMPACT: Central Government Grant
Within existing budget.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher
Governing Body
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 12 Mar 2013

REFERENCE	I038222
------------------	---------

TITLE: Education Capital Programme - Owlsmoor Primary School Award of Contract

PURPOSE OF DECISION: To award the contract for Phase 3 of the capacity works at Owlsmoor Primary School.

FINANCIAL IMPACT: Central Government grant
Within existing budget

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher
School Governing Body
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 12 Mar 2013

REFERENCE	I038224
------------------	---------

TITLE: Education Capital Programme - The Brakenhale School Phase 4 Award of Contract

PURPOSE OF DECISION: To award the contract for Phase 4 of the capacity works at The Brakenhale School .

FINANCIAL IMPACT: Central Government grant
Within existing budget

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher
School Governing Body
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 12 Mar 2013

REFERENCE	I038226
------------------	---------

TITLE: Education Capital Programme - The Pines Primary School Award of Contract

PURPOSE OF DECISION: To award the contract for the capacity works at The Pines Primary school

FINANCIAL IMPACT: Central Government grant

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher
School Governing Body
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 12 Mar 2013

REFERENCE	I038667
------------------	---------

TITLE: Education Term Dates 2014/15

PURPOSE OF DECISION: To approve the Term Dates for the 2014/15 academic year for community and voluntary controlled schools.

FINANCIAL IMPACT: None

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Schools, chairs of governors, neighbouring local authorities and unions.

METHOD OF CONSULTATION: Consultation period to run from 14 January 2013 until 22 February 2013

DATE OF DECISION: 12 Mar 2013

REFERENCE	I038665
------------------	---------

TITLE: Education Transport Policy 2014/15

PURPOSE OF DECISION: To approve the Education Transport Policy for 2014/15.

FINANCIAL IMPACT: Within budget. However with the raising of the participation age no clear guidance has yet been given as to how these changes will affect the regulations surrounding education transport.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Published on the Bracknell Forest website, sent to schools and to the Special Education Needs (SEN) Education transport users group.

METHOD OF CONSULTATION: Consultation period to run from 4 February 2013 until 15 March 2013

DATE OF DECISION: 16 Apr 2013

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