

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
4 MARCH 2021	PUBLIC REPORT

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr 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, EDUCATION UPDATE REPORT

RECOMMENDATIONS	
FROM: Jonathan Lewis – Service Director (Education)	Deadline date: n/a
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> Note the position of Education around Covid-19 and wider activities and comment on areas the committee may wish to review moving forward as we move into a recovery phase. 	

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 Covid-19 for Education in Peterborough following the reopening and closure of schools during this academic year (20/21). The report also covers issues raised by members of this committee in the November meeting and other service related updates relevant to this committee.

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 :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

2.3 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 :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

- 2.4 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
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4. BACKGROUND AND KEY ISSUES

Issues raised in the last Scrutiny meeting

- 4.1 At the meeting on 9 November there were a number of questions where a further response was required -

- 4.2 1. *The Greater Peterborough University Technical College (GPUTC). Provide information with regard to what students would do if they decided that they did not wish to continue to Key Stage 4 at the GPUTC, including a curriculum map to show what other opportunities there were available to students.*

- 4.3 The response received from the Principal at the GPUTC is below –

If a student studies in KS3 at the UTC and then decides that our specialisms are not for them they have a few options.

a) Our curriculum is broad enough that a student can still study English, Maths, Science and two further options without choosing one of our two ‘flagship’ specialisms (Engineering & Architecture). This of course does slightly limit their options as there are several qualifications we do not offer.

b) We would work closely with CMAT schools (part of the same multi-academy trust) to look at a seamless transfer to another school within the trust. We would already be sharing staff and participating in cross MAT projects etc. so this wouldn’t seem like too much of a change.

We make it clear to parents on entry anyway that there is a transition from Year 9 to the UTC curriculum and that as well as 20 students joining us from external schools there is the possibility for students to opt out of the UTC curriculum (like there is at any stage in Key Stage 3 if required).

Likewise our Post16 offer whilst STEM heavy can be accessed without following one of our specialisms.

The curriculum offer can be found here:

<https://www.gputc.com/attachments/download.asp?file=591&type=pdf>

- 4.4 2. *Provide qualitative and quantitative data on the impact on reading during Covid.*
 3. *Provide further information on Standardised baseline tests and what these had shown with regard to the progress of students.*

- 4.5 A briefing was held in December with Heads to demonstrate some tools for standardised assessment. Attendance was high from Peterborough Heads. We were intending collecting data on progress from September to January this month but due to the closure, this has been put on hold. A working group is being formed to look at how best we can collect data on progress and provide schools with some benchmarking. Updates will be provided at future meetings.
- 4.6 *4. Provide information on what proportion of the total number of care leavers had gone to university and how had their particular success been used to inspire young people in care.*
- 4.7 In the current academic year 2020/2021 there are 10 Peterborough YP (care leavers) who are studying at university. One more is looking to start in January 2021. Those in university at present are studying in different years i.e., year 1, 2, and 3. There are currently 332 pupils registered under the Peterborough virtual school (from early years to year 13). Peterborough Virtual School (PVS) continues to promote higher education aspirations and opportunities for children in care and have linked up with a regional project (12by24) that supports young people in care and care leavers and aims to increase HE participation for this group.
- 4.8 Due to the pandemic it has been difficult to progress this as hoped however there have been opportunities to hold online events.
- 4.9 An online event was held for foster carers during Foster Carers Fortnight in May 2020 in partnership with Cambridgeshire County Council, University of Cambridge and 12by24 Project. A number of care experienced university students shared their views and experiences of university life and support they had received and took part in a live Q&A session. PVS also promotes university open days aimed at children in care / care leavers via social workers, carers, and education providers.
- 4.10 Virtual HE events for children in care have been arranged by universities where children in care have the opportunity to learn about the application process including personal statements and what it is like being a student at university and hear from care experienced university students as well as what support is available for care leavers when they get to university. An example of this was Anglia Ruskin University event held in October 2020.
- 4.11 Higher Education is discussed at PEP meetings at early key stages in school and in Post 16. PVS will continue to promote higher education through its YouTube channel and web pages as well as working in collaboration with partners, foster carers, social worker and young people and the Children in Care Council, looking to engage care leavers as learning mentors. This is an ongoing project which has, unfortunately, been halted by the current Covid 19 restrictions.

Responding to Covid-19 - Update

- 4.12 From the 20th March, schools, colleges and settings were formally closed. During the spring and summer term, they opened first to critical worker and vulnerable children before wider opening to children in early years, reception, year 1, year 6 and years 10 and 12. On the 1st September, schools and settings formally reopened in line with the Education Act 1996. Restarting education for the Spring term was initially delayed for secondary schools but on the 6th January following an announcement by the Prime Minister, schools were closed again and moving to a mixture of remote learning and in-school support for vulnerable and critical worker children. Early years settings and special schools remain open during this time. We are expecting an announcement on school reopening on the 22nd February with a date of the 8th March for potential re-opening, providing public health data suggests it is safe to do so.
- 4.2 Key issues to note are –
- The issues we have faced with staff and perceived risk around the current rate of Covid-19 cases in the community. There has been significant challenge to the government nationally by two of the largest trade unions which have education members.

- National guidance has been slow and confusing for leaders. The Local Authority, Diocese and Academy Trusts have had to make judgements on opening schools based upon ensuring the safety of staff and pupils.
- The decisions to keep early years provision fully open creates a number of challenges from a perspective of safety and financial viability.
- There remains a lack of clarity in relation to the provision of laptops / devices for remote learning and the government support for free school meals.
- We have sought to limit numbers in schools as there is a risk that admitting all vulnerable and critical worker children will be counter the messages about staying home and minimising contact.
- Ofsted inspections have restarted although at time of writing this report, there have been no inspections in Peterborough.
- We have allocated over 11,000 £15 supermarket vouchers for eligible families across Peterborough. We have also allocated funding through our Peterborough hub.

4.3 The current Covid-19 situation will be monitored on a bi-weekly basis, at ward and school catchment area. If we determine in a locality that there is a high and increasing trend in infection levels, we will seek support from the Department for Education to close the school and move to a complete remote learning model. This information will be shared with schools to inform their risk assessments.

Key Service Updates

4.6 Key Stage 4 and 5 Outcomes

The ongoing Covid-19 pandemic had a major impact on formal assessment in 2020 with Primary Assessments, including the Key Stage 1 (KS1) and Key Stage 2 (KS2) SATs, being cancelled and both GCSE and A-Level examinations being replaced with centre assessed grades as of 18 March 2020. The resultant GCSE and A-Level grades would then be standardised by an algorithm to ensure that the distribution of outcomes was similar to that seen in previous years.

4.7 There were several consistency issues with this grading including the fact that unlike KS1 and KS2 Teacher Assessments (TA), there is no mechanism in place to externally moderate judgements made by GCSE teachers; prior education reforms had reduced/removed the coursework element from examinations and the fact that schools set their own internal mock examinations. These factors contributed to the design of the results algorithm and this in turn lead to widespread anomalies and injustices in the final outcomes. The problems with the reported A Level grades led to a U-turn on results and pupils received the higher of their centre assessed grades or algorithm based grades. Therefore, extreme caution should be used when comparing this year's outcomes with those of previous years. There is not the level of analysis we normally have, and we have not worked at individual school level owing to these issues.

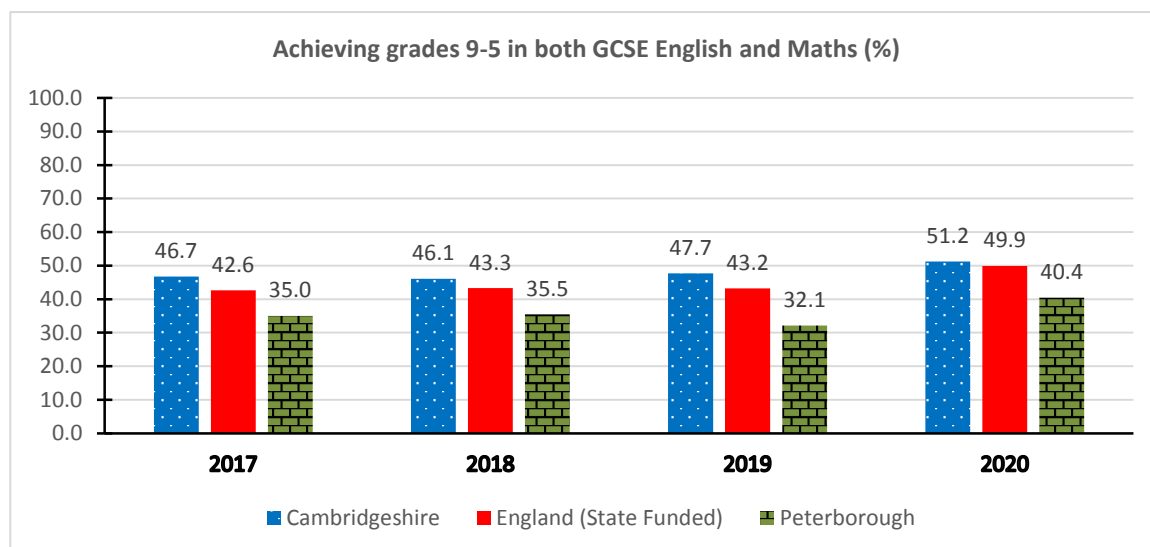
GCSE

4.8 Two of the core national and local authority (LA) benchmarks for GCSE outcomes is the proportion of pupils achieving a good pass (grades 9-5) or a pass (grades 9-4) in both GCSE English and Maths.

4.9 Historically, outcomes in Peterborough have been below the national (See charts below – note that they show the national outcomes for state funded schools/academies which are higher than those for all schools). However, from a positive perspective, outcomes on the whole in Peterborough saw a greater increase than those seen nationally.

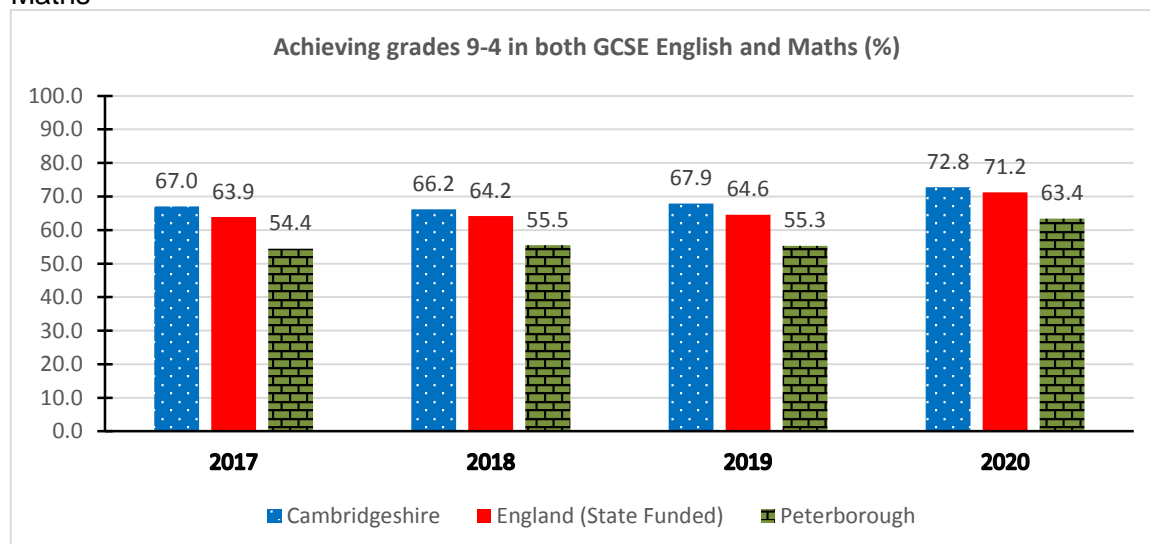
4.10 In Peterborough, 40.4% of pupils achieved a good pass in both English and Maths GCSE, compared with 49.9% of pupils nationally at state funded schools/academies (see chart 1). 63.4% of pupils achieved a pass in both GCSE English and Maths compared with 71.2% (see chart 2). This increase is more than change in the national position.

Chart 1. The proportion of pupils achieving a good pass (grades 9-5) in both GCSE English and Maths



Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

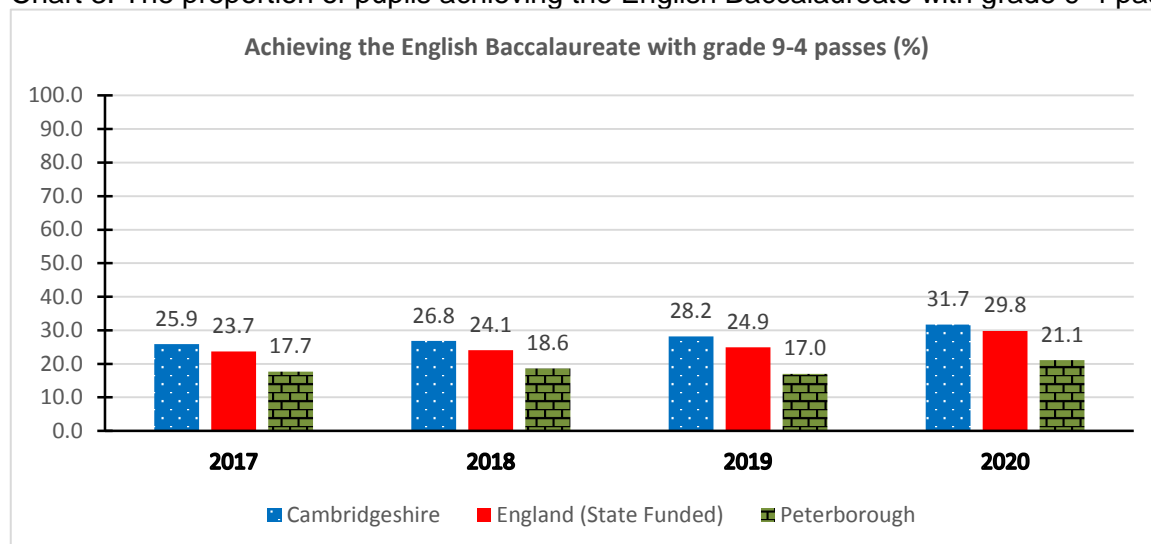
Chart 2. The proportion of pupils achieving a pass (grades 9-4) in both GCSE English and Maths



Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

4.11 Patterns are similar for the proportion of pupils achieving the English Baccalaureate (GCSE passes in English and Maths, in Science, a Modern Foreign Language and either of History or Geography). In Peterborough, 21.1% of pupils achieved the English Baccalaureate (see chart 3).

Chart 3. The proportion of pupils achieving the English Baccalaureate with grade 9-4 passes.

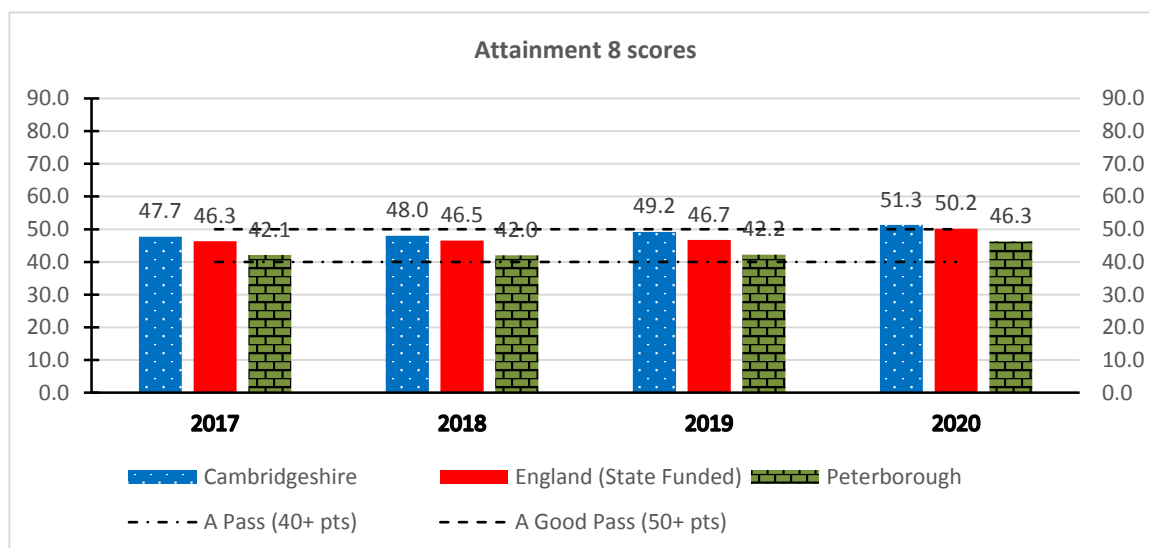


Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

4.12 The two other benchmarks for GCSE outcomes are attainment 8 and progress 8 – the former is a measure of how well pupils have done in their GCSE results (it converts pupil grades into an average point score). The latter shows how pupils have done compared with other children in England who started with similar attainment at in KS2. For the reasons outlined above, caution should be exercised when comparing this year’s figures with those from previous years.

4.13 Attainment 8: As with the previous measures, performance in Peterborough is marginally below the level seen nationally and regionally but again the increase year on year is significant.

Chart 4. Attainment 8 scores.



Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

4.14 Progress 8: Due to the change in methodology and the consistency issues raised above, the Department for Education are not calculating Progress 8 Scores for 2020. Also note that there are no school performance tables for 2020.

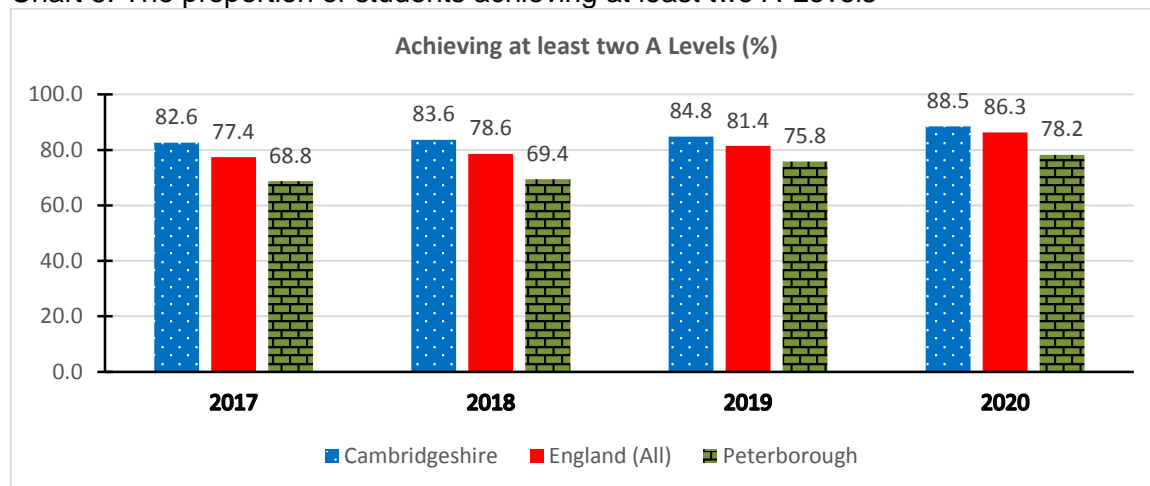
A-Level

4.15 As media coverage highlighted this year’s A-Level results share many of the consistency issues seen in the GCSE results. This is reflected in the fact that several of the national benchmarks have seen large increases this year. Therefore, extreme caution should be used when comparing

this year's outcomes with those of previous years. The figures reported below include students attending colleges.

- 4.16 One benchmark for A-Level outcomes is the proportion of students achieving at least 2 A-Level or equivalent qualifications – this is the minimum requirement for many universities when considering mature students who have left education and then gained experience elsewhere before deciding to continue their studies. The gap between Peterborough and national remains relatively in line with last year's position.

Chart 5. The proportion of students achieving at least two A-Levels

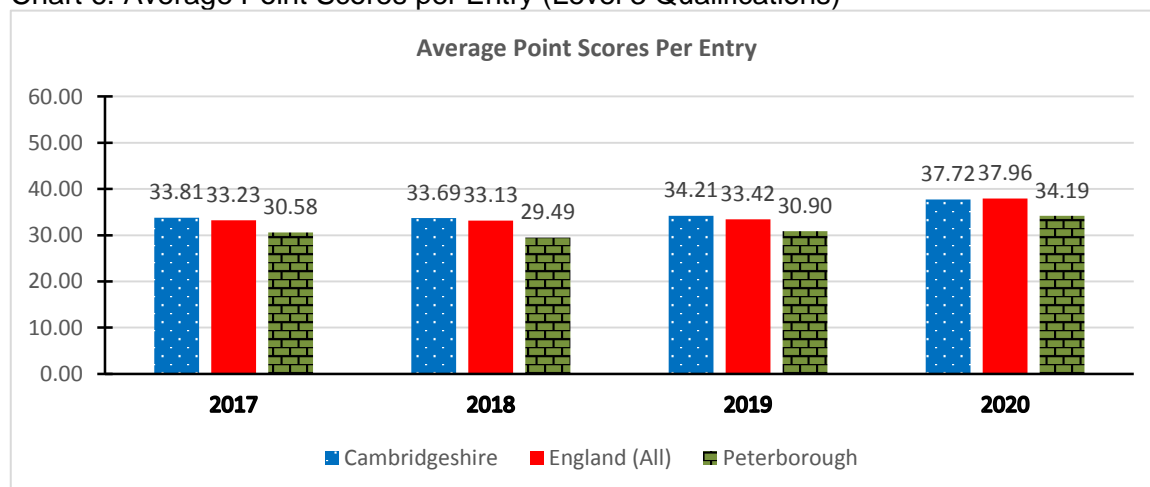


Source: DFE LAIT and DfE KS5 performance data published 26 November 2020

- 4.17 A more rigorous benchmark for performance at A-Level is the proportion of student achieving grades AAB or better at A Level, of which at least two are in facilitating subjects – subjects used by Russel Group Universities when making offers. Locally and nationally, these outcomes have fluctuated as more rigorous examinations were introduced but had started to improve again ahead of 2020. As with other post-16 measures Peterborough is slightly below outcomes both nationally and regionally but there is improvement relative to the national position in 2020.

- 4.18 To help to compare different types of Post-16 examinations and qualifications (e.g. academic and technical) outcomes can also be converted to Average Point Scores. The patterns for Average Point Scores per entry have also fluctuated over time as more rigorous examinations have been introduced. (Note that a single grade C at A-Level has a value of 30 points).

Chart 6. Average Point Scores per Entry (Level 3 Qualifications)



Source: DFE LAIT and DfE KS5 performance data published 26 November 2020

Destinations of Key Stage 4 Students in 2018/19

- 4.19 Key stage 4 destination measures follow pupils who were at the end of key stage 4 study (GCSE and equivalent qualifications) in 2017/18, and reports their destinations in the following academic year (2018/19). Due to the time needed to collect and collate this data, there is a lag on these figures but this is the latest set that has been published.
- 4.20 They show the percentage of pupils going to an education, apprenticeship or employment destination. To be counted in a destination, young people have to have sustained participation for a 6 month period in the destination year. The headline statistics refer to pupils leaving state-funded mainstream schools in England.
- 4.21 Not all pupils achieve a sustained destination by staying in education, employment or apprenticeships for at least two terms, but in most cases some data exists on their activity in the destination year. Overall, there is activity information on 99% of the national cohort.
- 4.22 In 2018/19, 93% of the Peterborough cohort were in sustained education or employment in-line with the levels seen nationally and regionally.
- 4.23 These figures break down to:
- A sustained education destination: Peterborough 87%, national 87%.
 - A sustained apprenticeship: Peterborough 3%, national 4%
 - A sustained employment destination: Peterborough 3%, national 3%
 - Destination not sustained: Peterborough 6%, national 5%
 - Activity not captured in the data: Peterborough 1%, national 1%

Phonics Screening Check 2020

- 4.24 The Phonics Screening Check for Y1 and Y2 was cancelled for summer 2020 and re-scheduled for Dec 2020 (when Y1 children would be in Y2) Teachers used any past papers from 2016-19 and the test administration was not monitored externally; data was reported but no official publication of data for national comparison.
- **Impact overall schools:** Phonics screening check completed Dec 2020 (when children were in Y2); 77% reported as having achieved at the level of the screening check (National 78% - based on NCER information – not confirmed by DfE)
 - **Impact of the Phonics Aiming Higher Leadership Programme and/or Support for 19/20** (13 schools): of the 13 schools targeted for phonics and/or having in-school support from an adviser or lead teacher, 9/13 improved (4 improved by more than 10%pt and 2 improved by more than 20%pts).
 - **Impact of the Phonics Aiming High Leadership Programme and/or Support for 2019/20** (16 schools): of the 16 schools targeted for achieving and sustaining high attainment in phonics 5/16 improved (1 of these improved by more than 5%pts, 2 improved by more than 10%pt)
- 4.25 Whilst it is difficult to draw very firm conclusions at LA level as the results are not directly comparable to previous years due to the pandemic, various past papers being used and no monitoring of the administration of the Phonics Screening Check we believe the December 2020 results show that:
- The LA results from 2019 were sustained in comparison to what appears to be a 4% decline nationally;
 - The improving Phonics Package has helped to mitigate some of the impact of the pandemic by improving phonics provision in targeted schools;
 - Many schools were incredibly successful at recovering pupils' lost learning so that they met the required standard by December 2020;
 - Some schools are in need of further support to improve phonics outcomes in 2020-21.

4.26 Phonics remains a key priority for schools and for the work of the school improvement team as it critical to pupils' wider reading skills and their access to the broader curriculum. The improv Phonics Package is continuing as outlined below. It has been adapted to support teachers with managing some of the challenges which arise from remote education with the younger pupils.

Phonics Strategy Group continues for the second year to monitor actions and impact of actions linked to improving phonics

Phonics Champions: 7 schools/teachers recruited and further CPD provided: 4 schools hosted termly visits for other schools to look at good practice (24 visits took place in total); contributed to Aiming High and Higher sessions; led an Early Years transition session; supported action planning workshop with phonics leaders

Aiming Higher targeted programme (underperforming schools): narrowing the gap to NA focus; 18 schools received letters and 13 accepted; the offer of support

Aiming High targeted programme (schools already achieving NA but with the capacity to achieve higher): 21 schools invited and 16 joined the programme;

Improving Phonics targeted programme (for schools narrowing the gap to NA and schools already achieving NA but have the capacity to achieve higher): 8 schools continuing from 19/20 cohort; further 14 schools identified with declining and low scores, 8 schools recruited (20/21 cohort 16 schools in total); first 2 meetings taken place including action planning workshop (all schools attended); virtual schools visits to 4 Peterborough schools (6 schools attended); access to a range of support including EKO Schools and New Wave English Hub

Governor Training: planned for April 2021 – developing governors' knowledge and ability to monitor phonics effectively in school

CPD: Refresher Phonics: improving teaching for teachers and TAs (11 attended) and *Phonics and Literacy* for EYFS and Y1 teachers (7 attended) being provided by an external independent adviser

Access to a further range of support includes:

- EKO Trust focusing on remote learning; assessment; closing the gaps; parental engagement and offering school visits;
- Kings Hedges Primary School, Cambridgeshire focusing on leadership of phonics; pace of learning; assessment and monitoring;
- Independent phonics adviser leading training and providing in-school support;
- New Wave English Hub showcasing events; CPD webinars; (virtual) audits for schools; bespoke school to school support (DfE funded for eligible schools) – further 5 schools engaging;
- Individual meetings with SIA to discuss action plans, progress and challenges.
- Early Years Support for Settings and Transitions: working with targeted pre-schools to build links with schools; transition events planned for June 2021

4.27 The DfE has announced that the Phonics Screen Check will not proceed in June 2021 but is likely that some arrangements will be made for the Autumn 2021 similar to those for the Autumn of 2020.

Wider School Improvement

4.28 Supporting wider school improvement during Covid-19 has been challenging. We have worked with leaders to support their remote learning arrangements and ensuring their risk assessments are up to date and supporting the current phase of reopening. We have however been able to move forward with some specific initiatives -

4.29

- **Making the Difference for Disadvantaged Pupils in Peterborough** - Following an open application process, two Peterborough Headteachers and one very experienced Deputy Headteacher are currently taking part in the EEF's *Making a Difference for Disadvantaged Pupils* programme. This programme helps participants to explore practical, evidence-informed approaches for closing the poverty-related attainment gap and to apply the principles into their own school this year. The Headteachers and Deputy Headteacher will be project leads and will work in partnership with the EEF, Norwich Research School (linked to one of the City's Academy Trusts) and Peterborough City Council to consider

how the best to adapt the programme so that it meets local needs effectively and support the roll out of the programme. During 2021-22, the project leaders will provide coaching support, funded by the EEF, to leaders from other schools taking part in the programme to:

- Make and act on evidence-informed decisions to close the attainment gap for children most at risk of underachieving;
- Use a tiered approach for developing a whole-school Pupil Premium Strategy that meets the needs of all learners;
- Accurately identify key priorities within teaching & learning, targeted support and whole school strategies to tackle educational disadvantage in their own context;
- Apply the principles of effective implementation to embed and sustain the processes, practices and programmes in their strategy;
- Monitor and evaluate the impact of the strategy to adapt / sustain approaches according to pupil needs.

The project puts quality first teaching and effective leadership and management of the curriculum at its heart and will make a significant contribution to school improvement in Peterborough. It draws on the most recent evidence based research by the EEF and allows for a structured school-to-school support model. This will be very timely as schools will be working to help all pupils to catch-up in their learning following the impact of the pandemic. The gap between outcomes for the disadvantaged and non-disadvantaged pupils is very likely to have widened during this time.

- 4.30
- **Haringey Education Partnership** - Several schools in Peterborough will be taking part in a project with HEP over the coming term. This involves a full curriculum in History, Geography and RE and some elements of Science. Participating schools will access 8 x 1 hour training sessions led by Christine Counsell who is the leading advisor and thinker on the curriculum in the UK. Christine served on Ofsted's curriculum advisory panel and trained all Lead HMs on how to inspect the curriculum. This project is focused on KS2 and will begin in Years 3 and 4, extending in Years 5 and 6 from the start of the Autumn 2021-22. Whilst this focuses on the Humanities it aims to improve pupils' Literacy outcomes as they acquire a rich vocabulary and knowledge of the World and its history which will support them in understanding a wider range of more demanding text and so also improve their Literacy outcomes. Along with the training, teachers will receive power points and booklets to use with pupils and so this will save them valuable time in resource preparation. The project is particularly designed to help to increase the Cultural Capital of disadvantaged pupils. This project will complement the work carried out as part of the project Making the Difference for the Disadvantaged project as both put quality first teaching at the heart.

Education Capital & Place Planning

4.31 Key update within these services are -

- 4.32
- **Laptops for Children** - To date, a total of 1062 Windows laptops and 460 4G routers have been purchased for Peterborough children and young people to support them to continue their learning at home. This has been made possible as a result of the decision by Cabinet to re-prioritise £300,000 in capital funding in combination with a £100,000 donation from Yours Clothing and £30,000 from the Education Directorate. More equipment will be purchased using the CLF which individual Members have chosen to commit to this scheme.

- 4.33
- **Education Safeguarding** - We continue to support schools with all aspects of safeguarding. Their main concerns are often when they cannot make contact with a child and they are not engaging with online learning. We have developed a process of expected actions by schools before they approach the police for a safe and well check. Data from Operation Encompass, the system for Domestic Abuse notifications to schools, regrettably shows a significant increase in cases over the lockdown period. We continue to receive a steady stream of Ofsted complaints submitted by parents regarding schools, a

total of 8 since the start of January. Complaints regarding the safeguarding aspects are fully investigated with detailed responses being submitted to Ofsted. Schools continue to work in co-operation with the Local Authority and where necessary are receptive to any learning outcomes/recommendations identified.

Another aspect of ongoing work is around supporting LADO (Local Authority Designated Officer) enquiries, supporting not only the allegation meetings but also the school's input. Numbers exceed Ofsted complaints but often work in parallel with the more complex enquiries initiated under the Ofsted complaint.

- 4.34
- **Place Planning & Education Capital** - We are due to close contracts on the new Manor Drive secondary and primary schools in Peterborough which means we are on track for the schools to open in September 2022. Enabling works have included removal of large amounts of fly-tipping waste at a significant capital cost. Main works will commence at the end of February.
Following public consultation in January 2021, the planning application for the new 3FE primary at Hampton Waters (St John Henry Newman RC Primary) was submitted in the week commencing 15 February 2021. As outline planning permission has already been secured, this will be considered via a Reserved Matters application. Subject to planning approval, work will start on site in the summer.
- 4.35
- **Transport** - We have 60 new volunteers from the Community Hub to join our existing pool of volunteer drivers. Both our volunteer drivers and our in-house fleet team have been supporting the roll out of the vaccination programme, transporting vulnerable adults to and from their appointments.
- 4.36
- **Education Welfare Benefits** - This is a new area of our shared services work with Cambridgeshire which has brought significant benefit to Peterborough schools and families. Team are working hard to engage Peterborough academies to increase take up of our free school meals entitlement checks and processing service. This includes an online form for parents where they get an immediate eligibility response. A number have already signed up and there are on-going discussions with several others. The data on free school meal take up has increased significantly. For maintained schools, the number of children entitled to free school meals have increased from 3,147 in October 2020 to 3,626 in January 2021. This is a 15% increase in a short space of time and reflect the challenging economic circumstances we are currently experiencing.
- 4.37
- **Admissions and Attendance** – our focus has been on secondary national offer date and preparation for primary national offer date alongside continuing to place children of Critical Workers and those who are deemed vulnerable. Demand for secondary school place is likely to be higher than in previous years and we are looking at Work continues to support the Children Missing in Education (CME) and Elective Home Education (EHE) referrals focused on brokering information and guidance to parents.

Special Education Needs and Disability

- 4.38
- Appendix 2 outlines performance within our statutory assessment team. Statutory timescales were challenging during the COVID period but have recovered so that the team achieved 100% of plans issues within timescales in January 21. This despite the fact that staffing shortages continue due to illness and recent resignations. The team has also met statutory requirements for transitions - most LAs are struggling in this area. This has proved the success of the new structures within the team. The recruitment of staff with professional education backgrounds has enabled the service to offer comprehensive support and training to schools around annual reviews as well as increasing the overall capacity of the team. Annual reviews are still challenging in terms of timescales but key transition points are now successfully prioritised. Where we have had issues with staff absence and vacancies and we recently invested in further roles to ensure deadlines are met within the statutory assessment process.

- 4.39 Other key updates within this area are –
- Multi-agency training underway (requirement of the Written Statement of Action) for EHCP delivery partners to ensure better information and advice to the EHCP process. Training for health colleagues has been delayed due to COVID but training for social workers and schools (including Head teachers) has been very well-received. Feedback indicates high levels of satisfaction and learning.
 - Creative approaches during COVID have ensured that assessments, traded work and consultations from all SEN and Inclusion services has continued. Virtual meetings and observations are common place and we will change practice to continue to embrace new ways of working post COVID.
 - Some tasks have been more challenging – teaching staff/CYP braille skills and habilitation work are notable examples. With the support of comprehensive risk assessments staff are now delivering this essential work directly.
 - The twice monthly multi-agency SEND network has been very successful. Building upon the SENCO network we now have an average of 80 staff joining from schools, settings, health and social care in Peterborough. The network has been praised for its positive approach and role in keeping staff going through the pandemic as well as keeping all up-to-date with fast changing information/legislation around SEND
 - The Education Psychology Service has been involved in delivering training to schools as part of the ‘well-being for education return to school programme’.

5. CONSULTATION

- 5.1 We have continued to communicate with schools and early years settings throughout the Covid-19 situation. Numerous meetings have been held online with Headteachers, CEOs and early year’s settings – all of which have been incredibly well attended. We intend keeping up this contact as the Covid-19 situation continues.

6. ANTICIPATED OUTCOMES OR IMPACT

- 6.1 The actions outlined above have provided support for pupils, families, schools and early years settings. There is a significant amount of work to be undertaken to fully understand the impact the situation has had on pupils.

7. REASON FOR THE RECOMMENDATION

- 7.1 The position around Education remains fluid. We are receiving daily updates from the Department for Education and we continue to monitor closely the public health position. Some of the consequences around Covid are not yet known and it will be important the committee continues to monitor the situation and challenge and support officers in their ongoing response.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 The report outlines our response to Covid and we have approached this with the best intention to support children, young people, staff in schools and setting and the wider community. This has changed by the day and we have reflected on our action and the impact that they have had.

9. IMPLICATIONS

Financial Implications

- 9.1 Additional funding has been sought via the Ministry of Housing, Communities and Local Government grant for Covid. We continue to monitor pressures within services. The need to provide transport to schools is a key area of risk especially where adhoc support is needed for the delivery of testing.

Legal Implications

- 9.2 None

Equalities Implications

- 9.3 None directly but we have provided advice and support to schools on developing an equality impact assessment on reopening to ensure all groups are considered in this process.

Rural Implications

- 9.4 All schools and settings have received the same report. We have provided individual support to individual schools when requested. The key challenge for rural schools has been their relatively small size and how staff absence has limited their ability to open.

Carbon Impact Assessment

- 9.5 There have been no direct impact as a result of this report outside of the normal projects we are undertaking around Covid-19.

10. BACKGROUND DOCUMENTS

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

- 10.1 Documents we have prepared for schools for Covid-19 can be found here – <https://www.cambslearntogether.co.uk/recovery-plan>

11. APPENDICES

- 11.1 Appendix 1 - Covid19 Highlight Report Education – February
Appendix 2 – SAMS update – SEND performance

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