

CHILDREN AND EDUCATION SCRUTINY COMMITTEE

WEDNESDAY 2 NOVEMBER 2022
7.00 PM

Bourges/Viersen Room - Town Hall
Contact: Charlotte Cameron, Democratic Services Officer,
charlotte.cameron@peterborough.gov.uk, 01733 384628

AGENDA

Page No

1. Apologies for Absence

2. Declarations of Interest and Whipping Declarations

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification" that has been disclosed to the Solicitor to the Council. Members must also declare if they are subject to their party group whip in relation to any items under consideration.

3. Minutes of the Children and Education Scrutiny Meeting Held on 4 October 2022 **3 - 12**

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any three Members of a Scrutiny Committee. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee.

5. Annual Childrens Social Care Complaints Report 2021/22 **13 - 36**

6. Transport Transformation **37 - 58**

7. Service Director Report, Education Incorporating the Portfolio Progress Report for the Cabinet Member for Childrens Services, Education, Skills and the University **59 - 136**

Did you know? All Peterborough City Council's meeting agendas are available online or via the modern.gov app. Help us achieve our environmental protection aspirations and view this agenda online instead of printing it.

8. **Forward Plan of Executive Decisions** 137 - 156
9. **Work Programme 2022/2023** 157 - 162
10. **Date of Next Meeting**

Children and Education Scrutiny Committee - 12 January 2023

Emergency Evacuation Procedure – Outside Normal Office Hours

In the event of the fire alarm sounding all persons should vacate the building by way of the nearest escape route and proceed directly to the assembly point in front of the Cathedral. The duty Beadle will assume overall control during any evacuation, however in the unlikely event the Beadle is unavailable, this responsibility will be assumed by the Committee Chair.

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. Audio recordings of meetings may be published on the Council's website. A protocol on this facility is available at:

<http://democracy.peterborough.gov.uk/ecSDDisplay.aspx?NAME=Protocol%20on%20the%20use%20of%20Recording&ID=690&RPID=2625610&sch=doc&cat=13385&path=13385>

Committee Members:

Councillors: L Robinson (Chair), M Farooq, S Farooq, C Fenner, S Hemraj (Vice Chairman), S Lane, D Over, R Ray, B Rush, A Shaheed and H Skibsted

Substitutes: Councillors: A Bond, M Sabir and L Sharp

Statutory Co-opted Members:

Peter Cantley, Statutory Education Co-opted Member Representing the Church of England
Dr Andy Stone, Statutory Education Co-opted Member Representing the Roman Catholic Church

Non Statutory Co-opted Members:

Parish Councillor Michael Samways, Independent Co-opted Member (non-voting)
Sameena Aziz, Independent Co-opted Member Representing the Muslim Communities (non-voting)

Further information about this meeting can be obtained from Charlotte Cameron on telephone 01733 384628 or by email – charlotte.cameron@peterborough.gov.uk

**MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING
HELD AT 7.00PM, ON
TUESDAY 4 OCTOBER 2022
BOURGES/VIERSEN ROOMS, TOWN HALL, PETERBOROUGH**

Committee Members Present: Councillors L Robinson (Chair), S Hemraj (Vice Chair), M Farooq, S Farooq, C Fenner, S Lane, D Over, R Ray, H Skibsted and Co-opted Member Parish Councillor Michael Samways

Also in attendance: Kira Balogh and Tiffany Chan Youth Council Representatives.

Officers Present: Jonathan Lewis, Director of Education
Nicola Curley, Director of Children's Services
Lisa Riddle, Head of Service – Early Help
Helen Freeman, Children's Public Health Commissioning Team Manager
Ramin Shams, Senior Democratic Services Officer
Charlotte Cameron, Democratic Services Officer

Also Present: Councillor Ray Bisby, Cabinet Advisor to Cabinet Member for Childrens Services, Education, Skills and University

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Cllr Rush and Cllr Ayres, Cabinet Member for Childrens Services, Education, Skills and University.

Apologies were also received from Statutory Education Co-opted Member Peter Cantley.

2. DECLARATIONS OF INTEREST AND WHIPPING DECLARATIONS

No declarations of interest or whipping declarations were received.

3. MINUTES OF MEETINGS

The minutes of the Children and Education Scrutiny Committee Meeting held on 14 July 2022 were agreed as a true and accurate record.

The minutes of the Children and Education Scrutiny Committee Meeting held on 8 September 2022 were agreed as a true and accurate record.

4. CALL IN OF ANY CABINET, CABINET MEMBER OR KEY OFFICER DECISIONS

No call ins were received.

5. SERVICE DIRECTOR REPORT: CHILDREN AND SAFEGUARDING

The Children and Education Scrutiny Committee received a report in relation to the Service Director report for Children and Safeguarding.

The purpose of the report was to give Members an overview of Children's Services performance in Peterborough.

The report introduced the new children's workforce framework and provided information about the Early Help redesign consultation. There was an update on budget issues for Children's Services within the wider corporate context and the report addressed preparation for the imminent Inspection by Ofsted of our Children's Services.

Information was also provided in relation to the national reports published that related to Children's Services – the Independent Review of Children's Social Care and the National Safeguarding Panel review into the deaths of Arthur Labinjo-Hughes and Star Hobson.

The Director of Children's Services introduced the report and highlighted key points including:

Members were advised that this was the usual report that would come to Committee which would give a sense of how the service was doing regarding performance. It was noted that the data provided was a bit out of date but that it was the last full set of data available.

There had been an increase in Early Help activity and a reduction in child protection numbers which highlighted an improvement in service performance. The Director of Children's Services highlighted Appendix A, Children's Workforce Development Framework which was an update for the service post COVID. The Committee were provided with information on the Care Review, also known as the Josh MacAlister review, which had reviewed the entire Children Social Care and Early Help Landscape.

Finally, the Committee were advised that the service expected the next Ofsted visit to be a judgement inspection.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members noted that the report referred to the preparation for an Ofsted inspection and sought clarification on what that meant. The Officer advised that if the service practiced at a good standard, Ofsted would come and see that good. Members were also advised that preparation work entailed consistent evidence of work which had been written down and recorded.
- The Director of Children's Social Care informed Members that Ofsted had commented previously on the chronology and reflective actions recorded in care plans which had been something the service had improved upon.
- Members referred to the assessments for Autism Spectrum Disorder/ Attention Deficit Hyperactivity Disorder diagnosis requests (ASD/ADHD) and sought clarification as to why there had been a significant increase. Members were advised that there had been a general increase in referrals which could be divided into 3 categories; behavioural, mental and emotional and ASD/ADHD.
- The increase could be seen as a result of the pandemic which highlighted that families were struggling in ways they had not before, and that children with additional needs were being identified much more effectively than in the past.
- Members referred to the contact to referral performance target of 20%, noted the performance figure of 16.5% and queried if there were plans in place to reach the 20% target. The Officer advised that even though there was a target, a lower number was sometimes better as it depended on the specific case. It was advised

that the service was targeted at supporting people at the earliest stage so that they would not need referrals in the first place. The Officer also advised that the lower figure identified the effectiveness of the support given at earlier stages.

- Members sought further clarification on how the service ensured that cases which would need to go to referrals were not being overlooked. Members were advised that social care was not an exact science and that it was difficult to know where targets should be. The Officer highlighted that the key indicator used for these targets was the re-referral rate.
- Members asked how the 20% referral target benchmarked against other authorities. The Officer advised that in the regional area the average was 23-24% which was a good indication that the Council were referring the right cases.
- Members sought clarification on what the Supporting Families Grant would be used on and whether the Council had received it or not. The Director of Children's Social Care advised that this had been a three-year programme which was renewed for a further three-years but under different criteria.
- The grant had been received through a payment by result system where the Council would get the money back after the action. The change in the way the grant was received reflected the effectiveness of the service. Members were advised that this was a compliment to the work of the Council's Early Help provision.
- Members asked about recruitment and how the Council were dealing with the national shortage of social workers. Members were advised that this was a challenge for all local authorities but that Peterborough in comparison did well in the retention of children's social care workers. However, Members were advised that there were gaps which the Council were looking to fill through the development of the Step Up to Social Work Scheme.
- Members referred to the completion of single assessments within 45 days at 75.8% and asked if the trend of completion had continued to rise. The Officer advised that this had been based on data from July and that the figure had risen to around 80%.
- Members asked if there was a data breakdown according to ethnic minorities or backgrounds. The Director of Children's Social Care advised that the data included in the performance report did include information on specifics such as ethnicity, age and gender.
- The Committee requested that the Director of Children's Social Care include in their next Service Director Report a section on the support given to children broken down by ethnicity.
- Members noted that the report outlined that some young people would decline a health assessment and queried why that was the case. The Officer clarified that this section of the report referred to children aged 15 and above. Members were advised that these children were able to give consent, or not and were likely to not want to discuss personal topics.
- Members noted discussions around the performance and outcomes for Early Help support and requested a briefing note so that Members would be provided with more information.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

1. Note and comment on the performance indicators and other measures of the effectiveness of Children's Services within the report;
2. Note and endorse the updated children's workforce framework
3. Note the publication of the Independent Review of Children's Social Care and the National Safeguarding Panel Report.

4. Note the likely inspection activity by our regulator, Ofsted, over the next 4 months

The committee also requested that the Director Children's Services:

- Include in their next Service Director Report the number of children and young people receiving support broken down by ethnicity.
- Provide the Committee with a briefing note detailing the performance and outcomes of Early Help support.

6. UPDATE ON BEST START IN LIFE, INFANT FEEDING STRATEGIES AND THE RECOMMISSIONING OF BREASTFEEDING PEER SUPPORT AND HEALTHY SCHOOL SUPPORT SERVICES

The Children and Education Scrutiny Committee received a report in relation to the work of the Children's Public Health Team regarding the Best Start in Life Programme and infant feeding strategies.

The purpose of the report was to update the Committee on the key priorities and work of the Children's Public Health Team, specifically on the Best Start in Life and activity in relation to infant feeding.

The Children's Public Health Commissioning Team Manager introduced the report and key points raised included:

The report referred to two pieces of multi-agency pieces work called Best Start in Life and the Infant Feeding Strategy. Members were advised that Best Start in Life work linked to the Family Hubs report that would follow. The report outlined the intention of the service to recommission some peer support work and the Healthy Schools Programme.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members referred to the infant feeding strategy and queried why there was the disparity of breastfeeding numbers across the area. Members were advised that numbers across the area had been traditionally split and that the last couple of years had been difficult, with the Peer Support offered weakened by the loss of face-to-face work.
- The Children's Public Health Commissioning Team Manager highlighted a joint piece of work from local authorities across the area focused on the development of the Infant Feeding Strategy.
- Members were advised that nationally there was no evidence to suggest what works and what does not. The best method would need to be focused on the area and developed with the individuals to determine what would be best for them.
- Members referred to the breastfeeding prevalence chart on page 49 and queried why there had been a dip in March and a rise in April. The Officer advised that there was no answer and that the service had determined that it may just have been the cohort at the time.
- Members referred to the Healthy School Support Service and sought clarification on impact COVID had on service delivery, and what work was being done to ensure new projects would deal with those impacts. Members were advised that Officers had been working in the community to determine what changes would need to be made. A Public Health Intelligence team had reviewed COVID impacts on children which would feed into new priorities for the service.

- Members were made aware of the need to strengthen work around mental health support for schools which would be incorporated into the Healthy Schools Contract.
- The Youth Councillor asked if the infant feeding strategy had included the thoughts and experiences of young mothers. Members were advised that the Council partnered with some voluntary agencies that worked with young parents and that the strategy was built with young parents in mind. The Children's Public Health Commissioning Team Manager highlighted that the main difference identified had been around delivery mechanisms such as attending groups with mums of a similar age.
- Members were advised that work had been started aimed at strengthening the anti-natal education offer through a different model of pathway to parenting specifically for young parents.
- Members queried whether the Healthy Schools Programme funding had been secured. The Officer clarified that the funding for the Healthy Schools Programme came from the Public Health Grant and that the contract would run until the end of August 2023.
- Members referred to the FoodSmart interventions and queried what they looked like. The Children's Public Health Commissioning Team Manager did not have the answer to hand and advised the Committee that she would provide them with the information at a later date.
- Members referred to the move to peer-to-peer support and the end of feeding practitioners and asked what would be done to offer a model with highly qualified practitioners. Members were advised that various qualified staff support individuals in various place, but that feedback had identified the success of peer-peer support. The Officer referred to World Health Organisation guidance which stated that peer support is important and a mixed model with trained personnel would be the right model.
- Members were advised that the Family Hubs work had identified an opportunity to review the commissioning of infant feeding and strengthen the service offered.
- Members asked if parent voice had been included in this review work. The Officer advised that the service worked closely with parents and Northwest Anglia Foundation Trust (NWAFT) Maternity Voices. The Family Hubs work would mean that all service users would be included in the development of any strategies.
- Members commended the Raham and Lantern Initiative projects within the community that had been supporting those of ethnic and Asian communities. The Officer echoed the support for these projects and highlighted the importance of engagement with the community.
- Members referred to the ambition in the Best Start in Life strategy and sought clarification on whether it was on track to deliver the goals initially hoped for. Members were advised that it was a rewarding piece of work based on the idea that working together would allow teams to do more. It was highlighted that COVID had had an impact on service delivery but as the strategy started prior to the pandemic teams were able to work together collaboratively.
- Members were advised that COVID had highlighted some things that were not expected which saw developments in delivery mechanisms.
- The Officer ended by outlining that Family Hubs had come at the right time and would be beneficial in supporting the delivery and ambitions of the Best Start in Life programme.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

1. Note the progress of the Best Start in Life Programme and how this supports the emerging Family Hubs development.
2. Review and endorse the Cambridgeshire and Peterborough Infant Feeding Strategy.
3. Note the plans for the extension of the contract for the Peterborough and Fenland Breastfeeding Peer support service
4. Note the intention to undertake a procurement exercise for the re-commissioning of the Healthy Schools Support Service.

The Committee also requested that the Children's Public Health Commissioning Team Manager provide the Committee with a briefing note explaining the process of FoodSmart interventions.

7. FAMILY HUBS AND START FOR LIFE

The Children and Education Scrutiny Committee received a report in relation to work undertaken around the Family Hubs and Start for Life programmes.

The purpose of this report was to ask the Committee for endorsement of the way the Early Help team planned to sign up to and spend grant monies received from the Department of Education (DfE) and the Department of Health and Social Care (DHSC) as part of the national Family Hubs and Start for Life programme.

The Head of Service – Early Help and Children's Public Health Commissioning Team Manager introduced the report and highlighted key items including:

The report focused on work around Family Hubs and Start for Life programme with the recommendation that the Committee endorse the plan to sign up to the national programme and the way the team had determined to spend the funds.

Family hubs are system wide model which would provide joined up whole family support. The support would be offered from pre-birth to 19 or to 25 for those with special needs or disabilities. This support could be provided in a hub, through a hub or digitally.

The Family Hubs agenda had begun in 2021 after the publication of the Andrea Leadsom Report 'The best start for life: a vision for the 1001 critical days.' As a result, a spending review was announced where £302 million would be shared across the 75 top tier authorities, of which Peterborough was one. This would be a 3-year programme where the Council would receive between 3.3 and 3.4 million pounds, spread evenly. It was noted that the DfE set spending percentages nationally and that the ways the money would be spent had been restricted.

Officers had worked in a partnership with the Department for Education (DfE) and Department for Health and Social Care (DHSC) to determine the programmes deliverables. It was highlighted that the Council's team had been involved in the development of the design framework and the programme sign up would be completed by the end October 2022.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members queried why Peterborough had been identified as one of the 75 top tier local authorities. Members were advised that there were two elements that determined who would receive the funding. The first was based on deprivation data and the second was the rural urban classification, both of those combined placed the Council in the top 75.
- Members asked if the 3.3 million would be our final sum of money and where the hubs would be located. The Head of Service – Early Help identified that the 3.3-3.4 million was the proportion of the 302 million that Peterborough would receive. The Officer advised that the hubs would be placed in child and family centres that were operating already, with a view to explore wider options to build a better network.
- Member were advised that there would be no new buildings and that the Government had been clear that the proportion on capital spend is limited with the target to make best use of existing estates.
- Members queried what the restrictions on spending were and the Officer advised that they were about ring-fencing the project so that a certain amount was spent on certain areas. The Officer referred to page 71 in the report which highlighted what percentage spend each area would receive.
- Members sought clarification on the rural implications and how the hubs would be accessible to those areas. The Officer identified that a key concept in the delivery of the hubs would be outreach and that would be explored through the development planning stages.
- Members were advised that there would be no clear answer to this but that a digital offer would allow the service to be more accessible. This had been something which was reviewed as there was not a single joined up digital offer where users could access all their needs.
- Members followed up and asked whether Officers had considered working with voluntary organisations to develop systems in rural areas. Members were advised that the voluntary sector would be critical in the delivery of the programme.
- The Head of Service-Early Help highlighted a feasibility study which had been conducted that worked with end-users and allowed them to submit their suggestions on what they think would work for Peterborough.
- Members identified that the co-location of existing buildings where the hubs could be set up would provide an opportunity to rural areas that would make the scheme more accessible. The Children’s Public Health Commissioning Team Manager advised that the guidance was clear and Family Hubs would comprise of a hub, an outreach offer and a digital offer.
- Members referred to section 7.1 where it stated that failure to meet the guidance would result in less funding and sought clarification on what those failures could be. The Officer advised that this was a risk that needed to be referred to but that the service knows how to feedback on the deliverables and that money would not be released until the Council met milestones and achieved desired outcomes.
- Members asked whether the 3.3 million would be sufficient for the programme to meet its delivery targets. The Officer advised that it would be a superb injection of service money but that less money would be allowed to be spent on capital investments. Members were advised that the Team had been looking at ways to future proof the programme should funding be withdrawn.
- Members sought clarification on how the Family Hubs programme would impact all of Peterborough. The Officers advised that the significant amount of funding for the Start for Life offer would allow the service to be better for all.
- The Head of Service - Early Help noted that they would be happy to come back to the committee with an updated report on the performance of the programme.
- The Cabinet Advisor to Cabinet Member for Childrens Services, Education, Skills and University identified the importance of Members letting Officers know how what was delivered within the local community could be improved.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to:

1. Endorse proposals from the service in relation to programme sign up and how we spend grant monies received as part of the national Family Hubs and Start for Life programme.

The Committee also requested that the Head of Early Help consider bringing a second report to the Committee based on the uptake and availability of the Family Hubs and Start for Life programmes.

8. HOUSEHOLD SUPPORT FUND

The Children and Education Scrutiny Committee received a report in relation to the next round of the Household Support Fund.

The purpose of this report was to provide the Committee with information on the proposed allocation of the next round of Household Support Fund (HSF). Whilst the grant was subject to the corporate leadership team views a paper would be taken to Cabinet to seek final approval for the scheme. Any feedback from this meeting would be considered in the recommended final scheme.

The Director of Education introduced the report and key points raised included:

The Council had used the Household Support Fund to provide vouchers throughout the school holidays and the report highlighted the current proposals on how to use the next round.

Members were advised that the paper had been written prior to Government Guidance which had now changed. The key change was that local authorities would have greater flexibility on where funding could be allocated. However, Officers decided to continue with the original scheme as it was what best supported the needs of the city.

The Director of Education emphasised that the data in the report did not capture all need in the city as not everyone had signed up to the scheme and that the money was effective but a small contribution in relation to the pressures residents were facing.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members queried why the holiday voucher had been reduced from 15 pounds to 10. Members were advised that there was a reduction as a result of the ring-fence on spending and that there would be flexibility through refunds which could be reinvested. The Director of Education identified that for an extra £5 on the Christmas voucher, a sum of £50,000 would need to be found.
- Members referred to the difficulties in Winter and sought clarification on whether the scheme would be extended beyond March 2023. The Officer advised that there had been no announcement from the Government that it would be extended.
- Members further queried the reduction to 10 pounds when other local authorities in the area kept their voucher at 15 pounds. The Officer advised that Cambridgeshire topped their Household Support Fund with reserves to offer the 15 pounds where Peterborough did not. Members were also advised that demand had grown but the funding amount had stayed the same. There had been difficult choices made due to the financial ability of the fund and feedback had determined

that protecting the summer holidays was more important to families than other times of the year.

- Members referred to the direct cost of schemes on page 85 and sought clarification on why the admin costs were disproportionate across the grants. Members were advised that each grant had been run in different ways. The Children and Young People scheme was dealt with by Council Officers and other schemes were run through third parties.
- Members asked whether work had been done to encourage those who were not claiming the support to do so. Members were advised that sustainability of uptake had been helped through working with third parties and that promotion of the scheme had been pushed through the schools as well.
- Members referred to Appendix 1 and sought clarification on how each local authority determined how to run their scheme. The Director of Education advised that there was a set of grant terms and conditions that had to be followed with some discretionary freedom.
- Members referred to access to warm spaces and sought clarification on how that would be set up and managed. The Officer referred to the Head of Think Communities who would be able to provide more information to the Committee at a later date.
- Members noted that they had not been aware that there were different choices that the money could be spent on and sought clarification on how Peterborough's scheme was determined. Members were advised that the proposal had been signed off by Cabinet and that the roll out of previous rounds had been time limited.
- The Director of Children's Social Care highlighted that the Household Support Fund was not the only support scheme for residents and referred to Early Help support provisions. Members were advised that the Council had used a wider range of eligibility criteria that included Early Help provision where other local authorities had not.
- Members asked if there had been any communication planned to urge people to sign up to the scheme. Members were advised that there had been and would continue to be lined up until the deadline for application had passed.
- Members queried how parents who did not reach the eligibility criteria for free school meals were being supported. The Officer advised that there was a bank of vouchers that were not claimed or unused and the Council approached schools to come forward with families who would benefit from them.
- The Cabinet Advisor to Cabinet Member for Children's Services, Education, Skills and University thanked Officers in attendance for their work on these schemes.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and

RESOLVED to:

1. Consider the report and make recommendations / comments on the operation of the holiday voucher scheme for the October to March round of the Household Support Fund. This will help to inform the final decision for Cabinet.

The Committee also requested that the Director of Education provide the Committee with a briefing note on how the Vulnerable Household Support Fund will be rolled out, with specific focus on the set up and management of warm spaces for vulnerable children.

9. FORWARD PLAN OF EXECUTIVE DECISIONS

The Democratic Services Officer introduced the report which included the latest version of the Council's Forward Plan of Executive Decisions containing decisions that the Leader of the Council, the Cabinet or individual Cabinet Members would make during the

forthcoming month. Members were invited to comment on the plan and where appropriate, identify any relevant areas for inclusion in the Committee's Work Programme.

- Members referred to Forward Plan Item - Contract Award of Translation and Interpretation Service KEY/20JUN22/02 and queried if the decision had been taken. The Democratic Services Officer advised that the Forward Plan was published on a fortnightly basis and the decision date would be updated with the next publication.
- The Director of Children's Social Care advised that this decision would expire in November 2022 and would be based on those services working with families who need translation services.
- Following the discussion, Members requested a briefing note on Forward Plan Item - Contract Award of Translation and Interpretation Service KEY/20JUN22/02.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the current Forward Plan of Executive Decisions and **RESOLVED** to note the report.

The Committee also requested that the Director of Education provide the committee with a briefing note on Forward Plan Item - Contract Award of Translation and Interpretation Service KEY/20JUN22/02.

10. WORK PROGRAMME 2022-2023

The Democratic Services Officer presented the report which looked at the work programme for the municipal year 2022/23 to determine the Committees priorities.

- Members asked when the date of the next Group Representative meeting was, and the Democratic Services Officer confirmed it would be held on 10 November 2022.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the Work Programme for 2022/2023 and **RESOLVED** to note the report.

11. DATE OF NEXT MEETING

The date of the next Committee meeting was noted as being 2 November 2022

CHAIR

Meeting began at 7.00pm and ended at 20:51pm

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 5
2 NOVEMBER 2022	PUBLIC REPORT

Report of:	Nicola Curley, Director for Children's Services	
Cabinet Member(s) responsible:	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University	
Contact Officer(s):	Belinda Evans, Complaint Manager	Tel. 01733296324

ANNUAL CHILDRENS SOCIAL CARE COMPLAINT REPORT 2021/22

RECOMMENDATIONS	
FROM: Belinda Evans, Complaint Manager	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Consider the report and make recommendations for further scrutiny if deemed appropriate. 2. Consider Appendix C which is provided for the first time in regard to non-statutory Children's and Education complaints and comment on the level of data they may require in future reports 	

1. ORIGIN OF REPORT

1.1 This report has been requested as a recurring annual item for scrutiny

2. PURPOSE AND REASON FOR REPORT

2.1 It is a regulatory requirement under the Children Act 1989 complaints procedures for children and young people for the council to prepare an annual report of Children's Statutory complaints and present it to the relevant committee for scrutiny.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

Children's Services including

- a) Social Care of Children;
- b) Safeguarding; and
- c) Children's Health.

2.3 This report links to the Corporate Priority: Safeguard Vulnerable Children and Adults

2.4 The Children in Care Pledge includes a promise to give children in care information on how to make a complaint or to give a compliment. This report provides evidence that children in care are being given the required information as complaints are being received from children in care and are being satisfactorily resolved.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	NA
---	-----------	----------------------------------	-----------

4. BACKGROUND AND KEY ISSUES

4.1 Contained in Appendix A – Annual CSC Statutory Complaint Report 2021-22

5. CONSULTATION

5.1 N/A

5.2 N/A

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 *That the report will highlight areas for service review.*

7. REASON FOR THE RECOMMENDATION

7.1 *It is a requirement under the Statutory complaints process for an Annual report to be produced each year to enable the relevant Scrutiny Committee to consider the report and make recommendations for further scrutiny if deemed appropriate.*

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 *Not Applicable*

9. IMPLICATIONS

Financial Implications

9.1 Complaint investigations require the commissioning of Independent Investigators and there is an annual budget maintained for this purpose by the Finance Manager. In 2021 due to issues with resourcing this function a contract was awarded to a specialist contractor to provide a reliable and compliant service for the investigation function. Because the costs are higher than the previous provision it is important that Children's Social care managers focus on early resolution of complaints which will help to reduce the volume of independent investigations.

Legal Implications

9.2 The processes used by the Complaints Team and Childrens Social care managers when investigating complaints fully comply with the Children Act 1989 Representations Procedure (England) Regulations 2006 and the statutory guidance (link below) which has been issued by the DfE under the Local Authority Social Services Act 1970.

Equalities Implications

9.3 Processes used by the complaints service ensures that the service is accessible to all persons. The team make reasonable adjustments to ensure that all complainants can submit complaints via a method that they can access. Children and young people are also able to access Advocacy services to help them through the complaints process.

Rural Implications

9.4 *None*

Carbon Impact Assessment

- 9.5 The report contains no proposals for changes to service delivery and therefore there is no decision to take which may impact carbon emissions of the council or the city.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 *Statutory Complaint process guidance - Children Social Care: getting the best from complaints*
<https://www.gov.uk/government/publications/childrens-social-care-getting-the-best-from-complaints>

11. APPENDICES

- 11.1 *Appendix A – Annual CSC Complaint Report 2021 - 22*
Appendix B - CSC Compliments 2021 - 22
Appendix C – Children’s Services and Education Corporate Complaints 2021-22

This page is intentionally left blank

Appendix A – CSC Statutory Complaint Report 2021-22



Introduction

This report is for the Children and Education Scrutiny Committee. It is a requirement of The Children Act 1989 Representations Procedure (England) Regulations 2006 that the local authority publishes an Annual Report, to provide a mechanism by which the local authority can be kept informed of the operation of its complaint's procedure for Children's Social Care (Regulation 13 (3)).

The Children in Care Pledge includes a promise to give children in care information on how to make a complaint or to give a compliment. This report provides evidence that children in care are being given the required information as complaints are being received from children in care and are being satisfactorily resolved.

This information demonstrates how far the concerns of service users are reflected in changes to services which improve outcomes for children and young people. Evidence that children and families know how to complain and do make complaints is seen as positive evidence of their empowerment. Complaints therefore must always be investigated in a spirit of openness and learning, although of course not all complaints will be justified and upheld.

The Complaints Team provide data to the senior management team within social care monthly so that complaint performance can be monitored. Complaints officers receive complaints by letter, email and by telephone from children and their advocates, as well as parents and carers, providing guidance about the process.

If the customer is not happy at any stage of the complaints process the complaints team can provide help and support with the process. If a complaint cannot be resolved the complainant will have a final right of referral to the Local Government & Social Care Ombudsman.

The Complaints Procedure

The statutory complaints process covered by this report applies to complaints presented by or on behalf of 'children in need' or 'looked after' (meaning in the council's care) as defined by the Children Act 1989. Effectively this means those children in receipt of social care services.

A young person may make a complaint directly or an adult (parent, carer, relative with sufficient interest or advocate may act on their behalf). This council provides an independent advocacy service, as required by law, and therefore a number of children are supported through that service.

Only eligible people can use the Children's Social Care Statutory Complaints Process as mentioned above.

There are three stages to the statutory complaints process:

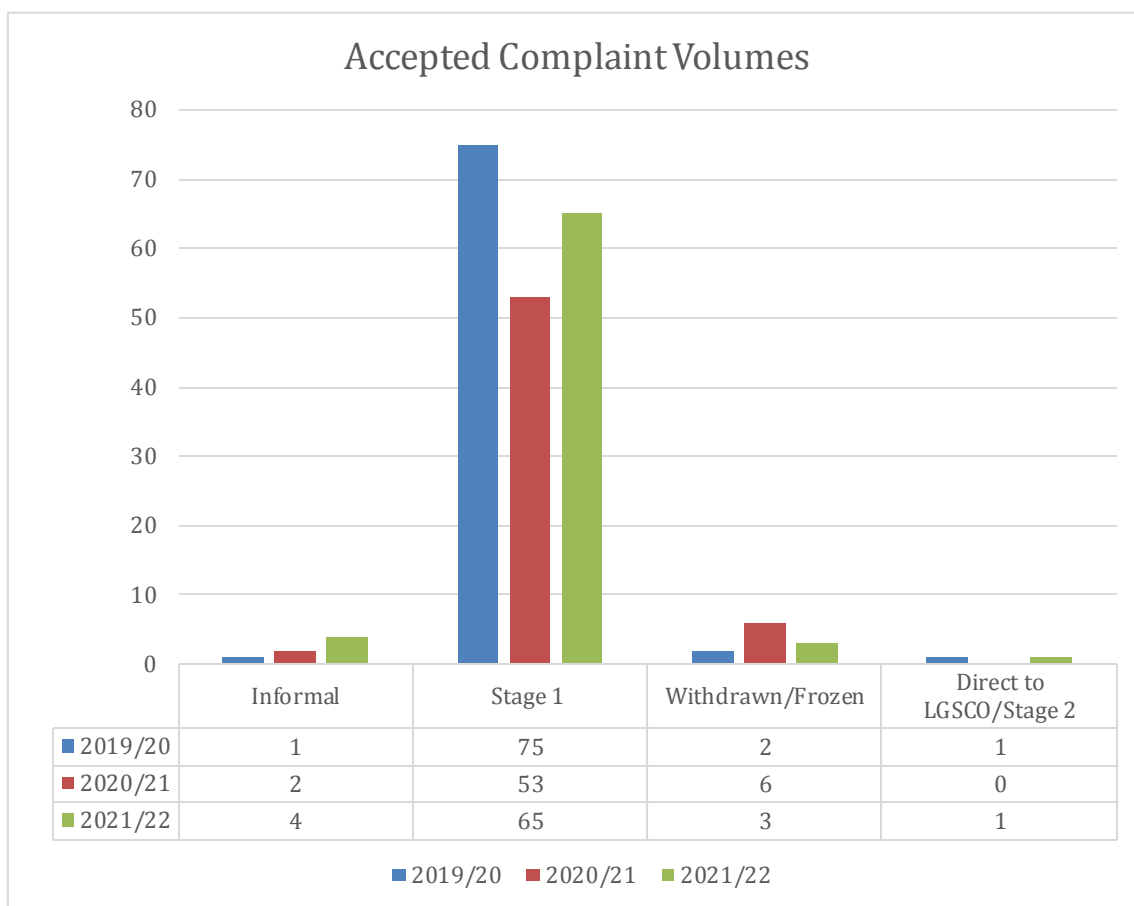
- **Stage 1**, requiring a response within 10 working days and a maximum of 20 if a delay is unavoidable
- **Stage 2**, requiring independent investigation within 25 working days and a maximum of 65 in exceptional circumstances
- **Stage 3**, requiring presentation to an independent complaint review panel within 30 working days.

Where a complaint is not resolved at Stage 3, the complainant may appeal to the Local Government & Social Care Ombudsman who may choose to investigate and may agree with or overturn the local authority's response

Complaint Volumes

In 2021-22 there were 73 complaints which could be accepted under the statutory process. This was an increase in the number of complaints registered against the previous year's (2020/21) total of 61 complaints. This increase was expected as council services returned to normal after the covid pandemic period.

Figure 1. Accepted Complaint Volumes 2021/22



Most statutory complaints are logged formally as Stage 1 complaints. Relatively few complaints will be responded to informally which is when the complaint is answered verbally within 3 days and the complainant confirms they are satisfied with the outcome.

Sometimes complaints are made and then withdrawn/frozen before a response is made and this can be for a variety of reasons. On this occasion 3 complaints which were withdrawn/frozen as the complainants decided not to proceed with their complaint.

Ineligible Complaints

Under the statutory process there are only certain functions which can be subject to a statutory complaint and certain people that are eligible to use this process. Part of the role of the Complaint Manager is the deliberation of each new complaint to determine if the matter meets the criteria to be considered under the statutory process. A large proportion of complaints are rejected from the Statutory process each year.

There are multiple reasons why complaints may not be eligible under the Children's Social Care statutory process. The numbers rejected and reasons are shown in Figure 2.

Figure 2 – Complaint's ineligible under the Statutory process

Complaints Not Logged	2020-21	2021/22	Example
Court Related	14	23	Care decisions are under the court's jurisdiction
Insufficient Interest	11	6	Complaint made by a friend or family member
Alternative Process (Legal/Corporate)	15	13	There is an alternative process
General Enquiries	32	17	Anonymous enquiries/requests for data/questions
Out of Time/Jurisdiction	18	9	Another LA/organisation has jurisdiction/ Complaint is historic
Consent not gained	4	1	Complainant does not have consent
S47/Child Protection	8	8	Child Protection and Section 47 exempt from process
Safeguarding referral	18	17	Passed to MASH
Other	10	8	Complainant does not engage
Totals	130	102	

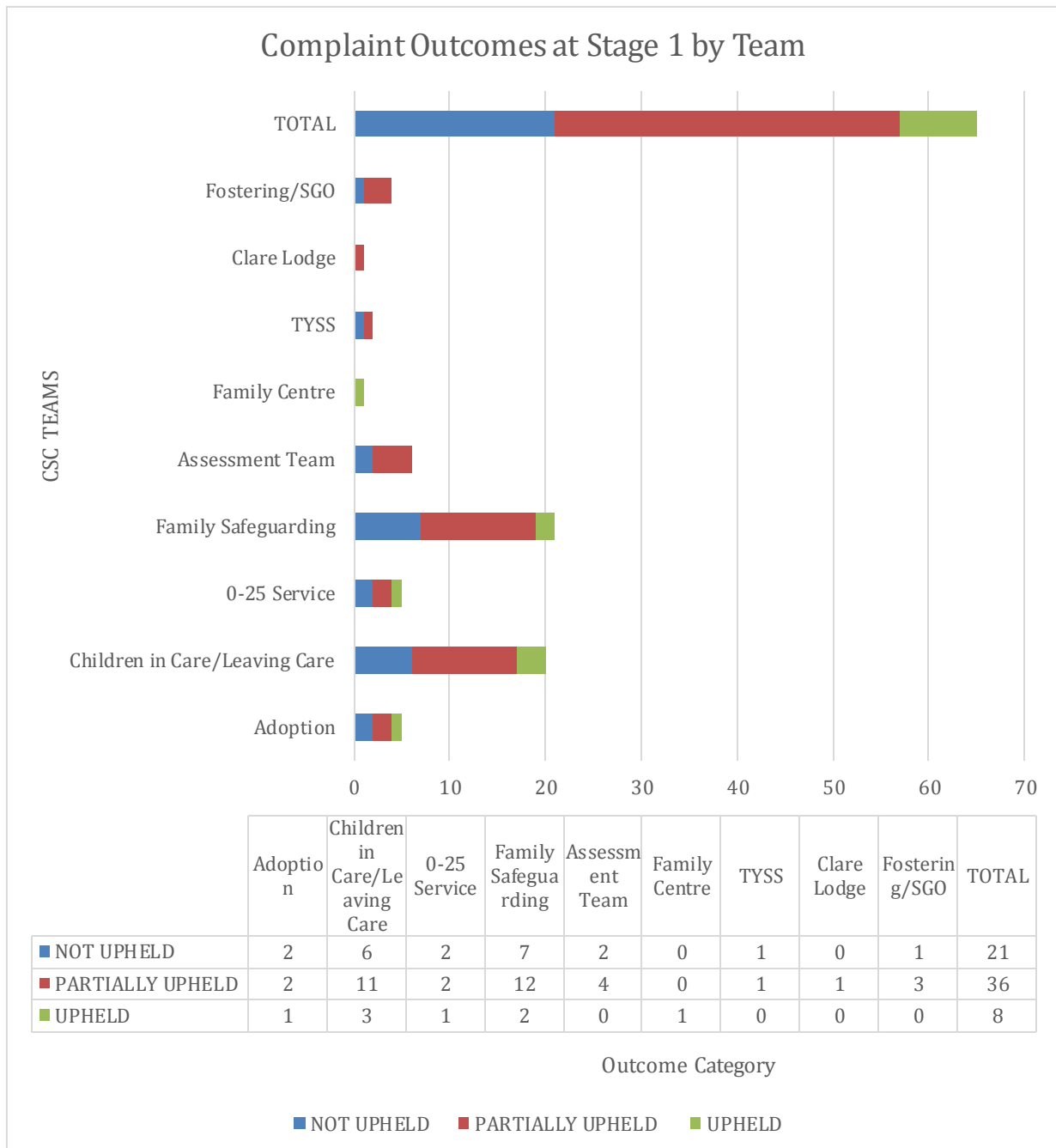
Where a complaint is not accepted the complainant will be advised of the reason why they are not eligible to use the statutory complaints process and what other process may be open to them. If the person is not a category of person eligible to complain they may be advised there is no alternative process.

Stage 1 Complaint Outcomes

- There has been a significant decrease in upheld complaints this year to 12%
- Partially upheld complaints have seen an increase to 55%
- The percentage of complaints recorded as Not upheld has decreased to 32%

This indicates that often complainants will have some validity to their concerns but some of the issues maybe due to unrealistic expectations or a lack of understanding around the role of Children’s Social Care.

Figure 3 – Stage 1 Complaint Outcomes by team



Complaint Escalations

It is the aim of the Children's statutory complaints process to reach a resolution on complaints at the earliest opportunity.

The factors which prevent escalation of complaints are

- Proactive contact with the complainant to discuss their complaint
- Quality of written responses
- Timeliness of response

There has been an improvement in the number of cases where the team manager has proactively contacted the complainant to discuss their complaint this year.

41% of cases had contact compared to 36% the previous year.

Contacting the complainant to discuss their complaint can help to build trust and ensure the family feel heard and the importance of this is promoted by the complaints team when passing a complaint over to a team manager.

The quality of responses continues to improve, and the speed of response is within acceptable parameters.

The escalation rate for complaints this year was 7% (5 cases), a fall from the 13% escalation rate in 2020/21. The proactive contact by team managers is a significant factor in this improvement.

Conciliation Meetings

Since 2013 a Conciliation meeting has been offered to any complainants who wish to escalate post Stage 1.

This year four of the five escalated complaints agreed to a conciliation meeting, and this resolved all four cases.

Following recent recommendations from the Ombudsman we have been advised to remove the conciliation meeting process from our local procedures as this does not comply with the statutory process. This is regrettable as this has been successful in resolving many cases over the past eight years.

The importance of contacting complainants proactively at the start of the complaint will be emphasised further by the complaints team and by senior management to ensure complaints are resolved at the earliest opportunity making the absence of a conciliation process less detrimental.

Stage 2 Investigations

Due to the timescales involved in investigating Stage 2 complaints under the statutory process it is common for complaints made in one year to continue through the process in a subsequent year.

During the pandemic a backlog of complaint escalations formed as the council had problems with the procurement of Independent Investigators and Independent Persons.

In 2021/22 five cases from the previous year progressed to a Stage 2 investigation. There were also two cases that were already under investigation at the start of 2021/22. In August 2021 a contract for Complaint investigations was awarded to Coram Voice and consequently the backlog of investigations has been cleared.

One complaint made in 2021/22 also escalated to Stage 2 but this was at the end of the year and the investigation had not concluded by the year end.

For 2021/22 the escalation rate was very low – only 1 complaint escalated to Stage 2 from the 73 complaints received. The normal escalation rate has traditionally been between 5 – 10%

Figure 4 -Stage 2 progress in 2021/22

	<i>2020/21</i>	<i>2021/22</i>
Stage 2s Requested	5	6
Stage 2s Completed	3	6
Stage 2s Remaining	2	2

Figure 5: Stage 2 Outcomes 2021/22 cases

Case No.	Team	Outcome at Stage 1	Stage 2 Outcome	Escalated Further
1	CIC	Not Upheld	Not Upheld	No
2	CIC	Partially Upheld	Partially Upheld	No
3	0-25	Partially Upheld	Partially Upheld	Stage 3 panel then LGSCO
4	CIC	Partially Upheld	Partially Upheld	Stage 3 panel then LGSCO
5	0-25	Partially Upheld	Partially Upheld	No
6	0-25	Partially Upheld	Partially Upheld	Stage 3 panel

Stage 3 Panels

Stage 3 panels are the final stage of the process and can be requested by a complainant who is not satisfied with the outcome of the independent investigation which is conducted at Stage 2. The panel hear from all the attendees and determine if they support the Stage 2 investigation outcomes.

Panel attendees include

- 3 x external panel members,
- The complainant
- The Complaint manager
- A senior manager from Children’s Social Care
- The Investigating officer – from Stage 2
- The Independent Person – from Stage 2

Two cases were escalated to a Stage 3 panel in 2021/22 – both were from cases where the complaint was first raised prior to 2021/22.

Both led to the panel supporting the findings of the Stage 2 investigations. Subsequently both cases have escalated to the Local Government and Social Care Ombudsman (LGSCO), but their investigations were ongoing at the end of the year 2021/22.

Local Government and Social Care Ombudsman (LGSCO)

The LGSCO only investigated one case about Children's Social Care in 2021-22. This complaint was made in 2020 but due to the delay procuring investigators, previously mentioned, did not proceed to Stage 2 until 2021/22. The complainant approached the LGSCO at this early stage and the LGSCO found the council at fault for not proceeding promptly to Stage 2 and asked the council to pay a compensation payment to the complainant for the stress caused by that delay. The complaint was then investigated at Stage 2 and the matter was resolved to the complainant's satisfaction at that stage.

As indicated above there were two other cases that the LGSCO decided to investigate in 2021/22 about Children's Social Care but those investigations were ongoing at the end of the year and so will be reported in the year when the final decision is received.

Service Improvements

During the investigation of a complaint Service Improvements can be identified when the manager has found that there has been a service failure and that they can propose a change which will prevent this type of issue from reoccurring. Such changes may be a process or policy change or a training workshop.

The level of Upheld complaints is low this year at 12% and this does impact the volume of Service improvements that are likely to be identified. Where complaints are Partially Upheld only certain elements may need to be corrected and this is commonly in the form of an apology or ensuring the service is provided where there have been delays.

Where a more definite service improvement is proposed this will be identified by the service.

The table below displays service improvements identified from complaints responded to by team managers in 2021/22.

Figure 6: Service Improvements at Stage 1 2021-22

CSC Team	Complaint Detail	Service Improvement Identified
Leaving Care	Not received passport as agreed.	Team manager confirmed the complaint had highlighted the support needs of Care Leavers in prison which will be shared and discussed with the team.
Adoption	Unhappy with the information they received from the Adoption Service regarding timescales of adoption process.	Team would be advised to be clearer around potential timescales with prospective adopters
Children in Care	Unhappy with Service's handling of potential adoption	Team manager confirmed the team would meet to discuss this case to ensure a clearer process from the start of the request
Children in Care	Delays in handling of a post - 18 assessment	The manager confirmed a review would take place of how assessments are undertaken by service.
0-25 service	Unhappy with the lack of communication regarding requests for assessment.	Introducing new practices within team to prevent delays.
Children in Care	Unhappy with the information provided by the Social Worker	The team manager confirmed they would discuss with the worker about the importance of clear and transparent communication with foster carers
Children in Care	Complaint about delays in adoption process and not being kept informed.	Case would be discussed with all workers to improve practice for the future.
Contact Centre	Unhappy with the conduct of the contact supervisor at a contact session.	Team would meet to discuss the importance of workers remaining impartial.

Where complaints escalate an independent investigation takes place and this is more likely to result in service improvements being identified.

Figure 7: Service Improvements Recommended during Stage 2 Investigations 2021-22	
CSC Team	Service Improvement Identified
Children in Care	3-monthly meetings should be implemented to ensure birth mother is updated more regularly in between statutory reviews for children in care which are 6-monthly
0-25 Team	The Disability Social Care 0-25 Service will review the information available on their council web pages regarding assessments to ensure there is clear guidance for parents regarding the various stages, including the opportunities for parental input.
Children in Care	Complaint Adjudication form to be revised to ensure that recommendations made are SMART
0-25 Team	The investigating officer recommended that the Short Breaks Panel rewords the expectation to include 'up-to date' assessments with the panel paperwork, so that this becomes a clear procedural requirement. They also recommend that a separate section is added to the Short Breaks Panel application form for parental views, to be written in their words only, and not paraphrased by the social worker. The final recommendation was that the panel continues to accept letters from parents as supporting correspondence and to ensure that parents are aware of this option.
0-25 Team	Revise DLA policy so that it is clear to foster carers how these funds can be utilised

Accessibility of the Complaints Process

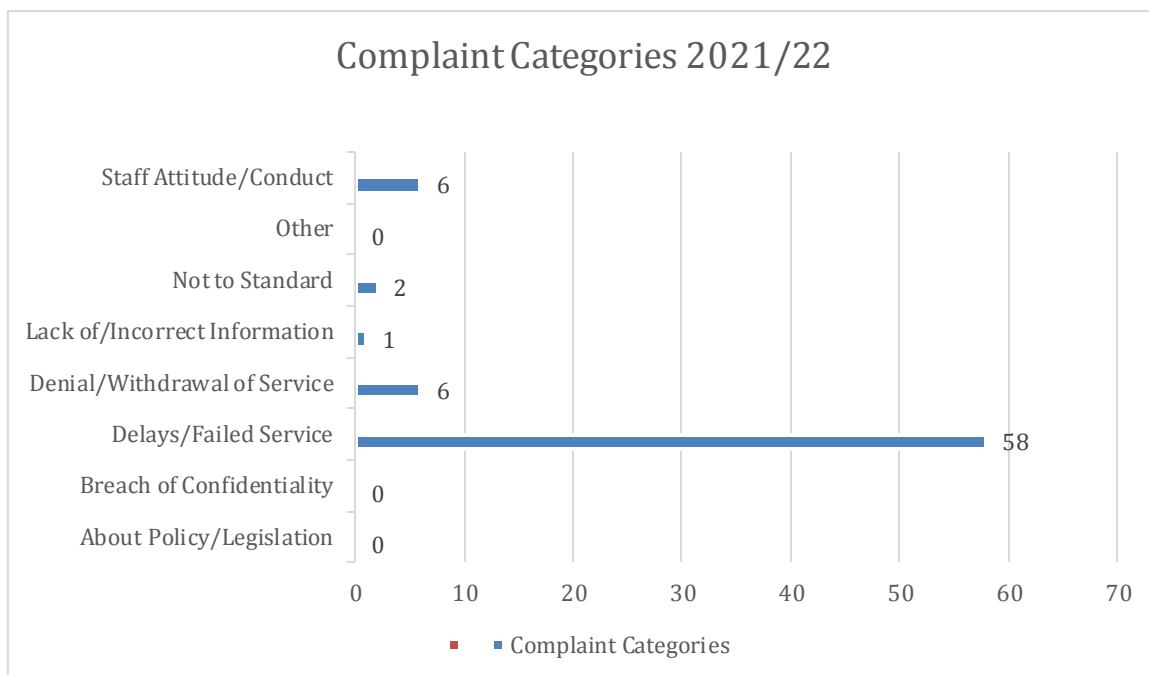
In common with other Local Authorities most complaints received about children social care services continue to be from parents. If the complaint is not on behalf of the child or about the services provided to the child, then the complaint will not follow the statutory process. However, complaints from young people or former LAC adults remains significant at 27% of statutory complaints received. Many of the young people making complaints are supported by an advocate (75%) which are provided under the council's contract with the National Youth Advocacy Services (NYAS).

Figure 8 Who is making Complaints?	2019/20	2020/21	2021/22
Children/Young People (not LAC)	2	2	2
Looked After Children/ Leaving Care	25	14	16
Parents/Guardians	43	40	47
Other Carers	0	2	1
Foster Carers	2	1	3
Prospective Adopters	1	0	1
Adoptive Parents	1	0	1
LAC (now Adult)	1	1	2
Friend	0	0	0
Relatives	5	0	0
Professionals	0	1	0
Total	80	61	73

Complaint Categories

Figure 9 below shows the category of complaints recorded in the current year using 10 nationally recognised categories. This helps with analysis of themes and trends.

Figure 9: Complaints Logged by Category



Most complaints this year have been about alleged service delays or failures. Due to the nature of the service families often have urgent issues and they may have unrealistic expectations of how the service will be delivered. It is therefore important that the service gives clear information on how the service will be delivered but equally that the work levels of individual workers is monitored to ensure they can provide the right level of support to the families they are assigned to.

Figure 10: Examples of Complaints by top 3 categories

Category	Examples of complaints
Delay/ Failed	<ul style="list-style-type: none"> • Delays in workers returning calls • Delays in requesting assessments • Delays in processing applications for British Citizenship • Short notice notification about a placement move
Denial /Withdrawal	<ul style="list-style-type: none"> • Leaving Care Grant not received • Reductions in SGO allowances
Staff Conduct	<ul style="list-style-type: none"> • Alleged Impartiality • Lack of empathy from workers

Compliments

Children's Social care record Compliments they receive so that they can share the positive feedback with staff.

Compliments are received both from young people and their families but also from other agencies who are involved in cases in a professional capacity, including teaching staff, health visitors, and police officers. Where a complaint is from a service user or an external professional organisation this is recorded as an external compliment. Compliments received from internal colleagues from different teams are recorded as internal compliments.

In 2021/22 the following compliments were received

External - 37

Internal - 49

Appendix B – Shows examples of both type of Compliment received in 2021/22

Corporate Children's Complaints

Historically the complaints service has provided a separate annual complaints report for Children's Statutory complaints to this committee. Any complaints that are non-statutory are investigated under the corporate process and these complaints are included in the annual report on corporate complaints which is annually presented to Audit committee.

It has been proposed that non-statutory complaints about Children's Services should also be reviewed by Children's and Education committee and therefore an appendix to this report includes data on the non-statutory complaints registered for Children's services & Education in 2021/22 for the first time.

The level of data provided this time can be expanded upon in future years if the committee requires it.

Appendix C - shows these complaints for 2021/22

Appendix B – CSC Compliment Examples 2021/22

External Compliments



"I messaged XX earlier to wish her luck as she was 18 on Friday. She replied "thanks. It was nice to have a good social worker. Thanks for everything. You have helped me to get this far, and I wish you the best with XX and XX. They have an amazing social worker"."

"Myself and my colleague, XX, attended a S47 with XX earlier today. Myself and my colleague, XX were really impressed with her professionalism. She was compassionate towards the victim and showed the same compassion when we went to see the 'offender' who was the brother, he was visibly distressed and scared by our presence. We worked well together, and XX showed a real human element when dealing with all parties, she was a real joy to work with. We arrived at that job with two anxious, scared young people, but left it with all family members smiling and relieved. XX was key in achieving this."

"It was a pleasure to hear about XX's progress. XX has worked hard to ensure services were well coordinated and should be very proud of the outcomes she has achieved."

"We've met a lot of youngsters' social workers over the 20 years, but we'd like you know that you've been one of the easiest, most pleasant, sensible, and constructive we've had the pleasure of working with - and as our paths are unlikely to cross again, we'd like to wish you all the best for the future."

"Judge thanks XX on behalf of XX and family for working so hard to try and get it right for this troubled young person who appears on the right track now."

"What a brilliant SW XX is. Rarely have I had the privilege of having such a brilliant empathetic SW who managed such a delicate balance in this case in the most sensitive way without making enemies. She did not disrespect XX's parents; she did not judge them, and she very clearly steered a path for XX which was the right outcome. I'm astonished the parties didn't have the confidence in XX that I had. I consider her to be the most excellent and trustworthy SW. I'm happy for that to be reflect in the recital."

"She has told me about the meeting today and how much she enjoyed it especially knowing she was not alone in the situation she was in. I just want to thank you for everything you have done for her and helped her to be the young lady she is today. I'm so proud of her and how far she has come since you took over. Anyway, I can go on but won't. Just a big thank you."

"XX asked if the visits could be completed by XX as he thought that she was nice, supportive, and non-judgemental and that they felt really listened to after a period of drift with the case. "

Internal Compliments



"I just wanted to say XX conducted herself very professionally and ably at her first review for XX - I am aware she is in her AYSE year. She has gotten to grips with all the key elements needed to support XX's planning and I sense the team working with her feel her enthusiasm and determination to get some better outcomes facilitated for XX who is quite low really."

"I have completed an audit on this case which I have sent to the current allocated worker. But I also wanted to share with you that the quality of the chronology you had completed was good and made it easy for me to understand what had happened prior to conference. I also thought the assessment was good, and it was really easy to see the sources of information in all areas, as well as a thorough analysis."

"I just wanted to bring to your attention the very good handover I got from XX for the XX case. XX was proactive in making contact with me to give me a verbal update on the case and to arrange a handover visit where he introduced me to the family. I feel that this was reassuring for the family, and showed child and family focussed practice. As the new worker, it also gave me a positive start to my work with the family and a better understanding of the case at the outset. It would be great to see this sort of handover happening as a matter of course and I believe it makes the transition easier for the children and families involved, hopefully paving the way for positive outcomes for them."

"Just wanted to let you know that XX conducted herself very well during the link meeting this morning for her new adoption case. She had not had the case long but knew a lot about the child and their needs, she also knew a good amount about the history and the birth parents despite not having any contact with them yet. She knew the plans around contact and what the arrangements were. It was clear she has spent time absorbing this case and taking in the details and was prepared for the meeting."

"I just wanted to acknowledge the very hard work you have done on this matter. You have achieved a fantastic outcome for XX and your commitment and determination has been remarkable despite the challenges faced! very proud of you today!"

"I just wanted to acknowledge the email you sent me related to this provision was very well written. You gave the context and concerns whilst being balanced and measured in delivery; professional!"

"It's great that you're able to identify children and young people who might be interested in specific participation opportunities. We had a strategic participation meeting on Friday, and I mentioned to the group what great practice this is and what an excellent champion for participation you are."

"I also want to commend XX for her work in this case - how well she knows the children and how much she has done to bring about this ending in what has been a very difficult case."

Appendix C – Complaints for Children’s Services and Education registered under the Corporate Complaints process – 2021-22

Children Social Care Corporate Complaints 2021/22

Corporate complaints for Children’s Social Care are generally from parents or foster carers about matters that do not affect the child and are not eligible for the statutory process.

There were **13** complaints received that followed the corporate process in 2021/22

Team	Number Received	Informal or Withdrawn	Not Upheld	Partially Upheld	Upheld	Complaint Descriptions
Assessment Team	2	0	1	1	0	<ul style="list-style-type: none"> • Alleged Breach of Confidentiality • Failure to notify of Case Closure
0-25 Team	1	0	0	1	0	<ul style="list-style-type: none"> • Poor Communication with parent
Children in Care	1	0	1	0	0	<ul style="list-style-type: none"> • Alleged breach of confidentiality
Fostering	5	1	0	2	2	<ul style="list-style-type: none"> • Concerns about fostering application process • Lack of Support • Delays in Expenses payment
Family Safeguarding	2	0	1	1	0	<ul style="list-style-type: none"> • Unhappy with Social Worker conduct
Safeguarding	2	0	2	0	0	<ul style="list-style-type: none"> • Unhappy with lack of consultation

All these complaints were resolved without escalation to the second stage of the council’s corporate complaints process.

Education Complaints following the Corporate process 2021/22

The council are not responsible for complaints made about schools. Schools have their own complaints process and parents can also raise concerns with Ofsted. Also, many Education services have statutory appeals processes which require the complainant to use that process rather than making a complaint. This includes EHCP appeals, School Admission Appeals etc. Issues that arise for parents that do not carry a right of appeal can be considered under the corporate complaints process.

SEN service Complaints

Special Educational Needs (SEN) service is displayed in a separate table with data provided about outcomes to these complaints

The SEN service received **16** complaints in 2021-22.

Corporate Complaints for SEN service 2021-22				
Outcome of Stage 1 complaint	Volumes	Escalation Requested	Actions following Escalation	Service Improvements Identified/Action taken
Upheld	3	2	Meeting held/further response issued	<ul style="list-style-type: none">• Implementation of Annual Review Action Plan• Apology for delay in issuing plan• Apology for not keeping parent updated whilst her child was out of school
Partially Upheld	7	0	Not Applicable	<ul style="list-style-type: none">• Apology issued for communication delays – several cases• Agreement to hold child back a school year
Not Upheld	6	2	Remained the same	

All these complaints were resolved without escalation to the second stage of the council's corporate complaints process.

Education Complaints (non-SEN teams) received in 2021-22

There were only 9 complaints received for the remaining Education teams as follows

Team	Number Received	Informal or Withdrawn	Not Upheld	Partially Upheld	Upheld	Complaint Descriptions
Admissions	1	0	1	0	0	<ul style="list-style-type: none"> Parent unhappy with Admissions decision process
Attendance	2	0	1	0	1	<ul style="list-style-type: none"> Disputing reason for non-attendance Dispute over payment of non-attendance fine
Family Information service (FIS)	1	0	0	0	1	<ul style="list-style-type: none"> Concerns about lack of checks on services eligible to be part of Local Offer
School Finance	1	0	1	0	0	<ul style="list-style-type: none"> Unhappy with school holiday food vouchers offered by college during pandemic
School Transport	4	0	1	1	2	<ul style="list-style-type: none"> Unhappy with escort service Delays in transport allocation Delays in responding to correspondence

All of these complaints were resolved without escalation.

LGSCO Decisions

During 2021/22 there was a judgement received from the Ombudsman about the Special Educational Needs Service. This was a complaint that was registered in the previous year, was not resolved by the council, and escalated to the Ombudsman. The Ombudsman made its finding in 2021/22 and it Upheld the complaint against the council and the recommendations included paying the family compensation for the use of the young person to spend on education they missed, requiring the SEN service to implement an action plan to ensure EHCPs are being produced to statutory timescales and improve its record keeping.

This page is intentionally left blank

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 6
2 NOVEMBER 2022	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Councillor Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Fran Cox – Assistant Director Education Capital and Place Planning	Tel.

TRANSPORT TRANSFORMATION

RECOMMENDATIONS	
FROM: Jonathan Lewis	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <p>1. Review and approve the proposed Transport Transformation Strategy</p>	

1. ORIGIN OF REPORT

1.1 This report is submitted to the Children and Education Scrutiny Committee following a request from the Committee at the group representatives meeting.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to obtain the views and approval of the Committee on the Transport Transformation Strategy.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

1. Children's Services including
 - a) Social Care of Children;
 - b) Safeguarding

2. Education

2.3 This report links to –

- Corporate priority:
 - Improve educational attainment and skills
 - To drive growth, regeneration and economic development
- Children in Care Pledge: Support children in care to have a good education.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	NA
---	-----------	----------------------------------	-----------

4. BACKGROUND AND KEY ISSUES

4.1 Statutory Responsibilities

Parents and carers have a duty under the Education Act 1996 to ensure that their children attend school and to make the necessary travel arrangements, including accompanying them where appropriate on their journey to and from school. Parents and carers are also responsible for their children until they arrive at school and after they leave at the end of the school day.

The Education Act 1996 places a duty on local authorities to make such travel arrangements they consider necessary to facilitate the attendance at school for 'eligible children'. Eligible children are categorised as;

- those who cannot reasonably be expected to walk to school as a result of mobility issues associated with their Special Education Need and/or Disability (SEND)
- those living outside of statutory walking distance beyond 2 miles if below the age of 8 or beyond 3 miles if aged between 8 and 16)
- some children in receipt of free school meals
- children of parents in receipt of the maximum level of Working Tax Credits
- some post-16 students
- children who cannot reasonably be expected to walk to their nearest suitable school because of the nature of the route is deemed to be 'unavailable' (unsafe) to walk

4.2 Discretionary Powers

Local authorities also have discretionary powers to go beyond their statutory duties and to provide transport for children who are not entitled to free transport. In doing so, they must consult with parents and must act reasonably when determining their travel policy.

4.3 Current Picture

There are currently 2 separate transport functions in Cambridgeshire and Peterborough, governing and providing services for their own local authority area. Both teams are line managed by the same Head of Service and sit in the shared People Directorate.

Both teams are operating in very challenging circumstances and whilst there is some joint work between the two teams, there is increasingly a need for a joined- up approach given the shared statutory duty and the increasing demand for efficiency.

Both teams oversee and provide the **eligibility, procurement** and **delivery** of transport services across the policy areas covered within the People Directorate. This is a large span of service delivery and not one that is replicated in many local authorities, especially those of the size of Cambridgeshire.

The Transport Teams in Cambridgeshire and Peterborough provide transport for the following policy areas:

- Home to School Mainstream Transport (including post 16 and Fair Access Protocol placements)
- Home to School SEND Transport (including post 16)
- Children's Social Care
- Adults' Social Care

Transport delivery across both LAs also contributes to the Climate and Environment Strategy and the Social Value Policy.

4.4 Key Issues

This report seeks to propose to committee the adoption of a Transport Transformation Strategy in order to lead and guide the work needed to be undertaken over the next two years in Peterborough to ensure outstanding provision of transportation services.

The strategy document, included in appendix A has been produced in collaboration with those involved in the delivery and interface with transport services in both councils.

The document aims to provide a factual 'scene setting' of the current data. It then outlines a number of areas of pressure that are being experienced, not only by Cambridgeshire and Peterborough but nationally. The strategy then proposes a number of key strands to be focused on in the transformation of the transport delivery in the current climate we face. The key areas of pressure are outlined below.

4.4.1 Areas of Pressure

Delivery

The current delivery capacity within both teams is not sufficient and will need to be restructured with consideration of additional capacity and greater joined up between the two teams to maximise efficiency. In PCC there are currently 7 members of staff responsible for managing the school transport services, managing approximately 2,000 pupils, 233 vehicles of a value of £5m.

Transport officers are responsible for the eligibility assessment, procurement and delivery of transport for children and young people. This is not a model which is widely used by local authorities. It is more commonplace to separate roles and responsibilities to allow for the concentration of expertise and effort in the different, unique aspects of transport delivery.

It is intended to look at the team structure and the systems and processes that support them to ensure they are better equipped with more capacity to deliver an outstanding level of service provision for our children and their families.

Eligibility

Policies across the scope of delivery mandate need to be reviewed in light of the current context. Policies will be reviewed alongside each other and in consultation with key stakeholders to ensure that they are continuing to provide a clear and appropriate framework to determine eligibility.

How we communicate our policies to parents when choosing a mainstream school will be a key focus of the review. As well as ensuring that we work with special schools, the SEND services and Pinpoint to ensure parents and carers of children and young people with SEND are fully aware of the eligibility criteria and decision-making processes around transport. It is also vital that all of the different options for transport are made clear to both professionals and parents and carers.

The current decision-making systems around eligibility for high-cost transport arrangements are increasingly insufficient to govern financial growth. Decisions should not be made by the transport teams in isolation of good, child focused discussion with lead professionals around levels of need and the best value outcome for the child or young person.

Good practice is taking place within children's social care in relation to multi-agency decision making and this type of joint conversation needs to be embedded into all policy areas across both authorities.

Cost

Increasing costs is a significant area of pressure for Peterborough and key activity within the action plan will need to address areas identified where savings and cost reduction can be achieved. Rises in costs are in part due to inflationary pressures and increased costs of fuel. They are also due to the significant growth in both the mainstream pupil population and the SEND growth.

Whilst the authority must be clear about its statutory duty to provide transport to those who are eligible, the current increased spending forecast is increasingly unmanageable financially for the authority. In speaking with other authorities, this pressure is felt across the country.

This is very much not about whether the authority delivers on its statutory duty, rather about how it achieves better value for money.

A review of solo routes, and prioritization of all routes must be a priority of the review in order to achieve better value for money. Activities such as volunteer drivers, independent travel training and other emerging innovative strategies must be prioritized and built into policy reviews in order to manage this significant area of pressure.

Growth

The growth in the numbers of pupils with SEND accessing transport to their school needs to be managed and addressed through various mechanisms. Children with SEND are often transported alone and for longer distances than we would like to access a school. SEN transport costs have increased more than 12%, compared to an 8% growth in their numbers, and less than 8% rise in mainstream transport costs during that time. The average cost of school transport is £2,460 per pupil per year. However, transport for pupils with special needs is higher at almost £4,000 per pupil pa.

It must be stressed that providing high quality transportation to an educational establishment remains an utmost priority for all children with SEND who are eligible. We are keen to work closely with families and special schools to explore how this can be provided differently in a more resilient way to prevent the impact of the current market – which is what we are experiencing at the moment.

Procurement

There is now a joint Dynamic Purchasing System in place which is good progress. A review now needs to be undertaken with both the Procurement Services as well as the Commercial Team to determine the correct systems for managing the procurement of transport on a daily basis.

We would like to explore different options for the delivery of certain transport functions where there is a high volume of routes and passengers. The market is changing and responding the national climate on a daily basis and there needs to be scope within the transformation plan to review all market options to ascertain best value. There is council obligation to move to greater use of electric vehicles and the infrastructure that's needed to support this will mean that procurement of transport solutions will need to be consistently reviewed in the years to come.

5. CONSULTATION

5.1 None at this stage

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 It is clear that the above activity proposed as part of the strategy needs to deliver measurable impact for all service users and the council. First and foremost, the team that we rely on to provide outstanding delivery of services need expanded capacity and the right systems in order to achieve the priorities being outlined in the strategy.

A full and thorough review of the policy suite needs to lead to reduction in route length, increased access to local educational provision and improved efficiency in delivery for families. May of the strands of work will need to generate savings in the form of a reduction in route cost per pupil. This will be achieved through a variety of mechanisms to be scoped and determined within the action plan underpinning the strategy.

As a key budget and statutory duty for the council there is also an intention to deliver improved sustainability in delivery as part of the modernisation of the service. This alongside improved eligibility and decision-making governance will also provide decreased financial risk profile

7. REASON FOR THE RECOMMENDATION

- 7.1 It is a statutory requirement that local authorities provide home to school transport for eligible children and young people. It is a council imperative that we look to do this more efficiently in order to provide a more reliant model for our communities.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 It has been considered as to the value and appropriateness of considering Cambridgeshire and Peterborough alongside each other or separately when considering passenger transport.

The conclusion of both local authorities is that consideration of Peterborough and Cambridgeshire together provides maximised efficiencies given the high level of cross over between the two locations and the identical pressing issues both face.

9. IMPLICATIONS

Financial Implications

- 9.1 It is envisaged that the above activity will provide savings to the council once implemented. An invest to save transformation business case has been submitted to the Corporate Leadership team in order to seek specialist input to realise route and delivery efficiency which will generate savings. It must be noted however that whilst areas of saving and efficiency are possible, this is within a context of rising demand and inflation.

Legal Implications

- 9.2 The Council has statutory duties relating to the provision of transport assistance. The legal parameters relating to home to school/college transport for children and young people of statutory school age are set out in Sections 508, 509 and schedule 35B of the 1996 Education Act as amended by the Education and Inspections Act 2006.

Sections 509(1) and (2) place a duty upon local authorities to provide free transport where necessary to facilitate the attendance of children and students at schools and institutions both within and outside of the further and higher education sectors.

Equalities Implications

- 9.3 The following bullet points set out details of significant implications identified by officers:
- Prevention of rural isolation from education provision.
 - Education transport is provided to all who are entitled under the Education Act 1996 as amended by the Education and Inspections Act 2006

Rural Implications

- 9.4 Prevention of rural isolation from education provision.

Carbon Impact Assessment

9.5 Strategy implementation will have minimal impact on the council's carbon emissions. May be some positive impact through route optimisation.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 None.

11. APPENDICES

11.1 Appendix A - Transport Transformation Strategy



Passenger Transport Transformation Strategy
PEOPLE DIRECTORATE
2022-2024



Introduction



Our Duty

The Education Act 1996 places a duty on local authorities to provide free home to school transport for all eligible children, which includes

- children with Special Educational Needs and Disabilities (SEND)
- those living outside of statutory walking distance beyond 2 miles if below the age of 8 or beyond 3 miles if aged between 8 and 16)
- some children in receipt of free school meals
- some Post-16 students
- children who cannot be reasonably expected to walk to the nearest suitable school because the nature of the route is deemed to be unsafe to walk

Local authorities also have discretionary powers to go beyond their statutory duties and to provide discretionary transport assistance for children who are not entitled to free transport. In doing so, they must consult with parents and must act reasonably when determining their travel policy.

Our context

There are currently 2 separate transport functions in Cambridgeshire and Peterborough, governing and providing services for their own local authority area. Both teams are line managed by the same Head of Service and sit in the shared People Directorate.

Both teams are operating in challenging circumstances and whilst there is some joint working between the two teams, there is increasingly a need for a joined-up approach given the shared statutory duty and the increasing demand for efficiency.

Both teams oversee and provide the **eligibility, procurement and delivery** of transport services across the policy areas covered within the People Directorate. This is a large span of service delivery and not one that is replicated in many local authorities, especially those of the size of Cambridgeshire.

This strategy proposes to outline how we will adapt to the challenging context we face to ensure we are providing access to high quality provision through the delivery of transport. The current economic climate makes it essential to ensure that we are providing best value. Alongside the need to generate additional SEND places to promote access to local education we believe it is an ideal time to revisit not whether we provide SEND transport – but how.

We have a clear duty to our entitled children and young people to ensure they can access consistent high-quality transport to enable them to receive an outstanding education. We are committed to achieving this in both Cambridgeshire and Peterborough.

Policy Areas



Policy Areas

The Transport Teams in Cambridgeshire and Peterborough provide transport for four areas of policy. Indirectly, the Transport delivery across both LAs also contributes to the Climate and Environment Strategy and the Social Value Policy.

Whilst the policy areas are well understood, accepted and applied; it is recognised that a policy review for each of the areas identified above is needed in both Cambridgeshire and Peterborough.



Home to School Mainstream

This includes post 16 provision and fair access protocol placements



Home to School SEND

This includes post 16 provision



Children's Social Care

This includes ensuring our children in care are able to access school



Adult's Social Care

This includes ensuring vulnerable adults are able to access community care provision

Geography



By its very nature, **Cambridgeshire** is a large, rural local authority. Whilst there are areas of dense urban concentration in Cambridge, St Neots, St Ives, Wisbech, Ely and Huntingdon, the large majority of schools and residents live in a comparatively rural location, where travel of some sort to school is necessary.

Peterborough a comparatively densely populated city with more public transport options than those available to residents in Cambridgeshire, does, however, still include some more rural wards on the outskirts of the city.

In both Cambridgeshire and Peterborough there is growth, with school population rising. The number of young people in secondary school in Peterborough has risen sharply by 20% to 17,540 (21/22) and those in state funded special schools from 588 to 688, a 17% increase. In Cambridgeshire, the school population increased from 82,613 (2015/16) to 89,976 (2021/22). The number in secondary schools has experienced a smaller increase of 1.3% to 32,175 in 2021/22 but the roll in state funded special schools increased by 63% from 970 to 1,590 between 2015/16 and 2021/22.

In Peterborough the number of pupils with a statement/Education Health Care Plan (EHCP) has also been rising sharply from 1,182 in 2010 to 2,046 in 2021. However, although this is a 73% increase in Peterborough, this is a lower rate of growth than in the East of England region (79%) or nationally (England 88%). In Cambridgeshire in 2016 there were 3204 EHCPs and in 2021 this had risen to 6100, a growth rate of 90.4 %. An increase in transport need to rural Primary settings has impacted negatively on cost.

In Cambridgeshire Transport is provided to **255** schools/educational establishments. In Peterborough it is provided to **80** schools.

Routes



Peterborough

How many?

Approximately 2,000 pupils (about 5% of the school population) are transported in Peterborough.

Nearly a third of pupils who are in receipt of transport are eligible due to their special needs, and a further 28% are post 16 students.

The number of pupils with SEN transported has been rising in recent years, by 8%. The need does not seem to be concentrated to any particular geographic location.

Solo Routes

There are 42 routes out of the 233 (17%) that carry only one child – these account for more than £550,000 (12%) of expenditure a year but only 2.5% of the pupils carried on contracted transport.

The cost of this is equivalent to more than £13,000 a year for each pupil. In some cases, a solo taxi may be justified, but the high cost of these routes means that these should be the focus of review to determine whether any can be rationalised or shared.

Cambridgeshire

How many?

Approximately 11,600 pupils are transported in Cambridgeshire of which more than two thirds are entitled and attending secondary school.

Approximately 10% are entitled due to their special needs (excluding sixth form). Entitlement is extremely concentrated – with three quarters of all those transported attending 24 establishments.

There are 60 establishments out of county where transport is provided for pupils with SEND, accounting for almost £2m expenditure. Some of this is within Peterborough. Almost all pupils (1,400) attending special schools are receiving transport. **This is higher than would usually be expected, even in a rural shire where distances to special schools are likely to be long.**

Solo Routes

There are 359 solo routes – a third of all contracted routes, therefore, carry only one child. These routes account for £7.3m – almost a third of the total cost of transport.

The average cost of transport for these 359 children is in excess of £20,000 p.a. Around 90% of solo routes are for children and young people with SEND.

Modes of Transport

	Annual cost	No. of pupils	Unit cost
Contracted Transport	£4,672,482	1,662	£2,811.36
Cycle allowances	£700	7	£100.00
PTBs	£137,175	25	£5,487.00
Mileage allowance	£112,629	66	£1,706.50
Travel tickets	£118,678	258	£459.99
College bus	£2,240	11	£220.00
Other Las (estimated no. of pupils)	£196,643		
Overhead	£264,086		
	£5,504,813	2,029³	£2,690.52



Peterborough

In **Peterborough** transport is largely provided using contracted vehicles (coaches, minibuses and taxis), which accounts for almost 85% of all transport expenditure and more than 80% of the children transported.

However, some pupils are in receipt of personal travel budgets, travel on public transport, or receive a cycle allowance or parental mileage. Personal Transport Budgets (PTBs) are negotiated at 50% or less than the tendered taxi service would have been. The cost of PTBs underlines the exceptionally high cost of transport that is associated with children being placed at out authority provision.

Transport is provided by seventeen operators, with three accounting for nearly two thirds of all contract expenditure and the majority of school transport contracts. These operators have dominated school transport provision for Peterborough City Council (PCC) for several years. A total of 233 vehicles are contracted to provide PCC's school transport, with 70% of them being taxis. Suppliers are an area in scope for strategic development as part of this review.

Vehicle Size	No of contracts	Average daily rate
74 seater PSV	55	£210
53 seater PSV	13	£207
16 seater PSV	27	£147
8 seater minibus	169	£131
6 seater MPV	92	£110
4 seater	645	£74



Cambridgeshire

In **Cambridgeshire** 108 suppliers provide transport, with 7 suppliers having contracts worth > £1m p.a, and 16 having contracts worth > £0.5m each p.a. Sixteen suppliers account for more than 50% of total school transport contract value.

By vehicle type the median daily rate (excluding contract outlier) is £114 and average is £119. For those contracts where vehicle size is available, day rates are competitive and compare with other authorities. Comparison can be made using the Association of Transport Co-ordinating Officers (ATCO) surveys of tender prices. The average daily rates for the main categories of vehicles are shown above.

PTBs are used but should be explored more as part of this review to consider governance and decision processes.

Finance



Overall, home to school transport **expenditure is rising** with spend increasing in both Cambridgeshire and Peterborough. There are a number of impacting factors on this rise that are being seen across both authorities



Rise in costs of fuel



Reduction of choice in the market



Increase in SEND pupils



Lack of local SEND places



Peterborough finance



- The overall cost of home to school transport has risen by about 8% since 2019/20, based on forecast at nearly £5m pa for 2021/2. The rise in costs is exceeding that in the number of pupils transported, which has remained largely unchanged overall. SEN transport costs have increased more than 12%, compared to an 8% growth in their numbers, and less than 8% rise in mainstream transport costs during that time. Medical transport has seen a significant fall, but emergency transport funding a sharp increase, although both account for small elements of the budget.
- The average cost of school transport is £2,460 per pupil per year. However, transport for pupils with special needs is higher at almost £4,000 per pupil pa.
- Expenditure is heavily concentrated, with less than a quarter of the schools (16) accounting for nearly £4m (80%) expenditure and 1,500 of the pupils transported. There are a number of primarily special schools where transport expenditure is significant and where contract costs per pupil are also high.
- Although the average cost of transport is less than £3,000 per year, there are 15 schools within the authority where it exceeds £10,000 per year, and 38 where it is between £5 and £10,000 a year. Many of these schools have high costs because only one child is travelling there.
- Day rates for vehicles are comparable to those in Cambridgeshire, where the average daily cost of a 4-seater taxi/private hire vehicle (phv) is £71 and for a 53-seater £175. The current daily rates are also comparable with rates previously found in PCC (work undertaken in 2014/5 showed daily rates averaging £63 of taxis and 53-seaters ranging in costs from £124-285 per day).
- Transport costs to 16 schools exceeds £0.5m each p.a. (these account for nearly 50% of all expenditure), and transport to three schools exceed £1m p.a. There are 13 schools where a combination of high cost, high unit costs and a significant number of routes would indicate that there is potential for review.

	Forecast 2021-22	No. of pupils November 2021	Unit cost
Home to School Transport - SEN	£2,971,084.00	747	£3,977.35
Home to School Transport - Medical	£11,800.00	14	£842.86
Home to School Transport - Mainstream	£1,332,954.00	1199	£1,111.72
Emergency Transport Funding	£80,786.00	43	£1,887.74
Passenger Transport - LAC	£313,924.51		
Passenger Transport Team	£264,085.90		
	£4,947,634.41	2003	£2,460.25



Cambridgeshire finance



- Budget increasing from £18.4m in 2018/19 to almost £27m in 2021/2. Actual expenditure was increased from just under £20m in 2018/9 to £23.4m in 2021/2. The sharp increase has been SEN transport costs – projected to rise by 90% from 2018/9 to 2021/2. Specifically, it is transport to SEN special schools that has shown the notable increases driving this.
- Transport is provided by 1,038 contracts, which have an estimated annual value of £25.2 m (based on annualised from current daily cost).
- 25% of spend is accounted for by the secondary sector and primary school costs account for 11%. SEN accounts for the majority of the spend.
- Unit costs are on average £2,500 per pupil per annum (costs have been based on a 40-week school year), with mainstream transport costs at £1,000-£1,500 p.a., which compare well with other authorities' costs.
- Currently, 175 pupils are transported to/from school by parents in receipt of a travel budget at a total annual cost of £611,287. The majority of these pupils are travelling to special schools (95) in county, with 33 travelling to out county special provision. The unit cost for this transport is nearly £3,500 p.a.
- In total approximately 2,500 pupils - about 60% of the ECHP pupils- are receiving home to school transport. Overall, transport costs for pupils with special needs are over £6,300 p.a, however, special school out of county costs are in excess of £9,000 per pupil per annum for almost 300 pupils. Unit costs for transport to special schools and for post 16 special needs students are also in excess of £6,000 per annum
- There are 19 schools where the unit costs are in excess of £25,000 per year. For most of these there is only one pupil attending, limiting scope to rationalise routes or improve loadings on vehicles.
- Almost two thirds (64%) of expenditure is on SEN routes, with a third of total expenditure on transport to/from special schools (and 11% out county)
- There are 60 establishments out of county where transport is provided for pupils with SEND, accounting for almost £2m expenditure. Some of these routes are extremely high cost i.e. 16 routes have unit costs exceeding £25,000
- Overall, there are 359 solo routes – a third of all contracted routes therefore carry only one child. These routes account for £7.3m – almost a third of the total cost of transport. The average cost of transport for these 359 children is in excess of £20,000 p.a.



Areas of Pressure



Delivery

The current delivery capacity within both teams is not sufficient and will need to be restructured with a consideration of additional capacity and greater joined up working between the two teams to maximise efficiency. Leadership capacity within the service needs to be broadened to ensure there is sufficient time and resource to deliver the outcomes outlined in this strategy.

In CCC there are currently 5.7 + 1 FTE officers responsible for managing the school transport services (with 1 post funded by adult social care), managing approximately 11,000 pupils, 1,100 contracts of value £25m across 255 schools. In PCC there are 7 FTE officers managing school transport services and children's social care transport services (with 1 post funded by children's social care).

A recent benchmarking exercise indicated that typically LA school transport operations are managed with about 2,000 pupils per FTE staff and the equivalent of about £2.5m per FTE and 100-120 contracts per FTE. CCC's staffing levels reflect this, but with increasing numbers of SEN transported the administrative demands on staff would be expected to be greater as they require a higher number of contracts and more contact time with parents.

Eligibility

The current decision-making systems around eligibility for high-cost transport arrangements are not sufficient to

govern the financial growth risk. Decisions should not be made by the transport teams in isolation from good, child focused discussion with lead professionals around levels of need and the best value outcome for the child or young person. Good practice is taking place within children's social care in relation to multi-agency decision making and this type of joint conversation needs to be embedded into all policy areas across both authorities.

Policies across the scope of delivery mandate need to be reviewed in light of the current context. Policies should be reviewed alongside each other and in consultation with key stakeholders to ensure that they are continuing to provide a clear and appropriate framework to determine eligibility.

Cost

Increasing costs is a significant area of pressure for both councils and key activity within the action plan will need to address areas identified where savings and cost reduction can be achieved. A review of solo routes, and rationalisation of all routes must be a priority of the review in order to achieve better value for money.

Activities such as volunteer drivers, independent travel training and other emerging innovative strategies must be prioritised and built into policy reviews in order to manage this significant area of pressure for both councils.

It must be noted that a number of national issues and pressures are impacting on Transport such as the National Living Wage.



Areas of Pressure



Growth

The growth in the numbers of pupils with SEND accessing transport to their school needs to be managed and addressed through various mechanisms. Children with SEND are often transported alone, and for longer distances than we would like, to access a school. The SEND forecasts for the number of children with EHCPs (2020-2031) indicates that CCC is expecting a 47% increase in the number of pupils with EHCPs by 2031. This is expected to be driven by pupils whose lead need is Autism Spectrum Disorder (ASD) (increasing by 65%) or Social Emotional or Mental Health (SEMH) needs (70%). This would mean the number of pupils with EHCPs would rise from 4,662 (Jan 2020) to 6,866 by January 2031.

If transport continues to be provided to approximately 60% of all pupils with EHCPs, at today's unit costs this would be expected to see transport costs rise from approximately £16m to £26m.

Whilst the creation of new local special school places is needed, alongside a review of policy to determine clear eligibility and deliverability parameters that are child focused and provide good value for both councils, it must be noted that more school places will inevitably lead to further pressure on these routes.

Procurement

The capacity to undertake the procurement of transport from within the 2 teams is limited and often detracts from other aspects of the provision of the service. There is now a joint Dynamic Purchasing System in place which is good progress. A review now needs to be undertaken with both the Procurement Services as well as the Commercial Team to determine the correct systems for managing the procurement of transport on a daily basis.

The market is changing and responding to the national climate on a daily basis and there needs to be scope within the transformation plan to review all market options to ascertain best value. This ought to include a review of the current fleet as well as considering what in-house options might provide better value for money for both Cambridgeshire and Peterborough.

Access to drivers and operators with the right licencing is a developing pressure. Similarly with expected growth, demand for Passenger Assistants may also continue to grow. There is council obligation to move to greater use of electric vehicles and the infrastructure that is needed to support this will mean that procurement of transport solutions will need to be consistently reviewed in the years to come.



Outcomes



Restructured Service Delivery

Aligning Cambridgeshire and Peterborough and unlocking efficiency and innovation

YEAR 1

Transport Policies

Consulted on, reviewed and aligned

YEAR 1

Eligibility Process

Joint processes with partner services agreed and in place

YEAR 1

Streamlined procurement

Review and amendment of mechanisms for procurement

YEAR 2

Cost Model

Cost avoidance strategy agreed and adopted

YEAR 2

Route Review

High-cost routes reviewed and adjusted

YEAR 2

Delivery Principles

Reviewed, agreed, understood and embedded (including position on reduced carbon and increased social value)

YEAR 2



Impact



Increased capacity in service delivery

Reduction in route length

Improved access to local education provision

Reduction in route cost per pupil

Improved efficiency in delivery

Improved sustainability (carbon, financial, operational)

Decreased risk



Passenger Transport Transformation Strategy
PEOPLE DIRECTORATE
2022-2024



For further details please contact



Cambridgeshire County Council School transport
edtransport@cambridgeshire.gov.uk



Peterborough City Council School transport
educationtransport@peterborough.gov.uk

This page is intentionally left blank

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
2 NOVEMBER 2022	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Councillor Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education)	Tel. 01223 507165

SERVICE DIRECTOR REPORT, EDUCATION INCORPORATING THE PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDREN'S SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY

RECOMMENDATIONS	
FROM: Jonathan Lewis – Service Director (Education)	Deadline date: N/A
<p>It is recommended that Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Note the contents of the report. 2. Support Elected Members and Officers in their work to support and challenge schools to improve standards of attainment and rates of progress for children in Peterborough Infant, Junior, Primary and Secondary schools. 3. Understand the current situation in Peterborough outlined in the Education Organisation Plan. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to outline the latest position on Education in Peterborough. It covers national changes and the three key areas of services provided in Peterborough. The report outlines other key progress in our continual focus on improving educational outcomes.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

1. Children's Services including
 - a) Social Care of Children;
 - b) Safeguarding; and
2. Education, including
 - a) University and Higher Education;
 - b) Careers; and
 - c) Special Needs and Inclusion;

- 2.3 This report links to –
- Corporate priority:
 - Improve educational attainment and skills
 - To drive growth, regeneration and economic development
 - Children in Care Pledge: Support children in care to have a good education.

3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
---	-----------	----------------------------------	-----

4. **BACKGROUND AND KEY ISSUES**

National Policy Changes

- 4.1 The third reading of the government’s Schools Bill in the House of Lords has been delayed by the new government amid a review of current reforms. Through the new Schools Bill 2022 the government aims to raise education standards across the country via a range of measures including supporting schools to join strong, multi-academy trusts, introducing registers for children not in school and giving Ofsted more powers to crack down on unregistered schools operating illegally.
- 4.2 The Education White Paper, Opportunity for all: Strong schools with great teachers for your child, outcomes have slowed in recent months, and we await a further update from the DfE. We have been working with the DfE around how the landscape of school leadership could change. Peterborough has been designated an Education Investment Area (EIA) and we expect further information on this programme to be released in November.
- 4.3 The consultation for the SEND Review Green Paper, which sets out the proposal for the future of special educational needs and disabilities and alternative provision, concluded in July 2022. Appendix 1 outlines the response from Peterborough. Later in the year, the Government will publish a national SEND and Alternative Provision improvement plan setting out in detail how it will move forward to deliver improvements to the system. In addition, a new National SEND and Alternative Provision Board will be established, comprising civil servants, parents and carers and people working across education, health and care. The Board will consider the voices and lived experiences of children young people and their families.
- 4.4 In April 2022, the Department for Education announced its restructure plans including creating 9 regional groups which will provide integrated delivery for schools and local authorities, including childrens social care and SEND. A new strategic centre will create better oversight, drawing together the DfE’s work and setting direction, working alongside operations and infrastructure. There will also be 3 dedicated groups focussing on families, schools and skills.
- 4.5 There have been a significant number of consultations and proposed changes impacting education alongside the previously referenced White and Green papers this year from the DfE. Many of these consultations have now closed and we await further information. We know the outcome of some areas and are readying to implement the changes (further information on Attendance changes are included below).
- 4.6 Should many of the proposals and ideas within the consultations be enacted the year ahead could continue to be one of uncertainty for schools and education services. An overview of some of the topics and areas being consulted on are listed below for reference.
- Ongoing reform around attendance, Elective Home Education and Children Missing Education.
 - The need for children to have access to mental health support in schools, and for better support for SEND children.

- Schools opening for longer hours to help children get the skills they need but also to make sure they are less prey to potential alternatives. Extended day remains an expectation but not yet mandated to be 32.5 hour week until 2023)
- Use of unregistered Alternative Provision
- Early Years Funding Formula
- Implementation of the National Funding Formula
- EHCP Annual Reviews
- Post 16 qualifications
- Behaviour in Schools
- Further Education Funding

4.7 The education service in Peterborough is one of the smallest in the country and it is a real challenge to continue to keep on top of all the changes nationally whilst continuing to deliver statutory services.

Education Capital Place Planning

School Admissions

4.8 For the period from September 2021 to July 2022, a total of 3,819 applications were processed. Since the start of term in September 2022, we have seen the number of applications reach nearly half this level as outlined in the table. This number of applications is the highest number of requests we have ever received during the holiday periods. Most of these applications are a result of wider overseas applications and from out of county. Generally, the numbers of requests from overseas applicants have increased, with 90 Ukrainian applications since April.

Year Group	Total No of Applications Received	Total No of Applications Processed
Reception	180	176
Year 1	189	201
Year 2	173	193
Year 3	232	240
Year 4	181	178
Year 5	187	173
Year 6	146	120
Year 7	113	124
Year 8	147	118
Year 9	160	137
Year 10	107	101
Year 11	86	72
Total to date	1,901	1,833

4.9 Admissions data is showing that given this significant influx we have a shortage of places for in year applications in Years 5, 6, 8 and 9.

4.10 To try and mitigate this shortage, the team is speaking to a number of trusts / schools about the potential for opening a Year 8 class to alleviate the pressure. It may take some time to establish these classes due to recruitment of teachers and additional funding would need to be found from our Dedicated School Grant growth fund. All children have been offered places though.

- 4.11 For Primary, the pressure for school places is mainly centred in Hampton so initial conversations have been held with Hampton Lakes and St John Henry Newman as these schools both currently have capacity. Discussions are taking place over the level of resources required to deliver this provision.
- 4.12 Where we are unable to place children locally we are working with schools in the wider vicinity to seek solutions. Additional cost of transport in these instances is also factored in. It is expected that several places will become available from children who have not returned to school after the summer holidays. This can take up to 20 days after schools restart to resolve.

School Admission Appeals

- 4.13 The 'Draft School Admissions Appeals Code 2022', which came into force from 1 October 2022, will permanently reflect some of the changes to the Appeals code that came into effect during the pandemic. The ability to allow appeal hearings to be held remotely or in person has been agreed. However, the flexibility to allow panels of 2 to continue will not go ahead as concerns were raised about the fairness of decision making.
- 4.14 Local Authorities must ensure that panel members are independent and retain their independence throughout their tenure as a volunteer.
- 4.15 All Local Authorities, including Peterborough, are struggling with the recruitment and retention of volunteers. This impacts on the arrangement and delivery of panels. A recruitment campaign is currently running, and we have reached out to regional colleagues to consider ways of working together to ensure a bank of volunteers is available.

School Attendance (including Children Not in School CNIS (Elective Home Education))

- 4.16 On 6 May 2022, the Department for Education released new non-statutory guidance to help schools (including the independent sector), trusts, governing bodies, and local authorities maintain high levels of school attendance and improve consistency of support.
- 4.17 The guidance contains expectations of increased and prescriptive attendance duties, and minimum expectations in relation to practice. To drive the change there is a need to transform the current Attendance Team into a service that can meet the new requirements, with the capacity to work in partnership with schools to embed a whole school early intervention approach. Therefore, a full review of the current service delivery against the new duties has started to ensure we plan for statutory delivery from September 2023.
- 4.18 There is a clear expectation that in all cases of poor attendance the focus needs to be on early and supportive interventions, with Penalty Notices and Prosecution through the magistrates' courts as a last option.
- 4.19 We are still issuing, and will continue to issue, Penalty Notices for term time holidays and non-school attendance, however the criteria that we issue fines may well change as an outcome of a DfE consultation. We strongly believe that children need to be in school to achieve their potential. The position on notices this academic year to date is here -
- 290 notices have been issued so far since the new academic year started.
 - There are a further 100 notices that will be issued before October half term.
- 4.20 In a recent BBC review, Peterborough had the 11th highest rate of penalty notices per 100,000 pupils. We have seen some significant improvement in overall attendance since we have taken a stronger stance on attendance including reducing the number of days before we issue a penalty notice.

- 4.21 The current position on attendance for the week commencing the 26 September 2022 can be found in the table below. We are still experiencing the impact of Covid-19 but this shows a positive position at this time of the academic year. We are following up at school level where attendance is low and monitoring overall attendance on a fortnightly basis.

Peterborough	Rank (Out of 151 LA's)	Overall Absence	Authorised	Unauthorised
Primary	66 th	4.8%	3.7%	1.1%
National		4.9%	3.6%	1.3%
Secondary	53 rd	7.9%	5.5%	2.5%
National		8.4%	5.7%	2.8%
Special	89 th	12.4%	10.4%	2.0%
National		12.3%	9.6%	2.7%

- 4.22 Additional duties in relation to Children Not on School (CNIS) are expected in October 2022 will require re-shaping of service delivery also. This will be incorporated into the service review when considered how to most efficiently deliver the new duties.

- 4.23 The number of registered Electively Home Educated students in Peterborough is outlined below. The 2020/21 and 21/22 data indicates the impact Covid has had on parental choice in this area.

Academic year	Total number of students registered as EHE
2017-2018	508
2018-2019	624
2019-2020	562
2020-2021	798
2021-2022	837

- 4.24 The number of Electively Home Educated Students on 1 October 2022 was 625 indicating a potential downturn in the trend as families settle back into pre-Covid behaviours and routine.

Education Organisation Plan

- 4.25 The Council has a legal duty to ensure sufficient early years, school, post 16 and SEND places. The Education Organisation Plan (see Appendix 2) sets out how we plan to achieve this. Over the last ten years Peterborough has been one of the fastest growing cities in the country. We have responded to this demand with a number of expansions and new schools, the most recent being two new primary schools and one new secondary school opening in September 2022.
- 4.26 Secondary and SEND numbers are forecast to continue to increase for the next five years whilst there has been a fall in the number of annual births, which is resulting in a lower demand for early years and younger primary school places.
- 4.27 The response to these forecast changes in early years, school, post 16 and SEND population is detailed in the plan at a local level.

The following developments are forecast to need new school provision in the next 10 years;

Great Haddon development, south of Peterborough (5000 dwellings)

- 1st primary (2FE): 2025 to 2027
- Secondary (7FE and post 16 provision): 2030
- 2nd and 3rd primaries (2FE and 3FE): timescale unknown

Norwood development, north east Peterborough (2000 dwellings)

- One primary (3FE): September 2028

East of England Showground development, Orton (1450 dwellings proposed)

- One primary (2FE): timescale unknown

- 4.28 The new round of free schools – Wave 15 - is currently open with a deadline of 30 November 2022. There is not considered to be the need for a new school in Peterborough that would meet the criteria for a free school. This wave is focused on new schools across the UK in areas that have the lowest educational standards and where there is a need for new school places.

Fair Access Protocol

- 4.29 Following advice from the DfE, we are currently reviewing how our Fair Access Panel operates with a particular focus on our current referral threshold. Our duty and priority remain to ensure all children and young people have access to a school place. The purpose of the Fair Access Protocol (FAP) is to allow children and young people who cannot easily access a place through the mainstream systems that they have a right to access. Our current criteria for consideration under the FAP is:

- Children either subject to a Child In Need Plan or a Child Protection Plan
- Children living in a refuge or in other Relevant Accommodation at the point of being referred.
- Children from the criminal justice system.
- Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.
- Children with special educational needs (but without an EHCP), disabilities or medical conditions.
- Children who are carers.
- Children who are homeless.
- Children in formal kinship care arrangements.
- Children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of this Code.
- Children for whom a place has not been sought due to exceptional circumstances.
- Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance from their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted.
- Previously looked after children for whom the local authority has been unable to promptly secure a school place.

- 4.30 Reaching out to other Local Authorities has provided an understanding of operational models that are aligned to the DfE expectations and has proven useful in recognising the shift that is required to ensure that Peterborough is adhering to due process.

- 4.31 We are proposing to undertake a review with our schools after half term, to explain the changes needed and gain their agreement and support to the proposed Fair Access Protocol. Key Changes to the Fair Access Protocol are:

- School applications will no longer be intercepted and removed from the normal admissions process, in order to be referred to Fair Access. The admissions process must conclude and if places are available, they must be offered.
- We will not allow schools with places available to refuse admission on the basis that they wish for placement to be allocated through the Fair Access Protocol.
- Automatic logging of admissions as fair access, by the Admissions Team, will stop.

- Retrospective referrals will no longer be accepted as it is considered discriminatory. Schools have a commitment made to support pupils and their needs.
- Additional criterion will be removed from the Fair Access criteria list.
- School places will be secured within 20 school days.

4.32 Alongside this, we will submit our definition of what we consider a 'disproportionate number of children' means. This definition must be agreed by all schools.

Free School Meals

4.33 As reported in a previous meeting, the challenge of rising deprivation is a significant concern. The latest published position can be seen in the table below -

	Jan-20	May-22
Total no. of FSM Claims	8020	10628
No. of new claims since Jan 2020		2608
% increase in the no. of FSM Claims*		32.52%
% of school population eligible for FSM	20.66%	26.46%
% increase of school population eligible for FSM		5.80%

* NB. this does not factor in 8.75 % increase in school population during this time

4.34 We expect the number of eligible children to further rise in the October census. The increase in numbers will bring additional resources for schools but we also are aware of the extra challenge deprivation brings to schools.

School and Settings Improvement

Governance

4.35 There are 66 governor vacancies across the 25 maintained schools (inc. primary, secondary, nursery and special) of which 6 of these are Local Authority Governor vacancies. We continue to promote the role of governors across social media, through our networks and as a professional development opportunity across the education directorate. Improving governance is key focus of our school improvement strategy.

National Literacy Trust update

4.36 Our positive relationship with the National Literacy Trusts continues to support focus on improving the quality of reading across the City. Key updates include -

- 179 Reading Buddies are now trained, with 20 schools actively engaging with Reading Buddies. 21 Peterborough schools are signed up for the Marcus Rashford Breakfast Club and have just received the latest book donations of 30 books to give to the children.
- 28 classes from 17 schools have signed up for Take 10 Virtual Author events on 10 October, promoting reading for wellbeing on World Mental Health Day.
- More than 1000 families engaged in NLT activities in August and September via Literacy Champions in the community and summer events at Ferry Meadows, Central Park, Stanley Rec, Itter Park, West Ravens Community Garden which included book gifting and linking in with partners such as Living Sport, Cross Keys Houses, City College Peterborough, Nene Park Trust and Barnardo's.

Provision Outcome Data

- 4.37 Provisional results have been published for the first set of full results since 2019. Some information has been published at school level (Secondary) and some at LA level (all Primary outcomes). These are all subject to change as the final data is published after errors are corrected.
- 4.38 The continued focus on standards has resulted in progress across all EYFS, Key Stage 1 (KS1) and Key Stage 2 (KS2). Although standards have declined due to the challenges of the pandemic, LA standards have not declined as much as the national picture so it presents a positive picture with work still to be done. The impact of the pandemic seem to have a differential impact in Peterborough but we should celebrate the effort and commitment of professionals across education with the improvements we have seen.
- 4.39 KS1 outcomes show less improvement however the impact of the phonics results and the focus on reading should ensure further improvements in 2023.
- 4.40 A more detailed overview of the provisional data for EYFS, KS1 and KS2 accompanies this report (please refer to Appendix 3). A summary of the position is below -

	LA	National	Percentile Rank	Comments
EYFSP: Good level of development	60.7%	65.2 %	84 th	No trend data due to the changes in the EYFSP
Year 1 phonics	71%	75%	92 nd (+7 places)	Although a drop of 6% from the previous year it is less than the national drop of 6.4%
End of KS1 phonics	84.6%	87%	82 nd (+11 places)	Less than the National reduction
KS1 reading expected standard	58%	67%	100 th (0 place change)	The reduction was in line of the national reduction of 8%
KS1 writing expected standard	49%	58%	98 th (+1 place)	The reduction was 0.8 more than the national picture
KS1 maths expected standard	61%	68%	96 th (+2 place)	The reduction was 0.6 more than the national picture
End of KS2 expected standard in reading, writing and Maths	51.1%	58.7%	93 rd (+6 places)	The average for the last 3 years of data is 53.6%. Although a decrease of 4.6% the national reduction was 6.2%
KS2 reading expected standard	69%	74%	97 th (+2 places)	Although lower than the national average the increase year on year is 4.8% whereas the national average was only 1.3%, therefore we are closing the gap.
KS2 writing expected standard	61%	69%	95 th (+5 places)	This area declined slightly more than the national average by 1%.
Ks2 maths expected standard	68%	71%	78 th (+20 places)	Although lower than the national average the decrease is 4.6% whereas the national average decreased by 7.3%.
KS2 reading progress	-0.5	+0.1	70 th (+20 places)	Progress score has increased by +0.7 whilst the national average increased by +0.1
KS2 writing progress	-0.6	+0.1	75 th (+12 places)	Progress score has increased by +0.5 whilst the national average increased by +0.1
KS2 Maths progress	+0.1	+0.1	58 th (+14 places)	Progress score has increased by +0.7 whilst the national average increased by +0.1

4.41 Provisional data for Secondary Schools was released in the last week of half term so we have included an early view of the data. A detailed report will be shared in the Spring term. A provisional review of this data suggests that significant improvement has been made.

	Progress 8		English – Strong Pass		Maths – Strong Pass	
	Peterborough	England	Peterborough	England	Peterborough	England
2018-19	-0.15	-0.03	51%	61%	38%	49%
2021-22	0.09	-0.03	60%	65%	48%	55%
Change	+0.24		+9%	+4%	+10%	+6%

4.42 Progress 8 measures how far young people progress in their education across education for 8 subjects against individual pupils who were at the same level when they started in secondary. The improvement by 0.24 is a substantial improvement and the first time Peterborough has had a positive progress 8 outcome. Out of the 151 local authorities, this places Peterborough as 38th nationally, up from 107 in 2022-23. This means each pupil has seen an improvement of a quarter of grade on each subject from those pupils in 2018-19. The gap has also closed significantly for English and Maths. The provisional data for Peterborough includes independent schools whilst the England figures excludes these schools. Once comparable data is available, the gap should close further.

SEND and Inclusion Service

SEND Census Headlines

4.43 Each year, the government undertakes an analysis of performance and data in each Local Authority. In the late summer, a statistical analysis is produced that allow comparison of performance. Below are key headlines from the analysis:

- Peterborough's caseload (number of EHCPs held on census day) was lower than the statistical neighbour average of 2,550 plans. Peterborough holds more plans than three other statistical neighbours, and fewer than seven.
- Peterborough had the second highest rate of EHCPs (% of caseload) in the 20-25 age group among statistical neighbours.
- The number of new plans in year has been under statistical neighbour average for the last five years.
- Peterborough had the highest % of new EHCP holders (2021) placed in mainstream settings among statistical neighbours
- Peterborough had one of the highest rates of EHCPs completed to timescales in 2021.
- Peterborough had more than statistical neighbour average number of mediation (50) and tribunal cases (20) in 2021. The number of mediation cases was third highest in the group.

SEND Service Performance Headlines

4.44 We closely monitor our performance relating to SEND. The key headlines for September 2022 are -

- Request for Education Health Care needs assessment for September 2022 – 17 requests. This shows an increase in demand for EHC Needs Assessments, which is consistent with regional pressures and is expected to rise further, creating more pressure on the system in future.
- Draft EHCPs issued within timescale 71% / Final EHCPs issued within timescale 83%. These figures are above national average which is 59.9% for finalised plans (at 20 weeks), however, while the percentage should be recognised as high and the product of exceptional focus and commitment by the SEND team, the percentage has fallen from last year (81% / 92% respectively), which is a measure of the increased pressure within the system. This pressure has been created by a spike in requests for EHC Needs Assessments, which is a growing concern both regionally and nationally.

- Ten live tribunals - There is also additional pressure with regards to Tribunals, again this is in direct correlation with increased requests for assessment.
- Overall satisfaction with the EHCP (Education Health and Care Plan) process:
 - Very satisfied 63 %
 - Somewhat satisfied 33 %
 - Somewhat dissatisfied 4 %
 - Very dissatisfied 0 %

The level of satisfaction remains high with 96% showing levels of satisfaction with the EHCP process. The SEND team are focussed on learning from feedback obtained through the Quality Assurance framework to continue to make improvements and aim for 100% satisfaction. This information is collected from parents and carers at the end of the EHCP process.

Behaviour and Inclusion Support

- 4.45 During the Summer Half Term all paperwork and referral forms have been reviewed and updated and Behaviour & Inclusion Guidelines have been put in place in preparation for these to be communicated to schools.
- 4.46 Training programmes have been delivered on Permanent Exclusion and Exclusion hearings to ensure the Inclusion teams are fully up to date with recent changes in legislation, we have also started a routine of training for school governors with this focus.
- 4.47 The latest DfE guidance on Permanent Exclusions and suspensions has been reviewed by the team and amendments to PCC paperwork/processes have been made.
- 4.48 Over the Summer STEPS (the local authority recognised support programme for working with children who have inclusion challenges) example documents were created – Predict and Prevent and Risk reduction behaviour plans – these can now be sent to schools following behaviour panels where support around Steps has been highlighted. Visits to school to offer training sessions on STEPS paperwork will be offered and strategies can also be offered to support a school to meet a child's behaviour/communication needs.
- 4.49 There have been 2 Permanent exclusions in the current school year so far and we are awaiting the dates for exclusion hearings for 2 further cases both of which have EHCP's. The inclusion team are supporting alternative solutions for all of these children in order to support a return to school as quickly as possible.
- 4.50 Our overall data on exclusions last year is here -
- 4.51 There were a total of 62 permanent exclusions (PEX) in Peterborough during the academic year 2021/22 - 8 from primary schools, 52 from secondary schools and 2 from one special school academy. The data for permanent exclusions is now accurately recorded across all settings. There has been an increase in the use of PEX, which is being addressed by additional support through the Behaviour Panel and Inclusion team.
- 4.52 The Behaviour Panel continues to meet and support individual cases raised by schools. This maintains support for many cases and avoids placement breakdowns. This term 4 schools have benefitted from direct support to date.
- 4.53 Medical needs provision has recently moved to the responsibility of the inclusion service. This term we have had 5 referrals to date with 3 of these referrals successfully starting tuition services and 2 referrals yet to be fully processed, but within statutory timeframes. We expect numbers to continue to rise with more mental health needs being presented and long Covid becoming a greater issue.

Accelerated Progress Plan Update

- 4.54 The Accelerated Progress Plan is Peterborough's response to the remaining area of weakness highlighted by Ofsted and CQC following their revisit to measure the effectiveness of the Written Statement of Action. The area we have to address is related to Preparation for Adulthood namely; *'The provision for young people aged 18 to 25 is not sufficiently developed to make sure that young people have the full range of opportunities and support that they need as they move through into adulthood'*. Our plan to address this was agreed by the Department for Education (DfE) in August 2022.
- 4.55 The APP will be reviewed every 6 months with the Department for Education and NHS England and given the focussed element of the plan we are aiming to complete the actions within 12 months (2 visits).
- 4.56 A regular working group to address the areas highlighted has been created and the following is an update on the areas of focus addressed so far:
- 4.57 Development of a Post 16 Strategic Plan.
- The focus of this area is the development of a robust post-16 strategic plan approved by Joint SEND Strategic Partnership Board which has been consulted on and developed in partnership with children, young people, parents/carers and partners to ensure a system wide voice and engagement
 - The aim is that through evidence from surveys and focus groups young people, parents and carers report that the service offer is reflective of their views and that they were involved in the design of the provision.
 - We have started to increase the level of engagement with children and young people with SEND by adding specific views elements to annual reviews. We have also agreed joint Commissioning arrangements with CCC to increase the reach of our participation group arrangements which will support more direct views from young people so they can impact upon our strategic actions.
- 4.58 Development of shared resource for Disability Social care 0-25.
- The focus of this element is to develop a shared resource for the Disability Social Care 0 – 25 service workforce to ensure they have the practical resources, templates, training and technology they need to communicate and engage effectively with children and young people.
 - Physical resources have been made and are ready to be collected by the PCC Teams.
 - Virtual resources have been collated and are in the process of being shared over to the Children's Portal and will be accessible to all staff.
 - A Training & Practice Development Programme has been planned and we are in the process of setting the dates for staff to book on.
- 4.59 Develop opportunities for Engagement
- This element focusses on working with the Local Parent Carer Forum and Networks to broaden the reach / membership and create a targeted survey for parents, carers and young people to share their views on how to further develop opportunities for education, employment and alternative community provision including improving health outcomes to better meet the needs of young people as they transition into adult services (18 to 25).
 - Through this workstream we have agreed informal monthly collation and sharing of feedback received from children, young people, and families across the Disability Social Care service.
 - A multi-agency meeting has been undertaken to identify gaps in the reach of the existing programme and try to secure how to reach more seldom heard groups, for example those who are Electively Home Educating (EHE).

- 4.60 Prioritising the information on the SEND Information HUB (Local Offer) to ensure it meets the needs of young people and families.
- The focus of the element is to ensure that the Local Offer is reviewed and updated for young people, parents and carers in partnership with the Peterborough Youth Council, the Network Team, Family Voice and relevant teams/organisations:
 - Disability Social Care 0-25 Service, including moving from children to adults social care / or accessing adult social care and ensuring that information relating to a Range of support, living, social and leisure options available in Peterborough
 - Local offer updates have been completed and / or drafted and new SEND Information Hub (Local Offer) to be relaunched in 2023
 - Consultation events will be continued with YP planned for October and November, with an 18–25-year-old focus looking to increase understanding of how this group of young people want to access information.
 - SEND commissioning project to identify availability of community involvements for 18-25 years has been launched
 - Family Voice and Caring Together events planned to support understanding of the range of opportunities as 18-25 yr old move into adulthood

Schools Funding

- 4.61 A key challenge for schools currently is ‘cost of living’ rises and austerity in schools funding. This is likely to be a huge issue moving forward especially with the lack of a comprehensive spending review which could bring more money to the education budget nationally. 2023-24 is the final year of a 3 year settlement and whilst it has an increase in funding, it is not reflecting the cost pressures of the sector. The position for school funding is in the table below, with comparison to some other authorities.

	2022-23 Baseline per pupil (£)	Rank (out of 149)	2023-24 Baseline per pupil (£)	Rank (out of 149)	% Change
England	5,534		5,641		1.94
Tower Hamlets	7,747	1	7,762	1	0.19
Hackney	7,685	2	7,727	2	0.55
Cambridgeshire	5,210	137	5,315	136	2.03
Peterborough	5,529	59	5,660	58	2.36
Wokingham	5,113	150	5176	150	1.22

- 4.56 The mini budget announced by the government in October has not provided much positivity for education funding. The key features are -
- Lower NI costs as a result of the health and social care levy being reversed. Schools received a grant to cover these costs in the 2022/23 financial year and the funding will not be recovered but the grant is being removed in the 2023/24 financial year.
 - There will be a £2.1 billion fund for public bodies to invest in energy efficiency and renewable heating. No details have yet been disclosed on how to access this for education settings.
 - Energy support - New “government-supported price” of £211 per megawatt hour for electricity and £75 for gas will equate to a saving of £4,000 for a school paying £10,000 a month for energy. This will however depend on where a school is in its contract discussions. The support will only last for 6 months between 1 October 2022 and 31 March 2023 and this may lead to a cliff edge on funding at the end of this period.

- 4.57 Aside from energy protection, the other key inflationary pressure is on pay. There are two separate pay awards –
- Teachers – the School Teacher Review Body set their recommended pay scales for Teachers in September –
 - September 2022 - a 5% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Scale as a step towards achieving a minimum starting salary of £30,000 by September 2023;
 - September 2023 - a 3% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Scale to deliver a minimum starting salary of £30,000, and a limited-scope timely review mechanism to ensure that the recommended 2023 pay levels remain appropriate.
 - Local Government employees - The National Employers group made an offer of a flat rate increase of £1,925 on all NJC pay scales – could be up to 10% for some staff depending on their grade.

4.58 There has been no announcement yet on additional funding for schools and these additional costs are likely to see a number of schools facing deficits. Some academy trusts might face difficulties declaring in their accounts they are a 'going concern' and some maintained schools may face deficit budget licences.

4.59 Nationally there are also pressures on high needs funding. This is the grant each LA receives to support children with additional needs. 58.6% of LA's with a deficit at the end of 21/22. Peterborough is one of the few Local Authorities who have a small surplus. We have had our funding announcement for 2023/24 and despite each LA receiving a minimum 5% increase, the inflation and other pressures outlined above will be significant. The position for Peterborough can be seen in the table below -

	2022-23 £m	Uplift	2023-24 £m
Peterborough	43.2	6.3%	45.9

4.60 **We are currently waiting for the October School Census and we will be building budgets throughout November. We will consult Schools Forum on these proposals and they will form part of the council's budget in January.**

4.61 In September we also received funding for children from Ukraine. The team are currently working on a funding formula to allocate an amount to schools where children have been placed and for the LA to retain a percentage of funding to support with transport, ongoing complex support etc.

5. CONSULTATION

5.1 We intend sharing key documents from this report with education settings and accepting feedback before they are finalised.

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 The actions outlined above have provided support for pupils, families, schools and early years settings.

7. REASON FOR THE RECOMMENDATION

7.1 We value the committee's feedback to help us shape the best possible outcomes for education.

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 None

9. IMPLICATIONS

Financial Implications

- 9.1 The budget proposals for the Dedicated Schools Grant will be fully considered by Schools Forum and will go as part of the budget proposals to Full Council.

Legal Implications

- 9.2 None

Equalities Implications

- 9.3 None

Rural Implications

- 9.4 None

Carbon Impact Assessment

- 9.5 There are no carbon implications arising from this decision.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 None.

11. APPENDICES

Appendix 1 – Peterborough’s Response to SEND Green Paper
Appendix 2 – Education Organisation Plan
Appendix 3 – Peterborough Provisional Educational Performance

SEND Review: Right support, Right place, Right time

Consultation response Peterborough City Council.

Overview.

The consultation document is seen as a very positive and necessary move towards much needed reform within the SEND landscape. The inclusion of Alternative Provision (AP) within the consideration of this document is also welcome, however, it is necessary to state that AP should not be seen as an intervention for providing appropriate provision just for children and young people who have SEND needs, as there are many benefits to a working AP framework for all pupils as part of an overall inclusion agenda.

The following responses to each of the questions shared provide an overview from partners across the Local Authority. We have encouraged individual partners to make representations in order to provide as much reference material as possible, but it was important to Peterborough to share an overview.

We would like to be clear about the energy, drive and commitment we have for this subject area and would be keen to be involved directly with any working parties to support in the co-production of elements outlined within this consultation, particularly around standards and the formulation of a digital EHCP approach. If there are any opportunities to be directly involved in any of the workstreams connected, please do not hesitate to invite us to be take part.

Outline of consultation responses.

Q1 What key factors should be considered when developing national standards to ensure they deliver improved outcomes and experiences for children and young people with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system.

- We welcome the proposal to create new national standards, but would like more clarity on how and when legislation will be created to support the implementation of the standards in a meaningful way. There is some contradiction with regards to local discretion. The review outlines there is too much local discretion (p27) and then goes on to say local discretion is required and necessary (p29). It is important that local context is considered.
- The LA supports the notion that there should be standardised processes for reviewing the support needed and welcomes the ideal that there will be clarity in settings, particularly mainstream settings about what should be ordinarily available.
- Equally we welcome the notion that standards for co-production and transitions should be consistent, but again there is no clarity about how this will be implemented and on what timeline ?

- There is a lack of focus on the criteria around SENIF and the funding award. This area of funding is often dealt with in isolation and the ability to address this as part of the review and any reform could support early intervention, which is key to both the White Paper and this consultation.

Q2 How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?

- The LA is encouraged by the proposal to set up Local SEND partnerships that are supported by robust legislation and that will include partners from all aspects of the EHCP process. It is positive that the LA will retain the responsibility for the high needs block, but legislation will need to be clear about how the LA can utilise this responsibility to ensure all partners address their responsibilities, for example, with MATs and health partners.
- It would be concerning for LAs to retain a responsibility for local inclusion plans if there was no clear guidance and statutory framework in place to ensure all partners provide services in line with the agreed national standards. There needs to be clear guidance around what individual partners are expected to do and what the consequences are if partners fail to undertake these responsibilities.
- We would like to see these local partnerships aligned to local health partnerships where practicable. This would enable strategic development in a joined way from the start of any reform and could help address any local issues already in the forefront.
- We also wanted to ask if the voluntary sector is included in these considerations – is this assumed, more clarity on this would be very welcome.

Q3 What factors would enable local authorities to successfully commission provision for low-incidence high cost need, and further education, across local authority boundaries?

- The ability for LAs to work together strategically to meet the needs of interconnecting communities and for national standards to remove the discrepancies created by authority borders would hugely transform the outcomes for young people who need the most specialist provision.
- There needs to be adequate revenue and capital funding to support the development of commissioning including staffing with specific skills such as education psychology, therapies and data management.
- The system would benefit for more standardised approach to cross border protocols. The Eastern Region has an effective approach to this, but this is not standardised nationally.

- There needs to be a focus on the cost of unregulated / independent provision to support sustainability.

Q4 What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?

- A standardised EHCP format that is digitalised and easier to administer would be an excellent idea. It is hoped that the design and outline for this standardised format is constructed under consultation with practitioners and case work officers who will have to manage the new format. It would be good to find a format that was shorter in length and that had a balanced focus on abilities and strengths without an over reliance on the deficit model. The introduction of a system that includes pictures and film is a very positive aspect, however, the cost of the new system and in the maintenance of a system that incorporates these aspects must be provided to LAs to enable them to implement this ideal.
- There is also room to standardise the initial application for Assessment of need and for a full suite of standardised forms for professional to use as part of the EHCP creation and review process. This will aid cross border communications and avoid any miscommunications when young people move local areas
- It would be useful to provide guidance on how to complete new templates with a focus on the level of specificity required and who is responsible for adding the required information at the agreed levels
- The proposal to create multi-agency panel to increase confidence for parent carers is innovative and rooted in positive theory. There will need to be a great deal of structure and robust legislation and guidance to ensure that a panel that reviews needs assessment can include school, colleges, health, social care and parents and it will need to be very clear about who is responsible for such assessment needs.

Q5 How can parents and local authorities most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents' confidence in the EHCP process?

- The outline of available provision for parents to choose from will allow LA's to more effectively manage the placement of children and keep provision local and appropriate to needs. The right for a mainstream placement is correct but there needs to be clarity on who makes the decision when it may not be compatible with the provision of efficient education of others and who will be assessing the quality assurance of new national standards.
- There needs to be clarity around independent provisions and their inclusion within the tailored lists – how will the ability to meet needs from this group be factored into the final lists?

- The continued focus on working closely with parent care forums will enable a framework for creating tailored lists to be co-produced. This should be factored into the proposal for national standards relating to co-production.
- The change to shift the right to direct placement into an Academy Trust by the LA and then move the prerogative for the MAT to challenge this is much more child centred and will lead to more children being included rather than awaiting placements.
- We expect that parent carers may find this change challenging – how will their right to choice be managed through legislation?

Q6 To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation?

- Mandatory mediation could potentially reduce the need for tribunals, but without a clear review of the process it could lead to a much less efficient route to redress. Mediation can be a long process and can involve a lot of different services. If the national standards outline a streamlined and consistent method to support efficient mediation this could be positive, if not this could add additional stress onto an already struggling system.
- It would be useful to add an expectation that mediation must be attended by a decision maker, so that there is no delay in implementing change or actions
- There will need to be significant investment and funding to ensure that mediation services are readily available to meet this requirement
- At present parent carers can refuse mediation – does this further remove rights? How will legislation account for this?

Q7 Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting children and young people’s education back on track?

- Additional review of the tribunal process is welcome. It would be useful if the national standards included the requirement for tribunal judges or decision makers to have a background / speciality in SEND and the new national standards. It would also be useful if decisions at tribunal were considerate towards the needs of all children at any given education provision, some decisions which may be deemed appropriate for the individual are not always conducive to the effective education of the rest of the school roll.
- Tribunal introduces a system where people who are better educated and wealthier are able to get what they want above those that aren’t. This is not an equitable system and some consideration regarding this inequity should be included in any review.

Q8 What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?

- We feel the question places early years in a deficit position, suggesting that the steps required to strengthen the integrated review lay solely with the early years. We strongly suggest that what should be developed is a model of shared understanding of the process from both the perspectives of HCP and Early Years. Some of the ways in which this could be achieved are:
 - Joint HCP / EY training opportunities
 - Job Shadowing
 - Undertaking joint observations of children in the home and if applicable also in settings.
- In terms of specific steps to strengthen the role of early years in the IR process we suggest:
 - more emphasis placed on teaching child development on our qualification courses
 - statutory standardised resources to support the two-year-old progress check as the sector relies on non-statutory guidance and practitioners current knowledge of child development.
 - observation and assessment training is viewed as a minimum requirement for all early years practitioners and that this is revisited on a regular basis.
 - upskilling early years practitioners to understand the content of the ASQ / SE and the process involved in it's completion, placing an emphasis on how to use knowledge gained from the 24-36 month progress check to inform the outcomes.
- In terms of specific steps to develop the understanding of health professionals about the IR process we suggest:
 - opportunities for joint observation and assessment of children in home or setting using both 24-36 month stat review and ASQ documentation.
 - workforce development cross discipline that support a more consistent approach to early identification of need.
 - upskilling Health colleagues to develop more understanding of EYFS and how ongoing teaching and assessment contributes to a holistic long term view of child development.

- a stronger emphasis on the views of parents

Q9 To what extent do you agree or disagree that we should introduce a new mandatory SENCo NPQ to replace the NASENCo?

- The LA agrees that a more robust approach to national qualifications for SENCo's and would like to see the introduction of modules that support SENCO's to be part of the leadership teams within settings
- We welcome the expectation for early years providers to identify a SENCo and ensure that they have a minimum level of qualification. This increase in skills at the earliest stage will enable better outcomes earlier.
- There should be clarity that current holders of the NASENCo qualification will continue to be able to be appointed to SENCO roles as well as those who complete any new mandatory SENCo NPQ in future.

Q10 To what extent do you agree or disagree that we should strengthen the mandatory SENCo training requirement by requiring that headteachers must be satisfied that the SENCo is in the process of obtaining the relevant qualification when taking on the role?

- The development of new NPQ SENCO qualification brings the standard of qualification in line with other leadership roles and is a positive move. There should be a mandatory requirement of the SENCO to be a part of the leadership structure of school, so that this is a clear requirement rather than just a recommendation. This will ensure that SEND needs are consistently advocated for across the strategic themes for all settings.
- More protected time for SENCOs is also a positive move, but there is no thought shared on how to support smaller schools to achieve this, when administrative time may not be feasible due to the wide responsibilities taken on by teachers and leaders in smaller schools. Recognition and additional financial support should be made available for smaller schools to enable no child with SEND to be lost in the system.
- We also feel that in certain circumstances Headteachers should have the flexibility to appoint qualified staff to this role who show exceptional potential but have not yet commenced formal SENCo training. In these circumstances there should be a strict time limit on the commencement and completion of the training together with a clearly identified programme of in-school support during this interim period, supported by funding opportunities to ensure the best personnel are supported into this crucial role
- Special consideration will need to be given to very small schools where the Headteacher will often take on the SENCo role

Q11 To what extent do you agree or disagree that both specialist and mixed MATs should coexist in the fully trust-led future? This would allow current local authority maintained special schools and alternative provision settings to join either type of MAT.

- It is not always the case that mixed trusts result in the best outcomes. Specialist trusts can provide additional support for the community through the specialist nature of their experience. However, when mixed trust work well they have a balanced approach and can effectively hold the needs of all children within the same trust and this has huge benefits, especially if the designation of the school can be one and the same allowing the child to move to the most appropriate provision element at any time. This approach could have far reaching implications for inclusion and the development of skills across a community.
- The development of wider mixed trust could result in children and young people being recycled within a trust, which if not monitored could delay access to appropriate provision for individuals.
- There needs to be a clear local parameter to ensure that larger MATs can meet the needs of the locality. This may need clearer boundaries around accountabilities?

Q12 What more can be done by employers, providers and government to ensure that those young people with SEND can access, participate in and be supported to achieve an apprenticeship, including though access routes like Traineeships?

- Increased careers support is a welcome proposal as is the development of careers hubs and Careers leaders, which could be seen as a return to the Connexions approach, which could be a very valid and positive return. There is a need to provide a bespoke focus for both education provisions and employers that is outside of the school environment so that young people feel a tangible transition experience as part of the support network. The additional funding is welcome, but more clarity regarding how this will be delivered is needed.
- There needs to be a clear quality assurance framework for internships.
- A standardised approach for careers advisory services with specific training for SEND children, young people and families would be very welcome
- The proposal to introduce adjustment passports needs to be reviewed. 'Passport' is an extremely sensitive term for many pupils, especially those from diverse cultural backgrounds.

Q13 To what extent do you agree or disagree that this new vision for alternative provision will result in improved outcomes for children and young people?

- A new national standard that incorporates a clear focus on keeping children and young people on roll in a mainstream school is welcome and appreciated.
- The development of an intent to support mainstream schools by sharing expertise from alternative provisions will lead to greater ability to support inclusion. If this is structured correctly, it will remove the creation of interim part-time settings that do not meet the needs of young people. It will need clear guidance and robust funding mechanisms that allow both alternative /appropriate provisions and mainstream provisions to access the support required at an equal level and as part of a single approach.
- Alternative Provision needs to be able to provide evidence-based intervention and include curriculum elements that directly support reintegration into mainstream provision. This includes a skills based approach that provides evidence that children and young people have made progress

Q14 What needs to be in place in order to distribute existing funding more effectively to alternative provision schools to ensure they have the financial stability required to deliver our vision for more early intervention and reintegration?

- The source of funding needs to be clarified. Is it the LA "high needs block" or is it from the Schools Funding Agency or schools excluding the pupils concerned? In line with this there needs to be clarity and statutory guidance on the financial liability of academies that exclude pupils who then subsequently require alternative provision.
- The continued focus on equalising the funding across both Alternative / appropriate and mainstream provision and is a good move. The development of a local Alternative strategy that will lead to statutory partnerships is a positive ideal but will need robust legislation to enable the implementation to be worthwhile and have impact.
- The idea that the same funding can be attached to a medium-term plan for a young person is positive, if it can be implemented fairly and the focus for maintaining a mainstream placement is based on the ability to access the curriculum rather than the ability to excel in examinations, which has been a barrier to reintegration and inclusion.
- A progress score to demonstrate the effectiveness of inclusion would be a good additional support mechanism for school settings.

- More thought needs to be given to alternative provision for those excluded from (or refused entry to) Special Schools. At present the relationship between AP and mainstream schools is clear, but this is not the case with special schools - particularly those catering for pupils with social, emotional and/ or mental health difficulties.

Q15 To what extent do you agree or disagree that introducing a bespoke alternative provision performance framework, based on these five outcomes, will improve the quality of alternative provision?

- Performance tables do not lead to good outcomes for all children and often lead to settings designing their delivery based on the requirements set by the tables in question. This is not child centred.
- A progress guide for mainstream settings may be more valuable at supporting inclusive practice, although national standards for alternative / appropriate provision would be hugely beneficial.
- The 5 key outcomes do not show an understanding for the curriculum needed to evolve alternative education, there needs to be an element of communication and emotional intelligence and a focus on vocational skills for young people who need to express themselves in different more creative ways as well as an increased focus on the arts and physical exercise to increase the therapeutic intervention needed through avenues that can be extended in mainstream environments.

Q16 To what extent do you agree or disagree that a statutory framework for pupil movements will improve oversight and transparency of placements into and out of alternative provision?

- The development of a statutory framework for pupil movements is an excellent idea and addresses much needed improvement.
- We need to improve the way in which we collect and scrutinise data showing the reasons for children and young people moving into AP and back into Mainstream provision
- Permanent exclusion gives pupils and parents certain rights, and we would hope that the new framework will ensure that these also apply to those who are taken off school roll on an informal or short-term basis.
- The implementation of this must be undertaken by education settings that young people, remain on roll with, ensuring an unbroken line of responsibility without any question.
- Statutory guidance on alternative provision was produced for Local Authorities in January 2013 but the education landscape has changed significantly since that time - for instance most PRUs are now autonomous academies

answerable to the Regional Schools Commissioner. This guidance therefore needs to be updated and extended to include all schools, academies and alternative providers.

- The Regional Schools Commissioner also needs to have a clearly defined role within this process, working alongside Local Authorities and Local Inclusion Boards.

Q17 What are the key metrics we should capture and use to measure local and national performance? Please explain why you have selected these.

- Key data be attendance, exclusion and progress. Additionally for young people with SEND timeliness of annual review functions and the ability to track how EHCP's have reduced in terms of needs (ie how the SEND needs have been minimised to increase inclusion).
- In addition, it would be helpful to include a metric which looks at the ratio of "SEND Support" to EHCPs issued. If the system is operating well, we can expect that the proportion of pupils operating at SEND Support level will increase and EHCPs will reduce in number - eventually applying only to those with the most severe and complex needs.

Q18 How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences and risks?

- A national banding framework can only work if there is a national funding framework that works to support the same needs being provided at the same rate and quality irrespective of postcode.
- The notion that it cost less to provide high quality SEND services in any part of the UK due to its vicinity to London is both outdated and seeks to undermine the values of individual children and their right to high quality care and support.
- A national framework is best developed by practitioners and leaders in the system who are skilled at understanding what quality provision looks like and actually costs.
- The model needs to take into account the realistic costs of successful mainstream inclusion and effective support at SEND Support level rather than forcing schools into relying on EHCPs for adequate funding.

Q19 How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?

- The development of a National SEND Delivery Board is a positive proposal and will help to develop the national standards outlined.
- The key to making it work will be how the national Board integrates with the regional DfE groups. There will need to be clear links to ensure that both regional and national agendas are valued and acted upon.
- There will need to be robust legislation in place to keep responsibilities and accountability clear and the support mechanisms of any delivery board must be easy to identify – settings have enough measurement without support in the system.
- Will this approach also include Alternative Provision – can we be specific about the potential links here?

Q20 What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?

- The development of a consistent national standards will be a huge enabler but will only be effective if there is robust legislation to ensure accountability is supported across all partners.
- The current system has too many recommendations without mandatory instructions that leave some partner services with the power to interpret they do not have to act. Legislation has to remove any doubt from the questions and responsibilities in hand so that there is a clear playing field for all services to work together with no room for interpretation, which only leads to barriers and incongruent approaches that create gaps for young people, particularly those with SEND, to fall through.
- There needs to be clear accountabilities in place so that schools, settings and MATs are clear about the consequences of not addressing agreed responsibilities
- The role of the LA and the RSC needs to be clarified – while the LA holds all of the legal responsibility, how can the relationship with the RSC support this burden?
- Joint inspections (or at the very least congruence between education social care health inspection regimes) would be very helpful and would set the tone for the kind of integrated provision that is envisaged in the Green Paper

Q21 What support do local systems and delivery partners need to successfully transition and deliver the new national system?

- We need adequate funding, time and expertise to implement the change.
- Be clear on consequences both locally and nationally.

- LA being supported by government bodies with the strength of policies behind them.
- Agreed programme of change.
- Milestones in place for what needs to have been done and by when.

Q22 Is there anything else you would like to say about the proposals in the green paper?

- Notional budget hasn't been addressed.
- Green Paper has to link to Children's and Families Act. Big gap between them isn't helpful.
- Nothing around Admissions?
- There is an opportunity to incorporate much of the Timpson Review to enable further progress to be made in the field of inclusion
- There is a need to achieve a balance between the White Paper's drive for higher standards and the Green Paper's emphasis on greater inclusion.
- There needs to be clear guidance, monitoring and accountability for "SEN Support" at school level.
- There needs to be clear definition of roles, responsibilities and inter-relationships of Local Authorities and Regional School Commissioners.
- The 1996 Education Act needs to be revisited and updated to take the radically changed education landscape into account.
- Finally, there is fundamental need to revise primary legislation for health, education and social care to produce a single coherent statutory framework. At present each of the agencies is governed by different and sometimes competing Acts of Parliament. For instance, parents and young people with disabilities are subject to at least two different assessment and provision regimes by Social Care Teams (Children Act) and Education Teams (Education Acts). In addition to this, access to health services is also dependent upon Health and Mental Health Acts.

Representations from partners in Peterborough.

Collated by

Antonio Munoz Bailey

AD SEND & Inclusion

Peterborough's 0-19 Education Organisation Plan

2022-2023

		
<p><i>Exterior under construction at St John Henry Newman</i></p>	<p><i>Drawing of the exterior of Manor Drive Primary and Secondary Academy</i></p>	<p><i>Drawing of the exterior of Hampton Lakes Primary</i></p>
		
<p><i>Outside courtyard at Hampton Gardens Secondary</i></p>	<p><i>Art classroom and DT workshop under construction at Marshfields Special School</i></p>	<p><i>Drawing of Early Years extension at Heltwate Special School</i></p>

In Peterborough our absolute priority is that children and young people achieve the best outcomes possible and go on to succeed in further learning and in work. Crucial to this is the way that we work with schools and partners to plan and deliver a good quality place in learning. The Council has a proven track record of working with a wide range of education providers to commission sufficient places to meet the needs of Peterborough's residents and is committed to continuing this approach into the future.

Peterborough is one of the fastest growing cities in the country because of both significant new housing development, as well as demographic change resulting from recent increased birth rates.

The Education Organisation Plan considers education provision in Peterborough across the whole 0 to 19 age range and up to the age of 25 for children with special educational needs and/or disabilities (SEND).

We are delighted to present this Education Organisation Plan to you and welcome your continued engagement with it.

Please note that the information contained in this document was correct on the date of publication.

Please be aware that information in this document is not intended for use as part of S106 negotiations.

If you would like any further information or would like to discuss any part of the Education Organisation Plan in detail, please contact Clare Buckingham.

Clare Buckingham
Strategic Education Place Planning Manager (Cambridgeshire and Peterborough)
Peterborough City Council,
Sand Martin House, Bittern Way,
Fletton Quays
Peterborough
PE2 8TY

Contents

Chapter 1: Introduction - What is Peterborough like as a place?

1.1 Governance, location and population

Cambridgeshire and Peterborough are a Combined Authority with a directly elected Mayor over the Authority's area. An Education Committee has been established with the Regional Director and other key local stakeholders. The Regional Director works with the Committee to provide strategic direction on education across the Combined Authority area.

Peterborough City Council, as the Unitary Authority, is responsible for the provision of all local government services within its area. The Authority comprises the City of Peterborough, and 25 villages extending over an area of approximately 344 square kilometres. It is an important regional centre, providing employment, shopping, health, education and leisure facilities.

The total population of Peterborough, from Census 2021, is estimated as 215,700 residents. Peterborough's population growth has been significant and sustained, increasing by 38.2% between Census 2001 and Census 2021. Population growth was 17.5% between Census 2011 and Census 2021, making Peterborough one of the fastest growing local authorities in England.

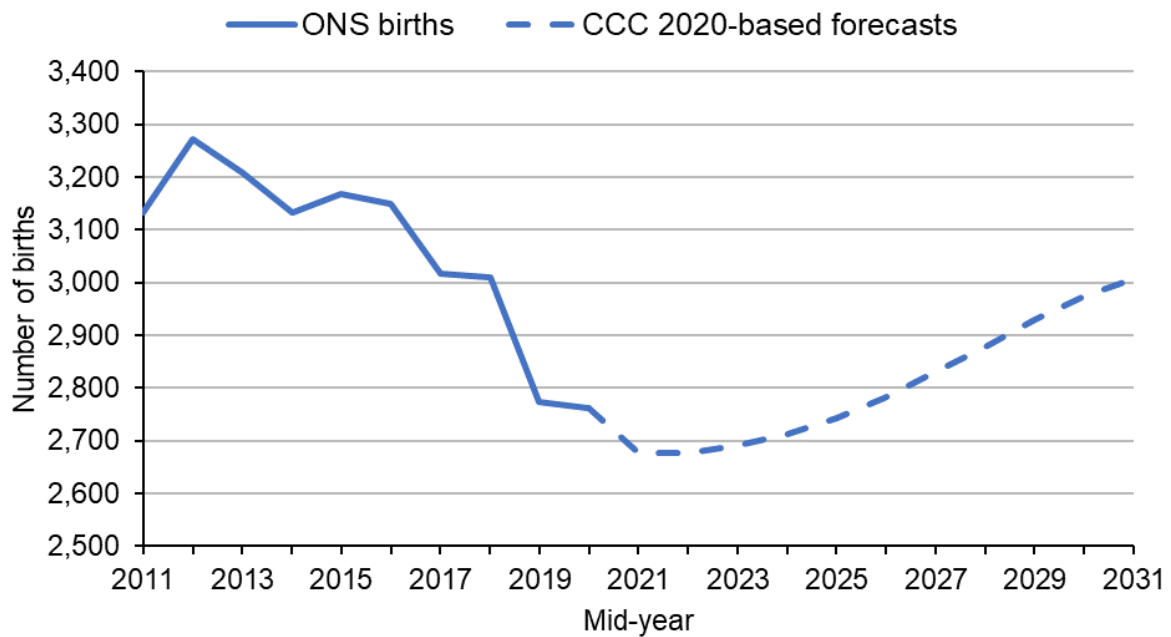
1.2 Demographic change

Using the actual number of births per year and a forecast of future birth numbers helps provide an overview of the demand for school places. Peterborough continues to have amongst the highest birth rates (the number of live births per 1,000 population of all ages) in the country, despite them falling since their peak in 2012, in line with the underlying national trend. Between 2012 and 2018, the number of births per year declined overall, although still fluctuated within a tight range of just over 3,200 births in 2013 and just over 3,000 births in 2017 and 2018. In 2019 the number of births fell to 2,780, remaining at similar levels in 2020 with 2,760 births.

The population aged 0-4 years has increased by 2.2% between Census 2011 and Census 2021, from 13,900 to 14,200. In the same time period, the population aged 5-14 years has increased by 37.5%, from 22,700 to 31,200, a result of the previous higher number of births ageing on.

The number of annual births has decreased slightly in 2021, but is then forecast to steadily increase to 2026. The graph below shows estimated and forecast numbers of births between 2011 and 2031.

Figure 1: Number of births in Peterborough



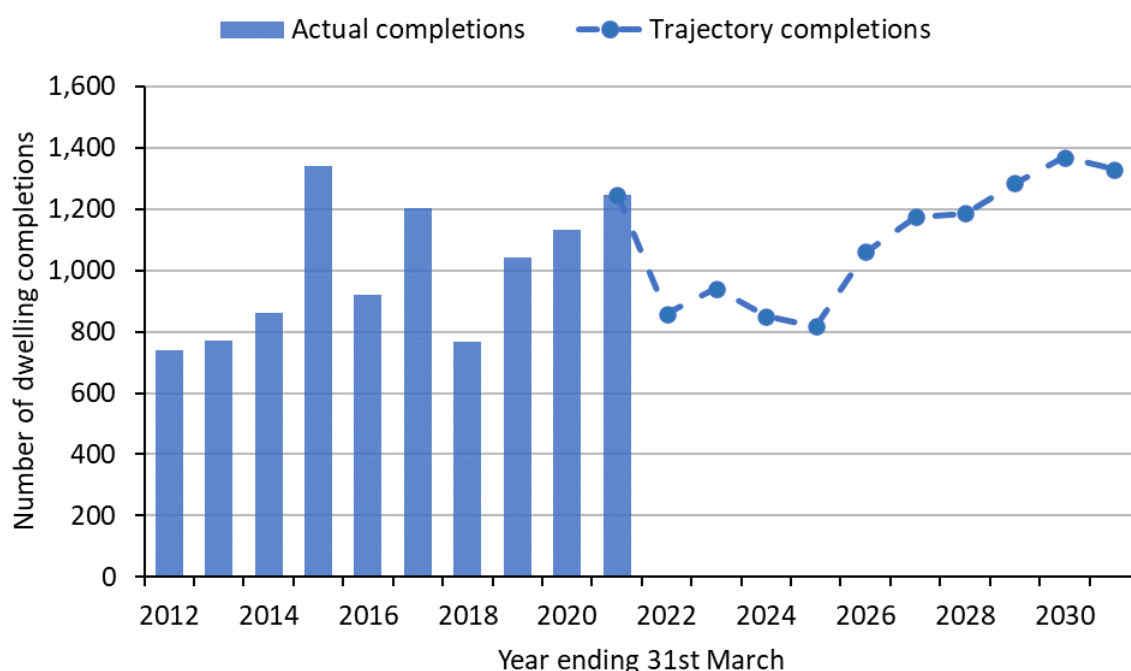
Source: Office for National Statistics (ONS) Mid-Year Estimates (2011-2020), Cambridgeshire County Council Business Intelligence Research Team's 2020-based population forecasts (March 2022)

1.3 Housing development

The Peterborough Unitary Authority area has seen sustained levels of housebuilding over the last 15 years. There have been at least 700 net housing completions each year since 2011, with very high net additional dwelling completions in 2014-15 (more than 1,300), 2016-17 (more than 1,200), 2018-19 (more than 1,000), 2019-20 (more than 1,100) and 2020-2021 (more than 1,200). All in all, there have been more than 10,000 net additional dwellings between mid-2011 and mid-2021.

The Local Plan, adopted on 24th July 2019, makes provision for 19,440 new homes in the period up to 2036. The greater proportion of new dwelling provision is planned within the urban extensions. There are allocations at Great Haddon (5,350 dwellings), Norwood (2,000 dwellings), further development around the East of England Showground (650 dwellings) and an extension to Eye village (250 dwellings). The graph below shows net housing completions between 2011 and 2021 and forecast completions from 2022 to 2031.

Figure 2: Net housing completions and trajectory



1.4 Migration

International migration into Peterborough has been a significant driver of population growth. Since COVID-19 robust data on migration has not been available. ONS migration estimates suggest that international net migration peaked in 2015 and has since been declining. Trends in National Insurance Number (NINo) registrations can also provide an indication of international migration. All people coming to the UK and who take up employment for the first time must obtain a NINo. While migrant worker NINo registrations fell year-on-year in 2017 and 2018, driven by falls in the numbers of registrations from workers originating from the EU, there was an overall increase in migrant workers’ NINo registrations in 2019 compared to 2018. However, in 2020 there was a large decrease in the number of NINo registrations, most likely caused by the international travel restrictions introduced in response to the COVID-19 pandemic.

Later releases of Census 2021 data by the Office for National Statistics in 2022 will provide much more up-to-date information than is currently available on migration. The continued strong growth in population over the last ten years indicates that migration remains a central driver of population change, and will continue to be a key consideration in the provision of early years/childcare and school places.

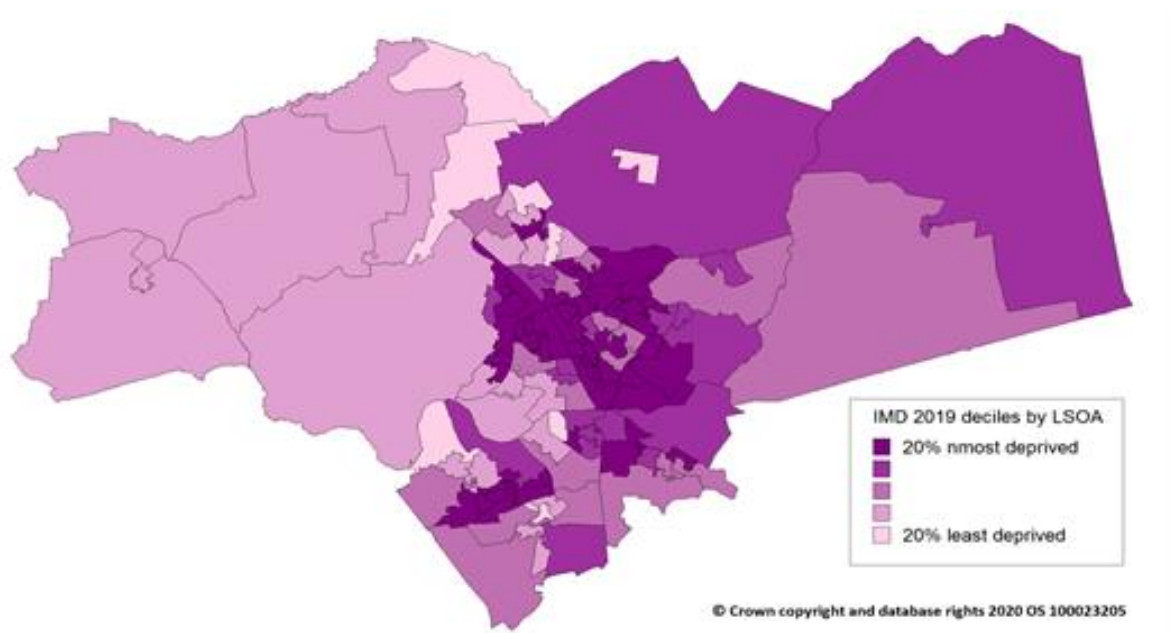
1.5 Social and Economic Diversity

Rapid and sustained population growth, for the reasons set out above, means that there is a high level of social and ethnic diversity across Peterborough. The proportion of residents with a minority ethnic background increased from 13% to 29% between the 2001 and 2011 censuses. Just under one-quarter of Peterborough’s population is estimated to have been born outside the UK, and around half of pupils attending schools in Peterborough are from an ethnic minority.

The urban wards of Bretton, Dogsthorpe, East, North, Orton Longueville, Orton Waterville, Paston and Walton, Ravensthorpe and West include Lower Layer Super Output Areas (LSOAs) in the top 10% most deprived nationally using the Indices of Multiple Deprivation (IMD) 2019 national deciles¹. The Child and Poverty Strategy (2014-2017) highlighted the importance of high-quality education in improving the outcomes of children and young people in these areas. Rural areas, particularly towards the west of the region, and pockets to the north and south of the urban area, are more prosperous.

The Indices of Multiple Deprivation 2019 do not consider any impacts of the COVID-19 pandemic. The review of emerging evidence of needs and impacts on Cambridgeshire & Peterborough from COVID-19² highlights some of the potential impacts on deprivation. Peterborough's claimant count unemployment rate³ had already begun to track upwards during 2018 and 2019, and in the economic disruption caused by the COVID-19 pandemic the claimant count unemployment rate doubled between March and June 2020. This peaked in March 2021 and has steadily decreased since then, however in June 2022 Peterborough's claimant count was still above pre-pandemic levels. There has also been a rise in pupils claiming free school meals, with a 41.8% increase seen between Spring 2019 and Spring 2021.

Figure 3: Economic and social deprivation across Peterborough



¹ The Indices of multiple deprivation (IMD) 2019 measure relative deprivation for small area geographies called Lower-layer Super Output Areas (LSOAs) in England. LSOAs have a minimum population of 1,000 and the mean is 1,500. There are a total of 32,844 LSOAs nationally.

² [COVID-19: The review of emerging evidence of needs and impacts on Cambridgeshire & Peterborough Pack 1](https://cambridgeshireinsight.org.uk/coronavirus/impacts/) was published on 29 September 2021, produced by Cambridgeshire County Council and Peterborough City Council Business Intelligence, Public Health Intelligence and Cambridgeshire and Peterborough Clinical Commissioning Group Intelligence teams. <https://cambridgeshireinsight.org.uk/coronavirus/impacts/>

³ Unemployment rate is expressed as the claimant count rate: the number of people claiming Jobseeker's Allowance plus those who claim Universal Credit and are required to seek work and be available for work and represents the headline indicator of the number of people claiming benefits principally for the reason of being unemployed.

The retail, employment services, health and care, business and professional services sectors are all significant employers in Peterborough. In rural parts, the economy is focused largely around agriculture and associated industries, much of which rely on seasonal employment. As such, schools in these areas are often subject to seasonal changes in their pupil populations. These areas have, in recent years, attracted migrants from Eastern Europe. The continued uncertainty surrounding both Brexit and the impact of the COVID-19 pandemic will require this issue to be closely monitored because of the relationship between migration, population growth and the demand for school places. A similar experience of seasonal changes to school populations is often shared by schools near Traveller sites. The Authority has one of the largest Traveller populations in the country. The RAF Wittering base provides another aspect to Peterborough's diversity. Activities here can have an impact, resulting in reductions or increases in pupil numbers with little advance warning.

Chapter 2: Early Years and Childcare

2.1 What is the national policy?

Childcare Act (2006)

The Childcare Act (2006) places a duty on local authorities (LAs) to secure sufficient and suitable quality early education and childcare places to enable parents to work or to undertake education or training which could lead to employment. The Education Act (2011) extended this to include an entitlement of 570 hours of free early education per year for eligible two-year olds, starting the term following their second birthday. This was in addition to the 570 hours of free early education already in place for all three and four-year olds, in the term following their third birthday. This is usually taken as 15 hours per week for 38 weeks of the year, but it is flexible. Some parents may choose to take fewer hours over more weeks, for example.

Whilst Councils are not expected to provide childcare directly, they are expected to work with private, voluntary and independent (PVI) sector providers to meet local need. Where this cannot be achieved, the Council is required to secure places and, if necessary, manage provision directly as provider of last resort.

The Act also includes the requirement for providers to apply for registration on the Early Years Register and/or The Childcare Register and the regulations with which all providers must comply.

Childcare Act (2016)

The Childcare Act (2016) extended the previous entitlement and since September 2017, children aged three and four from working families have been entitled to an additional 570 hours (equivalent to 15 hours per week, 38 weeks per year) of free childcare, subject to their parents meeting the following eligibility criteria:

- Both parents are working (or the sole parent is working in a lone parent family)

- Each parent earns, on average, a weekly minimum equivalent to 16 hours at national minimum wage and less than £100,000 per year

The overall entitlement for families meeting these criteria is now 30 hours of free childcare per week (38 weeks per year).

Statutory Framework for the Early Years Foundation Stage (EYFS)

This sets standards for the learning, development and care of children from birth to five years old. All schools and early years' providers registered with The Office for Standards in Education (Ofsted) must follow the framework, including childminders, preschools, nurseries and school reception classes.

The framework was revised for September 2021, with key changes as follows:

- Educational programmes are longer, in greater depth and include suggestions of activities.
- There is a new focus on early language and extending vocabulary.
- There is a new requirement to promote good oral health of children.
- The Early Learning Goals are clearer and more specific.
- The age bands within the non-statutory guidance, 'Development Matters', have been simplified. There are now 3, as opposed to 6.
- There is additional non-statutory guidance, "Birth to Five Matters", which providers can choose to use to support their curriculum.

2.2 What are the Council's responsibilities?

- To ensure sufficient and suitable childcare places to enable parents to work, or to undertake education or training which could lead to employment
- To secure sufficient and suitable early years places to meet predicted demand
- To secure free early years provision for all 3- and 4-year-olds (and the 40% most vulnerable 2-year-olds, as identified by the Department of Work and Pensions (DWP) or who are 'Not in Receipt of Public Funds' (NRPF)) of 570 hours per year
- To provide information, advice and assistance to parents and prospective parents on the provision of childcare in their area and other services which may be of benefit to parents, prospective parents or children and young people in their area
- To provide information, advice and training to childcare providers
- To improve early years outcomes
- To intervene where quality is compromised
- To support early identification of children with moderate and complex needs

Peterborough City Council, in line with Department for Education (DfE) guidance requires that funded two-, three- and four-year-olds can access their free early education

entitlement with registered early years and childcare providers (including early years registered childminders) that are newly registered and/or achieve an Ofsted grading of 'Good' or 'Outstanding'⁴. To ensure sufficient childcare, the Council allows settings with a 'Requires Improvement' outcome to continue to accept funded children, should parents/carers choose to take up a place there. Overall, 99% of funded two-year-olds and 92% of funded three and four-year-olds access their free early education entitlements in settings graded 'Good' or 'Outstanding'⁵. Quality of provision is a criterion for consideration where schools directly manage provision either through lowering their age range or community powers (section 27) or, in the case of academies, the trust's charitable objectives.

2.3 How does the Council manage the quality of provision?

Ofsted is the arbiter of quality through its inspection framework, but the Council will, as part of its assessment of the childcare market, identify where improvements to quality could be made as part of any identified market development priorities. The Council will not support the development of any new provision, of any governance type, where 'Good' or 'Outstanding' provision is currently meeting the needs of local families.

The Council provides tailored support, depending on the level of need of the provider, to both new and registered early years and childcare providers. Support is offered to all providers with a 'Requires Improvement' Ofsted judgement, focusing on areas identified within their report. If a provider receives an Ofsted judgement of Inadequate, the Council will work intensively with the provider, detailing a course of action. The provider must submit an action plan for improvement, which must be agreed by the Council, and a subsequent series of monitoring meetings and observations will take place over the following months to ensure satisfactory progress is made prior to re-inspection. The Council's position is that no new funded two, three or four-year-olds will start accessing their funded entitlement at a provider who has received an Inadequate judgement. Funding will only continue for existing children where the provider has demonstrated a commitment to improve practice and can show that they have the leadership capacity to improve within a required timescale.

In certain circumstances it may be necessary to withdraw all government funding e.g. where an Ofsted report or Welfare Requirements Notice highlights concerns or where the Authority identify concerns regarding safeguarding, equalities or provision for children with special educational needs and disabilities (SEND) that cannot be mitigated. In these circumstances, the Council will gather the relevant sufficiency data to identify settings and childminders with available places, and will provide information, advice and assistance to parents and carers.

⁴ Section A3 of Early Education and Childcare (2018)

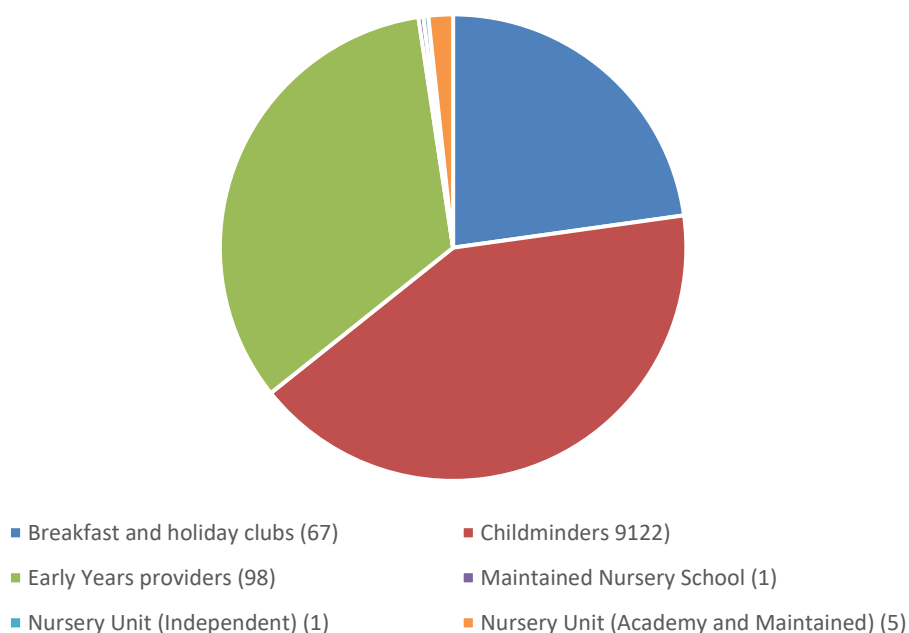
⁵ Department for Education (2022) [Education provision in Children Under 5 Statistics](#)

When required, designated officers from the Early Years' Service will liaise with the regulator and other agencies to share relevant and proportionate information.

2.4 What types of provision are available?

In Peterborough 85.7% of places available are delivered by Private, Voluntary and Independent (PVI) providers.

Figure 4: Active Early Years and Childcare provision in Peterborough, 1st August 2022



The Council supports registered providers to have regard to the SEND Code of Practice and provides a wide range of training. Specialist officers work with providers to develop exemplary inclusive practice, and to ensure that all children have the support they need to access a quality early years' experience.

All providers within Peterborough are expected to have clear admissions policies that provide equality of opportunity and develop a working ethos that has regard for the Disability Discrimination Act (1995) and the Equalities Act (2010).

2.5 What does take up look like in Peterborough?

Since 2017, there has been a decline in the number of children taking up their extended entitlement across the country, a trend also observed in Peterborough. However, 2022 data shows that nationally, regionally and locally in Peterborough there has been an increase in take up, particularly notable for two-year-old funded children.

The cohort of children accessing funded hours increases throughout the academic year, peaking in the summer funding period before falling in autumn when children leave settings and take up a place in school reception. Development of places is a delicate balance between ensuring sufficient places are available in summer and that provision remains sustainable in quieter autumn funding periods.

Figure 5: Education provision: children under 5 years of age (DfE, January 2022)

Percentage of 2, 3 and 4-year-old children benefiting from funded places (%)						
	2017	2018	2019	2020	2021	2022
2-year-olds						
Peterborough	71	69	69	66	62	70
East of England	73	70	69	71	64	74
England	71	72	68	69	62	72
3-year-olds						
Peterborough	90	87	90	88	85	87
East of England	93	94	93	92	87	93
England	93	92	92	91	84	90
4-year-olds						
Peterborough	95	94	91	92	90	94
East of England	95	95	96	95	93	95
England	99	95	95	94	90	94

2.6 How has the COVID-19 pandemic affected Early Years and Childcare provision?

The COVID-19 pandemic greatly impacted every facet of society, and the early years and childcare sector has been no exception. Whilst we are now in the recovery phase, the sector is still experiencing some difficulties as a direct result.

In April 2022, the Department for Education (DfE) published a briefing, drawing upon inspection evidence gathered in the Spring 2022. Its findings show that providers have had difficulty retaining high-quality staff which has left some providers with fewer skilled practitioners. Where staff numbers are reduced, the child-to-staff ratios required under statutory guidance may not be met, so providers may have to reduce the number of places available to children accordingly.

Peterborough City Council compiles termly occupancy data to understand the current capacity within the childcare market. "Critical point" is the point at which the local authority considers that an early years provider cannot take any further children for their funded

entitlement due to lack of spaces, which is 89% for day nurseries and 91% for pre-schools.

Occupancy data suggests the sector is recovering in terms of numbers of children accessing provision in most areas of the city, as average occupancy for Summer 2021 was higher than pre-pandemic levels (73.8% Summer 2019, 67.2% Summer 2020; 74.8% Summer 2021). Take up of funded entitlements has also increased following the drop in 2021 as a result of the pandemic.

However, the current cost of living crisis will have a significant impact on settings and families in Peterborough, with affordability of childcare becoming increasingly difficult for working families and delivery costs creating sustainability issues for the sector.

It will be more important to promote funded entitlements and schemes which can help families with the cost of childcare such as Tax Free Childcare in the coming months to ensure families are receiving the financial support they are eligible for.

Whilst the number of families using Tax Free Childcare has grown since its introduction in 2017/18, the scheme is under utilised in most parts of the country.

Number of 3 & 4-year-olds accessing Extended Entitlement (30 hours)					
	2018	2019	2020	2021	2022
Peterborough	1300	1413	1501	1508	1558
% increase on previous year	-	8.7%	6.2%	0.5%	3.3%
<i>Education provision: children under 5 years of age (DfE, January 2022)</i>					

Number of children with a used Tax-Free Childcare account					
	2017/18	2018/19	2019/20	2020/21	2021/22
Peterborough	215	590	1180	1320	1815
% increase on previous year	-	174.4%	100.0%	11.9%	37.5%
<i>Tax Free Childcare Statistics (HMRC, March 2022)</i>					

2.7 How do we identify pressures in the Early Years and Childcare market?

The Early Years market is continually monitored and reviewed to ensure that there are sufficient early years and childcare places for all children whose parents would like one. This ensures that the Council can identify where potential pressures may arise and respond accordingly.

When assessing where more capacity in the childcare market is required, consideration is

given to:

- occupancy levels and surplus capacity within existing provision
- child population using NHS data
- eligible population, by area
- housing development
- local knowledge which could influence supply and demand including physical barriers (e.g. rivers and main roads), and the service offer of individual providers.

A market position statement is published annually which sets out the priority early years and childcare developments required across Peterborough. All providers, regardless of their governance model (e.g. childminder, private, voluntary, independent, schools, including academies), are invited to expand or develop new early years and childcare provision to meet the identified pressures. The Council is aware of the importance of implementing a successful business model from opening and, therefore, works with new providers through the pre-opening process. The Council would also look to facilitate the expansion of existing 'Good' and 'Outstanding' provision in order to meet demand.

2.8 What are the current pressures? How are we responding?

The information below sets out early years places that are already in development or planned, but yet to open. This includes the following types of provision:

- Those which are currently being commissioned by the Council to run from their own premises
- Those linked to new schools to be run by the sponsor or commissioned by the sponsor
- An expansion of existing early years settings
- Those planned due to a lowering of school age range
- Other new, privately, voluntary or independently run settings of which the Council has been informed

East Ward

What has recently opened or is due to open?

Pre-school provision at East Community Centre has reopened in September 2022 providing 24 part-time equivalent places. It has been closed for the last year due to registration and committee changes.

What are the requirements for housing developments over 500 homes?

None

Gunthorpe

What has recently opened or is due to open?

New provision planned at Manor Drive Primary Academy. This 26 full time equivalent place provision opened at the beginning of September 2022.

What are the requirements for housing developments over 500 homes?

Manor Drive Primary Academy, opened in September 2022, has provided early years places. A full range of childcare, including full day care and wrap around care will be required in the new community.

Hargate & Hempsted

What has recently opened or is due to open?

New provision recently opened at St John Henry Newman RC Primary School at Hampton Water. This 26 full time equivalent place provision opened at the beginning of September 2022.

What are the requirements for housing developments over 500 homes?

Hampton Lakes Primary School, which opened in September 2021 along with new provision at St John Henry Newman RC Primary School has provided the early years places in the expanding Hampton East community so far. A full range of childcare, including full day care and wrap around care will be required.

Paston and Walton

What has recently opened or is due to open?

Private pre-school provision opened in Paston Ridings Primary School at the beginning of September 2022, creating 30 full time equivalent places.

What are the requirements for housing developments over 500 homes?

None

Stanground South

What has recently opened or is due to open?

Planning consent was granted for a 78-place day nursery run by a private provider at the site of The Fenman, Whittlesey Road. This provision opened at the beginning of September 2022.

What are the requirements for housing developments over 500 homes?

None

Werrington

What is due to open?

Private pre-school provision opened in Hodgson Community Centre in September 2022, creating 26 full time equivalent places.

Day nursery provision, operated by the academy trust, opened in Welbourne Primary Academy at the beginning of September 2022, creating 56 full time equivalent places. This

will replace the pre-school which closed on this site in February 2022 and will accommodate the relocation of an existing nursery within the same academy trust.

What are the requirements for major new housing developments?

None.

2.9 Useful Links

[Actions for early years and childcare providers during the coronavirus \(COVID\) outbreak](#)

[Childcare Act \(2006\)](#)

[Childcare Act \(2016\)](#)

[Childcare choices](#)

[Disability Discrimination Act \(1995\)](#)

[Early Years Foundation Stage Framework](#)

[Education recovery in early years providers: spring 2022](#)

[Equalities Act \(2010\)](#)

[Extended entitlement to funded childcare for three and four-year-olds](#)

[Learn Together - Peterborough](#)

[Ofsted](#)

[Peterborough Early Years Market Position Statement](#)

[Peterborough Families Information Service](#)

[Two-year-old funding](#)

[Universal entitlement to funded childcare for three and four-year-olds](#)

Chapter 3: Primary and Secondary Provision

3.1 What is the national policy?

Education Act (1996)

Section 14 of The Education Act (1996) places Councils under a general duty to provide a school place for every child living in their area of responsibility who is of statutory school age and whose parents want their child educated in the state-funded sector.

Education and Inspections Act (2006)

The Education and Inspections Act (2006) made Councils commissioners, rather than providers, of new schools. This legislation also places additional duties on LAs to ensure fair access to educational opportunity, to promote choice for parents and to secure diversity in the provision of schools. In addition to this, the Act also places an explicit duty on LAs for the first time to respond formally to parents seeking changes to the provision of schools in their area, including new schools.

Academies Act (2010)

The Academies Act (2010) made it possible for all publicly funded schools in England to acquire Academy Status, including special schools. Amongst other things, becoming an academy provides schools with increased autonomy over their curriculum, budget and staffing.

Education Act (2011)

The Education Act (2011) changed the arrangements for the establishment of new schools by introducing section 6A of the Education and Inspection Act 2006 (the 'free school presumption'), the main route by which Councils identify the need for new schools, both in terms of basic need and the need for diverse provision through the Voluntary Aided (VA) scheme. All new schools established through the presumption process are classified as free schools. It also made changes to the legislation relating to school land, to increase the Secretary of State's ability to make land available for free schools.

3.2 What are the Council's responsibilities?

The Council continues to respond positively to the changes in national policy direction, working closely with existing and potential education providers and the DfE's Regional Director to promote diversity, choice and quality in education provision across the County.

The Council is committed to working in partnership with all education providers, regardless of status. In its role as a champion for children, young people and their families, the Council continues to provide advice, guidance and support to:

- promote educational development and school improvement
- challenge the lowest performing schools to deliver improved outcomes

The Council also acts as a critical friend; raising concerns over educational performance and outcomes directly with schools and, where these are not addressed by the schools' leadership and governors, requesting Ofsted undertakes an inspection.

The Council believes that all education provision should be inclusive, attractive and welcoming, whilst promoting safeguarding. Provision should also enable children, young people and their families to access a range of support, advice and positive activities which includes transport beyond the statutory walking distances and, in cases where there is not an available (safe) walking route to and from their designated school.

Breakfast/After School and Holiday Clubs

Breakfast Clubs, After School Clubs and Holiday Clubs also play an important role in ensuring that sufficient childcare is available outside of school hours. The Council therefore monitors the availability of provision to ensure that sufficient places are accessible for parents who want them.

The Holiday Activity and Food (HAF) Programme

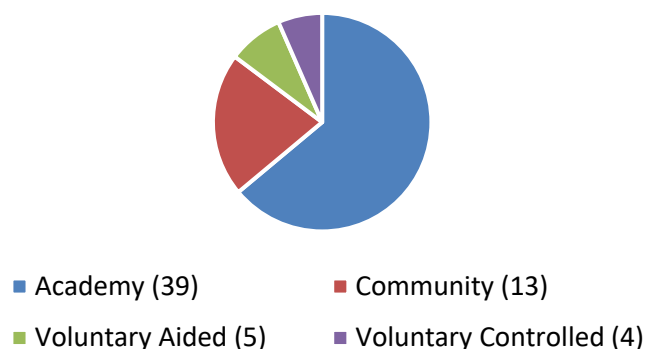
Since 2021, the DfE-funded HAF programme has provided support for school-aged children from disadvantaged backgrounds throughout the holiday periods. Children in receipt of benefits-related free school meals, newly arrived refugee families and families who are struggling financially, are eligible for the programme. This nationwide initiative includes the provision of nutritious food and education, enriching experiences, social stimulation and physical activity through funded places at local holiday playschemes.

3.3 What types of provision are available?

Primary Provision

As of 1st September 2022, there are 60 primary schools in Peterborough, including 3 infant and 2 junior schools, plus an all-through primary and secondary school, making 61 schools with full primary provision. Two secondary schools have junior departments taking pupils for Key Stage 2. New primary schools have mainly been opened in response to the need arising from the development of large urban extensions.

Figure 6: Primary Schools in Peterborough as of 1st September 2022



In line with national trends Peterborough has seen a steady rise in the number of primary schools converting to, or being opened as, an academy.

Figure 7: Number of primary academies in Peterborough as of July 2022



Secondary Provision

As of September 2022, there are 15 secondary schools in Peterborough. One of these is an all-through primary and secondary school, two secondary schools take KS2 pupils in junior departments and one school is a University Technical College (UTC).

13 of these schools are academies and 1 is voluntary aided. The remaining community school is currently looking to convert to academy status.

3.4 How do we commission school places?

The Council uses a several data sources and a forecasting methodology to identify pressures, see Appendix A and B for more detail. The different pressures on available education places require a range of approaches to commissioning school places.

Planning areas

In urban areas, the impact of pupil forecasts on available provision is considered more widely than at the level of individual schools, reflecting the fact that there is often greater choice for parents when several settings or schools are located in close proximity. This also

allows the Council to provide sufficient places, without creating surplus capacity. To support this approach the Council groups schools within planning areas. These:

- include schools in close proximity
- link primary schools to their catchment or designated secondary schools
- take account of federations and partnerships between schools
- take account of natural barriers and constraints on journeys between schools

The DfE has agreed these planning areas and they form the basis of the Council's annual school capacity return (SCAP) to government.

A full list of the Peterborough planning areas and the schools within each of them is included in Appendix C. This will be kept under review as the Council responds to demographic changes and housing development proposals.

Commissioning school places

There are currently three ways to establish a new mainstream school:

- Central Free School route: This requires an application from a Multi Academy Trust (MAT) directly to the DfE. The DfE decides whether or not to approve the application. Costs are the responsibility of the DfE.
- Presumption route: The Council publishes a specification for a school and invites MATs to apply to run that school. This requires an application to the Council, but it is the DfE which decides whether or not the preferred sponsor recommended by the Council will be approved to run the school. Costs are the responsibility of the Council.
- Voluntary Aided (VA) route: Anyone, including a Diocese or LA, may publish a proposal for a new VA school in response to a clear demand for places that the new school would provide.

Where new schools are commissioned to meet basic need, LAs are responsible for the pre-opening start-up and post-opening diseconomy of scale costs. These are currently met from centrally retained Dedicated Schools Grant (DSG) funding which is subject to annual Schools' Forum approval.

Given the uncertainty of future funding, and the current burden of revenue expenditure, the Council will utilise the national Free Schools Programme, as appropriate. If the Council believes that a new school is required but no free school proposal is approved, then it will follow the presumption route, advertising the opportunity widely to ensure that there is a strong field of high-quality applications.

In existing areas, mostly urban, where the Council is responding to demographic change, the option of providing a new school may not necessarily be the right approach educationally. In these circumstances, the preference is to work with existing schools and trusts to expand provision, where possible, in good or outstanding schools.

3.5 What was the impact of the COVID-19 pandemic on primary and secondary provision?

The impact of the COVID-19 pandemic on schools has been well documented with a series of briefings published by the DfE on its interim visits with schools. Findings suggest that leaders felt the most challenging aspects of the pandemic were managing the logistics of COVID-19 safety measures, delivering education remotely and identifying gaps in learning.

Throughout the pandemic, building and maintenance works continued and fortunately, in Peterborough, there were no delays in expanding existing schools or developing new schools. However, during the recovery phase, the cost of both materials and labour has significantly increased. This has resulted in build projects being more costly than anticipated.

3.6 How has the sector responded to the situation in Ukraine?

A number of Ukrainian children have registered for a school place in Peterborough from both the Homes for Ukraine and Families scheme. As of 8th August 2022, 32 children had been allocated places in primary schools and 20 in secondary schools. These have not created sufficiency issues in Peterborough schools at this point.

3.7 What are the current pressures in the primary phase? How are we responding?

Central Primary

What are the current pressures?

Historically this planning area experiences high levels of both inward and outward population movement. Current school census data (January 2022) shows 797 Reception pupils on roll at the schools, compared to 914 four year olds living in the planning area. Some parents choose to send their children to schools outside the area and there is an established trend for families to move away from the area before children start school.

The number of children starting in Reception is now predicted to stay between 739 and 823 over the forecast period, which is significantly lower than the current Reception PAN of 900.

Gladstone Academy have consulted and will be reducing their Published Admission Number (PAN) from 120 to 90 in September 2023.

What are the requirements for housing developments over 500 homes?

None.

North Primary

What are the current pressures?

This planning area covers two distinct parts of northern Peterborough. The first is well established housing where pupil numbers are declining slightly. The second is the large urban extension Paston Reserve (Manor Drive development), this is now almost complete. However, neighbouring this is the Norwood urban extension where 2000 dwellings are planned. Consequently, there is an oversupply of places to the west of the planning area and a future demand for further places in the east.

Paston Ridings reduced their PAN from 90 to 60 in September 2021. Discovery Academy have consulted and will be reducing their PAN from 90 to 60 in September 2023.

What are the requirements for housing developments over 500 homes?

Manor Drive Primary Academy is a new 2FE (420 place) free school with a 26 place nursery on the Paston Reserve site to serve the needs of the development, approved as part of Wave 12 of the government's free school programme. The school opened in September 2022 and is being run by the Four 4Cs Academy Trust.

Outline planning permission has been approved for the first phase of the Norwood development to the east of Paston Reserve. This planning application is for 870 houses, but the site is designated in the Local Plan for a total of 2000 houses.

Due to viability issues on the Norwood development, there is currently a £4 million shortfall between secured S106 contributions and the estimated cost of building a 2FE primary school on the development. Officers need to appraise what is the most appropriate course of action to meet the forecast demand (the first houses are currently due to be built in 2025).

Stanground/Fletton/Woodston Primary

What are the current pressures?

The school population in this planning area is forecast to rise from 3,462 in 2022 to 3,500 in 2026. In 2026 the combined reception PAN across the schools of 525 will only just match the forecast demand of 514 on current trends. Most of the schools are on restricted sites, so expansion is likely to be difficult or expensive to achieve.

Spare capacity in the adjoining planning areas: to the south of the Central, the eastern Ortons and West planning areas will be used to mitigate the deficit if required.

What are the requirements for housing developments over 500 homes?

None.

The Ortons

What are the current pressures?

The pupil population of the Ortons has fallen for the past four years and is set to continue to fall over the forecast period, from 2,154 primary aged children in 2022 to 1,946 in 2026. Reception intake is set to remain reasonably constant at around 280 children per year through the forecast period. The Reception PAN is currently 330 which means there is set to be significant capacity at these schools.

Capacity in southern parts of the Ortons has been used historically to deal with excess demand in the northern and western Hamptons. Capacity in the eastern parts of the Ortons has historically been used to deal with excess demand from Woodston and Fletton.

What are the requirements for housing developments over 500 homes?

Officers have been consulted on a pre-planning application assessment for a development at the East of England Showground site for 1450 homes. Further details around the timings of this development should be made available over the next few months. The Council will reassess capacity and demand in this planning area once we understand the demand and timings from this development.

The Hamptons

What are the current pressures?

Hampton is a new township where construction began in the 1990s. Pupil numbers have exceeded all original forecasts and are forecast to continue to increase. Two primary schools and an all-through 5-18 school provide 1680 primary places on the western section of the development. A further 3,050 dwellings are planned for Hampton East which is underway. Hampton East has Hampton Lakes a 420 place/2FE primary school and St John Henry Newman a 630 place/3FE free school (voluntary aided) primary school. The latter opened in September 2022 with a Nursery, reception and mixed Year 1 and 2 class.

What are the requirements for housing developments over 500 homes?

This planning area also includes the new urban extension of Great Haddon which at completion will comprise of 5350 homes and three primary schools. The first residential parcels on this development have had reserved matters approval and the first houses are now under construction.

Officers are forecasting that the first primary school on Great Haddon will need to open in September 2025. However, they will continue to review this date for the next 12 months before deciding in the summer of 2023 whether opening in 2025 or later is most suitable.

Rural West

What are the current pressures?

The Rural West planning area comprises several villages which between them have six primary schools.

John Clare Primary School is currently working close to capacity. There is a development of 80 houses allocated in the Local Plan for the village. This development site is owned by two different landowners. Currently the larger site has submitted a pre-planning application assessment for 80 houses. This means the current capacity of 140 places at John Clare will not be able to meet the forecast demand.

Officers have commissioned a feasibility study at John Clare to evaluate the cost of expanding the school to 210 places/1FE. Another option is to transport the children to the neighbouring schools which are forecast to have capacity, although this will result in a long term transport cost to the Council.

Wittering Primary takes children from the local RAF base and consequently has high pupil mobility. It has insufficient in-catchment pupils to fill the school and is increasingly taking out of catchment pupils because of shortfalls elsewhere. If needed, the school has historically had a capacity of 90 places in each year group but has recently operated with a PAN of 60.

What are the requirements for housing developments over 500 homes?

None

Rural East

What are the current pressures?

There is continued housebuilding in the village of Eye, designated a 'Large Village' in the 2019 Peterborough Local Plan. Expansion is also underway in neighbouring Thorney (another 'Large Village') and in Newborough. There will be a deficit of Reception places in this planning area throughout the forecast period.

Eye Primary School primarily serves the village of Eye. It is a popular school and has been under pressure from within its catchment area to provide additional places in recent years. There are no other primary schools within the statutory 2 miles walking distance for Key Stage 1 pupils. Peterborough City Council has provided two mobile classrooms on site and growth funding to allow for additional teachers. The school has over-admitted in several year groups to meet in-catchment demand.

A permanent expansion of Eye Primary is planned but is dependent on when the Tanholt Farm development (285 houses) proceeds. As part of the S106 agreement for this development the developer is to provide additional land for the school to be able to expand. Officers have secured funding for the scheme and are in negotiations around securing a suitable haul road to allow the expansion to take place.

Duke of Bedford Primary School is a 210 place/1FE school which serves the village of Thorney. There are no other primary schools within the statutory 2 miles walking distance for Key Stage 1 pupils. There is currently one housing development under construction (75 dwellings) and another which has been submitted for planning approval (71 dwellings). The school has waiting lists for in-catchment children in most year groups.

Officers are due to submit a business case for Duke of Bedford to secure the funding for a feasibility study to understand the possible options and costs for expanding the school to 1.5FE/315 places.

What are the requirements for housing developments over 500 dwellings?

None

3.8 What are the pressures in the secondary phase? How are we responding?

Secondary North

What are the current pressures?

Secondary North is served by three secondary schools with a combined PAN of 744. When assessing demand over the next ten years there are forecast to be three years where demand slightly exceeds PAN. Apart from these years there will be sufficient capacity to meet demand.

Manor Drive Secondary Academy run by the 4Cs Trust in the Secondary Central Planning Area opened with a PAN of 120 in September 2022. This will also alleviate the pressure in the Secondary North Planning Area in the years where there is a shortfall of capacity.

What are the requirements for housing developments over 500 homes?

None.

Secondary Central

What are the current pressures?

The forecast for the Central Planning area shows overall demand is set to increase up to September 2027, partly due to housing development and partly as larger primary cohorts age through into the secondary sector. From 2028/29, the pupil roll is forecast to begin to decline.

The schools in the Secondary Central Planning area had the capacity of 1375 places in Year 7 in September 2022, following the opening of Manor Drive Secondary Academy. This new school will provide sufficient capacity for the forecast demand and can be used to alleviate any extra demand from the Secondary North Planning area.

What are the requirements for new housing developments over 500 homes?

Outline planning permission has been approved for the first phase of the Norwood development to the east of Paston Reserve. This planning application is for 870 houses, but the site is designated in the Local Plan for a total of 2000 houses.

Officers requested the first phase of the Norwood development contributed £4,844,396 towards secondary education to mitigate its forecast impact. However, no financial contribution is being made from this scheme towards secondary school because the viability assessment said it cannot afford to do so.

Secondary South

What are the current pressures?

Secondary South is served by five secondary schools with a combined PAN for Year 7 of 1170. The secondary population in the Secondary South Planning Area is forecast to increase slightly over the next five years and then level off. This is due to the population peak moving through to the secondary phase of education and then the build-up of pupil numbers from the large urban extension at Great Haddon.

Officers and Hampton Academies Trust are in continuing discussions about when it is appropriate to increase Hampton Gardens' PAN from 210 to 240 to match its physical capacity. Both parties are agreed this needs to be done when there is sufficient demand from within the Hamptons to ensure there is no negative effect on the other local secondary schools.

Stanground Academy has consulted and will be reducing its PAN from 300 to 240 in September 2023. Officers and the Headteacher have agreed to look at this on an annual basis to ensure available provision meets demand.

What are the requirements for new housing developments over 500 homes?

Officers have been consulted on a pre-planning application assessment for a development at the East of England Showground site for 1450 homes. Further details around the timings of this development should be made available over the next few months. We will reassess capacity and demand in this planning area once there is a clearer picture of the demand and timings from this development.

There is a S106 agreement in place for a secondary school to be built to serve the Great Haddon development. There is no definite timescale in place for this yet.

3.9 Useful Links

[Academy and Free School Presumption, DfE Guidance](#)

[Contingency Framework: Education and childcare settings](#)

[Education Act \(1996\)](#)

[Education Act \(2011\)](#)

[Education and Inspections Act \(2006\)](#)

[Education recovery in schools: spring 2022 \(Ofsted, 4 April 2022\)](#)

[Primary School Admissions –Peterborough Admissions Guidance](#)

[Learn Together Cambridgeshire website, Guidance and Teaching in Cambridgeshire and Peterborough schools](#)

[Secondary School Admissions – Peterborough Admissions Guidance](#)

[Ofsted](#)

Chapter 4: Post-16 Provision

4.1 What is the national policy?

Education and Skills Act (2008)

The Education and Skills Act (2008) increased the minimum age at which young people in England can leave learning.

Since 2015, young people have been required to continue in learning or training until the age of 18. Raising the participation age has not changed the statutory school leaving age, this remains 16. Young people do not need to stay in school until they are 18; they can choose from one of the following options:

- Full-time education, such as school, college or home education
- Apprenticeships, work-based learning
- Part-time education or training if they are employed, self-employed or volunteering for at least 20 hours a week

Apprenticeships, Skills, Children and Learning Act (2009)

The Apprenticeships, Skills, Children and Learning Act (2009) set out the commissioning

infrastructure and provision of suitable and sufficient learning options.

Skills and Post-16 Education Act (2022)

Section one of the Act requires post-16 providers of technical education to align provision with a Local Skills Improvement Plan (LSIP) devised by a representative body of local employers and, in the case of Peterborough, in conjunction with the Combined Authority for Cambridgeshire and Peterborough.

4.2 What are the Council's responsibilities?

It has the duty to encourage, enable and assist young people to participate in education or training. It therefore has the responsibility to:

- Secure sufficient education and training for young people who wish to travel into its area to learn
- Secure sufficient suitable education and training provision for all young people in the area who are over compulsory school age but under 19 or aged 19 to 25 and an Education, Health and Care (EHC) plan is maintained
- Secure sufficient suitable education and training for young people subject to youth detention

4.3 What types of provision are available?

The Post 16 offer in Peterborough is delivered by a range of providers:

- schools with a 6th form
- maintained and private special schools for young people with SEND whose needs cannot be met within the range of support or specially resourced provision offered by mainstream providers
- independent schools
- independent private providers
- apprenticeship providers
- further education colleges
- Greater Peterborough University Technical College (UTC)

4.4 How do we commission places?

In recent years the role of the Council with regard to post-16 provision has moved away from being the commissioner of learner places, to working with schools and colleges in an influencing role, with a strategic overview of provision and needs.

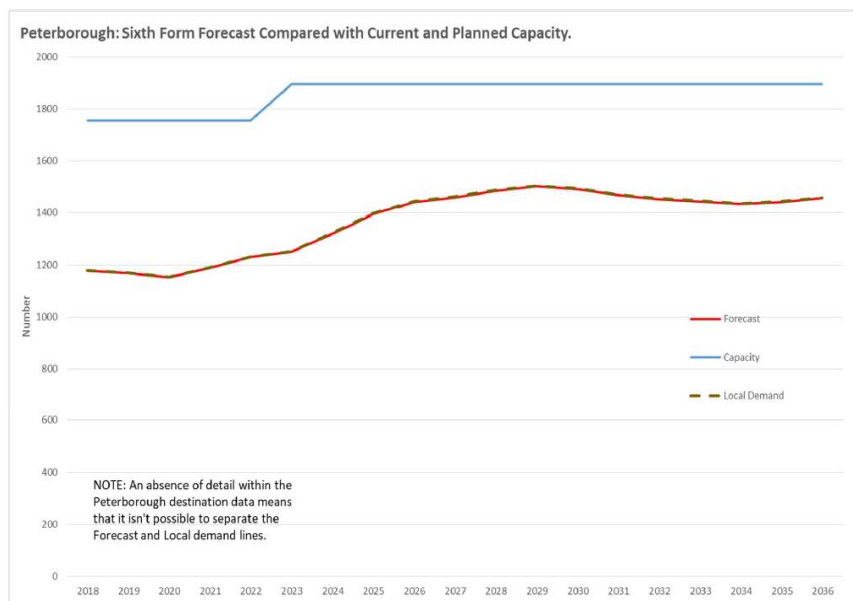
The Council recognises that the providers of post-16 education and training are autonomous institutions free to determine their own curriculum and to attract students within a free market. Likewise, providers recognise the statutory responsibility placed on LAs to secure sufficient suitable education and training opportunities to meet the

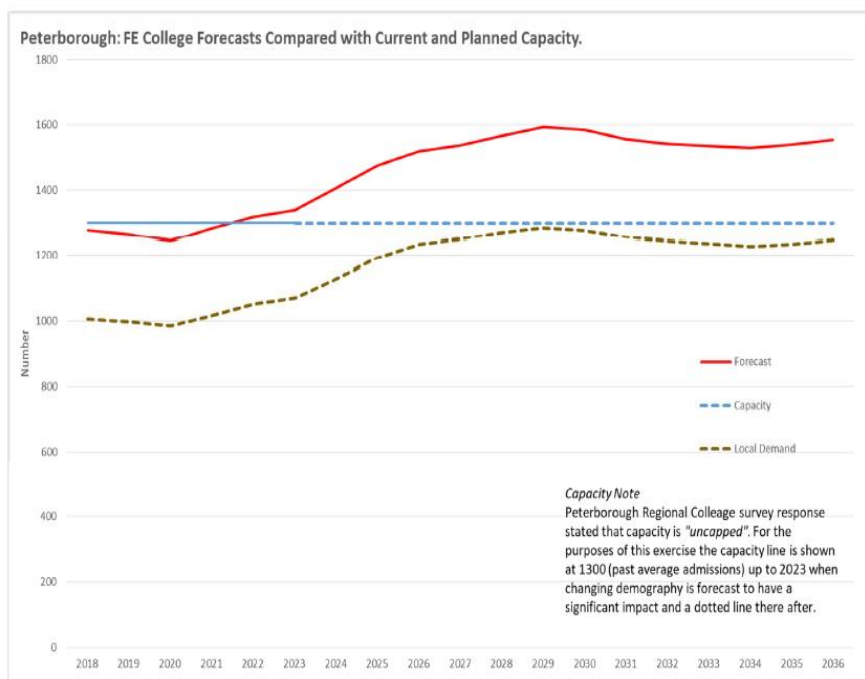
reasonable needs of all young people in their area. Each provider is responsible for delivering a high-quality learning experience promoting young people’s successful progression to 19 and beyond in the light of current legislation, including the raising of the participation age to 18. The Council is committed to ensuring that the needs of all Peterborough’s young people are met, while recognising that post-16 education and training provision is ultimately determined by learner choice. This requires cooperation and collaboration between all parties.

4.5 What are the pressures? How are we responding?

The Post 16 Review which was published in September 2020 investigated where school leavers in Peterborough continue their Post 16 education. Just under 50% attend sixth form provision, just over 40% attend Further Education colleges, approximately 7% access other provision and approximately 2% are classed as not in education, employment or training (NEET).

The Review also looked at Post 16 demand and capacity across Peterborough. The graphs below show that there are sufficient sixth form and further education college places in the City for the next sixteen years.





What has happened?

The Greater Peterborough UTC opened in September 2016 for 500 students aged 14-19 offering specialist technical programmes alongside traditional study of the core key academic subjects. The Greater Peterborough UTC now caters for students from Year 7 upwards.

Hampton Gardens school increased its sixth form offer in September 2022 as students are now progressing from the school's own Year 11 into Year 12.

What is happening now?

There are no immediate pressures on Post-16 capacity in Peterborough. The City of Peterborough Academy has been the only secondary school in the area in recent years to operate without a sixth form. Manor Drive Secondary Academy has opened this September as an 11-16 school.

4.6 What was the impact of the COVID-19 pandemic on Post 16 provision?

Like other learners, students aged 16-19 (in further education and school settings) had their learning disrupted due to the COVID-19 pandemic. Research suggests that this was felt to be particularly acute amongst disadvantaged learners, for whom the pandemic has exacerbated a pre-existing attainment gap (DfE Research Report, May 2022). Learners reported challenges with online learning, exam readiness and mental health.

Whilst restrictions have now lifted, some effects are still evident. As with other sectors, further education provision has reported difficulties with staffing, including both COVID-related absence and issues with recruitment and retention.

4.7 Useful Links

[Actions for FE colleges and providers during the coronavirus outbreak](#)

[Apprenticeships](#)

[Apprenticeships, Skills, Children and Learning Act \(2009\)](#)

[Contingency Framework: Education and childcare settings](#)

[Education recovery in further education and skills providers: spring 2022 \(April 2022\)](#)

[Education and Skills Act \(2008\)](#)

[Education Transport for young people post-16](#)

[Ofsted](#)

[T Levels: a guide to their introduction](#)

[UCAS: admissions to further education and sixth form colleges](#)

[16-19 Learners' experiences of the Covid-19 pandemic research report \(May 2022\)](#)

Chapter 5: Special Educational Needs and Disabilities (SEND) Provision

5.1 What is the national policy?

The Children and Families Act (2014)

The Children and Families Act (2014) aims to ensure that all children, young people and their families are able to access the right support and provision to meet their needs. The Act outlines the Code of Practice for children and young people with SEND.

Special Educational Needs Code of Practice: 0-25 Years (2014, updated 2020)

The Code of Practice sets out a general presumption of mainstream education for children with SEND. In addition, it states that parents of children with an Education, Health and Care Plan (EHCP) and young people with such a Plan have the right to seek a place at a special school, special post-16 institution or specialist college.

There are several other key pieces of legislation which are used to guide practice. These include:

- Mental Capacity Act (2020)
- Equalities Act (2010)
- Working Together to Safeguard Children (2018)
- Care Act (2014)
- NHS Five Year Forward View (2014)
- Think Autism: an update to the Department of Health Strategy (2014)
- Transforming Care - Building the right support (2015)

SEND Review: Right Support, Right Place, Right Time (March 2022)

The SEND review Green Paper: 'Right Support, Right Place, Right Time' is proposing wide range reforms to SEND and Alternative Provision practice including the development of national templates and standards. This consultation document is a preliminary report of government proposals. It is not formal policy at this stage.

5.2 What are the Council's responsibilities?

Section 14 of the Education Act 1996 places LAs under a general duty to provide a school place for every child living in their area of responsibility, irrespective of their needs. This may be in mainstream or specialist provision.

Health services, the LA and their partners are required to:

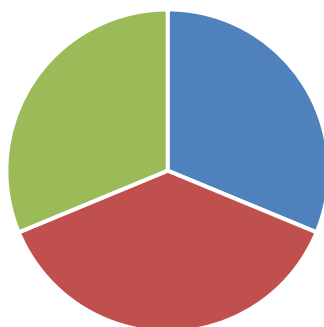
- include children, young people and their parents/carers in decision-making at individual and strategic level
- work cooperatively together both at a strategic level when developing, buying and managing services and also at an individual level when agreeing support to families including the production of EHCPs for children and young people

The Children and Families Act (2014) also places a duty on every LA to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people aged between 0 and 25 who have SEND.

5.3 What types of provision are available?

The Council is committed to inclusion and will endeavour to support children in mainstream schools wherever possible. However, there are several special education providers for those children and young people who have the most severe needs and where their families request specialist provision.

Figure 8: Specialist provision in Peterborough as of 1st September 2022



■ Primary School Hubs (5) ■ Secondary School Hubs (6) ■ Special Schools (5)

5.4 How has the COVID-19 pandemic affected SEND provision?

The COVID-19 pandemic had a significant impact on SEND provision. However, all schools reopened in March 2021, and though the government made it clear that further restrictions may be possible as a last resort, further closures have not been mandated. The government made it clear that should further restrictions be required, these should only be considered as a last resort, kept to the minimum number of settings or groups, and for the shortest amount of time possible.

Due to ongoing staffing pressures in schools caused by the pandemic, some have since experienced temporary and partial closures. Whilst attendance in school for children with SEND and other vulnerabilities was prioritised, a small number of short term special school closures were experienced.

The full implications of COVID-19 on children and young people with SEND continue to be assessed, though the number of applications for an Education, Health and Care Needs Assessment has increased. We will continue to monitor data carefully to fully understand any changes as we continue through the period of recovery.

5.5 How do we identify pressures?

National Statistics

The DfE publishes national statistics on an annual basis. These are collated using the information provided as part of the school census on pupils with SEND and SEND provision in schools. This provides further analysis by primary type of need, and the trends over time.

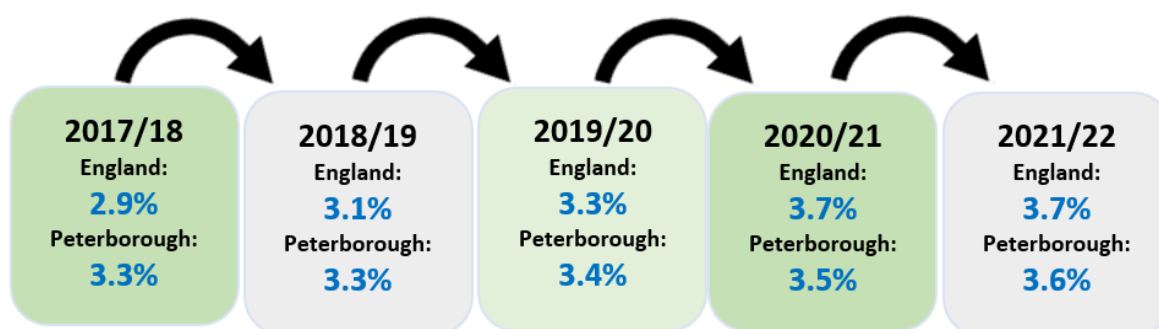
Forecast Information

Projections of SEND need are calculated based on a standard formula using data from the last four years. These provide a snapshot of possible trends and pressures for the future. This method places most focus on areas where there is growth or turbulence beyond what might be expected from population increase and where a clear strategy is required to ensure that needs can be met.

5.6 How has this changed over time?

Nationally, the percentage of pupils with an EHCP has increased from 3.7% in the 2020/21 academic year to 4% in 2021/22, continuing a trend of increases since 2016. The percentage of pupils with SEN but no EHCP also increased, from 12.2% in the 2020/21 academic year to 12.6% in 2021/22.

In Peterborough 3.5% of children and young people had an EHCP in the 2020/21 academic year. In the 2021/22 academic year, this grew to 3.6%. This remains slightly lower than the national average.



5.7 How do we commission places for pupils with SEND?

The Children and Families Act 2014 says LAs must integrate educational provision and training provision with health and social care provision, where it promotes wellbeing and improves the quality of provision for children or young people with SEND.

LAs and NHS clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provisions for children and young people aged 0-25 with SEND. Joint commissioning may involve services that are already run by organisations or buying services from them. Reviewing and monitoring of services is ongoing and involves service users and providers.

Similar to the central route for establishing new mainstream schools, the DfE operates a central programme for opening new special schools or new alternative provision. Councils can bid to the DfE, outlining a school specification. If this is approved, the DfE will seek expressions of interest from the sector to open and run the new provision. Alternatively, Councils are still able to run a competition to seek a sponsor for a new special provision.

5.8 What are the pressures? How are we responding?

What pressures have been identified previously?

The growth in the number of pupils with SEND, and with an EHCP means that further specialist support and specialist places may be required across the 0 to 25 age range with

significant investment required to deliver these. Peterborough has traditionally used far more specialist placements than the regional or national average. However, in accordance with the sentiment of the SEND Review Green Paper, more children, and young people with EHCPs are remaining in mainstream schools which, to a degree, mitigates the need for special school places.

In the next five years, it is likely that the greatest pressure will be in the secondary and post 16 sector due to the Council's responsibility under the Children and Families Act to ensure provision for young people with special educational needs and disabilities up to the age of 25.

What are we doing now?

Peterborough has established a network of SEND hubs to grow resilience and expertise within mainstream schools. Every hub has an area of SEND specialism and their principal duty is to provide knowledge and expertise to all schools who require it within the City. They also provide training, advice and modelling of best SEND practice. Some hubs have specialist places for children with EHCPs, but the majority do not. Hub numbers continue to grow and in conjunction with the Special Educational Needs Coordinators' (SENCO) network they are proving to be powerful forces for driving change and improvement.

To grow provision and expertise further, Peterborough schools have been invited to express interest in developing or extending their SEND hub provision. Expressions of interest have been received and will be explored further early in the 2022/23 academic year.

Marshfield Special School has been redesignated as for Learning Disability, as opposed to the previous designation of Moderate Learning Difficulties. This allows Marshfields School to focus on those with the greatest need, and mainstream schools to meet the needs of those for whom it is appropriate with the support provided by the SEND hubs.

Heltwate is a Community Special School which provides 206 places for children with learning disabilities. The school previously provided 140 places on their Bretton site and the number of places was increased to 206 by the addition of St George's campus and by utilising temporary accommodation. Permanent accommodation for this increase in pupil numbers is currently being built and is scheduled to complete in early 2023.

5.9 Useful Links

[Care Act \(2014\)](#)

[Children and Families Act \(2014\)](#)

[Contingency Framework: Education and Childcare Settings](#)

[Equalities Act \(2010\)](#)

[Learn Together Cambridgeshire website: Guidance and Teaching in Cambridgeshire and Peterborough schools](#)

[Local SEND Offer](#)

[Mental Capacity Act \(2005\)](#)

[Ofsted](#)

[SEND Code of Practice \(2015\)](#)

[Think Autism: an update to the Department of Health strategy \(2014\)](#)

[Transforming Care - Building the right support \(2015\)](#)

[Working Together to Safeguard Children \(2018\)](#)

Appendix A: Demographic Forecast Methodologies

A.1 Analysis of data

Cambridgeshire County Council's (CCC) Business Intelligence Team, on behalf of Peterborough City Council, undertakes research and analysis of population data. This includes birth data supplied by the NHS, school census data and the Government's ten-year census. From this data, a range of population and school place forecasts are produced.

A.2 Early Years and Childcare

Future demand for pre-school provision is assessed on the basis of the number of children born in the county each year. Data is obtained from NHS Provide, providing counts of children aged 1 to 4 that are registered with a doctor, by postcode. Translating this information into a pattern of demand for childcare is difficult as families can choose to take up provision close to their workplaces rather than to their home and take up rates for childcare places are different depending on family circumstance. Therefore, the NHS data is only considered together with a broader Childcare Sufficiency Assessment.

A.3 Primary and Secondary Provision

Forecasts are produced once a year. These show the number of pupils anticipated to attend schools within Peterborough. The key inputs to the forecasting model are the latest data on actual school rolls (taken from the annual January school census counts) and NHS data,

showing the number of 1-4 year olds. The forecasts are based on the assumption that recent trends, generally those in the past three years, will continue over the next ten years. In detail, the assumptions used are as follows:

- 4 year-old pupils: Intake of 4 year-olds into reception classes the following year is projected on the basis of the relationship over the last three years between the numbers of children aged 4 arriving at school and the numbers of births five years earlier – currently an average arrival rate of 94.8% across Peterborough;
- 5-10 year-old pupils: Projected on the basis of the average change in the size of year-groups over the last three years;
- 11 year-old pupils: Projected on the basis of the average proportion transferring from the top primary year-group to secondary school over the last three years – currently a transfer rate of 99.8% averaged across Peterborough. The net loss on transfer mainly represents moves into the private sector.

While Council-level forecasts of pupil numbers are the most robust for planning future provision at a strategic level, they do not give sufficient geographical detail to enable planning at a local level or to assist individual schools with their plans. Therefore, two other kinds of pupil forecasts for existing schools and communities are produced, these are:

- Future pupil numbers, determined on the basis of which school children are forecast to attend (trend based)
- Future pupil numbers, determined by catchment areas (catchment-based), i.e. where pupils are actually resident.

Individual school (trend based) forecast:

Individual (trend based) school forecasts are produced once a year. These forecasts apply recent trends of parental preference, as well as taking current catchment numbers into account. These forecasts are primarily used to support individual schools' budgetary and organisational planning.

Catchment area forecast:

For strategic planning purposes, catchment area forecasts are produced. These forecasts take full account of all pupils living within each primary school catchment area and are not limited by the capacity at any school. These forecasts make no assumptions about which school pupils will go to; therefore, they do not attempt to model the impact of parental preference. Experience has shown that parental preference can change dramatically over relatively short periods of time. The catchment forecasts also follow a trend-based approach, specifically:

- Number of 4 year olds living in each catchment and attending a school are forecast on the basis of the relationship between the numbers of children recorded as living in the catchment in the NHS Provide data and the numbers attending maintained schools and living in each area (as shown by the January school census) over the

previous three years.

Year-groups are assumed to progress through the school phases, within the same catchment area, adjusted for the average net gains and losses experienced within those areas over the past three years.

This approach provides a sound basis for ensuring that the overriding statutory duty to provide a school place for all pupils whose parents want them educated in the state-funded sector is met. It is particularly effective when considering not just capacity and demand for places at individual schools, but those within geographical areas, enabling effective utilisation of resources. Using this approach and not looking specifically at demand and capacity of individual schools also means it is possible to make allowances for parental preference.

The Council is able to collate data about parental preference from admission applications. The annual January school census can also be used to show where children are not attending their catchment school. In combination with other information gathered, this provides a means of assessing patterns of parental preference. Although patterns of parental preference can, and often do, change on a regular basis, it is important that due consideration is given to promoting choice during reviews of education provision.

Whilst accepting the rights of parents to express a preference for a school place, this is considered to be secondary to the Council's duty to secure sufficient school places. This is especially important in terms of making efficient use of limited capital resources. However, where pressures are identified, due consideration is given to parental preference in determining solutions to providing additional capacity.

A.4 Local Population Forecasts and Estimates

Cambridgeshire County Council's Business Intelligence Team produces local population estimates and forecasts for Peterborough City Council. The current forecasts start from a base year of 2020 derived from the Council's mid-2020 population estimates. These population forecasts are 'policy-led', so that they are consistent with planned levels of house building between 2020 and 2041. The 2020-based population forecasts are mainly based on the published 2021 housing trajectory with some interpolation and extrapolation by the Business Intelligence Research Team.

POPGROUP (specialist demographic software) is used to produce population forecasts. The forecasts are produced by ageing forward the population by sex and single year of age, year-by-year, from 2020 to 2041 in the 2020-based population forecasts. Population change is forecast by allowing for the main components of population change: births and deaths (which together give natural change), and migration, as well taking into account planned levels of house building.

Births are forecast by applying age-specific fertility rates to the numbers of women of child-bearing age in the local population. The forecast age-specific fertility rates used in the model to produce the 2020-based population forecasts are calculated from ONS data on live births by age of mother and from CCC's population estimates between 2015 and 2020.

Deaths are forecast by applying age-specific mortality rates to the number of men and women in the local population. The forecast sex- and age-specific mortality rates used in the model to produce the 2020-based population forecasts are taken from the 2018-based ONS population projections, and applied to the forecast model from 2022-23 onwards. For 2020-21 and 2021-22, reported ONS deaths data and modelling based on reported ONS deaths data has been used, in consideration of the impact of Covid-19 on mortality.

Net migration is the balance between migration into an area and migration from it. The age and sex structure of migrants gives the probability of migrants being of a particular age and sex. This structure is determined for the base year of the model and then fitted to forecast totals of net migration to produce numbers of migrants into or out of an area by sex and age. In the 2020-based population forecasts, in-migration is adjusted such that the number of households generated by the model is consistent with the number of dwellings that are expected to be built between 2020 and 2041.

A.5 New communities

The scale and likely impact of housing growth within Peterborough is assessed from the Council's development plans in its capacity as the Local Planning Authority, and specifically the Housing Trajectories and Site-Specific Development Plans. It is important to emphasise that these plans do not provide assurance that this level of development will occur, as housing development is driven by economic conditions and market forces. Likewise, these strategies do not preclude additional 'speculative' development being proposed. They do, however, provide the best information available on which to base planning of future education provision in relation to proposed development.

Housing developments range in size from major development sites, often of 100+ homes, to windfall developments which can be as small as 1-2 dwellings⁶. Whilst windfall

⁶ Windfall housing is any residential development that is granted consent on land or buildings not specifically allocated for residential development within a Core Strategy or Local Plan. Typical examples of a windfall development include:

- Infill plots in settlements;
- Development on unexpected brownfield sites such as at a factory which suddenly closes down;
- Properties in people's gardens or the intensification of sites by demolishing one property and replacing it with several new ones; and
- Conversions of rural buildings to residential properties.

developments are not identified within them, most Core Strategies will include references to areas and circumstances under which such development may be welcomed.

As the scale of development is lower on windfall sites, the impact on demographic pressures from these sites is less than from major developments and can be incorporated within general forecasts. In contrast, major developments require specific forecasts, and often lead to the identification of a need for additional provision. However, as this can be over extended periods, it is important to understand the likely short and long-term impact of these developments to support strategic planning of future provision.

The scale and pace of development is assessed by the Business Intelligence Team, who prepare and publish an annual development survey of housing development across local authority areas.

All forecasting is an inexact process, heightened by the number of unknowns that exist in relation to future developments. While some key variables, such as dwelling size and tenure mix, can be identified, many, for example, the impact of place and design influencing the desirability of a development, cannot. Added to this is the need for infrastructure to evolve to meet the needs of the population as the development settles and matures.

To aid its forecasting for new housing developments assumptions for the numbers and age-range of children likely to live in different types of housing has been adopted. These assumptions are known as multipliers, these were approved by Cabinet in November 2020. The current general multipliers are listed below:

- 20-30 pre-school aged pupils per 100 dwellings
- 35-45 primary children per 100 dwellings
- 23-33 secondary pupils per 100 dwellings

Underpinning the 'general multipliers' are detailed multipliers for different tenures and dwellings sizes. The general multipliers, together with projections of the pace of housing delivery, enable the build-up of demand for school places to be modelled and planned at an early stage. As development proposals progress, the forecasts continue to evolve, as details of housing and tenure mix and pace of development become confirmed. These forecasts are monitored alongside pupil numbers obtained from school census data and NHS GP Registrations, and revised forecasts are produced.

Appendix B: School Capacity Forecast Methodology

B.1 Statutory requirements

Regulations require the LA to provide a statement to accompany the DfE's annual School

Capacity Collection (SCAP) forecast pupil numbers explaining the method by which the forecast has been made.

B.2 Sources of data

Pupil numbers already on roll come from the January annual school census, January 2022. Primary forecasts of reception numbers are based on numbers of children of pre-school age living in catchments derived from NHS Provide Data. To complete this piece of work the Council received a data table listing numbers of children by postcode. The Council used a detailed lookup table / gazetteer so that children aged 0-4 (as at August 2021) could be allocated to school catchment areas.

Admissions for autumn 2022 are based on actual admissions data as at the end of the second round of applications under the Council's school admissions process. Intakes for 2025/26 are based on forecast numbers of births taken from a three-year average of births for the previous three years.

Data about future house building is taken from an assessment of the District Council Annual Monitoring Reports (AMRs) and published future housing trajectories / five year land supply reports. This assessment was supported by the County Council's Business Intelligence team who provide a planning monitoring service for all of Cambridgeshire's districts.

B.3 Processing the data

The County Council's Business Intelligence Team has developed a combined pupil forecasting model, which has been in use since 2018. Together with the improved model there are set written procedures for updating and rolling forward the model with new data:

- Raw data for school roll, 0-4s and births were entered into the model and subject to a quality assurance process (see below).
- By default, year-groups are assumed to move through schools with an average of the net gains and losses experienced within the schools over the past three years. Where there was a significant reason to vary this methodology (for example because of erratic or exemption year group change in one of three of the past years) then this decision was made by the pupil forecaster and recorded.
- The model was adjusted to take into account changes in school organisation. For example, the opening of new schools.
- Intake at four years old is forecast on the basis of the relationship between the numbers of children recorded as living in the primary school catchment in the Children Health Information Service (CHIS) data, and the average of actual intakes at that school from the previous three years. Real-time information from schools and the Admissions Team on the expected September 2022 intake (allocations) is also incorporated in the forecasts.
- Intake at 11 years old is forecast on the basis of the relationship between the

numbers of 10-year-old pupils in the primary schools normally feeding to a secondary school and the average of actual intakes at that school from the previous three years. Admissions system data on allocations to school places from the second round of admissions for the September 2022 intake is also incorporated into the forecast.

B.4 Quality Assurance

Forecasts are completed by the Business Intelligence Team that has a track record / expertise in forecasting and also holds the population forecasting model and the regional economic forecasting model.

All data entry is quality assured. The process is that one member of the team at 'analyst' level enters the data and checks it. Then a second member of the team at 'senior analyst' level rechecks all the data entry. Key checks are then made against totals etc. to ensure all O-4 numbers and Pupil Level Annual School Census (PLASC) numbers equal the original totals.

This point provides a chance to check the accuracy of the previous year's one year forecast. Significant differences are identified and explained. For the most part variances are attributable to known uncertainties for example areas undergoing rapid house building, schools with poor Ofsted judgements or areas of significant population turnover. Where the difference is attributable to modelling decisions (only a small number of cases) then assumptions are adjusted for the following year's forecasts.

Forecasts generated and then sense checked against previous years forecasts. Where there are significant variations then the forecasts are rechecked and adjusted if needed. This process is managed through regular meetings of the forecasting team.

Forecasts are then passed to the Place Planning Team and checked with Place Planning Officers. Again, variations in Officers understanding of the situation on the ground are checked with the Research Team and a dialogue is held to ensure that the forecasts represent as accurate a picture as possible given the known information.

B.5 Other Factors

Housing: Individual school forecasts are adjusted for expected major changes in house building within the school catchment, i.e., the beginning or completion of a large housing estate. Housing additions are based on trajectories provided by the council's planning departments each year.

Cross border movement: Pupil numbers from the January 2022 annual school census includes pupils on roll at Peterborough schools living outside the LA area, so that cross

border parental preference is accounted for.

B.6 Forecasting model

The forecasting model now uses a three year weighted average for cohort change and arrival rate, instead of a three year average.

Appendix C: School Planning Areas

School Name	Planning Area Name
All Saints' C of E (Aided) Primary School	Central Primary
Arthur Mellows Village College	North Secondary
Barnack C of E (Controlled) Primary School	Rural West
Bishop Creighton Academy	Central Primary
Braybrook Primary Academy	The Ortons
Brewster Avenue Infant School	Stanground/Fletton/Woodston
Castor C of E Primary School	Rural West
City of Peterborough Academy	Central Secondary
Discovery Primary Academy	North Primary
Dogsthorpe Academy	Central Primary
Dogsthorpe Infant School	Central Primary
Eye C of E Primary School	Rural East
Eyrescroft Primary School	West
Fulbridge Academy	Central Primary
Gladstone Primary Academy	Central Primary
Greater Peterborough UTC	Central Secondary
Gunthorpe Primary School	North Primary
Hampton College	The Hamptons
Hampton Gardens Secondary School	South Secondary
Hampton Hargate Primary School	The Hamptons
Hampton Lakes Primary School	The Hamptons
Hampton Vale Primary Academy	The Hamptons
Heritage Park Primary School	Stanground/Fletton/Woodston
Highlees Primary School	West
Jack Hunt School	Central Secondary
John Clare Primary School	Rural West
Ken Stimpson Community School	North Secondary
Leighton Primary School	The Ortons
Lime Academy Abbotsmede	Central Primary
Lime Academy Parnwell	Central Primary
Lime Academy Watergall	West
Longthorpe Primary School	West
Manor Drive Primary School	North Primary
Manor Drive Secondary School	Central Secondary
Middleton Primary School	West

Nene Park Academy	South Secondary
Nene Valley Primary School	Stanground/Fletton/Woodston
Newark Hill Academy	Central Primary
Newborough C of E Primary School	Rural East
Northborough Primary School	Rural West
Norwood Primary School	North Primary
Oakdale Primary School	Stanground/Fletton/Woodston
Old Fletton Primary School	Stanground/Fletton/Woodston
Ormiston Bushfield Academy	South Secondary
Ormiston Meadows Academy	The Ortons
Orton Wistow Primary School	The Ortons
Paston Ridings Primary School	North Primary
Peakirk-Cum-Glinton C of E Primary School	Rural West
Queen Katharine Academy	North Secondary
Queen's Drive Infant School	Central Primary
Ravensthorpe Primary School	West
Sacred Heart Catholic Primary School	West
Saint Michael C of E Primary School (VA)	Stanground/Fletton/Woodston
Southfields Primary School	Stanground/Fletton/Woodston
St Augustine's C of E (VA) Junior School	Stanground/Fletton/Woodston
St Botolph's Church of England Primary School	The Ortons
St John Fisher Catholic High School	Central Secondary
St John Henry Newman Catholic Primary School	The Hamptons
St John's Church School	The Ortons
St Thomas More Catholic Primary School	Central Primary
Stanground Academy	South Secondary
Stanground St Johns C of E Primary School	Stanground/Fletton/Woodston
The Beeches Primary School	Central Primary
The Duke of Bedford Primary School	Rural East
The King's (The Cathedral) School	Central Primary/Central Secondary
Thomas Deacon Academy	Central Primary/Central Secondary
Thorpe Primary School	West
Welbourne Primary Academy	North Primary
Welland Academy	Central Primary
Werrington Primary School	North Primary
West Town Primary Academy	West
William Law C of E Primary School	North Primary
Winyates Primary School	The Ortons
Wittering Primary School	Rural West
Woodston Primary School	Stanground/Fletton/Woodston

Appendix D: Capital Funding

D.1 Capital Programme

The Council, as part of its annual budget-setting process, sets out its three-year capital spending projections.

Whether temporary or permanent, the Council is committed to provide accommodation that meets both statutory and local policy requirements, including the Equalities Act (2010), to support children and young people with SEND in mainstream schools. In doing so the accommodation should:

- be of high quality
- be fit-for-purpose
- provide value for money
- provide flexibility to respond to changes in need and curriculum

The very nature of capital planning necessitates alteration and refinement to proposals and funding during the planning period. Therefore, whilst the first year of the Financial Strategy provides robust, detailed estimates of schemes, the later years only provide indicative forecasts of the likely infrastructure needs and revenue streams for the Council.

[Business Plan 2022/23 to 2024/25](#)

D.2 Education and Skills Funding Agency (ESFA)

The ESFA, which is part of the DfE, provides all funding for free schools including capital funding. Once approved, free schools are given an ESFA contact who will work with them to acquire a suitable site for the school. The ESFA will pay for the purchase and lease of the building or land as well as any building work or refurbishment that needs to be done.

In addition, the Council will work with academies and free schools to seek to secure capital funds from the ESFA to help address condition and suitability needs.

D.3 Developer Contributions

When a new development is being built the Council will seek Community Infrastructure Levy (CIL) or S106 contributions from the developer to ensure the effect of the development is mitigated.

Peterborough Provisional Primary Education Performance 2022

November 2022

Introduction

- 2022 saw the return of statutory assessments for Key Stage 1 and Key Stage 2, after a pause due to covid disruption.
- As highlighted by the Department of Education, this means not all results are comparable to previous years
- The report covers performance across EYFS, KS1 and KS2
- This is provisional data – final data released at the end of 2022 and the beginning of 2023
- A full report looking at detailed analysis of results will be available in the Spring

Summary

- For Early Years, KS1 and KS2 although overall performance has declined due to the challenges of the pandemic.
- The Peterborough decrease has been less or is in line with the national decrease.
- Although KS1 results have not shown an improved ranking position, the decrease of attainment was just below the national average.
- KS1 continues to have high mobility and high proportion of new entrants to the system, including EAL pupils.
- Although KS2 attainment is below the national average the progress score has continued to improve over the three-year trend.
- Comparisons with other LA's highlights improvement across EYFS, KS1 and KS2 in all areas.

Summary Comparison

	Peterborough	Rank	Cambridgeshire	Rank	National	East of England
EYFS - GLD	61%	84	66%	44	65%	
YEAR 1 Phonics	71%	92 (+7)	74%	73 (+4)	75%	74%
End of KS1 Phonics	85%	82 (+11)	87%	49 (+15)	87%	87%
KS1 Reading	58%	100 (0)	67%	51 (+11)	67%	66%
KS1 Writing	49%	98 (+1)	57%	58 (+10)	58%	58%
KS1 Maths	61%	96 (+2)	68%	55 (+6)	68%	67%
KS2 Combined	51%	93 (+6)	57%	55 (+18)	59%	
KS2 Reading	69%	97 (+2)	75%	50 (+11)	74%	
KS2 Writing	61%	95 (+5)	66%	75 (+14)	69%	
KS2 Maths	68%	78(+20)	71%	51(+26)	71%	
KS2 Reading Progress	-0.5	70 (+20)	0.2	47 (+8)	0.1	
KS2 Writing Progress	-0.6	75 (+12)	-0.3	66 (+12)	0.1	
KS2 Maths Progress	0.1	58 (+14)	0.2	56 (+9)	0.1	

Early Years Foundation Stage Profile (EYFSP)

The EYFSP summarises and describes pupils' attainment at the end of the EYFS.

The purpose of the assessment is to gain insight into levels of the children's development and their readiness for the next phase of their education.

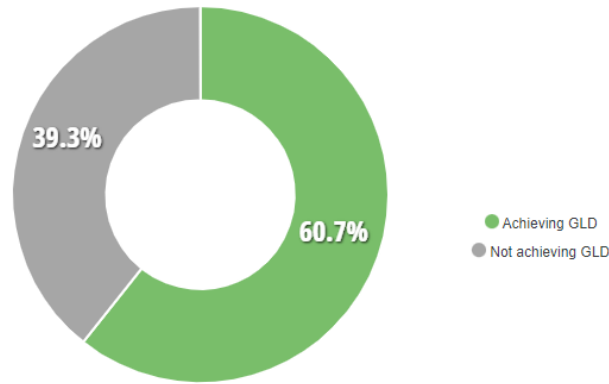
The EYFSP gives:

The pupil's attainment in relation to the 17 early learning goals, covering the 7 key areas of learning.

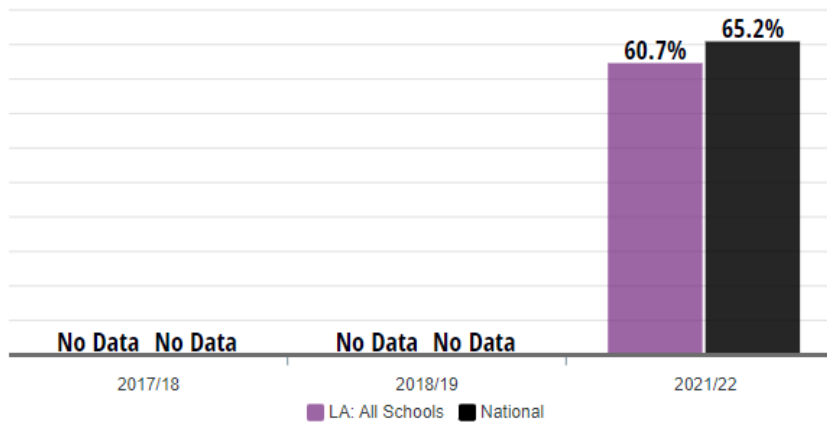
'Good Level of Development' (GLD) is a standard way of measuring performance. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy

From a cohort of 2,931 pupils, 60.7% achieved a good level of development. The average total points score in all GLD goals is 21.5 out of a possible 24.

EYFSP: Good Level of Development | Value



EYFSP: Good Level of Development | Trend



Phonics – Expected Standard (Year 1)

The phonics check is designed to show how well children can use the phonic skills they have learnt up until the end of year 1. The check consists of 40 words and non-words (pseudo words) that children are asked to read to a teacher. The non-words area a collection of letters that follow phonic rules.

From a Year 1 cohort of 3,014 pupils 71.0% achieved the expected standard of 32 marks.

Peterborough’s average Year 1 expected standard percentage for the last 3 academic years is 74.8%

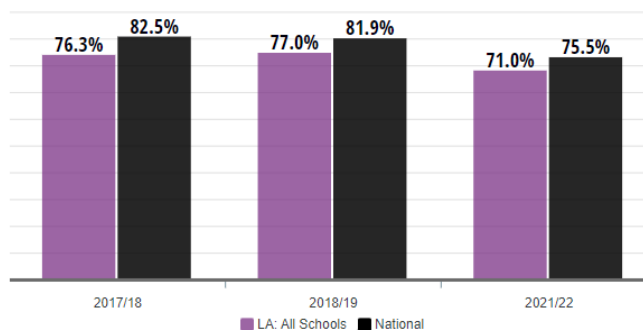
The relative change continues to be above the National average.

Peterborough’s percentile rank when compared to all LAs nationally is 92. This is an improvement of 7 places.

Actions

- Phonics will continue to be a focus ensure that reading and phonics schemes are robust and the resources available support high quality teaching of reading.
- Continued offer of phonics audit for maintained schools
- Letters sent to all low performing school to invite them to the Improving Phonics Programme.

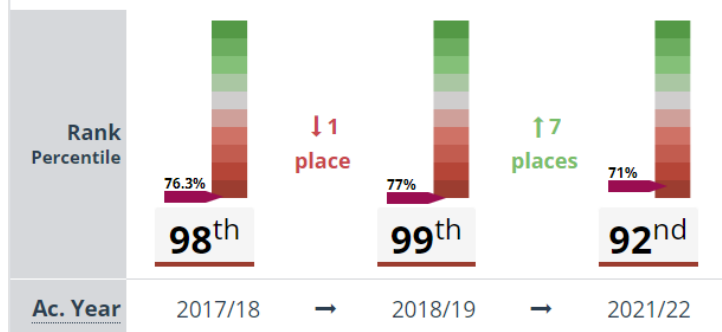
Phonics: Expected Standard (Year 1) | Trend



Phonics: Expected Standard (Year 1) | Relative Change

	2017/18 Value	→ Trend	2018/19 Value	→ Trend	2021/22 Value
LA: All Schools	76.3%	+0.7%	77.0%	-6.0%	71.0%
National	82.5%	-0.6%	81.9%	-6.4%	75.5%
Relative Change	-	+1.3%	-	+0.4%	-

Phonics: Expected Standard (Year 1) | Percentile Rank Trend



Key Stage 1 - Reading, Writing and Mathematics

A teacher assessment framework which is partly informed using tests with a scaled score outcome.

From the cohort of 3,078 pupils, a proportion achieved below the national average when measuring the expected standard and greater depth.

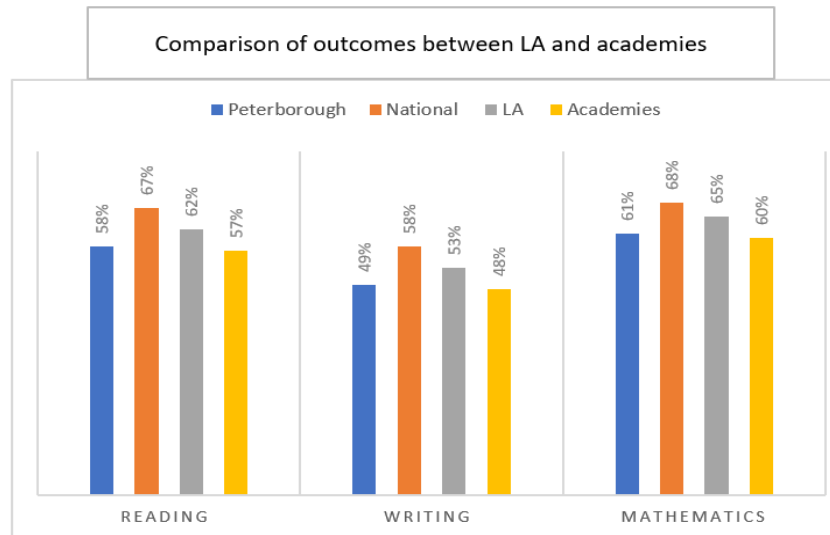
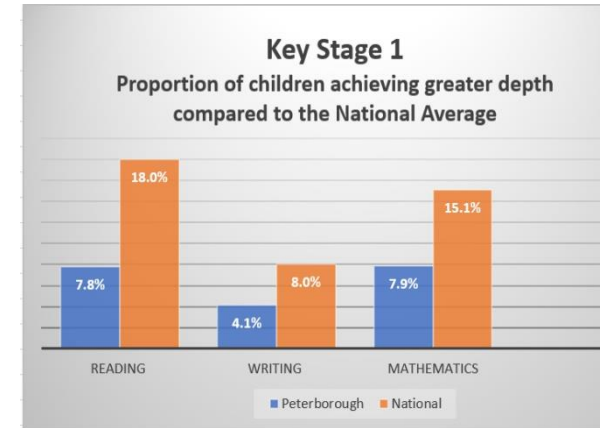
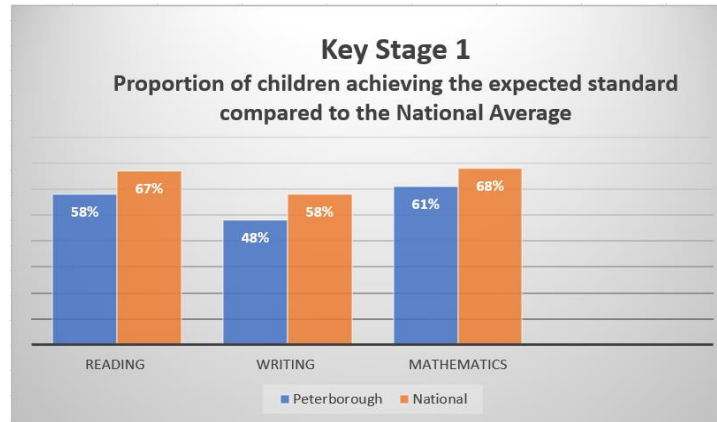
Mobility and new entrants into the system continues to be a barrier. When analysing the data LA maintained schools have performed better than academies in all areas.

Actions

- Year 3 will be a focus area to ensure gaps are minimised.
- A writing conference is being held this year
- All LA maintained schools expecting an Ofsted inspection are being offered a reading and phonic audit
- A pilot for 12 targeted school is being developed focusing on writing
- Focus on high aspirations, using evidence informed practice from other areas of disadvantage.
- Continued support from the new wave English hub including specialist support and funding.

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 100 – no change in place.
 Reading greater depth 100 – a decline of 5 places
 Writing expected standard 98 - an improvement of 1 place.
 Writing greater depth 96 - a decline of 7 places
 Mathematics expected standard 96 - an improvement of 2 places.
 Mathematics greater depth 100 – a decline of 8 places



Key Stage 2 – Reading, Writing, Mathematics and combined RWM

Schools are held to account for the percentage of pupils achieving the expected standard at the end of key stage 2 and whether they make sufficient progress.

Reading, Mathematics and Grammar punctuation and Spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected standard. Writing remains as a teacher assessment.

A key performance indicator is also the combined level where pupils achieve the expected standard in reading, writing and Mathematics.

From a cohort of 3,146 a proportion achieved just below the National average, with the gap narrowest for mathematics. High aspirations across all subjects continues to be a focus area. Analysis highlights that the gap in writing is linked to increasing independent writing opportunities across the curriculum.

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 97 - an improvement of 2 places.

Reading greater depth 97 – an improvement of 3 places.

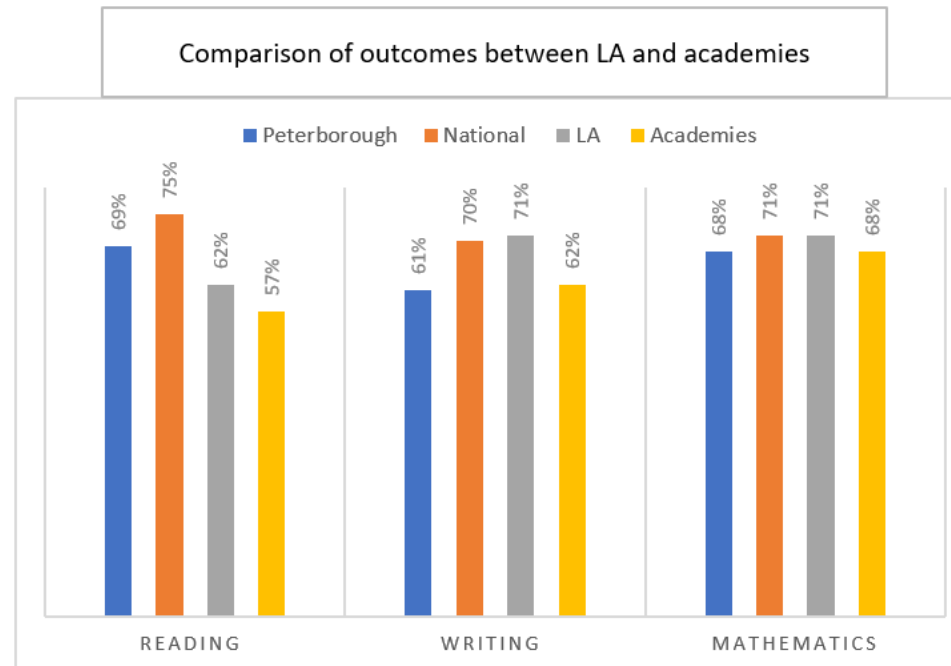
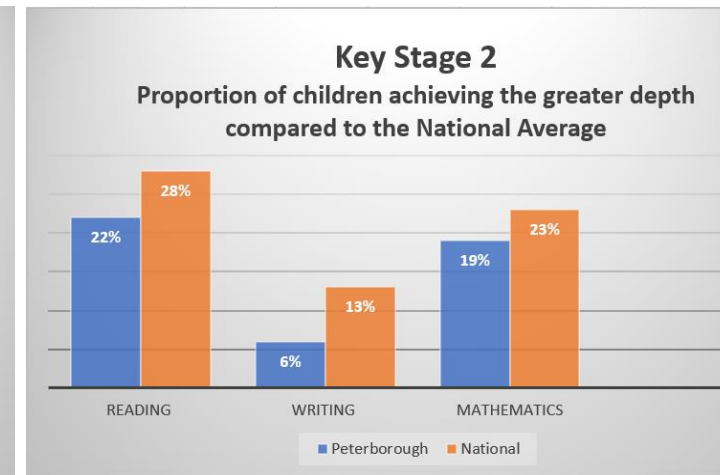
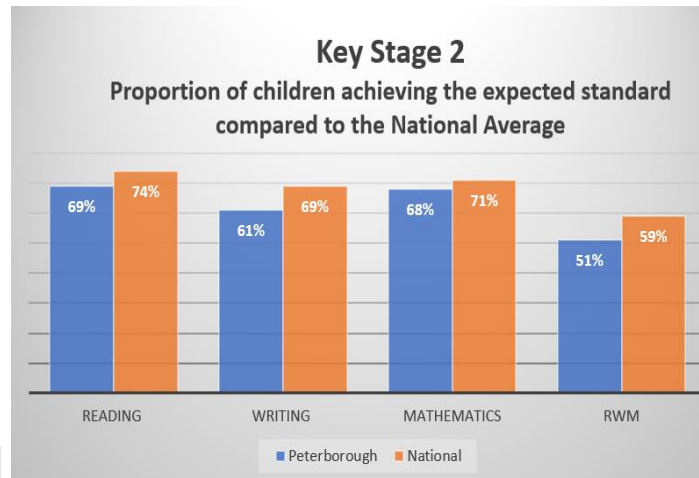
Writing expected standard 95 - an improvement of 5 places.

Writing greater depth 94 - an improvement of 2 places

Mathematics expected standard 78 - an improvement of 20 places.

Mathematics greater depth 85 - an improvement of 6 places

RWM expected standard 93 - an improvement of 6 places



Key Stage 2 - Progress

The progress measure is based on a value-added model which will be adjusted to take account of missed education due to the pandemic.

The figures in this report are provisional.

Progress figures for reading and writing are below national. Although both have improved significantly, and the gap to match the national value has reduced. Maths is above the national value and has shown continued improvement over the last 3 years.

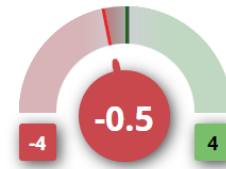
Actions

- A writing conference is being held this year
- Continued focus on reading and vocabulary development
- A pilot for 12 targeted school is being developed focusing on writing
- A focus on tracking a pupil level to emphasise the importance of combined achievement is running across the academic year
- Evidence based practice will be shared to highlight the impact of high aspirations within disadvantaged areas.
- Year 3 writing programme
- Continued sign posting to the Cambridge maths hub

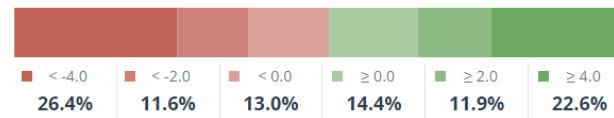
The percentile rank when compared to all LAs nationally for progress;

Reading expected standard 70 - an improvement of 20 places.
 Writing expected standard 75 - an improvement of 12 places.
 Mathematics expected standard 57 - an improvement of 14 places.

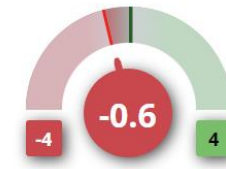
Key Stage 2: Reading Progress | Value



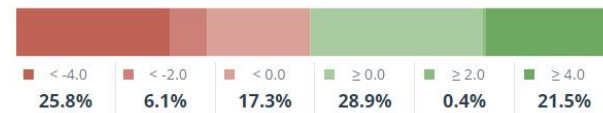
Key Stage 2: Reading Progress | Breakdown by Score Range



Key Stage 2: Writing Progress | Value



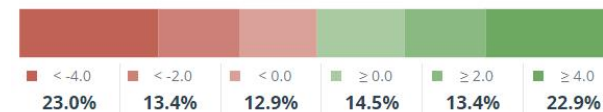
Key Stage 2: Writing Progress | Breakdown by Score Range



Key Stage 2: Maths Progress | Value



Key Stage 2: Maths Progress | Breakdown by Score Range



This page is intentionally left blank

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
2 NOVEMBER 2022	PUBLIC REPORT

Report of:	Fiona McMillan, Director of Law and Governance	
Cabinet Member(s) responsible:	Councillor Coles, Cabinet Member for Finance and Corporate Governance	
Contact Officer(s):	Charlotte Cameron, Democratic Services Officer	Tel. 01733 384628

FORWARD PLAN OF EXECUTIVE DECISIONS

RECOMMENDATIONS	
FROM: Democratic Services Officer	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Considers the current Forward Plan of Executive Decisions and identifies any relevant items for inclusion within their work programme or request further information. 	

1. ORIGIN OF REPORT

1.1 The report is presented to the Committee in accordance with the Terms of Reference as set out in section 2.2 of the report.

2. PURPOSE AND REASON FOR REPORT

2.1 This is a regular report to the Children and Education Scrutiny Committee outlining the content of the Forward Plan of Executive Decisions.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:

The Scrutiny Committees will:

(f) *Hold the Executive to account for the discharge of functions in the following ways:*

ii) *By scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions.*

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
---	-----------	----------------------------------	-----

4. BACKGROUND AND KEY ISSUES

- 4.1 The latest version of the Forward Plan of Executive Decisions is attached at Appendix 1. The Forward Plan contains those Executive Decisions which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) can take and any new key decisions to be taken after 21 November 2022.
- 4.2 The information in the Forward Plan of Executive Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these executive decisions, or to request further information.
- 4.3 If the Committee wished to examine any of the executive decisions, consideration would need to be given as to how this could be accommodated within the work programme.
- 4.4 As the Forward Plan is published fortnightly any version of the Forward Plan published after dispatch of this agenda will be tabled at the meeting.

5. CONSULTATION

- 5.1 Details of any consultation on individual decisions are contained within the Forward Plan of Executive Decisions.

6. ANTICIPATED OUTCOMES OR IMPACT

- 6.1 After consideration of the Forward Plan of Executive Decisions the Committee may request further information on any Executive Decision that falls within the remit of the Committee.

7. REASON FOR THE RECOMMENDATION

- 7.1 The report presented allows the Committee to fulfil the requirement to scrutinise Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions in accordance with their terms of reference as set out in Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 N/A

9. IMPLICATIONS

9.1 Financial Implications

N/A

9.2 Legal Implications

N/A

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

None

11. APPENDICES

- 11.1 Appendix 1 – Forward Plan of Executive Decisions

PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS

PUBLISHED: 21 OCTOBER 2022

PART 1 – FORWARD PLAN OF KEY DECISIONS

KEY DECISIONS FROM 21 NOVEMBER 2022								
KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>Charging residents and developers for replacement bins – KEY/21NOV22/01 Currently all replacement household bins are replaced for free, if implemented, if you loose your bin or damage it you will be required to pay for a replacement.</p>	<p>Councillor Nigel Simons, Cabinet Member For Waste Street Scene And The Environment</p>	<p>November 2022</p>	<p>Climate Change and Environment Scrutiny Committee</p>	<p>All Wards</p>	<p>Via the budget setting last financial year and FSWG</p>	<p>James Collingridge, Assistant Director of Operations, 01733 864736, james.collingridge@peterborough.gov.uk</p>	<p>Place and Economy</p>	<p>A CMDN.</p>
<p>Refugee Resettlement Befriender Contract Award – KEY/21NOV22/02 To award a contract to provide services and support to resettled refugee families under the United Kingdom Resettlement Scheme and the Afghan Relocation and Assistance Programme.</p>	<p>Councillor Steve Allen, Deputy Leader and Cabinet Member for Communication, Culture and Communities</p>	<p>31 January 2023</p>	<p>Growth, Resources and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Soft market testing with potential suppliers has taken place</p>	<p>Ian Phillips Head of Communities and Partnerships Integration Email: ian.phillips@peterborough.gov.uk</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

PREVIOUSLY ADVERTISED KEY DECISIONS

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DIRECTORATE</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</i>
1. Peterborough City Council Housing Related Support Procurement / Commissioning - KEY/24MAY21/02 – To Procure / Commission Peterborough City Council Housing Related Support Services. Service redesign and change form annual Grant Agreements to longer term contracts.	Cabinet	14 November 2022	Growth, Resources and Communities Scrutiny Committee	All Wards	Soft market testing is underway. A Housing Related Support Commissioning Strategy has been agreed and has received all the relevant approvals	Sean Evans, Head of Service Housing Needs, Email: sean.evans@peterborough.gov.uk	People Services	To be submitted, Housing Related Support Commissioning Strategy for Cambridgeshire & Peterborough 2020 - 2022. Procurement / Commissioning information.
2. Article 4 Direction - KEY/28MAR2022/01 – To agree to formulate an Article 4 Direction for public consultation that requires property owners in Bretton, Fletton & Woodston, Hargate & Hempstead, Hampton Vale, Park and Central wards, to obtain planning permission when converting single homes or residential properties into HMOs, alongside relevant planning policies to support this.	Cabinet	October 2022	Growth, Resources, And Communities Scrutiny Committee	Bretton, Fletton & Woodston, Hargate & Hempstead, Hampton Vale, Park, North and Central.	Formal public consultation within relevant wards	Jim Newton, Assistant Director Planning & Building Control (Interim) Email: jim.newton@peterborough.gov.uk	Place and Economy	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
3. Clare Lodge and agency resource - KEY/28MAR2022/02 - Relating to the supply of temporary agency requirements at Clare Lodge	Cabinet	October 2022	Children and Education Scrutiny Committee	All Wards	Legal, Procurement, Service area, Clare Lodge, agency providers	Steve McFaden, Business, Strategy & Infrastructure Manager Clare Lodge, 01733 253246	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>4. Investment in NHS Health Checks to address the backlog created by the impact of COVID-19 pandemic – KEY/23MAY22/02 - The NHS Health Checks Programme is a mandatory Local Authority function. Peterborough has very rates of cardiovascular disease and the Programme is a key prevention intervention for identifying and addressing cardiovascular disease risks. The COVID-19 pandemic had a huge impact on the number of NHS Checks completed and there is an urgent need to address the backlog of NHS Health Checks and ensure that risks in the population are reduced. The additional investment is to provide support to GP Practices to deliver the NHS Health Checks. GPs are an integral part of the Programme as their patient data is used to identify those eligible and they play a key role in addressing any identified clinical issues. The proposal is to commission the GP Federation in Peterborough to support the GPs to deliver the Programme. A GP Federation is a group of practices that come together to deliver services. The commission will be in line with the recommendations from procurement and legal services.</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>October 2022</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>GP Federations, Clinical Commissioning Group, Local Medical Committee</p>	<p>Val Thomas Deputy Director of Public Health, Email: val.thomas@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>Cover paper</p>
<p>5. Investment to fund the NHS pay award for staff who work in NHS services commissioned by Public Health – KEY/23MAY22/03 - Public Health commission services from NHS organisations. Their staff have had a 3% pay award. The Public Health Grant funding uplift for 2022/23 reflects this pay award. Local Authorities are expected to ensure that these NHS pay awards are fully met and included in any contractual arrangements or Section 75 agreements.</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>October 2022</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>NHS commissioned providers.</p>	<p>Val Thomas Deputy Director of Public Health, Email: val.thomas@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>Cover paper</p>
<p>6. Tenancy Sustainment and Employment Support Grant – KEY/18JUL22/02 - The Council is going through procurement for a Tenancy Sustainment and Employment Support service until 31 March 2025. This is Rough Sleeper Initiative Funding that we have been successful for.</p>	<p>Councillor Marco Cereste, Cabinet Member for Climate Change, Planning, Housing and Transport</p>	<p>December 2022</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All wards</p>	<p>There will be a full procurement exercise</p>	<p>Sarah Scase, Housing Needs Operations Manager, 07920 160502, sarah.scase@petborough.gov.uk</p>	<p>Place and Economy</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
7. Award of Insurance Contract - KEY/1AUG22/02 - The existing contract for the Councils insurance arrangements runs from 1 April 2018 - 31 March 2023. (MAR18/CMDN/113). Discussions are now being held with insurance specialists and the Procurement Team to set out the specification requirements so that this contract can go out to tender with award expected in late January 2023 / early February 2023.	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	1 April 2023	Growth, Resources, And Communities Scrutiny Committee	All Wards	Consultation internal (Procurement), external (insurance broker advisors).	Steve Crabtree. Chief Internal Auditor. Tel: 01733 384557. Email: steve.crabtree@petborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).
8. Debt write-offs in excess of £10,000 - KEY/1AUG22/03 - Approval of debt write-offs in excess of £10,000 if applicable for Non-Domestic Rates, Council Tax, Housing Benefit overpayments and Sundry Debtor accounts.	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	October 2022	Growth, Resources, And Communities Scrutiny Committee	N/A	None	Chris Yates, Finance Manager - Business Operations, Tel:01733 384552, Email chris.yates@petborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
9. Towns Fund Business Case for The Vine Project – KEY/29AUG22/01 Assurance for Towns Fund Business Case Summaries for submission to DLUHC to apply for government funding for the Vine project. The total grant application for the project is over £12m from government.	Cabinet	9 January 2023	Growth, Resources and Communities Scrutiny Committee	Central	Towns fund board consulted and approved the programme of submissions.	Karen Lockwood, programme manager, 07825 902794. Karen.Lockwood@peterborough.gov.Uk	Corporate Services	Cabinet report to be submitted for consideration September 2022
10. Cambridgeshire County Council's Pseudo Dynamic Purchasing System (Dps) For Individual Service Fund (Isf) Services - KEY/12SEP22/03 Authorise Peterborough City Council to utilise Cambridgeshire County Council's Pseudo Dynamic Purchasing Services (DPS) Agreement for the Provision of Individual Service Funds (ISF) Services to purchase ISF Services up to the value of £6,000,000 (six million pounds). Authorise the Executive Director, People & Communities to enter into the required call off contracts following the competitive process, as required under the DPS, with the successful provider who has been selected to deliver the Services.	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	October 2022	Adults and Health Scrutiny Committee	All Wards	N/A	Shairbano Shaukat, Commissioning Officer, TEL 07739 320000, shairbano.shaukat@peterborough.gov.uk	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
11. Renewal of ongoing Microsoft Software agreements – KEY/12SEP22/04 Award of contract for the ongoing supply of Microsoft software due by 15/10/2022 to allow for all relevant standstill periods and checking to be done before a PO is required for the renewal	Councillor Wayne Fitzgerald, Leader of the Council	October 2022	Growth, Resources and Communities Scrutiny Committee	All Wards	N/A	Kevin Halls, IT Finance and Contracts Manager – kevin.halls@cambridgeshire.gov.uk	Customer and Digital	Previous CMDN's
12. Re-tendering of the Care & Repair Framework Agreement (4 LOTS) Jan 2023 to Dec 2025 with optional 2 yearly extensions to Dec 2027. Procurement of Dynamic Purchasing System for Large Scale Adaptations and Repairs Assistance for the same period – KEY/26SEPT22/01 - A re-tender of the existing Care & Repair Framework Agreement currently in Year 4 of a 3 year plus 1 plus 1 Agreement. The framework of Contractors deliver mandatory Disabled Facility Grants and Repairs Grants. Procurement of a separate DPS for large scale adaptations funded through mandatory Disabled Facility Grants.	Councillor Marco Cereste, Cabinet Member for Climate Change, Planning, Housing and Transport	1 January 2023	Adults and Health Scrutiny Committee	All Wards	Soft Market Testing, Engagement Events and contract published via Pro Contract	Sharon Malia - Housing Programmes Manager 07920 160632 sharon.malia@peterborough.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
13. Approval of the award of contract for Milestone Infrastructure for the Detailed Design of the River Nene Pedestrian Bridge – KEY/24OCT22/01 - Approval of the award of contract for Milestone Infrastructure for the Detailed Design of the River Nene Pedestrian Bridge. This is a Towns Fund project and the Bridge will provide a walking and cycling route between the Embankment and Fletton Quays and also support the ambition of opening up the waterfront for regeneration.	Councillor Marco Cereste, Climate Change, Planning, Housing and Transport	24 October 2022	Growth, Resources, And Communities Scrutiny Committee	Central, Fletton & Standground	Engagement with ward councillors and a public consultation will take place	Karen Lockwood, Tel: 07825 902794, Email: karen.lockwood@peterborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
14. Fees and Charges – KEY/24OCT22/02 - Comprehensive review of fees and charges and proposes inflationary increases wherever possible for the 2022/23 and 2023/24 financial years.	Cabinet	14 November 2022	Growth, Resources, And Communities Scrutiny Committee	All Wards	Finance and from respective service - report will go to CLT, CPF, Joint Scrutiny and then Cabinet	Cecilie Booth, Director of Resources and S151 Officer, Tel: 07970325557, Email: Cecilie.Booth@peterborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
15. Uplift in payments for delivery of public health services in primary care – KEY/25OCT22/01 - Stop smoking, NHS Health Checks and Long-Acting reversible contraception services are delivered in primary care. This CMDN seeks approval for an uplift in the price paid for each unit delivered.	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	October 2022	Adults and Health Scrutiny Committee	All Wards	Consultation has been undertaken with the local medical committee which represents gps.	Val Thomas Deputy Director of Public Health, 07884 183373 val.Thomas@cambridgeshire.gov.uk	Public Health	It is not anticipated that there will be any documents other than the report and relevant appendices to be published
16. Extension of contract for care and support services in Extra Care schemes – KEY/7NOV22/01 To authorize an extension for one year 10 months to the existing contract at a total cost of £3,480,253	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	November 2022	Adults and Health Scrutiny Committee	Eye, Thorney & Newborough, Paston and Walton and East	Preparations to tender the services had commenced and consultation questions had been completed by people living in the schemes and family members.	Lynne O'Brien Commissioning Manager 0777 667 9591 lynne.o'brien@cambridgeshire.gov.uk	People Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>17. Approval for contract to be awarded to Milestone to deliver construction of two active travel schemes which will form part of A1260 Junction 3 improvement project. - KEY/7NOV22/02</p> <p>The Council is currently in the process of completing the business case and design of the A1260 Junction 3 improvement scheme, however it is recognised that to further enhance the main highway works and improve active travel options in the scheme area additional improvements are required for walking and cycling. Therefore, it is being proposed to deliver improvements along Malborne Way and Shrewsbury Avenue prior to the main highway construction works beginning later in 2023. The work is estimated to cost £519k and will be funded by the Cambridgeshire and Peterborough Combined Authority.</p>	Cabinet	14 November 2022	Climate Change and Environment Scrutiny Committee	Orton Longueville and Hargate & Hempsted	Consultation was undertaken with members of the public and relevant stakeholders to inform the detailed design and business case.	Lewis Banks, Transport & Environment Manager, Tel: 01733 317465, Email: lewis.banks@peterborough.gov.uk	Place and Economy	Currently the relevant documents for this decision are not available. The minutes of the CPCA Board meeting scheduled for 19 October 2022 will serve as confirmation of the additional grant funding award. The minutes and any supporting documents will be provided once they are made available.
<p>18. Approval for contract to be awarded to Milestone to deliver construction of active travel schemes and for payment of C4 utility costs for Fengate Eastern Industries Access improvement scheme. - KEY/7NOV22/03</p> <p>The Council is currently in the process of completing the business case for Fengate Eastern Industries Access improvement scheme, however it is recognised that to accelerate progress funding has been requested to deliver active travel improvements on Newark Road and Oxney Road for an estimated cost of £550,424 and also for making advance payment for C4 utility costs up to value of £315k (which is a requirement) to enable construction works to commence without delay for the main highway works later this and next financial year. All of the costs stated will be funded by the Cambridgeshire and Peterborough Combined Authority.</p>	Cabinet	14 November 2022	Climate Change and Environment Scrutiny Committee	East	Consultation was undertaken with members of the public and relevant stakeholders to inform the detailed design and business case.	Lewis Banks, Transport & Environment Manager, Tel: 01733 317465, Email: lewis.banks@peterborough.gov.uk	Place and Economy	Currently the relevant documents for this decision are not available. The minutes of the CPCA Board meeting scheduled for 19 October 2022 will serve as confirmation of the additional grant funding award. The minutes and any supporting documents will be provided once they are made available.
<p>19. Approval for contract to be awarded to Milestone to deliver full business case and detailed design for A16 Norwood improvement scheme. - KEY/7NOV22/04</p> <p>The Council has previously received funding of £630k from the Cambridgeshire and Peterborough Combined Authority (CPCA) to deliver the outline business case and preliminary design for A16 Norwood improvement scheme. As that stage is now complete, a request is to be made to the CPCA to fund a further £1,567,190 so that the next stage (full business case and detailed design) can be undertaken. Approval is required for the contract to be awarded to Milestone to undertake the next phase of the scheme business case and design. The decision will only be progressed once funding is granted from the CPCA.</p>	Cabinet	19 December 2022	Climate Change and Environment Scrutiny Committee	Gunthorpe and Eye, Thorney & Newborough	Consultation was undertaken with members of the public and relevant stakeholders to inform the detailed design and business case.	Lewis Banks, Transport & Environment Manager, Tel: 01733 317465, Email: lewis.banks@peterborough.gov.uk	Place and Economy	Currently the relevant documents for this decision are not available. The minutes of the CPCA Board meeting scheduled for 19 October 2022 will serve as confirmation of the additional grant funding award. The minutes and any supporting documents will be provided once they are made available.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
20. Modification to the PSSP Contract – KEY/7NOV22/05 Procurement Function	Councillor Andy Coles, Cabinet Member for Finance and Corporate Governance	November 2022	Growth, Resources and Communities	N/A	Consulted with internal and external stakeholders. No other consultation.	Chris Yates, Finance, chris.yates@pete.rborough.gov.uk	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
21. Direct Payment Support Services – KEY/7NOV22/06 - This 5-year contract is due to end in February 2023. Approval is sought to extend this contract for an additional two 12-month periods (1+1) at a total value of £250,984. This will increase the aggregated contract to £878,444. It is further requested that delegated authority to award be granted to the Executive Director, People & Communities, Cambridgeshire and Peterborough.	Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health	November 2022	Adults and Health Scrutiny Committee	All Wards	Direct payment service users engaged through satisfaction survey, soft market test to evaluation interest in the provider market, marker engagement event to inform service providers about the service and Council's vision, operational head of service, Direct Payment Monitoring Officers, Finance Managers, adult and childrens' commissioners reviewed service specification and social care practitioners shared their views on the professional support from the service.	Leneva Nwachukwu, Commissioner, 01954 286002, leneva.nwachukwu@cambridgeshire.gov.uk	Public Health	Cabinet Member's Decision Notice, Joint Commissioning Board report v7 dated 26th July 2022 (meeting held 27th July). Appendix 4 should be exempt from public circulation as it includes specific characteristics of real-life service users which may make them identifiable to members of the public, if known, this may cause these individuals embarrassment and cause people in need of the support service to be reluctant to seek help, if they believe data about their circumstances are being publicised.

PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE

DECISIONS TO BE TAKEN IN PRIVATE								
KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
Disposal of Part of Peterborough Rural Estate – KEY/21NOV22/03 - Disposal of part of PCC rural estate in accordance with the disposal strategy approved in September Cabinet.	Cabinet	19 December 2023	Growth, Resources, And Communities Scrutiny Committee	Eye, Thorney & Newborough	Part of the disposal programme already approved at Cabinet	Felicity Paddick - felicity.paddick@nps.co.uk, 07801 910971	Corporate Services	Cabinet report & exempt annexes which include financial and personal details.

PREVIOUSLY ADVERTISED DECISIONS TO BE TAKEN IN PRIVATE								
KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
1. Disposal of land at A1/A605 – KEY/1AUG22/01 - Newlands development have proposed a development within HDC. However, to enable a larger development, the developer requires an area of CRA land, within PCC ownership, to be enhanced and enable planning permission. The land is therefore a ransom strip and a figure has been negotiated with the developer.	Cabinet	14 November 2022	Growth, Resources, And Communities Scrutiny Committee	Orton Waterville	Consultation has been carried out with the Interim Head of Property, external valuers	Christine Addison Interim Head of Property	Corporate Services	It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

DECISIONS FROM 21 NOVEMBER 2022								
<i>DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DIRECTORATE</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES</i>
<p>Extend Grant funded lunch clubs and award grant for AgeUK Day Centre - To retrospectively approve the funding of various lunch clubs and an AgeUK Day Centre to include:</p> <p>Bharat Hindu Samaj Lunch Club Italian Community Centre Lunch Club South Grove Community Centre (formally known as FILEF Lunch Club) AgeUK Orton Day Service</p> <p>The provision commenced in April 2022 and will run until March 2024. The grant funding comes to a total of £73,508</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>October 2022</p>	<p>Adults and Health Scrutiny Committee</p>	<p>North, Fletton and Woodston</p>	<p>No formal consultation other than engagement with relevant internal and external stakeholders</p>	<p>Claire Cluer - Commissioning Manager (Day Opportunities Review) 01480 372314, claire.cluer@cambridgeshire.gov.uk</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

PREVIOUSLY ADVERTISED DECISIONS

DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>1. Approval of the leasehold disposal of a brownfield site to a care provider – A site has been found for a care home and the Council are currently looking into a leasehold disposal to a care provider who will build a care facility and then contract to provide services to the Council.</p>	<p>Councillor Cereste, Cabinet Member for Climate Change, Planning, Housing and Transport</p>	<p>October 2022</p>	<p>Growth, Resources, And Communities Scrutiny Committee</p>	<p>Park</p>	<p>Relevant internal and external stakeholders. A forum has been set up by the Combined Authority involving representatives from finance, legal, property and social care.</p>	<p>Felicity Paddick, Manager - Estates and Valuation, Tel: 07801 910971 Email: felicity.paddick@nps.co.uk</p>	<p>Corporate Services</p>	<p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>
<p>2. Variation to the delegation agreement between Peterborough City Council (PCC) and Cambridgeshire County Council (CCC) regarding the delivery of the Healthy Child Programme (HCP) across Peterborough and Cambridgeshire This decision seeks authorisation to vary the Delegation and Partnering agreement to account for the increase in the value of PCC financial contributions to CCC in respect of the Agenda for Change pay increase. Agenda for Change is a nationally agreed UK-wide package of pay, terms and conditions for NHS staff. Under this deal, which came into effect in 2018, was the agreement for all NHS staff employed at the top pay points at bands 2-8c were to receive a 6.5% cumulative pay increase over a 3 year period.</p>	<p>Councillor Howard, Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>October 2022</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Amy Hall, Children's Public Health Commissioning Manager, Tel:07583040529</p>	<p>Public Health</p>	<p>CMDN to authorise delegation of HCP commissioning functions from PCC to CCC - https://democracy.peterborough.gov.uk/mglIssueHistoryHome.aspx?Id=22331&PlanId=395&RPID=0</p>
<p>3. Approval of the Peterborough Sufficiency Strategy Every top tier local authority is required to publish a sufficiency strategy. This must set out how we seek to avoid children coming into care through the provision of family support services, and identify steps that we are taking to ensure that we have sufficient placements for children in care in our area, so that as many children and young people in care can live locally, provided that this is in their best interests.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>October 2022</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>There has been widespread consultation including with children and young people in care.</p>	<p>Nicola Curley: Director of Children's Service, Email: nicola.curley@peterborough.gov.uk</p>	<p>People and Communities</p>	<p>Scrutiny Report</p>
<p>4. Werrington Fields and Ken Stimpson Secondary School - Following a public meeting held on 20 September 2021 at Ken Stimpson School, a decision needs to be taken on whether or not to proceed with plans to erect a fence to enclose part of the school's playing fields. The area is currently open access to the public. The school has not been using the area for over two years due to concerns over the safeguarding risk to the young people attending the school.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>October 2022</p>	<p>Children and Education Scrutiny Committee</p>	<p>Werrington</p>	<p>Public meeting held on 20 September 2021 at Ken Stimpson School. Prior to this, a detailed background information document was circulated to interested parties.</p>	<p>Jonathan Lewis, Service Director, Education Email:jonathan.lewis@peterborough.gov.uk</p>	<p>Education</p>	<p>Cabinet Member Decision Notice, Background Information Document It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DIRECTORATE	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT ANNEXES
<p>5. Approval to enter into a Section 75 Partnership Agreement with Cambridgeshire and Peterborough NHS Foundation Trust This agreement will ensure the provision of CPFT mental health specialist working with mental health practitioners who are part of multiagency Family Safeguarding teams working as part of children's social care safeguarding teams.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the University</p>	<p>October 2022</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Helen Andrews, Children's Commissioning Manager helen.andrews@cambridgeshire.gov.uk</p>	<p>People Services</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>6. Approve the Joint Cambridgeshire and Peterborough Suicide Prevention Strategy 2022-2025 – to discuss and agree the Joint Cambridgeshire and Peterborough Suicide Prevention Strategy 2022-2025, for final approval by the Health and Wellbeing Board.</p>	<p>Councillor John Howard, Cabinet Member for Adult Social Care, Health and Public Health</p>	<p>October 2022</p>	<p>Adults and Health Scrutiny Committee</p>	<p>Dogsthorpe</p>	<p>Chair and vice chair of adults and health committee, Director of Public Health, Mental health boards</p>	<p>Joe Davies Email:joseph.davies@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>7. PCC/CCC Delegation Agreement for jointly procured Floating Support service - Approval of Delegation Arrangements to allow CCC to implement and manage this contract on behalf of PCC</p>	<p>Councillor Howard, Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>October 2022</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Feedback sought from existing customers, staff and external partners/stakeholders prior to commencing re-procurement</p>	<p>Lisa Sparks, Senior Commissioner (ASC Commissioning), 07900163590, lisa.sparks@cambridgeshire.gov.uk</p>	<p>Public Health</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>8. Approval and Endorsement of a new countywide Infant Feeding Strategy - Decision sought to approve and endorse a countywide Infant Feeding Strategy developed collaboratively between Public Health and the Cambridgeshire & Peterborough Clinical Commissioning Group (CCG). This decision includes approval of overall strategy and underpinned action plans required to implement this.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and the the University</p>	<p>October 2022</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Maternity Voices Partnerships, who are made up of service user representatives and key stakeholders spanning maternity, health visiting and the third sector have coproduced the strategy alongside Local Authority and CCG colleagues.</p>	<p>Amy Hall, Children's Public Health Commissioning Manager, amy.hall@peterborough.gov.uk, 07583040529</p>	<p>Public Health</p>	<p>Paper and Strategy to be submitted closer to the Cabinet meeting</p>

FORWARD PLAN

PART 1 – KEY DECISIONS

In the period commencing 28 clear days after the date of publication of this Plan, Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below in **Part 1**. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

If the decision is to be taken by an individual Cabinet Member, the name of the Cabinet Member is shown against the decision, in addition to details of the Councillor's portfolio. If the decision is to be taken by the Cabinet, this too is shown against the decision and its members are as listed below:

Cllr Fitzgerald (Leader of the Council), Cllr Steve Allen (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Howard; Cllr Coles and Cllr Simons.

This Plan should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis to reflect new key-decisions. Each new Plan supersedes the previous Plan and items may be carried over into forthcoming Plans. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to philippa.turvey@peterborough.gov.uk, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to or by telephone on 01733 452460. For each decision a public report will be available from the Democratic Services Team one week before the decision is taken.

PART 2 – NOTICE OF INTENTION TO TAKE DECISION IN PRIVATE

Whilst the majority of the Executive's business at the Cabinet meetings listed in this Plan will be open to the public and media organisations to attend, there will be some business to be considered that contains, for example, confidential, commercially sensitive or personal information. In these circumstances the meeting may be held in private, and on the rare occasion this applies, notice will be given within **Part 2** of this document, 'notice of intention to hold meeting in private'. A further formal notice of the intention to hold the meeting, or part of it, in private, will also be given 28 clear days in advance of any private meeting in accordance with The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed (unless a notice of intention to hold the meeting in private has been given).

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

For complete transparency relating to the work of the Executive, this Plan also includes an overview of non-key decisions to be taken by the Cabinet or individual Cabinet Members, these decisions are listed at **Part 3** and will be updated on a weekly basis.

You are entitled to view any documents listed on the Plan, or obtain extracts from any documents listed or subsequently submitted to the decision maker prior to the decision being made, subject to any restrictions on disclosure. There is no charge for viewing the documents, although charges may be made for photocopying or postage. Documents listed on the notice and relevant documents subsequently being submitted can be requested from Philippa Turvey, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to philippa.turvey@peterborough.gov.uk or by telephone on 01733 452460.

All decisions will be posted on the Council's website: www.peterborough.gov.uk/executivedecisions. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Democratic and Constitutional Services Manager using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this Plan.

DIRECTORATE RESPONSIBILITIES

CORPORATE SERVICES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Financial and Resources

Internal Audit, Insurance and Investigations

Peterborough Serco Strategic Partnership (Business Support, Corporate Procurement, Business Transformation and Strategic Improvement, Customer Services, Shared Transactional Services)

Communications

Commercial & Property

Registration and Bereavement Services

Commercial & Property

Delivery and Transformation

Health & Safety

Human Resources & Workforce Development - (Business Relations, HR Policy and Rewards, Training and Development, Occupational Health and Workforce Development)

Digital, Data Analytics, Risk & IT Services

BUSINESS IMPROVEMENT AND DEVELOPMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Transformation and Programme Management Office, Business Intelligence, Commercial, Strategy and Policy, Shared Services

PEOPLE SERVICES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Adult Services and Communities (Adult Social Care Operations, Adult Social Care and Quality Assurance, Adult Social Care Commissioning, Early Help – Adults, Children and Families, Housing and Health Improvement, Community and Safety Services, Offender Services)

Children's Services (Children's Social Care Operations, Children's Social Care Quality Assurance, Safeguarding Boards – Adults and Children's, Child Health, Clare Lodge (Operations), Access to Resources)

Education, (Special Educational Needs and Inclusion, School Improvement, City College Peterborough, Pupil Referral Units, Schools Infrastructure)

Commissioning

Business Management and Commercial Operations (Commissioning, Recruitment and Retention, Clare Lodge (Commercial), Early Years and Quality Improvement)

Performance and Information (Performance Management, Systems Support Team)

LEGAL AND GOVERNANCE DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Corporate Lawyers

Constitutional Services, (Democratic Services, Electoral Services, Executive and Members Services) - (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Information Governance, (Freedom of Information and Data Protection)

PLACE AND ECONOMY DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Development and Construction (Development Management, Planning Compliance, Building Control)

Planning Growth and Environment (Strategic Planning, Housing Strategy and Affordable Housing, Climate Change and Environment Capital, Natural and Built Environment)

Housing and Homelessness

Highways and Transport (Network Management, Highways Maintenance, Street Naming and Numbering, Street Lighting, Design and Adoption of Roads, Drainage and Flood Risk Management, Transport Policy and Sustainable Transport, Public Transport)

Employment and Skills

Community Safety

Regulatory Services

Emergency Resilience & Planning

(Markets and Street Trading, City Centre Management including Events, Regulatory Services, Parking Services, Vivacity Contract, CCTV and Out of Hours Calls)

PUBLIC HEALTH DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Health Protection, Health Improvements, Healthcare Public Health.

This page is intentionally left blank

This page is intentionally left blank

Children and Education Scrutiny Committee Work Programme 2022/23

Updated: 24 OCTOBER 2022

Meeting Date	Item	Indicative Timings	Comments
Meeting date: 5 July 2022 Joint Scrutiny Meeting	Medium Term Financial Strategy Contact Officer: Cecile Booth		
Meeting date: 14 July 2022 Draft report deadline: 27 June Final report deadline: 4 July	Appointment of Co-opted Members 2022-2023 Contact Officer: Paulina Ford		
	Update On Lasend Accelerated Progress Plan Submission Contact Officer: Jonathan Lewis		
	Peterborough SEND Update: Hub Provision and Service Performance Contact Officer: Jonathan Lewis		
	Review of 2021/22 and Work Programme 2022/23 Contact Officer: Paulina Ford		
	Forward Plan of Executive Decisions Contact Officer: Paulina Ford		

<p>Meeting date: 8 September 2022</p> <p>Draft report deadline: 19 August Final report deadline: 26 August</p> <p>ADJOURNED</p> <p>Following the passing of Her Majesty the Queen, this meeting was adjourned.</p>	<p>Service Director Report, Childrens and Safeguarding</p> <p>Contact Officer: Nicola Curley</p>		
	<p>Update On Best Start In Life, Infant Feeding Strategies And The Recommissioning Of Breastfeeding Peer Support And Healthy School Support Services</p> <p>Contact Officer: Raj Lakshman/ Helen Freeman</p>		
	<p>Family Hubs and Start for Life</p> <p>Contact Officer: Lisa Riddle</p>		
	<p>Household Support Fund</p> <p>Contact Officer: Jonathan Lewis</p>		
	<p>Forward Plan of Executive Decisions</p> <p>Contact Officer: Charlotte Cameron</p>		
	<p>Work Programme 2022/2023</p> <p>Contact Officer: Charlotte Cameron</p>		

Meeting date: 13 September 2022 POSTPONED Joint Scrutiny Meeting	Medium Term Financial Strategy Contact Officer: Cecile Booth		
Meeting date: 4 October 2022 Re-arranged meeting from 8 September 2022.	Service Director Report, Childrens and Safeguarding Contact Officer: Nicola Curley		
	Update On Best Start In Life, Infant Feeding Strategies And The Recommissioning Of Breastfeeding Peer Support And Healthy School Support Services Contact Officer: Helen Freeman		
	Family Hubs and Start for Life Contact Officer: Lisa Riddle		
	Household Support Fund Contact Officer: Jonathan Lewis		
	Forward Plan of Executive Decisions Contact Officer: Charlotte Cameron		
	Work Programme 2022/2023 Contact Officer: Charlotte Cameron		

Meeting date: 11 October 2022 CANCELLED Joint Scrutiny Meeting	Medium Term Financial Strategy Contact Officer: Cecile Booth		
Meeting date: 2 November 2022 Draft report deadline: 14 October Final report deadline: 21 October	Annual Childrens Social Care Complaint Report 2021/22 Contact Officer: Belinda Evans		
	Transport Transformation Contact Officer: Fran Cox		
	Service Director Report, Education Incorporating the Portfolio Progress Report for the Cabinet Member for Childrens Services, Education, Skills and the University Contact Officer: Jonathan Lewis		
	Forward Plan of Executive Decisions Contact Officer: Charlotte Cameron		
	Work Programme 2022/2023 Contact Officer: Charlotte Cameron		

Meeting date: 12 January 2023 Draft report deadline: 16 December Final report deadline: 23 December	Service Director Report, Childrens and Safeguarding and Cabinet Member for Childrens Services and Education, Skills and University Portfolio Progress Report Contact Officer: Nicola Curley		
	Corporate Parenting Annual Report Contact Officer: Ricky Cooper/Jenny Goodes		
	Cambridgeshire and Peterborough Safeguarding Children Board Annual Report Contact Officer: Joanne Proctor		
	Annual Report of Peterborough Virtual School for Children In Care 2020-2021 and 2021-2022 Contact Officer: Dee Glover		
	Monitoring Recommendation Report		
	Forward Plan of Executive Decisions		
	Work Programme 2022/2023		
Meeting date: 23 January 2023 Joint Scrutiny Meeting	Medium Term Financial Strategy Contact Officer: Cecilie Booth		
	Sustainable Future City Council Strategy and Priorities 2022 – 2025		

	Contact Officer: Jens Gemmel von Döllinger, Sustainable Future City Council Director		
Meeting date: 8 March 2023 Draft report deadline: 17 February Final report deadline: 24 February	Service Director Report, Education		
	Contact Officer: Jonathan Lewis		
	SACRE RE Syllabus		
	Contact Officer: Carley Holliman, Assistant Director Schools & Settings Improvement / Amanda Fitton, RE and SACRE Advisor		
	Review of the Regional Adoption Agency Arrangements		
	Contact Officer: Ricky Cooper		
	Monitoring Recommendation Report		
	Forward Plan of Executive Decisions		
	Work Programme 2022/2023		

Pending Items -

Pre-school – Sufficiency for Early Years

Short Breaks Provision and Young Carers