

## EDUCATION ATTAINMENT IMPROVEMENT BOARD

**Day:** Tuesday  
**Date:** 22 June 2021  
**Time:** 3.30 pm  
**Place:** Zoom Meeting

Item No.	AGENDA	Page No
1.	<b>APOLOGIES FOR ABSENCE</b> To receive apologies for absence from members of the Board.	
2.	<b>DECLARATIONS OF INTEREST</b> To receive any declarations of interest from Members of the Board.	
3.	<b>MINUTES</b> To receive the minutes of the previous meeting, which was held on 16 March 2021.	1 - 8
4.	<b>SCHOOLS UPDATE</b> To consider the attached report from the Director, Education.	9 - 18
5.	<b>SEND UPDATE</b> To consider the attached report from the Director, Education.	19 - 36

This page is intentionally left blank

# Agenda Item 3

## EDUCATION ATTAINMENT IMPROVEMENT BOARD

16 March 2021

**Commenced:** 3.30pm

**Terminated:** 4.10pm

**Present:** Councillors Feeley (Chair), Boyle, Cooper, Fairfoull, Patrick and M Smith, Paul Jacques, Elizabeth Turner, Andrea Radcliffe

<b>In Attendance:</b>	Richard Hancock	Director of Children's Services
	Tim Bowman	Assistant Director, Education
	Catherine Moseley	Head of Access Services
	Jane Sowerby	Lead Primary School Performance and Standards Officer
	Jacqueline Nurney	Early Education Funding and School Organisation Manager
	Tom Wilkinson	Assistant Director, Finance

**Apologies:** Councillors Cooper and Boyle

### 1 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting and thanked Andrea Radcliffe, Headteacher of Hyde High School and Elizabeth Turner, Headteacher of Millbrook Primary and Nursery School for their attendance. Councillor Feeley, again, recognised the enormous pressures that schools and their staff were under at this time and asked both Headteachers to pass on continued thanks to all those involved in schools for their tremendous work during the current climate. These sentiments were echoed by the Members of the Board.

The Chair also sought feedback from the headteachers with regard to meeting remotely for Education Attainment Improvement Board. Both Elizabeth Turner and Andrea Radcliffe felt that meeting remotely had brought greater efficiencies in terms of their time and ability to be available in school.

### 2 DECLARATIONS OF INTEREST

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

### 3 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board held on 14 January 2021.

#### RESOLVED

**That that the minutes of the meeting of Education Attainment Improvement Board held on 14 January 2021 be approved as a correct record.**

### 4 REMOTE LEARNING UPDATE

Consideration was given to a report from Assistant Director of Education, which provided an overview of remote learning across Tameside schools and outlined how the Education team were continuing to support schools in order to ensure that the offer continued to be the best possible.

It was explained that this paper followed on from the reports in the October and January committees, which described the context, challenges and support for schools during the COVID-19 pandemic, in detail.

It was noted that, whilst schools had returned to full opening this week, the need for remote learning was still great. Members were made aware that the term 'remote education' was broad and encompassed all aspects of learning off-site, rather than referring solely to live lessons. It was expected that there would be an increase in the number of groups having to isolate from school in the coming weeks. With this in mind, the requirement for an effective, long-term strategy was highlighted.

Members were provided with a detailed chronology of dates relevant to remote learning, throughout the pandemic, and were made aware that the Government requirements for high quality remote learning were required to be in place by the end of September 2020 and became a legal duty in October 2020. It was emphasised that this remote offer should sit seamlessly alongside the offer provided to students on site and that all schools had responded well, with remote offers having significantly evolved since the start of the pandemic.

Since 12 February 2021, Members were advised that under The Education (Coronavirus, Remote Education Information) (England) (Amendment) Regulations 2021, schools had been required to publish information about their remote education offer on their websites by law. It was stated that the Government recognised that younger children in Key Stage One or Reception often required high levels of parental involvement to support their engagement with remote education and members of the Board acknowledged that this presented significant challenge. Similarly, it was explained that Government also recognised that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so there was a clear expectation that schools work with families to support this.

Members were made aware that, in January, the Government specified that amount of time that should be spent on remote learning. It was stated that this should be a minimum of:

- Key Stage 1 - 3 hours per day on average across the cohort, fewer for younger children
- Key Stage 2 - 4 hours per day
- Key Stages 3 and 4 - 5 hours per day.

In addition, it was explained that schools were expected to have a system in place to check engagement on a daily basis and examples of feedback were shared with Members of the Board. It was acknowledged that remote learning was something, which previously, schools had not had the experience to develop in a significant way. It was also acknowledged that this had posed particular challenges during the Autumn term, especially, where there were lots of cases of partial isolation. However, schools had quickly learnt to navigate the new landscape with much more sophisticated remote offers available by the start of the Spring term.

Members of the Board acknowledged the hard work involved and tremendous progress throughout this period and were now keen for schools to begin to share best practice in terms of remote learning to ensure that all schools were best supported in continuing to develop in this area.

Members of the Board were advised that, throughout this period, Ofsted had suspended inspections. However, it was explained that monitoring visits of schools judged inadequate or requires improvement had still taken place. It was stated that full, graded Ofsted inspections would not resume until the Summer term for schools and academies.

Information collated from an Autumn terms survey, as part of a review of remote learning in Tameside and Oldham, was shared with Members of the Board. This highlighted that the top priorities identified by the majority of schools as being needed to support remote learning were; improving digital skills and having the technology to improve collaboration.

Responses from parent/carer surveys undertaken also indicated that 47% of pupils were having to share a device, which was broadly in line with national figures. With regard to device ownership, members were made aware that 92% of families owned at least one PC, laptop or tablet and only 3.2% of those who responded lived in a 'mobile phone only' household. However, it was also acknowledged that, at the time of writing this report, Tameside had received over 6,000 devices. With this in mind, it was likely that, if the survey were to be undertaken again, the results may look significantly different.

With regard to Government support with digital devices and remote learning, it was noted that, in total, Tameside schools had received 3,118 devices and academy trusts and colleges had received 3,280 devices (based on DfE data) and 506 4g wi-fi routers. In addition, the EdTech Demonstrator programme based at Oldham Sixth Form College was explained to Members. It was noted that this Demonstrator school, specialising in Google Classroom alongside Manchester College, offering support in Microsoft Teams had been of great use to primary and secondary colleagues.

With regard to Tameside's support for remote education, members were made aware that Russell Scott Primary School had been a great support for other primaries in order to get them up and running with online platforms, for example G-suite and Google Classroom. In addition, a school-led group to provide support for remote learning in Tameside and to share practice from school to school had been established.

It was stated that there were a variety of concerns beginning to arise, depending on the age sector and some were common across schools:

- Remote learning for younger children and children with SEND relies heavily on parental engagement and time to support children at home which many families don't have
- It is very challenging for special schools and primary schools, especially one-form-entry schools, to create the capacity to teach children in school and at home given that most have significant numbers of children on-site. This translates into a stronger offer for those in school
- For secondary schools the challenge is greater around the quality of the offer on-site
- All schools are concerned about the impact of restricted attendance on children's wellbeing and mental health
- Challenge for families is significant, relationships need to be strong, expectations need to be well communicated
- All schools are concerned about teacher workload.

It was explained that expertise was being commissioned from schools for a time-limited period, focused on practice sharing and development, and equality of access. The resource was organised by contexts and digital platforms so that schools can access support and ideas more easily and themes include younger children; Google Classroom; Zoom; Class Dojo, Tapestry and See-Saw; and secondary schools and MS Teams.

It was acknowledged that, although schools in the group were reporting good engagement and participation from most children (approximately between 80 and 97%) there was a significant minority who were not fully engaged in the learning. Additional themes therefore included disadvantaged and vulnerable learners; families where English was an additional language and; parental engagement.

It was explained that understanding the impact on parents was an important part of this programme and parental engagement specifically, including supporting families who, for a wide range of reasons including work, are unable to keep pace with school and/or Government expectations, was a key theme.

Elizabeth Radcliffe went on to discuss the recent experiences at her primary school and explained that attendance had been steady. However, there had recently been incidents of siblings that had tested positive for COVID-19 in local secondary schools so families were now having to isolate as

a result. Elizabeth explained that they now needed to focus on how they were going to ensure that these pupils were able to continue to seamlessly access the curriculum. Elizabeth went on to state that they had received a significant contribution to CPD, particularly in terms of the ICT support the school had been offered. She also made Members aware that the school had received around 40 laptops.

Elizabeth explained that there were around 50% of pupils who had access to technology to enable live lessons. However, she made Members aware that earlier years, were predominantly using pre-recorded sessions and paper packs. Within Key Stage 2, it was noted that there had been great use of Google Classroom, Zoom and Class Dojo.

Elizabeth explained, in detail, the challenges schools were facing, particularly when there had been around 15 children in the classroom and 15 children learning remotely. However, she stated that the support from the Education Team had been invaluable and acknowledged that knowing their individual context had enabled them to be offered and access appropriate support.

Andrea Radcliffe spoke to Members of the Board about the current situation in her secondary school. She explained that the school had worked hard to establish lateral flow testing and outlined the challenges this had initially presented. Andrea stated that the vast majority of students were happy to be back in school but expressed concern with regard to the unsettled period that Year 11 had experienced

Andrea explained that lots of time, development and experience had now been put into developing a quality remote offer for students. She stated that this had significantly evolved since the start of the pandemic and explained that there was a mix of live teaching with other online learning. She also noted that parents had been incredibly supportive. However, she expressed some concerns that engagement from students had been very variable, which had led to a significant impact and re-working of the school's catch-up strategy.

With regard to digital devices, Andrea made Members aware that they had received over 300 devices. She also acknowledged the great work of the pastoral team in finding out what resources were needed by each of the students. Whilst Andrea acknowledged that this had been a turbulent time for the school community, she felt that there was much that could be taken away from the experience, moving forwards for example, the use of remote learning for homework, etc. and the greater efficiencies this may be able to provide.

Andrea went on to echo Elizabeth's comments about the support school had received from the Local Authority, particularly with regard to risk assessments and the 'safe and sensible' approach, which she had found to be successful.

Whilst questions were raised with regard to a hybrid approach to learning, both headteachers were of the firm belief that nothing could substitute quality, face-to-face teaching and learning. However, it was acknowledged that there could be potential future advantages in terms of increasing parental engagement or use of remote learning for those children unable to physically attend school due to long term illness or broken limbs, etc.

## **RESOLVED**

**That the contents of the report be noted by the Board**

## **5 CHILDCARE SUFFICIENCY ANNUAL REPORT**

Consideration was given to a report from Assistant Director of Education outlining the outcome of the Childcare Sufficiency Annual Report 2020. Members were reminded that this was an annual report, which collected data from a broad range of providers, who deliver early education and childcare services for families in Tameside. The aim of this report was to provide an updated picture and reflect any changes.

Members were informed the data indicated that the childcare market in Tameside had remained stable. There had been a small reduction in the number of places at Private Day Nurseries, Pre-Schools/Playgroups and childminders. However, the number of places within School Nurseries and Out of School Clubs had increased. Overall, the number of childcare places available across the borough had increased which had impacted positively on parental choice.

It was explained that analysis of the sufficiency of two year places and the take up of the free entitlement for three and four year olds would remain under review. The DfE statistical release 2020 indicated that take up of 3 and 4 year olds was 95% in comparison to the total 3 and 4 year population. This was considered a high take up and was evident across the borough at maintained, private, voluntary and independent providers.

Changes were noted within the childcare market but, from the information available, no identified gaps in provision had been highlighted, other than two specific wards within the borough, where there appeared to be a small gap in provision for the two year age range. However, this could be served by neighbouring wards with vacancies.

Members were informed that the roll out of 30 hours free childcare was now in its fourth year and, at this point, there were no reported issues with parents experiencing insufficient provision. Approximately two thirds of the boroughs primary schools with a nursery had also offered 30 hours, which had provided much-needed additional places. At the time of data collection, which was during the busiest reported term, (summer) there were vacancies for 30 hours in all areas of the borough. It was stated that this would be continually monitored and reported upon annually.

It was clear that certain types of provision had been affected by the national pandemic, due to the restrictions identified within the national guidance e.g. Out of School Provision. In addition, whilst guidance facilitated the wider reopening some providers had opted, in consultation with their families to remain closed for the duration of the summer term. From the start of the autumn term 2020, all group providers and school nurseries had reopened for children. However, it was expected that there would continue to be an impact within the sector due to the pandemic e.g. further restrictions, temporary closures due to children and staff with symptoms or self-isolation, which may have a temporary effect on capacity.

Recommendations from the report included:

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. In addition, to use this data to monitor the longer term impact of the Covid 19 pandemic and how this affects childcare sufficiency. 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 continue to encourage providers to regularly report on their vacancies and 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. 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.

It was noted that the report had been collated using some data and information provided in 2019,

and data provided throughout 2020, which had been during the pandemic. It was, therefore, explained that Tameside Council was working closely with all schools and Early Years providers to support the wider opening of schools, colleges and childcare. During the collection of data to inform the report, account had been taken of the current situation and the impact on attendance, supply and demand, any loss in places and increase to vacancy levels. It would, therefore, be important to continue to monitor the impact of COVID-19 on the long term landscape and sustainability of the childcare market and identify and gaps in provision brought about by changes to the childcare market.

## **RESOLVED**

**(i) That the Board endorse the recommendations set out in the report**

**(ii) That the Childcare Sufficiency Assessment Annual Report 2020 be approved for publication on the Council website, as required by statute**

## **6 TAMESIDE AND STOCKPORT PARTNERSHIP OPPORTUNITIES**

Consideration was given to a report from Executive Member for Lifelong Learning and Deputy Executive Leader, Children and Families. The report highlighted the possibilities of exploring opportunities to potentially accelerate and extend the partnership between Tameside and Stockport, with a shared ambition of ensuring excellent outcomes for the children and young people of each borough.

Members were informed that the ultimate aim was to improve outcomes for children and families by delivering the best possible services through challenging times and within diminishing resources, supported through an emphasis on collaboration and partnership.

It was acknowledged that Tameside and Stockport had different areas of strength and areas for improvement. With this in mind, it was suggested that there was a mutually beneficial opportunity to each learn from one another to deliver whole system improvements. Members were informed that there were opportunities to accelerate ambitious plans for transformation across both localities sitting within the Greater Manchester (GM) area, which in turn could positively influence and support the delivery of shared services more widely across the combined authority.

Opportunities to do things differently with less and share best practice across traditional boundaries were discussed, along with the strong track record of Tameside and Stockport working successfully together in Children's Services over the past three years, including through the DfEs Innovation Program and as Partners in Practice. It was, therefore, suggested that that this would be a good time to more fully explore the opportunities that exist to potentially extend and accelerate this partnership, particularly as a result of the impact of the current pandemic and the wider financial pressures that Local Authorities have found themselves in, not only in 2020/21, but for the foreseeable future.

It was proposed that the partnership could explore and scope the options available to deliver enhanced and sustainable services to improve the life chances for individuals 0-25 years. This would draw on the experience and learning already gained to develop a model, which aligned with the GM Framework for Integrated Public Service Reform, and the Greater Manchester Children and Young People's plan 2019-22.

It was explained that this initial scoping exercise, undertaken jointly across both councils' education and SEND departments, would enable the development of detailed options appraisals. Supported by a strong evidence base this would seek to identify ways to improve services and improve outcomes. This proposal would be subject to the due governance processes of each council with the aim of exploring options and presenting these over the next 12 months, with a view to establishing an agreed new joint operating model to encompass wider areas for collaboration

Members were informed that this partnership would:



- Build upon the strong foundations of partnership between Stockport and Tameside
- Support a proactive response to the porous borders between each local area and those children crossing the boundaries for settings/schools and care arrangements
- Secure significantly better outcomes for children and young people through sharing and rolling out of best practice and innovation and co-creating solutions to system issues.
- Identify potential economies of scale and savings.
- Establish the conditions for further innovation and reform.

It was noted that this work would be supported and lead by a joint Director of Education, working across both LAs, reporting to and supported by the Program Board, which would be initially envisaged for a period of circa two years. It was anticipated that this would cover the period of exploration, development and presentation of options, the establishment of any agreed model and its implementation.

Further to the proposal, it was anticipated that preliminary work would begin to scope out for Phase 2; exploring potential wider opportunities across Children’s Services. This was likely to include areas such as placement commissioning and sufficiency, quality assurance and independent review. - areas that deliver challenge, support and services to the core delivery teams within both local authorities.

Members were informed that these proposals would be presented to Executive Cabinet on 24 March 2021 for consideration.

Discussion ensued with regard to effective collaborations and already established relationships with other Local Authorities. It was highlighted that all opportunities for collaboration were positive and would continue to be developed moving forwards. In addition, there was some discussion surrounding cost savings and innovation. It was noted that the challenge was not to reduce the amount that was spent, but to ensure that we get the most with the limited resources available. It was acknowledged that as demand has increased, we need to respond in the best ways we can and that this model would provide valuable opportunities for both effective collaboration and increased efficiencies.

**RESOLVED**

- (i) **That EAIB note the content of this report and the potential opportunities that it presents.**
- (ii) **That EAIB note the proposed arrangements (for an initial period of 2 years) for a single Director of Education.**

**7 EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2021-22**

Consideration was given to a report of the Assistant Director of Education, which set out a proposal for a structured approach to the work of the Education Attainment Improvement Board, which addressed the strategic priorities for education and lifelong learning in Tameside.

The following long term plan was proposed:

<b>Meeting</b>	<b>Topic</b>	<b>Lead</b>
22 June 2021	Schools Update	Jane Sowerby
	SEND Update	Charlotte Finch
19 October 2021	Schools Update	Jane Sowerby
	September 2021 Admissions Update	Catherine Moseley
	Schools Funding Update	Christine Mullins
18 January 2021	Virtual School Annual Report	Amanda Aylward
	School Admission Arrangements and School Place Planning	Catherine Moseley
	Schools Funding decisions	Christine Mullins

8 March 2022	Schools Update	Jane Sowerby
	Childcare Sufficiency	Catherine Moseley

In addition, it was suggested that a report be presented, which would focus on the excellent work of Tameside Music Service (date to be confirmed).

It was also discussed that there would remain the opportunity to make further amendments through the course of the year

**RESOLVED**

**That the contents of the report be noted and approved by the Board.**

**8 DATE OF NEXT MEETING**

**RESOLVED**

**That the date of the next meeting of Education Attainment Improvement Board be held on Tuesday 22 June 2021 at 3.30pm.**

**CHAIR**

# Agenda Item 4

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	22 June 2021
<b>Reporting Officer:</b>	Tim Bowman, Director, Education (Tameside and Stockport)
<b>Subject:</b>	<b>SCHOOLS UPDATE</b>
<b>Report Summary:</b>	The report provides an update of how schools are overcoming the challenges of lockdown easing and returning to business as usual. In addition, this report explores the priorities for recovery and the Council's role in this.
<b>Recommendations:</b>	It is recommended that the Board note the content of the report.
<b>Corporate Plan:</b>	The proposals contained in this report support most aspects of the corporate plan by ensuring that schools are able to provide a good education offer for all children, especially those most affected by the pandemic.
<b>Policy Implications:</b>	The report sets out the position in line with Council policies and the statutory framework.
<b>Financial Implications:</b> <b>(Authorised by the statutory Section 151 Officer &amp; Chief Finance Officer)</b>	<p>The majority of additional funding for the areas of recovery outlined in this report is provided directly to schools or must be applied for by schools, with the exception of the following:</p> <p>Moderation of Early Years is currently funded by earmarked grant, there have been no announcements to change the funding further to the change of work outlined in section 4.4, therefore there are no known financial implications.</p> <p>The change to a local Teaching Hub, has no direct financial implications for the Council, however Mossley Hollins will no longer receive a teaching school grant of £13,334, however the work relating to this funding will cease too.</p> <p>Summer School funding submissions closed at 28 May, there are no Tameside schools identified in the in allocations currently. Further announcements are expected during June 2021. Tameside Council has been awarded a Wellbeing recover Grant of £30,889.</p>
<b>Legal Implications:</b> <b>(Authorised by the Borough Solicitor)</b>	This is a general update report and as such no decisions are being sought. There are no immediate legal implications arising from this report save for the Council's overarching statutory duties in relation to the provision of education, public health and safeguarding.
<b>Risk Management:</b>	The whole school risk assessments completed by schools alongside all guidance from the Department for Education should have been used 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.
<b>Access to Information:</b>	<b>NON-CONFIDENTIAL</b> <b>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.</b>

**Background Information:** The background papers relating to this report can be inspected by contacting Tim Bowman, Director of Education



Telephone: 0161 342 2050



e-mail: [tim.bowman@tameside.gov.uk](mailto:tim.bowman@tameside.gov.uk)

## **1. BACKGROUND AND CONTEXT**

- 1.1 This report follows on from previous reports presented to October, January, and March Committees, which described the context, challenges and support for schools during the COVID-19 pandemic as well as a detailed review of remote learning. Since the last Committee schools have been fully operational since the beginning of the summer term as we continue the national journey of lockdown easing which started with lifting restrictions to attendance in all schools on 8 March 2021.
- 1.2 As always, headteachers, school leaders and school staff in Tameside continue to work tirelessly as they face the challenges of returning to 'business as usual'. They are still a long way off pre-COVID-19 practice which continues to have a significant impact on staff morale, workload, and wellbeing as well as on learning. The biggest challenges in the system currently are the GCSE Teacher Assessed Grades (TAGs) process for Year 11 and planning for effective recovery.
- 1.3 Support for schools and colleges will continue to be available to all schools, whatever type they may be and whatever phase or sector they are in, and we continue to maintain a borough-wide approach to identifying collective processes which support safe and sensible local decision-making.

## **2. REMAINING COVID RESTRICTIONS AND CONTEXT**

- 2.1 Although the country is in the process of lockdown easing with a possible end to restrictions from 21 June 2021, there remain significant COVID-19-safe measures and requirements for schools. Schools continue to operate a system of controls very effectively. Pupils and staff continue to be required to isolate for 10 days if they are a positive case or a contact of a positive case. Additionally, contacts are now also asked to have a PCR test even though they do not have symptoms. Pupils isolating due to COVID-19 are still entitled to a good remote education offer and a free school meal if they normally access one.
- 2.2 At the beginning of June, the Directors of Public Health in Greater Manchester were given clearance by the Government to write to schools with secondary age children to advise them to continue use of face coverings in schools by pupils and staff until the end of the summer term. This is contrary to national guidance and reflects the greater risk of the Delta Variant in the region. Promoting the wearing of face coverings is only one part of a school's larger system of controls. Other measures, including social distancing, staff vaccination (for those eligible), handwashing, regular and symptomatic testing, contact tracing, self-isolation, good ventilation and enhanced cleaning remain essential.

## **3. UPDATES SINCE LAST REPORT**

### **3.1 Digital Devices for Vulnerable Pupils**

In total, to date (May 2021), Tameside schools have received 3,657 devices. Additionally academy trusts and colleges have received 4,135 devices (academy data is only available at trust-level and not at school level so this is a best estimate based on DfE data).

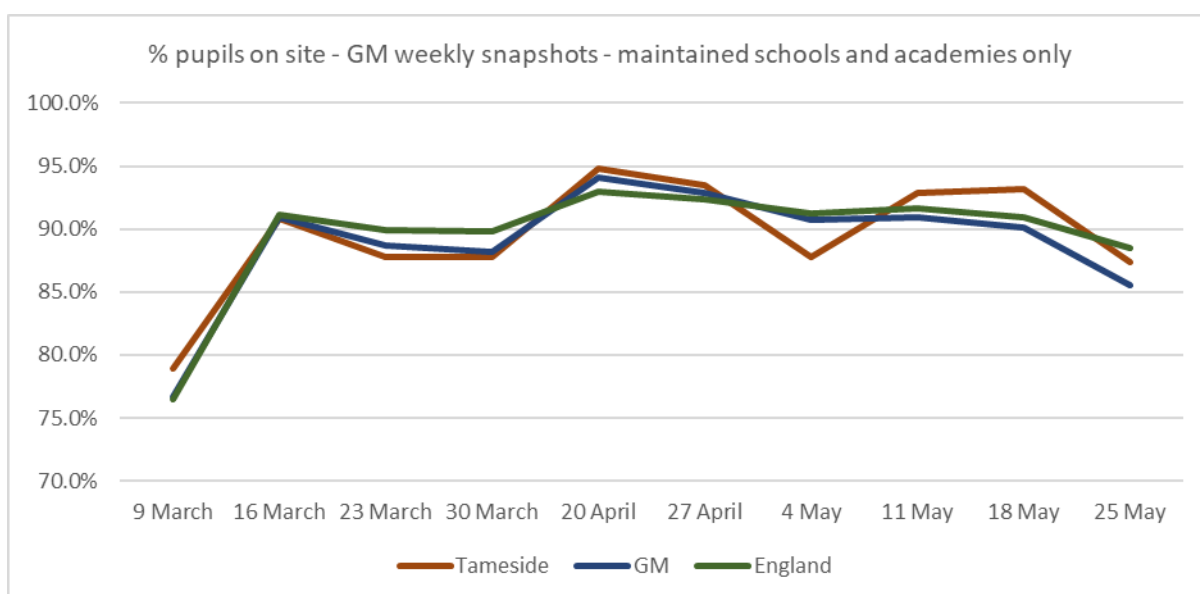
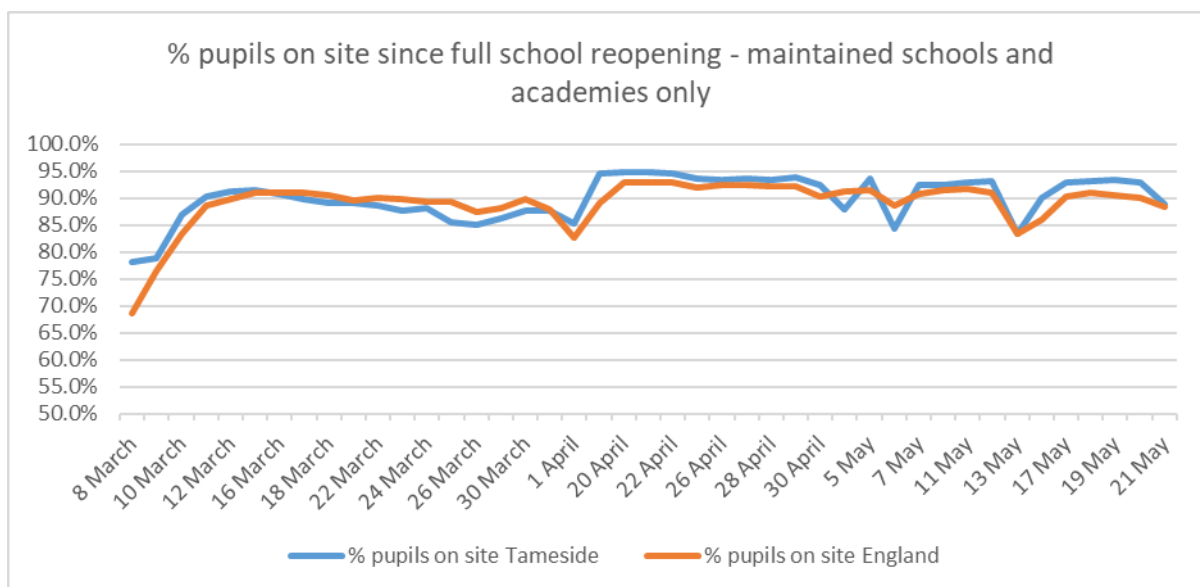
### **3.2 Ofsted**

Since the meeting in March, Ofsted has revised its plans for full graded Ofsted inspections and these will now resume in the autumn term for maintained schools and academies. Because of the disruption to the 2020 and 2021 exam series, Ofsted will use published data from 2019 in future inspections, recognising all its limitations. Attendance between March 2020 and March 2021 will not form part of any judgement of a school.

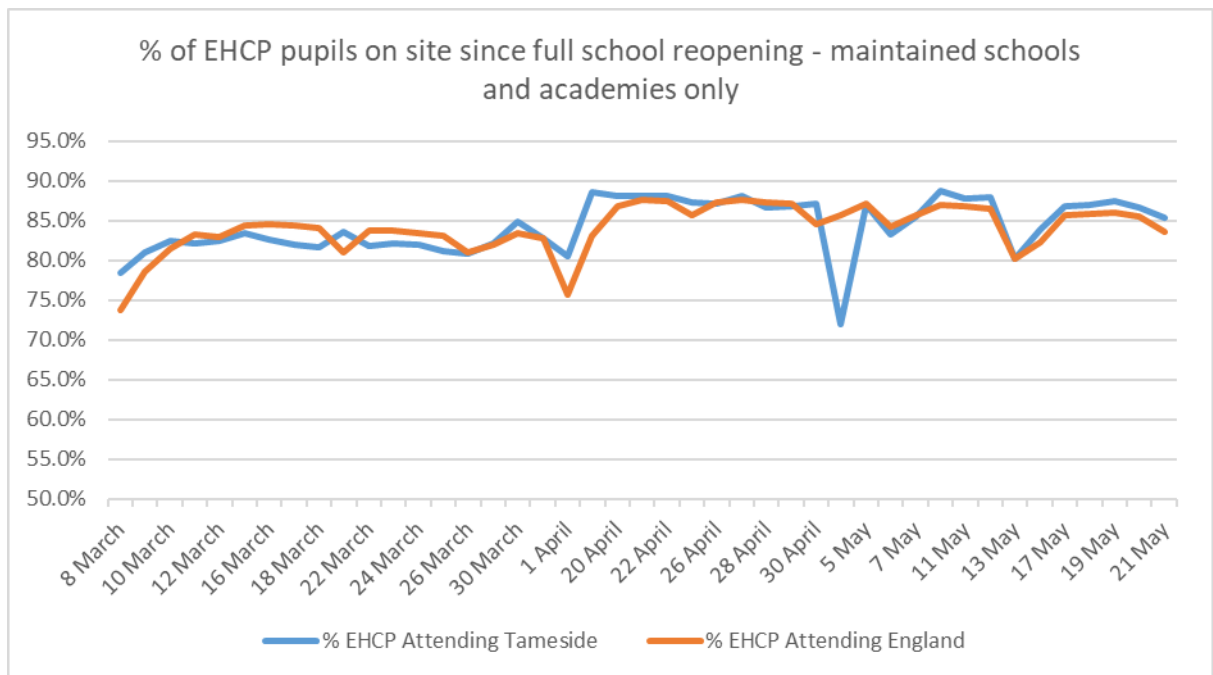
3.3 In the summer term, Ofsted will inspect schools ‘to provide reassurance about how well children and learners are catching up’. Monitoring inspections since 4 May are back to Ofsted’s regular framework and on-site visits but are not graded. As well as monitoring inadequate and RI schools, Ofsted will also inspect some ‘good’ schools that have not had an inspection within the statutory five-year window. We have had two inspections since the last meeting. Hyde High School and Samuel Laycock School.

3.4 **Attendance**

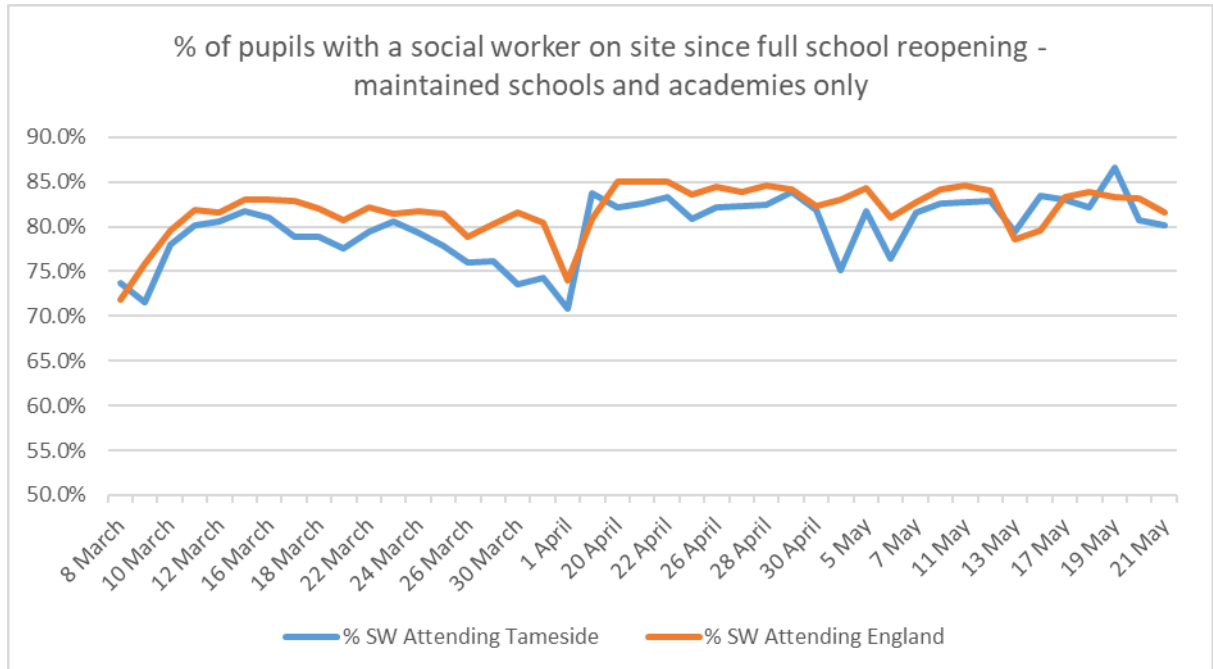
Since schools reopened fully on 8 March 2021, the percentage of pupils on site in Tameside’s maintained schools and academies has been consistently in line with the national average. Since the start of the summer term on 19 April 2021, Tameside has been consistently above the national average for the % of pupils on site, with the only exceptions due to inset days/elections/school closures. Tameside has also been, bar one exception (due to school closures), consistently at or above the GM average.



3.5 Looking more carefully at the vulnerable groups, the percentage of pupils with an EHCP on site since full school reopening has been broadly in line with the national average. Since the start of the summer term, it has been consistently in line or above the national average.



3.6 The percentage of pupils with a social worker on site since full school reopening is below the national average. One of the biggest factors around this has been the proportions of pupils with a social worker on site at the Pupil Referral Service, with a large number of pupils with a social worker attending alternative provision, and so are not marked as on site. The Head of the Virtual School is working with the Tameside Pupil Referral Service (TPRS) to ensure full awareness and support for this vulnerable group meeting weekly to discuss the needs and status of each student with a Social Worker on roll.



3.7 There has been a significant focus on pupils who have not returned to school since 8 March due to being abroad and being unable to return due to national travel restrictions. Several data sweeps have been undertaken with all schools to establish the number of children unable to return to the UK. Initially, the Council was aware of over 120 pupils but just before the Whit half-term, this had reduced to 68 children from 43 families. Colleagues continue to work with a group of headteachers and the Population Health Team to provide advice for all schools on this situation including on appropriate use of registration codes; contacting

families abroad; continuing to provide access to online learning and appropriate quarantine and self-isolation advice.

## 4. CURRENT EDUCATION CHANGES AND CHALLENGES

### 4.1 GCSEs

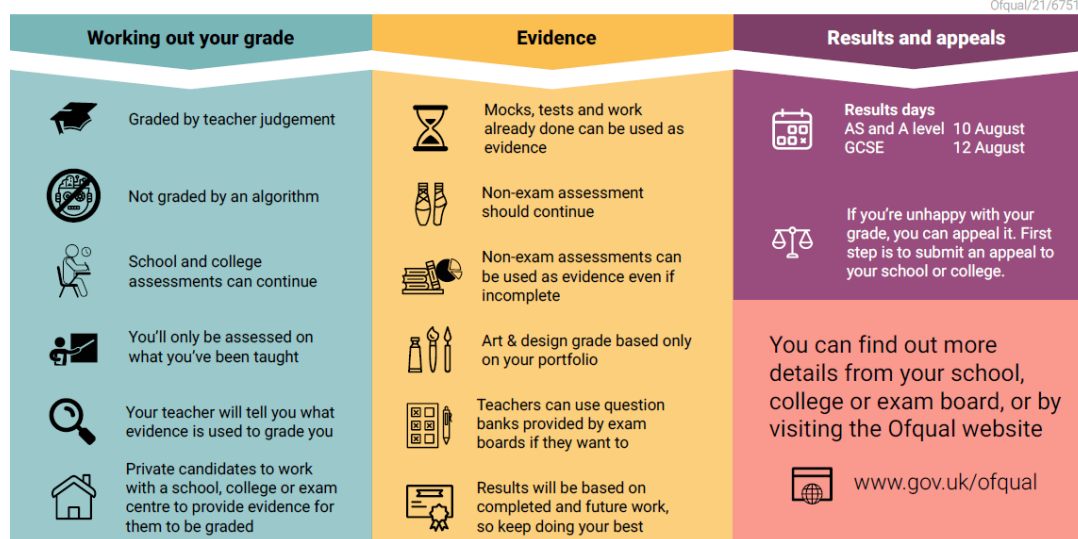
The coronavirus pandemic has led to another cancellation of national exams this summer, 2021. Following consultation conducted by Ofqual and the DfE, it was decided that GCSE students will receive teacher assessed grades (TAGs) on 12 August 2021. These will be recognised by colleges and higher education institutions and employers in the future. As in 2020, no school level data will be published by the DfE.

4.2 Teachers will award TAGs for their students based on evidence such as classwork, homework, results in assignments, mock exams, non-exam assessments or coursework, and a student's general progress. Students will only be assessed on what they've been taught. Unlike last year, there will be no national standardisation process i.e. grades awarded by algorithm. Schools and colleges will quality assure student grades, and students are able to appeal their grade should they be unhappy with the process.

## How GCSEs, AS and A levels will be awarded in summer 2021

**ofqual**

Ofqual/21/6751/2



4.3 The process of TAGs completes for schools on 18 June when all TAGs are submitted. This has put an enormous amount of work onto secondary school colleagues as well as a huge level of additional responsibility for individual teachers and headteachers.

### 4.4 Early Years Reforms

The reforms become statutory from September 2021 and include the implementation of the Reception Baseline. In Greater Manchester, schools were invited to be Early Adopters of the new framework and 18 Tameside schools took part in this pilot.

4.5 The Early Learning Goals have been made clearer and more specific about what a child is expected to demonstrate by the end of reception and ensuring alignment with the latest evidence on child development. There is a particular focus throughout on strengthening communication and language and building rich vocabulary.

4.6 From September, councils will no longer be required to externally moderate 25% of schools each year but will still be required to provide training on the assessment and the completion



of the profile to all providers who need it; and will still be responsible for the collection of Early Years Foundation Stage Profile (EYFSP) data in future years, quality assurance of the data and submitting this to DfE. Headteachers and Governors have had briefings and a training session for headteachers has been attended by 60% of primary school heads. Sessions for practitioners have been set for June and July with networks being hosted in the next academic year.

#### 4.7 **Teaching School Hubs**

The teaching school hub programme will create a network of 87 centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country as identified by Government outcomes criteria. It replaces the previous network of around 750 teaching schools, which will end in August 2021.

4.8 Teaching school hubs aim to provide high-quality professional development to teachers at all stages of their careers. The hubs will deliver all government-approved CPD underpinning recruitment and retention of teachers; this will include: Initial Teacher Training; Early Career Framework (ECF); and the new National Professional Qualifications (NPQs) on Leading Teaching, Behaviour, Teacher Development, and Schools. The hubs will also have a role in signposting to and ensuring access to all other government-funded centres of CPD, e.g. Maths Hubs, English Hubs, Behaviour Hubs, Ed Tech Schools, Research Schools.

4.9 The DfE has paired together Tameside and Oldham authorities together and appointed the 'East Manchester Teaching Hub' led by Blue Coat School, and in partnership with Tameside and Oldham schools. A Teaching School Hub Director has been appointed and all Tameside schools have had the opportunity to meet with her and the key personnel at the Teaching School Hub. The people who are commissioned to deliver the CPD will come from across our schools and settings and will be badged and quality assured by the Hub. The Hub will be also responsive to local priorities and commissions.

4.10 A key part of the CPD that the hub is responsible for delivering, is the implementation of the **Early Career Framework**, which represents a significant change to the support received by new teachers. The new framework sets out all of the things that a newly qualified teacher (NQT) needs to master in their first two years of teaching, across eight standards. Early Career Professional Development is built on shared national criteria, and now includes a government-funded two-year entitlement to professional development rather than the original one year entitlement. The programme also includes new training for mentors. Greater Manchester has been a pilot area in 2020/21 and this is now statutory from September 2021. From September, new teachers will no longer be referred to as NQTs and will instead be ECTs, Early Career Teachers.

## 5. **RECOVERY**

### 5.1 **Summer Schools**

DfE research estimates that in the first half-term of autumn 2020, pupils in Years 3-9 were on average around 1.6 to 2 months behind on their reading and those in Years 3-7 were around 3.2 months behind on their maths. Pupils in high-FSM schools were on average further behind those in low-FSM schools. The Government aims to address this need through a short summer school offer led by secondary schools. 82% of eligible schools nationally have taken this opportunity to access summer school funding.

5.2 The aim of the programme is to deliver a blend of academic education and enrichment activities. DfE expects that most schools will want to focus on pupils making the transition into Year 7 for the summer school offer and to identify the pupils most in need, including vulnerable and disadvantaged pupils, those who are just above the threshold for FSM, as well as those who are eligible for pupil premium. Some of the vulnerable children that schools should consider encouraging to attend include those with a social worker, those with an

Education and Health Care Plan (EHCP), or those whom schools have identified as 'otherwise vulnerable'.

### 5.3 **National Recovery Support**

Support available nationally was revealed on 2 June 2021, although there may still be more funding to come in the future as the offer falls short of the recommendations made by the Recovery Commissioner. A total of £1.4 billion is being invested, including £1 billion to support up to six million, 15-hour tutoring courses for disadvantaged school children, targeting key subjects such as maths and English. Within this envelope, £153 million will support evidence-based professional development for early years practitioners, including new programmes focusing on key areas such as speech and language development.

5.4 In addition, every school with a Reception class can apply for training and resources through an early years catch-up programme, funded by the Government, to support communication skills. Recruitment has launched for the second wave of the Nuffield Early Language Intervention (NELI), a programme proven to be effective in raising outcomes in Reception-age children's early language, communication and speech skills.

5.5 In Tameside this will be the third year that schools have been able to access the NELI programme and/or Tutoring programmes as the Education Team had already identified and invested in these areas prior to the pandemic. In order to further identify recovery approaches the Scenario Planning Group has created a sub-committee for the purpose of discussing recovery with all sectors represented. The group met for the first time on 14 June 2021.

5.6 As part of this strategic leadership from the Council, it is important that Tameside encourages schools to maximise the opportunities available nationally as well as to lead locally. The Recovery Commissioner's recommendation for longer school days to give time for broad, balanced, and engaging activities, has not been implemented by the Government but there are already schools nationally and locally that make this approach work. Exploring the research, the importance of play and social interaction cannot be under-stated. 'Play' approaches focus on resilience, problem-solving, engagement, and language all need to be at the heart of recovery strategy.

5.7 As part of recognising the mental health and wellbeing needs in education, the Education team, Public Health and the CCG have commissioned a Tameside school, through a competitive tendering process, to lead and co-ordinate Mental Health in Education practice, communications and training from June 2021 for at least two years. The successful school is Millbrook Primary School.

5.8 The national focus on early language, engagement, targeted offers and mental health all sit well with Tameside's existing education priorities of Reading, SEN, and Attendance and we will continue to champion these causes.

## 6. **CONCLUSION**

6.1 Significant prioritising will be needed to support schools with recovery and accessing the most effective approaches and evidence-based CPD targeted at the most vulnerable children. School improvement activity and funding will be focused on recovery.

6.2 Schools have a huge challenge ahead in identifying and implementing their strategies for recovery and will need support and strategic guidance from the Council to respond to this challenge. Schools have had to deliver so much in the last two academic years in an extremely challenging context and it has had a significant impact on workload and wellbeing of staff and senior leaders. The Council's recovery strategy needs to support and not get in the way of schools doing the right thing for children.

## **7. RECOMMENDATIONS**

7.1 As set out at the front of the report.

This page is intentionally left blank

# Agenda Item 5

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	22 June 2021
<b>Reporting Officer:</b>	Tim Bowman – Director, Education (Tameside and Stockport)
<b>Subject:</b>	<b>SEND UPDATE</b>
<b>Report Summary:</b>	Report provides an update of the current position across SEND Services including; an outline of the progress in the redesign and improvement of SEND support services; work to modernise and improve the SEND band-funding process and future plans to expand SEND provision across Tameside. Also included is an update on the imminent Ofsted SEND Local Area inspection.
<b>Recommendations:</b>	That the Board note the contents of the report.
<b>Corporate Plan:</b>	Early identification of high quality support for children and young people with special education needs and / or disabilities is a vital part of our living well and starting well objectives.
<b>Policy Implications:</b>	The Council has a policy not to subsidise school services.
<b>Financial Implications:</b> (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The areas of review outlined in this report in the main are supported by the High Needs element of the Dedicated Schools Grant. They all form part of the Deficit Recovery Plan the Council has to deliver and report to the DfE on progress. The grant was in deficit by £1.822m at the end of 2020/21 and currently forecast to be further in deficit by £0.942m at the end of 2021/22. The cumulative high needs deficit is expected to be £2.764m. This is forecast to be mitigated by other DSG savings down to £2.02m by the end of 2021/22.</p> <p>Hawthorns new build is subject to further decision making at the Executive Cabinet meeting of 26 June 2021. The scheme is estimated to cost £13m. There are on-going discussions regarding the revenue financial implications of the proposal, with the Department for Education to look to access the ongoing revenue funding to support the annual costs. The risk to the High Needs Deficit if these are unsuccessful is an increase of £0.5m per year.</p> <p>The Social Emotional and Mental Health Traded service in the process of finalising the service redesign which is expected to deliver financial savings, which cannot be confirmed until this work completes. The traded income is currently projected to be short by £138k. The service will need to find alternative savings to mitigate any shortfall.</p>
<b>Legal Implications:</b> (Authorised by the Borough Solicitor)	This is a general update report and as such no decisions are being sought. There are no immediate legal implications arising from this report save for the Council's overarching statutory duties in relation to the provision of education, public health and safeguarding and the absolute obligation to deliver a balanced budget.
<b>Risk Management:</b>	Set out in the report.


**Access to Information:**

**NON-CONFIDENTIAL**

**This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.**

**Background Information:** The background papers relating to this report can be inspected by contacting Tim Bowman.

 Telephone: [tim.bowman@tameside.gov.uk](mailto:tim.bowman@tameside.gov.uk)

 e-mail: 0161 342 2050

## 1 INTRODUCTION

- 1.1 Historically Tameside has maintained an extremely low number of statutory plans. As part of a wider improvement agenda across children's services, led by a new senior leadership team, it was recognised that this needed to be addressed. This improvement agenda has given rise to a rapid increase in the number of plans (EHCPs) maintained.
- 1.2 This improvement agenda has also overseen a considerable improvement in the timeliness of statutory planning. Timeliness of EHCPs completed in 20 weeks increased to 83% in 2020 when excluding exceptions from 49% in 2019 and 22% in 2018 (70% when including exceptions). The average number of weeks it takes for a plan to be completed is currently 19.9 (improved from 22.3 2019 25.8 2018).
- 1.3 This has been achieved by improvements in process and robust supervision and management oversight, but continues to require high levels of management support, which impacts significantly on management' workload and both managers' report that this intense and relentless level of supervision and oversight is very difficult to sustain.
- 1.4 Improved timeliness performance is encouraging, particularly as this was and continues to be a priority improvement area for the SEND service. However, in recent months the team are noticing an impact on sustaining the excellent progress made over the last two years in relation to timeliness, due to capacity within the team and volume of referrals. Our performance began to drop in September 2020. At the end of 2020 our timeliness was 69.4% for the calendar year. From 01 Jan to 30 Apr it dropped by over 20% to 42.6%.
- 1.5 Despite these improvements, the implementation of the SEND Reforms in Tameside was inconsistent the impact of this continues to be felt. Families' experiences of assessment aren't positive enough, waiting times for many health services are too long and the quality of assessment and of plans is inconsistent.
- 1.6 Informed by our Joint Strategic Needs Assessment and feedback from parents and carers we have developed 4 Headline Strategic Priorities, each with its own development and action plan and a lead officer:
- **INCREASING & IMPROVING INCLUSION** of children and young people in mainstream settings ensuring appropriate preparation for adulthood.
  - **INCREASING CONFIDENCE** of parents and carers in services and systems across all of the partners in Tameside ensuring appropriate preparation for adulthood.
  - **INVOLVING CHILDREN & YOUNG PEOPLE** who have SEND and their families, in decisions about their future and in the shaping, accountability, quality and delivery of services ensuring appropriate preparation for adulthood.
  - **IMPROVING ACCURACY & TIMELINESS** with which we identify and assess children's and young people's needs including ensuring appropriate preparation for adulthood.
- 1.7 As part of the drive towards the SEND strategic objectives, the SEND Service is proposing to embark on a range of improvement actions, each designed to promote inclusion across the borough for the most vulnerable learners, whilst also ensuring that service delivery is fit for purpose and efficient. The 4 immediate improvement areas set out in this report are as follows: the redesign of the SEND Pupil Support Service, the review and redesign of top-up/ band funding allocation, the provision of a brand new building for Hawthorns Specialist School and 4 additional SEND Resource bases for learners with a range of additional needs.

## **2 IMPACT OF COVID 19**

- 2.1 The COVID-19 pandemic has challenged all SEND services to work differently. Services have continued delivery by modifying practice - using increased telephone contact, video and tele-therapy and have prioritised caseloads by RAG ratings, risk assessments and completed regular welfare checks to reach out to vulnerable families. Despite these innovations for many families the national lockdown was an extremely challenging time. We have heard from some families that they felt communication should have been better and that support was at times too slow to arrive.
- 2.2 In addition, and despite managing the impact of the COVID 19 pandemic we have completed a number of key pieces of work including; finishing and publishing an updated JSNA, SEND Strategy, Joint Commissioning Strategy and Co-Production Strategy.

## **3 REDESIGN OF SEND PUPIL SUPPORT SERVICES**

- 3.1 The Special Educational Needs and Disability (SEND) Pupil Support Service is currently divided into 4 areas; the Sensory Support Service, CLASS- the Autistic Spectrum Condition (ASC) Support Service, the Specific Learning Difficulties (SPLD) Support Service and the Social Emotional and Mental Health (SEMH) Support Service. The latter is a traded service, which schools can opt to buy in to.
- 3.2 Whilst all schools currently have access to Sensory, ASC and SPLD support, only schools that purchase SEMH support have access to that service. Schools can choose to buy in at the start of the year, giving them unlimited access to the service throughout the year, or they can spot purchase discreet interventions as required. Over recent years, school buy in has reduced significantly and, following observation and review, it was agreed that the service was in need of modernisation, that the cost to schools was prohibitive and that the offer needed to be improved to be more attractive and useful to schools. Consequently, last year, significant work was undertaken to revise and improve the offer. However, the national Covid lockdown had a significant impact on school buy in and, consequently, the service accrued a considerable financial deficit.
- 3.3 As schools have returned since September, they have been spot purchasing support from the service, but not enough to recover the financial position. The service achieved income of £116k against a budget of £392k giving a fully year deficit of £221k, It has been agreed therefore, that the service was in need of redesign to attract greater buy-in and ensure the long term viability of the support service.
- 3.4 The Sensory Support Service will continue to function largely as is, supporting children and young people with hearing and visual impairment across Tameside. The service has a significant statutory element, which it must be able to deliver. It is proposed to make some minor changes to the management structure and one teacher, who is leaving the service, will not be replaced. The service will, therefore, be slightly reduced but will still have sufficient capacity to deliver their statutory obligations. Work load per teacher is likely to slightly increase, but this will then bring caseloads in line with neighbouring Sensory Support teams, who consistently carry a higher caseload than the team in Tameside.
- 3.5 Following staff consultation and consultation with schools and stakeholders, all remaining pupil support services for SEMH, ASC and SPLD be merged into one service, effective from September 2021. The team will be combined as a Specialist Support Service for all aspects of SEND, made up of specialist teachers, specialist support staff and admin support. This will be an advisory and support service, designed to promote greater inclusion and effective practice around this vulnerable group of learners.



- 3.6 Schools will be required to buy in to the service at the start of the year. However, if this service was funded purely via trade, the cost to each school would be prohibitive. Therefore, in order to support access, the service will be partly subsidised via HN DSG. Schools have been made aware of these changes, and already there has been a significant increase to the trade purchased, and this number continues to grow. Trade in this area has been steadily declining for the past 4 year. Next year will show significant growth in this area.
- 3.7 Merging services will reduce costs, as there will be fewer staff across the service. However, these staff will work more flexibly across all areas of need, creating a more efficient, dynamic and agile service, with multi-skilled staff who are able to provide high quality advice and support across a range of settings and types of need. Whilst staffing across Pupil Support will be reduced, service delivery will change to ensure emphasis shifts to short, time-bound, effective interventions.
- 3.8 The support will largely be to school-based staff and will be in the form of advice and guidance around appropriate specialist interventions. This is a change to the current offer, which can involve staff working more directly with students for prolonged periods. Furthermore, we will no longer offer 4 separate support services, but instead will offer 2- a specialist service for children and young people with sensory impairment, and a merged SEND support service, where staff can work with any child regardless of their area of need.
- 3.9 It is hoped that this redesigned service will continue to generate greater buy-in from schools across Tameside and result in a more efficient and desirable service, which will ultimately reduce exclusion rates. In addition, it is hoped that this will also slow the movement of children with SEND out of mainstream settings into specialist settings, thereby reducing the current considerable strain on those establishments, caused by over-subscription.
- 3.10 Improving the Pupil Support service will not only have a financial benefit, in that it will cost less to maintain, but it is anticipated that the service to schools will be significantly enhanced, replacing current practice with a flexible, specialist responsive service, which has the potential to significantly improve inclusive practice across Tameside, and reduce exclusion rates.
- 3.11 The redesigned service will be up and running by September 2021. However, schools were presented with the revised offer in February and were asked to sign up by March. As stated above, early indications demonstrate that the revised offer has already attracted greater buy in of £123k which is an increase in buy in of £7k on 2020/21 and consequently an improved financial position. The income target has been reduced in 2021/22 from £392k to £261k, however there is currently still a shortfall in income of £138k forecast for financial year 2021/22.

#### **4 REVIEW AND REDESIGN OF TOP-UP/ BAND FUNDING**

- 4.1 It is proposed to review and redesign of top-up/ band funding allocation, to create a more flexible and accurate model of funding, based on provision required to support SEND
- 4.2 Currently SEND Band funding is allocated using a “deficit model”. In other words, the child’s needs are assessed and funding is allocated accordingly. We would like now to move to a provision-based model (Matching provision to Need -MPTN), which is more in keeping with the new Code of Practice and is a much fairer and more accurate way to allocate funding.
- 4.3 The Financial Impact of this proposal has not as yet been determined, as part of the work plan is to work through realistic cost of provision in school once the MPNT model has been approved. However, benchmarking information shows the rates paid in Tameside are on average providing value for money compared to the rest of North West and statistical

neighbours in special schools. However, in mainstream settings, top-up funding is on average between £43 and £40 higher than the rest of North West and statistical neighbours.

- 4.4 The estimated savings are based on assuming this model makes us broadly comparable with our statistical neighbours.
- 4.5 The great advantage of this new model of band funding is the accuracy and flexibility it affords, both for the local authority and for schools. We are proposing that the top level of funding remains uncapped, allowing the authority to work with schools to ensure even the most complex children and young people can be accommodated in both mainstream and specialist schools within their own community, reducing the exodus of Tameside learners with complex SEND into expensive out of borough provision.
- 4.6 A draft revised band funding model has been developed we have begun the consultation process with school leaders, who are broadly in agreement with the new banding tool and are eager to see proposed funding levels attached accordingly.

## **5 DEVELOPMENT OF HAWTHORNS SPECIALIST SCHOOL and 4 NEW SEND RESOURCE BASES**

- 5.1 Hawthorns School was originally built for approximately 80 learners. Over recent years, as EHCPs numbers have increased and the school has grown in popularity and demand this number has grown to 140 learners. In spite of additional classroom space being created at the site, via the use of temporary buildings, the school remains heavily oversubscribed and the space is deemed no longer fit for purpose.
- 5.2 Through extensive consultation and co-production with a representative group of parents, we now have plans to design and build a brand new specialist school to accommodate up to 220 learners. Students currently educated at Hawthorns Specialist School will move to this new building, creating an additional 80 special school places. Whilst this building will not be complete until September 2023, we have brokered an interim partnership with Victorious Academy Trust, which will allow Hawthorns School to develop a satellite site at Discovery Academy, housing up to 36 learners.
- 5.3 In addition to the additional accommodation and places at Hawthorns School, we are also planning to open 4 additional Primary- age SEND Resource Bases, ready to accommodate learners from Sept 2021. In opening these bases we will be able to create an additional 40 – 50 SEND places for a range of EHCP students who are struggling to cope in a mainstream setting.
- 5.4 The additional places will give greater options for SEND learners, their parents and families and it is anticipated will also take pressure off the heavily burdened specialist sector. Resource bases also create excellent opportunities to promote inclusive good practice across the mainstream sector; upskilling staff and also reducing pressure on mainstream settings, who may be less familiar and confident in working with children with more complex needs.
- 5.5 We have identified 4 partner schools who are keen to open primary bases from September 2021. In opening these bases, we will be able to provide between 40 and 50 additional specialist school places from September 2021. An operating and funding model has been shared and agreed with the partner schools involved. Capital funding has been requested to facilitate these new bases and a paper has been presented to board, in order to release this capital funding.
- 5.6 In 2022 we propose to further expand provision focussing on Key Stage 3 and 4, opening a further 4 bases and an additional 40 generic SEND places. 2023 will be designated based on the learning of the first two resource base roll outs, but at this stage it is anticipated that

we will be looking to open an additional 4 primary bases, and a further 40 SEND places. These will support the reduction in placements of 10 fewer required in 2022 to achieve a further net reduction in placements required to avoid costs in external placements.

## **6 IMMINENT AREA SEND INSPECTION AND LIKELY OUTCOMES**

- 6.1 Part Three of The Children and Families Act 2014 introduced significant changes to the responsibilities of Local Authorities, Schools and Clinical Commissioning Groups for children and young people with special educational needs and disabilities. These reforms came into effect on 1 September 2014 supported by a refreshed SEND Code of Practice. At the time the government described this as the biggest educational reform for a generation.
- 6.2 Implementing these reforms was in itself a challenge, however, this challenge has been compounded by turbulence and pressure in all parts of the education system. Pressures on budgets, wide ranging changes to policy (for example curriculum and assessment), and the impact of austerity on the public sector and families, mean that implementation has been inconsistent across the country and in Tameside.
- 6.3 To provide oversight and accountability to these reforms the Minister of State for Children and Families tasked Ofsted and the Care Quality Commission (CQC) with inspecting local areas on their effectiveness in fulfilling the new duties. This new inspection, "The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people, who have special educational needs and/or disabilities" came into effect in May 2016. All Local Areas will be inspected over a five year period.
- 6.4 The inspection will consider how effectively the local area identifies, meets the needs of and improves the outcomes of the wide range of different groups<sup>1</sup> of children and young people who have special educational needs and/or disabilities. Its focus is on the contribution of education, social care and health services to children and young people with special educational needs and/or disabilities, as set out in the Act, the Regulations and the Code of Practice.
- 6.5 The outcomes of the inspection is reported in a letter and the judgements are in narrative form. The letter outlines areas of strength and key priorities for improvement. Where inspectors find significant issues the framework allows inspectors to require the local area to prepare a written statement of action that sets out those actions and the timetable for them.
- 6.6 So far 8 out of 10 Local Areas in Greater Manchester have been inspected. Across the North West more than half of all Local Areas inspected have been asked to prepare a written statement of action.
- 6.7 Tameside is still to be inspected this inspection is likely to place any time between now and December 2021. Considerable work has been undertaken over the past 2 years to improve SEND provision and services, and whilst the service is preparing well for an inspection, it is difficult to predict what the likely outcome of the inspection may be.
- 6.8 Tameside like many local areas has found implementing SEND Reforms challenging. Our implementation has not been consistent and capacity challenges and changes in leadership have negatively impacted upon this. Whilst this paper demonstrates the significant improvement work already undertaken and still in progress, we know there remains work to be done, to ensure all our vulnerable learners are effectively included and supported by SEND Support services and the schools we work with.
- 6.9 A thorough and well considered improvement plan is place and it is targeted to the areas requiring the swiftest improvement. Oversight to the implementation of this plan will be

provided by the SEND Improvement Group, through the Starting Well Board and the Educational Attainment and Improvement Board.

- 6.10 Our self-evaluation (Executive Summary, **Appendix A** to this report) highlights a number of areas of strength. However, there are significant challenges to our performance (**Appendices B** to this report).

## **7 CONCLUSION**

- 7.1 We continue to improve all areas of the SEND service, in line with our strategic objectives. We continue to have a strong focus on the SEND Pupil Support Service, adapting our offer to encourage generate greater school buy-in, ensuring that all schools have access to a high standard support and advice service and to promote inclusion across the borough.
- 7.2 We continue to review and redesign band funding/ top-up funding, to ensure a funding model that is transparent, fit for purpose, accurate and flexible enough to promote inclusion across Tameside schools, both mainstream and specialist, and consequently reduce the need to place learners in expensive out of borough settings.
- 7.3 We are pushing hard to build a new and expanded Hawthorns school, creating an additional 80 specialist school places by 2023 and to expand the number of resource bases over a 3-year period, finally creating an further 120 Generic SEND Places for complex learners with an Education Health and Care Plan, and reduce the burden on the specialist sector.
- 7.4 Whilst we continue to make significant improvements across all areas of the SEND Service, we anticipate that because of the significant work still needed to be done we expect that the outcome of an inspection will be that we are asked to prepare a written statement of action.

## **8 RECOMMENDATIONS**

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

---

# SEND

## Self Evaluation

### Executive Summary

#### 2020/21

# Executive Summary

---

Historically Tameside has **maintained an extremely low number of statutory plans**. As part of a wider improvement agenda across children's services, led by a new senior leadership team, it was recognised that this needed to be addressed. This improvement agenda has given rise to a **rapid increase in the number of plans (EHCPs) maintained**.

This improvement agenda has also overseen a considerable **improvement in the timeliness of statutory planning**. Timeliness of EHCPs completed in 20 weeks increased to 82% in 2020 when excluding exceptions from 49% in 2019 and 22% in 2018 (69% when including exceptions). The average number of weeks it takes for a plan to be completed is currently 20.4 (improved from 22.3 2019 25.8 2018).

The **COVID-19 pandemic has challenged all SEND services to work differently**. Services have continued delivery by **modifying practice** - using increased telephone contact, video and teletherapy and have prioritised caseloads by RAG ratings, risk assessments and completed regular welfare checks to **reach out to vulnerable families**. Despite these innovations **for many families the national lockdown was an extremely challenging time**. We have heard from some families that they felt communication should have been better and that support was at times too slow to arrive.

In addition and despite managing the impact of the COVID 19 pandemic we have **completed a number of key pieces of work** including; finishing and publishing an updated JSNA, SEND Strategy, Joint Commissioning Strategy and Co-Production Strategy.

Despite these improvements, the **implementation of the SEND Reforms in Tameside was inconsistent** the impact of this continues to be felt. Families **experiences of assessment aren't positive enough, waiting times for many health services are too long and the quality of assessment and of plans is inconsistent**.

# JSNA Summary which informs our SEF and SEND Strategy

---

- In 2019/20 there were 6,045 children and young people with a special educational need or disability (SEND) in Tameside, this rises to 6,680 when you include children and young people from Glossop.
- More than half of all children and young people with SEN support and nearly a third with EHC plans live in the two most deprived deciles in Tameside.
- Exclusion rates for children and young people with SEND are significant. A third of all fixed term exclusions are Children and young people with SEND.
- The quality of education across Tameside is good according to Ofsted and Tameside does have more schools and further educational establishments rated as 'Good' compared to the England and our closest statistical neighbours.
- The number of children and young people aged 0-25 years registered with a disability or long term condition with a GP in Tameside and Glossop is 11,527. The three most commonly coded conditions in general practice are Enuresis/incontinence, asthma and depression.
- On average in 2019/20 children and young people were waiting around 64 weeks for an Autism assessment and 42 weeks for an ADHD assessment.
- There are low numbers of children and young people with SEND using personal budgets across health, social care and education. Personal budgets can offer more control, flexibility and choice over how care and 43 support needs are met.
- Different SEND areas hold their own data and there doesn't seem to be a standard data set or data sharing mechanism across the various SEND services. Consistent intelligence and data sharing across the SEND support system is important in ensuring all SEND children and young people receive the level of help and support relevant to their needs.
- Children and young people with SEND should have access to the same opportunities and experiences as their peers as embedded in the Children and Families Act 2014. It is clear from the section 'What we are doing now' and 'What we are doing next' that improvements across the system are being achieved and that the improvements to the SEND system that supports children and young people across education, health and care is moving in a positive direction.

# JSNA – Recommendations which inform our SEF and SEND Strategy

## Recommendations

### **Continue to improve the identification of children and young people with SEND across the system**

Although improvements have been made, identification of children and young people with SEND across the system needs to improve further.

Commissioners should ensure that systems used by services across the health, social care and the education system enable the identification of those with SEND at the earliest opportunity to enable the monitoring of support and outcomes for this population group. This includes reducing the length of time children and young people wait for assessment and diagnosis of conditions.

### **Continue to improve the monitoring of outcomes for those with SEND**

Although much improved continue the development of a holistic set of outcome measures for those with SEND at an individual and population level, covering health and social outcomes in addition to educational outcomes would improve understanding of the needs of this population group. These should be developed collaboratively with partners and

### **Continue to improve the monitoring of children and young people during transition to adulthood**

While information exists on educational outcomes, further work is required to strengthen information collected on young people with SEND after they leave the school system, limiting the ability to measure success in preparing those with SEND for adulthood.

### **Ensure commissioning plans reflect the needs of the local population**

Ensure that the information in this needs assessment - including the increasing number of children with the most complex needs, the demographics and the most common primary needs - underpins commissioning of services, such as educational psychology services

### **Continue improving educational Outcomes for SEND children and Young people**

Continue to review Fixed Term Exclusion policies and practice to ensure schools are supported to gain EHCPs for behaviour (SEMH) where this would best support the child or young person.

Continue to review SEND support at key transition points in educational phases – reception intake, KS1 to KS2, secondary transfer, Post 16, and transition to adulthood to ensure needs are continually met.

### **Improving Integration and data sharing**

Continue to improve integration of pathways, processes and governance between education, health and social care. Align caseloads between education health and social care to minimise data inaccuracies between systems and work toward a single child record for SEND children and young people.

### **Incorporate the 'Voice of the Child' across the whole SEND system**

Continue to embed a meaningful approach to co-produce the SEND process, support and services with children and young people with SEND and their families across health, education and social care

44

Page 30



# Summary of feedback from families which informs our SEF and SEND Strategy

---

- Promoting a culture of listening to and collaborating with families.
- Improving the available communication methods for signposting families.
- Maintain regular and routine communication with parents about child's progress.
- Prepare and plan for greater involvement of families in person-centred meetings.
- Facilitate a range of respite support for families.
- Extending the range of social activities for children with different disabilities.
- Improve waiting time for therapies.
- Involving parents and young people in early transition planning meetings.

Page 31

# Summary – the impact of COVID

## How have services worked differently due to Covid-19?

- Services have continued delivery by modifying practice - using increased telephone contact, video and teletherapy.
- Services have prioritised caseloads by RAG ratings, risk assessments and completed regular welfare checks to reach out to vulnerable families.
- Staff rotas, estates and IT equipment provision has all been reviewed to enable flexible working, and services have had to work differently to implement social distancing guidance and redeployment to achieve flexibility to meet families needs in different ways.

## What has been a challenge?

- Completing assessments – lack of equipment, new ways of assessing, lack of access to paper notes.
- Getting used to new online technology, not only the use of it but poor connections, digital inequalities and confidence of families in using virtual appointments. There has also been IG issues with security and data sharing.
- Clinic waiting lists and demand has increased with long waits for onward referrals, appointments are rescheduled, there's an increase in medicals required for LAC and SEN, and an increased in DNAs. Some families are reluctant to be seen at home which impacts on clinic capacity. Professionals are not able to see and support the developments in families, and feeling that they can't affect the waiting times.

## What has worked well as a result of working differently?

- Professionals reported that there has been some positive comments from parents and families, around increased contact and teletherapy, as well as travel reductions for families. Family links have been made with those children who are usually supported in school.
- Benefits have been realised with virtual ways of working; triage is easier to do and information is more complete. It has been easier to contact families; there has been an increased number of reviews undertaken and services feel that more families are being reached with the offer of online training. Virtual multiagency meetings and MDT meetings have worked well with panels continuing.
- Staff groups have been able to work in partnership to resolve queries and seek advice, and taken opportunities to upskill families, schools and professionals.

# Our SEND STRATEGY

Page 33

## What is our **SEND** story?

<p><b>Tameside &amp; Glossop Corporate Plan 2018-25</b></p> <p>This is the vision for the future of Tameside, - Our people, our place, our plan for everyone in every way.</p> <p>The Plan has 3 broad themes:</p> <ol style="list-style-type: none"> <li>1. Starting Well</li> <li>2. Living Well</li> <li>3. Ageing Well</li> </ol> <p>The Corporate Plan has 8 key priorities. SEND falls into 4 key areas:</p> <ol style="list-style-type: none"> <li>1. Very best start in life</li> <li>2. Aspiration &amp; hope through learning</li> <li>3. Resilient families &amp; supportive networks</li> <li>4. Opportunities for people to fulfil their potential</li> </ol>	<p><b>Headline Priorities</b> <b>4</b></p> <p>The SEND strategy has 4 headline priorities:-</p> <ol style="list-style-type: none"> <li>1. Increasing &amp; improving inclusion</li> <li>2. Increasing confidence</li> <li>3. Involving children &amp; young people</li> <li>4. Improving accuracy &amp; timeliness</li> </ol> <p><i>Our Priorities</i></p>	<p><b>Joint Commissioning</b> <b>7</b></p> <p>We have 7 joint commissioning intentions:</p> <ol style="list-style-type: none"> <li>1. To review the ISCAN service</li> <li>2. To develop more neighbourhood working</li> <li>3. To develop more resourced provision in mainstream settings</li> <li>4. To review current transition arrangements</li> <li>5. To review the integrated neurodevelopmental pathway</li> <li>6. To review integrated personalised care &amp; budgets for children with complex needs</li> <li>7. To develop a comprehensive support offer to families of children that have complex needs including challenging behaviour</li> </ol>	<p><b>Measuring Performance</b></p> <p>We have an Outcomes Framework that shows how we're progressing on our SEND journey. The framework is aligned to our 4 headline priorities.</p> 
<p><b>Strategic Commission Vision for SEND</b></p> <p><i>We want children &amp; young people with SEND to have the opportunity to be the best they can be and to have choice and control over their support.</i></p>	<p><b>Enablers</b> and has the following 4 implementation principles: <b>4</b></p> <ol style="list-style-type: none"> <li>1. Neighbourhood Working is seen as an asset</li> <li>2. Embracing Co-production</li> <li>3. Thinking about Resources</li> <li>4. Robust Performance Management data</li> </ol>	<p><b>Outcomes for Children &amp; Young People</b></p> <p>We want our children &amp; young people to feel:</p> <ul style="list-style-type: none"> <li>• Safe</li> <li>• Healthy</li> <li>• Happy</li> <li>• Ambitious for their future and for them to</li> <li>• Develop skills for life</li> </ul>	<p><b>Improvement, Development &amp; Action Plans (IDAPs)</b></p> <p>IDAP's are the operational action plans that are used to monitor the delivery of the 4 headline priorities and implementation principles. They will help us ensure that every part of the system knows what impact everyone is having on delivering our outcomes and progress with our headline priorities.</p>



# Informed by our JSNA and feedback from parents and carers we have developed 4 Headline Strategic Priorities

---

- 1. INCREASING & IMPROVING INCLUSION** of children and young people in mainstream settings ensuring appropriate preparation for adulthood.
- 2. INCREASING CONFIDENCE** of parents and carers in services and systems across all of the partners in Tameside ensuring appropriate preparation for adulthood.
- 3. INVOLVING CHILDREN & YOUNG PEOPLE** who have SEND and their families, in decisions about their future and in the shaping, accountability, quality and delivery of services ensuring appropriate preparation for adulthood.
- 4. IMPROVING ACCURACY & TIMELINESS** with which we identify and assess children's and young people's needs including ensuring appropriate preparation for adulthood.

*Each Priority has a IDAP and an identified lead officer.*

# There has been a considerable improvement in the timeliness of statutory assessment

The timeliness of plans has improved.

- Timeliness of EHCPs completed in 20 weeks increased to 82% in 2020 when excluding exceptions from 49% in 2019 and 26% in 2018
- When including exceptions, timeliness of EHCPs was 69% - a 46% improvement on 2018.
- Recent capacity issues have impacted on this improvement, however plans are in place to address this.

Indicator	SEN2 Jan 21	SEN2 Jan 20	SEN2 Jan 19	SEN2 Jan 18
Number of new education, health and care issued including exception cases	301	409	348	168
Number of new education, health and care issued excluding exception cases	238	304	281	117
% of new education, health and care plans (EHCP) completed within 20 weeks - including exceptions	69.4%	43.80%	23.60%	21.40%
% of new education, health and care plans (EHCP) completed within 20 weeks - excluding exceptions	82.4%	49.30%	26.30%	22.20%

Despite these improvements, the **implementation of the SEND Reforms in Tameside was inconsistent** the impact of this continues to be felt. Families **experiences of assessment aren't positive enough, waiting times for many health services are too long and the quality of assessment and of plans is inconsistent.**

# OUTCOMES FRAMEWORK

---

- Draft outcomes framework developed.
- Next steps are seeking views from our SEND community.
- SEND quantitative data aligned to priorities.
- New outcomes framework to be ready for implementation 1<sup>st</sup> April 2021.

Page 36