

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 23 June 2020
Time: 3.30 pm
Place: SKYPE MEETING - SKYPE MEETING

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive apologies for absence from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 14 January 2020.	1 - 4
4.	PLANNING FOR SCHOOL REOPENING To consider the attached report from the Assistant Director, Education.	5 - 24
5.	REASONABLE ENDEAVOURS To consider the attached report from the Assistant Director, Education.	25 - 36
6.	DIGITAL DEVICES To consider the attached report from the Assistant Director, Education.	37 - 46
7.	ANNUAL CHILDCARE SUFFICIENCY REPORT To consider the attached report from the Assistant Director, Education.	47 - 80
8.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

14 January 2020

Commenced: 3.35 pm

Terminated: 5.10 pm

Present: Councillors M Smith (In the Chair), L Boyle, Fairfoull and Patrick Paul Jacques, Andrea Radcliffe and Elizabeth Turner

In Attendance:

Sandra Stewart	Director of Governance and Pensions
Richard Hancock	Director of Children's Services
Catherine Moseley	Head of Access and Inclusion
Jane Sowerby	Lead Primary School Performance and Standards Officer
Tony Shepherd	Head of Improvement and Partnerships
Christine Mullins	Finance Business Partner
David Berry	Head of Employment and Skills

Apologies for Absence: Councillors Feeley and Cooper

17 APPOINTMENT OF CHAIR

RESOLVED

In the absence of the Chair, Councillor Feeley, that Councillor Michael Smith be appointed as Chair for this meeting.

18 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by members of the Board.

19 MINUTES

The Minutes of the Education Attainment Improvement Board held on 22 October 2019 were approved as a correct record.

20 ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT

The Head of Employment and Skills submitted a report providing details of the Tameside Council Adult Community Education (ACE) Self-Assessment Report (SAR) for the academic year 2018/2019. The SAR provided a comprehensive assessment of performance and areas for development.

Members were informed about the key strengths of the service with particular attention paid to the effective curriculum offer aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities. Further strengths included the good information, advice and guidance offered to learners and the partnerships with a range of organisations to recruit harder to reach learners. It was also advised that there was a strong performance among learners progressing to higher level courses and moving up through the levels to employment.

Areas for improvement were also discussed, with Members informed that further improvement needed to be made in the retention of learners. Issues around the retention of learners was linked to the higher turnover of staff which had led to some courses being discontinued though a casual bank of tutors was available to try and ensure courses were not left understaffed. Despite some of the issues surrounding staff retention, most lessons were judged to be good with outstanding features.

A discussion ensued around the retention of learners and the possible causes of those deciding to leave their courses. Members were advised that there were a variety of reasons often connected with welfare/caring duties.

RESOLVED

That the content of the report be noted and the continual improvement of the Adult Community Education service be supported.

21 POST 16 SKILLS AND PARTICIPATION

Consideration was given to a report of the Head of Employment and Skills setting out an overview of Level 3 post 16 performance in Tameside.

It was reported that the overall picture of Level 3 performance (equivalent to A-Level) had improved in Tameside with high quality institutions and an increased number of residents engaged. Whilst the percentage of Tameside residents with qualifications was below the England average at all skill levels, the picture had improved with the percentage with no qualifications down from 10.9% to 10.1% in 2019. There had also been an increase in the population with level 2 and level 3 qualifications, up by 1.2% and 1.4% respectively.

The report highlighted the improved facilities for education in the Borough, notably the opening of the Tameside One campus that included an Advanced Skills Centre alongside Clarendon College. It was also hoped that the level 4 (degree equivalent) offer within the Borough could be improved through the Vision Tameside Campus.

Members enquired as to the availability of next steps guidance outside of the colleges. The Head of Employment and Skills advised that the service worked with specific cohorts in years 9 to 11 at secondary schools as well as looked after children, care leavers, teenage parents and youth offenders. Those with special educational needs up to the age of 25 and those wards with higher levels of need were also targeted. Members were keen that such advice was also available over the summer months in case young people changed their minds about further education and wanted to be ready for courses commencing in September.

Discussion ensued with regard to Tameside's performance in comparison to the England average and the Borough's position in relation to neighbouring Greater Manchester authorities. Members further highlighted that a high proportion of students at Tameside College travelled from other boroughs to take advantage of the excellent facilities. Due to the level of popularity they were keen to ensure that young people from within the Borough were still selected for apprenticeships.

RESOLVED

That the content of the report be noted and the continued good performance and participation post 16 be supported.

22 PUPIL PLACE PLANNING ANNUAL REVIEW

The Assistant Director, Learning, submitted a report outlining the process for school place planning in Tameside.

It was explained that all local authorities had a statutory duty to ensure that there were sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools.

Planning for fluctuations in demand for school places was an important function which needed to be carried out a local level and would differ depending on the phase of learning, for example, pupils would travel further to secondary schools than primary schools. The compact geography of Tameside and the mix of types of school, e.g. single sex, meant that place planning happened at a level higher than wards or towns.

It was further explained that school place planning was a complex process that accounted for a range of factors including the birth rate, in year movement, housing developments and parental preference. Members were informed that primary school numbers would reduce over the next few years following a peak in 2014/15 as there was predicted to be a decline in the birth rate. However, the position at secondary level was very different with more children coming into secondary schools. The rising number of pupils in primary school had necessitated additional places to be made available in the secondary sector for four years from September 2021 to September 2024. It was reported that officers from the Council had been talking to headteachers at all schools in Tameside, but particularly from voluntary aided schools and academies, for a number of years to encourage them to put forward proposals to increase their admission numbers. It was explained that as Tameside Council was the admission authority for four community schools in the Borough it could propose increases in published admission numbers at its own schools.

Members enquired as to the percentage of parents who secured their first choice preference at primary and secondary level. It was explained that the percentage of those parents achieving their first preference at primary level had increased from 96.5% in 2015 to a high of 98.1% in 2018. However, in line with the increased demand at secondary level, the percentage of parents obtaining their first choice preference at this level had decreased from a high of 87.6% in 2016 to 83.9% in 2019. It was also highlighted that there was a pressing need to develop specialist education provision within Tameside.

RESOLVED

That the content of the report be noted.

23 SCHOOL IMPROVEMENT AND PARTNERSHIPS – POLICY UPDATE

A report was submitted by the Assistant Director, Education, which outlined a strategy of developing a school to school model of improvement.

It was reported that the prime responsibility for school improvement was that of headteachers and governing boards but the local authority had an aspiration for all children in the Borough to attend a good school. Consequently, the Council was there to guarantee oversight and a collaborative approach for ensuring improvement. In order to achieve this aspiration, the local authority would champion education excellence by:

- Understanding the performance of schools
- Ensuring a relentless commitment to raising standards
- Supporting and encouraging collaboration between schools within and beyond the Borough boundaries
- Working in constructive partnerships
- Taking swift and appropriate action
- Building trust with and within the system

Members were advised that the Council used a categorisation process that ensured, in partnership with schools, limited resources were targeted at improving the school system to raise standards and performance. Schools judged to be inadequate and those not making sufficiently rapid

progress were classified as 'schools causing concern' and the use of intervention powers were considered.

It was highlighted that 21 of Tameside's schools were categorised as category 3 or 4 (vulnerable or significantly struggling) but as a result of the targeted approach this had been reduced to 14 this year.

RESOLVED

That the content of the report be noted and the approach endorsed.

24 END OF KEY STAGE DATA

The Assistant Director, Education, submitted a report detailing the validated key stage 2 results and the unvalidated key stage 4 results of schools in the 2018/19 academic year. The report also detailed the Borough's position in the context of Greater Manchester and the North West.

It was reported that key stage 2 results for Tameside were broadly in line with neighbours in Greater Manchester and the North West. In reading, writing and maths combined, 63% of pupils achieved the expected standard, marginally lower than the figure of 64% for 2018 and just below the averages for the North West and Greater Manchester at 65% and 64% respectively.

Tameside had made significant improvements in key stage 2 reading progress having climbed from seventeenth to seventh out of 23 North West local authorities between 2017 and 2019 and from seventh to fourth out of 10 Greater Manchester local authorities over the same period.

Members were informed that the publication of validated GCSE results had been delayed by the Department for Education because of the General Election in December 2019. As a consequence, only unvalidated results were available for schools at the end of key stage 4 and these results were subject to change. Revised figures were due to be published in January 2020.

Key stage 4 attainment was strong and stable in comparison with Greater Manchester and statistical neighbours, but below the national average. Concerns were raised about the percentage of girls achieving a strong pass in English and Maths which had declined 4% from 44% to 40%. In 2019 girls within the Borough were 6% below the national average for girls whilst boys in the Borough were in line with the national average at 40%. Members queried why the percentage of both boys and girls achieving strong passes was so low. It was explained that it could depend on the cohort of pupils but it was agreed that more stringent standards were needed for all progression routes. It was emphasised that progress rather than just attainment was also a measure of success.

Discussion ensued with regard to the impact of resources and the effect this had upon attainment. Whilst Tameside was generally compared to neighbours in Greater Manchester and across the North West, it was highlighted that young people in the Borough were not just competing locally or regionally but nationally and that it was important to strive for the highest standards.

RESOLVED

That the content of the report be noted.

25 URGENT ITEMS

The Chair reported that there were no urgent items for consideration at this meeting.

CHAIR

Agenda Item 4

Report to: EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date: 23 June 2020

Executive Member/Reporting Officer Councillor Leanne Feeley - Executive Member – Lifelong Learning, Equalities, Culture and Heritage
Tim Bowman – Assistant Director Education

Subject: PLANNING FOR SCHOOL REOPENING

Report Summary: The Government announced on Sunday 10 May 2020 that schools would begin to re-open from 1 June 2020 as follows:

- Nurseries and other early year providers, including childminders, to begin welcoming back all children.
- Primary schools to welcome back children in nursery (where they have them), reception, Year 1 and Year 6.
- Secondary schools, sixth form, and further education colleges to begin some face to face support with Year 10 and 12 pupils, although we do not expect these pupils to return on a full-time basis at this stage.
- All schools and childcare providers to continue to offer places to the priority groups – vulnerable children and children of critical workers – they have been supporting since the end of March.
- Special schools, special post-16 institutions and hospital schools to work towards a phased return of more children and young people without a focus on specific year groups and informed by risk assessments.
- Alternative provision to welcome back children in reception, Year 1 and Year 6 and begin some face to face support with Year 10 and 11 pupils (as they have no year 12)

It is essential that we provide clear communication and support to headteachers, their staff, parents and carers to outline how a safe re-opening of settings based on local need may be progressed. It should be noted though, that schools and their governing bodies are responsible for determining both the strategic and operational direction of the school and not the Local Authority, however, in those schools where the Local Authority is the employer it will have a duty in relation to the health and safety of all staff and in relation to other persons on the premises. In reaching a determination as to the re-opening of the school system the safety and wellbeing of pupils staff and the school community will be of paramount consideration.

To support this, a number of recommendations are made which are to be noted and agreed. These are to:

- Act safely and sensibly and maintain a borough-wide approach to identifying collective processes which support local decisions.
- Agree that wider opening is an ambition for all schools. In Tameside this will be *from* 8 June (following the end of the primary school two-week half term holidays). There is no expectation that all *eligible* children should be in school on

this date. We recognise that phased approaches will be needed and that attendance will increase over time.

- Schools should focus on how they can *safely* begin to open more widely for *eligible* pupils from this date. We do not need at this point to focus on how we will open to all pupils. This will be an iterative process.
- Provide a whole school risk assessment template to all schools which should be used alongside all guidance from the Department for Education and other materials to enable each school to assess the level of risk and how it can be mitigated in order to ensure schools can open and operate safely.
- Provide an advisory review of all school risk assessments to ensure that schools have followed an appropriate and sensible process which has taken into account the national guidance prior to the reopening of the school.
- Recognise that schools will be at different stages in their thinking and planning. No final decisions about the logistics of wider opening need to be made yet. Schools must continue to think, consult and discuss *how* this can be done locally.
- Wherever possible, ensure that there is consistency in the process on which our decision-making is based. To support this we will continue to produce local guidance and protocols for schools.
- Ensure that communications with parents and staff are, wherever possible, coordinated and consistent.
- It is important that eligible groups are prioritised for attendance. These groups are, *in order*, vulnerable children (those with a social worker and those with an EHCP); the children of key workers; and children in nursery, reception, Year 1 and Year 6. Only when these groups have been accommodated should we be seeking to broaden our offer.

Recommendations:

To consider a report received by the Council's Covid-19 Executive Board and the executive decision made by the Executive Member and chair of the Education Attainment Board.

Corporate Plan:

The proposals contained in this report support most aspects of the corporate plan by ensuring that schools are able to reopen to wider groups of pupils.

Policy Implications:

Financial Implications:

(Authorised by the statutory Section 151 Officer & Chief Finance Officer)

The situation is a rapidly evolving picture which is subject to regular change and updates from Government. This may mean a change in service delivery for teams. Any reprioritisation of functions will need to be met from existing funding. This report is not currently requesting any additional resource. If there are any changes that result in the need for additional resources these will be subject to additional governance.

In general the cost of this support from the council perspective to date has been met from existing budgets or Covid-19 funding. However, schools may face additional costs in opening, which in

some circumstance's will not be able to be claimed against the Government's current support package to schools and may have a detrimental impact on their budgets.

**Legal Implications:
(Authorised by the Borough
Solicitor)**

The legal powers both in relation to the opening and closing of schools together with the provision of education, which as the response to the Covid-19 pandemic has shown can be done independently of whether schools are physically open, can be somewhat opaque as various powers, from various pieces of legislation rests with the schools via their Governing Body, Local Authorities and the Secretary of State.

Whilst there has been a number of announcements regarding schools from central Government, there have not been any formal / statutory decisions taken by central Government directing the closure or opening of schools.

The primary power to open, and indeed close, school premises and the health and safety of pupils rests with each school's Governing Body taking into account factors such as:

- The health and safety issues for both pupils and others e.g. school staff, families of pupils and the local community.
- The impact on pupils of the lack of education in a school setting. This may vary for different year groups.
- The vulnerability of some pupils at home.
- The impact on pupils with protected characteristics for the purposes of the Equality Act 2010. For example, different negative impacts according to ethnicity, disability, sex etc.
- Practical considerations e.g. staffing numbers.
- Government guidance.

In contrast Local Authorities powers are largely strategic e.g. in relation to education provisions as a whole in their area although they do have powers to intervene in certain circumstances, with regards to certain types of schools if required. Therefore it is important that whilst the Governing Bodies are the decision makers that a collaborative approach is adopted with the Council.

In addition to considering the best interests of pupils the important issue of the health and safety of staff also needs to be considered. It is hoped that through following government guidance and good engagement with staff issues will not arise which may ultimately lead to either employment or civil law disputes being raised.

Again there are various pieces of legislation to consider depending on the precise status of the school and any local practices between the school and Local Authority in relation to staffing matters which are important to be aware of if disputes arise.

As a result in relation to some schools the liability for employment related matters rest with the Governing Bodies, some arrangements the liability rests jointly with the Governing Body and the Local Authority and in yet other situations the liability rests with the Local Authority. Therefore again it is important that a collaborative approach is adopted and that the Council provides support and guidance via its Health and Safety Service.

It should be noted that in relation to academies the Local Authority has no powers in relation to the opening and closing of school premises nor any liability in relation to health and safety or

employment issues.

Risk Management:

The whole school risk assessment template (attached as **Appendix 1**) has issued to schools and should be used alongside all guidance from the Department for Education to enable each school to assess the level of risk and how it can be mitigated in order to ensure schools can open and operate safely

Access to Information:

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services by:



Telephone: 0161 342 3302

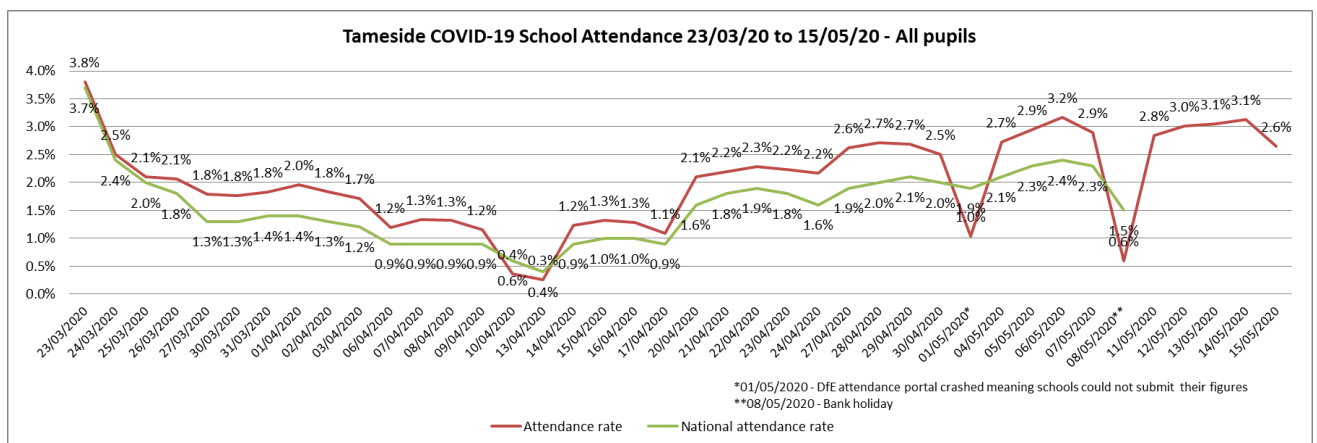
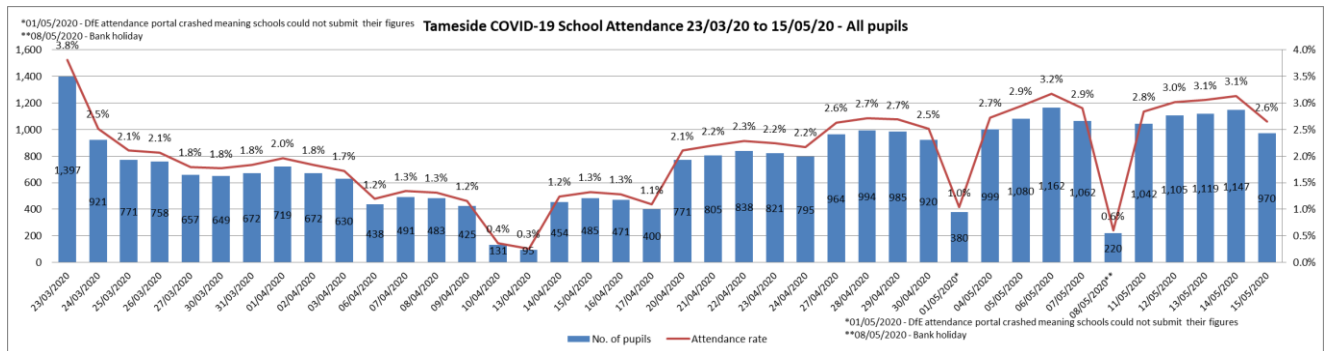


e-mail: catherine.moseley@tameside.gov.uk

1 BACKGROUND

1.1 In Tameside, the vast majority of schools including special schools and the Pupil Referral Service have stayed open to support vulnerable pupils and children of key workers since the start of lock-down. As a result, school leaders and their staff have worked to operate schools in a way that maintains safe practice and social distancing. However, due to a variation in attendance based solely on the children of critical workers and vulnerable pupils, this has been managed effectively.

1.2 The graphs below gives an overview of attendance over the period of lockdown and a comparison to national rates. Since Easter, numbers attending schools have steadily increased and attendance has largely been higher than national figures.



1.3 The government has since published [additional guidance](#) and announced that schools should re-open to pupils in the following year groups:

- Nursery, Reception, Year 1 and Year 6
- Years 10 and 12 to have some face to face contact to supplement provision.
- Special schools should work towards welcoming back as many children and young people as can be safely catered for but are not required to follow the same year group prioritisation as mainstream settings.
- In childcare settings, providers will be asked to welcome back all children below statutory school age.
- Ambition to bring all primary year groups back to school before the summer holidays, for a month if feasible.
- Children of critical workers and vulnerable children should continue to attend.

1.4 Re-opening schools and other education settings so that additional pupils are able to attend, will bring a range of challenges as a result of the operational changes required to

cater for the increase in pupils and the increased demands on the workforce whilst ensuring the school is safe

- 1.5 Some of these challenges will be mitigated and informed by the national position. We are also assuming that schools will be implementing protective measures in their settings.

2. ACTIONS TAKEN SO FAR

2.1 The Council quickly implemented daily phone calls with all schools and early years providers through Link Officers drawn from a range of teams within Education and Early Help Services. These phone calls have been invaluable in providing a good quality and consistent two-way communication channel. An at least weekly email from the Assistant Director has updated schools and providers on the latest guidance.

2.2 A range of support measures have been issued to schools over the last few weeks to support their provision for vulnerable children and the children of key workers. These include:

- Regular FAQs from Human Resources.
- Support from Pupil Support Services staff on request.
- New early help pathway and website.
- Support for parents through the SEND helpline.
- Updated safeguarding protocols.
- Parent packs to support reading at home and phonics.
- Supporting schools to carry out risk assessments for vulnerable children to ensure they can access provision in schools during the lockdown period.
- Issuing bereavement guidance and Educational Psychology critical incident response guidance.
- Support for governing bodies to be able to deal with their business remotely.

2.3 Provision of an EHCP Risk Assessment template and accompanying process in line with updated guidance from the DfE. The process and documentation was developed in consultation with school leaders, colleagues in social care and key health partners. To ensure robust decision-making, quality assurance for this school-led approach a multi agency assessment process, was completed by the LA and the CCG.

2.4 A Scenario Planning Group has been meeting regularly and membership includes school leaders and senior council officers. The Group identified six key themes that are leading the thinking:

1. Advice, support and guidance for staff.
2. Agreements on logistics (how we will open safely).
3. Protocols, guidance and processes to support vulnerable children.
4. Guidance on transitions between schools and back into school.
5. Curriculum and support services.
6. Assessing the quality of the current and future offer.

2.5 It has been agreed that a series of documents and resources would be made available to schools to support each setting and ensure consistency across the borough on the themes identified above. The grid indicates when guidance will be published to support school leaders' thinking and is a mixture of national and local guidance to support the six themes. Guidance will be issued on an on-going basis.

2.6 A schools and education risk assessment template has been circulated to schools which focuses on the key areas for safe re-opening. The risk assessments will be reviewed in relation to all schools where the staff are employed by the Council. In all other cases the

responsibility for ensuring the adequacy of the risk assessment, prior to the opening of the school, will sit with the school's Governing Body.

- 2.7 Officers from across the council are also working to support the safe opening of establishments through:
- Reviewing risk assessments.
 - Continuing daily calls to all schools.
 - Issuing template letters for parents and supporting parental communication.
 - Organising PPE stocks for all schools.
 - Issuing FAQ guidance from Human Resources to support the appropriate deployment of staff.
 - Officers from the SEND Service will be allocated to each setting to support them in their endeavours to secure appropriate and reasonable provision for each child with an EHCP.
 - Officers from the SEND Service are available to support settings in their ongoing work to complete and review EHCP Risk Assessments
 - Meeting with primary headteachers by Skype for Business prior to the half-term holiday.

3. COMMUNICATION WITH SCHOOLS

- 3.1 Careful planning and a clear expectation of the requirements of schools are essential. This will need to be communicated to school leaders and the wider public unequivocally, so that everyone has the same understanding and expectations.
- 3.2 Adequate planning time and staff training is essential to enable school staff to put appropriate arrangements in place and prepare the building. In addition it will also give suitable notice to parents/carers and children, allowing for conscious readjustment.
- 3.3 The most critical measure that schools must take in relation to COVID19 will be the operation of safety measures and good hygiene which will impact on the resources required.
- 3.4 The procedures to follow if staff or pupils are symptomatic in school will be communicated with additional guidance for school communities regarding tracking and tracing as testing progresses.

4 GUIDANCE TO SCHOOLS

- 4.1 The latest meeting of the Scenario Planning Group focused on how, as a borough, we can move forward collectively in a way that supports all schools and provides a consistent offer for children and families. To shape the thinking we have identified two key principles: we will act safely and sensibly; we must maintain a borough-wide approach to identifying collective processes which support local decisions. With these principles in mind the following was agreed:
- Wider opening is an ambition for all schools. In Tameside, this will be from 08 June (following the end of the primary school two-week half term holidays). There is no expectation that all eligible children should be in school on this date. We recognise that phased approaches will be needed and that attendance will increase over time.
 - Schools should focus on how they can safely begin to open more widely for eligible pupils from this date. We do not need at this point to focus on how we will open to all pupils. This will be an iterative process.
 - We recognise that schools will be at different stages in their thinking and planning. No final decisions about the logistics of wider opening need to be made yet. Schools must continue to think, consult and discuss how this can be done locally.

- All group members agreed that whole school risk assessment is the crucial first step in this thinking. To support this the Health and Safety Risk Assessment has been issued. Although this has been written with a priority focus on primary schools, the vast majority of its contents are relevant to all settings. Support is available to schools to complete this.

4.2 Informed by discussions between education, health and safety and legal services officers, the following process for reviewing Risk Assessments and making formal decisions to begin wider opening has been agreed, this has been communicated to Headteachers and Chairs of Governors:

- All schools must complete a risk assessment and are requested to submit this to the LA at least one week prior to their intended wider opening. This is to ensure that schools have followed an appropriate and sensible process which has taken into account the national guidance.
- Following the review of the Risk Assessment, the school will be given advice by the LA with one of the following outcomes:
 - The RA has not considered all relevant factors
 - Time specific amendments are recommended
 - Further considerations are advised
 - No further actions are advised.
- Once the above advice is received, the headteacher and the governing body make a formal decision about wider opening. This requires a minuted governing body decision, for which the LA will provide a model minute.
- The Headteacher and governing board should formally notify the LA of its final decision.
- The RA should be reviewed formally every two weeks or every time there is a change in conditions or guidance. This should be undertaken by a school-level COVID Oversight Panel which should include those with responsibility for H&S, the SENCo, the headteacher and chair of governors. This group should endeavour to capture and record parent concerns for consideration as an element of the regular review process. The LA will provide a model Terms of Reference for this group and it should form a sub-committee of the governing body.
- Advice from the Council's Health and Safety Unit is available to all schools to complete this.

5 PLANNING TIME

- 5.1 Schools will need sufficient run in time to plan and organise for re-opening and they may wish to use up to two additional INSET days to be utilised for whole staff training. Provision for key worker and vulnerable children should still continue throughout these days. If schools do use up to two INSET days for this purpose they are asked to consider the impact upon the children of keyworkers and vulnerable children.
- 5.2 Pupils will also need to adjust to new routines, relationships and expectations. Whilst at the same time, senior leadership teams are going to require time to creatively solve the problems that relate to their individual circumstances.

6 OPERATIONAL GUIDANCE

- 6.1 The size and layout of a school will be important. The government has recommended a cap on class sizes to a maximum of 15 pupils. However, this will depend on the individual circumstances of each school and their classroom spaces and our intention is for schools to make their own decisions on the numbers of pupils allocated a place dependent on demand, staff capacity and space.

- 6.2 Options for schools in managing these requirements may include pupil rotas and staggered timetables.

7 STAFFING

- 7.1 A complicating factor in the decision-making around class sizes that can be accommodated will also relate to available staffing. Some schools have significant numbers of staff who are themselves vulnerable or living in families where other members are vulnerable. There are also staff who are shielding. This will impact on some schools more than others. (Smaller one form entry schools may have less flexibility where staffing is an issue). Opening schools with continued flexibilities around part-time offers, sharing staff, curriculum delivery etc may help to mitigate staffing shortages.

8 ADDITIONAL INFORMATION

- 8.1 The government have also set an ambition for all pupils to have the opportunity for physical contact with their schools before the summer for at least a month, should the situation allow this, to enable them to re-engage with the school environment, school staff and their peers. In the time that is available before the summer holidays commence, this is extremely unlikely and schools should continue to be guided by advice and updates from local and national departments.
- 8.2 All schools will need to develop a recovery plan which recognises and mitigates against a whole range of factors which could arise as a result of COVID19 including re-establishing expectations of pupils and parents, focusing on the mental health of pupils, enabling children to reconnect with peers and friendship groups and establish cooperation and collaboration in the “new normal”. These are all in addition to the obvious which is closing attainment gaps and revisiting previous learning. Schools will also need to listen to their pupils and be guided by this in their recovery planning.
- 8.3 It is important to also note that most schools have now been open without a break since mid-February and many have remained open during the holidays and Bank Holidays. Where pupils are not attending, school leaders have continued to take responsibility for providing welfare checks, free school meals provision, safeguarding and providing access to education for all their pupils. We should not forget that some senior leaders may have experienced significant traumas relating to pupils and their families, staff and their families and in some cases directly or within their own families. They have also had to lead and manage significant changes to how schools are organised and function.
- 8.4 However robust the measures taken by schools are, to ensure safe practice as detailed in their plans, it is impossible to eliminate all risks. Therefore, frequent reviews and adjustments may be necessary.

9 RECOMMENDATIONS

- 9.1 As set out at the front of this report

APPENDIX 1

RISK ASSESSMENT

Risk Assessments for: Primary schools accommodating the return of nursery, reception, year 1 and year 6 pupils, alongside priority groups

Date: 14/05/2020

Assessor Name: Health and Safety Team

Sources: WHO, NHS, DfE and NASUWT

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What are the hazards	Who might be harmed and how	Risk rating without controls in place	Current control measures	Risk Rating with control measures in place	Are risks adequately controlled for work task to go ahead, or will further control measures be required? (Detail any additional measures)	Action required by Whom and when
<p>Direct transmission of COVID -19 virus from being in close proximity to people with the virus. I.e. person to person transmission (hand to hand, hand to mouth, hand to body),</p>	<p>School employees parents, pupils and the general public</p> <p>Ill health (e.g. Respiratory symptoms, fever, cough, shortness of breath In more severe cases, infection can cause pneumonia, severe acute respiratory</p>	H	<p>General Measures School Employees are advised to follow NHS guidance on coronavirus (COVID-19) Covid-19-guidance-for-employees</p> <p>School leaders are advised to follow the NHS and DfE guidance for employers and schools on COVID-19. Covid-19 Guidance to-employers Implementing protective measures in education and childcare settings</p> <p>Specific Measures The risk of virus transmission will be reduced by having fewer children in school than normal. School has contacted parent of the</p>	M	<p>Managers should regularly refer to latest guidance https://www.gov.uk/coronavirus</p> <p>Management will regularly monitor new measures being introduced by government to reduce risk</p> <p>Guidance to be provided on the eligibility for and arranging of testing individuals for Covid-19</p>	

	<p>syndrome, kidney failure and even death)</p>		<p>identified years to determine expected demand.</p> <p>Where the physical layout does not allow small groups of children to be kept at a safe distance apart the school may introduce caps on numbers/ part time attendance to reduce number of pupils in school</p> <p>Schools have an up to date list of permitted children, vulnerable children and the children of key workers and communicate regularly with parents.</p> <p>A register of children that are expected to attend has been created</p> <p>School has communicated it's arrangements to all employees and parents prior to the return of additional pupils.</p> <p>Signage is displayed in key locations outside the building advising that the 'school will only admit pupils in nursery, reception, year 1 and year 6 or those that are vulnerable and/or children whose parents are Key Workers'</p> <p>Parents that bring non eligible children will be refused entry.</p> <p>Where possible contact with parent's or other non-school staff is conducted remotely, via telephone or video link.</p> <p>Staff are advised to only physically meet with parents or other non-school staff if they are satisfied that doing so is consistent with government advice.</p> <p>Staff are asked to not touch/shake hands with parents.</p> <p>For pre-school children, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply and will be used to group children.</p> <p>Vulnerable children and children of key</p>		<p>Guidance for parents regarding transportation of pupils to and from school, and the preferred avoidance of public transport where possible</p>	
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		<p>workers in other year groups will be split into small groups of no more than 15. Pupil Behaviour Policies will be updated to cover COVID-19 related incidents</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work,</p> <p>Arrival /leaving school Staff are asked to arrive before pupils Gate will be opened earlier to facilitate this. Start times are staggered for year groups Parents will be asked to bring their children to school alone. Parents with babies or younger children that do not attend the school will be asked to use a buggy/sling or suitable reins to prevent that child from entering the school building or using play equipment. Where possible separate entrances are used for class groups Entrances are supervised by staff encouraging parents to leave children and walk away Staff will discourage loitering. Advise will be sent out reminding parents NOT to loiter or liaise direct with teachers</p> <p>Reception signing in and out E.g. Staff, visitors and contractors Where possible contact with parent's or other non-school staff is conducted remotely, via telephone, video call or e-mail Parents, visitors, non-essential support staff and the general public will not be allowed in school, this includes the use of volunteers and parent helpers.</p>		<p>The school, will identify where PPE might be required and ensure sufficient stock is available For example if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p>	
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		<p>Where possible staff sign in remotely e.g. from own PC/phone rather than reception</p> <p>Works necessary to maintain the building that cannot be carried out by in-house staff will be undertaken by contractors before/after school or at the weekend. Works will only be permitted during the school day in an emergency and where the contractor will not come into contact with pupils/school staff e.g. roof leak, boiler failure etc.</p> <p>Contractors will be met on arrival by site staff e.g. Caretaker and reminded about social distancing before commencing work. Arrangements for deliveries are in place Arrival/reception areas are reconfigured to encourage social distancing</p> <p>If no screen is already in place school will consider whether a temporary plexi -screen be installed</p> <p>Hygiene stations are in place, with instructions to use it, prior to entering the building</p> <p>In Class</p> <p>School has considered what subjects can be taught safely</p> <p>Certain activities will not be taught e.g. PE team sports</p> <p>Where possible classrooms will be set out so sitting positions are 2 metres apart. If possible pupils will sit at the same desk on consecutive days.</p> <p>Where the 2 m distance cannot be maintained individuals will be side by side or back to back rather than directly facing and for as short a time period as possible</p> <p>Where possible windows will be open</p>			
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		<p>Some classes will be taught outdoors where practicable and weather permitting</p> <p>Moving around school The school has identified specific pinch points The route of traffic has been identified and marked out on the floor e.g. route dividers for corridors and markers at 2m distance Where you have sufficient staircases they are dedicated either up or down Children are asked to walk in single file around school Supervision in place to prevent horseplay Only 1 person permitted in lifts at any one time Class groups are kept together and in the same room negating the need to move around school Toilet use is supervised to prevent too many pupils entering at once. Teachers moving to different classes rather than the pupils Communication is done with teaching staff electronically</p> <p>Lunchtimes/consumption of food Clear signage on hygiene, hand washing and the use of hand sanitizers Hand washing before and after eating food Hand washing before and after touching/preparing food Encourage packed lunches Lunch times staggered for pupils and staff Lunch seating areas restricted to 1 person per table Fruit station managed so children do not handle multiple pieces before selecting</p>		<p>Where an individual requires assistance and/or supervision whilst using the lift this should preferably involve only one other person and social distancing should be observed as far as possible.</p>	
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		<p>The bringing of a full personal water bottle each day is encouraged. Water fountains to be taken out of use</p> <p>Office/Support staff Where possible arrangements are made for support staff to work from home e.g. Business/Finance Managers etc. Small offices are restricted to single occupant use only Signage is used to reinforce the message and to advise of areas which should be restricted to one person at a time. Reprographics areas restricted to single user where possible</p> <p>Vulnerable persons Staffing requirements and adult/child ratios have been identified by SLT. Dependant on these ratios teaching staff not required at school are advised to work from home, a rota is created to manage this. High risk/vulnerable staff members are identified and where appropriate are asked to work from home/ employed elsewhere in the school. High risk or vulnerable pupils are identified and guidance sought from health professional before being allowed in school Completion of employee/pupil specific risk assessments</p> <p>Staff or pupils arriving at school unwell or become unwell whilst in school They will be sent home and advised to follow the staying at home guidance. Whilst a child is awaiting collection, they will</p>		<p>Specific risk assessments may need to be carried out for some pupils based on vulnerability and behaviours of the child (such as contact with bodily fluids e.g. via spitting, biting etc. or the inability to follow instructions e.g. social distancing)</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained or if contact is necessary.</p>	
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		<p>be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Where it is not possible to isolate them, staffs have been advised to move them to an area which is at least 2 metres away from other people. Children that need to go to the bathroom while waiting to be collected are told if possible to use a separate bathroom. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>First Aid A first aid needs assessment has been completed to determine first aid provision based on the workplace setting, occupants and the hazards and risks that may be present in school Where applicable a risk assessment for issues related to insufficient paediatric first aiders is in place. (Example on Egress) Staff that hold a first aid certificate that expires on or after 16 March 2020 and cannot access requalification training because of coronavirus have applied for a 3-month extension When responding to incidents, PPE should be worn by staff if a distance of 2 metres cannot be maintained or if contact is necessary. The provision of PPE should be determined based on anticipated risk of contamination from respiratory secretions, droplets of blood or other body fluids. After contact with injured persons first aiders are advised to clean their hands thoroughly with soap and water or hand</p>		<p>PPE should be worn by staff if a distance of 2 metres cannot be maintained or if contact is necessary</p>	
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			sanitizer at the earliest opportunity		
Indirect transmission of COVID-19 virus from hand and hands contact with contaminated surfaces	<p>School employees parents, pupils and the general public</p> <p>Ill health (E.g. Respiratory symptoms, fever, cough, shortness of breath In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure and even death)</p>	H	<p>General Measures School Employees are advised to follow NHS guidance on coronavirus (COVID-19) Covid-19-guidance-for-employees</p> <p>School leaders are advised to follow the NHS and DfE guidance for employers and schools on COVID-19. Covid-19 Guidance to-employers Implementing protective measures in education and childcare settings</p> <p>Specific Measures As per direct transmission and in addition: Hygiene station at all entrances are in place, with instructions to use it, prior to entering the building. Where hand sanitizer is available in locations around the school it should be used in addition to hand washing Pupils and staff are advised to ensure they wash their hands for 20 seconds more often than usual with soap and water or hand sanitiser and to catch coughs and sneezes in tissues. Young pupils are supervised where appropriate. Posters will be displayed in school to remind everyone of public health advice Occupied parts of school are more frequently cleaned. Classrooms in use are thoroughly cleaned at the end of the day Objects and surfaces that are touched regularly are disinfected using standard cleaning products as they would normally be and, where there is visible</p>	M	<p>Managers should regularly refer to latest guidance https://www.gov.uk/coronavirus</p> <p>Management will regularly monitor new measures being introduced by government to reduce risk</p>

			<p>contamination, before being used by anyone else.</p> <p>Particular attention is paid to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles</p> <p>Unnecessary items are removed from classrooms and Soft furnishings, soft toys and toys that are hard to clean are removed and stored elsewhere</p> <p>Sufficient resources will be provide so pupils do not need to share pencils, books etc.</p> <p>Playground equipment is taken out of use unless the school is able to ensure that it is appropriately cleaned between groups of pupils</p> <p>Doors are propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p> <p>Cleaning staff are on hand during the day</p> <p>General cleaning is done in line with the guidance for non-healthcare settings Covid-19-decontamination-in-non-healthcare-settings</p> <p>Cleaning regimes and responsibilities are clarified in schools, which have external organizations providing FM/cleaning services.</p> <p>Rooms used to isolate pupils (whilst awaiting collection by parents) will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>			
Inadequate	School	M	All statutory checks and ppm's are	L		

premises checks due to lack of staffing	employees and pupils Serious injury or ill health due to complete/partial failure of key plant/equipment e.g. fire alarm.		maintained and up to date Where possible checks take place before or after school or away from other persons Assurances are sought from external organizations providing FM services. In schools where premises checks are carried out in house, contingency arrangements are implemented or developed for key staff absences (e.g. caretakers), so they can continue to be undertaken. Parts of the building still unused are 'moth balled' to reduce the level of checks necessary			
Stress and anxiety	School employees Stress related ill Health	M	Employees are encouraged to discuss any issues/problems they may have with their line manager. Guidance for school managers will be sought from their HR provider or the Corporate Health and Safety team.	L		
Irritant Contact Dermatitis	Employees Exposure through excessive hand washing.	M	Employees reminded to report signs of dermatitis to their manager i.e. itchy, dry or red skin. Advised to dry hands thoroughly after washing them and if necessary moisturise your hands to replenish the skin's natural oils.	L	Early detection can prevent more serious dermatitis from developing.	
Ignition of alcohol based hand sanitizer	Employees Burns to the hands as a result of ignition of sanitizer vapour	L	Employees are asked to wash their hands with soap and water if possible. If only alcohol based hand sanitizers are available, to make sure all liquid is evaporated before touching any surfaces.	L		

Review Date	Reviewed By	Amendment
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Risk Ratings	Example impact (Including but not limited to)
High	Likely to happen and likely to result in the fatality of one or more individuals. Potential for a frequently occurring serious and life threatening injury
Medium	Unlikely to happen but if it did it would certainly result in at least minor illness, injury or equipment damage. Could occasionally result in a serious injury, illness or equipment damage. Although rarely, could result in death or serious and life threatening injuries.
Low	Unlikely to occur but if it does it is likely to result in minor illness, injury or equipment damage and could, but is unlikely to, result in a significant injury, illness or equipment damage with over 3 days absence

EXECUTIVE DECISION NOTICE

SERVICE AREA:	CHILDREN'S SERVICES
SUBJECT MATTER:	REASONABLE ENDEAVOURS TO SECURE PROVISION FOR CHILDREN WITH EHCPS
DECISION:	<p>To consider a report received by the Council's Covid-19 Executive Board and the executive decision made by the Executive Member and Chair of the Education Attainment Board. That the current local position as a result of the impact of the Covid-19 necessitates the Council using its reasonable endeavours to secure special education provision specified in Education Health and Care Plans in accordance with the Notice issued by the Secretary of State for Education on 28 April 2020 on the following basis:</p> <ol style="list-style-type: none"> 1. The Council will continue to work with educational settings, the children and young people and parents or carers to determine whether children and young people would be able to have their needs met at home, and be safer there than attending an educational setting. 2. As part of the on-going assessment of the best way to deliver provision outlined in Education Health and Care Plans the attached document (Appendix 1) will be used. 3. It is noted that monitoring of the local position and individual plans will be an on-going process. 4. In addition the local position and delivery of plans will be subject to a further review in 3 months' time or whenever the Secretary of State for Education's Notice expires, whichever is the sooner.
DECISION TAKER(S):	Councillor Leanne Feeley
DESIGNATION OF DECISION TAKER (S):	Executive Member – Lifelong Learning, Equalities, Culture and Heritage
DATE OF DECISION:	3 June 2020
REASON FOR DECISION:	A decision is required, in order to establish the Tameside process to ensure that provision set out in Education Health and Care plans continue to be delivered during covid-19 lockdown and throughout the phased school re-opening in accordance with the council's statutory duties and accordance with the provisions in the Coronavirus Act 2020 and related government notices and guidance.
ALTERNATIVE OPTIONS REJECTED (if any):	<p>Option One - No process is put in place</p> <p>Option Two - Every Plan (1600+) is formally reassessed and a new plan issued.</p> <p>Neither is considered in the circumstances to be expedient, proportionate and reasonable.</p>

<p>CONSULTEES:</p>	<p>Various colleagues from the Children's Services and Education Management Teams, Dr Lawson - Consultant Paediatrician, Community Child Health & Designated Medical Officer for SEND, Kristy Nuttall - CYP Individual Commissioning Manager</p> <p>NHS Tameside and Glossop CCG, Maggie Kirkup - Service Unit Manager, Child Protection and Children in Need,</p> <p>Children's Services, Karen Kromilikie - Pathway Lead, Children's Partnership Services</p>
<p>FINANCIAL IMPLICATIONS: (Authorised by Section 151 Officer)</p>	<p>The DfE Covid-19 guidance on funding pupils with high needs, states that local authorities will continue to receive their high needs budgets, and they should continue to pay top-up and other high needs funding, so that the employment and payment of staff supporting children and young people with special educational needs and disabilities (SEND), and those requiring alternative provision, can continue.</p> <p>If the assessment identifies an alternative, than the provision currently commissioned, this may result in additional costs to the authority. This cannot be quantified at this stage. If any alternative provision needs to be made every effort should be made to keep costs to a minimum, the only budget to pay for these costs are the DSG High Needs Budget or Covid-19 Government funding. The DSG budget is anticipated to overspend in the region of £5m dependant on the growth in demand, and Covid-19 funding of £13.9m from Government which is currently anticipated to be £28.6m too little to cover the expected loss of income and increased demand for services costing £42.5m.</p>
<p>LEGAL IMPLICATIONS: (Authorised by Borough Solicitor)</p>	<p>On the 28 April 2020 the Secretary of State for Education issued a Notice under the powers of the Coronavirus Act 2020 to modify Section 42 of the Children's and Families Act 2014 so that Local Authorities will be deemed to have discharged their duty to secure special educational provisions as specified in an Education, Health and Care Plan if it has used its 'reasonable endeavours'. The Notice is currently due to expire on 30 May 2020 but the expectation is that it will be extended.</p> <p>'Reasonable endeavours' remain a challenging duty, albeit a less stringent duty to comply with. In addition the Notice does not actually define what 'reasonable endeavours' and so could be open for interpretation especially if the Council's approach is challenged. One often used definition is what a prudent person would do balancing all of the relevant factors which would be a suitable test to use (Wednesbury Principle).</p> <p>The Notice explained that the reasons for the modification to reasonable endeavours is proportionate as the Council will be assessing the situation in terms of the delivery of services and also the needs of the children and young people and that the use of reasonable alternatives for delivery have been considered, i.e. what a prudent man would do.</p> <p>Therefore in order to be content that the Council is fulfilling its statutory duties and minimising the risk of complaints and</p>

potentially litigation it needs to be content that the local situation is such that the Council can only reach the standard of using its reasonable endeavours based on the evidence provided in this report. Whilst not required to be a treatise they must clearly state what was taken into account and the justification of any decision being basic principles of public law.

That evidence should follow the reasoning in the Notice, which stated that the following are relevant factors:



- Reduced staff resources due to the coronavirus outbreak or staff having been diverted to emergency planning.
- Whether children and young people with EHC plans although classed as 'vulnerable' are now isolating at home rather than attending the schools, which have remained open for vulnerable children and young people.
- The impact of social distancing on delivery.
- Consideration of any alternative provisions for example, whether all the provision specified in EHC plans could be delivered remotely.

Once the Council is content that it is only able to operate at a reasonable endeavours level it must consider the needs of all children and young people with an EHC plan and to carry out a risk assessment. Even though this report suggests that the educational settings are to lead on the risk assessment the Council needs to be cognisant that the statutory duty and therefore any liability lies with it.

The government is asking Councils to work with educational settings and parents or carers to determine whether children and young people would be able to have their needs met at home, and be safer there than attending an educational setting.

This is especially important from 1 June as educational settings and local authorities are expected to continue to offer places to all children and young people with EHC plans whose risk assessment determined that was the right course of action.

Therefore in order to ensure the best provisions for Tameside's children and young people, and to limit the likelihood of complaints and ultimately litigation the Council must ensure that risk assessments in relation to all with a EHC plan are undertaken and kept up to date up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels and other relevant factors. The use of the risk assessment appended to this report will assist in this process. Contemporaneous records of any decisions are paramount as the courts will consider the circumstances at the time of the decision and not with hindsight vision unless there are no such records to advise them what was in the decision makers mind.

CONFLICT OF INTEREST:	None known.
DISPENSATION GRANTED BY STANDARDS COMMITTEE ATTACHED:	n/a
ACCESS TO INFORMATION:	Background papers relating to this report can be inspected by contacting: Charlotte Finch, Head of Service, SEND  Telephone: 07854679971  E-mail: charlotte.finch@tameside.gov.uk

EXECUTIVE DECISION REPORT

SERVICE AREA:	CHILDREN'S SERVICES
SUBJECT MATTER:	REASONABLE ENDEAVOURS TO SECURE PROVISION FOR CHILDREN WITH EHCPS
DATE OF DECISION:	3 June 2020
DECISION TAKER(S):	Councillor Leanne Feeley
DESIGNATION OF DECISION TAKER (S):	Councillor Leanne Feeley, Executive Member Lifelong Learning and Skills
REPORTING OFFICER:	Tim Bowman, Assistant Director Education
REPORT SUMMARY:	<p>This report sets out the proposed process for Tameside to ensure that provision set out in Education Health and Care Plan is being delivered during the Covid-19 lockdown and throughout the phased school re-opening. That a school-led process to determine what provision is to be delivered for each child with an EHC Plan is agreed subject to the Local Authority providing:</p> <p>(a) a template to facilitate this as set out at Appendix 1; (b) guidance for completion; and (c) individual officer support to all settings for the duration of the task.</p>
RECOMMENDATION:	<p>It is agreed that the current local position as a result of the impact of Covid-19 necessitates the Council using its reasonable endeavours to secure special education provision specified in Education Health and Care Plans in accordance with the Notice issued by the Secretary of State for Education on 28 April 2020 on the following basis:</p> <ol style="list-style-type: none"> 1. The Council will continue to work with educational settings, the children and young people and parents or carers to determine whether children and young people would be able to have their needs met at home, and be safer there than attending an educational setting. 2. As part of the on-going assessment of the best way to deliver provision outlined in Education Health and Care Plans the attached document (Appendix 1) will be used. 3. It is noted that monitoring of the local position and individual plans will be an on-going process. 4. In addition the local position and delivery of plans will be subject to a further review in 3 months' time or whenever the Secretary of State for Education's Notice expires, whichever is the sooner.
JUSTIFICATION FOR THE DECISION:	<p>The primary reason is to ensure each plan is reviewed and that young people and families are engaged in this process.</p> <p>TMBC and its statutory partners do not have capacity to reassess all plans and the administrative burden of this would</p>

	<p>impact on support for children. In addition, it is widely acknowledged that parents would not welcome a wholesale reassessment exercise. An EHCP outlines a long term plan to meet a child's individual needs and follows a comprehensive multi-agency assessment.</p> <p>Every young person's plan should be individually considered and this approach ensures that this can be done.</p>
ALTERNATIVE OPTIONS REJECTED (if any):	<p>Option One No process is put in place</p> <p>Option Two Every Plan (1600+) is formally reassessed and a new plan issued.</p>
CONSULTEES:	<p>Various colleagues from the Children's Services and Education Management Teams, Dr Lawson - Consultant Paediatrician, Community Child Health & Designated Medical Officer for SEND, Kristy Nuttall - CYP Individual Commissioning Manager</p> <p>NHS Tameside and Glossop CCG, Maggie Kirkup - Service Unit Manager, Child Protection and Children in Need,</p> <p>Children's Services, Karen Kromilikie - Pathway Lead, Children's Partnership Services</p>
FINANCIAL IMPLICATIONS: (Authorised by Section 151 Officer)	<p>The DfE Covid-19 guidance on funding pupils with high needs, states that local authorities will continue to receive their high needs budgets, and they should continue to pay top-up and other high needs funding, so that the employment and payment of staff supporting children and young people with special educational needs and disabilities (SEND), and those requiring alternative provision, can continue.</p> <p>If the assessment identifies an alternative, than the provision currently commissioned, this may result in additional costs to the authority. This cannot be quantified at this stage. If any alternative provision needs to be made every effort should be made to keep costs to a minimum, the only budget to pay for these costs are the DSG High Needs Budget or Covid-19 Government funding. The DSG budget is anticipated to overspend in the region of £5m dependant on the growth in demand, and Covid19 funding of £13.9m from Government which is currently anticipated to be £28.6m too little to cover the expected loss of income and increased demand for services costing £42.5m.</p>

**LEGAL IMPLICATIONS:
(Authorised by Borough
Solicitor)**

On the 28 April 2020 the Secretary of State for Education issued a Notice under the powers of the Coronavirus Act 2020 to modify Section 42 of the Children's and Families Act 2014 so that Local Authorities will be deemed to have discharged their duty to secure special educational provisions as specified in an Education, Health and Care Plan if it has used its 'reasonable endeavours'. The Notice is currently due to expire on 30 May 2020 but the expectation is that it will be extended.

'Reasonable endeavours' remain a challenging duty, albeit a less stringent duty to comply with. In addition the Notice does not actually define what 'reasonable endeavours' and so could be open for interpretation especially if the Council's approach is challenged. One often used definition is what a prudent person would do balancing all of the relevant factors which would be a suitable test to use (Wednesbury Principle).

The Notice explained that the reasons for the modification to reasonable endeavours is proportionate as the Council will be assessing the situation in terms of the delivery of services and also the needs of the children and young people and that the use of reasonable alternatives for delivery have been considered, i.e. what a prudent man would do.



Therefore in order to be content that the Council is fulfilling its statutory duties and minimising the risk of complaints and potentially litigation it needs to be content that the local situation is such that the Council can only reach the standard of using its reasonable endeavours based on the evidence provided in this report.

That evidence should follow the reasoning in the Notice, which stated that the following are relevant factors:

- Reduced staff resources due to the coronavirus outbreak or staff having been diverted to emergency planning.
- Whether children and young people with EHC plans although classed as 'vulnerable' are now isolating at home rather than attending the schools, which have remained open for vulnerable children and young people.
- The impact of social distancing on delivery.
- Consideration of any alternative provisions for example, whether all the provision specified in EHC plans could be delivered remotely.

Once the Council is content that it is only able to operate at a reasonable endeavours level it must consider the needs of all children and young people with an EHC plan and to carry out a risk assessment. Even though this report suggests that the educational settings are to lead on the risk assessment the Council needs to be cognisant that the statutory duty and therefore any liability lies with it.

The Government is asking Councils to work with educational settings and parents or carers to determine whether children and young people would be able to have their needs met at

	<p>home, and be safer there than attending an educational setting.</p> <p>This is especially important from 1 June as educational settings and local authorities are expected to continue to offer places to all children and young people with EHC plans whose risk assessment determined that was the right course of action.</p> <p>Therefore in order to ensure the best provisions for Tameside's children and young people, and to limit the likelihood of complaints and ultimately litigation the Council must ensure that risk assessments in relation to all with a EHC plan are undertaken and kept up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels and other relevant factors. The use of the risk assessment appended to this report will assist in this process. Contemporaneous records of any decisions are paramount as the Courts will consider the circumstances at the time of the decision and not with hindsight vision unless there are no such records to advise them what was in the decision makers mind.</p> <p>Whilst not required to be a treatise they must clearly state what was taken into account and the justification of any decision being basic principles of public law.</p>
CONFLICT OF INTEREST:	None
DISPENSATION GRANTED BY STANDARDS COMMITTEE ATTACHED:	N/A
ACCESS TO INFORMATION:	<p>Background papers relating to this report can be inspected by contacting:</p> <p>Charlotte Finch, Head of Service, SEND</p> <p> Telephone: 07854679971</p> <p> E-mail: charlotte.finch@tameside.gov.uk</p>

1. **REASONABLE ENDEAVOURS TO SECURE PROVISION FOR CHILDREN WITH EHCPs**
- 1.1 The coronavirus (COVID-19) outbreak has put significant extra pressure on local authorities and health commissioning bodies to secure, or arrange, in full the provision set out in EHC plans.
- 1.2 Temporary legislation, drafted in response to the current situation, does not absolve Local Authorities or CCGs of their duty to secure or arrange provision for children with Education Health and Care Plans. Rather the guidance sets out an expectation that LAs and CCGs must use “reasonable endeavors” to secure or arrange the provision. This is on the basis that the Local Authorities and CCGs at a local level will be dealing with:
 - Reduced staffing.
 - Children and young peoples with plans being at home and not in school.
 - The effect of social distancing on delivery.
 - The lack of effective alternatives.
- 1.3 The impact of Covid-19 in Tameside has extended across all these issues. In particular although all Tameside schools have remained open throughout the “closure” period, attendance has been low. In all schools it has fluctuated between 2 and 3%. For children with an EHCP it is currently 6%. Furthermore the risk assessment process for children in Tameside schools has only identified just over 100 children considered safer at school. Therefore the Council is only able to operate at a reasonable endeavours level.
- 1.4 The Council must consider the needs of all children and young people with an EHC plan. A further piece of work is now required, demonstrating how the Local Authority and CCG are using “reasonable endeavours to secure or arrange provision for children with EHCPs. Whilst it is recommended that educational settings are to lead on this further assessment (in partnership with associated key services), the Council needs to be cognisant that the statutory duty, and therefore any liability lies with it.
- 1.5 In addition the local situation is being kept under constant review especially as schools start to reopen.
- 1.6 Local authorities and health bodies must consider what they can reasonably provide in the circumstances during the notice period for each child/Young Person with an EHCP. For some, this will mean that the provision specified in their plan can continue to be delivered; but for others the provision may need temporarily to be different to that which is set out in their EHC plan. Whilst it is anticipated that the number of children with an EHCP attending school will increase as part of the wider opening of schools. The exact number of children who will require changes to the delivery of the provision outlined in their plan can only be known following a review of their current risk and assessment alongside the process outlined in **Appendix 1** to this report.
- 1.7 As part of the ongoing review local authorities, health services and other relevant bodies should communicate regularly with the families of those children and young people with EHC plans, or who are being assessed or applying for assessment. Where the temporary covid related changes affect what families’ experience, they need clarity as to:
 - what provision will be secured for each child and young person and the reason for any difference from what is specified in the EHC plan
 - when decisions will be made as part of the various processes relating to EHC needs assessments and plans
- 1.8 Due to these temporary changes and the expectation that schools, LAs and CCGs agree, deliver and record provision to meet needs specified in EHCPs at this time, it is necessary

to establish a robust process to achieve this. We have been given a 6 week timeframe in which to complete this piece of work.

- 1.9 In deciding what provision must be secured or arranged in discharge of its duty, the local authority and health commissioning body should consider:
- the specific local circumstances (such as workforce capacity and skills and that of others whose input is needed to undertake an EHC needs assessments and plans processes, temporary closures of education settings, guidance on measures to reduce the transmission of coronavirus (COVID-19) and other demands of the outbreak)
 - the needs of and specific circumstances affecting the child or young person
 - the views of the child, young person and their parents/carers over what provision might be appropriate
- 1.10 The local authority or health commissioning body should keep a record of the provision it decides it must secure or arrange, and keep under review whether the provision remains compliant with the reasonable endeavours duty, recognising that the needs of a child or young person may change over time (particularly in the current circumstances) as may the availability of key staff or provision
- 1.11 It is proposed that a school-led process (outlined in **Appendix 1** to this report) to determine what provision is to be delivered for each child with an EHC Plan and to consider if that is reasonable. In addition to robust consultation with key partners, it is crucial that we ensure parents / carers and where possible children / young people have been involved in the decision-making process and fully concur with what has been agreed. These measures will therefore be completed as a partnership between schools, families, the Local Authority, and CCG to ensure we remain faithful to the spirit of co-production, enshrined in the Children and Families Act 2014.
- 1.12 Schools will lead this work, completing the template at **Appendix 1** for each child with an EHCP. The Local Authority will provide guidance for completion and will offer individual officer support to all settings for the duration of the task.
- 1.13 Whilst this is a significant undertaking, particularly for specialist settings where all children will require completion of a provision template, the 6 week time frame should be sufficient to ensure this work can be fully completed. Elements of the template will be completed in cooperation and discussion with key partners from health and social care. Tameside SEND service will provide schools with a named officer until all templates have been completed, and to assist with reviewing arrangements. The officer will support settings in whatever capacity required to alleviate pressure and add resource where necessary.
- 1.14 The template has been designed in accordance with the Government framework acknowledging that what constitutes reasonable endeavours will vary according to the needs of each child and young person and the specific local context. In deciding what provision would be required there should be a focus on:
- the provision that the EHC plan describes as needed by the individual child or young person.
 - the availability of those who should usually deliver what is needed.
 - what can be done to deliver provision differently.

2. RECOMMENDATIONS

- 2.1 As set out at the front of the report.

APPENDIX 1

Provision Template

«FORENAME» «SURNAME» «BASE NAME»

NC Year Gp	«NCY»		
Where is the safest place for your child?	«Where_is_the_safest_place_for_the_child»		
Has school spoken to parent/carer to agree this plan?			
«Was_this_discussed_with_parent_YN»			
Have the views of ch/yp been sought			
«Was_this_discussed_with_child_or_young_p»			
What will the provision look like Initially? (May June 2020)			
Home:			
<i>A description of the distance learning resources offered to families(with an emphasis on provision as set out in the EHCP)</i>			
«F15»			
School:			
<i>Which elements of the EHCP can the school safely offer onsite as part of this agreement</i>			
«F16»			
Any Health or Social Care provision that requires flagging to services			
Health (scale 1-5 where 5 is high and 1 is low, 0 for none)			
«F17»			
Care (scale 1-5 where 5 is high and 1 is low, 0 for none)			
«F18»			
FROM APRIL 2020	<input type="checkbox"/>		<input type="checkbox"/>
They do not need irreplaceable care or health provision		They are able to follow hygiene and social distancing practices at home	
The services they most need can be moved from their educational setting into their home		Due to their health vulnerabilities, they are safer in the more stringent social distancing environment of their home	
Their parents can meet their needs full-time		Needs can be safely met at home	

In relation to Section F of the EHCP what reasonable endeavours are planned to be able to deliver (where possible).

EHCP Provision	Reasonable Endeavour description of provision

In relation to Section G (Health provision) what reasonable endeavours are planned to be able to deliver (where possible)

EHCP Provision	Reasonable Endeavour description of provision

In relation to Section H1/H2 (Social Care provision) what reasonable endeavours are planned to be able to deliver (where possible)

EHCP Provision	Reasonable Endeavour description of provision



Date this plan was discussed with Parent/Carer	
Date this plan was discussed with Child/Young Person	
Person completing this form and date of completion	

Signed **Dated:**
Insert name and designation of decision taker

EXECUTIVE DECISION NOTICE

SERVICE AREA:	Children's Services
SUBJECT MATTER:	DIGITAL DEVICES AND SUPPORT TO PROVIDE REMOTE EDUCATION DURING THE CORONAVIRUS (COVID-19) OUTBREAK
DECISION:	<p>To consider a report received by the Council's Covid-19 Executive Board and the executive decision made by the Executive Member and Chair of the Education Attainment Board that:</p> <ol style="list-style-type: none"> 1. The Council will receive delivery of digital devices and that they will be safely stored until delivery. 2. Option 4 (subject to a signed agreement, schools will own digital devices for children with a social worker) is agreed. 3. The Council will deliver these devices to schools. 4. As outlined in Government guidance Secondary schools will own digital devices for pupils in Year 10 and will be responsible for their allocation. 5. The Head of Service, Looked after Children and Head of Service, Child Protection & Children in Need will agree with schools and named social workers a list of eligible children, to be approved by the Assistant Director for Children's Social Care. 6. Should the allocation of devices from the DfE be insufficient to meet demand a further request will be made to the DfE noting that if there is excess demand an eligibility criteria will need to be determined by the Director of Childrens' in consultation with the schools.
DECISION TAKER(S):	Councillor Leanne Feeley
DESIGNATION OF DECISION TAKER (S):	Executive Member (Lifelong Learning, Equalities, Culture and Heritage)
DATE OF DECISION:	3 June 2020
REASON FOR DECISION:	<p>On 19 April this year the Department for Education launched a scheme which would provide digital devices (laptops and tablets) for disadvantaged families, children and young people who do not currently have access to them through another source, such as their school. Digital devices can be requested for:</p> <ul style="list-style-type: none"> • care leavers. • children and young people aged 0 to 19 with a social worker. • disadvantaged year 10 pupils. <p>A decision is required to determine:</p> <ul style="list-style-type: none"> • the process by which eligible children will be identified. • how devices will be delivered to eligible children.

	<ul style="list-style-type: none"> • who will own the devices and be responsible for the associated risks. • how children will be safeguarded when using the devices.
ALTERNATIVE OPTIONS REJECTED (if any):	<p>Option 1 - TMBC retains ownership of all devices and maintains them as part of the managed service.</p> <p>Option 2 - TMBC provides devices directly to families who own them.</p> <p>Option 3 - TMBC does not accept its allocation of devices from the DfE.</p> <p>None of these options are regarded as optimal in the interests of pupils and residents.</p>
CONSULTEES:	<p>Various colleagues from IT Services, Risk and Insurance Services, Financial Management, a headteacher representative, Schools IT support. Children's Services teams including the Looked after Children Team, Child Protection and Children in Need Team, Virtual School and School Improvement Colleagues.</p>
FINANCIAL IMPLICATIONS: (Authorised by Section 151 Officer)	<p>Option 4 presents financial implications.</p> <p>Distribution of laptops will be managed by the Humanitarian Hub that has been established for supporting residents during the Covid-19 period.</p> <p>The delivery of laptops to schools will be managed from within existing contracts. The only additional known cost of the process is the insuring the laptops, which are valued at approximately £300k, insurers have quoted £525 to cover the risk for 2 weeks only. Once in the schools, the individual school insurance will cover the risks and liabilities associated with the ownership and operation of the laptops.</p> <p>This premium will have to be funded from the covid funding provided by Government and to self-insure the risk if we suffer a transit claim or to cover any excess imposed.</p>
LEGAL IMPLICATIONS: (Authorised by Borough Solicitor)	<p>The Council has had to move at pace in order to be able to take advantage of this central Government scheme.</p> <p>The appendix sets out a number of different options that have been considered in relation to how best to deal with these devices and option 4 has been chosen as the best option.</p> <p>As option 4 means that the ownership and related liabilities will rest with the schools the risk does not rest with the Council once the devices have been delivered to the schools.</p> <p>However there is a risk to the Council in relation to the initial storing and distribution of the laptops, which is intended to be mitigated by insurance and there will need to be some robust processes in place.</p> <p>As set out in this report the Council will also be supporting the schools with regards safeguarding pupils from any inappropriate use if the devices.</p>

	The Council is only passporting the digital devices through to the schools for allocation. In the event that demand is greater than the supply and the DfE is unwilling to provide any further the Director will need to agree a discretionary allocation criteria with school to deal with greatest need.
CONFLICT OF INTEREST:	None
DISPENSATION GRANTED BY STANDARDS COMMITTEE ATTACHED:	Not Applicable
ACCESS TO INFORMATION:	Background papers relating to this report can be inspected by contacting: Tim Bowman, Assistant Director, Education  Telephone: 0161 342 2050  E-mail: tim.bowman@tameside.gov.uk

Signed Dated:
Councillor Leanne Feeley, Executive Member – Lifelong Learning, Equalities, Culture and Heritage

EXECUTIVE DECISION REPORT

SERVICE AREA:	Children's Services
SUBJECT MATTER:	DIGITAL DEVICES AND SUPPORT TO PROVIDE REMOTE EDUCATION DURING THE CORONAVIRUS (COVID-19) OUTBREAK
DATE OF DECISION:	3 June 2020
DECISION TAKER(S):	Councillor Leanne Feeley
DESIGNATION OF DECISION TAKER (S):	Executive Member – Lifelong Learning, Equalities, Culture and Heritage
REPORTING OFFICER:	Tim Bowman, Assistant Director Education
REPORT SUMMARY:	<p>As a consequence of the COVID-19 pandemic schools in England have been closed to the majority of pupils since 23 March this year. Since this closure and the subsequent "lockdown" between 2-3% of pupils nationally have attended. These pupils are the children of key workers and those considered vulnerable.</p> <p>Therefore most children have been learning remotely, with work supplied by their school. The majority of this work is provided online. Pupils therefore required some access to a digital device to access it.</p> <p>To support schools to deliver a remotely accessible offer, on 19 April this year the Department for Education launched a scheme which would provide digital devices (laptops and tablets) for disadvantaged families, children and young people who do not currently have access to them through another source, such as their school. Digital devices can be requested for:</p> <ul style="list-style-type: none"> • care leavers. • children and young people aged 0 to 19 with a social worker. • disadvantaged year 10 pupils. <p>The DfE have allocated Tameside:</p> <ul style="list-style-type: none"> • 144 devices for pupils in maintained schools in Year 10 (Academy schools have been provided their own allocation), this is inclusive of mainstream, special and PRU. • 964 devices for pupils with a social worker. • 184 4G wireless routers. <p>Government guidance states that:</p> <p><i>Local authorities are responsible for ordering and distributing laptops and tablets to:</i></p> <ul style="list-style-type: none"> • <i>care leavers and children with a social worker.</i> • <i>year 10 pupils in maintained schools, including</i>

voluntary aided schools, who do not have a social worker.

Local authorities should work with schools to assess which pupils require a laptop or tablet.

Academy trusts are responsible for ordering and distributing laptops and tablets to year 10 pupils who:

- do not have a social worker.*
- are not a care leaver.*
- do not have access to a laptop or tablet through another source.*

Local authorities and academy trusts will own the laptops and tablets they receive, and loan them to children and young people.

Officers (social workers and school link officers) have been working with schools since this announcement to identify those children and families most in need of support. It should be noted that the total number of devices allocated to the Local Authority is fewer than the number of eligible children without access to a device.

Children without access to a device will be the highest priority, those sharing access and those accessing via a smartphone only the next highest priority. Those young people who already have access to a device will not be eligible to receive one from the DfE allocation. The Heads of Service LAC and CP/CIN are finalising this list.

Once allocated if any vulnerable children still do not have access the Assistant Director, Education will raise this directly with the DfE.



The LA has placed its order. We have order 144 windows laptops for Year 10 pupils. 300 windows tablets for children under 7 with a social workers and 664 windows laptops for children 7-19 with a social worker. These devices are due to delivered to the Local Authority before the end of May 2020.

Devices will be delivered to a secure Council site. Distribution of laptops will be managed by the Humanitarian Hub that has been established for supporting residents during the Covid-19 period. Insurers have granted a window of 2 weeks cover. Therefore hardware needs to be swiftly delivered to schools. There will likely be no insurance for the transit risk to schools. There are excess implications should the items be stolen from site, these are dependent on security arrangements and range from £100 - £30,000.

Officers from Children's Services have held discussions with colleagues from Risk and Insurance, Finance and IT and with headteachers about how we should manage this process. We have appraised four options against 6 key criterion:

1. we are able to act swiftly.
2. those most in need receive support first.
3. safeguarding risks to children must be minimised.

	<p>4. a proportionate response to risk is in place.</p> <p>5. schools are able to take a lead on learning, uploading software to support their own systems and processes (this will be different in each school).</p> <p>6. we are cognisant of the LA's capacity to manage and maintain and additional 1000+ devices on its managed IT estate.</p> <p>A table detailing this appraisal is attached at Appendix 1 to this report.</p>
RECOMMENDATION:	It is recommended that Option 4, subject to a signed agreement, schools will own digital devices for children with a social worker are agreed.
JUSTIFICATION FOR THE DECISION:	<p>The primary reason for the device allocation is to enable disadvantaged pupils to access education remotely during the Covid period, when they cannot attend school. The pupils using these devices need to use compatible software in line with the individual school setting.</p> <p>The schools are able to access free software to support the pupils learning.</p> <p>Each school may have slightly different IT solutions and software to support learning so schools are best placed to support pupils on line and advice of use.</p> <p>Schools are already best placed to ensure appropriate IT safeguards are put into place and support online safety and have existing expertise in this area.</p>
ALTERNATIVE OPTIONS REJECTED (if any):	<p>Option 1 - TMBC retains ownership of all devices and maintains them as part of the managed service.</p> <p>Option 2 - TMBC provides devices directly to families who own them.</p> <p>Option 3 - TMBC does not accept its allocation of devices from DfE.</p>
CONSULTEES:	Various colleagues from IT Services, Risk and Insurance Services, Financial Management, a headteacher representative, Schools IT support. Children's Services teams including the Looked after Children Team, Child Protection and Children in Need Team, Virtual School and School Improvement Colleagues.
FINANCIAL IMPLICATIONS: (Authorised by Section 151 Officer)	<p>Option 4 presents financial implications.</p> <p>Distribution of laptops will be managed by the Humanitarian Hub that has been established for supporting residents during the Covid-19 period.</p> <p>The delivery of laptops to schools will be managed from within existing contracts. The only additional known cost of the process is the insuring the laptops, which are valued at approximately £300k, insurers have quoted £525 to cover the risk for 2 weeks only. Once in the schools, the individual school insurance will cover the risks and liabilities associated</p>

	<p>with the ownership and operation of the laptops.</p> <p>This premium will have to be funded from the Covid funding provided by Government and to self-insure the risk if we suffer a transit claim or to cover any excess imposed.</p>
<p>LEGAL IMPLICATIONS: (Authorised by Borough Solicitor)</p>	<p>The Council has had to move at pace in order to be able to take advantage of this central government scheme.</p> <p>The appendix sets out a number of different options that have been considered in relation to how best to deal with these devices and option 4 has been chosen as the best option.</p> <p>As option 4 means that the ownership and related liabilities will rest with the schools the risk does not rest with the Council once the devices have been delivered to the schools.</p> <p>However there is a risk to the Council in relation the initial storing and distribution of the lap tops, which is intended to be mitigated by insurance and there will need to be some robust processes in place..</p> <p>As set out in this report the Council will also be supporting the schools with regards safeguarding pupils from any inappropriate use if the devices.</p> <p>The Council is only passporting the digital devices through to the schools for allocation. In the event that demand is greater than the supply and the DfE is unwilling to provide any further the Director will need to agree a discretionary allocation criteria with school to deal with greatest need.</p>
<p>CONFLICT OF INTEREST:</p>	<p>None</p>
<p>DISPENSATION GRANTED BY STANDARDS COMMITTEE ATTACHED:</p>	<p>Not Applicable</p>
<p>ACCESS TO INFORMATION:</p>	<p>The background papers relating to this report can be inspected by contacting the Tim Bowman by:</p> <p> Telephone: 0161 342 2050</p> <p> E-mail: Tim.bowman@tameside.gov.uk</p>

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APPENDIX 1

	Option 1 TMBC retains ownership of all devices and maintains them as part of the managed service.	Option 2 TMBC provides devices directly to families who own them.	Option 3 TMBC does not accept its allocation of devices from DfE.	Option 4 Subject to a signed agreement, schools will own digital devices for children with a social worker.
1. we are able to act swiftly	Due to the capacity of the service, delays will be likely as the small central team would need to acquire the specialist knowledge needed to safely set up the devices as well as unpack and load software on each device (944).	Once an agreed list of eligible children is agreed. Devices could be swiftly delivered to families.	Families would not receive a device.	Once an agreed list of eligible children is agreed. Devices could be swiftly delivered to schools.
2. those most in need receive support first	An agreed list will be produced by Children's Social care signed off by the Assistant Director. Social workers will liaise with schools to determine those most in need.	An agreed list will be produced by Children's Social care signed off by the Assistant Director. Social workers will liaise with schools to determine those most in need.	Families would not receive a device.	An agreed list will be produced by Children's Social care signed off by the Assistant Director. Social workers will liaise with schools to determine those most in need.
3. safeguarding risks to children must be minimised	A best practice guide will be produced for schools. A centralised approach would not enable flexibility for schools to support existing local approaches.	Guidance could be produced for families but we would not be able to have oversight of arrangements.	Children would not be at risk on line as they would not have access.	A best practice guide will be produced for schools. A localised approach would enable flexibility for schools to support existing local approaches. Schools would also be able to lead on oversight and quality assurance.

<p>4. a proportionate response to risk is in place</p>	<p>TMBC would retain all risk and would have some continuing control to enable mitigation.</p>	<p>TMBC would retain risk but would not have any controls to mitigate risk.</p>	<p>Children would not be at risk on line as they would not have access. However, the risk to vulnerable falling behind in their learning would be high. TMBC may also be at risk in failing to meet its legal duties.</p>	<p>Schools would accept the majority of risk. However, the risk would be spread across all schools.</p>
<p>5. schools are able to take a lead on learning, uploading software to support their own systems and processes (this will be different in each school)</p>	<p>It would be very difficult to ensure that software was uploaded onto devices to suit each schools local approaches.</p>	<p>It would be very difficult to ensure that software was uploaded onto devices to suit each schools local approaches.</p>	<p>N/A</p>	<p>Schools would have total control of the devices and the subsequent learning.</p>
<p>6. we are cognisant of the LA's capacity to manage and maintain and additional 1000+ devices on its managed IT estate</p>	<p>The LA does not have capacity to oversee, organise, manage and maintain an additional 1000+ laptops</p>	<p>The LA would not have additional workload but would have consequent additional risk.</p>	<p>N/A</p>	<p>LA would have a limited role, which it has capacity to undertake.</p>

Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	23 June 2020
Reporting Officer:	Tim Bowman – Assistant Director, Education
Subject:	CHILDCARE SUFFICIENCY ANNUAL REPORT 2019
Report Summary:	<p>The following report outlines the outcome of the childcare sufficiency annual report 2019. The report includes an analysis of the supply and demand for childcare within the Borough collated during 2019 and any changes from the previous year e.g. whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the Borough. The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.</p>
Recommendations:	<p>That the Board note the content of the report and endorse its recommendations set out in the Conclusion section and approve it for publication on the Council's website.</p>
Corporate Plan:	<p>The report supports two elements of the Community Strategy - Prosperous and Learning Tameside.</p>
Policy Implications:	<p>In line with Council Policy.</p>
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>There are no direct financial implications as a result of this report. Early year's education is funded from ring-fenced Dedicated Schools Grant.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>As the report explains, Section 6 of the Childcare Act 2006 introduced a statutory duty on local authorities to ensure sufficient childcare to meet demand. Members should be satisfied that the council is complying with this duty, and is sufficiently resourced to meet the identified recommendations as non-compliance of any statutory duty means the Council cannot robustly defend any legal/judicial review/ombudsman challenge. It will be necessary given the impact of Covid-19 to understand the impact on service providers and the continuing duty of sufficiency.</p>
Risk Management:	<p>The risk of not complying with the statutory duty identified in the report is balanced by regular analysis and assessment, which does take place, as described in the report.</p>
Access to Information:	<p>This report does not contain information which warrants its consideration in the absence of the press or members of the public.</p>

Background Information:

The background papers relating to this report can be inspected by contacting Jacqueline Nurney, Early Education Funding and School Organisation Manager by:



Telephone: 0161 342 2384



email: jacqueline.nurney@tameside.gov.uk

1. INTRODUCTION

- 1.1 The Early Education and Childcare statutory guidance for local authorities sets out the outcome for securing sufficient childcare, which is to ensure that parents are able to work because childcare places are available, accessible and affordable and delivered flexibly in a range of high quality settings. In order to carry out this statutory duty the Council needs to carry out an annual sufficiency audit which includes all types of early year's providers located within the Borough that provide childcare services to families.
- 1.2 The guidance is not prescriptive on the method of reporting but indicates that as part of the process local authorities should collate an annual report to elected council members on how they are meeting their duty.
- 1.3 The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.

2. CHILDCARE SUFFICIENCY

Context

- 2.1 The report includes the supply and demand for childcare within the borough and any changes from the previous year e.g. whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the Borough.
- 2.2 The childcare sufficiency report is compiled by the Early Years Funding Team using a range of information to assess supply and demand. The primary source of information is the assessment from previous years available on the Council's website which is updated (<https://www.tameside.gov.uk/childcare>). Information from parents and carers is obtained through enquiries to the Families Information Service and collated to give an assessment of where demand is greater than supply. Other primary information used includes annual birth rate information, national census data; information on the local economy and school readiness. Information on the supply of places and numbers and types of providers is generated through the Early Years Funding Team and the Families Information Service. All of this is considered within the Childcare Sufficiency Assessment, analysed and recommendations made.
- 2.3 It includes a more detailed analysis of places for free early education places for 2, 3 and 4 year olds which includes places available at the time of the snapshot, the take up of places and the number of vacancies available within each ward within the Borough.

3. CONCLUSION

The 'Childcare Sufficiency Annual Report 2018' was approved at the Education and Attainment Board, June 2019 and the attached report provides an updated position on the assessment of childcare sufficiency during 2019.

The data indicates that the childcare market in Tameside has remained stable and overall the number of childcare places available across the Borough has increased since the previous assessment which impacts positively on parental choice.

The report provides a number of recommendations but these are based on the data provided during the assessment which for some providers is voluntary. It is worth noting that not all providers within Tameside who offer childcare services contributed to the audit therefore a full assessment of all childcare available was not possible.

Report Recommendations/Actions

The report does not highlight any major gaps in provision within the Borough based on the data available during the snapshot period however it does provide brief recommendations for action which include:

1. To continue to work with all our childcare providers to improve the quality and content of the data provided, to inform on the annual assessment of childcare available for all age ranges. This will be implemented by circulating the approved report to all providers and by updating them prior to the next data collection to underline the importance of submitting timely and accurate information to improve the sufficiency assessment and to ensure gaps are not identified incorrectly.
2. To promote to all providers to regularly report on their vacancies and to ensure their information published online is current. To further promote the online childcare search function to enable parents to be able to make electronic enquiries for childcare using the information provided. Achieved by Families Information Service requesting providers to regularly update their information to ensure online information is up to date and relevant which will also ensure improved marketing of providers and to promote use of the Sufficiency Module to provide real time vacancy data.
3. Continue to monitor the number of 2 year places across the Borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required. This will be achieved by data analysis, collecting termly data on 2 year eligibility, take up and monitoring progress and any trends.
4. To follow up on the capital projects that are currently underway to ensure the new places are available as soon as possible. Both schemes are now completed but one is awaiting its OfSTED registration which has taken 6 months, it is anticipated this scheme should be open early summer and will continue to be progress chased.
5. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available. Achieved by Data Analysis using termly headcount data, monitoring take up and any trends.
6. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare. A range of additional support is available to providers from the Early Years Funding Team and also the Early Years Quality Improvement Team.
7. To continue to identify strategies to enable providers to become more self-sufficient and responsible for improvement of the quality of their childcare and workforce development. Achieved by encouraging providers to take a proactive approach for the quality of the childcare delivered at their provision e.g. responding to and use of communications received from the Early Years Quality Improvement Team around changes to the OfSTED Inspection processes and how this impacts on OfSTED ratings, attendance to training and continued development of staff. Also by the use of online business support tools which assist with marketing and business sustainability

COVID-19

The attached childcare sufficiency report was collated using data and information provided in 2019, and written prior to the current pandemic.

The Government planning guide provides information and support for all Schools and Early Years Providers which is regularly updated as the situation changes. Tameside Council is working closely with the sector to support the wider opening of schools, colleges and childcare settings.

The additional recommendations for the collection of data to inform the 2020 childcare sufficiency will need to have specific regard to the current situation including:

- collection of data during 2020 and beyond as the childcare market reopens, on attendance, supply and demand, any loss in places and increase to vacancy levels.
- to ascertain the impact of Covid-19 on the long term landscape and sustainability of the childcare market.
- to identify any gaps in provision brought about by changes to the childcare market as it emerges from the current situation.

Approval of the attached Childcare Sufficiency Annual Report 2019 is requested and for the board to approve this report for publication on the Council's website.
<https://www.tameside.gov.uk/childcare>

4. RECOMMENDATIONS

As set out at the front of the report.

Childcare Sufficiency Annual Report 2019



COVID-19

This report was collated using data and information provided in 2019, and written prior to the current pandemic.

The government planning guide provides information and support for all Schools and Early Years Providers which is regularly updated as the situation changes. Tameside Council is working closely with the sector to support the wider opening of schools, colleges and childcare settings.

Contents

1. Introduction
2. Legislation
3. The Borough of Tameside
4. Review of the Local Childcare Market
5. Highlighted Extracts of Previous Full Sufficiency Report
6. Conclusion
7. Recommendations
8. Appendices

1. Introduction

Section 6 of the Childcare Act 2006 introduced a new statutory duty on local authorities to ensure sufficient childcare to meet demand. The act defines sufficient childcare as:

“As far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents in the area who require childcare in order to enable them:

- a) *To take up or remain in work*
- b) *To undertake education or training which could reasonably be expected to assist them to obtain work”*

The duty also applies to the provision of free early education and childcare for 3 and 4 year old children.

A sufficient childcare market is defined as one that develops sustainable childcare that is affordable and of high quality.

The assessment published in March 2011 reported that Tameside had a healthy and vibrant childcare market that was successfully meeting the needs of its population.

2. Legislation

Local Authorities are required to secure sufficient childcare so far as reasonably practicable for working parents or those studying or training for employment with children aged 0-14 (or up to 18 for disabled children).

Local Authorities should take into account where it is ‘reasonably practicable’ when assessing what sufficient childcare means in the area and include:

- The state of the local childcare market, including supply and demand
- The state of the labour market
- The quality and capacity of childcare providers including funding, staff, premises and experience

The Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare (2018) suggest that Local Authorities should “report annually to elected council members on how they are meeting their duty to secure sufficient childcare”

3. The Borough of Tameside

3.1 Description

Tameside Borough was created on 1 April 1974 and is one of the ten metropolitan districts of Greater Manchester. It consists of nine towns in a mainly urban area, stretching from the city of Manchester to the Peak District and shares its borders with Stockport, Oldham, Manchester and the Borough of High Peak.

Tameside is comprised of 19 wards and is characterised by some of the worst 5% of deprived areas nationally. Tameside is noted to be the 42nd most deprived borough nationally on the Index of Multiple Deprivation 2010.

See Appendix 1 Indices of Multiple Deprivation 2010 - for further information.

3.2 Population

In 2018 the total population of Tameside was estimated to be 225,197 (estimated via the Office for National Statistics). However, the Census 2011 recorded a population of 233,763 which shows a difference of 8,566 or approximately 3.8%.

3.3 Ethnicity

The following table shows that the majority (91%) of residents in Tameside describe themselves to be White British. The remaining 9% being of Black and Minority Ethnic origins.

	White		BME	
	No.	%	No.	%
Tameside	199,429	90.9	19,895	9.1
East	55,386	95.5	2,604	4.5
North	36,360	79.8	9,196	20.2
South	41,678	90.1	4,555	9.9
West	66,005	94.9	3,540	5.1

Source: Census 2011

3.4 Age

Using data extracted from the Census 2011 the following table shows the breakdown of age across the borough and also by the administrative neighbourhoods – north, east, south and west:

- North - Ashton
- East - Mossley, Stalybridge, Dukinfield
- South - Hyde and Longdendale
- West - Denton, Droylsden, Audenshaw

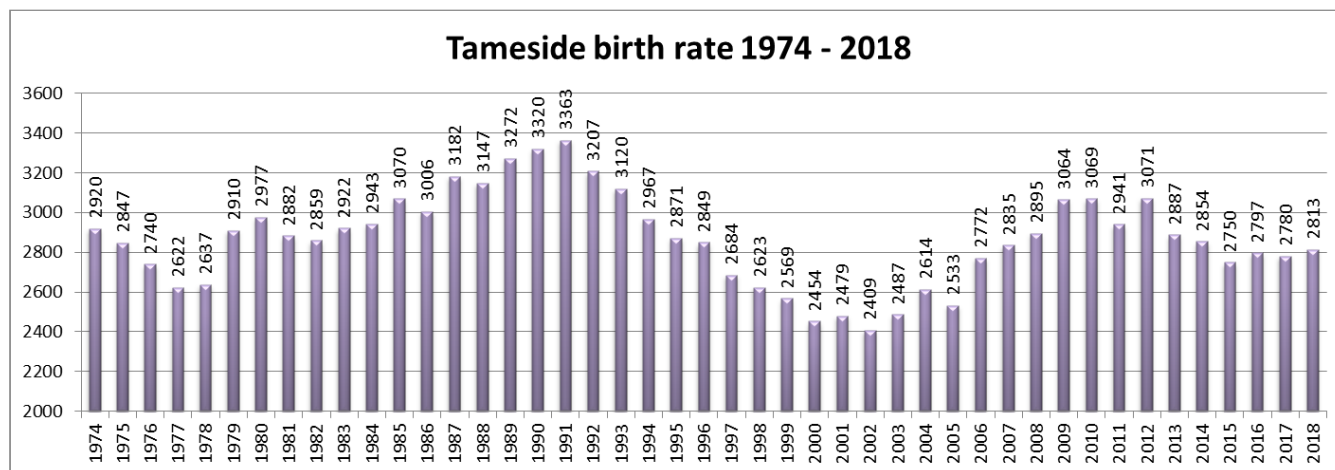
Notably from a childcare demand perspective, approximately 65% of the population is of working age: 16 to 64 years. This figure becomes significant when considered in conjunction with Birth Rate data.

	0 to 4		0 to 15		16 to 64		65+	
	No.	%	No.	%	No.	%	No.	%
Tameside	14,439	6.6	42,708	19.5	142,415	64.9	34,201	15.6
East	3,797	6.5	11,230	19.4	38,343	66.1	8,417	14.5
North	3,263	7.2	9,288	20.4	29,767	65.3	6,501	14.3
South	3,305	7.1	9,545	20.6	29,636	64.1	7,052	15.3
West	4,074	5.9	12,645	18.2	44,669	64.2	12,231	17.6

Source: Census 2011

3.5 Birth Rate

The graph shows Tameside births from 1974 to 2018 and illustrates there has been an upward trend for births across the borough from 2005 onwards, which caused an increase in demand for childcare places for early years and school age children. The current trend for the last 3 years shows that the birth rate, following a notable decrease has remained fairly static, however traditionally the birth rate tends to follow a fluctuating 25 year cycle. It is expected therefore that this trend will repeat again in future years. During 2018 the birth rate increased slightly to 2813 from 2780 the previous year. Birth rates will continue to be monitored and remain one of the key factors in determining demand for childcare.



3.6 Economic Growth

Since 2008 Tameside's economy has been adversely affected by the global recession and has suffered to a greater extent than most other parts of Greater Manchester. Key indicators and information from Job Centre Plus indicates that Tameside is likely to experience a slower recovery than its neighbouring authorities.

Due to the rollout of Universal Credit and it replacing Jobseeker's Allowance (JSA) and other benefits for a lot of claimants, the following table illustrates the number of people claiming Jobseeker's Allowance plus those who claim Universal Credit and are required to seek work and be available for work. This data set replaces the number of people claiming Jobseeker's Allowance as the headline indicator of the number of people claiming benefits principally for the reason of being unemployed.

Claimant

	North Total	West Total	South Total	East Total	Tameside Total
January 2018	1,020	815	820	1,065	3,720
February 2018	1,110	840	850	1,095	3,895
March 2018	1,115	870	860	1,090	3,935
April 2018	1,100	895	865	1,075	3,935
May 2018	1,115	920	910	1,065	4,010
June 2018	1,135	1,010	1,000	1,140	4,285
July 2018	1,210	1,005	1,005	1,190	4,410
August 2018	1,235	1,075	1,065	1,265	4,640
September 2018	1,285	1,120	1,125	1,265	4,795
October 2018	1,350	1,165	1,120	1,305	4,940
November 2018	1,360	1,130	1,140	1,345	4,975
December 2018	1,410	1,120	1,115	1,345	4,990

Count 2018

Claimant count represented as a percentage of 16-64 population

	North Total	West Total	South Total	East Total	Tameside Total
January 2018	2.6	1.5	2.2	2.2	2.1
February 2018	2.9	1.5	2.2	2.3	2.2
March 2018	2.9	1.6	2.3	2.3	2.2
April 2018	2.9	1.6	2.3	2.3	2.2
May 2018	2.9	1.7	2.4	2.2	2.2
June 2018	2.9	1.8	2.6	2.4	2.4
July 2018	3.1	1.8	2.7	2.5	2.5
August 2018	3.2	1.9	2.8	2.7	2.6
September 2018	3.3	2.0	3.0	2.7	2.7
October 2018	3.5	2.1	3.0	2.7	2.8
November 2018	3.5	2.0	3.0	2.8	2.8
December 2018	3.7	2.0	2.9	2.8	2.8

Source: NOMIS (ONS)

3.7 Economic Activity

The following table indicates the breakdown of the borough according to economic activity which highlights at the time of Census 2011, 68.8% of the borough is economically active.

	Economically Active		Economically Active: Employees		Economically Active: Self Employed		Economically Active: Unemployed		Economically Active: Full Time Student		Economically Inactive	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Tameside	111,016	68.8	86,923	78.3	12,022	10.8	8,052	7.3	4,019	3.6	50,443	31.2
East	30,616	71.0	24,083	78.7	3,442	11.2	2,085	6.8	1,006	3.3	12,505	29.0
North	21,967	65.8	16,918	77.0	2,261	10.3	1,929	8.8	859	3.9	11,429	34.2
South	22,656	67.4	17,476	77.1	2,677	11.8	1,709	7.5	794	3.5	10,943	32.6
West	35,777	69.7	28,446	79.5	3,642	10.2	2,329	6.5	1,360	3.8	15,566	30.3

Source: Census 2011

3.8 School Readiness

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are school ready and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (*Statutory Framework for the Early Years Foundation Stage, page 5*).

Tameside accepts that being school ready is about more than just the child being ready for school. This transition needs the support and cooperation of all individuals involved, to create a holistic approach so a child has an enjoyable and positive experience. Schools should be ready for the child as much as the child is ready for school, helping smooth the transition between play based early learning and more formal classroom based teaching. Parents are encouraged to recognise that they are key to preparing their children for school. Key to this successful transition is positive cooperation between parents, childcare professionals and teachers.

Since the 2013 annual report, there has been a change in how data is collected on the number of children who are identified as school ready and is now collated for the borough as a whole and is not available by area.

In July 2019, 67% of children attending in the Early Years Foundation Stage (using Early Years Foundation profile data completed at the end of the year) were identified in Tameside as having a good level of development. This is an increase on the previous year by 1%. The provisional National Average for 2019 has remained at 72% so although the gap is narrowing Tameside remains below the National Average. In the North West in 2019, 69% of children achieved a good level of development which has remained the same. In Greater Manchester combined authorities in 2019 the average was 68%.

Tameside is one of four local authorities in the North West to have improved their Early Years Foundation Stage profile by more than 1% in 2019.

4. Review of the Local Childcare Market

4.1 Childcare Supply

The amount of childcare provision that is currently available has seen some changes since the last annual sufficiency report completed in 2018, notably a decrease in the number of registered childminders within the borough. Out of School Clubs appears to have increased significantly however this year the data collection has improved to include some clubs who previously we had no recorded data for. Overall the childcare market and the number of childcare places have remained stable. With the introduction of 30 hours free childcare from September 2017 for eligible parents, it is anticipated that the childcare market will evolve to meet demand.

Further analysis of the sufficiency of current 2 year and 30 hour provision in the borough is detailed later in this report.

Type	2014	2015	2016	2017	2018	2019	Difference + -
Childminders	329	308	285	280	271	254	-17
Pre-school playgroups	22	21	21	20	17	16	-1
Private nurseries	45	48	49	51	55	54	-1
Out of school clubs	55	54	53	57	54	84	+30
Maintained School Nursery Classes	64	65	66	66	66	66	-
Independent School with Early Years	1	1	1	1	1	1	-

(The figures given above are for providers who are listed with the Families Information Service, some providers are not listed e.g. crèches that are not required to be registered with Ofsted as they offer less than 2 hours of provision).

4.2 Breakdown of Current Childcare by Area

This year following the collection of sufficiency audit and analysis of all the responses received we have collated more accurate data from providers around not just their Ofsted registered number but how the provision manages and allocates its places. This has highlighted a number of changes to place numbers within some areas and moving forward these figures will be used as a benchmark to compare future sufficiency audit questionnaires from providers. The analysis provides more of an accurate reflection of available places. In addition this year we have also received more information from Out of School Clubs to include within the report which will account for some of the changes in some areas.

Ashton Area

Type	2016 No of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	12	994	11	977	13	1052	13	1021
Childminder	46	138	51	153	48	144	46	138
Playgroup/ Pre-School	5	167	6	213	4	163	4	193
Out of School (Registered)	10	265	10	275	7	191	16	192
Maintained	16	554	16	598	16	598	16	598
Totals	89	2118	94	2216	90	2148	94	2142

In Ashton-under-Lyne apart from more data being available to report more accurately on all Out of School Clubs there has been a decrease in the number of childminders. The place numbers for pre-school/playgroups also shows an increase again due to more accurate reporting. All other areas remain relatively the same.

Denton/Droylsden/Audenshaw Area

Type	2016 Number of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	11	853	12	931	13	990	13	1064
Childminder	109	327	108	324	108	324	101	303
Playgroup/ Pre-School	7	275	7	275	7	280	7	286
Out of School	17	440	19	475	18	504	30	609
Maintained	18	728	18	780	18	780	18	780
Totals	162	2623	164	2785	164	2878	169	3042

This area highlights a decrease in the number of childminders but shows an increase in Out of School Places, the increase is due to more accurate data available on place numbers.

Overall the total number of places available in this area has increased.

Dukinfield/Stalybridge/Mossley Area

Type	2016 Number of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	15	1076	17	1216	17	1240	17	1278
Childminder	84	252	80	240	77	231	73	219
Playgroup/ Pre-School	5	133	4	97	3	67	2	47
Out of School	19	532	19	544	20	560	25	667
Maintained	17	572	17	546	17	546	17	546
Independent School	1	20	1	20	1	20	1	20
Totals	140	2565	137	2643	135	2664	135	2771

In this area again it shows a decrease in the number of childminders, and preschools/playgroups, however despite the decreases the overall effect is a similar picture as the number of total places has increased slightly.

Hyde/Longdendale

Type	2016 Number of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	11	804	11	804	12	1050	11	885
Childminder	46	138	41	123	38	114	34	102
Playgroup/ Pre-School	4	122	3	77	3	77	3	84
Out of School	7	179	9	208	9	218	13	313
Maintained	15	546	15	494	15	494	15	494
Totals	83	1789	79	1706	77	1953	76	1878

In this area the number of childminders has increased but we have seen a reduction in the number of private day nurseries. Again an increase in the reporting of out of school places increases the number of available places within this sector. However with the reduction of provision within two sectors the overall number of provision and places that are available across the area has decreased slightly.

Totals for Tameside

Type	2016 No of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	49	3727	51	3928	55	4332	54	4248
Childminder	285	855	280	840	271	813	254	762
Playgroup/ Pre-School	21	697	20	662	17	587	16	610
Out of School	53	1416	57	1502	54	1473	84	1781
Maintained	66	2400	66	2418	66	2418	66	2418
Independent School	1	20	-	-	1	20	1	14
Totals	474	9095	474	9350	464	9643	475	9833

Across the borough the total number of childcare places available has increased due to more accurate and complete reporting. The childcare market is evolving continually but despite the number of childminders, pre-schools/playgroups and Private Day nursery places decreasing slightly, the overall number of places across the borough has increased, which will also impact positively for parental choice for childcare. The number of childminder places is an estimated number based on each childminder having the capacity to take three children under the age of 5 (as per Ofsted guidance) so this will depend on how many children childminders elect to take under the age of 5.

See Appendix 2 – Maps highlighting Group Provision, Out of School clubs and Childminders

4.3 Demand for Childcare

During 2018 the Families Information Service (FIS) received a total of 3098 enquiries of various types. Of these 1,209 were enquiries where full details were taken. A further breakdown confirmed that a large proportion of these full enquiries initiated, related to childcare, nursery education or 2 year funded places, totaling 88% of the enquiries, which highlights continued demand for formal childcare.

On analysis of the short enquiries where full details were not provided, 81% of this type of enquiry related to childcare, nursery education, 2 year funded places or from childcare providers.

Many parents search online and Tameside provides an 'Online Childcare Finder'. Statistics inform that during the period between January to December 2018 there were 2,420 searches for childcare on the Families Information Service Online service.

This can be accessed from the following web link: <https://www.tameside.gov.uk/childcarefinder>

The Tameside website also provides access to a Service Information Directory which is a much wider online search function providing parents with information on services for children, young people and their parents/carers e.g.

- Activities
- Children Centre Activities
- SEND – Special Educational Needs and Disabilities

- Parenting
- Youth Clubs
- Toddler Groups and more.

This site can be found by accessing the following link <https://www.tameside.gov.uk/Tameside-Service-Information-Directory>

4.4 Free Places for Three and Four Year Old Children

In Tameside according to Department for Education national statistical release data, (provided to all local authorities in 2019 from data sourced from the January census) 98% of 3 and 4 year olds are taking up some or all of their free early education funding.

Year	2013	2014	2015	2016	2017	2018	2019
Percentage	97%	99%	98%	99%	99%	98%	98%

Take up for 2 year funding shows a decrease from the previous year however this could be due to the focus of 30 hours free childcare as most North West local authorities have shown a decrease in take up during 2019. To ensure that this trend is reversed there has been increased activity to assist families to apply and seek a place for their child and participation for autumn 2019 shows a slight increase on the previous term which is encouraging. There are no reported issues with families having difficulties accessing places and there appears to be plenty of choice and opportunity for parents to take up the offer.

Percentage of 2 year old children benefitting from funded early education places by local authority	
All providers - Percentage of population	
Year	2019
Percentage	77%

See Appendix 3 - Map of Childcare providers delivering free Early Education Funding.

4.5 Free Places for Two Year Old Children

From 1st September 2014, 40% of 2 year olds nationally have been entitled to a free 15 hour early education and childcare place. Eligibility is the same as for the entitlement to Free School Meals (e.g. they are families whose income is below £16,190 and on certain benefits) and also families who are in receipt of working tax credit with an annual income of below £16,190, universal credit of no more than £15,400, looked after children and children in receipt of DLA. Target numbers for potentially eligible 2 year olds from the DfE target lists have increased since summer term 2018 when the target number was 1,139 which rose to 1,296 in summer 19. A detailed assessment of the number of two year places was collated during summer 2019 to inform on the number of two year places available within the borough and to identify any further gaps following completion of the initial capital programme. In Tameside we have a good take up of places which are monitored term on term.

The information provided to collate this information was based on the following data sets:

- Potentially eligible families identified by the DFE during April 2019 by ward

- Total number of vacancies – Supplied from all providers delivering free early education (summer 19)
- Total number of 2 year olds attending provision by ward area (summer 19)

All ward areas were showing vacancies but a number of areas indicated minimal places available at the time of the audit e.g.

- Droylsden West
- Hyde Newton
- Ashton Waterloo
- Denton South
- Stalybridge North
- Stalybridge South

The eligible family data was collated, analysed and mapped according to their postal address, and additional data was added to pinpoint group provision and childminders delivering free early education to show location in relation to potentially eligible families.

Consideration was given to other provision located in bordering wards that were also within a reasonable walking distance (approx. half mile radius) to ascertain sufficiency of 2 year old provision.

Droylsden West - Take up on places in this area is 44%. A capital project is underway in the Droylsden area to provide additional places for 2 year olds within walking distance. Based on current information it is expected to open in spring 2020 creating sufficient places and choices for parents in this area.

Hyde Werneth - this area is showing an improvement in take up this year with 75% take up of places. During the 2018 assessment a shortfall of places was identified. A capital project is underway in the Hyde Werneth area to provide additional places for 2 year olds which is expected to be available during spring 2020.

Stalybridge North – this area is showing 62% take up of places. From the 2 year analysis there were vacancies in this area but the data highlighted a small deficit of available places. The amount of deficit places may not necessarily sustain a new provider however there are indications for further new provision to open in this area. In light of this places in Stalybridge South will continue to be monitored.

Stalybridge South - this area is showing 33% take up of places, with minimal vacancies available at the time of the data collection. There are a number of providers in the Dukinfield/Stalybridge that are approximately within half a mile walking distance of some families located on the border of Stalybridge North, which had recorded vacancies and could fill some of the gap. Due to the landscape of the Stalybridge area, which contains a lot of green space some of the provision is located on the outskirts of the ward. The data is highlighting a small deficit of available places within this ward when compared to those who are potentially eligible. With the general downward trend in births, the small number of deficit places may not necessarily sustain new provision. As indications for further new provision to open in neighbouring Stalybridge South, which would be within half a mile distance from some potentially eligible families, in light of this places in Stalybridge North will continue to be monitored.

Denton South – this area is showing 30% take up of places with minimal number of vacancies available. Data is highlighting vacancies in both of its neighbouring wards. Denton North East which has a high number of vacancies is within half a mile walking distance from Denton South for families residing on the border of this ward. Given the location of this ward which is on the outskirts of the borough and adjacent to green spaces, creating new provision may not be sustainable. Currently there are 2 group providers and 3 schools with nursery provision in this area and all will be contacted to identify if there is scope to take further 2 year olds.

Ashton Waterloo – this area is showing 52% take up of places with only a handful of vacancies leaving a potential shortfall of places in this area. Eligible families within this ward are concentrated within a 1 mile area and many border the 3 other Ashton wards. When analysing the data the location of around a third of the potentially eligible families are within a half mile walking distance to other provision in Ashton St Peters and St Michaels which are showing a higher level of vacancies which could support these families. Providers within this area will be contacted to see if there is further scope to increase their 2 year numbers as the number of vacancies required may not be sufficient to sustain new provision. This area will continue to be monitored.

Hyde Newton - this area is showing 53% take up of places with a reasonable amount of vacancies at the time of the data collection, which left a small deficit of places in this area. We are aware of plans to open new provision within the Hyde Godley, Hyde Werneth and Hyde Newton area, therefore until this new provision is on stream this area will continue to be monitored.

Further analysis was obtained to ascertain how families were taking up their places across Tameside and whether they chose provision located in their home ward or elsewhere in the borough. This data highlights that during the summer term which is the busiest of the 3, on average 54% of families took up a 2 year place within the ward in which they live, whereas 43% travelled to a neighbouring ward. The remainder which is around 3% is families who reside outside of Tameside but have chosen to take their 2 year place here.

See Appendix 4 – Analysis of 2 Year Free Places and Take up

Further Action – 2 Year Place Creation

Within the areas of Ashton Waterloo and Denton South further investigation will be carried out to see if there is scope for existing provision to expand their numbers. No further action is planned for place creation in Stalybridge North and South and Hyde Newton. Whilst more information is obtained about potential new provision, all areas will continue to be monitored.

In the Droylsden West area, a new provider will be opening within the Droylsden area which will create much needed 2 year places to bridge the identified gap. Following a delay during the Ofsted registration process it is anticipated that these places should be available during spring 2020 term.

In the Hyde Werneth area, a small gap was identified for further action and additional provision should be available during spring 2020, the delay was due to the feasibility of the original scheme to extend the provision.

At the close of 2019 approximately 134 childminders were registered to accept funded children, and the number of childminders looking to deliver early education places continues to rise, which provides alternative childcare options in all areas of the borough.

4.6 30 Hours Free Childcare

From 1 September 2017 parents/carers that qualify are entitled to a further 15 hours of free early education per week or a maximum of 570 hours per year, giving them up to 30 hours free early education per week over a maximum of 38 weeks. To apply parents/carers must apply directly to Her Majesty's Revenues and Customs (HMRC) and also renew their eligibility regularly as per their renewal dates. Further information can be located on the HMRC website

<https://www.childcarechoices.gov.uk/>

Since September the number of families taking up some or all of their additional entitlement either via their Private, Voluntary or Independent provider or via their school nursery has been steadily increasing.

Term	No's of Families taking all or part of their extended Entitlement
Autumn 2017	1123
Spring 2018	1465
Summer 2018	1742
Autumn 2018	1251
Spring 2019	1651
Summer 2019	1954

The majority of all group providers and childminders on the directory are registered to deliver the offer, plus 42 of the 66 primary schools with a nursery are also delivering the offer or registered to deliver the offer.

30 Hours Free Childcare

After analysis of the data provided during summer 2019, approximately half of all families (48%) taking up their offer sourced provision within their home ward, 44% took up a place in another Tameside ward and approximately 8% of families taking up a place came from outside of Tameside.

This makes it difficult to plan for the sufficiency of places as potentially families are sourcing provision which is convenient for either extended family, on routes into work or as a preference for a particular provider. (See Appendix 5)

The analysis during summer 2019 highlighted a total of 675 vacancies for universal 15 hour entitlement, with recorded vacancies in all wards of Tameside. For the 30 hours or the extended part of the entitlement there were a total of 392 vacancies, again with recorded vacancies in all wards, however there are 3 areas where the level of vacancies were minimal and this will continue to be monitored. (See Appendix 5) Approximately three quarters of these vacancies (280) were recorded in the Private, Voluntary and Independent childcare sector.

Further Action

There is no detailed statistical data available on qualifying numbers of families for 30 hours, so careful termly monitoring will be needed to see where and how families are taking up their place. Also as this offer is predominantly aimed at working parents/carers; to monitor how far parents are travelling from home to a provider e.g. they may source childcare near work or extended family.

The number of recorded vacancies across the whole sector remains at similar levels to the previous year. The analysis also highlights an increase in take up of the extended entitlement (30 Hours) compared to summer 2018 which has increased from 1,736 to 1,954 which represents a 12.55% increase.

Based on vacancy data available during summer 2019, it appears that there are sufficient places available, and no action is needed at present other than continued careful monitoring of places available, take up and vacancies available.

4.7 Childcare for Children Aged 5-11 and During School Holidays

In Tameside at the time of analysis there were 84 Out of School clubs, and an approximate increase of 300 places which appears to have increased dramatically from the previous year. This is largely due to an improved data collection where we obtained additional data for Out of School Provision within the borough to improve reporting within this sector.

Full and Part Time places for 4-8 year olds in School Holidays

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas the vacancies were minimal e.g. Denton West and Hyde Werneth.

The data also highlighted vacancies available for this age range in all wards within the borough of both full and part time for children to attend during the school holidays.

Maximum Number of Full Time and Part Time places for 8 year olds and over in School Holidays

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas, vacancies were lower e.g. Hyde Werneth and Longdendale. Again the data highlighted both full and part time places were available for school holiday clubs for this age range.

At the time of analysis there were no major gaps in provision however places will continue to be monitored. It is also worth noting that provision for children aged 5-11 can also be provided by primary schools who are not all included in the above numbers due to lack of data about their service.

4.8 Childcare for Disabled Children and Children with Special Educational Needs (SEND)

The Early Years Provider Development Team provides training and support to childcare settings to enable them to offer inclusive childcare provision. Since October 2013 all providers are able to access SENCO surgeries where they receive guidance to effectively deliver the SEN Code of Practice. The 2011 sufficiency assessment identified that parents of children with additional needs felt there was not enough childcare available to them. However it also found that many childcare providers were able to support children with disabilities and/or additional needs. There also appeared to be a misconception by parents that mainstream childcare settings could not meet their needs and that only specialist childcare settings could do this. This is an issue that is experienced nationally.

Data provided from the Census 2011 highlights that 3.9 % of children in the borough are identified as having a long term health problem or a disability (Age 0 to 15):

	Day-to-day activities limited		Day-to-day activities not limited	
	No.	%	No.	%
Tameside	1,655	3.9	41,053	96.1
East	406	3.6	10,824	96.4
North	387	4.2	8,901	95.8
South	326	3.4	9,219	96.6
West	536	4.2	12,109	95.8

Source: Census 2011

Since July 2017 there has been a dedicated Special Educational Needs Caseworker available for early years. In addition the Early Years Panel where individual cases are referred, meet more frequently to meet demand. Where a need is identified additional support e.g. equipment or additional funding is allocated to enable children to access provision for early years.

Since the last report two 'specialist' Early Years Quality Officers (EYQO) have been appointed to concentrate on SEND in early years provision across the borough. The EYQO will ensure the highest quality of care and education is offered to meet children's needs. They will support the Tameside SEND pathway making sure all early years practitioners are collecting relevant information in preparation for the Early Years SEN Panel, ensuring smooth transitions to the most appropriate educational setting for children with SEND.

From September 2017, two new measures have been introduced to support children with disabilities and special education needs:

- Disability Access Fund
- SEN Inclusion Fund

Both measures are to support providers to make reasonable adjustments and help them better address the needs of individual children to enable them to access their free entitlement.

4.9 Quality of Childcare

The DfE identify within current statutory guidance that they would like the outcome for all children to be able to take up their free hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children, leading to better outcomes.

The Early Years Quality Improvement Team offers support, advice and guidance to the Early Years childcare/education sector with a focus on raising and maintaining high quality childcare. Positive relationships between schools and the PVI settings are improving, becoming more 'joined up' allowing a consistent approach to teaching.

Legislation states Ofsted is the 'sole arbiter of quality'. Therefore the Early Years Quality Improvement Team uses Local Authority GLD (Good Level of Development) data to identify areas of concern to offer targeted interventions to support improvement and close the gaps.

The following table provides a breakdown of all the key types of providers according to their Ofsted rating (data collated as at summer 2019):

Group Settings and Independent Schools	Data Collated Autumn 2016		Data Collated Autumn 2017		Data Collated Autumn 2018		Data Collated Autumn 2019	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	1	1.41	0	0	1	1.41
Requires Improvement	5	7.14	4	5.63	2	2.74	2	2.82
Good	37	52.86	40	56.34	52	71.23	51	71.83
Outstanding	12	17.14	12	16.90	14	19.18	12	16.90
Not Yet Graded	16	22.86	14	19.72	5	6.85	5	7.04

There are 71 group providers in total with approximately 89% rated as good or outstanding, which is about the same as the previous year. The number of providers who are awaiting their first inspection has decreased to 7.04% which does reduce the percentage of those good or outstanding. The number of settings rated inadequate or requires improvement has marginally increased on the previous year, which highlights sustained improvements in quality within this sector.

Out of School Clubs	Data Collated Autumn 2016		Data Collated Summer 2017		Data Collated Summer 2018		Data Collated Summer 2019	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	0	0	0	0	0	0	0	0
Requires Improvement	4	7.55	2	3.51	0	0	3	3.57
Good	24	45.28	29	50.88	36	66.67	58	69.05
Outstanding	6	11.32	8	14.04	10	18.52	12	14.29
Await 1 st Inspection	19	35.85	18	31.58	8	14.81	9	10.71
Exempt	0	0	0	0	0	0	2	2.38

There are now 84 Out of School Clubs with 83.34% rated as good or outstanding, which is an increase on the previous year. In addition 14.81% are awaiting their first inspection. Therefore if those awaiting their first inspection were excluded, the total achieving good or outstanding is actually 100%.

Childminders	Data Collated Autumn 2016		Data Collated Summer 2017		Data Collated Summer 2018		Data Collated Summer 2019	
	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %	Actual	Percentage %
Inadequate	1	0.35	9	3.21	4	1.48	6	2.36
Requires Improvement	46	16.14	13	4.64	7	2.58	7	2.76
Good	148	51.93	174	62.14	174	64.21	164	64.57
Outstanding	12	4.21	12	4.29	16	5.90	15	5.90
Awaiting Inspection					40	14.76	36	14.17

Met	78	27.37	72	25.71	30	11.07	26	10.24
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(Included in Inadequate are 5 childminders classed as not met e.g. require actions)

In total there are 254 childminders within the borough, a decrease on the previous year. Of these 70.47% of the childminders are rated as good or outstanding, which remains the same as the previous year. There are 62 childminders who have not yet been inspected, or are classed as 'Met'. Therefore if those awaiting inspection are excluded, the total achieving a good or outstanding result is actually 93.22% which is a slight decrease on the previous year.

Schools	Data Collated Summer 16	
	Actual	Percentage %
Inadequate	0	0
Requires Improvement	6	9.09
Good	43	65.15
Outstanding	5	7.58
Yet to be Inspected	12	18.18

In total there are 66 primary schools within the borough that have a nursery class and provide early education, of these 72.73% are rated good or outstanding, however there are 12 schools awaiting inspection which if excluded, the total achieving a good or outstanding result is actually 88.88%. Of the 66 schools, 37 or, 56% are currently offering the 30 hours free childcare for 3/4 year olds which whilst this is a slight decrease of schools since September 2018 is still indicates stability.

4.10 Affordability of Childcare

Childcare costs vary from area to area within the borough and from type to type, however the tables below illustrate typical average childcare costs in Tameside collated for the '2019 Childcare Survey for Local Authorities in England' based on a full time attendance e.g. 50 hours of care per week and 25 hours:

Average cost for group providers offering up to 50 hours per week

Under twos per week attending 50 Hours	£183
Under twos per week attending 25 Hours	£132
Aged 2 plus per week attending 50 hours	£181
Aged 2 plus per week attending 25 Hours	£130

- The most expensive rate for under two's for 25 hours was £60
- The cheapest rate for under two's for 25 hours was £102

Childminders - The typical average weekly costs for a childminder in the area:

Under twos per week attending 50 Hours	£189
Under twos per week attending 25 Hours	£95
Aged 2 plus per week attending 50 hours	£189
Aged 2 plus per week attending 25 Hours	£95

Out of school provision can be offered at various providers however typical costs include:

Out of school club typical average weekly for a place for 15 hours per week	£53.00
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According to the Daycare Trust's annual childcare survey 2019 "*childcare prices for children under three have risen slightly above inflation this year. For more detail on the content of the 'Childcare Survey 2019 please refer to the full report on <https://www.familyandchildcaretrust.org/childcare-survey-2019>*

5. Highlighted Extracts from the Summary of the CSA 2011

The report of 2011 did not highlight any major geographical gaps in the borough however in order to determine the state of the market place a full gap analysis was recommended but given the current level of resources available this is no longer feasible. Where there were geographical gaps these were not necessarily reflected in the demand for places as often gaps can exist where there is a low population of people in a large area.

The report identified that half of the parents surveyed felt that while cost of formal childcare was a consideration, quality, location and opening hours were regarded to be more important.

Parents of disabled children reported that they found childcare expensive. Various reasons were given including personal financial circumstances and situations when providers passed on additional resource costs to parents. Parents of children with disabilities also expressed the view that there was not enough choice of childcare providers that they felt confident could safely look after their children. This situation is experienced nationally.

The general opinion of parents and employers is that there was adequate childcare at the times when most people needed it, with the majority using childcare for the working day over Monday to Friday. As expected there is less demand for full week care and limited need for care before 7.30 am or after 6pm.

It was reported that there was an adequate range of childcare for all age ranges although there was less demand for older children. For this age range it was noted there have been some issues with sustainability when expressed demand was not realised resulting in the provision closing in some cases.

6. Conclusion

During 2019 the childcare market in Tameside has remained stable, there has been a small reduction in the number of places at Private Day Nurseries and childminders however the number of places within pre-schools/playgroups and Out of School Clubs has increased. Overall the number of childcare places available across the borough has increased which impacts positively on parental choice.

The number of families that were potentially eligible for a 2 year place at the time of the data collection (summer 19) has increased which impacts on demand. At the time of the data collection the data highlights a slight reduction in participation since autumn 2018.

Further analysis of two year provision highlighted a number of areas to monitor. Two areas with a small identified gap are also identified for further action. With the need to ensure sustainability, all existing provision in both wards will be contacted to ascertain any scope for increasing their 2 year places.

Analysis of the sufficiency of two year places and the take up of the free entitlement for three and four year olds will remain under review. The DfE statistical release 2019 indicates that take up of 3 and 4 year olds is 98%; this is considered to be a high take up and is evident across the borough at maintained, private, voluntary and independent providers.

Changes are noted within the childcare market but from the information available no identified gaps in provision have been highlighted other than two specific wards within the borough where there appears to be a small gap in provision for the two year age range.

Not all sectors of childcare providers responded to the request to provide data, which prevents a full assessment of the sufficiency of childcare places in all areas. In particular at the time of concluding the report not all Out of School clubs and Childminders had responded, however from those that did respond, most were reporting vacancies. Without any other anecdotal information to highlight any specific gaps in provision for out of school club places and childminders, we have been unable to fully assess sufficiency of all places, but conclude from the vacancies available from those that did submit that there is still sufficient provision.

30 Hours Free childcare

The roll out of 30 hours free childcare is now in its second year and at this point there are no reported issues with parents experiencing insufficient provision. Approximately over half of the boroughs primary schools with a nursery have also offered 30 hours which provided much needed additional places. At the time of data collection during the busiest reported term, (summer) there were vacancies for 30 hours in all areas of the borough. This will be continually monitored and reported upon annually.

7. Recommendations

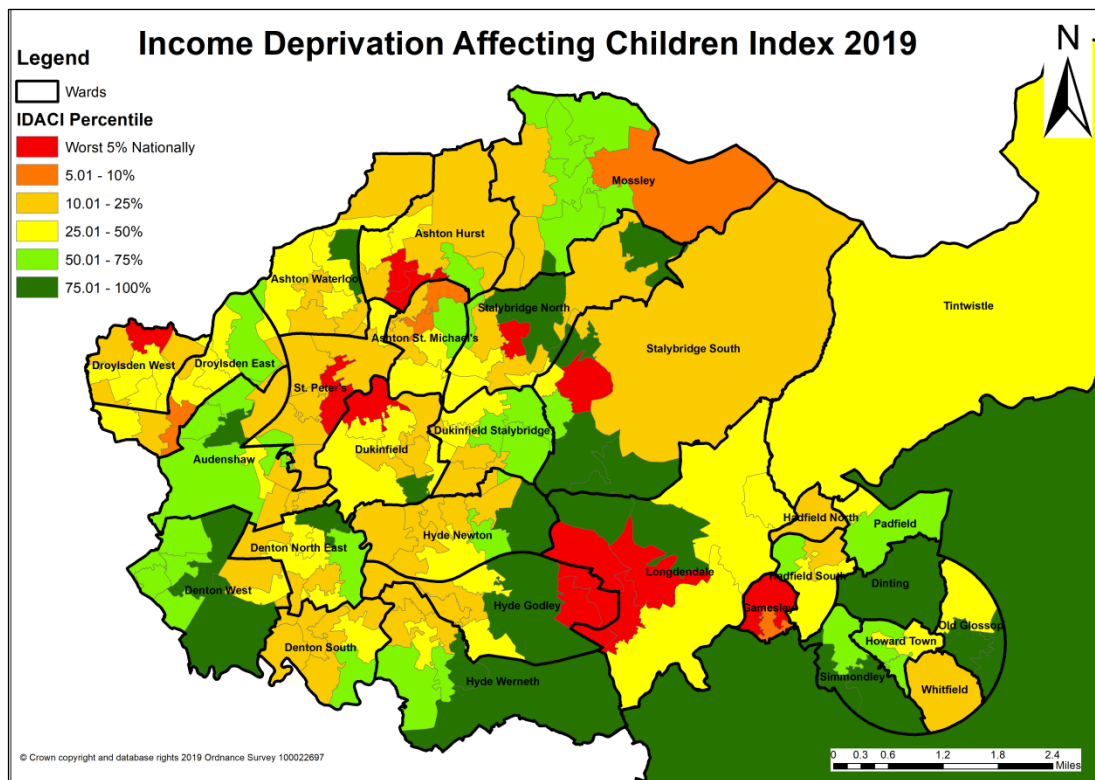
The report of 2011 and the annual report of 2013 did not highlight any major gaps in the borough. The data compiled for this report shows that the position is broadly similar, however to ensure sufficiency the following recommendations are suggested:

1. To continue to work with all our childcare providers to improve the quality and content of the data provided, to inform on the annual assessment of childcare available for all age ranges
2. To promote to all providers to regularly report on their vacancies and to ensure their information published online is current. To further promote the online childcare search function to enable parents to be able to make electronic enquiries for childcare using the information provided

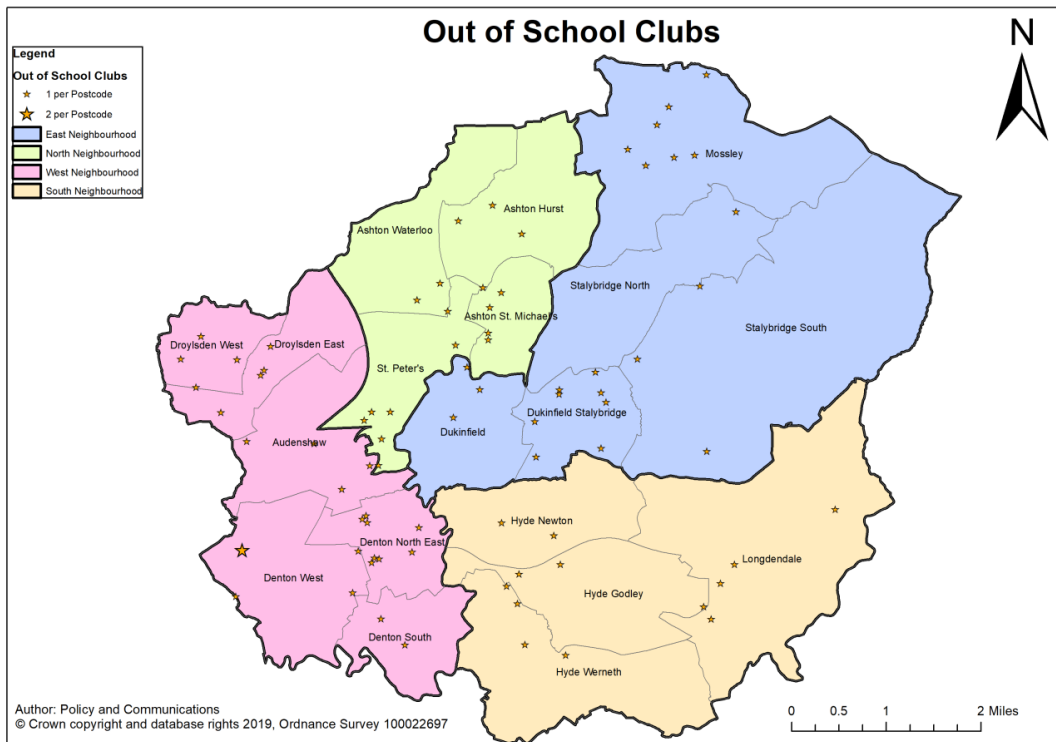
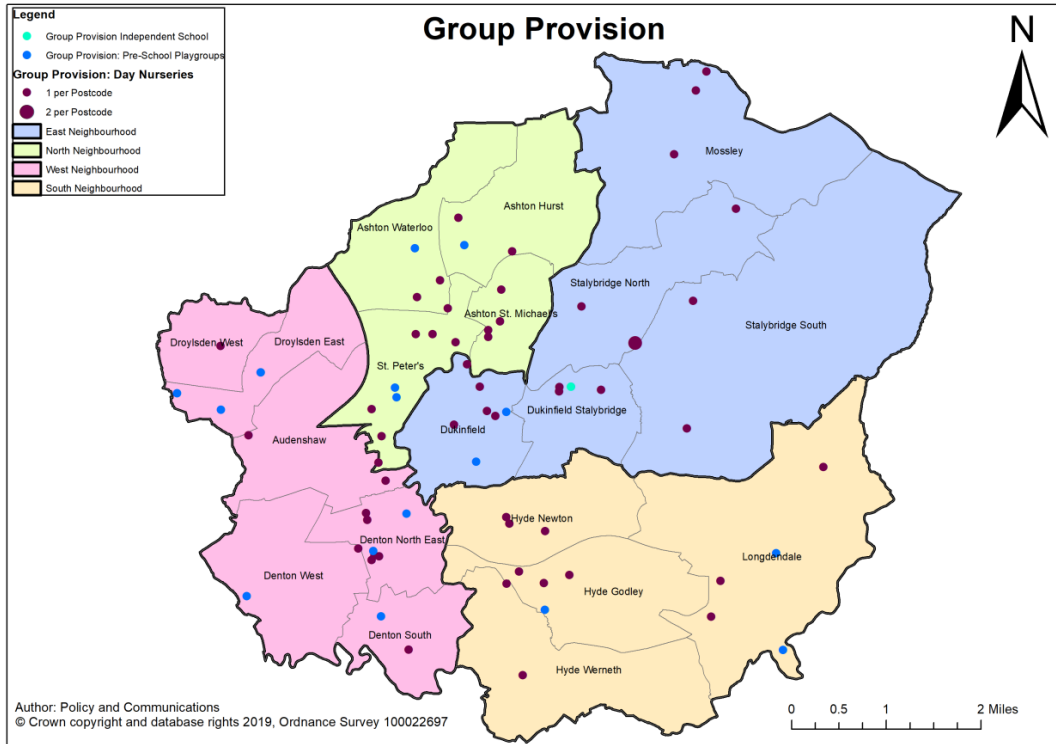
3. Continue to monitor the number of 2 year places across the borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required
4. To follow up on the capital projects that are currently underway to ensure the new places are available as soon as possible
5. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available
6. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare
7. To support provider's to embed strategies for delivery of high quality early years childcare/education in both the maintained and non-maintained childcare settings.

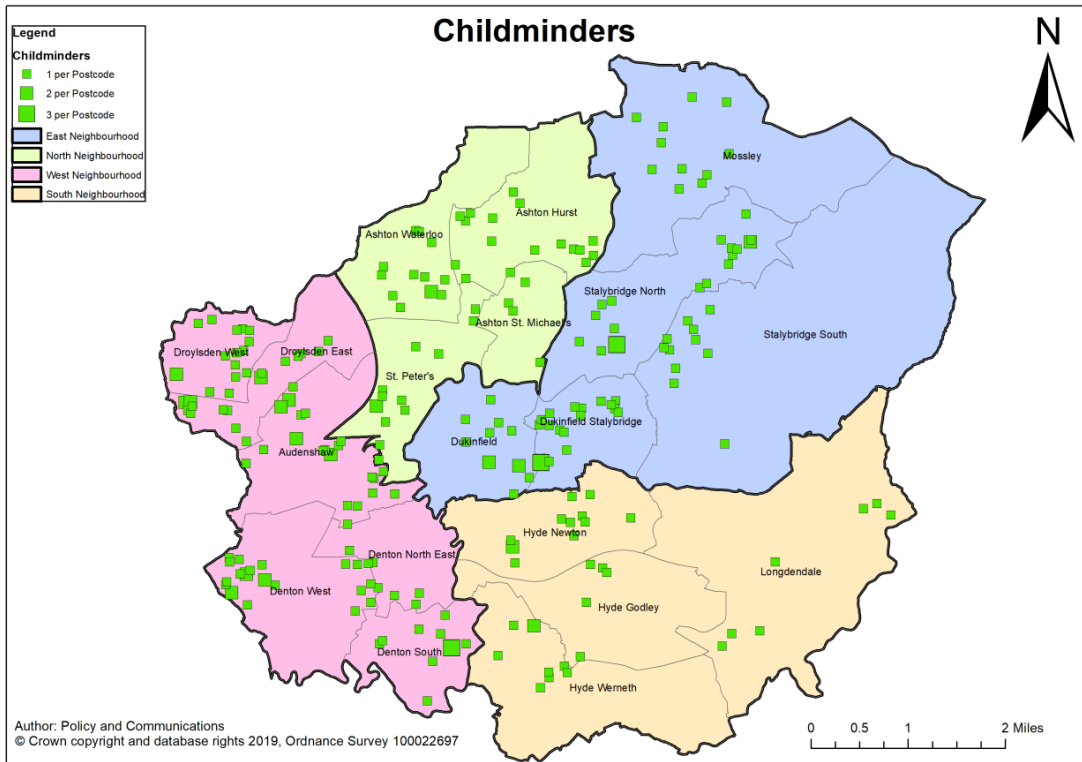
8. Appendices

Appendix 1

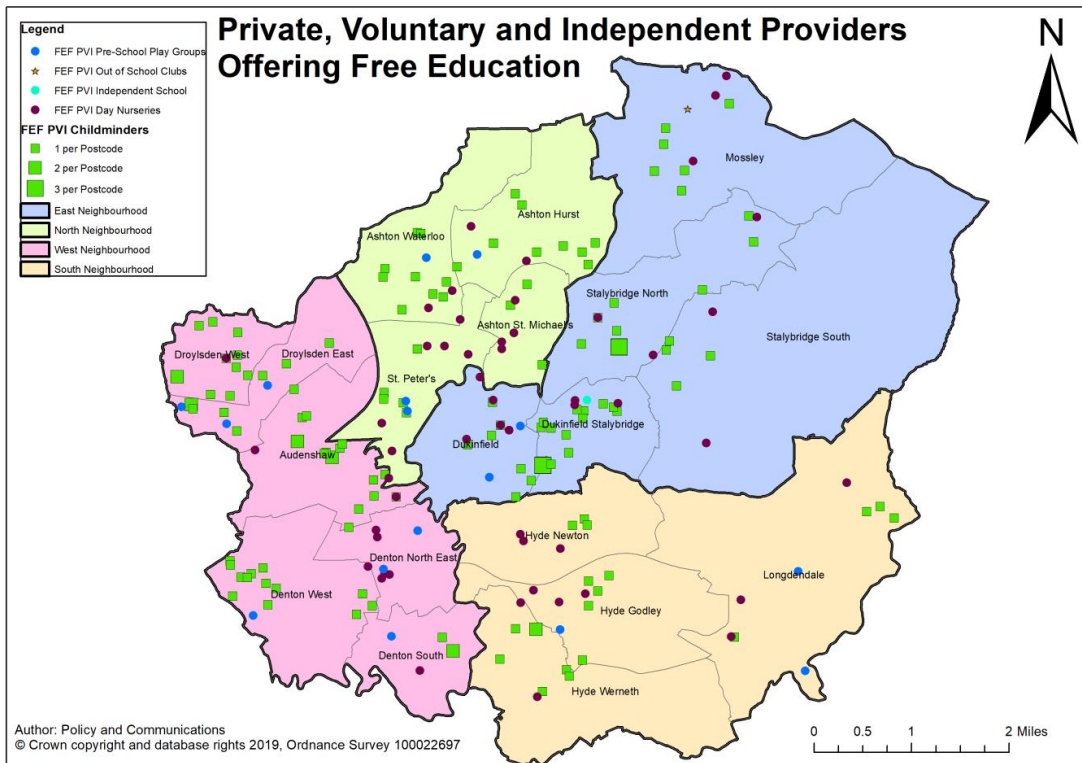


Appendix 2





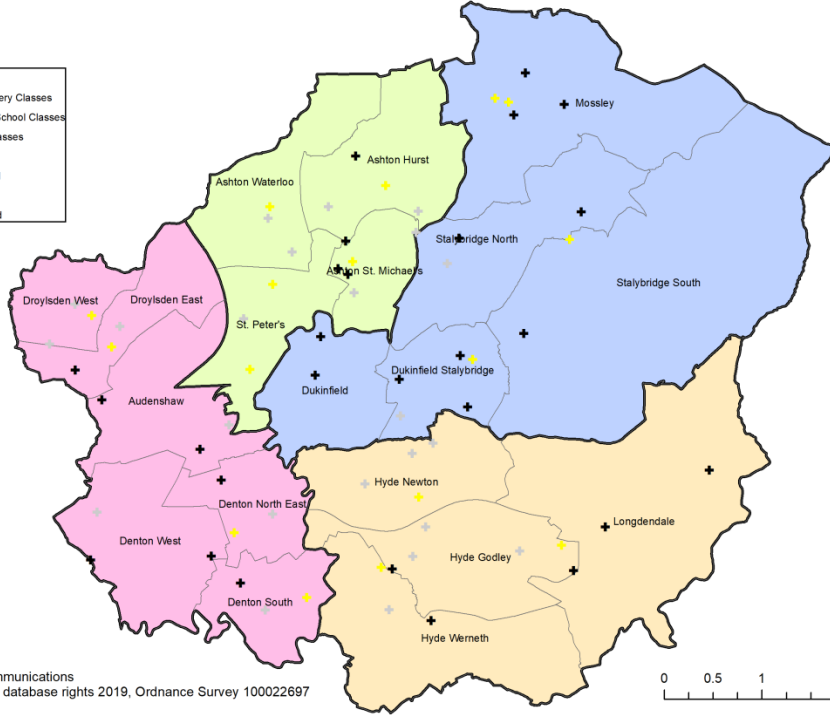
Appendix 3 - (FEF – Free Entitlement Funding)



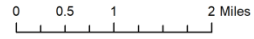
Schools Offering Free Early Education



- Legend**
- ✦ Voluntary Aided Nursery Classes
 - ✚ Maintained Nursery School Classes
 - ✦ Academy Nursery Classes
 - East Neighbourhood
 - North Neighbourhood
 - West Neighbourhood
 - South Neighbourhood



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Appendix 4

Analysis of 2 Year Free Places and Take up – Summer 19

Ward	April DfE target list for Summer 2019	2 Year Olds in a place during summer 2019	Percentage in a place %	Those who attend provision in their home ward	Those who attend a place from another ward in TMBC	Those who attend from outside of the borough	Maximum Number of FEF Vacancies for 2 Years	Total places	Families attending outside their home ward but within TMBC %	Inward Migration %
Ashton Hurst	81	43	53%	28	14	1	47	90	33%	2%
Ashton St Michaels	84	82	98%	40	42	0	22	104	51%	0%
Ashton St Peters	164	160	98%	92	66	2	44	204	41%	1%
Ashton Waterloo	64	33	52%	26	6	1	3	36	18%	3%
	393	318	81%	186	128	4	116	434	40%	1%
Audenshaw	53	24	45%	5	18	1	29	53	75%	4%
	53	24	45%	5	18	1	29	53	75%	4%
Denton North East	57	74	130%	33	39	2	43	117	53%	3%
Denton South	64	19	30%	17	2	0	19	38	11%	0%
Denton West	24	19	79%	4	12	3	7	26	63%	16%
	145	112	77%	54	53	5	69	181	47%	4%
Droylsden East	67	57	85%	27	27	3	9	66	47%	5%
Droylsden West	59	26	44%	14	9	3	2	28	35%	12%
	126	83	66%	41	36	6	11	94	43%	7%
Dukinfield	82	94	115%	55	38	1	32	126	40%	1%
Dukinfield / Stalybridge	33	46	139%	7	38	1	16	62	83%	2%
	115	140	122%	62	76	2	48	188	54%	1%
Hyde Godley	92	69	75%	31	38	0	20	89	55%	0%
Hyde Newton	89	47	53%	29	17	1	25	72	36%	2%
Hyde Werneth	55	41	75%	29	11	1	16	57	27%	2%
	236	157	67%	89	66	2	61	218	42%	1%
Longdendale	65	49	75%	29	19	1	14	63	39%	2%
	65	49	75%	29	19	1	14	63	39%	2%
Mossley	48	26	54%	20	4	2	31	57	15%	8%
	48	26	54%	20	4	2	31	57	15%	8%
Stalybridge North	76	47	62%	32	13	2	10	57	28%	4%
Stalybridge South	39	13	33%	8	5	0	6	19	38%	0%
	115	60	52%	40	18	2	16	76	30%	3%
Totals	1296	969	75%	526	418	25	395	1364	43%	3%

(Includes data provided by Private, Voluntary and Independent Early Years Providers)

Appendix 5

Analysis of 3/4 Year Free Places and Take up of Universal and Extended Entitlement

Universal Entitlement - 15 Hours									Extended Entitlement - 30 Hours										
Ward	3/4 Year Olds in a Universal place during Summer 2019	Children Attending in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of FEF Vacancies for 3/4 Years Universal	Total Universal Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %	Ward	3/4 Year Olds in a Universal place during Summer 2019	3/4 Year Olds in a Uni + Ext place (with same provider) during Summer 2019	3/4 Year Olds in a Extended place during Summer 2019	Children Attending for Extended hours in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of Extended Vacancies for 3/4 Years	Total Extended Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %
Ashton Hurst	227	137	86	4	26	253	37.89%	1.76%	Ashton Hurst	227	34	80	42	36	2	28	108	45.00%	2.50%
Ashton St Michaels	333	177	148	8	61	394	44.44%	2.40%	Ashton St Michaels	333	55	147	61	82	4	18	165	55.78%	2.72%
Ashton St Peters	446	222	204	20	34	480	45.74%	4.48%	Ashton St Peters	446	35	158	37	107	14	20	178	67.72%	8.86%
Ashton Waterloo	163	119	33	11	34	197	20.25%	6.75%	Ashton Waterloo	163	16	36	19	14	3	3	39	38.89%	8.33%
	1169	655	471	43	155	1324	40.29%	3.68%		1169	140	421	159	239	23	69	490	56.77%	5.46%
Audenshaw	238	111	100	27	18	256	42.02%	11.34%	Audenshaw	238	54	136	55	66	15	12	148	48.53%	11.03%
	238	111	100	27	18	256	42.02%	11.34%		238	54	136	55	66	15	12	148	48.53%	11.03%
Denton North East	247	76	133	38	102	349	53.85%	15.38%	Denton North East	247	36	142	44	89	9	39	181	62.68%	6.34%
Denton South	107	82	23	2	64	171	21.50%	1.87%	Denton South	107	6	15	12	3	0	18	33	20.00%	0.00%
Denton West	188	87	63	38	27	215	33.51%	20.21%	Denton West	188	31	91	50	32	9	5	96	35.16%	9.89%
	542	245	219	78	193	735	40.41%	14.39%		542	73	248	106	124	18	62	310	50.00%	7.26%
Droylsden East	236	119	97	20	12	248	41.10%	8.47%	Droylsden East	236	40	114	56	47	11	13	127	41.23%	9.65%
Droylsden West	135	85	44	6	11	146	32.59%	4.44%	Droylsden West	135	22	65	35	29	1	10	75	44.62%	1.54%
	371	204	141	26	23	394	38.01%	7.01%		371	62	179	91	76	12	23	202	42.46%	6.70%
Dukinfield	297	170	123	4	51	348	41.41%	1.35%	Dukinfield	297	74	148	74	70	4	39	187	47.30%	2.70%
Dukinfield / Stalybridge	237	90	145	2	32	269	61.18%	0.84%	Dukinfield / Stalybridge	237	36	127	42	85	0	22	149	66.93%	0.00%
	534	260	268	6	83	617	50.19%	1.12%		534	110	275	116	155	4	61	336	56.36%	1.45%
Hyde Godley	295	156	135	4	37	332	45.76%	1.36%	Hyde Godley	295	49	113	58	53	2	18	131	46.90%	1.77%
Hyde Newton	270	216	52	2	20	290	19.26%	0.74%	Hyde Newton	270	89	124	93	29	2	22	146	23.39%	1.61%
Hyde Werneth	184	120	52	12	27	211	28.26%	6.52%	Hyde Werneth	184	53	96	53	34	9	13	109	35.42%	9.38%
	749	492	239	18	84	833	31.91%	2.40%		749	191	333	204	116	13	53	386	34.83%	3.90%
Longendale	154	98	37	19	31	185	24.03%	12.34%	Longendale	154	17	45	21	12	12	29	74	26.67%	26.67%
	154	98	37	19	31	185	24.03%	12.34%		154	17	45	21	12	12	29	74	26.67%	26.67%
Mossley	214	144	21	49	61	275	9.81%	22.90%	Mossley	214	77	145	92	13	40	35	180	8.97%	27.59%
	214	144	21	49	61	275	9.81%	22.90%		214	77	145	92	13	40	35	180	8.97%	27.59%
Stalybridge North	230	143	79	8	16	246	34.35%	3.48%	Stalybridge North	230	51	114	55	50	9	6	120	43.86%	7.89%
Stalybridge South	111	70	37	4	11	122	33.33%	3.60%	Stalybridge South	111	35	58	35	20	3	42	100	34.48%	5.17%
	341	213	116	12	27	368	34.02%	3.52%		341	86	172	90	70	12	48	220	40.70%	6.98%
	4312	2422	1612	278	675	4987	37.38%	6.45%		4312	810	1954	934	871	149	392	2346	44.58%	7.63%

(Both tables include data provided by Schools and Private, Voluntary and Independent Early Years Providers)

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