

NOTICE OF MEETING

Children, Young People & Learning Overview & Scrutiny Panel Wednesday 5 March 2014, 7.30 pm

**Council Chamber, Easthampstead House, Town Square, Bracknell,
RG12 1AQ**

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)

Reverend Canon N Parish and One Vacancy

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

Mr R Briscoe 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)

One Vacancy

ALISON SANDERS
Director of Corporate Services

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Published: 24 February 2014



Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 5 March 2014, 7.30 pm
Council Chamber, Easthampstead House, Town Square,
Bracknell, RG12 1AQ

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AGENDA

A pre-meeting for Panel Members will be held at 7pm in the Function Room.

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 15 January 2014. Information sought by the Panel at its last meeting has been circulated electronically and is attached.

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3. DECLARATIONS OF INTEREST AND PARTY WHIP

Members are requested to declare any disclosable pecuniary or affected interest, including the existence and nature of the Party Whip, in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest or an affected 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.

PERFORMANCE MONITORING

6. QUARTERLY SERVICE REPORT

To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the Quarterly Service Report for the third quarter of 2013/14 (October to December 2013) relating to Children, Young People and Learning, giving particular attention to outcomes of Ofsted school inspections and supporting schools to improve.

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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 this item where possible.

OVERVIEW AND POLICY DEVELOPMENT

7. BRACKNELL FOREST STRATEGY FOR 'NARROWING THE GAP'

To comment on the above Strategy concerning narrowing the gap in performance between children and young people eligible for the Pupil Premium and their peers prior to its approval by the Executive.

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

8. SUPPORT FOR ENGLISH AS AN ADDITIONAL LANGUAGE

A report explaining the support provided to children and young people with English as an additional language is attached.

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9. CHILDREN MISSING FROM EDUCATION

The revised policy for local arrangements for children missing from education is attached for the Panel's input before it is agreed by the Executive.

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10. EDUCATION TRANSPORT POLICIES

To consider the attached Mainstream Education Transport Policy for 2015/16 and Post 16 Transport Policy 2014/15 as part of the associated consultation exercise.

95 - 132

11. WORKING GROUPS UPDATE REPORT

To receive an update in respect of the Working Group reviewing school places and to seek expressions of interest in joining a new Working Group to review substance misuse in the future following the completion of the review of school places.

133 - 134

HOLDING THE EXECUTIVE TO ACCOUNT

12. EXECUTIVE FORWARD PLAN

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

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DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held on 11 June 2014 at 7.30pm. A pre-meeting for Panel Members will take place at 7pm.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
15 JANUARY 2014
7.30 - 9.30 PM**



Present:

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

Reverend Canon N Parish, Church of England (Oxford Diocese)
Mr R Briscoe, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Executive Members:

Councillors Dr Barnard

Also Present:

Andrea Carr, Policy Officer (Overview and Scrutiny)
Lorna Hunt, Chief Officer: Children's Social Care
Dr Janette Karklins, Director of Children, Young People & Learning
David Watkins, Chief Officer: Strategy, Resources and Early Intervention
Bob Welch, Chief Adviser: Learning & Achievement
Sandra Davies, Head of Performance Management and Governance
Karen Frost, Head of Prevention and Early Intervention
Alex Walters, Independent Chair, Local Safeguarding Children Board

34. Minutes and Matters Arising

RESOLVED that the minutes of the meeting of the Panel held on 11 September 2013 be approved as a correct record and signed by the Chairman.

Matters Arising

Minute 26 Quarterly Service Report: It was clarified that the Children, Young People and Learning Department had not been subject to an Ofsted Inspection at the time of the meeting.

35. 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.

36. Urgent Items of Business

There were no urgent items of business.

37. Public Participation

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

38. Corporate Parenting Advisory Panel Minutes

The Panel received a report setting out the summer examination and test results for Bracknell Forest Looked After Children for the 2012/13 academic year and the minutes of the most recent Corporate Parenting Advisory Panel meeting. The Panel noted the excellent post 16 and post 18 examination results and congratulated everyone involved in these achievements.

39. 2014/15 Draft Budget Proposals

The Director of Children, Young People and Learning presented a report on the key themes and priorities for the Children, Young People and Learning Department as outlined in the Council's Draft Budget Proposals for 2014/15. The key themes included draft budget pressures, draft budget savings, draft budget net position, capital spend, staffing implications, fees and charges and other income.

It was reported that the Department was subject to budget pressures of approximately £790,000 which were due in part to a rise in the number of looked after children and a recent case law change which had confirmed a duty on local authorities to fund the cost of education to the age of 25 for young people who have previously been supported by the local authority as a looked after child and who have no recourse to public funds to complete their education. In addition the Department was proposing savings of approximately £537,000 in 2014/15.

The Panel noted that a separate consultation on the Aiming High budget would take place and expressed the view that reducing funding for Home Start could impact on the Council's early intervention work.

The Panel noted the report.

40. Bracknell Forest Local Safeguarding Children Board Annual Report 2012/13

Alex Walters, Independent Chair of the Bracknell Forest Local Safeguarding Children Board (LSCB), presented the LSCB Annual Report for 2012/13. The Statutory Annual Report set out an overview of safeguarding in the Borough and an assessment of the effectiveness of safeguarding arrangements.

Work areas of note for the LSCB during 2012/13 included: an in-depth case review of a small number of children where there had been a significant safeguarding incident which had not met the criteria for a Serious Case Review, the successful delivery of safeguarding training, the delivery of a successful conference on the theme of neglect to 250 members of the children's workforce across statutory, private and voluntary organisations and continued progress to meet targeted priority areas. The Annual Report also set out key messages for all those with responsibility for key partnerships and strategic planning across all organisations working with children, young people and families and targeted priorities for 2013/14. Arising from Members' questions and comments the following points were noted:

- Under the new Ofsted Inspection framework, LSCBs would be subject to inspection. Ofsted had published clear criteria setting out the requirements for a 'Good' LSCB and a self assessment had been carried out to ascertain how Bracknell Forest's LSCB rated and to identify areas for development
- Generally those under the age of 12 or 13 years old were referred to as being children whilst those over 13 were referred to as being young people
- The majority of children who were subject to child protection plans were under the age of five

- It was acknowledged that there was a high proportion of children and young people who were subject to Child Protection Plans in Bracknell Forest compared to regional and national averages. The reasons for children being made subject to a Plan were often very complex and a study looking at children in need in the Borough had been completed. The outcomes of this study would be used to inform the work done to support families. Early intervention and support was also a crucial factor that helped prevent children being made subject to Child Protection plans
- The increased work to raise awareness of problems associated with Mephedrone use was a factor in the 19% increase in the number of under 18s accessing drug and alcohol treatment
- Capacity issues had impacted on the voluntary and community sector's ability to fully participate in the activities of the LSCB and the Adult safeguarding Board and work was taking place to re-establish links. A briefing on progress made in this area would be circulated
- An error was noted in the structure chart of the LSCB Executive and it was confirmed that the final published version of the Annual Report contained the correct version

The Panel thanked Alex Walters for her presentation and commended the clarity and focus of the report.

41. Quarterly Service Report

Lorna Hunt, Chief Officer: Children's Social Care, gave a presentation in respect of foster care recruitment in Bracknell Forest. The presentation included: an overview of the numbers of children in care and their placements, data relating to the number of foster carers in Bracknell Forest during the period March 2011 to December 2013, an overview of the approval process for those wishing to become foster carers, a summary of the types of foster carers needed in the Borough and an overview of the work taking place to recruit more foster carers.

It was noted that there were currently 115 children in foster care in Bracknell Forest and of these 68% were placed with Bracknell foster carers or with adoptive families, 17% were placed through independent fostering agencies and 15% were living in either residential homes or were living in independent settings. Whilst there was a national shortage of foster carers Bracknell Forest were steadily increasing the number registered in the Borough and there were currently 54 registered foster carers in Bracknell Forest and a further four were currently going through the approval process. It took approximately nine months for a person to go through the approval process to become a foster carer however when it was possible to proceed more quickly this was done. Information concerning the number of applications to become a foster carer and the percentage of successful selections was sought.

As part of the ongoing campaign to recruit more foster carers it was hoped that better links could be developed with local churches to help get the message out to the wider community and it was agreed that Reverend Canon Parish would be able to assist with appropriate contacts.

The Council's Adoption Service would be participating in a Pan Berkshire Adoption Party in the coming months in an effort to find adoptive families for a number of older or hard to place children. It was hoped that because the development of an emotional connection with a child was so important in the success or otherwise of an adoption it was hoped that this relatively new approach would prove successful.

The Panel received an update on the outcomes of Ofsted inspections of the Borough's maintained schools. It was noted that both Sandhurst School and Binfield CE Primary School had recently been graded good and that Wildmoor Heath was now graded as being satisfactory. The Panel noted that Bracknell and Wokingham College had recently been inspected and had moved from satisfactory to good.

The Panel thanked officers for their updates.

42. New Ofsted Inspection Framework

The Panel received a presentation in respect of Ofsted's new framework for Inspections of Services for Children in Need of Help and Protection, Looked After Children and Care Leavers.

Under the new framework inspections would be unannounced and take place on a three year cycle. Inspectors would be giving key judgements on:

- Protecting children
- Looked after children and achieving permanence
- Leadership, management and governance

In addition the performance of the Local Safeguarding Children Board would be examined and a separate judgement given. Over the four week inspection period, Inspectors would be carrying out a range of activities including: case file tracking, visiting children placed in out of area residential settings, observation of practice and meeting with children, young people, families and foster carers.

It was reported that Ofsted would be approaching inspections from the point of view that authorities and partners needed to be more ambitious for children in all settings and that all children deserved good services. If a service was considered by the Inspectors to be less than good then the Authority would be classified as requiring improvement.

It was noted that inspection teams would be made up of six inspectors plus quality assurance officers and it was expected that this level of attention would have an impact on the Department.

An update was given in respect of the new Ofsted inspections of Local Authority School Improvement Arrangements. It was noted that inspections would only be carried out where there were concerns about the effectiveness of local authority education functions for example where there were weak improvement trends or a higher than average number of schools in a low Ofsted category or a lower proportion of good and better schools than found nationally.

The inspections would look at the effectiveness of corporate and strategic leadership of school improvement, clarity and transparency of policy and strategy, the effectiveness of identification, intervention and the use of formal powers of intervention as well as challenge and support for school governance.

The Panel noted the updates.

43. Annual Review of the Children and Young People's Plan

Sandra Davies, Head of Performance and Governance, gave a presentation in respect of the implementation of the Children and Young People's Plan 2011-2014. The presentation included an overview of the Plan's priorities, key facts and data relating to the population, ethnicity, health and wellbeing, educational achievement

and vulnerable groups of children and young people in the Borough, examples of local initiatives and areas for development. The presentation also included an overview of the development of a new Children and Young Peoples Plan for the period 2014-2017.

It was noted that the outcomes of a consultation exercise with over 2,500 young people would be used to inform the development of the new Plan. A feedback session on the results of the consultation would take place on the afternoon of 12 February 2014 and all Panel members were welcome to attend.

It was agreed that data relating to the number of young people successfully completing drug treatment plans would be circulated. A report explaining the support provided to children and young people with English as an additional language would be provided at a future Panel meeting.

The Panel thanked Sandra Davies for her update.

44. Self Assessment Against the Department of Education Statutory Guidance on the Roles and Responsibilities of Directors of Children's Services and Lead Members of Children's Services

The Director of Children, Young People and Learning presented a report setting out the Department for Education's Statutory Guidance on the Roles and Responsibilities of the Director of Children's Services and the Lead Member for Children's Services and a self assessment against these criteria.

It was noted that the self assessment included details of key actions and achievements and a commentary for each criteria and the criteria would be fed into action plans and service plans.

It was agreed that the inclusion of a ready reckoner matrix summarising the self assessment would be a helpful addition to future reports.

The Panel noted the report.

45. Child Poverty Strategy: Progress and Next Steps

Karen Frost, Head of Prevention and Early Intervention, presented a report providing an update on the implementation of the Bracknell Forest Child Poverty Strategy. It was reported that the Child Poverty Strategy, originally published in 2011, was reaching the end of its three year strategy and work was taking place to develop a new strategy to continue the positive work that was taking place to tackle child poverty in the Borough.

The current strategy was one of a number of strategies underpinning the Children and Young People's Plan and it was envisaged that the new Child Poverty Strategy would be a delivery plan for the Children and Young People's Plan, which was currently being reviewed.

It was reported that whilst there had been considerable progress in implementing the strategy the economic climate continued to have an impact on families and it was essential that the strategy remained focused on the right areas of need and actions and new initiatives were developed to ensure that those families that were affected by poverty received an appropriate level of support.

The Panel noted the report.

46. Local Healthwatch Protocol

The Panel received a report providing an update on the establishment of Healthwatch Bracknell Forest and the protocol by which Overview and Scrutiny would work jointly with the organisation.

The Panel noted the report.

47. Working Group Update Report and 2014/15 Work Programme

The Panel received a report providing an update on the progress made to date by the Working Group of the Panel reviewing school places and its proposed work programme for 2013/14. The Chairman requested the Panel give some thought to the next working group review topic to be undertaken following the completion of the school places review.

The Panel noted the report

48. Overview and Scrutiny Progress Report

The Panel noted a report providing a summary of Overview and Scrutiny activity during the period May to November 2013.

49. Executive Key and Non-Key Decisions

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

CHAIRMAN

ACTIONS ARISING FROM THE CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL ON 15 JANUARY 2014

Local Safeguarding Children Board Annual Report - An update on the progress being made to re-establish links between the LSCB and Adult Safeguarding Boards and the voluntary and community sector.

There has been contact with all the main VCS providers on safeguarding and presentations at some of the main forums and we anticipate this awareness raising work to continue. BFVA have made new appointments and meetings are booked with the lead staff in early February to re-establish the key partnership links with the VCS through the CYP Board and the LSCB.

In addition we have been reviewing the Section 11 requirements with a view to developing a more proportionate approach, especially for smaller organisations based on the services being delivered. This work is being taken forward by the LSCB working in partnership with the Adult Safeguarding Board.

The work with the VCS has not progressed as quickly as expected which is in part due to the changes at BFVA. It is intended to focus on this area over the next months.

Quarterly Service Report - Information relating to the number of applications to become foster carers received and the percentage of successful selections.

Bracknell Forest Foster Carers - 24 January 2014

	April 2011 – March 2012	April 2012 – March 2013	April 2013 – January 2014
Number of enquiries	88	73	55
Number who attended information sessions / recruitment events	24	15	12
Number approved	14	8	5 plus 4 by end of March 14

Annual Review of the Children and Young People's Plan - Advise how many children and young people successfully complete drug treatment.

The Drug and Alcohol Action Team are in the process of finalising a needs assessment in respect of both adults and children in treatment. This will be finalised by late February. It has been agreed with the Panel Chairman to have a presentation at the June meeting on young people and drugs in Bracknell Forest in preparation for the scrutiny proposed on this theme.

Support provided to children and young people with English as an additional language
– this will be an agenda item at the next Panel meeting.

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Quarterly Service Reports - Children, Young People & Learning
Quarter Ending: Tuesday 31 December 2013

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QUARTERLY SERVICE REPORT

CHILDREN, YOUNG PEOPLE AND LEARNING

Q3 2013-14
October - December 2013

Portfolio holder:
Councillor Gareth Barnard

Director:
Janette Karklins

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Section 1: Director's Commentary

Welcome to the third quarterly report of 2013-14. We have had a busy quarter with a range of good news items to celebrate. I want to start by reflecting on the excellent **Carol Concert** that was held at the beginning of December. We had over 300 children from across our primary and infant schools perform with a live orchestra. It was a splendid event and one which always marks the start of Christmas. A special thank you is due to all the children who performed and their teachers.

Ofsted Inspections of schools - Five schools were inspected by Ofsted between October and December 2013. Wooden Hill Primary and Nursery School and Birch Hill Primary School were judged to require improvement (grade 3); Holly Spring Infant and Nursery School was judged to be a good school (grade 2). Two schools, Kennel Lane and Sandy Lane, were both judged to be inadequate (grade 4). The LA will work with an HMI assigned to the schools to support their progress. Schools that are judged to require improvement receive monitoring visits from HMI. The Pines, Harmans Water, Wildmoor Heath, College Town Junior, Wooden Hill and St.Michael's Sandhurst were all visited and the Ofsted reports show good progress being made in addressing the issues identified for each school.

The **Ethnic Minority and Traveller Achievement Service (EMTAS)** has continued working with Primary and Secondary Schools across the borough in effectively assessing newly arrived EAL pupils. 63 initial language assessments were carried out during the Autumn term which is an increase of 10% on figures for the same term last year. In addition to this, the team has also been working closely with schools to develop their capacity in meeting the needs of pupils of Black and Minority Ethnic or Gypsy, Roma, Traveller heritage through team teaching and constant reference to the EMTAS New Arrivals Support Pack.

The **Virtual School for looked after children (LAC)** has continued to meet its core function through working collaboratively with designated teachers in schools and monitoring each child's Personal Education Plan (PEP). The termly Designated Teacher Forum has also helped colleagues in sharing examples of good practice with a particular focus on the effective use of the pupil premium for LAC. The Virtual School has also been busy this term in working with a range of stakeholders to support them develop a clearer understanding of the work of the school and how this can have a positive impact on educational outcomes for relevant young people.

Continued focus on **support for young people who are NEET or at-risk of becoming NEET**. The impact of the work of the transition coordinator and the participation group has seen NEET figures reduce to the lowest level in three years. Contributing to this is the work that schools are doing to support young people who are at-risk and this has seen a reduction between 2011/12 and 2012/13 in the number of young people leaving Bracknell Forest schools becoming NEET.

The **Governor Services Team** has begun to implement the recommendations of the Overview & Scrutiny Working Group and these are reflected in the draft Governor Services Development Plan which has been developed. A draft Framework for the Review of Governance has been circulated to Chairs of Governors and Headteachers for comment. These are to support schools following Ofsted inspections. Both of these draft documents will be finalised early in 2014.

Special Education Needs (SEN) – The SEN team issued seven statements in this period. There have been 23 requests for a statutory assessment, six of which were turned down by the SEN Moderation panel. There have been no young people

placed out of borough in this period. The team are currently analysing the SEN reforms and looking at how these reforms are going to impact on their current working processes and practices.

The **Education Welfare Service (EWS)** continued to support schools with raising attendance by tackling both authorised and non authorised absence. The EWS is supporting schools to implement a range of strategies to work with parents, children and young people. In this quarter 81 fixed penalty notices were issued. There have been no prosecutions of parents failing to ensure their children are in receipt of a suitable education by making sure they attend regularly.

Safeguarding training has been delivered on 11 half days in this period, with a total of 350 education staff being trained to universal level. This involved five schools, the Berkshire Library service, and two open sessions at The Pines Primary Professional Centre and a Newly Qualified Teacher training session. A meeting for designated safeguarding leads was organised by the Safeguarding and Inclusion Team leader.

The **Educational Psychology Service** has carried out visits to all Bracknell Forest schools in line with the service level agreement. The team have provided consultations in relation to 498 children and young people and worked directly with 65 children and/or their families. The SEN team requested additional advice in relation to seven children who are either placed out of the Borough or for whom an SEN appeal has been made. This work has involved further assessment and psychological analysis in relation to highly complex cases. The team were commissioned to be involved in two projects: Aiming High and Family Focus.

A successful **anti-bullying project** was undertaken with schools culminating in a presentation to students by a local celebrity (Glen Hoddle).

HMCI Annual Report - The annual report for the academic year 2012-13 was published at the end of December. There are three separate reports contained in the annual report - one on schools, another on Further Education and Skills, and a new development which is a separate report on each of the eight Ofsted regions in England. The reports are available on line from the Ofsted website. There will be a report on early years in the spring. The reports give a good overview of education and also include a range of tables comparing performance. There is a particular focus on the impact of the pupil premium, a strong focus of our work with schools in Bracknell Forest. The change in the Ofsted grading for our largest primary school resulted in a decline in the percentage of pupils attending a good or better school.

ICT developments - Schools were consulted on the future provision of broadband and internet related services.

School Places - The Overview and Scrutiny Committee has established a Working Group looking at School Places. They are looking at how and where places are commissioned and the process of allocating school places to young people. The report will be published in 2014.

Free School Meals (FSM) – The Coalition Government proposals for FSM for Key Stage 1 pupils are being progressed. In some schools this is putting additional pressure on school kitchens, kitchen equipment and dining facilities. We are working with our schools to ensure we can meet the requirements.

School places capital for basic need – We have received the capital allocation for 2015-17 which is £7.2M. This two year allocation will enable us to continue to meet the need for additional school places.

Adult and Community Learning - Janet Berry took over as Head of Community Learning and Skills in October 2013. Priorities have centred on Skills Funding Agency targets, with particular reference to increasing the take-up of courses which lead to a recognised qualification. An audit of the approach to promoting community learning has taken place, responsibilities have been assigned and additional actions have been taken to increase learner numbers with longer term plans being shaped.

A review of the management information has taken place, with a view to setting targets, forecasting achievement and providing early warning indicators which prompt additional actions.

The future use of the Open Learning Centre at Sandhurst has been discussed with the newly appointed headteacher. She has expressed a desire to take over the premises and deliver learning opportunities for parents and carers.

Bracknell Forest Community Learning has been approved by Ascentis to deliver accredited courses. Many of these courses are e-learning modules. These are being offered for the first time in the spring term 2014 and their effectiveness of this style of delivery will be monitored carefully.

Work has begun on evaluating the impact of the **Early Intervention Hub** model to identify its strengths and areas where we may be able to develop it further. Activity completed to date includes direct observation of the Hub, interviews with practitioners who participate in the Hub, an online survey of practitioners and a data review. Further work planned in the new year includes the development of a series of case studies to show direct impact of intervention with children and families including interviews with families undertaken by NfER independently.

The **Local Safeguarding Children Board (LSCB) Annual Report for 2012/13** has been completed and shared with various partners as per statutory requirements. The report demonstrates the impact of the LSCB on safeguarding practice in the previous year and highlights a series of key messages for all partners to consider when developing and implementing plans and priorities.

Ofsted published its **new framework for the single inspection of child protection, and looked after children (including care leavers and adoption)**. Partners on the LSCB and Children and Young People's Partnership have all been briefed on the new framework, and work has been undertaken to ensure we are prepared for inspection when the time comes. This includes working on the comprehensive dataset that is required for the inspection, and updating the Bracknell Forest self-assessment. Work is ongoing to ensure these remain up to date and reflect our current position.

Children and Young People's Plan (CYPP) - A significant consultation of children and young people took place in Quarter 3 which was undertaken in partnership with the Children's Society. This consultation took the shape of an online questionnaire across all schools in the Borough and we were really pleased to receive almost 2500 responses to the online survey and in addition over 200 children and young people took part in focus groups. This includes children and young people attending Kennel Lane School. The data is now being analysed and written up by our partners The

Children's Society and results will inform the new CYPP to be published in April 2014 and will be shared with partners to inform their plans and priorities.

A significant amount of work has gone into the development of an updated **Children and Young People's Needs Analysis**, which updates the previous document published in 2011. The Needs Analysis will inform the ongoing development of the Children and Young People's Plan, and will be a useful tool to a wide range of people in understanding the needs of children, young people and families at both ward and borough level. The Needs analysis will be completed and available to access at the end of Quarter 4.

The HR team have been working with Bracknell secondary schools to establish **School Direct**, a new school based teacher training route that the DfE is gradually switching to in place of conventional PGCE university based courses. This will have a big impact on teacher recruitment as trainee teachers are likely to be offered their first teaching post in their training school. The partnership have been successful in bidding for 23 places for trainee teachers.

The Early Years Development Team has been busy supporting the early year's sector:

- 11 Infant/Toddler Environment rating Scale (ITERS) audits undertaken and action plans implemented to improve early year's quality.
- 6 mock OFSTED inspections completed and action plans implemented
- 6 OFSTED inspections took place - 2 outstanding; 3 good; 1 requires improvement
- PVI, maintained and home visits undertaken by development team 122
- Children Centre visits/support 13
- 13 training sessions delivered including, Elklan, progress checks

The Inclusion Team has continued their specialised work with children:

- 160 children are being monitored by the setting based inclusion team
- 116 visits were undertaken
- 9 children were referred to the early intervention HUB for developmental assessments
- 2 children were referred for statutory assessments
- 28 children received support from the home learning team
- 5 children referred for statutory assessments
- Involvement with preparations for the SEN reforms

The Corporate launch of **Fusion project** took place along with the first community launch in the Great Hollands area.

The Family Information Service reached over 200 likes via Facebook since its launch in September 2014 to communicate with parents and childcare providers. It has:

- Provided support to the implementation of Credit Union in Bracknell Forest.
- Established a partnership with the Community Learning Service via an SLA to deliver universal parenting workshops.
- Established links with SEN Local Offer work stream element of SEN Reforms.
- Worked with partners on development of an All Services Hub.
- Continued to improve data quality and the information available on the Family Information Directory.

Youth Offending Service (YOS) – The Youth Justice Strategic Plan 2013 - 2016 has been approved by Council Members and has been forwarded to the Youth Justice Board (YJB). Feedback from the YJB has been positive, regarding the content and design of the Plan.

YOS Operational Manager and Caseworkers carried out an audit of YOS cases in respect of Safeguarding practice. An action plan based upon the findings is being prepared.

YOS staff have worked in partnership with College Hall PRU to deliver the 'stepping up' group work programme, which focuses on young men and domestic abuse issues. This is ongoing and will be completed in January 2014.

Safeguarding - Children Social Care (CSC) is working with colleagues from the Community Safety Team to address domestic violence at Tier 2 level, stepping-down (from CSC) service following an assessment. Specially trained staff offer services to the perpetrator who may continue to live in the family home and referrals are made for the non-abusing partner (usually the mother) to Berkshire Women's Aid where the child is not shown to be at risk of significant harm. The service will be evaluated once it has been in operation for six months.

Child protection numbers continue to be high, 113 at the end of December 2013. Of these, 55% have a plan for neglect, 36% for emotional abuse, 4% for multiple categories, 3% for sexual abuse and 2% for physical abuse. These figures are in line with national trends with neglect the highest category locally and nationally.

The **single assessment** has now become part of the routine Children Social Care work. We were the first LA in Berkshire to adopt the new processes and from April 2014 there is a maximum time limit of 26 weeks for completing care and supervision proceedings. All our staff are working hard to meet this demanding timetable.

Justice Review – There is a maximum time limit of 26 weeks for completing care and supervision proceedings. All our staff are working hard to meet this demanding timetable.

Say It Loud Say it Proud (SiLSiP) - In the autumn members of SiLSiP, the Children in Care Council, met with the Executive Member for CYPL, and the Director of CYPL for their bi-annual meeting. SiLSiP presented their record of the summer programme and also the final version of their work on the factors that make an 'ideal foster carer' and an 'ideal social worker'. This work will be used in recruitment and also as part of the training for foster carers.

Specialist Support Services - (DCT): Work continues in regard to the SEN Reform, and our lead on Personalisation / Personal budgets. We have almost finished the pilot of the draft self assessment questionnaire and Resource Allocation System (RAS). Work is also progressing on developing practice around the 'voice of children with disabilities' in accordance with the recommendations from the Safeguarding Practice Diagnostic.

Vulnerable groups – missing children and those at risk of sexual exploitation: work is progressing on implementing joint risks assessments between Children Social Care and Thames Valley Police for those children most at risk. The joint multi agency protocol for children who go missing is being updated.

Aiming High - Work has continued with our targeted holiday and Saturday scheme providers to ensure children and young people are accessing a setting that is most suitable for them to ensure they develop and reach their potential. There has been a noticeable shift for some children to mainstream and supported activities which has reduced some waiting lists and increased their social and learning opportunities. KIDS (organisation) have worked in partnership with the LA in ensuring young people are not only signposted but supported in mainstream settings to ensure a robust integration.

'Aiming High' has also been actively engaged in assisting with the co-production (parent and young people participation) in the SEN reforms.

Family Group Conferencing – Success has been achieved in our aim to increase the use of Family Group Conferences with October 2013 seeing the highest number of referrals in any month since the service began.

Looked After Children - National Adoption week 4th – 10th November 2013 was used to further promote the need for prospective adopters for children. Staff across the Council was encouraged to wear a 'button' promoting the need for adoptive parents and foster carers.














In November, staff and foster carers supported Helen Fenton, Family Placement Team Manager, at the **National Social Worker of the Year awards**. She was nominated as Team Manager by members of her team and foster carers. Although she did not win, she was shortlisted as a finalist from a substantial number of entries.

The **Care Leavers Achievement Award Ceremony** was held shortly before Christmas. 13 young people attended; others nominated were prevented from attendance due to work commitments. The majority of the young people have worked through adverse circumstances to achieve employment and resume education.

Father Christmas arrived at the **annual Christmas Party** for fostered children and distributed gifts (generously donated by Waitrose). There were a remarkable number of younger children at this year's event, reflecting the trend of younger children becoming looked after. They gave Santa a warm welcome and were looking forward to his arrival on the day.

Section 2: Department Indicator Performance

Ind. Ref	Short Description	Previous Figure Q2 2013/14	Current Figure Q3 2013/14	Current Target	Current Status	Comparison with same period in previous year
Children's Social Care – Quarterly						
NI043	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody (Quarterly)	0.00 (Q1 13/14)	0.00 (Q2 13/14)	Baseline = 9		N/A
CSP6 .01	Reduce the reoffending rate of the Bracknell Forest local cohort of all young offenders (Quarterly)	0.16 (Freq 9.4% (Binary) Jun 13)	0.26 (Freq 11.8% (Binary) Sep 13)	N/A	N/A	N/A
L092	Number of children on protection plans (Quarterly)	112	113	N/A	N/A	N/A
L140	Percentage of children looked after in family placement or adoption (Quarterly)	68%	68.4%	64%		
L161	Number of looked after children (Quarterly)	107	114	N/A	N/A	N/A
Learning and Achievement - Quarterly						
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Quarterly)	66.6%	66.6%	80.0%		
NI103 .1	Special Educational Needs - statements issued within 26 weeks - excluding exception cases (Quarterly)	100.0%	100.0%	100.0%		
NI103 .2	Special Educational Needs - statements issued within 26 weeks - all cases (Quarterly)	72.7%	85.7%	90.0%		
L139	Schools judged good or better by Ofsted (Quarterly)	69%	64%	75%		
Learning and Achievement - Annual						
NI073	Achievement at level 4 or above in Reading, Writing and Maths at Key Stage 2 (Annually)	79.0%	78.0%	80.0%		
NI075	Achievement of 5 or more A(star)-C grades at GCSE or equivalent including English and Maths (Annually)	61.4%	63.0%	64.0%		
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Annually)	66%	66%	80%		
NI092	Narrowing the gap between the lowest achieving 20 percent in the Early Years Foundation Stage Profile and the rest (Annually)	25.4%	27.3%	25.0%		
NI093	Progression by 2 levels in Reading between Key Stage 1 and Key Stage 2 (Annually)	88.0%	90.0%	84.0%		
NI094	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (Annually)	88.0%	87.0%	89.0%		
NI102 .1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2 (Annually)	18.0%	20.0%	20.0%		
NI102 .2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4 (Annually)	32.0%	32.0%	24.0%		
NI104	The Special Educational Needs (SEN)_non-SEN gap - achieving Key Stage 2 Reading, Writing and Mathematics threshold (Annually)	48.2%	51.0%	53.0%		
NI107	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Reading (Annually)	77.3%	95.2%	78.0%		
NI108	Key Stage 4 attainment for Black and minority ethnic groups (Annually)	354	347	360		
L153	Percentage of children looked after (as at 31st March) reaching level 4 in Reading at Key Stage 2	N/A	50.0%	50.0%		

	(Annually)					
L154	Percentage of children looked after (as at 31st March) reaching level 4 in Maths at Key Stage 2 (Annually)	0.0%	50.0%	50.0%		
L155	Percentage of children looked after achieving 5 A(star)-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) (Annually)	0.0%	7.0%	25.0%		
L158	Reduction in number of schools where fewer than 60% of pupils achieve Level 4 in Reading, Writing and Maths at KS2 (Annually)	1	0	0		
L190	Percentage of children looked after (as at 31st March) reaching level 4 in Writing at Key Stage 2 (Annually)	N/A	50.0%	50.0%		N/A
L191	Progression by 2 levels in Writing between Key Stage 1 and Key Stage 2 (Annually)	N/A	94.0%	84.0%		N/A
L192	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Writing (Annually)	N/A	93.3%	78.0%		N/A
L193	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Maths (Annually)	N/A	93.3%	78.0%		N/A
L195	Percentage of children who achieve or exceed levels of attainment at the end of the Foundation Stage as measured by the EYFSP in all of the Early Learning Goals for Communication and Language, Physical Development, Personal Social and Emotional development, Literacy and Mathematics (Annually)	N/A	57.6%	N/A	N/A	N/A
Strategy, Resources & Early Interventions - Quarterly						
NI067	Percentage of child protection cases which were reviewed within required timescales (Quarterly)	100.0%	100.0%	98.0%		
L141	Number of youth centre attendances (Quarterly)	7,042	8,333	Baseline year	N/A	

Note: Key indicators are identified by shading

Traffic Lights

Compares current performance to target



On, above or within 5% of target



Between 5% and 10% of target



More than 10% from target

Comparison with same period in previous year

Identifies direction of travel compared to same point in previous year



Performance has improved



Performance sustained



Performance has declined

The following are annual indicators that are not being reported this quarter:

Ind Ref	Short Description
NI061	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption (Annually)
NI062	Stability of placements of looked after children - number of placements (Annually)
NI063	Stability of placements of looked after children - length of placement (Annually)
NI064	Child Protection Plans lasting 2 years or more (Annually)
NI065	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time (Annually)
NI066	Looked after children cases which were reviewed within required timescales (Annually)
NI147	Care leavers in suitable accommodation (Annually)
NI148	Care leavers in suitable education, employment or training (Annually)
NI058	Emotional and behavioural health of looked after children (Annually)
NI112	Under 18 conception rate (Annually)
NI117	16 to 18 year olds who are not in education, training or employment (NEET) (Annually)
NI103.1	SEN - statements issued within 26 weeks - Percentage of final statements of special educational needs issued within 26 weeks excluding exception cases (Annually)
NI103.2	SEN - statements issued within 26 weeks - Percentage of final statements of special educational need issued within 26 weeks (Annually)
NI079	Achievement of a Level 2 qualification by the age of 19 (Annually)
NI080	Achievement of a Level 3 qualification by the age of 19 (Annually)
NI081	Inequality gap in the achievement of a Level 3 qualification by the age of 19 (Annually)
NI082	Inequality gap in the achievement of a Level 2 qualification by the age of 19 (Annually)
NI091	Participation of 17 year-olds in education or training (Annually)
NI052.1	Take up of school lunches – Primary schools (Annually)
NI052.2	Take up of school lunches – Secondary schools (Annually)
NI067	Percentage of child protection cases which were reviewed within required timescales (Annually)
NI019	Rate of proven re-offending by young offenders (Annually)
NI111	First time entrants to the Youth Justice System aged 10-17 (Annually)
NI 105	The Special Educational Needs (SEN_non SEN gap -- achieving 5 A(star)-C GCSEs including English and Maths (Annually)
NI114	Rate of permanent exclusions from school (Annually)
NI087	Secondary school persistent absence rate (Annually)
L188	Percentage of single assessment for children's social care carried out within 45 working days (Annually)
L189	Percentage of referrals to children's social care going on to single assessments (Annually)

Section 3: Complaints

Corporate Complaints received (CYP&L Social Care)

The number of complaints received in this quarter – 0

The number of complaints received from quarter 1 to quarter 3 (year to date) – 2

Stage	New complaints activity in quarter 3	Complaints activity year to date	Outcome of total complaints activity year to date
New Stage 2	0	1	Ongoing
New Stage 3	0	1	Not upheld
New Stage 4	0	0	
Local Government Ombudsman	0	0	

Nature of complaints/ Actions taken/ Lessons learnt:

Within CYP&L Social Care, Stage 1 complaints received under the corporate procedure are investigated formally and just as thoroughly as those received under the statutory procedure. During quarter 3, we received and investigated 3 complaints at stage 1 of the corporate procedure.

Statutory Complaints (CYP&L Social Care)

The number of complaints received in this quarter – 7

The number of complaints received from quarter 1 to quarter 3 (year to date) - 19

Stage	New complaints activity in quarter 3	Complaints activity year to date	Outcome of total complaints activity year to date
Statutory Procedure Stage 1	7	19	3 upheld, 3 partially upheld, 8 not upheld, 4 ongoing, 1 resolved
Statutory Procedure Stage 2	0	1	Not upheld
Statutory Procedure Stage 3	0	1	Ongoing
Local Government Ombudsman	0	0	

Nature of complaints/ Actions taken/ Lessons learnt:

In addition to the above complaints recorded, we received a further 4 informal complaints which have been categorised as 'concerns', as these were dealt with satisfactorily at the point of contact.

Compliments received for Children, Young People & Learning

Compliments provide valuable information about the quality of our services and help identify the areas in which we are working well. Across Children, Young People & Learning, 134 compliments were recorded for Quarter 3.

Section 4: People

Staffing Levels

	Establishment Posts	Staffing Full Time	Staffing Part Time	Total Posts FTE	Vacant Posts	Vacancy Rate
Director	2	2	0	2	0	0
Learning & Achievement (incl Education Library Service)	111	39	72	80.29	5	4.3%
Children's Social Care	126	84	42	110.88	13	9.4%
Strategy, Resources & Early Intervention	163	74	89	112.78	12	6.9%
Department Totals	402	199	203	305.96	30	6.9%

Staff Turnover

For the quarter ending	31 Dec 2013	4.17%
For the last four quarters	1 Jan 2013 – 31 Dec 2013	12.56%

Total voluntary turnover for BFC, 2012/13: 12.48%

Average UK voluntary turnover 2012: 10.6%

Average Public Sector voluntary turnover 2012: 8.1%

(Source: XPerHR Staff Turnover Rates and Cost Survey 2013)

Comments:

This quarter shows a high turnover as 19 people left voluntarily. In particular 10 social work professionals left, nine of which were voluntarily. Exit interviews have been carried out by HR to identify any common patterns or issues that need to be addressed.

From the 13 vacancies identified in Children's Social Care, nine are for qualified social workers. Two of these vacant posts have been filled and are due to start in the New Year (Assistant Team Manager and social worker).

The Strategy, Resources and Early Intervention vacancies contain seven youth worker posts. There are three youth posts being advertised to support the Duke of Edinburgh award to replace three employees who left this quarter.

Quarter 2 also showed a high number of leavers (20), which combined with this quarter accounts for 39 of the 52 leavers during the reporting year 2013/14. With the exception of social worker posts, many of these posts have yet to be advertised as managers consider restructures and budget savings, so the number of vacancies depicted above has risen significantly from last quarter.

Staff Sickness

Section	Total staff	Number of days sickness	Quarter 3 average per employee	2013/14 annual average per employee
Director	2	1	0.00	1.33
Learning & Achievement (incl Education Library Service)	111	102.5	0.92	3.49
Children's Social Care	126	343.5	2.73	9.96
Strategy, Resources & Early Intervention	163	135.5	0.83	4.25
Department Totals (Q3)	402	582.5	1.45	
Totals (13/14)	402	2336.7		5.81

Comparator data	All employees, average days sickness absence per employee
Bracknell Forest Council 12/13	5.56 days
All local government employers 2012	9.0 days
All South East Employers 2012	8.7 days

(Source: Chartered Institute of Personnel and Development Absence Management survey 2013)




Comments:

Of the 582.5 days of sickness absence, 44% was accounted for by 8 long terms sickness cases, which have all been resolved. **There are no ongoing Long Term Sick cases in Children, Young People and Learning**




N.B. 20 working days or more is classed as Long Term Sick.

Section 5: Progress against Medium Term Objectives and Key Actions

Progress has been monitored against the sub-actions, supporting the Key Actions contained in the Children, Young People & Learning Service Plan for 2013 – 2014. This contains 49 actions to be completed in support of 5 Medium Term Objectives. Annex A provides detailed information on progress against each of these actions:

Overall 3 actions were completed at the end of Quarter 3 () , while 43 actions are on schedule () and 3 were causing concern () .

The 3 actions that are causing concern are:

Ref	Action		Progress
4.1.3	Provide targeted support to young carers via commissioned service KIDS.		No responses to the tender document were received by the due date. Discussions are in hand with the organisations that expressed an interest in the tender with a view to re-issuing a revised Invitation to Tender in January, for a service due to start on 1 October 2014. Kids have agreed to continue to provide a service for the period 1 April to 31 August 2014.
4.2.2	Recruit at least 10 foster carer households in 2013/14.		Currently nine fostering households are in the process of being assessed. We anticipate that eight of these will be presented to the Foster Panel before the end of March 2014.
5.6.2	Continue to support schools to meet the needs of children with Special Educational Needs.		The LA has not been able to appoint a suitable senior adviser to support schools. Interim arrangements have been made for Advisory teacher support for one day per week.

Section 6: Money

Revenue Budget

The original cash budget for the department was £14.942m. Net transfers in of £0.184m have been made bringing the current approved cash budget to £15.126m. In addition to this amount, there is a budget for Dedicated Schools Grant and other income of £79.412m to fund the Schools Budget which is outside the control of the Council. Within the Schools Budget, £15.499m is managed by the Council on behalf of schools. A breakdown of the budget is available in Annex B1, with Annex B2 showing the budget changes processed this quarter.

The forecast outturn for the department is £15.774m (£0.648m over spend on the current approved cash budget). For the Schools Budget, at this stage a £0.251m under spend is being forecast, although due to the changes arising from the national school funding reforms it is not possible to fully assess their impact on SEN costs, and therefore no variances are being reported on these budgets.

A detailed analysis of the variances this quarter is available in Annex B3.

The department has identified the following as a budget that can pose a risk to the Council's overall financial position, principally because it is vulnerable to significant changes in demand for a service. The current position is as follows:

Service Area	Budget £000	Forecast Outturn £000	Comments
Looked After Children – accommodation, care costs and allowance payments	3,928	4,360	There are now (as at 31 December) 114 high cost placements compared to 107 last quarter. The forecast over spend shows only a minor increase as the average cost of placement has decreased mainly due to a reduction in the number of residential placements.

Capital Budget

The total approved capital budget for the department is £15.354m, of which £10.714m is expected to be spent on work completed in the current year, with £4.640m slipping forward into 2014/15 to finalise schemes that cross both years. However, as the DfE has changed the way that it funds LAs for basic needs (pupil places), and rather than allocating all funds directly to LAs, a significant amount of funds - nearly £1bn – has been held back for LAs to bid for, it has not been possible to finalise the programme of works.

Whilst the DfE has now confirmed that the Council has been successful in four bids with £7.867m of new grant provisionally allocated, these have yet to be formally approved by Council and added to the approved programme and are therefore excluded from Annex B4.

A detailed list of provisional schemes together with their budget and forecast spend is available in Annex B4.

The following schemes are forecast to over/under spend by at least £20k:

Scheme	Over/Under Spend £000	Comments
None	n/a	n/a.

Limited Assurance Audit Reports

There has been one limited assurance audit report this month which relates to a primary school failing to complete an independent audit of private funds within the required time frame. This is the second successive time this shortcoming has been identified at the school, which now has a new head teacher and bursar who have confirmed that new accounting arrangements are in place and that a new constitution has also been adopted. The Private Fund accounts end each August and the required audit will take place during the spring term. Future audits will be completed in the autumn term. The Chief Officer of Strategy, Resources and Early Intervention and the Head of Departmental Finance will visit the school to review progress against the Action Plan.

Section 7: Forward Look

Strategy, Resources and Early Intervention branch

Performance Management & Governance

- Revise the Service Plan for the Children, Young People and Learning Department to ensure actions remain up to date and reflect any new or emerging priorities.
- Complete the Early Intervention Hub evaluation by the end of Q4 and ensure the information informs ongoing development of early intervention support for children, young people and families.
- Report findings from the extensive consultation with children and young people.
- Complete the Children, Young People and Learning self-assessment and continue with preparations for Ofsted Inspection which will be unannounced and could take place at any point in the coming three years.
- Complete the Children and Young People's Needs Analysis and complete the new Children and Young People's Plan for 2014 to 2017, ensuring priorities remain current and reflect the needs identified through, data and consultation.

ICT

- Initial negotiations with Capita on securing a better deal for the council in terms of maintenance support for the software applications use in CYP&L and our schools has taken place. The next quarter will see a decommission of at least one software module before March 2014
- Further work on ICT provision in line with the continuing Education Capital Programme.
- In January we will be conducting a number of workshops and on-site support visits to Administrative staff in schools, to help prepare them for the School Census on 16th January.
- Preparation work will commence in January to implement the Online Admissions process.

Finance

- Continue to monitor the 2013-14 budgets, aiming to continue to reduce the forecast over spending.
- Complete preparations for the 2014-15 budgets, both those relating to the Department and schools.
- Identify any schools facing financing difficulties in 2014-15 and develop plans to balance their budgets.

HR

- Continue with the arrangements for the 2013/14 newly qualified teacher pool including attendance at six recruitment fairs.
- Provide training for school leaders on performance management taking account of new pay flexibilities.
- Continue working with the six secondary schools with the School Direct Service.
- Support managers with the staffing reductions resulting from the budget reductions exercise.
- Update the children's workforce strategy.
- Support the corporate project to replace the Payroll/HR system.
- Support the HR arrangements for three school Management Boards.

Youth Service

- Action plan to support and develop Youth Engagement 'A positive approach to youth engagement'.
- Further targeted work with young people including piloting a new project to work in schools with year 8 & 9 pupils. Amongst other skills the project will explore behaviour and consequences of actions.

- Continued development of Early Intervention & Prevention sessions around health, including 'Breasticular' sessions, Sexual Health teaching and Substance Misuse teaching in schools across the borough.
- Development of plans to contract out universal 'open access' provision.

Policy and Commissioning

- Refresh of content and cost of services to be traded with schools in 2014/15.
- Re-tendering process completed for services to young carers to apply from 1 October 2014.
- Progress work on electronic storage of records to improve data security and reduce physical storage needs.

Property and Admissions

- The final phases of work for the expansion of Crown Wood and Meadow Vale primary schools will be completed during the next quarter. An additional 210 places will have been created at both schools.
- Tenders will be let during the next quarter for the next round of school expansion projects at The Pines, Cranbourne and Owlsmoor primary schools and at Garth Hill College and The Brakenhale secondary schools.
- New projects have been raised to begin planning for the proposed new schools at Blue Mountain, Amen Corner, TRL and Warfield.

Early Years Development Team

- Continue mock OFSTED inspections for settings due for inspection.
- Complete more Infant/Toddler Environment Rating Scale (ITERS) and Early Childhood Environment Rating Scale (ECERS) audits.
- Moderate setting documentation to ensure development tracking is accurate
- Four settings identified for intensive support

Inclusion Team

- Continue to be aware of SEN reforms and adapt work accordingly.
- Work with settings and parents to undertake Family CAFs as necessary
- Support inclusive practice in early years settings

Two year old project

- Continue to engage with eligible families
- Signpost to other forms of support e.g. children's centres
- Continue to gather developmental data from the settings and support plans if children are at risk of delay

Childcare

- Childcare Sufficiency Report currently in progress - completion end of January

Access to Play Scheme (APS)

- Work being undertaken to match up APS scheme participants with troubled families' agenda to support more collaborative working with Family Support Advisors based in schools.

Fusion project

- Two primaries and one secondary school in the Great Hollands area will be taking part in the first project being delivered over the spring term.
- Second project area will be identified via key stakeholders including schools, police, town and parish councils and Bracknell Forest Homes, who are funding the project

Family Focus

- Dedicated Department of Work and Pensions (DWP) post for Bracknell Forest to be developed and funded through the Local Enterprise Partnership (LEP), match funding being provided through the lottery. This post will sit and be managed within the Bracknell Forest Family Focus team.
- Credit Union will be fully operational over the next few months.
- Cost calculator to be personalised to Bracknell Forest data and cost avoidance examples to be produced.

Family Information Service

- Work with colleagues to support the implementation of the SEN Local Offer in partnership with other Berkshire unitary authorities.
- Produce a short video to promote FIS and Children's Centres in Bracknell Forest.
- Continue to support the Credit Union with an emphasis on promoting the availability of the provision to professionals working with families in Bracknell Forest.
- Work with environmental health to implement new changes to food business registration requirements for childminders.

Learning and Achievement branch

- **The annual conference for school governors** will take place on Saturday 1st February. This year's theme will be 'The Changing Educational Landscape'. Alongside major keynote addresses from Sir David Bell (Vice-Chancellor of the University of Reading) and Jackie Krafft (HMI Ofsted), workshops will be run related to effective governance, dealing with complaints and the effective use of the Pupil Premium.
- As part of our Service Level Agreement all primary schools receive a termly visit from their assigned LA adviser. For the spring term 2014 the focus of the meetings will be to review and share an evaluation of the progress that the school has made against identified areas for development agreed in autumn term visits and to review the quality of teaching and learning in the school and validate the school's judgement.
- In preparation for the meeting, headteachers will be asked to review progress against actions outlined in the school's plans and evaluate their impact.
- **Planning is well advanced for the annual Education Conference in February** for headteachers which this year will focus on Risk Taking and Leadership
- **Work will continue apace to implement the SEN Reforms** for September 2014. The SEN Core group of senior officers have been organising and running a series of work streams addressing the new Education, Care and Health Plans, Personal Budgets, the local offer, single assessment and key working. It is anticipated that some pilots will be run in February and March. There will be two stakeholder events, one in March and one in July outlining the reforms and what is being done by Bracknell Forest Council to implement
- **The Pupil Premium** is targeted at specific groups of pupils in order to provide additional support and resources to narrow the attainment gap. School advisers will continue to work with schools to evaluate the impact of the use of the pupil premium in narrowing the gaps in performance between different groups of children including those eligible for a free school meal, those in the care of the LA and those from a service family.
- **A major production** commemorating the outbreak of the First World War is planned for March. Entitled 'Lest we Forget', this will involve pupils from across the Borough performing songs related to conflict and reconciliation.

- **The primary school Headteacher and Deputy Headteacher conference** in January is focused on being prepared for the new national curriculum to be introduced from September 2014. The keynote speaker will be Mick Waters, a leading national figure on curriculum reform.
- Work will commence on revisions to the **Community Learning** website including the development of an online booking system and credit/card payments for universal courses, whilst retaining an offline booking system for those who are not digitally enabled. This will improve the learner booking experience, increase timely promotions and reduce staff input into the process.
- Work will continue on establishing a **Community Learning Trust**, described as a “partnership model and delivery strategy”, which needs to be in place by 31 July 2014. The performance management of sub-contractors and the re-contracting process will start in January 2014.
- **Work will continue to relocate staff** currently based at the Pines Professional Centre to the Open Learning Centre.

Children’s Social Care branch

Youth Offending Service (YOS)

- The action plan from the Safeguarding audit report will be implemented.
- The Youth Justice Board are making an in-year grant available to Youth Offending Services for Restorative Justice Training for the YOS workforce and Partner agencies. YOS will be commissioning and organising this training in Quarter 4.
- YOS staff is planning to deliver a group work programme for vulnerable girls who are at risk of child sexual exploitation. Referrals to the programme have been made by Social Workers from Children’s Social Care teams and YOS staff.

Safeguarding

- In view of the high numbers of children becoming looked after over the last year (currently 114 LAC) and in particular the significant number who have needed to have contact supervised with their parents, CSC will publish a guidance paper in February for social workers to ensure that the contact is of a good quality, that children are protected from harmful contact and the contact is compatible with the child’s needs.
- Managers from Bracknell Forest CSC are meeting with colleagues from the five other Berkshire unitary authorities to begin planning for a Berkshire Multi-agency Safeguarding Hub (MASH). It is hoped that Thames Valley Police will agree to locate civilian police staff in each Local Authority to begin processing and jointly assessing domestic violence and other police referrals by April 2014. This would be the first step in creating a local MASH. Greater police involvement will be assessed and if effective in managing these referrals more successfully the MASH could be extended and built on to include more agencies.

Specialist Support Services

- A significant consultation on the Aiming High budget is being prepared to commence in the spring.
- A review will be undertaken of the impact of Family Group Conferences.
- There will be a pilot undertaken of an Education, Health and Care Plan (SEN reform) from referral to Personal budget and service delivery, in co-production with parents and young people.







Looked After Children








- Bracknell Forest’s Foster Carers bi-annual award ceremony is to be held at Easthampstead Park Conference Centre in February. This event is traditionally well




attended by foster carers who share an evening of celebration and entertainment in recognition of their contribution to the care of looked after children.






- In March, an 'Activity Day' is to be held enable children needing adoptive families to meet prospective adopters informally and promote potential matches for children who because of age or disability may be more difficult to place with permanent carers. The day has been arranged by all six Berkshire unitary authorities
- Progress is being made in developing the pan Berkshire adoption service, to be hosted by Windsor & Maidenhead. Subject to a fully costed plan and legal agreement, it is envisaged this will be in place during 2014-2015
- Louise Bomber is returning to Bracknell Forest on March 28th 2014 to be the key speaker in a conference for all CYP&L and schools in the Borough. She is a former teacher who has developed techniques to work with children who present challenging behaviour in school because of poor experience of attachment relationships.






Annex A: Progress on Service Plan Actions










MTO 1: Re-generate Bracknell Town Centre				
Sub-Action	Due Date	Owner	Status	Comments
1.9 Implement an Accommodation Strategy to rationalise the number of buildings used by the Council.				
1.9.9 Move CYPL to final locations in Time Square.	31/03/2014	CYPL		Work continues on planning the moves of CSC to the second floor and colleagues from Ocean House to the second and third floors. These are due to take place over the weekend of 23 May.
1.9.14 Implement flexible and mobile working across all town centre offices.	31/03/2014	CYPL		The ICT refresh and distribution of updated mobile telephones has been completed. The corporate programme has now closed, with all departments fully implemented.
MTO 4: Support our younger residents to maximise their potential				
4.1 Provide accessible, safe and practical early intervention and support services for vulnerable children and young people in the Borough.				
4.1.1 Embed and monitor the impact of the Early Intervention Hub.	31/03/2014	CYPL		Evaluation on the Early Intervention Hub has commenced. To achieve a range of activity will be undertaken including direct observations of the Hub, focus group discussions and an online questionnaire with those who participate in the Hub, a series of case studies to evidence impact on individuals are currently being in development. In January as part of the evaluation NfER will be undertaking some interviews directly with families who have had some involvement with the Hub.
4.1.2 Implement the Troubled Families Initiative and work with families who meet the criteria for Family Focus.	31/03/2015	CYPL		Further work has highlighted a total of 235 families that meet the criteria set by DCLG. Next claim for payment is Jan/Feb and we are working to meet the target for the period of 35%. The Credit Union opened for business in December and was very busy.
4.1.3 Provide targeted support to young carers via commissioned service KIDS.	31/03/2014	CYPL		No responses to the tender document were received by the due date. Discussions are in hand with the organisations that expressed an interest in the tender with a view to re-issuing a revised Invitation to Tender in January, for a service due to start on 1 October 2014. Kids have agreed to continue to provide a service for the period 1 April to 31 August 2014.
4.2 Increase the number and continue to support foster carers.				
4.2.1 Recruit at least 8 adoptive families in 2013/14 to meet the needs of children requiring adoption'.	31/03/2014	CYPL		Nine prospective adoptive families have been approved to date.





4.2.2 Recruit at least 10 foster carer households in 2013/14.	31/03/2014	CYPL		Currently nine fostering households are in the process of being assessed. We anticipate that eight of these will be presented to the Foster Panel before the end of March 2014.
4.3 Increase opportunities for young people in our youth clubs and community based schemes.				
4.3.1 Increase number of youth work sessions offered by the Youth Service.	31/03/2014	CYPL		Youth Service attendances in Q3 were 8,333. This is a 29% increase on attendances in the same quarter last year (Q3 2012/13 - 6,443). The growth comes from an increase in early intervention and prevention work around sexual health and substance misuse, targeted work with NEET's and pre NEET's young people at the NRG youth centre, performing arts work and outreach work at The Spot youth centre.
4.3.2 Contribute to an increase in the number of youth club style sessions in the borough provided by others.	31/03/2014	CYPL		Two pilot projects on contracting out 'universal open-access' provision were held in Quarter 2 at The Zone in Great Hollands, working with Berkshire Youth, and The Spot in Sandhurst, working with South Hill Park. Both pilots were successful although the work at The Spot took longer to get established and demonstrated the need for experienced youth work staff to be available alongside the staff providing arts activities. Work to contract out provision on a more permanent basis will now take place in readiness for an anticipated start in 2014. In the meantime, both partners have been re-engaged to ensure provision continues.
4.3.3 Develop on-line access to information regarding positive activities for young people.	31/03/2014	CYPL		The developer is now working with young people to develop the design style, functionality and content of the site. The work is on target to be completed by the end of Quarter 4.
4.3.4 Implement phase three of the Modernisation of the Youth Service Programme, including the development of options for the Town Centre Youth Hub.	31/03/2014	CYPL		Work is continuing with young people to develop the services and activities to be provided at the Hub. The focus is on survey work and beginning to develop outline design plans for the accommodation brief.
4.4 Provide targeted support for families in need through our network of Children's Centres to support early intervention and prevention.				
4.4.1 Provide targeted Family Outreach support from Children's Centres.	31/03/2014	CYPL		The Family Outreach Service supported 92 adults and 82 children on an individual basis in their own homes during October to December 2013. All the families worked with were from targeted, vulnerable groups and were experiencing a range of problems including domestic abuse, mental health issues, housing etc.
4.4.2 Provide targeted early intervention parenting	31/03/2014	CYPL		Parenting programmes were delivered to a total of 53 adults during








programmes from Children's Centres.				September to December 2013. Issues faced by the participants include domestic abuse; mental health illness; substance misuse and involvement with CSC.
4.5 Encourage and facilitate enough high quality, affordable, inclusive childcare places for those working parents that require one.				
4.5.1 Encourage and facilitate enough high quality, affordable, inclusive childcare places for those working parents that require one, through Childcare Sufficiency Strategy and monitoring.	31/03/2014	CYPL		Of the 16 additional childcare places created in Jennetts Park and Priestwood area, on average, 6 places per day are being taken up to date. A total of 246 half day sessions were booked during the autumn half term for Access to Play Scheme for vulnerable children/young people.
4.6 Support a wide range of flexible respite services for the carers of children and young people in need.				
4.6.1 Continue to implement the support and services within the Aiming High initiative and seek ongoing opportunities to further develop support and services available.	31/03/2014	CYPL		<p>Work has continued with our targeted holiday and Saturday scheme providers to ensure children and young people are accessing a setting that is most suitable for them to ensure they develop and reach their potential. Impact - there has been a noticeable shift for some children to mainstream and supported activities which has reduced some waiting lists and increased their social and learning opportunities. Kids (organisation) have worked in partnership with the LA in ensuring young people are not only signposted but supported in mainstream settings to ensure a robust integration. Some work has been undertaken with the Under 11's but this is ongoing and will continue well into this year.</p> <p>Considerable work has been undertaken in preparing budget savings reports for the proposed substantial reductions for the next financial year.</p> <p>'Aiming High' is has also been actively engaged in assisting with the co-production (parent and YP participation) with the SEN reforms. Aspects of the Aiming High action plan are being given attention in the absence of the Development Manager (who is currently on maternity leave) but progress has been slower this quarter. The plan is for two years and from July this year we will be able to allocate some dedicated time to move the remaining actions forward.</p>
4.7 Prioritise the safety, health and well being of all young residents in all of our plans for them.				
4.7.1 Ensure the priorities are communicated across partnerships via meetings, presentations and reports.	31/03/2014	CYPL		The Children and Young People's Plan Review has now been approved by the Council's Executive. Work continues to raise priorities across partnerships




				with a particular focus on issues such as domestic abuse, Child and Adolescent Mental Health issues and School Nursing / Health Visitor developments. Work is underway to set new priorities from April 2014 which will form the core of the new Children and Young People's Plan 2014 - 2017.
4.7.2 Ensure performance reporting highlights relevant issues of safety and health and wellbeing through monitoring, inspection and quarterly reporting mechanisms.	31/03/2014	CYPL		The update from Q2 remains in place. The LSCB and the CYP Partnership routinely monitor performance and key issues re health and wellbeing.
4.8 Ensure all children and young people feel safe, are protected from harm and abuse, have their views respected and gain confidence as a member of the local community.				
4.8.1 Children's views are listened to and form part of the plan for work with the family.	31/03/2014	CYPL		The child's views are collected by the social worker or the family worker when assessments are completed using child appropriate tools and are reported at the child in need meeting or child protection conference forming part of the plan for the child and family. The child in need plan has now been amended and text added 'How have the child's views been incorporated into the plan?
4.8.2 Workforce Strategy in place to support recruitment of skilled and experienced staff across the Department.	31/03/2014	CYPL		The recruitment programme for the newly qualified teaching pool for 2014 has commenced including the attendance at four recruitment fairs. The School Direct Scheme continues in partnership with Bracknell Forest secondary schools with a successful bid for 23 places for trainee teachers. Further work has taken place with the recruitment and retention of social workers, including reviewing exit information from recent leavers, and the health check will be rolled out in Q4.
4.8.3 Safer Workforce Training in place and regularly reviewed.	31/03/2014	CYPL		The safer workforce training programme is in place and operating effectively. All attendance certificates incorporate an action plan where attendees are expected to discuss with their managers. Further guidance is awaited from the DFE on the requirements for schools.
4.9 Continue to improve outcomes for looked after children in education, health and employment.				
4.9.1 Continued focus on the development of support for Care Leavers to improve education/employment and training opportunities.	31/03/2014	CYPL		The Corporate Parenting Advisory Panel have considered the range of services and support available to care leavers with a view to increasing the opportunities for employment, training and apprenticeships available specifically to this group. Addressing the needs of care leavers






				who are NEET will always be a work in progress
MTO 5: Work with schools and partners to educate and develop our children, young people and adults as lifelong learners				
5.1 Continue to work with early years providers to close the attainment gap.				
5.1.1 Implement the Every Child a Talker Programme to further improve and develop speech and language skills of children in early years	31/03/2014	CYPL		Support is currently being focused on pre-school settings with high numbers of funded vulnerable 2 year olds attending. Full data analysis is carried out at the end of the academic year.
5.1.2 Implement the disadvantaged funding for two year olds in 2013.	31/03/2014	CYPL		170 funded 2 year olds were placed during the autumn term 2013 in the following settings: - 3 childminders, 22 private and voluntary sessional settings; 3 full day care settings. Numbers have included 2 looked after children who are both placed in Outstanding settings. The Outreach workers have been collecting 2 year old progress check data which will be analysed in January and action plans put in place to support any developmental needs. There are 229 potentially eligible children for January 2014, 145 already placed (63%)
5.1.3 Track progress of two year olds to monitor impact of additional funding/resources.	31/03/2014	CYPL		The researcher from Reading University undertook a joint visit with the Family Outreach worker to one of the pre-school settings involved in the project. A base line has been identified for all eligible children. A meeting took place with Reading University in December 2013, Bucks CC took part in the meeting via a conference call and stated that they are not in a position to continue with the project at present due to staff shortage, however hope to be in a better position to continue at Easter. All documentation including that used for tracking progress has been sent to Reading University, they would like to use this as a basis and draft some additional questions to support the research.
5.2 Increase the number of schools in the Borough rated 'good' or 'outstanding' by Ofsted by raising levels of attainment and progress across all phases of learning for all pupils.				
5.2.1 Provide training and support for headteachers and governors in relation to the judgments made by Ofsted and seek to ensure teaching is of the highest quality.	31/03/2014	CYPL		Current information related to the school inspection framework has been sent to all headteachers and shared with Chairs of Governors through the termly meetings which take place. Key messages from the annual report of HMCI in relation to high quality teaching and learning have also been disseminated.
5.2.2 Undertake supported school reviews to ensure that school	31/03/2014	CYPL		A programme of supported self reviews, led by experienced school

self-evaluation is accurate and that school's have identified the correct priorities for improvement.				advisers and involving senior staff in schools, has continued.
5.2.3 Monitor the outcome of inspections of schools and adult learning provision and provide support as appropriate.	31/03/2014	CYPL		All inspection reports and letters following monitoring visits by Ofsted are scrutinised and support provided to schools in line with recommendations.
5.3 Support school leaders and governors when considering alternative forms of governance, including forming federations or Academy trusts.				
5.3.1 Provide information and support to governors and interface with Government agencies and DfE when schools are considering a change of status.	31/03/2014	CYPL		No schools commenced formal consultations on conversion to Academy status during this quarter and the LA continues to provide information and guidance as required.
5.4 Increase the number of young people achieving five or more good GCSE passes including English and mathematics and improve the performance of all underperforming groups of children and young people				
5.4.1 Analysis of primary schools performance data and track pupil progress in order to plan and implement appropriate interventions.	31/03/2014	CYPL		This analysis is undertaken annually and interventions are discussed with schools on an on-going basis.
5.4.2 Analysis of secondary schools performance data and track pupil progress in order to plan and implement appropriate interventions.	31/03/2014	CYPL		Provisional results discussed with Headteachers along with targets for 2014. Validated results available early in Q4.
5.5 Increase the average point score of students taking 'A' level examinations				
5.5.1 Analyse post 16 results and option choices and discuss progress with headteachers.	31/03/2014	CYPL		Progress discussed with Headteachers. 11-19 Partnership considered future impact of changes to qualifications and accountability measures.
5.6 Support children and young people with special needs, where possible at appropriate provision within the Borough.				
5.6.1 Progress plans to develop a new SEN resource to meet the increase in demographic changes.	30/04/2014	CYPL		Work is currently ongoing and discussions are taking place with third party providers.
5.6.2 Continue to support schools to meet the needs of children with Special Educational Needs.	31/03/2014	CYPL		The LA has not been able to appoint a suitable senior adviser to support schools. Interim arrangements have been made for Advisory teacher support for one day per week.
5.6.3 Implement the changes required by the emerging draft legislation on Reform of provision for children and young people with Special Educational Needs and the DfE reform of school funding for SEN pupils.	30/09/2014	CYPL		Workstreams have been started to address the key reforms. Parents are engaged with these groups and the LA, other partners and parents are working on the coproduction of these reforms.
5.8 Encourage and support residents to become school governors.				
5.8.1 Continue with campaign to recruit school governors through publicising the work of governing bodies and providing support and training.	31/03/2014	CYPL		Priorities for development included in the draft Governor Services Development Plan.

5.9 Increase the participation of school leavers in employment, education or training.				
5.9.1 Continue to work with schools to identify young people at risk on disengaging in education, employment or training and ensuring appropriate interventions are put in place.	31/03/2014	CYPL		Our transition co-ordinator continues to use RONI data with schools to identify and work with individual young people identified as being at-risk of disengagement, in order to support their progression and continued engagement. This strategy has resulted in 89% of the risk young people being supported, continuing in education, employment and training. Other bespoke support is brokered in through the work of the participation group or direct commissioning of provision. The head of service discusses historical data with schools around those leaving school that have subsequently become NEET and the impact this has on the destination measure performance indicator.
5.10 Encourage all residents to continue as learners, both in relation to future employment and recreation				
5.10.1 Promotion of Lifelong Learning activities available in Bracknell Forest.	31/03/2014	CYPL		Internal promotion: A series of meetings to raise awareness has taken place (Public Health, Adult Social Care – carers team, Family Early Intervention Team and Housing Benefits). More have been planned for the spring. Internal promotions are being given more emphasis (a Forest Views article has been published and work is underway for a re-vamped BORIS page). These actions are part of a more strategic approach to obtaining leverage from being part of the Council. External promotion: Robust timescales to produce the spring/summer term brochure have been put in place and met. Enhanced web pages have been published to promote universal courses and facilitate courses being picked up by search engines. A process for improved “point-of-sale” material and course-specific material has been put in place and responsibilities assigned.
5.10.2 Work with strategic partners to ensure a wide and varied offer for residents.	31/03/2014	CYPL		Sub-contracts have now been signed working with the Ark, Bracknell Forest Homes and Bracknell Forest Voluntary Action. These contracts run until 31 July 2014 and plans have been made to start the re-contracting process in January 2014. Delivery through partnerships requires a “contract management” approach by members of the Community Learning team. Steps have been made to put this infrastructure in place.
5.10.3 Source alternative funding to support the provision of Lifelong Learning.	30/04/2014	CYPL		Emphasis has been placed on Universal programmes in order to generate additional income. The

				following measures have been put in place to help reduce the number of cancelled courses: 1) Introducing metrics to inform decision making 2) Enhanced web pages have been published – see comments above 3) Improved service to enquirers The EIF bid referred to in Q2 was not successful but plans are in place to resubmit.
5.10.5 Examine potential for joint City Deal bid based upon Skills & Learning in Reading, Wokingham and West Berkshire.	31/03/2014	CYPL		The City Deal proposal has been approved and further work will be undertaken with other councils related to the scheme's objectives.
5.11 Ensure systems in place for effective pupil and school place planning.				
5.11.1 Robust planning for school places, to accurately forecast future requirements.	31/03/2014	CYPL		The School Places Plan including the 2014-18 pupil forecasts was agreed by the Executive on 10 December. A review of processes was undertaken to inform work in 2014.
5.11.2 Provision of Sufficient Pupil Places, through the Education Capital Programme to meet Basic Need.	31/03/2014	CYPL		The final phases of expansion of Meadow Vale and Crown Wood Primary schools were under construction during this quarter for completion in 2014 which will create a further 210 additional school places at each school. In October 2013 the Executive incorporated £7.8m of new DfE grant funding into the Education Capital Programme, and projects are being worked up for future expansion works at other schools across the Borough.
5.12 Co-ordinate services to schools.				
5.12.1 Prepare and promote a range of services for schools to buy for a three year period from 1 April 2013.	31/03/2014	CYPL		Services continue to be well-used by schools. A refresh of costs and services is in hand for the start of the second year of the cycle on 1 April 2014.
5.12.2 Monitor take up of Services to Schools.	31/03/2014	CYPL		Take-up continues at the same level as in Quarter 1.
MTO 6: Support Opportunities for Health and Wellbeing				
6.2 Support the Health and Well Being Board to bring together all those involved in delivering health and social care in the Borough.				
6.2.4 Work collaboratively with colleagues in health to develop joint working and delivery of services for children and young people.	31/03/2014	CYPL		Joint work is on-going with colleagues in Public Health and Health Services, specific examples include informing and supporting recommissioning services e.g. school nursing and health visitors, and survey work to inform future commissioning of sexual health services for young people.
MTO 11: Work with our communities and partners to be efficient, open, transparent and easy to access and to deliver value for money				
11.8 implement a programme of economies to reduce expenditure				
11.8.5 Develop proposals to help the Council produce a balanced budget in 2014/15.	31/03/2014	CYPL		The proposed budget for 2014-15 is in place and is in Council process for agreement.
11.10 Children and Young People's Partnership provides the opportunity to				

develop and agree joint priorities for improvement.				
11.10.1 Review the progress made against the priorities in the Children and Young People's Plan during 2012.	30/06/2013	CYPL		This task has been completed
11.10.2 Identify new actions for the final year of the Children and Young People's Plan.	31/01/2014	CYPL		A significant amount of work has been undertaken to engage further with partners in relation to the key actions in the CYPP. Public Health are actively involved in supporting developments to improve health outcomes for children and young people, and partners have been engaged in discussion through the CYP Partnership Board.
11.10.3 Develop a three year Children and Young People's Plan (2014-2017).	30/04/2014	CYPL		The significant consultation with children and young people in partnership with the Children's Society has now been completed, and we await the report which will inform the Children and Young People's Plan, and will be shared broadly with partners to assist other areas of planning. A range of discussions have taken place in various partnership meetings to inform the plan. Work is now underway to write the content of the plan to ensure it is ready to go through Council approval processes.

Status Legend	
Where the action has not yet started but should have been, or where the action has started but is behind schedule	
Where the action has not yet started or where the action has been started but there is a possibility that it may fall behind schedule	
Where the action has started, is not yet completed, but is on schedule	
Where the action has been completed (regardless of whether this was on time or not)	
Where the action is no longer applicable for whatever reason	

Summary Revenue Budget Breakdown

CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT - NOVEMBER 2013							
	Original Cash Budget	Virements & Budget C/Fwds	NOTE	Current Approved Budget	Spend to Date %	Variance Over/(Under) Spend	Variance This Period
	£000	£000		£000	%	£000	£000
CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT							
Director							
Departmental Management Team	621	-3		618	59%	0	0
	621	-3		618	59%	0	0
CO - Learning and Achievement							
School Improvement, Music and Governor Services	744	-5		739	27%	-115	-50
Advice for 13-19 year olds	565	0		565	55%	0	0
Adult Education	16	-2		14	-434%	0	0
Education Psychology and SEN Team	293	244		537	67%	0	0
Education Welfare and Support	437	12		449	52%	-30	0
	2,055	249		2,304	45%	-145	-50
CO - Children & Families: Social Care							
Children's Services & Commissioning	1,763	12		1,775	81%	242	0
Children Looked After	4,878	3	a	4,881	69%	496	16
Family Support Services	1,288	3	a	1,291	76%	50	25
Youth Justice	308	1		309	67%	0	0
Other children's and family services	1,156	-251		905	46%	-70	-116
Management and Support Services	45	66		111	12%	0	0
	9,438	-166		9,272	69%	718	-75
CO - Strategy, Resources and Early Intervention							
Early Years, Childcare and Play	1,677	66	a	1,743	60%	0	0
Youth Service	695	-2	a	693	72%	30	30
Performance and Governance	747	4		751	67%	15	15
Finance Team	411	5		416	57%	-18	0
Human Resources Team	181	-10		171	-11%	-10	0
Property and Admissions	285	-5		280	65%	0	0
Information Technology Team	284	0		284	56%	0	0
Extended services and support to families	272	10		282	52%	0	0
School related expenditure	264	0		264	-27%	14	14
Seymour House Office Services	124	36		160	18%	0	0
	4,940	104		5,044	54%	31	59
Education Grants	-2,112	0		-2,112	48%	44	0
TOTAL CYP&L DEPARTMENT CASH BUDGET	14,942	184		15,126	63%	648	-66
TOTAL RECHARGES & ACCOUNTING ADJUSTMENTS	9,290	-88		9,202	-8%	0	0
GRAND TOTAL CYP&L DEPARTMENT	24,232	96		24,328	36%	648	-66
Memorandum items:							
Devolved Staffing Budget				11,080		160	-30

CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT - NOVEMBER 2013

	Original Cash Budget	Virements & Budget C/Fwds	NOTE	Current Approved Budget	Spend to Date %	Variance Over/(Under) Spend	Variance This Period	NOTE
	£000	£000		£000	%	£000	£000	
<u>Schools Budget - 100% grant funded</u>								
<u>Delegated and devolved funding</u>								
Delegated School Budgets	67,726	-3,823	a	63,903	68%	0	0	
School Grants - Income	-4,420	-101	a	-4,521	40%	0	0	
	63,306	-3,924		59,382	71%	0	0	
<u>LEA managed items</u>								
SEN provisions and support services	6,098	1,677		7,775	40%	0	0	
Education out of school	1,071	20		1,091	69%	1	0	
Pupil behaviour	527	-93		434	59%	-13	0	
School staff absence and other items	1,341	156		1,497	25%	-32	0	
Combined Service Budgets	691	-1		690	62%	-19	0	
Early Years provisions and support services	2,992	737		3,729	61%	-88	0	
Support to schools in financial difficulty	304	-21		283	0%	-100	0	
Standards Fund LA Managed	0	0		0	0%	0	0	
	13,024	2,475		15,499	46%	-251	0	
<u>Growth to be allocated</u>	2,535	-2,535		0	0%	0	0	
<u>Dedicated Schools Grant</u>	-78,865	3,984		-74,881	68%	0	0	
<u>Balance on Schools Budget Reserve at start of year</u>	0	0		0	0%	0	0	
<u>Transfer year-end balance to general Schools Budget Reserves</u>		0		0	0%	0	0	
TOTAL - Schools Budget	0	0		0	0%	-251	0	
<u>Memorandum item: Unallocated balance on Schools Budget Reserve</u>								
Unallocated balance on general Schools Budget reserve at 1 April 2013						517		
Proposed transfer to School Meals Re-tendering Reserve						-40		
Available balance						477		

Children, Young People and Learning Virements and Budget Carry Forwards

Note	Total	Explanation
	£'000	
		<u>DEPARTMENTAL CASH BUDGET</u>
	180	Changes reported to last period.
		<u>Inter Departmental virements</u>
a		Budget allocations have been made to Departments to fund the estimated actual costs of:
	5	Gas and electricity
	-1	Carbon reduction commitment
	184	Total
		<u>DEPARTMENTAL NON-CASH BUDGET</u>
	-88	Changes reported to last period.
	-88	Total
		<u>SCHOOLS BUDGET</u>
	0	Changes reported to last period.
	0	Total

Budget Variances

Note	Reported variance £'000	Explanation
		<u>DEPARTMENTAL BUDGET</u>
	714	Amount reported last period.
		<u>CO - Learning and Achievement</u>
1	-60	There are two proposals for savings in 2014-15 that have been brought forward. There will be £0.045m of income from the Schools Budget as a result of recharging staff salaries that are at present funded through the General Fund together with an additional £0.015m of income from schools from the increased number of courses being made available.
2	10	There is now £0.010m of confirmed costs in relation to the new duty from the Newcastle Judgement case law that requires LAs to fund the cost of higher education fees for former Looked After Children (LAC) who have no other recourse to public funds.
		<u>CO - Children & Families: Social Care</u>
3	16	The latest forecast of care and accommodation costs for looked after children indicates an increase in total expenditure of £0.016m. As expected, during the last reporting period a number of changes have been made to packages of care which overall has resulted in a relatively small increase in net expenditure. This is a volatile budget with high costs and is subject to change at short notice.
4	-108	The Adoption training programme has enabled the successful development of seven additional prospective adopters. Matching the adopters to children has resulted in placements being offered to other local authorities. Four of these matches now have to be taken to panel and approved which will generate additional fee income of £0.108m.
5	17	There are two further changes to variances in Children's Social Care which reflect changes in demand. There will be an over spending of £0.025m on the packages of care required to support disabled children which is partially off-set by a reduction in spend on adoption allowance payments of £0.008m.
		<u>CO - Strategy, Resources and Early Intervention</u>
6	59	Additional one-off net costs of £0.030m have been incurred in managing the Youth Service during the long term absences of the Chief Officer and Lead Officer for Youth Services. This has required the recruitment of an interim head of youth services. There has also been an impact on workloads in Performance and Governance from the increase number of cases on CSC. The governance function in the Team of reviewing CSC cases has increased and has required additional staffing at a cost of £0.015m. The final variance this month relates to the £0.014m cost of home to school transport that is required outside the approved policy following successful appeal.
	648	Grand Total Departmental Budget

Note	Reported variance	Explanation
	£'000	
	0	<u>DEPARTMENTAL NON-CASH BUDGET</u> Amount reported last month.
	0	Grand Total Departmental Non-Cash Budget
		<u>SCHOOLS BUDGET</u> The Schools Budget is a ring fenced account, fully funded by external grants, the most significant of which is the Dedicated Schools Grant (DSG). Any under or overspending remaining at the end of the financial year must be carried forward to the next year's Schools Budget and as such has no impact on the Council's overall level of balances.
	-251	Amount reported last period.
	-251	Grand Total Schools Budget

Summary Capital Budget Breakdown

Cost Centre Description	Approved Budget £000's	Cash Budget 2013/14 £000's	Expenditure to Date £000's	Carry Forward 2014/15 £000's	(Under) / Over Spend £000's	Target for Completion	Current status of the project / notes
SCHOOL PROJECTS							
Amen Corner Primary	50.0	25.0	0.0	25.0	0.0	Masterplan complete at March 2014	Strategic Definition
Cranbourne Primary	523.2	329.2	25.2	194.0	0.0	On site at Mar 2014	Developed Design
Crown Wood Primary	3,392.4	3,311.9	1,248.5	80.5	0.0	Final phase complete by Mar 2014	In Construction
Fox Hill Primary	4.4	4.4	4.4	0.0	0.0	Pre app complete Aug 2013	Evaluation of preapp
Great Hollands Primary	5.1	5.1	5.1	0.0	0.0	Pre app complete Aug 2013	Evaluation of preapp
Harmans Water Primary	25.0	25.0	0.0	0.0	0.0	Surge classroom open by March 2014	Project on hold
Holly Spring Infant & Junior	216.6	211.6	39.3	5.0	0.0	Complete August 2013	Retentions & final account to resolve
Jennett's Park CE Primary	25.0	8.0	8.1	17.0	0.0	Sep-15	FFE & ICT fit-out to various classrooms
Meadow Vale Primary	1,515.2	1,481.8	357.7	33.4	0.0	Complete at March 2014	Phase 2 In Construction
Owlsmoor Primary	3,295.1	329.9	58.2	2,965.2	0.0	In design at Mar 2014	Phase 3 Concept Design
Pines (The) Primary	1,765.1	284.9	78.2	1,480.2	0.0	On site at Mar 2014	Developed Design
Sandy Lane Primary	46.9	46.9	19.0	0.0	0.0	Complete at March 2014	Retentions & final account to resolve
TRL Primary	50.0	25.0	0.0	25.0	0.0	Masterplan complete at March 2014	Strategic Definition
North Warfield West Primary	50.0	25.0	0.0	25.0	0.0	Masterplan complete at March 2014	Strategic Definition
North Warfield East Primary	50.0	25.0	0.0	25.0	0.0	Masterplan complete at March 2014	Strategic Definition
Wildmoor Heath Primary	59.8	59.8	49.3	0.0	0.0	Masterplan complete at March 2014	Evaluation of preapp
Winkfield St Marys Primary	319.0	119.0	0.1	200.0	0.0	Masterplan complete at March 2014	Concept Design
Wooden Hill Primary	1.9	1.9	1.9	0.0	0.0	On hold	Project on hold
Educ Capital Programme - Primary	11,394.7	6,319.4	1,895.0	5,075.3	0.0		
Brakenhale Capacity Works	981.9	150.1	60.1	831.8	0.0	Phase 4 in procurement at Mar 2014	Phase 4 Developed Design
Edgbarrow Retentions	0.0	0.0	0.0	0.0	0.0	Jun-13	Complete
Garth Hill Expansion	7,600.1	153.7	59.1	7,446.4	0.0	In design at Mar 2014	Preparation and Brief
Project Management Overheads	113.0	113.0	0.0	0.0	0.0	Mar-14	To be allocated to projects
Educ Capital Programme - Secondary	8,695.0	416.8	119.2	8,278.2	0.0		
Kennel Lane Rebuild	-86.9	0.0	0.0	-86.9	0.0	Aug-13	Build complete. Deficit to be funded by school contribution
Eastern Road SEN	1,805.3	600.0	114.6	1,205.3	0.0	In design at Mar 2014	Preparation and Brief
Educ Capital Programme - Special	1,718.4	600.0	114.6	1,118.4	0.0		
Blue Mountain Learning Village	534.2	177.1	0.0	357.1	0.0	Masterplan complete at March 2014	Strategic Definition
Educ Capital Programme - Village	534.2	177.1	0.0	357.1	0.0		
Retentions - Schools	0.0	0.0	0.0	0.0	0.0		
Basic Need Grant 2013/14 - for allocation	0.0	0.0	0.0	0.0	0.0	various	Revised programme to be submitted for Executive approval
Basic Need Grant	0.0	0.0	0.0	0.0	0.0		
Devolved Capital and other school managed schemes	758.8	550.0	335.4	208.8	0.0	On-going	In progress
Section 106 Developer Contributions	116.2	0.0	0.0	116.2	0.0		
Section 106 Developer Contributions	116.2	0.0	0.0	116.2	0.0	Mar-14	
SCHOOL PROJECTS	23,217.3	8,063.3	2,464.2	15,154.0	0.0		

Percentages

30.6%

0.0%

Cost Centre Description	Approved Budget £000's	Cash Budget 2013/14 £000's	Expenditure to Date £000's	Carry Forward 2014/15 £000's	(Under) / Over Spend £000's	Target for Completion	Current status of the project / notes
CAPITAL MAINTENANCE / CONDITION							
Planned Maintenance (Schools)	1,833.6	1,833.6	1,820.0	0.0	0.0	Sep-14	In progress
Fire Risk Management (Schools)	347.0	300.0	63.3	47.0	0.0		
Fire Risk Management	347.0	300.0	63.3	47.0	0.0	Sep-14	In progress
Asbestos Management (Schools)	4.3	0.0	0.0	4.3	0.0		
Asbestos Management (Schools)	4.3	0.0	0.0	4.3	0.0	Sep-14	In progress
Legionella Management	5.0	0.0	0.0	5.0	0.0		
Legionella Management	5.0	0.0	0.0	5.0	0.0	Sep-14	In progress
Disabled Access (Schools) Management	73.0	63.0	19.5	10.0	0.0		
Disabled Access Management	73.0	63.0	19.5	10.0	0.0	Sep-14	In progress
ROLLING PROGRAMME	2,262.9	2,196.6	1,902.8	66.3	0.0		

Percentages

86.6%

0.0%

OTHER PROJECTS							
Capita One (EMS) Upgrade	107.9	15.0	8.3	92.9	0.0	Mar-15	Continuing with revised implementation of modules
ICT projects	107.9	15.0	8.3	92.9	0.0		
South Bracknell Youth Centre / 1 Great Hollands Square - Youth Facilities	91.6	0.0	0.0	91.6	0.0	Mar-14	Under review in the context of the planned Youth Hub.
Youth Service Website Development	29.8	29.8	17.5	0.0	0.0	Mar-14	Development in progress for completion by March 2014
Youth Facilities	121.4	29.8	17.5	91.6	0.0		
Retentions - Non Schools	0.0	0.0	0.0	0.0	0.0		
Aiming High for Disabled Children	49.1	49.1	49.1	0.0	0.0	Aug-13	Complete
Asbestos Management (Non-Schools)	5.0	0.0	0.0	5.0	0.0	Mar-14	Under review
Larchwood Outdoor Play Surface	9.2	9.2	7.8	0.0	0.0	May-13	Mostly complete
Places for 2 year olds	153.1	153.1	12.0	0.0	0.0	Mar-14	In progress
Other	216.4	211.4	68.9	5.0	0.0		
OTHER PROJECTS	445.7	256.2	94.7	189.5	0.0		

Percentages

37.0%

0.0%

TOTAL CAPITAL PROGRAMME	25,925.9	10,516.1	4,461.6	15,409.8	0.0
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Percentages

42.4%

0.0%

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
5 MARCH 2014**

**THE BRACKNELL FOREST STRATEGY FOR 'NARROWING THE GAP'
Guidance on the Use of the Pupil Premium**

Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 To consider and comment on the Bracknell Forest Strategy for 'Narrowing the Gap' in performance between children and young people eligible for the Pupil Premium and their peers who are not, prior to its approval by the Executive.

2 RECOMMENDATION(S)

- 2.1 **That the Panel considers and comments on the attached Strategy for 'Narrowing the Gap' prior to its approval by the Executive.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To give the Panel an opportunity to consider and comment on the Strategy for 'Narrowing the Gap'.

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
11 March 2014

**THE BRACKNELL FOREST STRATEGY FOR 'NARROWING THE GAP'
Guidance on the Use of the Pupil Premium**

Director Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 The purpose of the report is to update the Executive on the Local Authority (LA) strategy to narrow the gap in performance between pupils eligible for the Pupil Premium and their peers. 'Narrowing the Gap' is a term used to describe improving the rate of progress and outcomes for children and young people who are at risk of underachieving.

2 RECOMMENDATION

- 2.1 That the Executive AGREES the attached strategy for 'Narrowing the Gap' (Annex B).**

3 REASONS FOR RECOMMENDATION

- 3.1 The Strategy includes actions for the LA and guidance to schools on reducing the gap in performance between those students eligible for the Pupil Premium and those that are not. The Pupil Premium is an additional amount of money given to schools to support the learning needs of each pupil eligible for a free school meal or who is a looked after child (LAC), an adopted child or a child with guardians. There is also a Service Premium for children who come from a service family. Secondary schools also receive funding for summer schools and Year 7 catch up classes.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None. If the LA does not continue to monitor the performance of students eligible for the Pupil Premium in relation to their peers, and encourage schools to target these young people for support and intervention through the appropriate deployment of the Pupil Premium funding, it is likely that the gap in performance will remain unacceptably high. The Local Authority would also be failing in its duty to promote good educational outcomes for all children and young people.

5 SUPPORTING INFORMATION

- 5.1 The LA vision for education seeks to ensure that all pupils, irrespective of their home circumstances, make good progress in school. The performance of groups of children is therefore of importance in relation to that of their peers and regional and national averages. The educational achievement of disadvantaged groups, including those eligible for a free school meal, is an important factor in determining whether a school is a 'good' or better school or one where improvement is needed.
- 5.2 Schools have the responsibility for ensuring all pupils achieve well, irrespective of their personal circumstances or family background. They are required to monitor progress and provide a range of interventions if pupils are not achieving as well as might be expected. Support is also provided for those for whom English is not their first language and for pupils with special educational needs.
- 5.3 The Pupil Premium is additional funding given to publicly funded schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. It was introduced in April 2011 and allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6

FSM'). Schools also receive Pupil Premium funding for children who have been looked after continuously for more than six months, for adopted children and for children of service personnel.

- 5.4 In most cases the pupil premium is paid direct to schools, allocated to them for every pupil who meet the criteria. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need. Schools have considerable freedoms in how they use the funds allocated to them. The LA is responsible for looked after children (LAC) and make payments to schools and academies where an eligible looked after child is on roll. The use of the funds for LAC is monitored through the Personal Education Plan for each child.

Funding levels

- 5.5 The Pupil Premium funding increased in 2013-14, with schools attracting £900 per disadvantaged child, with an additional payment of £53 for primary-aged pupils. In the 2014 to 2015 financial year, Pupil Premium funding will increase to:

- £1,300 for each eligible primary-aged pupil
- £935 for each eligible secondary-aged pupil

Funding to support looked after children will increase to £1,900 for each eligible pupil and eligibility for funding will be extended to all children who:

- have been looked after for 1 day or more
- were adopted from care on or after 30 December 2005 left care under:
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991

- 5.6 The service premium is paid to schools at the rate of £300 per pupil with summer schools funded at £500 per pupil and Year 7 catch up classes £250.

- 5.7 In total, BF schools are estimated to receive around £3m through the Pupil Premium Grant in 2014-15, which is a significant amount of income and on average 5% of a schools' annual revenue.

Performance data

- 5.8 Data at LA level shows a mixed picture in terms of the gap in performance of pupils eligible for the Pupil Premium and others. Whilst some care is needed in interpreting trends due to the relatively low number of pupils in any one cohort some underlying patterns can be deduced. Overall the gap is wider in Bracknell Forest and the South East than elsewhere. Details are included in Annex A.

- 5.9 It is clear from the data for the LA and for individual schools that more support and intervention are needed to enable pupils eligible for the Pupil Premium to achieve the threshold levels of attainment at the end of Key Stages 2 and 4.

- 5.10 In primary schools, the key measure is two levels of progress between the end of Key Stage 1 and Key Stage 2 in reading, writing and mathematics. In secondary schools interventions in Year 11 have tended to focus on the core subjects and those students on the C/D grade borderline. More recently, the emphasis has broadened to ensuring that as many students as possible make three levels of progress between the end of Key Stage 2 and Key Stage 4, particularly in English and mathematics.

- 5.11 Making the expected level of progress represents a significant achievement for many students, regardless of whether they also achieve the threshold of Level 4+ or 5+ GCSE

grades A*-C including English and mathematics and this should be recognised when analysing the performance of vulnerable groups, including those eligible for the Pupil Premium.

Using the Pupil Premium

- 5.12 Although schools have always provided additional support for some young people throughout their schooling, the introduction of the Pupil Premium has required them to identify particular strategies to support the cohort and to evaluate the impact of this support. Schools are required to publish information on the use and impact of the Pupil Premium on their website. Whilst all schools meet this requirement, the information can sometimes be difficult to locate and the degree of detail provided varies considerably. The Data Dashboard produced by Ofsted also provides clear evidence of the performance of the eligible cohort. We have encouraged schools to share this widely among teachers and governors.
- 5.13 The LA has highlighted the significance of the performance of the eligible cohort (and the broader one of monitoring the effective use and impact of the Pupil Premium funding) with Headteachers and at our Chairs of Governors' briefings.
- 5.14 The attached strategy (Annex B) has been developed with schools to focus on meeting the needs of pupils eligible for the Pupil Premium and for others who are not making good progress. The Department continues to emphasise with schools the importance of ensuring that all young people make at least the expected levels of progress.
- 5.15 Appendix A of the Strategy includes a range of ideas which can be used by schools to benefit all pupils, all pupils that are underperforming and all those that are eligible for the Pupil Premium. It supports the LA's Vision for Education, the LA policy for Challenge, Support and Intervention and the statement on the school curriculum.
- 5.16 Targets in relation to the achievements of pupils have been developed through analysis of data and comparison with similar Local Authorities. These are included as part of the Strategy.
- 5.17 No single intervention strategy funded by the Pupil Premium is likely to close the attainment gap, and if there were, this intervention may not be effective with all pupils in all schools. However, some factors assist in ensuring that interventions have been effective. These include:
- rigorous monitoring of data by schools and its effective use in feedback, and in the planning of further interventions
 - regular high quality teaching
 - strong and visionary leadership in the school, willing to consider possibilities and question existing practice
 - clear, measurable and appropriate success criteria
 - full involvement of the governing body in monitoring, reporting and evaluating the impact of the Pupil Premium
 - a strong focus on literacy and numeracy, as a way to enable pupils to engage with the rest of the curriculum
 - ensuring that the Pupil Premium funding is not absorbed into the schools' general budget, but is tracked and monitored separately
 - a 'Pupil Premium Champion' on the staff who is responsible for the outcomes of those pupils
 - sharing strategies and approaches with parents so that they appreciate how the Pupil Premium is being used to support their child
 - ensuring all staff are aware of the children and young people who are eligible for the premium and how it might be used to provide additional resources or support.

5.18 School advisers continue to make specific reference to the use of the Pupil Premium when discussing attainment, progress and target setting with headteachers and governors, making particular reference to the importance of:

- knowing the vulnerabilities of all pupils/students eligible for the Pupil Premium
- assessment and tracking these pupils/students
- monitoring and evaluation of impact and analysing data
- identifying the right provision and for all such pupils/students
- developing the quality of provision for such pupils/students
- developing the workforce and ensuring all staff are aware of such pupils
- engaging parents
- Governors understanding and using the Data Dashboard to challenge schools with regard to the performance of the FSM cohort and the use of targeted funds.

6 Conclusion

- 6.1 The Strategy sets out the LA priorities for addressing the gap in performance for pupils eligible for the Pupil Premium resources. This includes suggestions for schools to adopt and an action plan. The impact of the strategy will be measured in terms of progress towards meeting targets.
- 6.2 Our gaps in performance have been noted by our regional HMI from Ofsted. Since the widening gap is also apparent in a number of other Berkshire Unitary Authorities, Ofsted may consider undertaking a thematic inspection across a number of Local Authorities. We have alerted our schools to this possibility. It is therefore important for the LA to have a strategy, shared with schools, and to continue to monitor the progress of our most vulnerable children and young people.

7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Treasurer

- 7.1 The Borough Treasurer is satisfied that sufficient funding exists to meet the requirements on the Council from the proposed strategy. Schools receive significant funding through the Pupil Premium to meet their responsibilities.

Borough Solicitor

- 7.2 The relevant legal implications are contained within the main body of the report.

Equalities Impact Assessment

- 7.3 An equalities impact assessment is attached.

8 CONSULTATION

- 8.1 Headteachers

9. BACKGROUND PAPERS

- 9.1 Pupil Premium 2014-2105: Conditions of Grant DfE February 2014

Contact for further information

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Performance Data

Table A shows the gap in performance at the end of Key Stages 2 and 4 between those students eligible for the Pupil Premium and those who are not. The lower the figure the better.

The Bracknell Forest figures for the past three years are compared to those for the South East and for the country as a whole (where available). Whilst figures for the South East and nationally have remained relatively static, with a small percentage decrease, those for the LA have shown greater fluctuation.

Table A

	2011			2012			2013		
	Nat	South East	BF	Nat	South East	BF	Nat	South East	BF
Key Stage 2 'Gap' Level 4+ reading, writing and mathematics (FSM only)	20	26	27	19	25	29	19	24	27
Key Stage 4 'Gap' GCSE 5+ A*-C incl. En and Ma (FSM)	27.4	33.8	18.8	26.3	33.2	35.6	26.7	32.6	32*

* The Bracknell Forest 2013 figure has been calculated using data supplied by schools and is therefore unvalidated. Other data is from DfE Statistical releases.

Some degree of volatility may be expected given the numbers of students involved. For example, each of the 61 students in the 2012 Key Stage 4 FSM cohort represented 1.6% of the total. In apparent recognition of this the DfE revised the secondary school performance data tables for 2013. Rather than publishing the 'gap' for a single year, the tables published in January 2014 show a three year average figure.

In Key Stage 2 in 2013, 97 from a total cohort of 1084 children were eligible for a free school meal (9%). Many pupils eligible for a free school meal also have a special educational need.

The secondary school performance tables also include a comparison of the value added achieved by disadvantaged and other pupils across their best 8 GCSE subjects. In state funded schools nationally, disadvantaged pupils achieved a value added score of 983.4 compared to 1005.7 achieved by other pupils – a 'negative gap' of 22.3. In contrast, disadvantaged pupils at Edgbarrow School achieved a 'positive gap' of 23.6 and those at Garth Hill College a 'positive gap' of 6.8. The 'negative gap' at Brakenhale School was also much narrower than the national one, with disadvantaged pupils achieving a value added score of 982.1 compared to 983.4 for those nationally.

At the end of Key Stage 2, the Bracknell Forest gap between the non-FSM and FSM cohorts achieving at least Level 4 in both English and mathematics narrowed from 29% in 2012 to 27% in 2013. However, this figure remains above the national average of 19%.



Narrowing the Gap

A Strategy for Schools and the Local Authority

Children, Young People and Learning

January 2014

Narrowing the Gap – a local strategy

Narrowing the Gap is a term used to describe improving the rate of progress and outcomes for children and young people who are at risk of underachieving. Their success in education may be affected by factors relating to their socio-economic circumstances, their ethnicity, gender or their social, cognitive and linguistic development.

Narrowing the Gap is a priority within the Council's strategic plan *Creating opportunities*.

This includes:

Outcome Priority 1: Raise levels of attainment and pupil progress across all phases of learning for all pupils	
Action 1.3	Continue to target and support vulnerable groups to achieve their potential and narrow the gap in attainment; incl. those from BME, EAL, SEN and those eligible for a free school meal (FSM).

This specific strategy and action plan aims to support settings, schools, teachers and governors to:

- enable all children to achieve their full potential, narrowing the gap in performance for pupils in various groups to their peers
- ensure the early identification of children and young people who may require additional support to achieve well
- assist schools and settings to evaluate the impact of their strategies for narrowing the gap, including the use of the pupil premium

Who are the groups that this strategy and action plan seeks to support?

Nationally, groups identified as being at risk of underachievement are:

- Looked after Children
- children eligible for free school meals
- children from a service family
- children who speak English as an additional language
- underachieving children who have been identified as gifted and talented
- under-performing children from a minority ethnic group
- Gypsy, Roma and Traveller children
- children with special educational needs

The first three groups are eligible for additional funding through the Pupil Premium. This strategy provides guidance for schools on the use of the Pupil Premium alongside ideas which may be used to support any underachieving group.

Our approach to Narrowing the Gap draws upon work started by the National Strategies and builds upon the local experience and the expertise of teachers in Bracknell Forest schools.

It is based on a four stage process:

1. **Find the gaps** – analyse data to identify groups who have underachieved in relation to other groups in the school, regional and national averages. Identify areas of the curriculum where performance is weak.
2. **Determine and implement strategies to reduce the gaps** - identify solutions, including planning for progression with targets, match teaching to needs, research what has worked elsewhere.
3. **Monitor the gaps** - use efficient tracking and accurate assessment to monitor the effectiveness of provision and review and refine provision.

- 4 **Celebrate success** - make sure pupils, teachers and governors identify successes and report these to parents and the wider community.

The LA will support schools through:

- analysing data at school and LA level to determine gaps for various groups
- identifying trends at LA and school level and relate these to regional and national averages
- supporting settings and schools to review provision for addressing the needs of identified groups and children
- supporting settings and schools to develop action plans to identify and address identified needs through improved provision
- offering professional development for staff, working in conjunction with teaching schools and other providers
- assisting schools to monitor and evaluate the impact and progress of action plans or support
- sharing and disseminating successful practice, ideas and strategies from Bracknell Forest schools and elsewhere
- monitoring how schools report the impact of the pupil premium through their website and by other means.

The LA will work in partnership with individual or small groups of settings or schools which have common priorities for narrowing the gaps. Our work will be tailored to fit a particular school or setting and is likely to include:

Analysis

Working with headteachers, centre managers, senior and middle leaders and governors to:

- analyse and evaluate data to identify priorities, target groups and their needs
- assist schools to devise and implement action plans to address priorities
- assist schools to monitor the progress and evaluate the impact of any actions.

Supporting high quality teaching

Helping headteachers, centre managers and senior and middle leaders to:

- support teachers in consider new ways of working, taking into account national and local evidence of what works well
- celebrating and sharing good classroom practice across schools

Ensuring Effective Assessment

Working with school and centre leaders to narrow gaps in attainment and to accelerate progress through:

- ensuring that assessment is accurate and timely and is used to plan future provision

Sharing Best Practice

Facilitating opportunities for settings and schools to:

- share effective practice
- share issues and solutions in school partnerships or clusters
- support the work of school governors

Our approach is based on research undertaken by Rea, Hill & Sandals for the National College which identified work in schools at three broad levels: whole school, targeted strategies for underperforming groups and target strategies for FSM pupils. The range of strategies they identified being used by schools is included in Appendix A.

How will we measure success?

The key performance indicators will be the gap between the target groups and others:

	Indicator	Actual 2013	Target 2014	Target 2015
Key Stage 2 (FSM only)	% Level 4+ in reading, writing and mathematics (combined)	27%*	24%	20%
Key Stage 2 (FSM /LAC)	% Level 4+ in reading, writing and mathematics (combined)	20%**	17%	14%
Key Stage 4 (FSM/LAC)	% 5+A*-C incl. English and mathematics	32%	25%	22%

* From DfE statistical release – FSM ‘spot’ figure

** from RAISEonline – FSM ‘Ever 6’ figure and Looked after Children

The Pupil Premium and Looked After Children

For the purpose of distributing the Pupil Premium, ‘eligible’ means a looked after child who, on 1 April 2013, has been looked after continuously for at least six months and who is in a Year Group R to Year 11 during the 2013-2014 financial year.

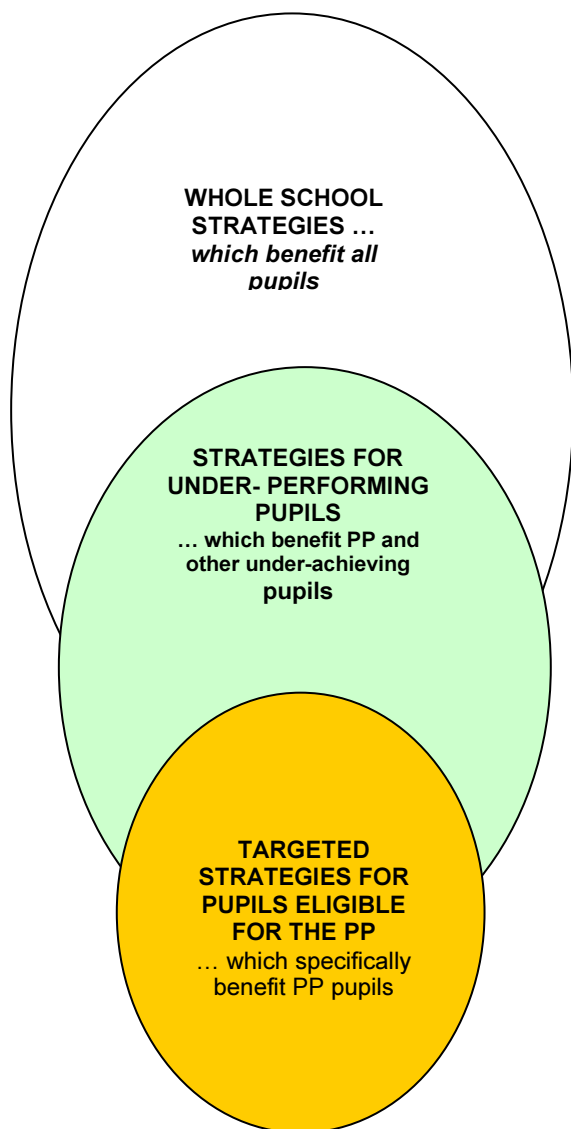
The Pupil Premium Conditions of Grant specify that the grant allocation for Looked After Children must be managed by the designated Virtual School Head. This should be used for the benefit of the looked after child’s educational needs as described in their Personal Education Plan (PEP). The Bracknell Forest Virtual School determines how to distribute the Pupil Premium for each of their eligible looked after children so they can reflect the particular circumstances of a looked after child: for example, if the child moves to another school, leaves school, or enters year group 12 during the financial year. To deal with these circumstances, Bracknell Forest Council makes allocations on a termly basis to allow for these movements.

If a child becomes “looked after continuously for at least 6 months” during the financial year (i.e. there has been a 6-month review of care plan of which the personal education plan is part) the LA will allocate to the school a pro-rata allocation from the first school term following the date on which the child became looked after for 6 months.

If the child is at a school in England but attends a school or academy located in a local authority other than Bracknell Forest, the LA will pass the funding either direct to the school, or via the authority in which the school is located to pass on to that school.

Annual Action Plan

The LA Annual Action Plan (Appendix B) sets out the actions, responsibilities, resources and intended impact of the work of the LA school improvement team in supporting the work of schools to ‘Narrow the Gap’.



Targeted strategies for under-performing and other pupils might include:

- Early intervention and targeted learning interviews
- One-to-one support and other 'catch-up' provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services (e.g. breakfast and after-school clubs, including homework and study support) and multi-agency support
- Targeted parental engagements, including raising aspirations and developing parenting skills
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

Whole school strategies include:

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment for learning
- Effective reward, behaviour and attendance policies
- A high quality learning environment
- An inclusive and positive school culture, underpinned by values and 'moral purpose' that all pupils will achieve well.
- An effective senior leadership team with ambition, vision and high expectations of staff and all pupils

Targeted strategies for PP pupils might include:

- Explicit school-level strategy to identify and support PP pupils e.g. through targeted funding
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages or between schools
- Dedicated senior leadership champion, or lead worker to co-ordinate support programme

Source: Rea, Hill & Sandals, 2011

Bracknell Forest Narrowing the Gap – Action Plan

Appendix B

Academic Year: 2013 - 14

	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
1	Analyse 2013 test and examination data in relation to groups of children	Pupils eligible for the pupil premium: FSM LAC Service Children	Chief Adviser, Senior Advisers	KEYPAS DfE datasets Ofsted data dashboards RAISEonline	Awareness of gaps at LA and school level	Databases	On target	LA has good knowledge of datasets and issues associated with gaps in performance
2	Share analyses with headteachers and governors at autumn term meetings. Promote the 'Narrowing the Gap' strategy, including alternative uses of pupil premium funding. Signpost best practice.	As above	Chief Adviser, Senior Advisers, Advisers	LA analyses School and LA datasets Ofsted data dashboards	School leader awareness and understanding of attainment gaps and strategies to improve performance	School SEFs School Adviser reports	Completed by December 2013 and to continue as more regional and national data becomes available.	Discussions with headteachers and governors indicate high level of awareness of NtG agenda and need to evaluate impact of pupil premium


	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
3	Support governors in the evaluation of the impact of the pupil premium. Include a pupil premium workshop in the programme for the annual Governors' Conference.	As above	Chief Adviser, Senior Advisers, Governor services	LA analyses Training programme	Good governor awareness of PP and need to evaluate impact	Ofsted inspection reports Discussions with governors	Completed July 2013 – carried forward to 2013-14 Workshop held Feb 2014	Discussions show greater awareness of issues associated with the PP but also that more needs to be done.
4	Encourage school leaders to attend relevant training (e.g. 'Getting To Good', Designated Teacher Forum, Primary Subject Leader and Secondary Curriculum Managers' Meetings.)	As above	Senior Advisers	School budgets	Good awareness of school leaders	Evaluation forms and discussions with school leaders	Many schools attended a local Ofsted seminar on narrowing the gap in Summer 2013.	Positive impact of training evidence through schools understanding of need to evaluate impact of the PP.
5	Continue to monitor school websites for PP compliance and content. Identify the most effective practice and support the development of lead schools.	As above	Chief Adviser, Senior Advisers, Advisers	LA analyses	Good awareness of school leaders	LA spread and discussions with school leaders sheet	Completed in 2012-13. To be reviewed annually in summer term.	All schools compliant. Improved content (including impact).

	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
6	Support schools to develop their provision in meeting particular needs of LAC	LAC pupils	Virtual School	KEYPAS/EPAS Training	Increased awareness of issues affecting academic progress of LAC	Pupil/Carer consultation Training evaluation DT Forum feedback	DT briefing included sessions on PP (Oct 2013) Ideas handout provided	Schools and social care developing better communication systems to work closer together with common aims.
7	Assess impact of PP on progress and attainment of LAC	LAC pupils	Assistant VSH LACES team	KEYPAS/EPAS PEPs	Appreciation of effective practice	Content of PEPs Annual report to CPAP.	PEPs include specific mention of impact of PP	Schools aware of need to evaluate impact of the PP
8	Develop a transition programme for Service Children	Service children	Lead Headteacher	LA funding	Improved transition outcomes	Booklet and CD produced	Programme in place	Schools with Service Children aware of need to improve transition
9	Assess impact of PP on progress and attainment of Service Children	Service children	Assistant VSH	LA data collected from schools	Appreciation of effective practice	Reports.		Schools aware of need to evaluate impact of the PP

	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
10	Promote use of PP for Service Children	Service children	Assistant VSH	LA data collected from schools	Appreciation of need to secure resources and monitor impact of PP	Reports.	Briefing on PP provided to RMA Sandhurst by Chief Adviser (Oct 2013)	
11	Further analysis of pupil level data, including exclusions and attendance	All pupils eligible for the Pupil Premium	Head of Targeted Services	LA analyses	Greater awareness of patterns of behaviour.	Reports		Identification of additional support needs.
12	Develop inclusive practices in schools to support pupils from different backgrounds	BME and GRT	EMTAS team	KEYPAS EPAS Training, Twilights, Termly network meetings	Regular opportunities for staff to share and learn about good practices, culturally inclusive teaching practices enabling pupils from different backgrounds to achieve in line with their peers	Training evaluation, staff meetings, progress and attainment analyses	Development of central resources available in all schools to support new arrivals (by background)	All BF primary and secondary schools share a standard approach to working with new arrivals and routinely create opportunities for BME and GRT pupils to contribute to school life (in partnership with the LA)

	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
13	Agree and set annual targets for narrowing gap based on local, regional and national data	All pupils eligible for the Pupil Premium	Chief Adviser	KEYPAS, EPAS, DfE SFRs, FFT datasets	Provides an aspiration to measure Success of strategies.	Reports	Targets set for end of academic year 2014	All schools aware of need to set appropriate targets for all PP young people
14	Promote target setting for pupil premium with all schools	All pupils eligible for the Pupil Premium	Chief Adviser, Senior Advisers, Advisers	LA analyses School and LA datasets Ofsted data dashboards	Provides an aspiration to measure Success of strategies.	Reports	Targets set for end of academic year 2014	All schools aware of need to set appropriate targets for all
15	Identify any further investigative work needed in future years.	All pupils eligible for the Pupil Premium	Chief Adviser, Senior Advisers	LA analyses	Maintain up-to-date and effective action plan.	Reports		Action plan reviewed and revised as needed.

Initial Equalities Screening Record Form

Date of Screening: February 2014	Directorate: Children, Young People and Learning	Section: Learning and Achievement	
1. Activity to be assessed	Strategy for Narrowing the Gap – Guidance on the use of the Pupil Premium		
2. What is the activity?	<input checked="" type="checkbox"/> Policy/strategy <input 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 checked="" type="checkbox"/> New <input type="checkbox"/> Existing		
4. Officer responsible for the screening	Bob Welch		
5. Who are the members of the screening team?	Bob Welch, Rachel Morgan, Martin Surrell		
6. What is the purpose of the activity?	The Strategy includes actions for the LA and guidance to schools on reducing the gap in performance between those students eligible for the Pupil Premium and those that are not.		
7. Who is the activity designed to benefit/target?	Pupils in maintained schools who are eligible for additional funding from the Pupil Premium paid to schools. The Pupil Premium is allocated for children from low income families based on eligibility for free school meals, children looked after by the LA, adopted children and those from Service families.		
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 as the funding is not allocated specifically for children with a disability
9. Racial equality		N	Neutral as the funding is not allocated specifically for children on the basis of race.
10. Gender equality		N	Neutral as the funding is not allocated specifically for children on the basis of gender.

11. Sexual orientation equality		N	Neutral as the funding is not allocated specifically for children on the basis of sexual orientation.	
12. Gender re-assignment		N	Neutral as the funding is not allocated specifically for children on the basis of gender.	
13. Age equality	Y		The strategy will only apply to children of statutory school age as this is the basis for funding the Pupil Premium.	
14. Religion and belief equality		N	Neutral as the funding is not allocated specifically for children on the basis of religion or belief	
15. Pregnancy and maternity equality		N	Not applicable	
16. Marriage and civil partnership equality		N	Not applicable	
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.	The Pupil Premium is allocated from central government to schools to raise the attainment of children from low income families, for children looked after, an adopted child or a child with guardians or a child from a Service family. These groups have been identified as potential underachievers and the funds can be used flexibly by schools to promote individualised learning. The strategy and guidance for schools aims to advance equality of opportunity for this group.			
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?	There is a potential negative impact in that those schools with very few numbers of children eligible for the Pupil Premium will not receive additional funding, which, for some schools will be significant. Some disquiet has voiced nationally on this but the strategy and the use of the Pupil Premium aims to support those who have traditionally underachieved and this promotes equality of opportunity in later life.			
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		
21. What further information or data is required to better understand the impact? Where and how can that	The performance of pupils in terms of academic progress and attendance will be monitored by schools and reported to Governors. This information is also published on school websites and in performance tables. The LA analyses data at school and whole cohort			

information be obtained?	level and challenges schools to improve outcomes for all pupils, including those eligible for the pupil premium.		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	
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
Monitor the impact of the Strategy and associated Action Plan in terms of the performance of pupils eligible for the pupil premium (see Action Plan for details)	September 2014 and annually	Chief Officer: Learning and Achievement	Performance in line with targets included in the Strategy. Test and examination results at the end of Key Stage 2 and <i>Key Stage 4</i>
24. Which service, business or work plan will these actions be included in?	Children, Young People and Learning Learning and Achievement		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?			
26. Chief Officers signature.	Signature: <i>R H Welch</i>		Date: February 2014

TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
5 March 2014

SUPPORT FOR ENGLISH AS AN ADDITIONAL LANGUAGE **Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 To update the Panel of the support provided to children and young people for whom English is an additional language (EAL).

2 RECOMMENDATION

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel notes the update on the work of the Ethnic Minority and Traveller Achievement Service (EMTAS).**

3 SUPPORTING INFORMATION

- 3.1 In the previous four years, the number of Black and Minority Ethnic pupils and those who speak English as an Additional Language and attend a Bracknell Forest school have increased.

		Black and Minority Ethnic	%Black and Minority Ethnic	EAL	%EAL
2009	Primary	1423	16.10%	744	8.40%
	Secondary	767	12.40%	393	6.30%
	Total incl. Kennel Lane	2212	14.60%	1144	7.50%
2013	Primary	1952	20.10%	1069	11.00%
	Secondary	950	14.60%	499	7.60%
	Total incl. Kennel Lane	2931	17.90%	1582	9.60%

Source: School Census 2009 and 2013

- 3.2 Figures in the table above reflect a continuous increase in EAL pupil numbers. The range of languages spoken in Bracknell Forest Primary and Secondary Schools has also increased and 80 separate languages are recorded (Source: School Census).
- 3.3 The Ethnic Minority and Traveller Achievement Service (EMTAS) provides support to pupils for whom English is an Additional Language in Bracknell Forest primary and secondary schools. The team works inclusively across all Key Stages. Support is tailored to the needs of each child following an initial assessment of their needs. Forms used by the service are attached as Annexes to this paper.

3.4 EMTAS aims to improve the capacity of schools to raise the attainment and achievement of pupils from minority ethnic groups through providing:

- advice and support for senior leaders in schools with school self-evaluation in relation to race equality, cultural diversity and provision for minority ethnic pupils
- guidance and training for teachers, teaching assistants and support staff on strategies to support the development of English as an additional language (EAL), including demonstration of strategies within schools
- advice and training on ways of making the curriculum more accessible to, and relevant for, minority ethnic children and young people
- advice and training for staff and governors on race equality and cultural diversity
- support for schools with the language assessment of pupils and students learning EAL
- support for schools with procedures for tracking and monitoring the attainment of minority ethnic pupils
- bilingual support for targeted pupils and students who are new to English
- support for schools with home-school liaison through dual language resources developed by the EMTAS team
- creating and delivering attainment opportunities for newly arrived EAL pupils at KS4 to aid access to further and higher education
- support schools in delivering the New Arrivals Induction Program (developed by the EMTAS team and available in all BFC primary and secondary schools)
- assessing pupils to determine whether academic progress is related to the pupil being EAL or whether there is an SEN concern.

Additional Papers

Annex A (Sample) Pupil Referral form/Language Assessment

Annex B (Sample) Assessment report

Background Papers

None

Contact for further information

Kashif Nawaz, EMTAS Team Leader – 0118 936 6431

E-mail: Kashif.nawaz@bracknell-forest.gov.uk

EMTAS

Pupil Referral Form: Language Assessment

SCHOOL: _____

Headteacher: _____

SCHOOL CONTACT: _____ TEL: _____

Pupil details

NAME OF PUPIL: _____ DOB: _____

Language/s Spoken: _____

Male / Female: _____ Country of origin: _____

Date of entry to school: _____ Date of arrival in UK: _____

Educational background

Class-teacher: _____

Year group: _____

Date	Action
	Request made

Please send to:

EMTAS
2nd Floor, Education Centre
Easthampstead Park Conference Centre
Peacock Lane
Wokingham. RG40 3DF
FAX: 0118 977 0561



ASSESSMENT REPORT

Name of School:**Headteacher:****Pupil's Name:****Date of Birth****Date of assessment:****Class/Contact Teacher:****Year group :****Summary of assessment of pupil**

English level:

Background**Educational and language background****Speaking and Listening****Reading and Writing****Literacy skills in first language****Mathematics****Science****Hobbies and interests**

Recommendations

What the teachers should do
What the parents should do
What the student should do
Advice sheets enclosed
Action agreed

Name: (of teacher completing the assessment)

Tel: 0118 936 6425

Ethnic Minority and Traveller Achievement Service (EMTAS)

Bracknell Forest Council

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TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
5 March 2014

CHILDREN MISSING EDUCATION
Director of Children, Young People and Learning

1 PURPOSE OF DECISION

- 1.1 The purpose of this report is to seek the views of the Panel on the policy and procedures that have been adopted locally to systematically identify children who may be missing from education so that suitable provision may be made for them. This is a revision to the previous policy published in 2007.

2 RECOMMENDATION

- 2.1 That the policy set out in Appendix 1 to this report be noted.

3 REASONS FOR RECOMMENDATION

- 3.1 Children and young people missing from education are a vulnerable group and the Local Authority has arrangements in place to identify who they are and establish contact with them.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None considered.

5 SUPPORTING INFORMATION

- 5.1 The policy refers to all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who have not been out of educational provision for a substantial period of time and reflects current practice.
- 5.2 Children and young people can fall out of the education system because they: fail to start appropriate provision and hence never enter the system; cease to attend due to withdrawal or exclusion (e.g. illegal unofficial exclusion); and fail to complete a transition between providers (e.g. are unable to find a place after moving to a new Local Authority or do not seek a place). In order to prevent children and young people from going missing from education, the authority has developed a set of arrangements in line with government guidance designed to identify those children and young people and enable reengagement with appropriate provision.
- 5.3 A complementary policy: *Missing Children* has been adopted by the Local Safeguarding Children Board. This specifically refers to children and young people who are missing from their usual place of residence and are no longer with their parents or established carers. Whilst these children and young people are likely to be missing education they are not the immediate subject of this report. The LSCB will be informed of the arrangements that are being put in place for children missing education.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The Education and Inspections Act 2006, section 4, amends the Education Act 1996 to add a specific duty on Local Authorities to make arrangements to identify children not receiving education. The full legal provisions are contained within the main body of the report.

Borough Treasurer

- 6.2 Provided there is no significant change in numbers of children missing education, the Borough Treasurer is satisfied that sufficient funds exist within the Children, Young People and Learning Department budget to implement the proposed policy.

Impact Assessment

- 6.3 The intention of these arrangements is to achieve the best possible outcome for any child or young person at risk of missing education taking into account all factors of ethnicity, religion, language, culture and disability.

7 CONSULTATION

Principal Groups Consulted

- 7.1 Schools.

Method of Consultation

- 7.2 Discussion and meetings.

Representations Received

- 7.3 Incorporated into the report.

Background Papers

Children Missing Education - Statutory guidance for local authorities in England DfE
November 2013

Contact for further information

Amanda Wilton Head of Targeted Services
Amanda.Wilton@bracknell-forest.gov.uk

01344 354198

Doc. Ref

Appendix 1



Children Missing Education

Procedures and Processes

Children, Young People and Learning

January 2014

INTRODUCTION

The purpose of this policy is to ensure that children missing from education are identified quickly and effective tracking systems are in place to ensure that appropriate action is taken. It brings together the guidance, strategies and support that are already in place to prevent children and young people missing education.

Bracknell Forest Council (BFC) is committed to ensuring:

- that all pupils who go missing from schools in Bracknell Forest area or who move to other areas are quickly located, and
- support is given to other local authorities to locate their own missing pupils.

This document is intended to inform officers in the Local Authority (LA), schools, governors and other key partner agencies and the wider community about the policy and procedures to be followed in order to identify and maintain contact with Children Missing Education. The document should be read in conjunction with Children Act 2004, Education Acts of 2002, 2004 and 1996 and the Local Children Safeguarding Board's Policy.

The policy therefore has been developed in accordance with the guidance that addresses the statutory duty placed on Local Authorities in Clause 4 of the Education and Inspection Bill 2006 to identify children not receiving suitable education and to identify children missing from education in their area (January 2009).

DEFINITION OF A CHILD MISSING EDUCATION

- Children of compulsory school age who are not on a school roll
- Children who are not registered with the LA for Elective Home Education (EHE)
- Children of compulsory school age who have been out of education for a continuous period of more than four school weeks

Why children may go missing from education. The list is not exhaustive however listed below are some of the more common reasons.

Children can fall out of education in a number of ways. They can:

- fail to start appropriate provision and, therefore, never enter the educational system;
- cease to attend following a period of official exclusion from school;
- cease to attend because of unofficial exclusion;
- are withdrawn by their parents¹, sometimes after a dispute with the school;
- live a lifestyle which involves travelling, such as Travellers, gypsies or migrant workers' children;
- be from the mobile or transient population within the UK such as refugees, and asylum seekers;
- fail to complete a transition between providers, i.e. at a point of transfer between key stages; unable to find a school or not attempting to find a school following a house move and/or moving between Local Authority areas;
- become a missing family or child;
- become caught in a variety of complex barriers to education including bullying, family crises such as eviction, homelessness, bereavement or being a carer;
- cease to attend due to long-term medical conditions or disabilities;

¹ All references to parents include carers and a single parent

- become involved in criminal activity;
- are dependent on substances (such as alcohol or drugs).

Strategies to minimise the risk to children who are missing from education

It is important that there are a variety of procedures and strategies implemented in a systematic and methodical way in place to reduce the opportunity for children to go missing. In Bracknell Forest there are already a number and these include:

- policy/procedure for 'Hard to Place' pupils dealt with by our Fair Access Panel;
- regular monitoring of school attendance and audit of school registers by school staff and the education welfare officers;
- ongoing monitoring and tracking of children excluded from school;
- monitoring of pupils' transition from Key Stage 2 to Key Stage 3;
- termly truancy patrols in the community by police and education welfare officers;
- monitoring of children on the Elective Home Education register;
- monitoring of 'looked after' children through the work of the Virtual School;
- multi-agency meetings (FAP/HUB) to discuss children of concern;
- education welfare service liaison with the traveller education service;
- advice to schools about when a child's name can be removed from the school roll.

How children missing from education are identified

Children who are not receiving an education are normally identified in one of two ways.

1. notification from an individual or an agency
 - a notification is received by the LA from an agency or establishment, informing of a child that is seen and who may not be receiving education. The form to be used is included as Annex 2;
 - notification from another Local Authority of a child or children who have moved into Bracknell Forest;
 - contact from a member of the public informing of a child or children in the vicinity who may not be receiving education.
 - through requests from other boroughs via S2S.

Following the death of Victoria Climbié and Lord Laming's report, all stakeholders in Bracknell Forest were advised to be vigilant and to report any child for whom there were concerns that the child may not be in education, using the form provided in appendix 2.

2. reports from the LA's education pupil database, identifying children known to the LA but without a school place as follows:
 - children who have been removed from a school roll and who do not have a current educational placement;
 - pupils who have been allocated a school place as part of a transfer cycle or first time admission process and who have not started at the allocated school;
 - children have been refused a school place where no alternative place has been requested.

CME Notification Route

The Identification, Referral and Tracking Guidance (2003) required all local authorities to have a named individual responsible for receiving details of children found missing from education and for brokering support for them through the most appropriate agencies.

The named Child Missing from Education (CME) officers in BFBC Local Authority are:

Mrs Lisa McDonald and Mrs Lesley Carter

Contact:
7 Portman Close
Bracknell,
Berkshire
RG42 1NE

Direct Dial: 01344 464720 or 01344 464721
Email: children.missing-education@bracknell-forest.gov.uk

These named persons are responsible for ensuring that appropriate action is taken on receipt of the notification. This may involve:

- a home visit by the officers, or officers of the education welfare service;
- support for the parents to make an application for a school placement;
- referral to the FAP/HUB multi-agency panel for support for the child;
- issuing of a school attendance order;
- legal action against the parents for the child's non attendance at school.

Multi-Agency meetings

The LA HUB is a multi-agency panel which meets fortnightly, usually on a Monday, to discuss assessments of children causing concern or in need of support. The meetings are attended by representatives of the service areas listed below as required:

- pupil referral service
- education welfare service (EWS)
- children social care
- children & adolescent mental health service
- Advizer (Connexions) service
- youth offending service
- targeted youth support service
- educational psychology service
- learning difficulties & disabilities
- health,
- school representative as appropriate
- behaviour support team
- housing department
- family focus
- Autistic Spectrum Social Communication (ASSC) team

In addition to the above there are regular meetings between senior managers from the education and youth offending services, Advizer (Connexions) and the police where young offenders are discussed, including those who may be returning to the LA following a

custodial sentence or who may have opted out of education. Through these discussions appropriate provision are made for the young people.

Children withdrawn from school to be educated by their parents or carers

Children who are the subject of Elective Home Education are monitored by the Team Leader of the Education Welfare Service and advisers from Children, Young People and Learning. A register is kept of these children and from time to time it has been necessary to direct these children back into education provided by the LA.

The role of schools

Schools have a very important role in the prevention of children missing from education.

When a pupil is expected to join the school either at a normal time of starting (e.g. Nursery, Reception or Year 7) or at any time and does not arrive at the school, the school should firstly try to make contact with the parents by telephone or letter. If after one week no contact has been made the school should contact the Local Authority admissions section to find out if the child has been registered elsewhere. If the child has not been registered elsewhere, after two weeks the school should inform the EWO\CMO and obtain advice regarding the new guidelines. The pupil **should not be removed from roll** until it has been established with the CME officer that the criteria has been met.

The criteria for CME referral from school is;

- Have the school exhausted initial investigations and enquiries
- Have the school completed a CME referral form
- Have the school completed the missing pupil form

Details are available on the school management website.

Acceptance of referral;

- Action plan will be initiated
- CME officer will systematically complete all items on the checklist
- Child/young person will be placed on the statutory CME register
- School will be informed to remove from roll within five working days

If a pupil is absent for a prolonged period (other than agreed extended leave of absence) or fails to return from a holiday on the date agreed with parents, the school should follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc). If no satisfactory explanation has been received the matter should be referred to the EWS\CME officer or the allocated Education Welfare Officer (EWO) as appropriate. Where a pupil has a statement of special educational needs the SEN team must also be notified.

If a pupil disappears without any warning the school should make a referral to the EWS\CME officer and also notify the Local Authority children's social care team if the child is subject to a child protection plan.

From time to time parents may inform a school that they are moving away to another part of the country without having identified a school for their child. The school will upload the pupil information on the s2s website. The school must also inform the EWS who will make contact with the education welfare service in the local authority to which the family has moved.

The Education (Pupil Registration) (England) Regulations 2006, Section 6, also sets out when 'deletion from admission register' can take place.

When a pupil is deleted from the admission register the school must clearly indicate the date and the reason for the removal. In the event of a pupil moving to another known school the name of the school and leaving date must be entered in the destination field of the Management Information System. An electronic Common Transfer File (CTF) of the pupil's records should be generated and sent to the new school within 15 days via s2s.

In the event of parents informing the school in writing that they are removing the child to educate him/her at home the school should contact the EWS Team Leader who will take appropriate action as set out in the Elective Home Education procedure.

The s2s and Lost Pupil Database

The School to School (s2s) website is a secure website, which is operated by the DfE on behalf of all maintained and independent schools in England and Wales. It was set up in to enable schools to post standardised data about individual pupils (such as assessment results and attendance) to the website, for retrieval by the pupil's new school, or by a Local Authority. The specified format of this data is termed an electronic Common Transfer File (CTF) and is a statutory requirement on schools. This file can be imported into the schools Management Information System (MIS) and means that they do not have to input data they receive via the website, which in turn means improved efficiency, accuracy and speed of data transfer. The CTF should be used both at the normal transfer time, and when pupils leave the school during the year.

Advice about the s2s and CTF system can be obtained from the Local Authority schools administrative support and ICT service.

The role of the Education Welfare Service (EWS)

The role of the EWS is to:

- follow up referrals regarding children who may be missing from education or who are failing to attend an educational placement regularly;
- follow up on information on children in entertainment or employment who may not be licensed and may be being exploited as well as missing out on their education;
- provide advice to parents/carers about education other than at school (Elective Home Education) and maintain records of those students including commissioning checks to ensure the education being provided is satisfactory;
- follow up and/or liaise with partner agencies on all children that are recorded on the database as missing;
- issue a School Attendance Order (SAO) where children are not receiving an appropriate education;
- regularly check, and update the CME register and take the appropriate action as required to the circumstances;
- add to the statutory CME register appropriate
- attend a CME panel meeting.

The role of the children missing from education named officers

The role of the officers is to:

- work with partner agencies to identify, track and ensure children are receiving an education;;
- liaise with CME officers in other Authorities;
- report to The Local Safeguarding Children's Board and C,Y,P & L DMT.
- attend CME panel meetings.

The lead officers within the authority for children missing from education are:

Mrs Beverley Savill
Education Welfare Service,
7 Portman Close,
Bracknell,
Berkshire,
RG42 1NE.

Direct Dial: 01344 464717

Email: Beverley.savill@bracknell-forest.gov.uk and

Mrs Lesley Adams
Head of School Admissions
School Admissions Team
Time Square
Market Square
Bracknell
RG12 1JD

Direct Dial: 01344 354143

Email: Lesley.adams@bracknell-forst.gov.uk

The role of Special Educational Needs team

The SEN team:

- work to ensure that children with statements of special educational needs are found appropriate placement to meet their needs in a timely manner;
- monitor placements to ensure the child is attending and receiving an appropriate education working with the Education Welfare Service
- ensure that they don't become missing from education and follow procedures if they do;
- take a robust approach to tackling early signs of possible CME and ensure appropriate referrals are made in a timely manner;
- ensure that the team have a representative who attends the CME Panel;
- work closely with the CME officer (s) and update them regularly;
- regularly check, and update CME register and take the appropriate action as required to the circumstances;
- regularly update and add to the statutory CME list as appropriate.

The role of the School Admissions Team

The School Admissions Team is responsible for:

- the allocation of school places for the residents of Bracknell Forest for starting school for the first time; transfer to junior school and transfer to secondary school;
- the allocation of school places to all children moving into Bracknell Forest up until the end of the 2012/13 academic year. From September 2013 applications will be made to the maintaining local authority and the School Admissions Team will liaise with other local authorities to ensure it is aware of applications for its residents;
- ensuring all those children who have not been offered a place at their preferred school are offered an alternative school place and parents are given the right of appeal;
- supporting and advising families on the process involved when applying for school places. Providing annual information sessions for parents for all of the transfer processes.
- It works with pre-school providers, Family Support Advisers and any other relevant professionals to ensure that all known children are offered a school place.
- It monitors offers of in year places each week and refer those who have not taken up their place to the Education Welfare Service where appropriate
- Where children start school for the first time or transfer to junior or secondary school the Team ensure that the mainstream school is aware of those children they expect to receive and to report those who do not to the EWS.

The team refer to the EWS where it appears that a child of statutory school aged is not receiving education. Specific actions also include:

- Where there are no vacancies and a child is not in education, advising parents of the right to appeal.
- Providing advice to families on the enrolment process into BFC schools and liaise with schools to ensure that the accurate information required for the child/young person's entry is forwarded.
- Reviewing each week each outstanding 'casual admission' application in order to ascertain whether the place has been taken and the student is on roll. This ensures constant monitoring of applicants until a school place is located.
- Referral to the EWS if it appears that a child/young person is not attending an educational provision or has stopped during a transfer process.
- Regularly checking and updating the CME register and take the appropriate action as required to the circumstances.
- Adding to the statutory CME register if appropriate.
- Attending CME panel meetings.

The role of the Ethnic Minority and Traveller Achievement Service (EMTAS)

The service will:

- identify Gypsy, Roma, and Traveller children that may be out of education.
- assist parents where necessary to complete application forms, and liaise with School Admissions where required in order to obtain a school place;
- work with schools in order to challenge the stereotyping and raise cultural awareness;
- work closely with the transient community (e.g. circus/fairground) in order that children are able to access education;
- offer training to agencies within the authority to raise cultural awareness

- work with Gypsy, Roma and Traveller children on 'short term intervention strategies within schools.
- liaise with the Education Welfare Service where it is been identified that children of statutory school age are not in education

The role of Children's Social Care (CSC)

The CSC teams, for children and young people who meet the threshold for intervention at Tier 4 will:

- ensure that the care plan includes and educational element
- ensure that Social Workers inform CME officers or the allocated EWO when a case is closed if the child is not in education
- ensure the attendance of a Social Care representative at CME panel meetings
- liaise with School Admissions or CME re advice concerning the possibility of a child missing in education.

The role of the Targeted Youth Support Service

Bracknell Forest has redesigned the way its Youth Service delivers its work to young people across the Borough where work is concentrated on those most vulnerable young people who need help and support in making the safe transition from adolescence to adulthood. Where the service has information related to a child not receiving appropriate education then a referral is made.

Conclusion

Every child does matter and the responsibility for safeguarding is everybody's business.

This policy will support the collaboration between all stakeholders to support children who may otherwise go missing from education.

Relevant legislation and further sources of information

Children Act 2004

Section 10 requires each local authority to make arrangements to promote co-operation between the local authorities, each of their relevant partners and such other persons or bodies, working with children in the local authority's area, as the authority consider appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area – which includes protection from harm or neglect alongside other outcomes. This section is the legislative basis for children's trust arrangements.

Section 11 requires a range of organisations to make arrangements for ensuring that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the welfare of children.

Section 12 enables the Secretary of State to require local authorities to establish and operate databases relating to the section 10 or 11 duties (above) or the section 175 duty (below), or to establish and operate databases nationally.

Section 17 enables the Secretary of State to require local authorities to prepare and publish a plan setting out the authority's strategy for discharging their functions in relation to children and relevant young persons. The Children and Young People's Plan Regulations (England) 2005 required local authorities to publish their first Children and Young People's Plan on or before 1st April 2006 and to review the plan annually.

Section 63 of the Children Act 2004 amended Schedule 5 of the Tax Credits Act 2002, meaning that the Inland Revenue now has lawful authority to provide local authorities with "...information, other than information relating to a person's income, which is held for the purposes of functions relating to tax credits, child benefit or guardian's allowance by the Board" (extract from section 63(1)). This information can only be requested where it is needed in order for the local authority to fulfil their statutory responsibilities to safeguard and promote the welfare of children. Such enquiries will generally be made under section 47 of the Children Act 1989, which requires local authorities to make enquiries where they suspect a child is suffering or is likely to suffer significant harm.

Children Act 2004 guidance can be found at:
<http://www.everychildmatters.gov.uk/strategy/guidance/>

Education Act 2002

Section 175 puts a duty on all local authorities, maintained (state) schools, and further education institutions, including sixth form colleges, to exercise their functions with a view to safeguarding and promoting the welfare of children (children who are pupils and students under 18 years of age, in the case of schools and colleges). The same duty is put on Independent schools, including Academies by regulations made under section 157 of that Act.

Identifying children not receiving education is a key part of discharging the responsibility to safeguard and promote the welfare of children. Local authorities should use the powers identified above and work with their partners to ensure that appropriate measures are put in place to share information when identifying children not receiving education.

For more guidance on safeguarding children local authorities should refer to the *Working Together to Safeguard Children 2006* document (Part 1 of which is statutory) and other guidance available on the Every Child Matters website
<http://www.everychildmatters.gov.uk/socialcare/safeguarding>

Education Act 1996

Section 7 provides that the parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have, either by regular attendance at school or otherwise.

Section 8 – Compulsory school age

Section 14(1) provides that a local authority must make sure there are sufficient schools for providing education in their area. For these purposes, the schools must be sufficient in number, character and equipment to provide all pupils with the opportunity of appropriate education (section 14(2)). “Appropriate education” means, broadly education which is desirable in view of the pupils’ different ages, abilities and aptitudes and the different periods for which they may be expected to remain at school (section 14(3)).

Section 19(1) – requires every local authority to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. For these purpose, “suitable” education is defined as “efficient education suitable to the age, ability, aptitude and to any special education needs the child/young person may have.

Section 437(1) – provides that if it appears to a local authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they must serve a notice in writing on the parent (a ‘school attendance order’) requiring the parent to satisfy the authority with the period specified in the notice that the child is receiving such an education.

National Indicator 71

Other useful information – add departmental advice and guidance with the relevant websites e.g. child trafficking, young runaways, behaviour and attendance (including exclusions, bullying and alternative provision

Annex 2 consists of the following four documents

- Education Welfare Service – CME Referral Form (1 page)
- Education Welfare Service – Missing Pupil Form (3 pages)
- Education Welfare Service – Children Missing Education Flowchart (1 page)
- CME Referral from Admissions to EWS (2 pages)



EDUCATION WELFARE SERVICE CME REFERRAL FORM

PUPIL NAME:	NAME OF SCHOOL:
MALE/FEMALE:	DOB:
CLASS/YEAR GROUP/HOUSE:	
LAST KNOWN ADDRESS:	
AREA MOVED FROM/BELIEVED TO HAVE MOVED TO:	
FULL PARENT(s)/CARER(s) DETAILS:	
CONTACT TELEPHONE NUMBERS: HOME:	MOBILE:
PARENT/CARER EMAIL:	
KNOWN SIBLING(s) NAME(s), AGE(s) & SCHOOL(s):	
Are you aware of any reason why the CME Officer should not make a home visit?	
	Yes/No

Please provide a brief description of concerns and chronology of recent contacts with parent/carer. Please include any additional information that may help locate the pupil e.g. alternative addresses; other significant family members/contacts with contact details; possible alternative names:	
Schools: Please attach copies of any correspondence along with the Missing Pupil Form – School Attendance Matters manual Appendix II).	
REFERRED BY: CONTACT NO:	DESIGNATION: DATE:

FOR OFFICIAL USE:	
DATE RECEIVED: DATE ALLOCATED: CASE ALLOCATED TO:	REFERRAL ACCEPTED: YES/NO DATE: ACTION PLAN:

Missing Pupil Form

This form is to be used in conjunction with 'Children Missing Education policy, School Attendance Matters Guidance and the 'Missing Persons Protocol'.

School	
Child's Name	
Date of Birth	
Ethnicity	
Date Missing	
Subject to Pupil Premium	
First Language if not English	

Please tick (or leave blank if unknown). Please provide any further comments overleaf.

	Yes	No
1. Has the child gone missing with their family?		
2. Is the child in care or have a child protection plan?		
3. Is there planned or current Children's Social Care involvement (e.g. an initial assessment or a section 47 assessment)?		
4. Is the child subject to a Child in Need Plan?		
5. Is this child a Young Carer?		
6. Is there good reason to believe that the child may be the victim of a crime?		
7. Have there been past concerns about this child and family which together with the sudden disappearance are worrying? e.g.:		
a. Is there any known history of substance or alcohol dependency within the family?		
b. Is there any known history of domestic violence?		
c. Is there concern about the parent/carer's ability to protect the child from harm?		
8. Are there health reasons to believe that the child is at risk? e.g.:		
a. Does the child need essential medication or health care?		
b. Was the child noted to be depressed prior to their unexplained absence?		
9. Are there religious or cultural reasons to believe that the child is at risk (e.g. rites of passage or forced marriage planned for the child)?		
10. Have there been any past concerns about the child associating with significantly older young people or adults?		
11. Is the child new to the Country or recently returned to the UK?		
12. Is this child/family Asylum Seekers?		
13. Has there been a recent, sudden or unexpected change in the child's behaviour?		
14. Was there any significant incident that may have contributed to the child's unexplained absence?		
15. Has the child been a victim of bullying?		
16. Does the child have special educational needs?		
17. Has there been any change in the child/family's financial circumstances?		
18. Is there a risk of eviction from the family home?		
19. Is this a Traveller family?		

Missing Pupil Form (continued)

School	
Child's Name	
Date of Birth	
Ethnicity	
Date Missing	
Subject to Pupil Premium	
First Language if not English	

[illegible]

Q1 – If the answer is ‘yes’ to this question then consider recording as unauthorised absence unless other risk factors are known.

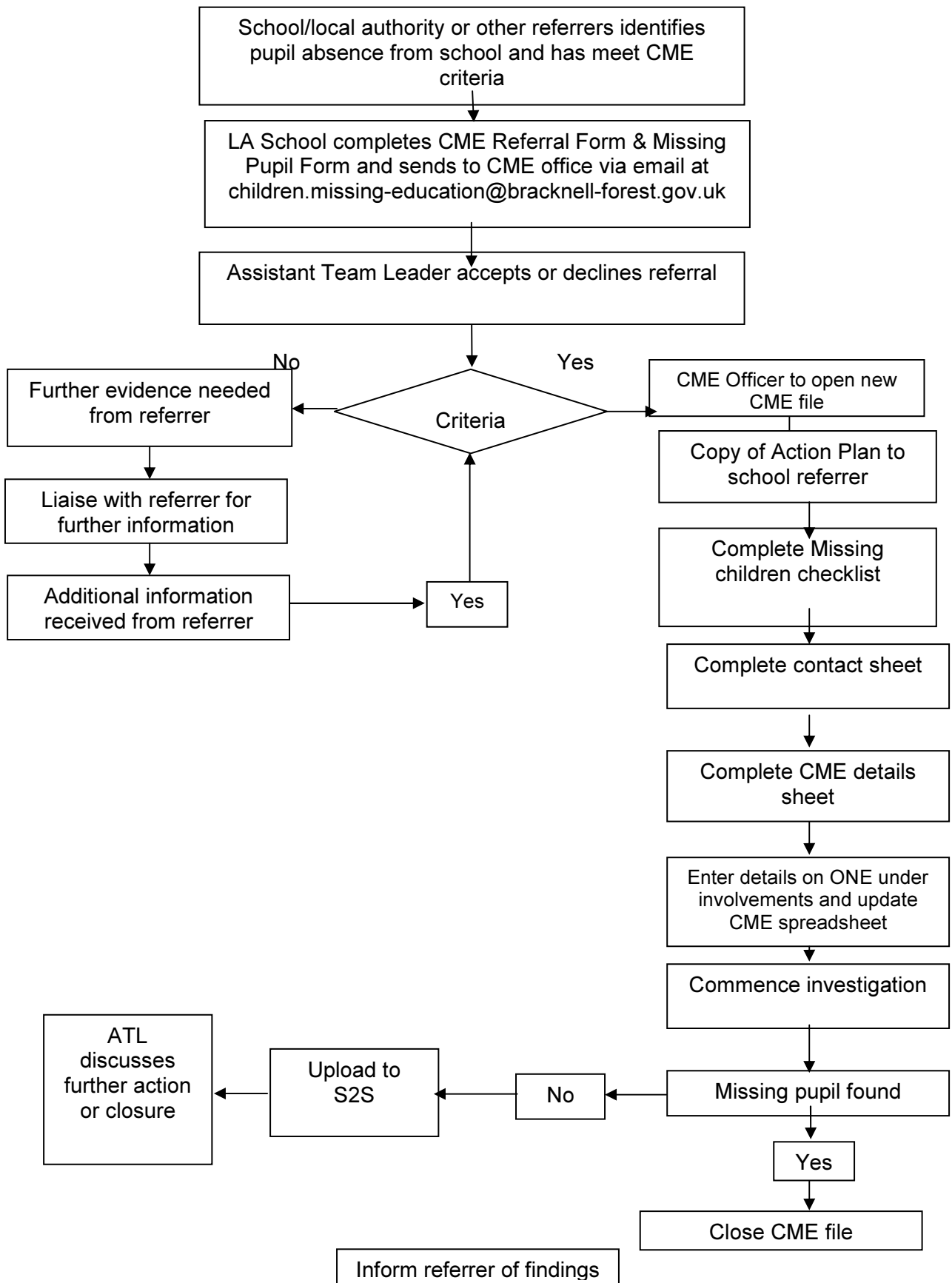
Q2 to Q9 - If the answer is 'yes' to any one of these questions and there are further concerns please contact your designated Child Protection lead and/or social care for advise.

If in the case of any immediate danger always contact 999 emergency services as appropriate.

Name of person completing form

EDUCATION WELFARE SERVICE

CHILDREN MISSING EDUCATION FLOWCHART



Child Missing Education

Statutory*Non-statutory School Age*

The Admissions Team need to establish whether this school place is still required for the following child:

Child's Name

Child's Date of Birth

Family Name/Parent/Carer

Full Address

.....

Contact details

School Offered

EWS has established the following info onDATE

Child located YES/NO*

If **NO** – child not located – EWS complete with actions taken

If **YES** – child located

Are you accepting the school place? YES/NO*

If YES – I am accepting the school place

At what date are you intending your child to start at

(Attached sheet must be signed by parent/carer and forwarded by the EWS to the School Admissions Team)

If NO – I am not accepting the school place

What provisions are you making for your child's education?

.....
EWS to ensure that correct provision is in place.

When will your child start school? – tick the appropriate line

If your child's date of birth is on or between 01 September XX and 31 December XX

September XX Full Time

September XX Part Time

January XX (statutory school age) Full Time

If your child's date of birth is on or between 01 January XX and 31 March XX

September XX Full Time

September XX Part Time

January XX Full Time

January XX Part Time

April XX (statutory school age) Full Time

If your child's date of birth is on or between 01 April XX and 31 August XX

September XX Full Time

September XX Part Time

January XX Full Time

January XX Part Time

April XX Full Time

I would like to defer to Year 1 and no longer wish my application to be processed

Signed Parent/Carer

Signed EWS Officer

Date

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
5 MARCH 2014**

**EDUCATION TRANSPORT POLICIES
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 To invite the Panel to consider and comment on the attached Mainstream Education Transport Policy 2015/16 and Post 16 Transport Policy 2014/15 as part of the associated consultation exercise.

2 RECOMMENDATION

- 2.1 **That the Panel considers and comments on the attached Mainstream Education Transport Policy 2015/16 and Post 16 Transport Policy 2014/15 as part of the associated consultation exercise.**

3 REASONS FOR RECOMMENDATION

- 3.1 To enable the Panel to respond to the consultation in respect of the draft Education Transport Policies.

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

David Watkins – 01344 354061
Chief Officer: Performance and Resources
e-mail: david.watkins@bracknell-forest.gov.uk

Andrea Carr – 01344 352122
Policy Officer (Scrutiny)
e-mail: andrea.carr@bracknell-forest.gov.uk

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Mainstream Education Transport Policy 2015/16

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INTRODUCTION

This document outlines the Council's Policy for providing assistance with education transport for children and young people in Bracknell Forest below 16 years unless they have a statement of special educational needs and are continuing their education at their current establishment. It is not a definitive statement of the law, but takes into account legislation, relevant guidance, regulations, recommended practice and the council's own experience. We provide transport to school in accordance with the statutory provisions of the Education Act 1996, as amended by subsequent enactment. The Policy will also have due regard to the Equality Duty pursuant to the Equality Act 2010.

We provide school transport to assist in enabling children and young people to attend school or their place of education. Some children and young people are eligible by legislation for free assistance with transport. The council may provide assistance for other children and young people too, and this Policy explains the circumstances in which such assistance may be offered. In accordance with legislation, its provisions are based on the presumption that each young person's case and circumstances must be considered individually, and so it is expected that the council will exercise its discretion in particular circumstances.

It explains the council's policy for the provision of school transport to children of statutory school age, as from 1 September 2015. This date is chosen to allow adequate notice for people affected by it, especially those parents choosing secondary schools for their children during the autumn of 2014. Local authorities are required to prepare a statement with regard to transport for each academic year – see S508 of the Education Act.

In all appropriate cases, decisions will be taken in accordance with this Policy where those decisions will come into effect when this Policy is in force.

This Policy on occasion may be changed in the light of changes in legislation and other such circumstances. In considering the date of implementation of any future change, the council will consider the effect on children and students whose school or college attendance or travel arrangements were made in good faith in the light of this or previous policies. However, the council reserves the right to implement any change of policy before the end of the school or college career of any particular child or young person.

Bracknell Forest Council will only consider pupils resident in their area for transport assistance.

Throughout this Policy we use the term *parent* to mean one or both parents and to include the child's main carer(s). We use the term 'assistance' in this Policy because in some cases we may meet only a part of the cost, or because we need to make it easier for a child or young person to attend a school or college.

We explain which children and young people are eligible by legislation to receive assistance with transport. This includes assistance for those children and young people with medical and other individual or specific needs.

We explain the types of transport that we may provide. We explain how decisions about transport are made, and how to ask for a particular decision to be reviewed. We go on to outline the standards of service that we expect to meet.

Addresses and telephone numbers are given for queries relating to eligibility for transport and for day-to-day matters of the provision of transport and appeals. Queries relating to the

Policy as a whole should be addressed to the Senior Admissions Officer, Bracknell Forest Council, Time Square, Market Street, Bracknell RG12 1JD.

Sections 1 - 5 sets out the regulations regarding Education Transport for all pupils regardless of whether they are attending a mainstream or a special school; and regardless of whether they have a Statement of Special Educational Needs or not. They also set out what is required of parents/carers and children in general when being offered transport assistance.

Section 6 sets out the provision for 16 – 19 transport

Parents or carers are responsible for ensuring that their child regularly receives education, if he/she is of compulsory school age. In England a pupil becomes of compulsory school age on the 1st day of the term following the 5th birthday. A pupil ceases to be of compulsory school age at the end of the last Friday of June following the 16th birthday. Transport assistance is not normally provided for pupils below compulsory school age.

Changes in legislation included in the Education and Skills Act 2008 means that all children must remain in some form of education or training until the age of 18. This does not have to mean only staying in school, it can be:

- full-time education, eg at a school or college
- an apprenticeship
- full-time employment (over 20 hours a week) combined with part-time education or training

Although the council offers transport assistance, it is still the responsibility of parents in all circumstances to ensure their children get to school and attend school. Where a child fails to attend school the parent/carer may be prosecuted by the council for non-attendance under S.444 of The Education Act 1996. Even where transport is provided they still have a responsibility for the behaviour of the child and will need to play a part in the process.

THIS POLICY SUPERCEDES ALL PREVIOUS POLICIES AND APPLIES ONLY TO THE ACADEMIC YEAR 2015/16

TO CONTACT THE INTEGRATED TRANSPORT UNIT:

Commercial Centre
Old Bracknell Lane West
Bracknell
RG12 7QT

Telephone: 01344 352002
Fax: 01344 353235
Email: corporate.transport@bracknell-forest.gov.uk

1. Statutory Free School Transport

1.1 General Entitlement

Transport assistance will normally be provided to all pupils of compulsory school age who are in full time attendance at **mainstream schools** in the following circumstances:

- Pupils aged under 8 if they attend the nearest qualifying** school and live more than two miles from school.
- Pupils aged 8 and under 16 (except for those from low income families – see below) where they attend the nearest qualifying** school and live more than three miles from school.

Transport is not provided for children under compulsory school age i.e. those attending pre-schools or nursery provision.

The distance from the home address to the school is measured by a walking distance from the perimeter of the home address to the front gates of the school.

Please see SEN Transport Policy 2015/16 for details of provision of transport for those children who are under statutory school age but have a Statement of Special Educational Needs.

The law additionally makes provision for children (of compulsory school age) of those families on low income to receive transport assistance in the following circumstances:

****The qualifying school is the designated area school or the nearest school with places to the home address. Transport will only be provided under these sections where there is a place for the child.**

1.2 Low Income Families

The law makes provision for children (of compulsory school age) of the families on low income to receive transport assistance in the following circumstances:

- Pupils from low income families* aged 8 but under 11 are provided with transport assistance if they attend their nearest qualifying** school and they live more than two miles from the school.
- Secondary pupils aged between 11 and 16, from low income families, who are attending one of their three nearest qualifying** schools, which is more than two miles, but less than six miles from their home will be entitled to free transport provision.

These distances are measured by the nearest available walking route, and verified by the council, or its agents, by appropriate means which might include the use of computer generated mapping systems. The council views these distances as an exact measure and they cannot be considered as marginal. The measurements are taken from the curtilage (the front edge of the property) of the home to the main entrance of the school.

***Low Income Family' is defined as a family that is either entitled to free schools meals, or whose families are receiving Universal Credit.**

Applicants will be required to provide relevant documents to prove their eligibility to free transport. In the case of those receiving maximum Working Tax Credit they will have to submit their latest Tax Credit Award Notice from HM Revenue and Customs. Other documents will be required and details should be obtained from the Integrated Transport Unit before applying.

Once eligibility on income grounds has been confirmed the pupil will be considered eligible (on these grounds) for the school year for which the assessment has been made. However, if other circumstances change, for example they move house, then eligibility will be re-assessed. It is parent's responsibility to inform the Integrated Transport Unit of any change of circumstances. Income assessments will be carried out on an annual basis.

Exceptions to the above provision of transport for pupils living under the above distances are only considered on the following basis:

- Medical condition of the child (see Section 2.7)
- Pupils with Statement of Special Educational Needs (See separate SEN Transport Policy)
- A decision on the safety of route (see Annex A)
- Individual decision of the Appeals Process

Transport is normally only provided at the beginning and end of the school day and from home to school.

1.3 Denominational Transport

Pupils from 'low income families' (as defined above) are also entitled to transport assistance in the following circumstance:

- Pupils from low income families, attending the nearest suitable school*** preferred on grounds of religion or belief, where they live more than 2 miles, but not more than 15 miles from that school will be entitled to free transport provision. Distance is measured using the Bracknell Forest Geographical Information System (GIS) taking a straight line between the home address and the schools. This is based on the co-ordinates of the school and the home as defined in the local Land and Property Gazetteer and based on the Ordnance Survey's national system.

*****The nearest suitable school is the closest school of the parents practising faith. If parents choose to send their child to a school which is not the suitable, or nearest school, free transport will not be provided by the council.**

The council will consider, on an individual basis, whether transport to a denominational school should be provided for a particular child in exceptional circumstances. A preference for being educated in accordance with a particular religion or belief (as defined by S.10 of Equality Act 2010) will not usually constitute exceptional circumstances.

1.4 How to apply

Application Forms are available on line at:

www.bracknell-forest.gov.uk/learning/learn-schools/learn-school-transport.htm

or by contacting the Integrated Transport Unit:

Commercial Centre
Old Bracknell Lane West
Bracknell
RG12 7QT

Telephone: 01344 352002

Fax: 01344 353235

Email: corporate.transport@bracknell-forest.gov.uk

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2.0 INDIVIDUAL REQUIREMENTS

2.1 *Pupil's Home Address*

Transport to and from school will normally be determined from a single permanent residence. This is normally the address where the child spends most time with the parent/carer and has been used for admission purposes. The council must be notified in writing of all changes of home address.

2.2 *Change of Address*

If there is a change of address for a pupil then parents must inform the Integrated Transport Unit immediately. If necessary the Integrated Transport Unit will reassess the pupil's entitlement to transport. Proof of residency will be required to ensure the correct entitlement for the pupil.

Please note that a change of address does not mean an entitlement to transport although in exceptional cases, the council may consider that continuing attendance at the current school to be in the child's best interest. In such cases transport will be considered to ensure attendance, for example during the final year of GCSEs. Consideration will also be given as to whether the change of address was entirely outside any parental control. This is at the discretion of the council.

2.3 *Moving Into and Within Bracknell Forest*

Families moving into Bracknell Forest –

- pupils who apply for but are unable to obtain a place at their designated area school, who are then directed to the next nearest school with places, are entitled to free transport to that school, subject to the "statutory free transport" provision at Section 1 and until such time as a place becomes available at their designated school.

However, if parents subsequently choose the same school for siblings this would not automatically entitle the siblings to free school transport.

Families moving *within* Bracknell Forest and wishing for their child to remain at their current school –

- free home to school transport will not normally be provided to a child who moves to an address closer to another suitable school where places are available at the time of moving. However, consideration will be given to extenuating circumstances for example, to cases where children are completing final exams.

2.4 *Siblings*

Siblings do not have an automatic entitlement to transport. If the Policy has changed since any older sibling received free transport (e.g. for transport to denominational schools or there has been a change to the designated area), then the younger sibling will be subject to the Policy in force at the time of the latter's application and anticipated start date.

2.5 Pupils Living In Temporary Accommodation

If a pupil and its family/carer are placed in temporary accommodation by the council, consideration will be given to the provision of transport for a limited period. Each case will be considered based on the individual circumstances (e.g. reasons for the displacement, age of the child(ren), likely timescales, parent/carer's circumstances). The case will be investigated fully and all the relevant authorities (e.g. Social Services, the police, etc) will be consulted. The council's decision will be final. If transport is provided it may be free or a contribution may be required. In any event transport will cease when the family have been offered suitable accommodation within Bracknell Forest subject to the "statutory free transport" entitlement outlined in Section 1.

2.6 Starting School

When a parent/carer has applied for a school place for their child for the first time, by the relevant published closing date for the year group (see section 2.7 when to apply), but a school place cannot be offered at any of the preferred schools or the designated area school, the School Admissions Team will offer a place at an alternative school. Transport assistance may be considered if the alternative school is beyond the statutory walking distance stated in Section 1.1. However if a parent/carer does not name the designated area school in their original application then they will not be considered for transport under this criteria.

2.7 When to Apply

If you have applied to the Bracknell Forest School Admissions Team by the closing date of 31 October 2014 for your child to transfer from primary to secondary school for September 2015 then you will be able to apply as an on-time applicant for transport after the offer letter has been received (or, if appropriate, after a successful appeal). This will be processed subject to the statutory requirements set out in Section 1.

If you have applied to the Bracknell Forest School Admissions Team for your child to start school for the first time and their date of birth is on or between 1 September 2010 and 31 August 2011 and you have applied by the closing date of 15 January 2015 then you be able to apply as an on-time applicant for transport after the offer letter has been received (or, if appropriate, after a successful appeal). This will be processed subject to the statutory requirements set out in Section 1.

Where the School Admissions Team informs the Integrated Transport Unit that your application for a school place could have been made by the closing date (e.g. you have not just moved into the area) then your application for transport will be affected. If you have just moved into the area see section 2.3.

Transport is provided in accordance with the age of the child and not the school year in which they are studying unless otherwise agreed by the School Admissions in writing.

2.8 Changing Schools

Where a parent decides to change their child's school after they have started, the parent will be responsible for the transport of their child to that school.

2.9 Medical Conditions

If a pupil or young person has a temporary or enduring medical condition making it impossible to walk to school or college, then assistance may be provided from their home address. Applications for assistance on this basis will need to be supported by appropriate evidence from the medical profession. Evidence required by the council may include, but may not be restricted to, a letter from the child or young person's general practitioner or consultant or both and must be supplied at no cost to the council. However, transport will only be provided at the start and the end of the normal school day and if the child is attending either their designated school or the school in which they have been placed by the School Admissions Team which was not one of their preferences.

If you feel your child may be eligible you need to contact the Family Support Advisor or the School Secretary at the school the child normally attends.

The council reserves the right to require the child or young person to be examined by its own medical adviser and may choose to seek comment from the educational institution or school attended by the child or young person. In an exceptional case the council may choose to substitute the advice from its own adviser for that submitted by a parent. Provision of the assistance will be reviewed from time to time as appropriate.

If the pupil is attending a non-designated school, parents may be required to pay their usual daily cost as a contribution towards the council's costs.

Example of a short term medical condition – broken leg

Example of a long term/permanent medical condition – brittle bone disease.

2.10 Parents' disabilities

Assistance is not normally provided for a child or young person in respect of the disability of either or both of his or her parents. However, each application will be considered on its own merits at the discretion of the council and in compliance with the Equality Act 2010.

2.11 Fair Access Protocol

If a child has been admitted to a school that has been agreed by the Fair Access Panel it may be appropriate for transport to be given. This will usually be in the form of a bus pass. A decision on whether transport will be offered will be made at the Panel meeting.

2.12 School Admission - Social or Medical Application

A very few number of applications for a school place are allowed under the specific criteria of social or medical grounds. If an offer has been made at a school because of this criterion being applied, and this offer would not have been made otherwise, then parents must ensure that they inform the Integrated Transport Unit if this is relevant when making a transport application.

3.0 TRAVEL ARRANGEMENTS

3.1 *Boarding and Alighting Points*

Where the child can be expected to walk to their transport provision then appropriate boarding and alighting points will be determined by the Integrated Transport Unit. Pupils are expected to walk a reasonable distance to and from home to meet their transport. The maximum distance to a boarding point for any pupil will not normally exceed one mile.

Parents are responsible for their children's safety in getting to and from the boarding and alighting point at the appropriate time. Parents are also responsible for their children when they are waiting for transport and when they leave the transport at the end of the day.

Boarding arrangements for individual pupils will not be altered without prior agreement with the Integrated Transport Unit, in consultation with the relevant school, and then only for reasons restricted to pupils' personal safety. Bus passes will then be reissued as appropriate by the Integrated Transport Unit.

3.2 *Mileage Reimbursement for Parental Transport*

In some cases, transport to and from school may be provided by parents themselves.

This option is only available where there are no existing contracted home to school transport routes and the child is attending their designated school or school in which they have been placed by the School Admission Team which was not one of their preferences.

The council may reimburse mileage at a rate to be considered annually, taking into account yearly inflation, for the home to school journeys only, i.e. when the pupil is being transported (see Annex C). It does not cover the parent/carer's return trip when the pupil is not in the car. The rate is fully inclusive and will cover all eventualities, including when a second parent/guardian/carer is required to act as "escort". The council will determine the mileage that can be claimed and payments will be made on a termly in arrears basis.

Where a parent makes their own arrangements and seeks reimbursement this must be agreed in advance before any such arrangement commences. Reimbursement will only be made from the date of any arrangement being made and will not normally be made for retrospective journeys.

If a parent chooses not to use the available contracted route then no reimbursement will be available.

The council reserves the right to withdraw the option to pay reimbursement if, at a later stage, a contracted route is available or circumstances change.

In cases where public/commercial transport is available, the council may reimburse mileage on request when it is cost effective to do so, or public transport fares.

3.3 Fare Paying Scheme

Pupils who are not entitled to free transport who enquire about transport to schools will be directed to apply for a seat on a public transport route. Pupils may be given the option to apply for a farepaying seat on one of the council's contracted services.

Where spare capacity exists on current vehicles that have been contracted to provide home to school transport for entitled pupils, the council may make these seats available for purchase by non-entitled pupils, subject to the following:

- the seat being withdrawn with FIVE days' notice should it be required for an entitled pupil
- larger and/or extra vehicles will not be contracted specifically for farepayers.
- the council is under no legal obligation to provide transport for non-entitled pupils
- these seats will be allocated on a first come first served basis
- the council's decision on this will be final.

The council may need to withdraw a farepaying seat for a number of reasons, including

- a seat is required for an entitled pupil
- a route is down-sized (ie. a smaller vehicle is being used to operate a route)
- the unacceptable behaviour of the pupil

Should the council need to withdraw a farepaying seat the withdrawal of the service will be in the following order

1. Non Bracknell Forest residents
2. Bracknell Forest farepaying pupils will be removed on the basis of last on, first off

Please note that farepaying seats are not normally available on transport arranged for pupils with special needs.

Details on current rates for this scheme can be found at Annex C. The publication of a scheme seat price does not guarantee availability of a seat.

4.0 TRANSPORT TO ALTERNATIVE SITES

4.1 *Work Experience Placements and Off Site Activities*

Transport is not normally provided for work experience placements or any other off-site courses/activities. This applies to all pupils whether if any special travel arrangements are needed it will be for the parent or the school to make them at their own expense.

Transport is provided for pupils at the start and end of the published school day only; it will not normally be provided for additional activities, e.g:

- **After school activities**
- **Induction / open day / interview visits**
- **Medical and dental appointments**
- **Parental / Carer attendance at school**
- **Respite Care**
- **Removal from school following an exclusion**
- **In the event that a child is unwell at school**

4.2 *Transport to Pupil Referral Unit*

Although the council offers transport assistance, it is still the responsibility of parent/carers in all circumstances to ensure their children get to school this includes the Pupil Referral Unit and any other places where education may be provided. Even where transport is provided parent/carers still have a responsibility for the behaviour of the child and will need to play a part in the process.

Transport to Pupil Referral Units and other places where education may be provided will only be provided in accordance with 1.1 General Entitlement. Transport to the Pupil Referral Unit for those pupils who are not attending mainstream schools will be provided at the start and the end of teaching sessions only.

Transport may be withdrawn from pupils who regularly fail to attend the PRU – responsibility for attendance will then pass to parent/carers.

Parents/carers must be aware that should your child require transport to and from the Pupil Referral Unit at any other time this is your responsibility – this includes exclusions.

4.3 *Pupils excluded from school*

A pupil permanently excluded from a school will be provided with assistance to his or her new school provided it is both the nearest suitable school, as agreed by the Children Young People & Learning Targeted Services Team and is outside the statutory walking distance from home (see section 1.1 General Entitlement). Exceptional arrangements may be made if the pupil attends a Pupil Referral Unit or similar establishment, and these may include assistance with part-time attendance at other educational establishments as required by his or her particular needs.

4.4 *Clubs, detention and extended school*

If a pupil receiving assistance at school, for any reason, either before the start of the normal school day or after the end of the normal school day, the responsibility for conveying that pupil lies with his or her parent/carer and at the expense of the parent/carer.

4.5 *Elective Home Education (EHE)*

Where parents have made the choice to educate their child at home, no assistance will be available from the council in connection with any transport need arising.

Where the council arranges for a pupil to have education other than in school, the council will provide transport subject to normal eligibility rules on home to school transport.

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5.0 GENERAL REQUIREMENTS FOR PARENTS/CARERS AND CHILDREN USING TRANSPORT

5.1 *Behaviour on School Transport*

Parents, schools, pupils, transport contractors and the council, working in partnership, all share responsibility for ensuring that acceptable behaviour is maintained to ensure safe and stress free school transport for all.

The provision of transport may be withdrawn either for a period of time or permanently should a pupil misbehave whilst being transported to or from school. Normally a warning letter will be sent to parents/carers prior to transport being withdrawn. However, in the event that any incident is considered serious enough, following an investigation by the Integrated Transport Unit, the withdrawal of transport may be immediate. In this instance the responsibility for ensuring attendance at school will remain with the parent/carer of the child.

5.2 *Transport Provided In Error*

Where free transport has been provided in error, or, where there have been material changes to the route to school, provision will be withdrawn. However, transport will continue until the end of the term in which the error was notified, in order to allow parents/carers to make alternative arrangements.

5.3 *How transport assistance will be offered*

In all instances, assistance will be offered in the most cost-effective manner taking into account the route to be covered. The following kinds of assistance are available:

- accompaniment of a learning support assistant during a walk to school
- a car mileage allowance paid to the parent /carer
- A pass for use on public transport (which may be a bus or a train) *
- A council contracted hire vehicle (which may be a coach, minibus or taxi)

*When transport, in the form of a bus pass for use on public transport, is provided for primary students as a result of the nearest school to the home address being full, a pass may also be provided to the parent/carer to travel with the child. This pass will only be valid for the journeys stated on the pass and for journeys to and from the school and may be withdrawn if any attempt is made to use it at any other time or for other than the journeys stated.

A passenger transport assistant/escort may be provided, but there is no legal requirement that one should always be provided. Passenger transport assistants/escorts are not normally provided for students over the age of eight attending mainstream schools

There is no requirement that a type of transport once given should be maintained: the type may be changed at short notice.

The council tries to ensure continuity of vehicle, driver and passenger transport assistant/escort, but this can never be guaranteed.

Assistance will be provided for the journey between a pupil's home address or pick-up point and the pupil's registered school. It will not be possible to vary the pick-up or drop-off points. However, transport may be provided to respite care and registered child-minders if this can be done without additional cost to the council. Any such requests must be made in writing. A pupil may be required to walk to a pick-up point, which will be within the statutory walking distance.

Parents/carers will be asked to provide contact telephone numbers, including alternative numbers in the event of the operator or council being unable to contact the parent/carer.

For pupils travelling by minibus/taxi - the parent/carer will be expected to have the child ready for collection by the specified time. The vehicle will wait only for a maximum of three minutes beyond the arrival time, after which time the responsibility for ensuring attendance at school will be with the parent/carer. The parent/carer will be expected to be at home to receive the child at the end of the day. A child may not be taken to another address if the parent/carer is unavailable.

If a child cannot be delivered home, then the driver will deliver the child into the care of Children's Social Care. The parent/carer will then need to make arrangements to collect the child at their own expense. In the event that the pupil cannot be taken to Children's Social Care the driver will proceed to the police station. These measures will be taken only as a last resort. Concurrently with this, every attempt will be made to contact the parent/carer by telephone.

Where a variation from the usual pattern is exceptionally agreed, this will not be treated as a precedent, whether for that child, that address or that circumstance.

5.4 Standards required of Hackney Carriage, Private Hire, Home to School drivers and Passenger Transport Assistants/Escorts providing education transport

The driver and any passenger transport assistant/escort will be required to carry identification at all times. The vehicle will be expected to have an operational means of contact with its base such as a mobile telephone or two-way radio. It is expected that amongst other things, this will be used to alert the vehicle's operational base to any significant delay so that parents/carers may be informed.

If a pupil is taken ill during the course of journey, the vehicle will either divert to the nearest hospital with an accident and emergency department, or will stop and summon assistance. Arrangements for other pupils in the vehicle to complete their journeys will be made as quickly as possible.

It is a requirement that drivers and passenger transport assistants/escorts should have general training in the requirements of the pupils whom they convey. In addition, the

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vehicle operator will be expected to carry individual information including school's and parents/carers contact details, guidelines for working with the pupil in the light of his or her special educational needs, and warnings of any medical conditions. All such information held by the operator and the council is subject to the Data Protection Act.

Drivers and passenger transport assistants/escorts will be expected normally to call in person to introduce themselves to a new pupil and his or her family in advance of the first journey to school. It is accepted that this may not be possible in all instances, such as if an arrangement has to be made quickly, or in the case of a substitute driver or passenger transport assistant/escort. Parents/carers and schools are asked to see the identification of any unfamiliar driver before entrusting a child to his or her care.

The council undertakes relevant checks with the Disclosure and Barring Service for all potential drivers and passenger transport assistants/escorts.

The duties of the driver and passenger transport assistants/escort are limited to the vehicle only. The parent/carer is expected to take the child to and collect the child from the vehicle. At school, a member of the school staff is expected to collect the child from the vehicle and take the child to the vehicle.

6.0 16 - 19 Transport

A number of developments are being made in education provision for 14 -19 year olds in Bracknell Forest as part of the national reform of education and training for this age group, culminating in a broader entitlement for learners which must be in place by 2013.

These developments may involve young people learning in more than one institution (school or college) and hence have implications for transport. School timetables are being aligned to enable students aged 14 -16 to access a range of provision. Depending on option choices, students may therefore need to spend some of their time each week studying at a second (provider) institution, rather than at their home institution.

Where sessions in a provider institution coincide with the normal start or end of the school day and where practicable, students may be required to make their own way to the provider institution in the same way as they would get to their home school or college. Where this is not possible, transport to and/or from the provider institution will be arranged through the school and will be at no cost to the student, their parents or the Integrated Transport Unit.

The number of students requiring such transport will vary annually depending on the availability of courses and the learning choices made by young people.

At Post-16

Students will normally spend most of their time studying at the institution at which they are registered. A minority of students may choose to study aspects of their curriculum at a second institution. This may be one of their chosen AS or A level courses or a vocational course.

Where sessions in a provider institution coincide with the normal start or end of the school day and where practicable, students may be required to make their own way to the provider institution in the same way as they would get to their home school or college. Where this is not possible, transport to and/or from the provider institution will be arranged through the school and will be at no cost to the student, their parents or the Integrated Transport Unit.

Changes in legislation included in the Education and Skills Act 2008 means that all children must remain in some form of education or training until the age of 18. This does not have to mean only staying in school, it can be:

- full-time education, eg at a school or college
- an apprenticeship
- full-time employment (over 20 hours a week) combined with part-time education or training

However, the provision of assistance with transport is discretionary – for information please refer to the separate Post 16 Transport Policy leaflet.

7.0 DECISIONS, REVIEWING OF DECISIONS, COMPLAINTS AND APPEALS

Decisions as to the eligibility for transport, the mode of transport, and other practical matters of transport will be taken by the council's officers with particular authorisation to do so. This is not a statutory appeal, but the council expects to uphold the normal professional standards of such appeal procedures.

No appeals will usually be considered regarding the mode of transport provided. The method of transport is provided by the council's transport officers based on the best available, taking into account the child's needs and the requirement to offer best value.

Parent/carers do have the ability to challenge the decision made by officers on the grounds of:

- The transport arrangements offered
- Their child's eligibility
- The distance measured
- The safety of the route

Only one appeal will be given for each transport application unless there have been a significant change in circumstances.

Stage One

- A parent/carer has 20 working days from receipt of the local authority's home to school transport decision to make a written request asking for a review of the decision
- The written request should detail why the parent/carer believes the decision should be reviewed and give details of any personal and/or family circumstances the parent/carer believes should be considered when the decision is reviewed
- This written request should be made to the Senior Admissions Officer, Bracknell Forest Council, Time Square, Market Street, Bracknell, RG12 1JD and clearly marked EDUCATION TRANSPORT APPEAL
- Within 20 working days of receipt of the parent/carer's written request the Senior Admissions Officer reviews the original decision and sends the parent/carer a detailed written outcome setting out:
 - the nature of the decision reached
 - how the review was conducted
 - Information about other departments and/or agencies that were consulted as part of the process
 - what factors were considered
 - the rationale for the decision reached
 - information about escalation to stage two (if appropriate)

Stage Two

- A parent/carer has 20 working days from receipt of the local authority's stage one decision to make a written request to escalate the matter to stage two
- This written request should be made to Democratic Services, Bracknell Forest Council, Easthampstead House, Town Square, Bracknell, RG12 1AQ clearly marked EDUCATION TRANSPORT APPEAL.
- Parent/carers should be aware that no appeal at Stage Two will be considered until such time as Stage One has been completed.
- Within 40 working days an independent appeal panel considers written and verbal representations from the parent/carer and officers and gives a detailed written outcome within 5 working days of their meeting setting out:
 - the nature of the decision reached
 - how the review was conducted
 - information about other departments and/or agencies that were consulted as part of the process
 - what factors were considered
 - the rationale for the decision reached
 - information about escalation to the Local Government Ombudsman
- The independent appeal panel members are independent of the process to date and suitably experienced, ensuring that a balance is achieved between meeting the needs of parent/carers and the local authority.

Local Government Ombudsman

A parent/carer who remains dissatisfied after following this procedure may further complain to the Local Government Ombudsman, but only if complainants consider that there was a failure to comply with procedural rules or if there are any other irregularities in the way the appeal was handled. If the complainant considers the decision of the independent panel to be flawed on public law grounds, the complainant may apply to judicial review. The Ombudsman can be contacted at:

PO Box 4771, Coventry CV4 0EH (tel. 0845 602 1983)

Further information is available on the Ombudsman's website: www.lgo.org.uk

Useful Contacts

First Great Western Link

Tel: 01189 083678

Web: www.great-western-trains.co.uk

South West Trains

Tel: 0845 600 650

Web: www.swtrains.co.uk

First in Berkshire & The Thames Valley

Tel: 01344 782222 – Bracknell & Wokingham area including Green Line Services

Tel: 1753 524144 – Slough, Windsor & Maidenhead area

Web: www.firstgroup.com/ukbus/berkshire thames/

Courtney Buses

Tel: 0118 973 3486

Web: info@courtneybuses.com

Adviza

Responsible for advice and information for 14 – 18 year olds

Tel: 0845 408 5001

Web: www.adviza.org.uk

Annex A - Education transport: some frequently asked questions

This Policy applies to those children who are resident of Bracknell Forest. We hope the answers below will be of help, but please bear in mind that every pupil's circumstances are different, and so the answer for a particular child may not always correspond exactly with what is written below. Please discuss your individual queries and requirements with a member of the Integrated Transport Unit for more detailed information.

What is an academic year?

The academic year starts on 1 September in any given year and ends on the 31 August in the following calendar year.

What is statutory or compulsory school age?

Education transport relates to children of compulsory school age. A child becomes of compulsory school age at the start of the term following their fifth birthday. Compulsory school age ceases on the last Friday in June in the school year when the young person reaches the age of 16.

What about parental preference?

Under the Education Act 1996, parents have the right to express a preference for the school they wish their child to attend and for the child to be educated in accordance with the parents' wishes. The council recognises this principle and strives to respect it as far as possible. However, when a parent opts for a school that is not the nearest suitable school (or not one of their 3 nearest suitable schools for those aged over 11 and on a low income), free home to school transport will not be provided and parents must make their own transport arrangements to secure their child's attendance at school. There can be exceptions to this, which are explained in the Policy.

What is a denominational school?

A denominational school is one that has a religious character in its ethos and teachings. Denominational schools enable children from a particular faith to attend a school that complies with parents' religious adherences. Denominational schools may also have their own admission policies. Within the Bracknell Forest Borough, there are no single sex schools nor any catholic secondary denominational schools. For more information about which school is your nearest suitable school or your nearest denominational school please contact the School Admissions Team by ringing 01344 354023 or email school.admissions@bracknell-forest.gov.uk

Education Transport is not provided for denominational schools unless the applicant fulfils the requirement under the low income provision. Please refer to section 1.3 for full details.

What if I want my child to attend a grammar school?

Where there is another suitable school that is nearer, which need not be a grammar school, but the parents decide to send the child to a grammar school that is further away, travel will not be provided.

What do I do if I have moved house?

The address used to assess education transport requests will be where the child mainly lives, usually with someone who has parental responsibility. Proof of residence may be requested to confirm that a child and the child's family is resident at a specified address. The following are examples of items that may be used as proof:

- copy of Council Tax Statement
- copy of Rental Agreement

This list of documents above is not exclusive and the council may ask for permission to gain access to other council information, for example Council Tax or Housing Benefit records.

If you move house then it is your responsibility to notify the Integrated Transport Unit of any change of address or telephone number in good time. Failure to do so could result in a request for a refund of the money owed if appropriate.

Do you review routes?

The council reserves the right to review walking and driving routes from time to time. This may include reconsideration of the safety of existing routes and the emergence of new routes perhaps as a result of redevelopment of an area or the adoption of roads. A parent will be given at least two months' notice if such a review causes an eligible child to become ineligible.

How do you check that the routes are safe?

The nearest available walking route is measured taking into account the safety of the route. If the safety of the route is contested, its status will be determined in accordance with the Council Road Safety Officers' Association private publication *Guidelines for the identification of hazards and the assessment of risk and the safety of walked routes to school* (2002).

How are the walking distances measured?

Statutory walking distance has a specific meaning for education transport purposes laid down in legislation. For a child under 8, it is 2 miles. For a child over 8 it is defined as 3 miles. Different distances apply for low income families.

'Walking distance' is measured by the shortest available route that the child could reasonably be expected to take in view of his or her age. Normally, such a route would have a prepared surface (such as tarmac) and there will be a public right of way over it. A route will normally only be 'available' if it can be used throughout the academic year. The council normally expects that where appropriate, a child will be accompanied by a responsible adult.

These are distances laid down by legislation. The two- and three- mile distances are referred to as the 'statutory walking distances'. However, in practice the distances are taken in conjunction with the age of the pupil and nature of the route that the pupil could reasonably be expected to take. Separate distances apply to children who belong to a low-income family (explained below). The council relies on a computer system to measure the nearest available walking route. If there are any disputes about the distance then an independent qualified and/or experienced officer will physically measure the route using a pedometer. The nearest available walking route is measured

taking into account the safety of the route. The route is taken from the curtilage (the front edge of the property) of the home address to the main gate of the school.

Can I appeal against a decision?

If you are refused an application for education transport then you have a right to appeal against this decision. However appeals can only be made in respect of a refusal to provide transport and not for a change in an already existing provision or for the mode of transport offered. Please see Section 7 for further information on how to make an appeal.

What about sibling children?

Whether younger children are entitled to free home to school transport will depend upon whether they meet the usual criteria or if they fall within one of the exceptions. For example, if the sibling has a statement of special educational needs then he or she may be provided with transport whilst other siblings may well be expected to walk to school (if the school is within the statutory walking distance).

If you are unsure about whether sibling children are eligible for home to school transport, please call the Integrated Transport Unit on 01344 352002 or contact them by email corporate.transport@bracknell-forest.gov.uk

What will happen if I need to change my transport provision at short notice?

The council will attempt to make arrangements at short notice when requested. However, this cannot be guaranteed, and parents of children who rely upon assistance may need to make their own arrangements at their own expense in the case of an emergency. The council will not accept responsibility for any arrangements so made by a parent.

What happens when my child becomes eight years of age during the course of an academic year?

A child achieving the age of eight years within the course of an academic year will be deemed to be less than eight years of age for the rest of that academic year. For example, a child living over two miles but less than three miles from school and receiving assistance will therefore continue to receive assistance until the end of the summer term in the academic year in which he or she becomes eight years of age.

My child is nearly 16. He has received assistance until now. Will he continue to receive assistance when he is over 16 even though he remains at the same school?

Not necessarily. Your child will have to stay in some form of education or training until they are 18 - this does not have to mean only staying in school, it can be:

- full-time education, eg at a school or college
- an apprenticeship
- full-time employment (over 20 hours a week) combined with part-time education or training

Please see the separate Post-16 Transport Policy.

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My child is not entitled to assistance with transport to school – are there any arrangements for purchasing season tickets at preferential rates

The council does have arrangements with a number of transport operators for the bulk purchase of season tickets – please speak to a member of staff in the Transport Team who will be happy to provide you with details.

What if I think that I have exceptional circumstances not adequately covered by the provisions of the Transport Policy?

Please discuss this with an officer of the council. There maybe extenuating circumstances that we need to know about. It is also open to you to appeal against refusal of assistance with transport.

My child has a statement of Special Educational Needs is the Policy different?

Please see separate Special Educational Needs Transport Policy.

Annex C – Schedule of Charges

The charges shown below are for Mainstream Students for the academic year commencing 1 September 2015

Mileage Allowance

35p per mile for the approved mileage (this is only payable when the pupil is in the car). Please contact the Integrated Transport Unit for further details.

Farepaying Scheme

Please contact the Integrated Transport Unit for details of routes on which farepaying seats may be available.

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Post 16 Transport Policy 2014/15

INTRODUCTION

Bracknell Forest Council supports the idea that Post 16 students should be encouraged to continue with their education and training. It therefore seeks to enable all 16-19 students to access appropriate education by providing support and assistance for transport where possible. The Council will consider, on an individual basis and subject to funding, applications for assistance as per the published Policy.

Whilst Bracknell Forest is committed to supporting Post 16 education it does not have a statutory duty to offer Post 16 transport.

Parents should ensure that they are aware of the cost of transport when making choices for their child's Post 16 education. Funding is no longer made available to local authorities but direct to colleges and 6th form schools in the form of a bursary.

The Council will take into account the needs of students with disabilities and or difficulties who may not otherwise be able to access and/or complete further education without assistance. It is happy to give students advice both verbally and in writing about the transport options available to them. Further Education Colleges can also assist students with information on transport.

In accordance with the guidelines from the Department for Education the authority has consulted with various stakeholders in preparing this. This includes all contacts and providers listed at the end of this document as well as those children of sixth form age and their parents.

The content of this document is valid for the academic year starting 1 September 2014.

ELIGIBILITY

To qualify, students must be a Bracknell Forest resident, aged 16 and under 19 on 1 September 2014 and continuing full-time further education at one of the following:

- a school (including Academies)
- a further education institution
- an Authority maintained or assisted institution providing higher or further education

- an establishment funded directly by the YPLA e.g. Independent Specialist Providers for learners with learning difficulties and/or disabilities
- a learning provider that is funded by the local authority to deliver Foundation Learning or other accredited programmes of learning which lead to a positive outcome (this could include colleges, charities and private learning providers)

In order to be considered for assistance students must fulfil **one** of the criteria listed below:

- have a Statement of Special Educational Needs and be continuing with their education at their current educational establishment
- previously had a Statement of Special Educational Needs which ceased at the end of Year 11 and wish to continue with their education/training at a further education establishment on a full-time basis. In order for assistance with transport to be considered a Moving Forward Plan drawn up with the Adviza (formerly the Connexions Service) must be submitted with the application.
- Previously had a statement of Special Educational Needs and are supported by Adult Social Care

The table below sets out the charges for Post 16 students for the academic year 2014/2015.

Students with a current statement of SEN as at 1 September 2014	No charge	
Previously statemented students who are in receipt of Free School Meals*	£480.00 per annum	Payable in 3 instalments of £160.00
Previously statemented students	£630.00 per annum	Payable in 3 instalments of £210.00

* Eligibility will be verified

If pupils have a Statement of Special Educational Needs and will be continuing education at their current educational establishment transport will continue to be provided "free" transport.

If pupils have previously had a Statement of Special Educational Needs that has ceased and they wish to continue in full time education/training at a further education establishment then they will need a Moving Forward Plan from Adviza – this should have been drawn up during the students' final year at school.

Applicants will need to fulfil the following criteria:

1. Show that the course(s) they wish to take is/are not run at their current school
2. Show that the course(s) they wish to take is/are not run at an establishment closer to their home address than that to which transport is requested
3. Agree to undertake travel training where appropriate

Eligibility for transport will be means tested.

When assessing what support the student might need the Council will also take into account receipt of the mobility component of Disabled Living Allowance. Therefore

those families that are in receipt of the mobility component of DLA for the student may be required to make a contribution towards education transport

All requests must be made on the application form available from the Integrated Transport Unit (ITU) and submitted for consideration.

Applications must be made annually and will be reviewed to assess whether or not assistance with transport is still required. In any event the provision will cease at the end of the academic year in which the student's 19th birthday falls unless they are considered under 'Students over 19' – see below.

If the need for assistance with transport is agreed then the ITU will arrange transport to the educational establishment **subject to payment of the appropriate contribution.**

There is no guarantee that the transport provided will be the same as when the student attended school and every encouragement will be made towards independent travel by public transport. However, should there be a need for additional support for the student due to a particular disability this will be taken into consideration.

Students travelling to a place of further education where the ITU already provides transport may be offered a seat in that vehicle. However, students should be aware that the transport will only operate at the times arranged by the Integrated Transport Unit for their own clients and no changes or additional transport will be provided to meet the needs of Post 16 students.

RAISING THE PARTICIPATION AGE

The Education and Skills Act 2008 increased the minimum age at which you people in England can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

A person ceases to be of compulsory school age on the school leaving date of the academic year in which they turn 16. The school leaving date is currently set as the last Friday in June. Raising the participation age does not affect the compulsory school age. A person who ceased to be of compulsory school age but has not yet reached the age of 18 is under a duty to participate in one of the following:

- full-time education, such as school, college or home education
- work-based learning such as an apprenticeship
- part-time education or training if they are employed, self-employed or volunteering for more than 20 hours a week

STUDENTS OVER 19

Students who have a learning disability and are over 19 can contact the Community Team for People with a Learning Disability on 01344 354466 who will provide advice and assistance for them to continue with the courses. There is no guarantee that the transport provided will be the same as when the student attended school and every encouragement will be made towards independent travel by public transport

PREFERENTIAL RATE SCHEME

The Council does have arrangements with local bus and train operators for the purchase of annual season tickets at preferential rates. The Council will, following receipt of a one-off payment, be able to purchase tickets direct from transport providers at reduced rates.

Payments will vary according to the method of transport required and in the case of rail passes the rail mile distance also affects the cost.

Details will be provided to any student and are only be available to students travelling by rail or on registered bus routes – these include routes to Charters School.

In addition, if you are attending Bracknell and Woking College they have an arrangement with First Beeline for student travel cards – further details can be found at http://www.bracknell.ac.uk/school_leavers/money_matters/cheap_bus_travel.aspx

If, having purchased an annual ticket for transport you then decide you no longer wish to attend, refunds will be available on the following basis:

Notification received by the Integrated Transport Unit, in writing, prior to the end of the Autumn Term – refund of 2 terms

Notification received by the Integrated Transport Unit, in writing, [prior to the end of the Spring Term – refund of 1 term

FINANCIAL HARDSHIP

For any student facing financial hardship you may be eligible for assistance from the 16-19 Bursary Fund which is held by further education colleges, sixth for colleges, school sixth forms, academies and training providers. Please contact the school or college you wish to or are attending for further information.

APPEALS AND COMPLAINTS

Decisions as to the eligibility for transport, the mode of transport, and other practical matters of transport will be taken by the council's officers with particular authorisation to do so. This is not a statutory appeal, but the council expects to uphold the normal professional standards of such appeal procedures.

No appeals will usually be considered regarding the mode of transport provided. The method of transport is provided by the council's transport officers based on the best available, taking into account the student's needs and the requirement to offer best value.

Parent/carers do have the ability to challenge the decision made by officers on the grounds of:

- The transport arrangements offered
- Their child's eligibility
- The distance measured
- The safety of the route

Only one appeal will be given for each transport application unless there has been a significant change in circumstances.

Stage One

- A parent/carer has 20 working days from receipt of the local authority's Post 16 transport decision to make a written request asking for a review of the decision
- The written request should detail why the parent/carer believes the decision should be reviewed and give details of any personal and/or family circumstances the parent/carer believes should be considered when the decision is reviewed
- This written request should be made to the Senior Admissions Officer, Bracknell Forest Council, Time Square, Market Street, Bracknell, RG12 1JD and clearly marked POST 16 TRANSPORT APPEAL
- Within 20 working days of receipt of the parent/carer's written request the Senior Admissions Officer reviews the original decision and sends the parent/carer a detailed written outcome setting out:
 - the nature of the decision reached
 - how the review was conducted
 - Information about other departments and/or agencies that were consulted as part of the process
 - what factors were considered
 - the rationale for the decision reached
 - information about escalation to stage two (if appropriate)

Stage Two

- A parent/carer has 20 working days from receipt of the local authority's stage one decision to make a written request to escalate the matter to stage two
- This written request should be made to Democratic Services, Bracknell Forest Council, Easthampstead House, Town Square, Bracknell, RG12 1AQ clearly marked POST 16 TRANSPORT APPEAL.
- Parent/carers should be aware that no appeal at Stage Two will be considered until such time as Stage One has been completed.
- Within 40 working days an independent appeal panel considers written and verbal representations from the parent/carer and officers and gives a detailed written outcome within 5 working days of their meeting setting out:
 - the nature of the decision reached
 - how the review was conducted
 - information about other departments and/or agencies that were consulted as part of the process
 - what factors were considered
 - the rationale for the decision reached
 - information about escalation to the Local Government Ombudsman
- The independent appeal panel members are independent of the process to date and suitably experienced, ensuring that a balance is achieved between meeting the needs of parent/carers and the local authority.

Local Government Ombudsman

A parent/carer who remains dissatisfied after following this procedure may further complain to the Local Government Ombudsman, but only if complainants consider that there was a failure to comply with procedural rules or if there are any other irregularities in the way the appeal was handled. If the complainant considers the decision of the independent panel to be flawed on public law grounds, the complainant may apply to judicial review. The Ombudsman can be contacted at:

PO Box 4771, Coventry CV4 0EH (tel. 0845 602 1983)

Further information is available on the Ombudsman's website: www.lgo.org.uk

CONTACTS

Adviza – formerly Connexions Adviza is a charity inspiring people to make better decisions that help them progress in learning and work

Tel: 0845 408 5001

Email: info@adviza.org.uk

Web: <http://www.adviza.org.uk>

Berkshire College of Agriculture

The college operates their own bus service to the college and students can purchase passes direct from the college. For more information

Tel: 01628 827482

Email: enquiries@bca.ac.uk

Web: <http://www.bca.ac.uk/?s=travel+to+bca&x=18&y=18>

Bracknell Forest Council - CTPLD – Community Team for People with a Learning Disability for transport advice for young people with a learning disability

Tel: 01344 354466

Email: Admin.CTPLD@bracknell-forest.gov.uk

Web: <http://www.bracknell-forest.gov.uk/communityteamforpeoplewithalearningdisability>

Bracknell Forest Council - Integrated Transport Unit – for all transport advice

Tel: 01344 352002

Email: corporate.transport@bracknell-forest.gov.uk

Web: <http://www.bracknell-forest.gov.uk/schooltransport>

Bracknell & Wokingham College

Further education college offering a range of full and part-time courses

Tel: 0845 330 3343

Email: study@bracknell.ac.uk

Web: <http://www.bracknell.ac.uk>

Farnborough College of Technology

Further education college offering a range of full and part-time courses

Tel: 01252 407040

Email: info@farn-ct.ac.uk

Web: <https://www.farn-ct.ac.uk>

Farnborough 6th Form College

6th Form college covering a wide range of full time courses

Tel: 01252 688200

Email: admin@farnborough.ac.uk

Web: <http://www.farnborough.ac.uk>

Henley College

Further education college offering a range of full and part-time courses

Tel: 01491 579988

Email: info@henleycol.ac.uk

Web: <http://www.henleycol.ac.uk/henleycollege/contact/main.html>

Strodes College

Further education college offering a range of full and part-time courses

Tel: 01784 437506

Email: info@strodes.ac.uk

Web: <http://www.strodes.ac.uk>

TRANSPORT PROVIDERS

Courtney Buses – 01189 733486 for travel in and around the Bracknell area

Fernhill Travel – 01344 421423 for travel to Charters School

First Beeline – 01344 872222 for travel in and around the Bracknell area

First Great Western – rail travel across the area 01189 083679

Horseman Coaches – 01189 753811 for travel to Henley College

Stagecoach – 0871 200 2233 travel to Farnborough 6th Form College

White Bus Company – 01344 882612 for travel to Charters School

Check your travel arrangements on Traveline

http://www.travelinesoutheast.org.uk/se/XSLT_TRIP_REQUEST2?language=en&timeOffset=15

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
5 MARCH 2014**

WORKING GROUPS UPDATE REPORT Working Group Lead Member

1 PURPOSE OF REPORT

- 1.1 This report sets out the progress achieved to date by the Working Group of the Panel reviewing school places and invites expressions of interest from Panel Members to join a new working group to undertake a future review of substance misuse by children and young people on completion of the current review of school places.

2 RECOMMENDATIONS

That the Panel:

- 2.1 **notes the progress achieved to date by its Working Group reviewing School Places; and**
- 2.2 **identifies Members to join a new working group to undertake a future review of substance misuse by children and young people on completion of the current review of school places.**

3 REASONS FOR RECOMMENDATIONS

- 3.1 To keep the Panel up to date regarding the activities of its Working Group reviewing school places and to seek expressions of interest from Panel Members to join a new working group to undertake a future review of substance misuse and the effects it has on children, young people and families.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

School Places

- 5.1 A Working Group of the Panel was established to undertake a review of the Council's arrangements for planning and providing places for children in Bracknell Forest's schools, to include the school admissions process and national comparisons.
- 5.2 The Working Group has met on four occasions to date. It received an introductory briefing and considered the scope of the review at its first meeting. The school admissions process was considered at the second meeting and the capital programme, new housing developments and demographic trends were addressed at the third meeting. The fourth meeting featured consideration of school place planning anomalies; the timescales, processes, issues and learning associated with amending

designated school areas; admission arrangements in 2015/16; and the on-line application system.

- 5.3 Future work will include gathering more detailed information concerning the allocation of school places, analysis of school preference allocation trends over the last few years to gauge success and likely parental satisfaction, and obtaining a headteacher's perception of the allocations process.

Substance Misuse

- 5.4 This review follows on from the review of substance misuse by adults previously undertaken by a working group of the Adult Social Care and Housing Overview and Scrutiny Panel. It is likely that the review will commence in late summer/early autumn 2014.

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

Richard Beaumont – 01344 352283
e-mail: richard.beaumont@bracknell-forest.gov.uk

Andrea Carr – 01344 352122
e-mail: andrea.carr@bracknell-forest.gov.uk

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
5 MARCH 2014**

**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 decision item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

Richard Beaumont – 01344 352283

e-mail: richard.beaumont@bracknell-forest.gov.uk

Andrea Carr – 01344 352122

e-mail: andrea.carr@bracknell-forest.gov.uk

CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL
EXECUTIVE WORK PROGRAMME

REFERENCE	I045534
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TITLE: Children Missing from Education

PURPOSE OF DECISION: To approve a revised policy for local arrangements for children missing education.

FINANCIAL IMPACT: None

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: School leaders

METHOD OF CONSULTATION: Discussions with school leaders

DATE OF DECISION: Tuesday, 11 Mar 2014

REFERENCE	I045550
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TITLE: Bracknell Forest Strategy for 'Narrowing the Gap' - Guidance on the use of the Pupil Premium

PURPOSE OF DECISION: To agree the Bracknell Forest Strategy for Narrowing the Gap in performance between children and young people eligible for the Pupil Premium and their peers.

FINANCIAL IMPACT: Funded by Government Grant to schools

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Headteachers

METHOD OF CONSULTATION: Discussions with schools

DATE OF DECISION: Tuesday, 11 Mar 2014

REFERENCE	I045627
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TITLE: Community Learning Development Plan 2013/14

PURPOSE OF DECISION: To approve the Community Learning Development Plan for 2013/14

FINANCIAL IMPACT: N/A (Community learning funded by the Skills Funding Agency)

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Not applicable.

METHOD OF CONSULTATION: Not applicable.

DATE OF DECISION: Thursday, 13 Mar 2014

REFERENCE	I045753
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TITLE: Proposals for the 2014-15 Early Years and High Needs Block Elements of the Schools Budget

PURPOSE OF DECISION: To approve proposals from the Schools Forum for the 2014-15 Early Years and High Needs Block elements of the Schools Budget.

FINANCIAL IMPACT: Within estimated level of resources

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Schools Forum

METHOD OF CONSULTATION: Written report

DATE OF DECISION: Wednesday, 26 Mar 2014

REFERENCE	I043649
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TITLE: Annual Admission Arrangements 2015/16

PURPOSE OF DECISION: To agree the annual school Admission Arrangements for 2015/16.

FINANCIAL IMPACT: No financial implications.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Neighbouring Local Authorities, Headteachers, Governors, Parents, Diocese, Other Admission Authorities.

METHOD OF CONSULTATION: Public consultation document with a public notice.

DATE OF DECISION: Tuesday, 15 Apr 2014

REFERENCE	I044209
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TITLE: Troubled Families Programme - Progress to date

PURPOSE OF DECISION: To update The Executive on the Troubled Families Programme.

FINANCIAL IMPACT: Within existing budget.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Corporate Management Team
Children, Young People & Learning Departmental Management Team
Family Focus Reference Board
Local Strategic Partnership Board
Children and Young People Board

METHOD OF CONSULTATION: Meeting with interested parties.

DATE OF DECISION: Tuesday, 15 Apr 2014

REFERENCE	I037634
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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, Director of Children, Young People & Learning, Director of Corporate Services, Executive Member for Transformation & Finance

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: Tuesday, 20 May 2014

REFERENCE	I044735
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TITLE: Education Transport Policy 2015/16

PURPOSE OF DECISION: For Members to agree the Education Transport Policy for 2015/16.

FINANCIAL IMPACT: No financial implications.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Schools
The Public

METHOD OF CONSULTATION: Public consultation document published on the Bracknell

Forest website and sent to schools.

DATE OF DECISION: Tuesday, 20 May 2014

REFERENCE	I044429
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TITLE: Children and Young People's Plan 2014-17

PURPOSE OF DECISION: To approve the Children and Young People's Plan which sets the priorities and partnership actions to be addressed for Children, Young People and Learning for the coming three years.

FINANCIAL IMPACT: Not yet known.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Children, young people and families, research including views of parents, partners and stakeholders.

METHOD OF CONSULTATION: Online questionnaire to children and young people, targeted focus groups, targeted discussion at partnership groups and meetings.

DATE OF DECISION: Tuesday, 20 May 2014

REFERENCE	I045629
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TITLE: Community Learning Development Plan 2014/15

PURPOSE OF DECISION: To approve the Community Learning Development Plan for 2014/15.

FINANCIAL IMPACT: N/A (Community Learning funded by the Skills Funding Agency).

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: N/A

METHOD OF CONSULTATION: N/A

DATE OF DECISION: Monday, 14 Jul 2014

REFERENCE	I045639
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TITLE: Larchwood Short Break Unit's Statement of Purpose 2014

PURPOSE OF DECISION: The purpose of this report is to seek approval for the revised Statement of Purpose for the Larchwood Short Break Unit for 2014.

FINANCIAL IMPACT: No financial implications

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED:

METHOD OF CONSULTATION: Whilst there are not significant changes the statement of purpose is shared with the staff team at Larchwood for comments, is reviewed and approved by the children's Social Care Management Team and informed by comments by parents as part of the annual Aiming High for Disabled Children consultation with parents and children/ young people.

DATE OF DECISION: Tuesday, 10 Jun 2014

REFERENCE	I045642
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TITLE: Private Fostering Statement of Purpose 2014

PURPOSE OF DECISION: To approve the Statement of Purpose for Private Fostering 2014.

FINANCIAL IMPACT: No financial implications.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Family Placement Team
CSCMT
LSCB
DMT

METHOD OF CONSULTATION: In writing to the Director of Children Young People & Learning.

DATE OF DECISION: Tuesday, 10 Jun 2014

REFERENCE	I045644
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TITLE: Foster Care Service Statement of Purpose 2014

PURPOSE OF DECISION: The Care Standards regulations 2010 and National minimum standards form the basis of the regulatory framework for the conduct of foster care agencies. It is a requirement for the Statement of Purpose for the Foster Care Service be reviewed and approved by the Executive on an annual basis. The purpose of this report is to seek approval for the Statement of Purpose for 2014.

FINANCIAL IMPACT: There are no financial implications.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Children in Care Council (SiLSiP)
Family Placement Team
CSCMT

DMT

METHOD OF CONSULTATION: In meetings with interested parties.

DATE OF DECISION: Tuesday, 10 Jun 2014

REFERENCE	I045646
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TITLE: Adoption Service Statement of Purpose and Children's Guide 2014

PURPOSE OF DECISION: The Care Standards Act 2000 and National Minimum standards 2010 form the basis of the regulatory framework for the conduct of adoption agencies. Under 18.1 of the National Minimum Standards the Local Authority is required to have a clear statement of purpose which is available to and understood by staff, volunteers, children, birth parents and guardians, prospective adopters and adopters, and is reflected in any policies, procedures and guidance.

It is a requirement for the Executive member for Children & Young People to formally approve the statement of purpose and children's guides at least annually.

FINANCIAL IMPACT: There are no financial implications.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Family Placement Team
CSCMT
DMT

METHOD OF CONSULTATION: Bracknell Forest adoptive parents.

DATE OF DECISION: Friday, 10 Jun 2016

REFERENCE	I045648
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TITLE: Annual Report of the Foster Care Services 2014

PURPOSE OF DECISION: The purpose of this report is to seek approval for the Annual report of the Foster Care Service 2014.

FINANCIAL IMPACT: There are no financial implications.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Children in Care Council (SiLSiP)
Family Placement Team
CSCMT
DMT

METHOD OF CONSULTATION: Meetings with interested parties.

DATE OF DECISION: Tuesday, 10 Jun 2014

REFERENCE	I045650
------------------	---------

TITLE: Adoption Service Annual Report 2014

PURPOSE OF DECISION: The Care Standards Act 2000 and National Minimum standards 2011 form the basis of the regulatory framework for the conduct of adoption agencies. It is a requirement for an Annual report to be presented to the Executive.
The purpose of the decision is to approve the Annual Report.

FINANCIAL IMPACT: There are no financial implications

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Family Placement Team
CSCMT
DMT

METHOD OF CONSULTATION: Bracknell Forest adoptive parents

DATE OF DECISION: Tuesday, 10 Jun 2014

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