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**SOUTHEND-ON-SEA BOROUGH COUNCIL**

**Education Board**

**Date: Wednesday, 15th March, 2017**

**Time: 8.15 am – 11.15am**

**Place: Darwin Room - Tickfield Centre**

**Contact: Robert Harris**

**Email: [committeesection@southend.gov.uk](mailto:committeesection@southend.gov.uk)**

**A G E N D A**

<b>Agenda</b>	<b>Item</b>	<b>Lead</b>	<b>Time</b>
1.	<b>Apologies, Substitutions &amp; Introductions</b>	Chair	5
2.	<b>Membership – report to be tabled</b>	RH	5
3.	<b>a) Minutes of the meeting held on 18<sup>th</sup> January 2017 and matters arising not covered elsewhere on the agenda – Minutes attached</b> <b>b) Summary Action Sheet -attached</b>	Chair	5
	<b><u>Schools Forum Matters</u></b>		
4.	<b>Schools Budget 2016/17 – Forecast Outturn – report attached</b>	IA	15
5.	<b>NFF Consultation Update on current position – paper attached</b>	IA/BM	10
6.	<b>Update on arrangements for monitoring effectiveness of SLA's – Verbal report (no papers)</b>	BM / CB	5
7.	<b>High Needs Funding – report to follow</b>	IMcF	10
	BREAK: 5-10 minutes recess		

	<b><u>Education Board Matters</u></b>		
<b>8.</b>	<b>Secondary School Pupil Places –</b> report to follow	CB	10
<b>9.</b>	<b>PriceWaterHouse Coopers Audit</b> <b>and Action Plan –</b> report attached	BM	10
<b>10.</b>	<b>Area Based Review Update –</b> Verbal report (no papers)	AMc	10
<b>11.</b>	<b>Education Department Service</b> <b>Learning Plan 2017/18 –</b> report attached	BM	10
<b>12.</b>	<b>Updates from Sub Groups –</b> Vulnerable Learners Sub Group (VLSG) Terms of Reference attached	BM	5
<b>13.</b>	<b>SBC Staffing Structure and</b> <b>Changes Update –</b> Verbal report (no papers)	BM	10
<b>14.</b>	<b>Any other business</b>  <b>(a) Apprenticeship Levy –</b> verbal report (no papers)	CJ	10
<b>15.</b>	<b>Date and time of future meetings</b>	RH	5

# SOUTHEND-ON-SEA BOROUGH COUNCIL

**Meeting of Education Board**  
**Date: Wednesday, 18th January, 2017**  
**Place: Johnson Room - Tickfield**

3

**Present:** Mr M Sweeting (Chair) – Academy Governor – Hinguar Primary  
Tim Barrett - Primary Head - Temple Sutton Primary  
Robin Bevan - Academy Head - Southend High for Boys  
Lisa Clark - Academy Head - Hamstel Infant  
Jerry Glazier - Trade Unions  
Paul Hayman - Academy Head - Westcliff High for Girls  
Neil Houchen - Academy Head - Eastwood Academy  
Jim Johnson - Primary Head - Edwards Hall Primary  
Anthony Mcgarel - 14/19 Sector - South Essex College  
Jackie Mullan - Academy Special Head - St Christopher Special  
David Parker - Academy Governor - Shoeburyness High  
Lionel Pryor - Primary Governor - Fairways Primary  
Stuart Reynolds - Secondary Head - Futures Community College  
Vicky Wright – Early Years Providers  
Melanie Hall – Head Maintained Special – Lancaster School

**In Attendance:** Councillor James Courtenay – Executive Councillor Children & Learning  
Paul Grout - Chief Executive's Directorate  
Tara Edwards - Chief Executive's Directorate  
Ian McFee - People Directorate  
Cathy Braun - People Directorate  
Elaine Hammans - People Directorate  
S Leftley - Deputy Chief Executive (People)  
Ian Ambrose - Chief Executive's Directorate  
Brin Martin – People Directorate  
Robert Harris – Independent Clerk

**Start/End Time:** 8.15 - 10.45 am

## **1 Apologies, Substitutions and Introductions**

Apologies for absence were received from Margaret Rimmer (Kingsdown Special School, substituted by Melanie Hall) and Jane Youdale (Early Years providers).

## **2 Membership**

The up-to-date list of members was provided at the meeting and it was noted that:

- Paul Hayman had been returned as an Academy Secondary school representative;
- Joseph Parsad has resigned creating a vacancy for a governor representative of secondary academies;
- No nominations were received for the 2 maintained primary (one school and one governor) vacancies or for the primary academy school vacancy
- Maurice Sweeting's period of office was until 4<sup>th</sup> December 2020 and not 2017 as indicated on the membership list;

Resolved:

1. That the current membership situation be noted.
2. That further request for nominations be sought to fill the vacancies for maintained primary schools, primary academies, Alternative Provision Academy and the Pupil Referral Unit.

**3 Minutes of the meeting held on Wednesday, 7th December 2016 and Matters Arising not covered elsewhere on the agenda**

The minutes of the meeting held on 7<sup>th</sup> December 2016 were received.

Resolved:

That the minutes be approved as a correct record and signed by the Chair.

**4 Summary Action Sheet**

The Board received the Summary Action Sheet. It included items that had been added arising from the last meeting and members were informed of progress in the implementation of the decisions.

**5 SLA with Seabrook: Funding of Nurture Bases**

Cathy Braun presented her report which updated the Board on the progress of negotiating the three service level agreements currently held with Seabrook College with the new Academy sponsor Parallel Learning Trust for the delivery of:

- Alternative Provision and prevention pathways;
- Outreach Service for Behaviour and Reintegration Support;
- Individual Tuition Service.

The Board members commented as follows:-

- The significant reduction in the number of primary short term nurture places (reduced from 54 places down to 16 places) from 2014 to current as a result of the closure of the Eastwood Nurture Base and the formation of the behaviour outreach service;
- The long standing concerns about the quality of provision and the effective use of the nurture base funding.
- Must ensure that (i) the SLA's are operating on a sound basis; (ii) that schools are fully aware of the support available and (iii) effective mapping of actual need;
- The complexity of need has significantly increased and it must be recognised that individual schools cannot always meet the needs of their pupils given the complex issues they may have;
- Emphasised the need for regular monitoring of the effectiveness and delivery of the SLA's and that the outcomes are being met – ensuring that the services deliver what is required;
- The need for more effective outreach work;
- Emphasised that if need is not met at primary school level it can become a significant problem at secondary school level;

- Officers should go back to the PLT with two options for the funding of the transportation of pupils on preventative places – (i) to keep the 8k top up or (ii) reduce the top-up and individual schools cover the costs;

In answer to questions and the above comments it was noted that:

- Outreach support had increased and the nurture support had been reduced;
- The new SLAs were much stronger than previously in place;
- The issue was not that there were insufficient resources but how the funds were being used;
- Emphasised that Seabrook was not the answer for some of the high need and complex issues;
- Officers would take forward appropriate arrangements for the monitoring of the effectiveness of the SLAs and the outcomes, e.g. through a sub group of the Education Board. Primary and Secondary schools most effected by the SLA's will be involved to ensure that the SLAs are providing the right solutions;
- Advised that in respect to the export/import of pupils across boundaries it was approximately the same (after this meeting it was clarified that actual figures indicate that there were more pupils imported from outside the borough (after the meeting it was clarified that over the last four years we have seen an average net loss to Essex and other destinations of 300 and a net gain from Essex, the London Boroughs and other sources of 567. Giving us a gross gain of 267 pupils, mainly into the selective schools).
- Noted that the original SLAs would continue to operate until the new SLA's and new provider were in place and set-up;

Resolved:

1. That the amended service agreements, including the revised service objectives, key service delivery and performance indicators and previously agreed funding, be noted.
2. That the contents of the draft service agreements be approved and the final sign off with Parallel Learning Trust (anticipated academy conversion date 01/02/17) be agreed.
3. That arrangements be put in place to monitor the effectiveness and delivery of the SLAs.

## **6 Early Years National Funding Formula**

Elaine Hammans presented her report which highlighted the changes to early years funding to providers from April 2017. Southend Borough Council funding allocation for 2017/18 has been confirmed at an overall rate of £4.40 per hour.

The Board commented on the 30 hour entitlement for working parents which comes into effect in September 2017 and the impact the entitlement will have on early years providers.

Resolved:

That the new 3 and 4 year old funding rates and the 2 year old funding rate of £5.20 be recommended to the Council for approval.

## **7 Schools Budget 2017/18**

Ian Ambrose presented his report which set out the draft 2017/18 schools budget.

The Board commented that the key issue was around the changes to the NFF with a potential £12 million reduction in schools funding (the NFF was discussed in detail under agenda item 8 below).

The Board also discussed the school census returns in respect to the EAL and expressed concerns that the information provided by schools could be incorrect.

Resolved:

That the proposed 2017/18 Schools Budget be agreed and recommended to the Council for approval.

## **8 Implications of the NFF Consultation**

Ian Ambrose presented his report which advised of the Department for Education recently launched consultations around the Schools National Funding Formula and the High Needs National Funding Formula.

The Board noted that these consultations have a significant impact on mainstream schools, special schools, and the PRU and it was important that all affected contribute to the consultation process.

The Board commented, as follows:

- The actual percentage of individual schools has not been included – aware that the DoE will publish the actual figures for individual schools shortly – in real terms schools will see a significant percentage reduction in their funding;
- The Area Cost Adjustment for Southend was a significant issue and does not reflect the actual cost pressures faced by schools and the Council;
- The difficulties in the borough for recruitment and retention of teachers;
- Changes to the NFF and insufficient pupil income will impact schools with decisions being made whether to sustain a 5 day school model or subjects being removed from the curriculum;
- Crucial that school governing bodies fully understand the impact the changes to the NFF will have now and in future years; Schools must respond to the DoE and emphasise the damaging impact the changes will have;
- The rising birthrate in the borough which will hit secondary schools in 2020;
- The need to lobby at the highest level;
- Need to raise the arguments and make a strong case for coastal area schools receiving the same level of funding as inner city schools;
- The borough's closeness to London and how this works against the borough in terms of funding, etc;

In response to questions/comments it was noted that the Executive Councillor for Children and Learning will be meeting with the Rt. Hon. James Dudderidge MP for Rochford and Southend East to raise the issues and the impact that the NFF changes will have for Southend.

AGREED:

1. That the key issues identified by the Board (summarised above) be taken into account and included in the Local Authority's response to the consultations and that:

(a) A short life sub-group of the Board is set-up to assist in the response to the Schools National Funding Formula consultation. The sub-group to include the following Board members: Robin Bevan, Tim Barrett, Lisa Clark, Gerry Glazier and Maurice Sweeting.

(b) The existing SEND Strategic Board be used to assist in the response to the High Needs Funding Reform consultation.

2. That information about the consultation process be disseminate through the school networks, professional associations, partnerships and other channels to encourage all those affected to reply directly to the consultations..

## **9 SEN High Needs**

This matter was considered under Agenda Item 8 above.

## **10 Secondary School Pupil Places**

The Board received an update on the current and future situation for secondary school pupil places up to 2020.

In response to questions/comments it was noted:-

- That in September 2018 there was a current shortfall of 61 pupil places – one school has agreed to provide 30 additional places and therefore 31 places were still needed;
- That the pressure for additional places was mainly in the central area and in the catchment area for Leigh-on-Sea schools;
- Consideration needs to be given to Free Schools and a Trust would need to bid to the DoE. The DoE would visit Southend to identify suitable sites. Areas where potential new schools could be located were highlighted;
- There were no areas designated for school sites within the Local Plan;

Resolved:

That Secondary School Pupil Places be a standing item on the agenda of the Education Board.

## **11 Report from SPWG**

The Board was informed that the Council had recruited an interim Group Manager for School Improvement who will provide support to the School Performance Working Group (SPWG). This group will look at a range of school data and interventions.

Resolved:

That the update on the SPWG be noted.

**12 Information Items**

The Board received a copy of the 'Our ambitions for your child's education in Southend' document produced by the Council's Department of People. The document will be sent out to all schools in the borough.

Resolved:

That the ambitions document be noted.

**13 Items for the next meeting**

The following items were identified for inclusion on the agenda:

- Secondary School Pupil Places;
- Arrangements for evaluating effectiveness of SLAs;
- Update on 2016/17 DSG;

**14 Dates for 2017/18 Academic Year**

The following meetings have previously been agreed:

15<sup>th</sup> March 2017;

7<sup>th</sup> June 2017;

The venue for 15<sup>th</sup> March 2017 was to be resolved as the Tickfield Centre is not currently available. It was agreed that if Tickfield was not available then the meeting should be held at Westcliff High School for Girls.

**Chairman:** \_\_\_\_\_



## SOUTHEND-ON-SEA SCHOOLS FORUM

### SUMMARY ACTION SHEET

(The completion of missing items has been reported to the Forum)

Number	Meeting date	Minute no.	Action	Person responsible	Date action to be completed	Completion noted by Forum
307	13/01/16	4(c)	Strategic review of retention and recruitment of teachers required.	SOPHA/SOSHA/ Jerry Glazier/	Ongoing (for Ed. Board)	
310	16/03/16	9	Commissioned budgets for High Needs SLAs to be reported on throughout the year if arrangements with providers alter.	Ian McFee/ Ian Ambrose	ongoing	
313	16/03/16	13	Information to be provided on the impact of the National Funding Formula (to be introduced for 2018/19?) and whether they can continue to be funded through combined budgets.	Ian Ambrose	ongoing	
314	08/06/16	10	Information to be provided on the amounts of nurture base funding schools had received (see also item 319 below).	Ian Ambrose	07/12/16	07/12/16
315	08/06/16	11	Feedback on issues raised relating to Seabrook College to be provided to the next meeting	Brin Martin	12/10/16 07/12/16	
316	12/10/16	10	Forum to recommend funding rates for Early Years for 2017/18 and 2018/19 once funding from the DfE has been confirmed.	Elaine Hammans/ Paul Grout	18/01/17	
317	12/10/16	11	SPSG asked to (a) break down the high-level pupil look at commissioning intervention measures, (b) address the Ofsted inspection risk and (c) review the school improvement strategy.	SPSG/ Brin Martin	18/01/17	
318	12/10/16	13(a)	Report to next meeting on (a) how many children meet the criteria for attendance at special schools but were not in one and (b) how many are on the waiting list for September 2017 and (c) the numbers of EHCPs that had not been issued after 26 weeks.	Ian McFee	07/12/16	07/12/16
319	12/10/16	6(a)	Breakdown of the allocated nurture funding to be provided at the next meeting following discussions with relevant schools.	Ian Ambrose	18/01/17	
320	12/10/16	14(a)	Letter to be sent to all schools about the necessity of accurate returns on census returns relating to EAL and setting out the procedure and basis for collating the data.	Ian Ambrose/ Brin Martin	18/01/17	
321	12/10/16	14(b)	Item to be included on agenda for next meeting to enable secondary school places beyond 2018/19 academic year to be considered.	Brin Martin / Cathy Braun	18/01/17	

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# Southend-on-Sea Borough Council

Report of Deputy Chief Executive - People  
and Director of Finance and Resources

to  
**Education Board**

on  
**15 March 2017**

Agenda  
Item No.

**4**

Report prepared by: Ian Ambrose  
Group Manager, Financial Management

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## Schools Budget 2016/17 Forecast Outturn

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### **1 Purpose of Report**

To update the Schools Forum on the anticipated outturn for the 2016/17 schools budget.

### **2 Recommendations**

- 2.1 Schools Forum members are asked to note the anticipated outturn for the 2016/17 schools budget, and the anticipated level of balance carry forward to 2017/18.

### **3 Background**

- 3.1 This report sets out the anticipated outturn for the 2016/17 schools budget, which is the starting point for setting the 2017/18 draft budget.

### **4 2016/17 Schools Budget**

- 4.1 Appendix 1 provides the DSG Budget, forecast and variance for 2016/17. It represents the latest forecast position as we near the end of the financial year.
- 4.2 The budget is given as per the Section 251 return submitted to the DfE. This is a gross budget which includes allocations which are recouped by the DfE in order to pass funding onto Academies. The recoupment figures are reported in separate columns. This report seeks to explain the variances.

## Schools Block

- 4.3 The Schools block contains the £112M budgeted for mainstream schools in Southend including Academies. As this was set by the funding formula in early 2016, there is little overall variance, but the forecast outturn column shows the amount allocated directly to maintained primary and secondary schools and the amount recouped for Academies by the DFE.
- 4.4 The variance for the block remains at £264,000 underspent. This is due to the recoupment figure being adjusted to reflect lower business rate charges as Academies qualify for 80% charitable relief, and for adjustments to the additional growth funding allocated to academies which operate on a separate financial year.
- 4.5 The final outturn will need to be updated for academisation of Bournemouth Park Primary, but this is not expected to cause a significant variance.

## Early Years Block

- 4.6 The total forecast underspend on the Early Years Block remains unchanged at £58,000 as reported in December.

## High Needs Block

- 4.7 The high needs block continues to cause concern. The overspend has continued to increase, having risen a further £288,000 since the last report in December 2016.
- 4.8 From the December Education Board position, the following movements has taken place

	<b>Variance since December</b>	<b>Variance for Year</b>
Place Funding	0	-£20,000
Increase relating to Bandings in special schools and special units	£84,000	£192,000
Top-ups for statemented pupils	£60,000	£282,000
Top-ups for out of borough placements	£65,000	£113,000
Post 16 Top-ups	£72,000	£72,000
Other	£7,000	£71,000

- 4.9 As can be seen the primary cause for the overspend continues to be that the value of top-ups has increased significantly. Notably this has been majorly caused by schools rebanding pupils into higher bands, particularly in the primary phase.
- 4.10 Overall therefore this latest forecast indicates a probable overspend of £710,000 in the High Needs Block. Clearly this is an unsustainable position

going forward, and work is underway to rebalance the High Needs Block, so that expenditure can be controlled within DSG resources made available

### Centrally Retained

4.11 The total forecast underspend for centrally retained remains at £66,000.

### Income

4.12 There is no change from the anticipated income reported in December which showed a drop in income of £184,000.

### Overall Position for 2016/17 Budget

4.13 The bottom line indicates an overspend of £506,000 against the budgeted £140.9M as set out below.

#### Block

Schools	(£264,000)	Underspend
Early Years	(£58,000)	Underspend
High Needs	£710,000	Overspend
Centrally Retained	(£66,000)	Underspend
	£322,000	Overspend
DSG & Planned use of Balances	£184,000	Overspend
<b>Unplanned use of Balances</b>	<b>£506,000</b>	<b>Overspend</b>

4.14 This overspend will need to be met from DSG balances brought forward from 2015/16, which will still leave some £283,000 in reserves to flow forward to support the schools budget in future years.

## 5 Conclusion

5.1 This report has set out the likely outcome for 2016/17 based on best available information. It highlights the need to address spending on the High Needs Block as a matter of urgency so as to bring it sustainably back within the funding resource available.

## 6 Appendices

Appendix 1 – DSG Budget 2016/17 – Forecast Outcome

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Appendix 1 – 2016/17 DSG ‘Schools Budget’

Block	S251 Line	Summary Line	2016/17 Budget	Recoupment	Total Budget	Forecast	Forecast Recoupment	Total Forecast	Variance	
Schools Block	1.0.1	Primary Schools	51,598,002	6,325,168	57,923,170	39,246,508	18,412,863	57,659,371	(263,799)	
		Secondary Schools	3,371,882	51,262,399	54,634,281	3,371,882	51,262,400	54,634,282	1	
<b>Schools Block Total</b>			<b>54,969,884</b>	<b>57,587,567</b>	<b>112,557,451</b>	<b>42,618,390</b>	<b>69,675,263</b>	<b>112,293,653</b>	<b>(263,798)</b>	
	1.0.1	2 year old provision	1,970,333		1,970,333	1,970,333		1,970,333	0	
		3 and 4 y/o provision	4,836,650		4,836,650	4,836,650		4,836,650	0	
		School/Academy Nurseries	2,200,000		2,200,000	2,200,000		2,200,000	0	
		Early Years Pupil Premium	167,000		167,000	108,759		108,759	(58,241)	
	1.3.1	Central Expenditure on Children under 5	500,000		500,000	500,000		500,000	0	
<b>Early Years Total</b>			<b>9,673,983</b>	<b>0</b>	<b>9,673,983</b>	<b>9,615,742</b>	<b>0</b>	<b>9,615,742</b>	<b>(58,241)</b>	
High Needs	1.0.1	Place Funding - PRU - Seabrook College	810,000		810,000	810,000		810,000	0	
		Place Funding - St Christopher's Special Academy (Pre 16)	0	2,000,000	2,000,000		2,000,000	2,000,000	0	
		Place Funding - St Nicholas Special School	920,000		920,000	920,000		920,000	0	
		Place Funding - Seabrook College Special School Provision	440,000		440,000	440,000		440,000	0	
		Place Funding - Kingsdown Special School	1,050,000		1,050,000	1,050,000		1,050,000	0	
		Place Funding - Lancaster Special School (Pre 16)	230,000		230,000	230,000		230,000	0	
		Place Funding - St Christopher's Special Academy (Post 16)	50,000	70,000	120,000	50,000	70,000	120,000	0	
		Place Funding - Lancaster Special School (Post 16)		540,000	540,000		540,000	540,000	0	
		Place Funding - Lancaster Special School (Post 16) (DfE Error)				(210,000)	210,000	0	0	
		Place Funding - Chase Academy Special Base		120,000	120,000		120,000	120,000	0	
		Place Funding - Shoeburyness Academy Special Base		180,000	180,000		180,000	180,000	0	
		Place Funding - Temple Sutton Special Base	50,000		50,000	50,000		50,000	0	
		Place Funding - Fairways Special Base	150,000		150,000	150,000		150,000	0	
		Place Funding - Hamstel Infants Special Base	30,000		30,000	12,500	17,500	30,000	0	
		YMCA - Free School Recoupment		320,000	320,000		300,000	300,000	(20,000)	
	<b>Total Place Funding</b>			<b>3,730,000</b>	<b>3,230,000</b>	<b>6,960,000</b>	<b>3,502,500</b>	<b>3,437,500</b>	<b>6,940,000</b>	<b>(20,000)</b>
	1.2.1 / 1.2.2		Top Up Funding - PRU - Seabrook College	387,600		387,600	387,600		387,600	0
		Top Up Funding - St Christopher's Special Academy (Pre 16)	1,294,448		1,294,448	1,524,297		1,524,297	229,849	
		Top Up Funding - St Nicholas Special School	405,180		405,180	536,659		536,659	131,479	
		Top Up Funding - Seabrook College Special School Provision	465,615		465,615	307,573		307,573	(158,042)	
		Top Up Funding - Kingsdown Special School	863,690		863,690	1,031,148		1,031,148	167,458	
		Top Up Funding - Lancaster Special School (Pre 16)	197,444		197,444	128,839		128,839	(68,605)	
		Top Up Funding - St Christopher's Special Academy (Post 16)	102,796		102,796	80,624		80,624	(22,172)	
		Top Up Funding - Lancaster Special School (Post 16)	468,379		468,379	349,319		349,319	(119,060)	
		Top Up Funding - Chase Academy Special Base	27,815		27,815	45,905		45,905	18,090	
		Top Up Funding - Shoeburyness Academy Special Base	74,174		74,174	78,780		78,780	4,606	
		Top Up Funding - Temple Sutton Special Base	30,906		30,906	34,542		34,542	3,636	
		Top Up Funding - Fairways Special Base	23,180		23,180	19,847		19,847	(3,333)	
		Top Up Funding - Hamstel Infants Special Base	18,544		18,544	19,998		19,998	1,454	
		Top Up Funding- Flexible Top ups for additional numbers	40,000		40,000	46,666		46,666	6,666	
<b>Total Top Up Funding</b>			<b>4,399,771</b>	<b>0</b>	<b>4,399,771</b>	<b>4,591,797</b>	<b>0</b>	<b>4,591,797</b>	<b>192,027</b>	
1.2.1 / 1.2.2		ECHP Top ups - Early years	40,000		40,000	54,000		54,000	14,000	
		ECHP Top ups - Primary phase	1,038,000		1,038,000	1,373,775		1,373,775	335,775	
		ECHP Top ups - Secondary phase	600,000		600,000	532,154		532,154	(67,846)	
		Out of Borough Top ups	370,000		370,000	482,463		482,463	112,463	
		Post 16 Top ups	560,000		560,000	632,212		632,212	72,212	
<b>Total ECHP Funding</b>			<b>2,608,000</b>	<b>0</b>	<b>2,608,000</b>	<b>3,074,605</b>	<b>0</b>	<b>3,074,605</b>	<b>466,605</b>	

Block	S251 Line	Summary Line	2016/17 Budget	Recoupment	Total Budget	Forecast	Forecast Recoupment	Total Forecast	Variance
	1.2.3	Top up funding - independent providers	1,200,000		1,200,000	1,200,000		1,200,000	0
	1.2.4	HN targeted LCHI funding	100,000		100,000	46,955		46,955	(53,045)
	1.2.5	Education out of School	153,100		153,100	153,100		153,100	0
	1.2.6	Hospital Education provision	32,000		32,000	140,300		140,300	108,300
	1.2.5	SEN Team - Assessments and Placements	422,479		422,479	422,479		422,479	0
	1.2.5	SEN Support Services - Visually Impaired Outreach Service at Kingsdown	90,000		90,000	96,000		96,000	6,000
		SEN Support Services - Outreach Service at St Christopher's	50,000		50,000	80,000		80,000	30,000
		SEN Support Services - Outreach Service at Fairways	50,000		50,000	20,000		20,000	(30,000)
		SEN Support Services - Other	12,000		12,000	24,000		24,000	12,000
	1.2.7	Preventative Pathways SLA with Seabrook	192,000		192,000	192,000		192,000	0
		Elective Home Education Costs	8,000		8,000	6,000		6,000	(2,000)
	1.2.8	Nurture Base Provision	483,000		483,000	483,000		483,000	0
		<b>Total Other</b>	<b>2,792,579</b>	<b>0</b>	<b>2,792,579</b>	<b>2,863,834</b>	<b>0</b>	<b>2,863,834</b>	<b>71,255</b>
<b>High Needs Total</b>			<b>13,530,350</b>	<b>3,230,000</b>	<b>16,760,350</b>	<b>14,032,736</b>	<b>3,437,500</b>	<b>17,470,236</b>	<b>709,886</b>
<b>Centrally Retained</b>	1.1.2	De-delegated - Behaviour Support	75,000		75,000	75,000		75,000	0
	1.1.7	De-delegated - Licenses Subscriptions	1,245		1,245	1,245		1,245	0
	1.1.8	De-delegated - Staff costs	9,900		9,900	9,900		9,900	0
	1.4.1	Contribution to combined budgets	941,288		941,288	967,521		967,521	26,233
	1.4.10	Growth Fund	690,000		690,000	598,070		598,070	(91,930)
	1.4.12	CLA/MPA License	121,000		121,000	121,000		121,000	0
	1.4.2	School Admissions	236,300		236,300	236,300		236,300	0
	1.4.3	Servicing of School Forums	18,700		18,700	18,700		18,700	0
<b>Centrally Retained Total</b>			<b>2,093,433</b>	<b>0</b>	<b>2,093,433</b>	<b>2,027,736</b>	<b>0</b>	<b>2,027,736</b>	<b>(65,697)</b>
<b>Grand Total</b>			<b>80,267,650</b>	<b>60,817,567</b>	<b>141,085,217</b>	<b>68,294,604</b>	<b>73,112,763</b>	<b>141,407,367</b>	<b>322,150</b>
<b>Funded From</b>		DSG - Schools Block	(56,796,433)	(57,587,567)	(114,384,000)	(44,708,737)	(69,675,263)	(114,384,000)	0
		DSG - Early Years Block (2 year olds)	(1,811,745)		(1,811,745)	(1,811,745)		(1,811,745)	0
		DSG - Early Years Block	(7,048,458)		(7,048,458)	(7,048,458)		(7,048,458)	0
		DSG - High Needs Funding Block	(13,639,000)	(3,230,000)	(16,869,000)	(13,435,258)	(3,437,500)	(16,872,758)	(3,758)
		DSG - Early Years Pupil Premium	(167,000)		(167,000)	(108,759)		(108,759)	58,241
		DSG - Early Years Block 15/16 Accrual shortfall				129,000		129,000	129,000
		DSG Brought Forward - Early Years	(237,000)		(237,000)	(237,000)		(237,000)	0
		DSG Brought Forward - to balance	(568,013)		(568,013)	(568,013)		(568,013)	0
								0	0
<b>Funded From Total</b>			<b>(80,267,649)</b>	<b>(60,817,567)</b>	<b>(141,085,216)</b>	<b>(67,788,970)</b>	<b>(73,112,763)</b>	<b>(140,901,733)</b>	<b>183,483</b>
			<b>1</b>	<b>0</b>	<b>1</b>	<b>505,634</b>	<b>0</b>	<b>505,634</b>	<b>505,633</b>

14

DSG B/FWD  
Used Above  
Forecast Overspend  
C/Fwd to 2017/18

1,593,856	1,593,856	1,593,856
(805,013)	(805,013)	(805,013)
0	(505,634)	(505,634)
788,843	283,209	283,209



## Consultation Questions

# 5

- 1. In designing our national funding formula, we have taken careful steps to balance the principles of fairness and stability. Do you think we have struck the right balance?**

No, the funding proposals offer neither fairness nor stability for Southend Schools. The proposals fundamentally ignore the costs of operating a school, and will result in the withdrawal of monies from the Southend education system at a time of increasing cost pressures, often government imposed, and demographic demands. The proposals ignore the fact that Southend, due to its location, has London centric costs, particularly for quality teaching staff, without the benefit of London allowance.

- 2. Do you support our proposal to set the primary to secondary ratio in line with the current national average of 1:1.29, which means that pupils in the secondary phase are funded overall 29% higher than pupils in the primary phase?**

Southend-on-Sea's Education Board has been working towards this ratio under its local formula and it is appropriate at a system level.

However the evidence (NASBM) regarding the minimum funding per pupil for a primary school to be viable now is £4,000 and for a secondary £4,800 which would be a ratio of 1:1.2.

(Reference question 14, the differences between q2 and q14 relate to 2018/19, the additional cost pressures assumed at 2%).

- 3. Do you support our proposal to maximise pupil-led funding, so that more funding is allocated to factors that relate directly to pupils and their characteristics?**

Yes, although for Southend-on-Sea the national formula is a retrograde step in this regard, in that we currently allocate a greater proportion towards pupil-led funding than other similar authorities. The issue remains that the relative weightings are out of balance.

- 4. Within the total pupil-led funding, do you support our proposal to increase the proportion allocated to the additional needs factors (deprivation, low prior attainment and English as an additional language)?**

No. Although Southend-on-Sea's Education Board recognises and supports the need to support deprived communities and deprived learners appropriately, it is pointless to push additional resources towards these areas unless the costs of the core provision are funded adequately, as any resources for the additional factors will merely be diverted to support the underlying operation of the school; it will not address disadvantage. The basic amount per pupil needs to be sufficient in cash

terms to sustainably provide for the educational needs of all pupils, with additional factors providing for supplementary needs only.

This could in itself result in an unintended consequence. The current proposal may cause 'regularity' issues. If the basic amount per pupil is not sufficient to run a school, then the funds intend to raise pupil outcomes for say LPA will be used for the core provision and not for the purposes intended by parliament.

**5. Do you agree with the proposed weightings for each of the additional needs factors?**

No. Southend-on-Sea considers that the proposed weightings for low prior attainment and English as an additional Language are too high, and suspect that these factors may as an unforeseen consequence preserve financial advantage in certain areas rather than being a true reflection of the additional costs these factors involve.

Southend-on-Sea schools, through the Schools Forum/Education Board have for a number of years taken the strategic decision to invest some of the schools block into early years. As a result we have good or outstanding early year providers and children who are school ready, and consequently low levels of low prior attainment. The national funding formula proposals will punish Southend schools for making this investment, by taking monies out of the Southend education system.

We would also question the high weighting given to English as an additional language. Our evidence suggests that often children who have English as their second language are amongst the best achievers at school. Just because it is a second language does not necessarily mean that they are not proficient in English. Neither does it mean that they are at a disadvantage for three years.

**6. Do you have any suggestions about potential indicators and data sources we could use to allocate mobility funding in 2019-20 and beyond?**

We have no comment to make on this question, but look forward to seeing the Department's proposals in due course.

**7. Do you agree with the proposed lump sum amount of £110,000 for all schools?**

We would reiterate that adequate funding of the core provision within schools is necessary just to ensure basic viability. The lump sum should contribute towards achieving this basic level of funding

**8. Do you agree with the proposed amounts for sparsity funding of up to £25,000 for primary schools and up to £65,000 for secondary, middle and all-through schools?**

We have no comment to make on this question.

**9. Do you agree that lagged pupil growth data would provide an effective basis for the growth factor in the longer term?**

Growth for basic need is an LA duty, double funding issue currently as pupils move between schools and growth due to popularity sits with the EFA. The LA hold the basic growth funds and the EFA hold the popular growth funds. Currently the LA Growth fund 18/19 is based on previous year figure (historic spend), funded centrally not as a slice taken by schools forum as it is currently.

For 19/20 the idea is that funds will be allocated to the LA for basic growth based on population increase / pupil count from the 18/19 census. The issue that this gives rise to is a LA may have no funds for growth until the year after it happens. One possible suggestion is to allow LA's to hold onto any growth funds that are not used in year 1 to be used in year 2. We would suggest that a figure is given per pupil that local authorities should pass on to schools experiencing growth, and that any unspent funds are allowed to be carried forward to build a buffer locally to counter act the lagged effect.

**10. Do you agree with the principle of a funding floor that would protect schools from large overall reductions as a result of this formula? This would be in addition to the minimum funding guarantee.**

Southend-on-Sea would generally endorse the need for a level of protection to be built into any system that will see significant movements in funding, but you need to beware of unintended consequences as set out in the next response.

**11. Do you support our proposal to set the floor at minus 3%, which will mean that no school will lose more than 3% of their current per-pupil funding level as a result of this formula?**

In reality a floor of minus 3% based on current funding levels means far deeper cuts given the additional unfunded pressures that our schools continue to experience through increases in the national living wage, the apprenticeship levy, and the like, over and above on-going inflationary pressures. The headline of a minus 3% cap on losses belies the fact that the underlying loss in "calculated" funding is for Southend schools often much greater. For our secondary schools for instance, the actual loss of "calculated" funding is 5.1%, with our biggest loser seeing a 6.2% loss. That school incidentally is in one of our most disadvantaged areas.

The way you propose the floor to work means that, even assuming the government provides additional monies in future years to address some of the cost pressures faced, it will be many years before that delivers additional "calculated" funding increases to climb up to par with the minus 3% floor, let alone any actual increase in cash: It will be well into the next parliament before we can expect our schools to recover their funding to current levels.

Consequently Southend schools will need to be cutting educational services for many years into the future.

- 12. Do you agree that for new or growing schools the funding floor should be applied to the per-pupil funding they would have received if they were at full capacity?**

Yes.

- 13. Do you support our proposal to continue the minimum funding guarantee at minus 1.5% per pupil? This will mean that schools are protected against reductions of more than 1.5% per pupil per year.**

Yes, for schools at the lower end of pupil funding, even though for Southend schools that means that all will be at floor funding by 2019/20.

However, the vast majority of schools now have 3-5 year forecasts, the SBM community capability is rising and one of the declared intentions of the NFF is to make it easier for schools to do long term planning. On that basis the minimum funding guarantee should be on an accelerating curve, with varying levels of protection according to funding rate, or it will take more than a decade for the funding levels to become fair.

- 14. Are there further considerations we should be taking into account about the proposed schools national funding formula?**

Southend-on-Sea believes that there should be an additional safeguard within the national funding formula to protect the basic viability of schools to operate. Research endorsed by NASBM and presented to the Funding Policy Unit suggests that to protect basic viability a secondary school needs pupil led funding in the region of £5,000 per key stage 3 and 4 pupil, and £4,000 per key stage 2 pupil. We suggest therefore that in addition to the minus 3% floor protection, that there should be an index linked pledge that will be at £5,000 per pupil in secondary schools and £4,170 per pupil in schools for 2018/19.

We also believe that the proposed area cost adjustment is not fit for purpose. It is too simplistic and fails to recognise that Southend schools face London centric costs just to be able to recruit and retain quality teaching staff. Given the clear evidence previously supplied that points out that Southend is the 11<sup>th</sup> least affordable place to live in the country it beggars belief that each school in Southend should receive less than £11,000 per year to tackle issues locality brings. Therefore both the methodology and weighting need to be revised.

With the ACA not being fit for purpose, we are suggesting an alternative approach:

- (1) regional living costs (aside from rent/ mortgage) fluctuate by +/- 6% (ONS data 2010) ... this can therefore be viewed as marginal
- (2) however, approximately 40% of all wage costs are spent on mortgage/rent (Hay report 2011) and these costs vary substantially across the country, by region ...

this variation is substantial and considerably more widespread than London + fringe

For clarity: approximately 40% of wage is spent on housing and staff salaries are 80% of school income, so more than 30% of all the schools' budgets are ultimately spent on housing costs.

The regional price-salary ratio (Hay report 2011) varies from 9:1 in London, 8.4:1 in the South East down to 4.6:1 in the North East.

So, assume a teacher/support staff salary of £25k in the North East. 40% of this is spent on housing i.e. £10k. Scale this up from the NE to the SE,  $\times 8.4/4.6 = £18k$ . Add back in the residual 60% of salary gives an equivalent salary of £33k to allow a comparative standard of living (and, therefore, the capacity for schools to recruit). This has already been happening in London and elsewhere. Additionally, the deprivation differentials have already allowed significant salary enhancements for recruiting into 'challenging' schools.

Taking this pre-amble, and scaling up, the area-cost adjustment:

- (1) needs to be predominantly determined by cost of housing (not average salaries which, outside London, vary very much less than housing costs – Hay report);
- (2) is justified by looking to provide some attempt at an equivalent standard of living, and, therefore, levelling the playing field in the capacity to recruit;
- (3) has impact through school's pay flexibilities, not a regional salary structure as such;
- (4) should be based on regions (or units no smaller than, say, 500 sq miles defined by reasonable commuting distance – you don't have to live in Knightsbridge to teach there!) and a robust associated housing index;
- (5) needs to give rise to variations, so that £1M of school income in, for example, the NE becomes about £1.25M in the SE\*.

We see no reason to apply the area-cost adjustment as a slice within the formula, rather than as a weighting applied to the overall constituent elements: i.e. add up all the other formula elements then multiply by the necessary weighting. (This makes the case even stronger for using a fixed overall quantum and developing the formula through %s.)

Anything less than such an approach will leave the revised formula perpetually unfit for purpose especially as housing scarcity will drive the differentials even further in the years ahead.

[\*£1M at 80% for salaries = £800k = £25k pp  $\times$  32 people becomes £33k  $\times$  32 people = £1.056M + £200,000 non-salary costs.]

**15. Are there further considerations we should be taking into account about the impact of the proposed schools national funding formula?**

The Southend educational community, although not well funded compared to many areas, is currently punching well above its weight in terms of performance, as recent results clearly demonstrate. Both at Key Stage two and especially at Key Stage Four,

our schools perform well against the national average, often bucking a national dip in results. Both phases have made significant improvements against national and regional rankings, as referenced in the most recent HCMI annual report.

However every Southend school will lose funding under these proposals. Given that this will take cash out of schools at the same time as cost pressures are increasing, it is inevitable that our schools will no longer be able to offer the same educational experience our children have access to. Having taken soundings from our head teachers, the likely implications for our schools include

- Bigger class sizes
- Reduced teacher numbers
- Increased difficulties in teacher recruitment and retention
- Reduced curriculum, particularly in non core areas such as arts
- Loss of enrichment activity and informal curriculum support
- Reduced behaviour management assistants
- Reduction in building maintenance and equipment

These funding proposals are likely to call the fundamental viability of a number of our schools into question.

It is distressing to say that as the proposed formula actually negatively impacts schools working in some of our more disadvantaged communities more than other Southend schools, the national funding formula will mean that our more vulnerable students will suffer disproportionately under these proposals.

An allied problem is that despite the recent welcome increase in the funding rate for Early Years provision, the monies provided only just makes it viable for providers to adequately staff this activity. Southend schools have a proud tradition of recognising the importance and value of quality early years provision, and has chosen to support this through the transfer of £500,000 from the schools block to early years to support developments within our Early Years settings, the impact of this strategic investment clearly evident. As previously mentioned this means that almost all of our early year providers are Ofsted rated as good or outstanding. The funding proposals will cease the ability for transfers between DSG blocks, meaning that the vital support that our schools have given early years will have to cease. We could make a case to schools individually to invest back into early years, but the planned reduction in schools funding under these formula proposals of £2,855,000 will make this unviable. The irony of course in this is that the inability to properly invest in quality early years provision will in time mean that children arrive at school with lower prior attainment, which will eventually lead to additional funding coming to those schools. It is a pity however that in the meantime a generation of Southend children will have to suffer.

**16. Do you agree that we should allocate 10% of funding through a deprivation factor in the central school services block?**

This seems reasonable.

**17. Do you support our proposal to limit reductions on local authorities' central school services block funding to 2.5% per pupil in 2018-19 and in 2019-20?**

As commented before Southend-on-Sea would generally endorse the need for a level of protection to be built into any system that will see significant movements in funding.

**18. Are there further considerations we should be taking into account about the proposed central school services block formula?**

At a time when local authorities are increasingly less able to influence the quality and performance of education, yet remain wholly accountable for the outcomes, we are still held responsible for the sufficiency and co-ordination of quality school provision. These duties need to be funded appropriately.

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# Southend-on-Sea Education Board

on  
15<sup>th</sup> March 2017

Report prepared by: Brin Martin, Director of Learning

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**Report Title: Audit report from PwC on the establishment of the Education Board**  
**Agenda Item:**

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## **1. Purpose of Report**

1.1 This report shares the published Internal Audit Report on the establishment of the Education Board with members.

## **2. Recommendations**

2.1 Board accepts the Audit Report as it stands, and approves the implementation action plan contained

## **3. Background/Context**

3.1 Board may recall, as part of its inception, the decision was taken to audit the emerging processes in order to strength effectiveness. Pricewaterhouse Coopers were commissioned as part of SBC internal Audit to undertake the task.

3.2 The audit involved meeting with Board members, scrutiny of documentation and observation at the October Board.

## **4. Summary**

4.1 The report in appendix clearly validates much of the work of the board.

4.2 It raises some procedural and communication points that can only strengthen further the work and effectiveness of Board.

4.3 The areas identified to strengthen board are relatively minor, and can be address quickly by officers. Several are already in place.

4.4 The implementation action plan will be monitored using the SBC Covalent system on a monthly basis.

## **5. Implications of the report**

5.1 Financial implications None

5.2 Consultation None required

5.3 Risk associated with the report Through the audit implementation action plan, all identified risks will be mitigated

## **6. Background Papers**

**Appendix 1 Internal Management Report, Education Board January 2017**  
**Appendix 2 Implementation Action Plan**

# Internal Audit Services

## Internal Management Report

### Education Board

Reference Number: 16-AS 07

Date Issued: February 2017

#### Audit Team

Auditor	Dan Wills
Audit Manager	Katie Lynch

#### Distribution List

Director of Learning	Brin Martin
Deputy Chief Executive (People)	Simon Leftley
<b>CC for information to:</b>	
Director of Finance & Resources	Joe Chesterton
Chief Executive & Town Clerk	Rob Tinlin

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# Education Board

## Objective

To assess whether the initial governance and operating framework developed for the newly established Education Board, will enable it to deliver its objectives.

## Scope

Internal Audit worked with the Director of Learning in a “critical friend” capacity to provide input on the design and where applicable operation of Education Board governance controls to help ensure it:

- is fit for purpose
- allows the Council to retain influence and leverage in education when the majority of schools are no longer maintained.

The work included reviewing documentation associated with the Education Board, including the Terms of Reference, interviews with key stakeholders and attending the Education Board meeting held on the 12<sup>th</sup> October 2016.

Recommendations have only been made where they are necessary to further strengthen the framework governing how the new Education Board is operating if deficiencies have been identified with the design of key controls. Therefore, they should be implemented within six months unless there is a good operational reason why this is not practical.

## Key Themes

The Council has proactively established an Education Board to ensure that it can retain influence and leverage in education, when the majority of schools within the Borough are no longer maintained by the Council. This is a new and very innovative approach and the Council are one of the first Local Authorities to adopt this setup.

The governance structure for the Education Board has been established and high-level documentation is in place outlining its objectives as well as the roles and responsibilities of key stakeholders. The Education Board aims to undertake the statutory functions currently discharged by the Southend Schools Forum, but in addition, make strategic recommendations on broader education policy and strategy for the Council to consider.

The wider structure and engagement of both Education Board members and stakeholders across the borough was still in its infancy, and as expected, there were opportunities for this to be developed further. Nevertheless:

- the dates of Board meetings are:
  - published in a timetable a year in advance
  - aligned to when key decisions are required, as was the approach adopted by the Schools Forum
- there is a documented operational procedure for the Education Board, which provides an initial outline of its role and responsibilities
- the process for electing Board members is clearly documented and transparent

## Education Board

- the Board meeting observed in October 2016, was well chaired and the discussion was disciplined and included all members, with no single person or organisation dominating
- although the Board has met only once so far, there is a plan in place to review its effectiveness on an annual basis
- it was noted during the observation of the meeting, that:
  - voting arrangements were clear and unambiguous
  - there was no bias
  - members were able to effectively represent their organisations within the decision making process.

### **Policies, procedures and terms of reference**

Policy documentation and terms of reference were in place. They would be enhanced, by including:

- a definition of the purpose and structure of the Board within the terms of reference.
- appointment procedures in the Education Board's terms of reference.
- appointment procedures outlined the role of the Board Chair however the Education Board terms of reference should be updated to be consistent.
- key details such as when the Board would be quorum or what procedure is required when decisions were tied, in the protocol documentation.

This would help ensure that Education Board and Board members adopt practices that promote and support a strong governance structure.

### **Engagement with key stakeholders**

It was noted that not all interested parties were represented at the Education Board meeting on 12 October 2016.

Through review of Board minutes and papers, it was identified that a number of decisions were made which related to increasing the representation of the attendance at the Board to include representatives from across the education and health sector. We have made a number of suggestions in Appendix 1 which could assist in increasing representation at the Education Board meetings.

With regards to this meeting, Council officers were unable to answer specific questions posed relating to key figures and statistics presented. In all cases, these questions did not relate to items listed on the agenda.

Therefore, the Council should consider holding a pre-meeting prior to each Education Board to:

- identify and discuss potential questions or any issues
- maximise the chances of being able to respond appropriately to them.

# Education Board

## The supporting governance structure

The Council has developed a number of forums that feed into and support the Education Board. The roles and responsibilities of these forums now need to be formalised.

The Terms of Reference had been drafted for the School Performance Sub Group and the Vulnerable Children's Sub Group and include the key elements expected in line with good practice. These now need to be approved and arrangements made for the Groups to meet.

## Training of members

It would be helpful for an induction pack and or training programme to be produced and made available to new or existing Education Board members. Members have been recruited from across the Education sector and their knowledge and experience may vary significantly.

In order to ensure that the Board can exercise effective scrutiny, an induction pack, regular briefings or other resources to transfer the knowledge and expertise of members, may ensure appropriate and informed decisions are taken.

## Reporting

The report has been:

- discussed and agreed to be factually accurate with the Director of Learning
- finalised with the Deputy Chief Executive (People).

Senior management will monitor and sign off this action plan as part of the department's performance management process.

## Corporate Links

**Aim** Prosperous      **Priority** Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.

**This report can be provided in alternative formats such as Braille, audiotape or in large print.**

**Translations of this document in alternative languages are also available.**

## Appendix 1: Education Board Action Plan

	Issues identified	Management action required	Lead officer	When
R1	<p><b>Governance, voting and decision making arrangements</b></p> <p>Policy documentation and terms of reference were in place. However, a number of areas were identified where these documents could be improved.</p>	<p>Update the terms of reference to define the purpose and structure of the Board and the roles of each Board member.</p> <p>Update protocol documentation to include:</p> <ul style="list-style-type: none"> <li>• when the Board would be quorum</li> <li>• the procedure required when decisions are tied</li> <li>• the manner in which things are done, regulations and etiquette</li> <li>• an organisational flow chart.</li> </ul>	Director of Learning	31 March 2017
R2	<p><b>Representation at Education Board meetings</b></p> <p>Internal Audit attended the October Education Board meeting and noted that a number of key representatives did not attend.</p>	<p>Review the approach taken to encouraging representatives and the public to attend the Education Board meetings. This could include:</p> <ul style="list-style-type: none"> <li>• publicly issuing the agenda and meeting papers prior to the meeting;</li> <li>• including an article on the Education Board on the Council's website; or</li> <li>• including reminders on regular communications to stakeholders.</li> </ul>	Director of Learning	31 March 2017

## Appendix 1: Education Board Action Plan

	Issues identified	Management action required	Lead officer	When
R3	<p><b>Preparation of Council officers</b></p> <p>Internal Audit attended the October Education Board meeting and noted that Council members were not fully prepared to answer questions from members.</p>	<p>Hold a pre-meeting prior to each Education Board meeting to:</p> <ul style="list-style-type: none"> <li>• identify and discuss any potential issues</li> <li>• ensure officers are sufficiently prepared.</li> </ul> <p>Consider implementing a Key Performance Indicator dashboard to:</p> <ul style="list-style-type: none"> <li>• provide an overview of the progress made by the Council</li> <li>• allow Board discussion to be focused on issues of greatest concern.</li> </ul>	Director of Learning	31 March 2017
			Director of Learning	31 March 2017
R4	<p><b>Roles and responsibilities</b></p> <p>The roles and responsibilities are not clearly documented for the Chair, Vice-Chair and Clerk in the Education Board terms of reference.</p> <p>There was no policy included which outlined how the Board would interact and communicate with the press.</p>	<p>Update the Education Board terms of reference to include clear roles and responsibilities for the Chair, Vice Chair and the Clerk.</p> <p>Update policy documents to include guidance for how the Board communicates with the press.</p>	Director of Learning	31 March 2017
R5	<p><b>Establishment of sub groups</b></p> <p>Terms of Reference are in draft for the School Performance Sub Group, Vulnerable Children's Sub Group and Resources, however, they had not been approved and the groups have not met.</p>	<p>Set up sub groups and begin meeting as soon as possible.</p> <p>Agree the sub group terms of references and present these to the Education Board for approval.</p>	Director of Learning	31 March 2017



## Appendix 1: Education Board Action Plan

	Issues identified	Management action required	Lead officer	When
R6	<p><b>Training of members</b></p> <p>Internal Audit did not identify an induction pack or training programme available for new or existing members.</p>	<p>Prepare an induction pack for new Education Board members.</p> <p>Provide within it, information on key areas of the Board's activities, including finance and financial management.</p> <p>Share the pack with members and request their feedback.</p>	Director of Learning	31 March 2017
		Refresh the pack once a year to action any feedback comments from members.	Director of Learning	Annually
R7	<p><b>Transparency of Board activity</b></p> <p>Board papers should be distributed or made publically available at least five working days in advance of the meeting.</p> <p>Internal Audit was unable to locate any published papers for the Education Board meetings.</p>	Create a dedicated Education Board website or webpage, which is easy to locate on a search engine.	Director of Learning	31 March 2017
		Publish the meeting agenda and papers on the website at least five working days in advance of the meeting, in line with operational detail.	Director of Learning	31 March 2017

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**Service name: Learning Service Plan**  
**Service Plan 2017-18**

<b>Service Director</b>	Brin Martin
<b>Chief Executive/ Deputy Chief Executive</b>	Simon Leftley
<b>Portfolio Holder</b>	Councillor James Courtenay

<b>Version</b>	17/18 LSP V 7 EB 24.2.17
<b>Publication Date</b>	Remains Draft
<b>Review Date</b>	

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# Service Profile

Briefly introduce the Service to set the context of the Service Plan.

## 1. Overview of Service

<b>Chief Executive</b> <b>Rob Tinlin</b>
<b>Deputy Chief Executive People</b> <b>Simon Leftley</b>
<b>Director of Learning</b> <b>Brin Martin</b>
Group Manager Access and Inclusion Cathy Braun
Group Manager SEN Ian McFee
Group Manager Early Years Elaine Hammans
Headteacher Virtual School Sarah Greaves
Group Manager Services for Schools Alison Gellet
Southend Adult Community College Principal Sue Hasty
Group Manager for School Performance (Interim) Amanda Champ

Overview of The Learning Service

- School Performance Team
- Early Years Team/A Better Start strategic link (including Children's Centres)
- Special Educational Needs (SEN) Team
- Services for Schools Team
- Access and Inclusion (including place planning and school capital) Team
- Southend Adult Community College
- Virtual School for Looked After Children Team

### **School Performance**

- Through the School Performance Sub Group, to monitor, challenge and support all schools to improve their overall effectiveness and raise standards
- Commission intervention, training and support where required
- Closing the achievement gap between disadvantaged children and young people and all young people
- Encourage more Southend pupils to apply, sit, pass and attend one of the Grammar Schools in Southend
- Increasing the number of good and outstanding schools
- Accelerating the progress of pupils so that more make good progress between key stages
- (Reduce the number of NEET, oversight through Carol Compton)

### **Early Years**

- Improving the quality of childcare provision
- Improve readiness for school for 3-5 year olds
- Ensuring that the Children's Centres deliver services leading to good outcomes for disadvantaged children and their families
- Ensuring sufficiency of childcare provision
- Ensuring maximum uptake of funded childcare places for 2,3 and 4 year olds
- Providing operational support for A Better Start

### **SEN Team**

- Deliver all statutory duties for SEND and the Code of Practice 2014 for children and young people with SEN age 0-25yrs including the Education health and Care Needs Assessment and Plans
- Work with schools and partners to improve provision and outcomes for children and young people with SEN
- Provide support and challenge to schools including Special Schools to improve outcomes for children with SEN
- Joint commissioning and planning with health for services and provision for children and young people with SEN
- Ensure the SEN Local Offer meets statutory requirements
- Deliver the Independent Advice and Support Service for parents/carers of children with SEN
- Monitor SEN resources in schools
- Educational Psychology Service
- Place planning and budgets for Special Schools and units
- Monitor racist incidents and anti-bullying
- Home to School transport and budgets
- All Age Disability Strategy

### **Seabrook College Service Level Agreements** Delivering Service Level Agreements in the following services:

- Education for pupils with statements for social, emotional and mental health needs
- Behaviour Outreach
- Nurture
- PRU
- Individual Tuition for children and young people with medical needs, in hospital or pregnant school girls

### **Services for schools**

- The Southend Learning Network
- LA Brochures of services for schools
- Development of income generation opportunities for schools and the Department for People
- Events management for Southend Head teachers as required
- Co-ordinate and oversee all SBC Services for Schools

- Strategic oversight and management of Music Services and the Music Education Hub
- Strategic oversight and delivery of Southend Governance

### **Access and Inclusion**

#### **Planning of school places:**

- An overview of housing and demographic trends that may affect the demand for school places in the Borough through the School Organisation Data Supplement.
- Deliver sufficient secondary school places.
- An annually updated 5-year forecast of pupil numbers for every infant, junior and primary school.
- Notification to primary schools of significant housing developments in their catchment area or an adjoining one and where possible advice on when the new properties are likely to be occupied.
- A visit every two years to every school to update the school's accommodation suitability survey and to discuss the sufficiency of accommodation and future numbers.
- Bids for external funding such as targeted capital, to improve and/or expand facilities. Priorities for these bids are agreed through the Headteachers' Asset Management Group.
- Advice on programmes run by other departments of the Borough Council such as those linked with economic regeneration.

#### **Asset Management:**

- Client support on projects included in the Education Capital Programme.
- Advice on completion of Schools' Asset Management Plans and 5 year programmes of work within schools' budgets.
- In consultation with Headteachers, development and preparation of project briefs for all types of facilities from Nursery to Post-16 within the Education Capital Programme.
- Work with SEN teams to assess and manage the Schools' Access Programmes funded by DfE through the Education Capital Programme

#### **Admissions:**

- Admission arrangements and Coordinated Admission Scheme
- Admission Authority for community schools and main round for years R, 3 and 7 for all admission authorities
- Coordinated and in year admissions to primary & secondary schools. & admission appeals
- School Admission Appeals for community schools
- Setting school term dates
- Fair Access

#### **Southend Adult Community College**

- Impartial information and advice service
- Training needs analyses for organisations and individual learners
- Programme tailored to meet employers', community, organisations' and individuals' needs
- Partnership work to create an effective programme
- A changing and varied part-time curriculum offer
- Skills for Life delivered in a number of innovative ways
- Clear support throughout the programme to Level 2 and beyond
- Clearly defined progression routes from community-based learning and ACL to accredited provision
- Learning pathways into further and higher education opportunities locally
- Providing operational support for A Better Start

#### **Virtual School for Looked After Children**

- Virtual School for Children Looked After, including Elective Home Education
- Improve outcomes for Looked After Children in line with the emerging strategy
- Ensure that no Child Looked After is permanently excluded
- Work with members, officers, schools, placements and stakeholders to ensure that Children Looked after are "part" of the Virtual School offer

**The Learning Service current staffing numbers: xxxxxx**

**Controllable budget: £xxxxxxxx**

**Key Themes for 2017/18**

Rather than a list of objectives, the following themes will inform the work of the service over the coming year, in addition to the business as usual work:

- Embed the work of the Education Board and associated sub groups
- Ensure equality in narrowing any gaps in performance of vulnerable groups and their peers
- Deliver on the “Ambitions for your child’s Education in Southend”
- Ensure sufficient secondary school places
- Devise and implement the first year of plans to enable more Southend residents to benefit from attending one of the four Southend Grammar Schools
- Continue to build the relationship between the Council and All Settings/schools, regardless of status
- Strengthen the work in SEND



## 2. Service Plan Objectives

Corporate Aims	Corporate Priority for 2017-18	Service Objectives
SAFE	Create a safe environment across the town for residents, workers and visitors.	
	Work with Essex Police and other partners to tackle crime.	
	Look after and safeguard our children and vulnerable adults.	
CLEAN	Continue to promote the use of green technology and initiatives to benefit the local economy and environment.	
	Encourage and enforce high standards of environmental stewardship.	
HEALTHY	Actively promote healthy and active lifestyles for all.	
	Work with the public and private rented sectors to provide good quality housing.	
	Improve the life chances of our residents, especially our vulnerable children and adults, by working to reduce inequalities and social deprivation across our communities	
PROSPEROUS	Maximise the opportunities to enable the planning and development of quality, affordable housing.	
	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	<p>Embed the Children Centre contract to ensure all objectives and deliverables are fully met and risks managed</p> <p>Deliver a secondary school places strategy to increase increasing pupil numbers</p> <p>To have consulted on and undertaken a full review of admissions arrangements</p> <p>To implement year one of the strategy to monitor and improve the performance of those in receipt of FSM</p> <p>To implement year one of the improving social mobility strategy.</p> <p>To implement the first year of the raising attainment after children strategy.</p>
	Ensure the town is 'open for business' and that new, developing and existing enterprise is nurtured and supported.	
	Ensure continued regeneration of the town through a culture led agenda.	
EXCELLENT	Work with and listen to our communities and partners to achieve better outcomes for all.	
	Enable communities to be self-sufficient and foster pride in the town.	
	Promote and lead an entrepreneurial, creative and innovative approach to the development of our town.	

### 3. Equality & Diversity

Equality and Diversity cuts across all service delivery and employment functions of the Council. The service addresses how it:

- eliminates discrimination;
- advances equality of opportunity and
- and fosters good relations

Through: individual appraisals; team plans; departmental management team; departmental equality group and the Corporate Equality Steering Group;

It is also done by including actions, performance measures or risks in this service plan relating to:

- equality Analyses (formerly Equality Impact Assessments) to be undertaken during the year
- equality monitoring or customer profiling and
- planned consultation and involvement with specific communities of interest.

In doing so the service will consider how it will adhere to the Council's **Equality Objectives (agreed each year as part of the Corporate Plan)**, namely:

- The Council's workforce feels valued, respected and is reflective of the diverse communities it serves.
- The Council continues to improve outcomes for all (including vulnerable people and marginalised) communities by ensuring services are fully accessible and responsive to differing needs of service users.
- Partnership working helps to support the aims and vision of the Council along with the objectives of Southend Partnerships to improve the quality of life, prosperity and life chances for people in the Borough.
- The diversity of Southend is celebrated and the Borough is an increasingly cohesive place where people from all communities get on well

### 4. Business Continuity Planning.

Ensuring robust Business Continuity Planning arrangements are in place is a critical part of the Council's governance arrangements. As such the service will contribute to the Department's Business Continuity Plan by ensuring it is up to date, sufficiently robust and covers the required service areas. An action to this effect is included in Section 5.

## 5. Service Plan Actions



Code	Short Title	Description	Due Date	Desired Outcome	Corporate Priority	Assigned To	Managed By	Linked Performance Measures
LS 1718 01	Business Continuity Planning	Contribute to the Department's Business Continuity Plan by ensuring it is up to date, sufficiently robust and covers the required service areas	31 Mar 2018	Ensure the services' BCP processes are up to date and cover all service areas	tbc	Alison Gillett	Brin Martin	
LS 1718 02	Physical Activity action	All members of the service are encouraged to be more active at periods during the working day (means to be determined by teams)	31 Mar 2018	Improve the health and wellbeing of learning staff	Actively promote healthy and active lifestyles for all.	Sarah Greaves	Brin Martin	
LS 1718 03	To deliver the first year of the Children Centres contract	Embed the Children's Centre Contract	31 Mar 2018	50% of the most deprived families are accessing children's centres	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Elaine Hammans	Brin Martin	
LS 1718 04	30 hours free childcare for working parents	To implement actions that will ensure the council meets its obligations with regard to sufficiency for 30 hours	31 Mar 2018	All actions full implemented by 31.8.17 Sufficient childcare places available	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Elaine Hammans	Brin Martin	
LS 1718 05	Secondary School Places Strategy	Deliver a secondary school places strategy to cater for the increasing pupil numbers	31 Mar 2018	Identified schools implemented expansion within time and cost: Phase one of the priorities for implementation are in place: <ul style="list-style-type: none"> <li>Expansion at good schools (5FE)</li> </ul>	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling	Cathy Braun	Brin Martin	

Code	Short Title	Description	Due Date	Desired Outcome	Corporate Priority	Assigned To	Managed By	Linked Performance Measures
				<ul style="list-style-type: none"> <li>Plans well established for a new Free School</li> <li>Explore options for expanding schools not currently good.</li> </ul>	employment.			
LS 1718 06	Review of admissions arrangements		31 Mar 2018	To have consulted on and undertaken a full seven year review of admissions arrangements	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Cathy Braun	Brin Martin	
LS 1718 07	Raising achievement for looked after children	To implement the first year of the raising achievement for looked after children strategy	31 Mar 2018	Strategy implemented leading to incremental improvements evident within the CLA cohort, especially at headlines of KS2 and 4	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Sarah Greaves	Brin Martin	
42 LS 1718 08	SEND Inspection	To ensure that the provision and outcomes in SEND are either ready for the area inspection, or are implementing any findings should the inspection have taken place	31 Mar 2018	Inspection of area SEND outcome positive, with either minor or anticipated key lines of enquiry identified	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Ian McFee	Brin Martin	
LS 1718 09	Statements of SEN effectively transferred to EHCP	To have put in place effective strategies to ensure that all statements of SEN are transferred to EHCP by the appropriate date	31 Mar 2018	all statements of SEN are transferred to EHCP by the appropriate date	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Ian McFee	Brin Martin	
LS 1718 10	Timely production of EHCPs	To have put in place effective strategies to ensure that all EHCPs are produced within 20 weeks	31 Mar 2018	all EHCPs are produced within 20 weeks	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling	Ian McFee	Brin Martin	

Code	Short Title	Description	Due Date	Desired Outcome	Corporate Priority	Assigned To	Managed By	Linked Performance Measures
					employment.			
LS 1718 11	SACC Inspection	To ensure that the provision and outcomes in SACC are either ready for the inspection, or are implementing any findings should the inspection have taken place	31 Mar 2018	Inspection judgement good or outstanding	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Sue Hasty	Brin Martin	
LS 1718 12	The Education Board	To ensure that the first full year of the Education Board operation succeeds in supporting all aspects of its work with schools and other settings	31 Mar 2018	All areas of Board and sub groups are working effectively Audit report implemented in full Work planner outcomes indicate a positive impact upon outcomes	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Brin Martin	Brin Martin	
LS 1718 13	Virtual Skills Academy	To work alongside the Virtual Skills academy to ensure that opportunities to support the transition to work for Southend young people are maximised	31 Mar 2019	Key priorities identified are delivered in full	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Brin Martin	Brin Martin	
LS 1718 14	Local children accessing Grammar Schools	To continue to work to ensure that more pupils who live in Southend are able to apply, sit, pass, attend and stay at one of our Grammar Schools	31 Mar 2018	A higher number of Southend pupils apply for, then sit then pass, attend and remain at one of the grammar schools	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Brin Martin	Brin Martin	
LS 1718 15	Narrowing the gap	To implement year one of the strategy to narrow the gap between the performance of those in receipt of FSM and their peers	31 Mar 2018	The gap between deprived pupils and their peers narrows	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	GMSP	Brin Martin	
LS 1718	Improving school	To write and implement year one of the	31 Mar	Full implementation of the	Ensure residents	GMSP	Brin Martin	

Code	Short Title	Description	Due Date	Desired Outcome	Corporate Priority	Assigned To	Managed By	Linked Performance Measures
16	performance strategy	improving school performance strategy	2018	strategy in year one results in effective support and challenge through the SPSG Targeted schools outcomes and OFSTED improve	have access to high quality education to enable them to be lifelong learners and have fulfilling employment.			
LS 1718 17	Development of the SLN	To deliver the next phase of the development of the SLN	31 Mar 2018	Maintain/improve feedback for the SLN in the annual survey of school services (results reported Dec 17)	Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.	Alison Gellett	Brin Martin	

## 6. Service Performance Measures

The basket of indicators should look to provide a balance across: Customers; Finance; Business Processes and People/Staffing.



Code	Short Name	Description	Corporate Priority	Annual Target			Assigned To	Managed By
				Annual Target 2016/17	Annual Target 2017/18	Annual Target 2018/19		
DP PI 07	The % of children in good or outstanding Schools				85%		Brin Martin	Brin Martin
DP PI 40b	Percentage of new EHC plans issued within 20 weeks including exception cases				56%		Ian McFee	Brin Martin

## 7. Service Plan Risks :

### Summary Risk Analysis

No	Description of risk	Risk Assessment (current score)		Risk rating (LxI)	Contingency (key controls and action to mitigate the risk).
		Likelihood	Impact		
LS1	That there will be insufficient secondary school places to meet the planned and unforeseen need 2018/19 and 2019/20	3	4	12	1 Implementation of actions set out by SPWP of expansion, free school, expansion in RI, faith 2 Weekly progress monitoring to secure required places within years 1&2
LS2	That the overall performance of state funded schools will decline	1	4	4	1 Robustly monitor and intervene through the Education Board where required 2 Target intervention in accordance with risk register
45 LS3	That the "area" will be ill prepared for a SEND inspection and receive a notice of improvement	3	4	12	1 Accelerate and strengthen the SEND area inspection preparations 2 Build further capacity to ensure inspection successful

## 8. Monitoring Arrangements

Arrangements for monitoring actions, indicators and risks need to be clear. ie. who will be monitoring; what will be reported; how frequently it will be reported; and what action will be taken where progress may be off track eg.

Monitoring Group	Information Reported	Frequency of Report	Action for Insufficient Progress/Performance
People EDTM	Progress on action plan; performance against targets; and risk controls/assessment	Quarterly	Additional resource provided to progress action and ensure completion by deadline
			Ensure clear accountability for insufficient progress
Heads of Service	Progress on action plan; performance against targets; and risk controls/assessment	Monthly	Understand blocks, barriers and issues, plan for improvement.
Group Managers	Review information reported on Covalent monthly	Monthly	Discuss issues with teams and staff; understand issues and barriers to success, prepare proposals for improvement.

### Covalent

Once finalised and signed-off by the Service Director, Deputy Chief Executive/Chief Executive and Portfolio Holder, Service Plan Actions, Indicators & Risks should be uploaded to Covalent to enable service areas to produce monitor progress as required.



## Appendix 3

# Southend-on-Sea Borough Council's Corporate Priorities 2017-18

The Corporate Priorities support the aims and vision of the Council along with the objectives of Southend partnerships to improve the quality of life, prosperity and life chances for people in the borough.

<b>Council's vision: 'Creating a better Southend'</b>	
<b>Council's 5 Aims:</b>	<b>Council's 15 Corporate Priorities:</b>
<b>Safe</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Create a safe environment across the town for residents, workers and visitors.</li> <li>• Work in partnership with Essex Police and other agencies to tackle crime.</li> <li>• Look after and safeguard our children and vulnerable adults.</li> </ul>
<b>Clean</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Continue to promote the use of green technology and initiatives to benefit the local economy and environment.</li> <li>• Encourage and enforce high standards of environmental stewardship.</li> </ul>
<b>Healthy</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Actively promote healthy and active lifestyles for all.</li> <li>• Work with the public and private rented sectors to provide good quality housing.</li> <li>• Improve the life chances of our residents, especially our vulnerable children and adults, by working to reduce inequalities and social deprivation across our communities.</li> </ul>
<b>Prosperous</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Maximise opportunities to enable the planning and development of quality, affordable housing.</li> <li>• Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.</li> <li>• Ensure the town is 'open for businesses' and that new, developing and existing enterprise is nurtured and supported.</li> <li>• Ensure continued regeneration of the town through a culture led agenda.</li> </ul>
<b>Excellent</b>	<p>To:</p> <ul style="list-style-type: none"> <li>• Work with and listen to our communities and partners to achieve better outcomes for all.</li> <li>• Enable communities to be self-sufficient and foster pride in the town.</li> <li>• Promote and lead an entrepreneurial, creative and innovative approach to the development of our town.</li> </ul>

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## **Draft**

# **Establishment of the Vulnerable Learners Sub Group under the Education Board**

## **Generic remit for each sub group**

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- To devise, subject to the agreement of the Board a medium/long term work plan within the specified area;
- To both receive from and escalate to the Board;
- To undertake detailed operational scrutiny and reporting required by the Board;
- To undertake further work commissioned by the Board, including potential task and finish groups;
- To monitor the performance outcome measures determined by Board in their area of specialism;
- To ensure clear linkage across sub group agendas and chairs;
- To actively engage with their constituent bodies;
- To ensure effective coordination of message and action from affiliated groups.

## **Vulnerable Learners Sub Group**

- To oversee the implementation and effectiveness of the over-arching three year strategy for SEND in Southend;
- In particular, the VLSG should offer a degree of challenge and assurance that area SEND provision is fit for purpose, reporting up to both the Education Board, and the SEND strategic Board (both ultimately to Success for All)
- To oversee preparations for the SEND area inspection;
- To examine ways in which the Council and its partners can ensure that all children (including those who are vulnerable) have access to high quality education provision and outcomes;
- To recommend ways in which the Council and its partners can celebrate diversity and ensure that we are inclusive and supportive to all children;
- To review how information is shared between early years providers, primary and secondary schools to achieve good quality transitions for vulnerable children and their families;
- To explore how vulnerable children can be identified earlier in the education system so that they have access to the support that they need and prevent problems escalating;
- To develop a constructive dialogue between council departments...
- In addition, to broaden this dialogue externally to the voluntary sector and partner organisation to streamline processes and join up services for children and their families;
- To review, evaluate and monitor the effective delivery of SEND related strategic documents, including the Children Looked After and Care Leaver's Strategy, SEND Reforms, Early Help, SEND Strategy, relevant sections of the CYPP and the Quality Improvement Plan (QIP), - ensuring that the links are made and that they make a difference to outcomes for children;
- To maintain a strategic overview of national and local developments, initiatives, plans and policies that impact on services for vulnerable children.

<b>Membership of the sub group for Vulnerable Learners</b>	<b>Representation</b>
<p>Members of the Education Board</p> <p>4 other members nominated from the four associations</p> <p>1 post 16</p> <p>1 Early years</p> <p>IASS</p> <p>Youth Offending</p> <p>Family/Parent voice</p> <p>Headteacher VSCLA</p> <p>Head of Learning</p> <p>Group Manager for SEND</p> <p>SEND officer</p>	<p>1 Jackie Mullan (TBC) <i>The St Christopher's School</i></p> <p>2 Vicky Wright (TBC) <i>PACEY</i></p> <p>3</p> <p>Primary:</p> <p>4 Julia Jones, <i>Baron's Court**</i></p> <p>5 Carol Sheen, <i>Bourne's Green Infants**</i></p> <p>6 Secondary:</p> <p>7 Special/AP: <i>Annette Isted Southend YMCA Community School (TBC)</i></p> <p>(Covered elsewhere)</p> <p>(Covered elsewhere)</p> <p>8 Julie Davis*</p> <p>9 Debbie Butcher*</p> <p>10 <i>Mike Wilson (TBC)</i></p> <p>11 Sarah Greaves</p> <p>Brin Martin***</p> <p>Ian McFee***</p> <p>Julie Hollingsworth ***</p>

- \* Nominated from the SEND Strategic Board
- \*\* Nominated from SOPHA
- \*\*\* Observer/officer

NB it was originally envisaged that the VLSG would in essence be subsumed into the SEND strategic Board. At its meeting in January 2017, Education Board took the decision that the issues were too important, and that a separate sub group should be formed

To meet initially half termly, ahead of scheduled Education Board meetings