



CHILDREN'S SERVICES OVERVIEW AND SCRUTINY PANEL

WEDNESDAY, 16TH MAY, 2018

At 7.00 pm

in the

ASCOT AND BRAY ROOM - TOWN HALL

SUPPLEMENTARY AGENDA

PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
4.	<u>SEND STATEMENT OF ACTION UPDATE</u> To note the report.	3 - 50
5.	<u>WINDSOR MIDDLE SCHOOL EXPANSION</u> To note the report and make recommendations to Cabinet.	51 - 72
	i. School Catering Contract To note the contents of the report.	73 - 76

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Report Title:	SEND Area Inspection Update
Contains Confidential or Exempt Information?	NO - Part I
Member reporting:	Councillor Airey, Lead Member for Children's Services
Meeting and Date:	Cabinet – May 24th 2018
Responsible Officer(s):	Kevin McDaniel, Director of Children's Services
Wards affected:	All

REPORT SUMMARY

In July 2017, services in the areas provided to children with special educational needs/disabilities (SEND) were inspected by Ofsted and the Care Quality Commission (CQC). The inspection concluded that the services needed to improve under the leadership of the local authority and the Clinical Commissioning Group (CCG), this report summarises the progress made against the action plan to improve services.

The action plan, called a Written Statement of Action and appended at appendix A, has set out 107 actions grouped under eight themes that the CCG, schools, the parent forum (PaCiP) and the local authority agreed with Ofsted would be implemented. Progress on delivering the activities is underway and at the end of April 2018, 17 actions have been completed; five are yet to start and the rest are in progress. The overall plan is on track to complete during the autumn of 2018.

A number of significant milestones have been achieved, including:

1. The conversion of all 750 statements of special education needs into Education Health and Care plans (EHC) was achieved by the end of March 2018: a statutory requirement that not all local authorities succeeded in meeting.
2. An Inclusion Summit held on April 19th 2018 attended by 174 parents/carers, schools/colleges, services and professionals. This was the first annual event and demonstrated the strengthening commitment to work together so that the Royal Borough becomes a positive beacon of inclusion for young people (0 to 25 years) with special educational needs and disabilities.
3. An Inclusion Charter for the local area that sets out shared expectations on how a child or young person can expect to feel and be treated when accessing local services has been created and can be adopted across the Borough.

1 DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Cabinet:

- i) Notes the report and endorses the work undertaken to meet the statutory deadline of converting all statements of educational needs to EHC plan by the due date
- ii) Notes progress on the delivery of 107 actions in the action plan and request an update in October 2018.

2 REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

Current status

- 2.1 Local area inspections are carried out by Ofsted and the CQC to jointly inspect services in the local area to see how well they fulfil their responsibilities for children and young people with SEND.
- 2.2 The SEND action plan is divided in to 8 key themes with specific outcomes to address the areas for improvement. There are 107 identified actions that set out how these outcomes will be met. Actions are rated on a scale of blue (meaning complete) to red (meaning current delivery concerns).
- 2.3 A Steering Board meets monthly to monitor progress and to receive exception reports. Governance of the Written Statement of Action (WOSA) rests with the Health and Wellbeing Board as agreed at the extraordinary meeting of this body on 12th February 2018. The delivery of the WOSA rests with a working group made up of representatives from the local authority, schools, health and PaCiP. This group also meets monthly. All actions are linked to one of four workstreams (WS1 to WS4) which provide leadership for the actions. The WOSA as at 10 May 2018 is included in Appendix 1.
- 2.4 External monitoring of the action plan is carried out by the Department for Education (DfE) and NHS England on a quarterly basis, these visits are attended by representatives of the Steering Board.
- 2.5 All actions are due for completion by September 2018 and the plan is on track to complete by autumn 2018. The current summary progress is set out in table 1.

2.6 Table 1: Written Statement of Action progress summary

Theme number	BRAG Status					Total
	Green (on track)	Amber (minor issue)	Red (significant issue)	Blue (complete)	White (not started)	
1	10	1	0	5	1	17
2	13	8	0	2	1	24
3	2	2	2	3	1	10
4	4	4	1	0	0	9
5	1	8	0	1	1	11
6	8	3	2	5	1	19
7	9	2	0	0	0	11
8	2	2	1	1	0	6
Total	49	30	6	17	5	107

2.7 Table 1 indicates there are 6 actions graded as Red. These were presented to the Steering Board in April and remedial action was agreed to ensure these actions are delivered within the overall WOSA timetable.

2.8 The 6 red actions cover four activities:

- A review of the matrix used to assess the level of pupil need in mainstream school which is dependent on the successful establishment of the SENCO network.
- Agreement of information and datasets that will be regularly updated on the Local Offer which is being reviewed in light of feedback from the Inclusion Summit.
- Review of the proposed use of text messaging for feedback in light of concerns from some parents.
- The implementation of a change to the local authority ICT system which requires custom development by a scarce resource. A manual report is in place to address the concern raised in the inspection.

Key achievements

2.9 The conversion of all 750 statements of special education needs into Education Health and Care plans (EHC), a statutory requirement that not all local authorities succeeded in achieving, was completed by the end of March 2018.

2.10 In January 2018, PaCiP organised a very successful Parent Information Session attended by 50 parents. The local authority, health and PaCiP presented the action plan. The event was positive and all parties have reported feeling energised by the developments. Workshop sessions were held at the end that kickstarted specific pieces of work, for example the Inclusion Charter.

2.11 An Inclusion Charter will be widely used by all stakeholders in the local area to demonstrate their commitment to ensuring children, young people and their families can be included. This sets out our expectations on how a child or young person can expect to feel and be treated when accessing local services.

2.12 The Education Leadership Forum met in January and were led through the action plan by a headteacher colleague who is a member of the SEND Steering Board. Delivery of many aspects of the action plan is dependent on school leadership and the engagement of schools varies across the local area. Improving this engagement is a focus for the education workstream.

2.13 The SEND Strategy has been published with four priorities. An Implementation Plan for the strategy is being prepared by one of the workstreams.

2.14 An Inclusion Summit was held on April 19th 2018 attended by 174 parents/carers, schools/colleges, services and professionals. This was the first annual event to show case how we are coming together to make the Royal Borough a positive beacon of inclusion for young people (0 to 25 years) with special educational needs and disabilities. This Summit provided feedback on the Inclusion Charter, a draft is included in appendix B, and the final version will be presented to Council for consideration in due course.

- 2.15 The keynote speaker, Carrie Grant gave an inspirational talk to the attendees that promoted open and honest dialogue to problem solve together. Her words were thought provoking for all. The feedback forms asked people to state what three things they would do differently and nearly all said they would think about how they communicate with parents/professionals. An event evaluation report is being reviewed by the partners and will be used to update the WOSA and the planning for the 2019 Inclusion Summit.
- 2.16 The Local Offer has been in place since 2014 and although Ofsted felt it was a valuable resource families have reported that it is hard to navigate and to find relevant information. In response to user feedback it is intended to move our local offer to the format already in place in Achieving for Children by September 2018, which has secured significantly better user feedback.
- 2.17 A multi agency audit group, including parents has been set up to look at EHC Plans. Thematic audits will happen three times a year and findings will be used to highlight good practice and to make improvements.

3 KEY IMPLICATIONS

- 3.1 There is a need to ensure that the action plan remains on track in all areas. A short term Project Lead has been agreed for this task. They will be responsible for keeping the workstreams on task and for updating the action plan for scrutiny by the steering board, the DfE, council and other bodies.
- 3.2 There are two further monitoring visits by the DfE and NHS England before Ofsted will decide whether they are able to sign off or action plan as complete.
- 3.3 It is proposed therefore that a further update on progress is given in October 2018.

Table 2: Key implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
3rd Monitoring Visit by DfE and NHS England	Significant concerns raised	No significant concerns raised	No concerns raised		End June 2018
4 th Monitoring Visit by DfE and NHS England	Significant concerns raised	No significant concerns raised	No concerns raised		End September 2018
Written statement signed off as complete by Ofsted	Timescale extension requested by Ofsted.	Sign off	Sign off by end of September 2018		End October 2018

4 FINANCIAL DETAILS / VALUE FOR MONEY

- 4.1 The costs of delivering services for this cohort of pupils are met from the dedicated Schools Grant which is split between specific need services and the budget provided to each school.
- 4.2 The Schools Forum have agreed 0.5% transfer of funding to the High Needs block for 2018/2019 in order to focus on innovation leading to a higher level of Inclusion in our local area. It is expected that this innovation will reduce the pressure on the High Needs spending which is currently contributing to a deficit balance within the Dedicated Schools Grant.
- 4.3 The Better Care Fund (BCF) has approved £150k for three years for three stands of work. These are complex case management, working on an Area SENCO model where clusters of schools work together to improve practice and capacity to support our children and young people and developing process for managing SEND provision in our schools.

5 LEGAL IMPLICATIONS

- 5.1 The local authority has a responsibility to ensure young people with additional needs have access to an appropriate education as set out in regulations for EHC plans. Health and schools have responsibilities to provide services to meet the needs of young people in the area. The action plan is a shared responsibility with the Clinical Commissioning Group and PaCiP

6 RISK MANAGEMENT

- 6.1 While completion of the action plan and Ofsted sign off is important it is vital that all stakeholders embed improvements within their service area in the longer term. Children, young people and their families need to continue to be actively involved in the shaping and creation of relevant services.

7 POTENTIAL IMPACTS

- 7.1 There are no impacts arising from this report, however any changes proposed as a result of the action plan must consider the needs of those impacted, especially those with a disability in this case.

8 CONSULTATION

- 8.1 The live action plan is on the Local Offer at all times.
- 8.2 PaCiP actively publish all documents and promote activity on their website and on social media
- 8.3 Parent Information session in January 2018
- 8.4 Educational Leadership Forum in January 2018
- 8.5 Governance by the Health and Well- Being Board
- 8.6 Monthly SEND Board meetings
- 8.7 Monthly Working Group meetings
- 8.8 Inclusion Summit. – April 2018

9 TIMETABLE FOR IMPLEMENTATION

9.1 The action plan is in progress and will run to Autumn 2018.

10 APPENDICES

10.1 The appendices to the report are as follows:

- Written Statement of Action.
- Draft Inclusion Charter

11 CONSULTATION (MANDATORY)

Name of consultee	Post held	Date issued for comment	Date returned with comments
Cllr Airey	Lead Member – Children’s Services	26/4/2018	26/4/2018
Alison Alexander	Managing Director	26/4/2018	27/4/2018
Russell O’Keefe	Executive Director		
Andy Jeffs	Executive Director		
Rob Stubbs	Section 151 Officer		
Nikki Craig	Head of HR and Corporate Projects		
Louisa Dean	Communications		
	Other e.g. external		

REPORT HISTORY

Decision type:	Urgency item?	To Follow item?
For information	No	No
Report Author: Debbie Verity, Service Lead CYPDS x 5878		

Report title:
SEND Area Inspection
Update
Member reporting:
Cllr Airey
Cabinet meeting: 24th
May 2018

What is this report about?

- This report updates Cabinet on the progress of the SEND Action Plan.

What is it recommending? That Cabinet:

- i) Notes the progress of the action plan and hears about the developments and activities that have taken place to date to ensure that children and young people with additional needs/disabilities in the local area achieve their full potential.

What is the background?

Ofsted and the Care Quality Commission carried out a local area inspection in July 2017 and while they identified areas of strength they decided that the local area should address areas of weakness by means of an Action Plan.

Why is this being done?

The Action Plan is subject to governance by the Health and Well-Being Board. Delivery of the actions is managed by a multi-agency Steering Board and Working Group. Overall monitoring of progress is carried out by the DfE on behalf of Ofsted. There are 107 actions on the plan, only 6 are currently causing concern while 17 are complete and 49 are fully on track.

How much would it cost?

Additional resources for a three year period totalling £450,000 have been awarded by the Better Care Fund. In addition, Schools Forum have agreed a 0.5% transfer of funding from the schools block to the High Needs block to support innovation and inclusion in our local schools. This £416,000 is a one off amount.

How would it benefit residents?

Families who have a child or young person with additional needs will have confidence in local services and will be at the heart of all decision making and service developments.

When would it take effect?

The Action Plan will be in effect until September 2018 or until the DfE recommends that it is signed off by Ofsted.

Key communication message:

Good progress has been achieved on the plan actions to date and there is a much improved culture of partnership commitment to improving SEND provision and services.

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Royal Borough of Windsor and Maidenhead Local Area Written Statement of Action for Special Educational Needs and Disabilities (SEND)

Purpose of this statement

Between 3 July 2017 and 7 July 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the Royal Borough of Windsor and Maidenhead (RBWM) local area to judge its effectiveness in implementing the special educational needs and disability (SEND) reforms set out in the Children and Families Act 2014. As a result of the findings of the inspection, Her Majesty's Chief Inspector (HMCI) determined that a Written Statement of Action (WSOA) is required to address eight areas of significant weakness in the local area's practice. RBWM and the Windsor and Maidenhead (WAM) Clinical Commissioning Group (CCG) are jointly responsible for submitting the written statement, which has been produced in conjunction with Parents and Carers in Partnership (PaCiP).

The local area is required to produce and submit a Written Statement of Action to Ofsted that explains how the local area will tackle the following areas of significant weakness:

- tardiness and delay in establishing strategies to implement the reforms effectively
- the lack of leadership capacity across local area services, such as the time given to the role of the Designated Clinical Officer (DCO)
- poor use of management information to secure a robust overview of the local area's effectiveness
- weaknesses in how leaders are held to account across the local area
- the inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families
- the wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes
- the lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs
- poor joint commissioning arrangements that limit leader's ability to ensure that there are adequate services to meet local area needs.

Since the inspection, the Borough's Director of Children's Services and the CCG's Director of Quality have been working with services and stakeholders to understand the actions we need to take to make improvements. These include: PaCiP; employees of RBWM and WAM CCG; schools and colleges; Schools Forum; Public Health; Berkshire Healthcare Foundation Trust (BHFT) and other health care providers.

This is our statement of action. It sets out:

1. Our vision
2. The value of coproduction;
3. Key Themes from the inspection.
4. The framework we will use to measure our performance.
5. A summary of the outcomes we are seeking to achieve to address the weaknesses identified and the improvements we will make;

The action plan within the written statement of action will be overseen and scrutinised by a new multiagency SEND Steering Board. This will be an evolution of our existing multi agency SEND improvement group.

1. Our vision and principles.

Our vision for children and young people with SEND in RBWM was discussed at length during the co-production of the SEND strategy shared with the inspection team. These principles and priorities remain and underpin the actions which support our written statement.

In RBWM we are committed to developing inclusive communities which are welcoming to all. Our vision for Special Educational Needs and Disabilities (SEND) underpins this commitment. It is:

"To ensure that every child and young person with SEND in the borough is safe, has access to equal opportunities and is enabled to reach their full potential"

We are committed to securing the best possible outcomes for children and young people with SEND. We want them and their families to: feel valued; be able to participate; and be empowered to have choice and control. We will work together to give children and young people with SEND in RBWM every chance to be the best that they can be. We want them to enjoy a healthy and happy family life and to go to an educational establishment that meets their needs as near to their home as possible. This includes our strong commitment to our children in care.

Our SEND strategy focuses on three major priorities. These priorities run alongside the written statement of action. They are:

1. work to ensure that appropriate emotional wellbeing and mental health services are available to all children and young people.
2. support early year's settings, schools and others to be fully inclusive and improve educational outcomes for children and young people with SEN and Disabilities.
3. improve educational achievement for young people post 16 and ensure effective transitions into adulthood.

Three principles underpin our aspirations.

1. Involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood.
2. Enable inclusion and participation in all aspects of family, school and community life in a local and inclusive setting, making the best possible use of available resources.
3. Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

2. The value of coproduction

We will build on our coproduction partnerships and continue to make sure that the right people are involved in delivering the improvements set out in this plan in the same way as the strategy was developed. This work will include contributions from councillors, senior leaders, partners, schools, colleges, staff, PaCiP, and young people. Improvement work will be delivered through a SEND working groups overseen by the SEND Steering Board.

As part of this commitment, we will work with PaCiP to develop the understanding of coproduction for all stakeholders and use the model when designing changes to deliver the SEND strategy. We recognise that working with our partners within PaCiP we should ensure that co-production:

- Is recognised as important, valued, planned and is adequately resourced.
- is clearly viable at all stages in the planning, delivery and monitoring of services
- clearly describes roles for children, young people and parents
- builds into the process, strong feedback mechanisms to ensure that children, young people and parents understand the impact of their participation.

3. Key Themes from the inspection.

We have identified/recognised a set of Themes linked directly to the areas of weakness identified by inspectors. These are provided in the table below along with a summary of the key improvements that we will make to have the greatest impact.

Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively	
What Ofsted and CQC said	Outcome we are seeking to achieve
<i>"There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families."</i>	Clear strategic leadership to be evident in improved "customer" experience. Strategic leadership to roll out the co-production model across all services. Evidence that the child is at the centre of our system through case studies highlighting action and impact.
Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO	
What Ofsted and CQC said	Outcome we are seeking to achieve
<i>"The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited."</i>	The outcome should be the employment of a dedicated Head of Children and Families to provide additional operational and strategic support to the DCO. Leaders have a secure and robust overview of the local areas effectiveness. SEND reforms are well known by all staff involved with SEND. Improved management of SEND processes. Multiagency decision making at panel improves fairness.
Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness	
What Ofsted and CQC said	Outcome we are seeking to achieve
<i>"Leaders across education, healthcare and care do not have effective oversight of the number of children and young people who have special educational needs and/or disabilities being supported across services."</i>	Robust and accurate data, across all agencies, for all children with SEND. (With and without an EHC plan). Transparent and published data which indicates the effectiveness of different elements of the SEND system.
Theme 4: Weaknesses in how leaders are held to account across the local area	

What Ofsted and CQC said	Outcome we are seeking to achieve
<p><i>“Furthermore, a lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account.”</i></p>	<p>Improved information will allow transparent assessment of the effectiveness of systems in the local area and clarify governance and commissioning arrangements to ensure accountability.</p> <p>Leaders and services providers demonstrate responsibility and accountability for their role in SEND improvements and are held to account for under performance</p>
<p>Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families</p>	
What Ofsted and CQC said	
<p><i>“There is too much variability in the implementation of the reforms across the local area. Despite pockets of good practice, joint working is not consistent enough.”</i></p>	<p>Greater consistency in expectation and understanding of responsibility and accountability across all service providers, including schools. Transparency and co-production in all SEND development activities including early help as well as EHCP related activity and processes.</p> <p>Publish via the Local Offer action plans with leads that hold accountability and responsibility for delivery and embedding of the SEND reforms.</p>
<p>Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes</p>	
What Ofsted and CQC said	
<p><i>“Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.”</i></p>	<p>All stakeholders have a good understanding of the systems and processes for EHC plans and how they will be continuously improved.</p> <p>Consistent and robust systems and processes implemented for all aspects of the EHCP processes, including preparing for adulthood.</p> <p>Improved experience for children, young people and families.</p> <p>Equitable access to resources.</p>

Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs	
What Ofsted and CQC said	
<i>"Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014."</i>	Parent / Carers/ young people feel better informed and that their child young person's needs / experiences are shaping services and they are receiving the appropriate services to meet their needs and the development of new approaches.
Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.	
What Ofsted and CQC said	
<i>"Joint commissioning is under-developed..... This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised."</i>	To have evidence of a robust system of joint commissioning and procurement which improves the effectiveness of services available, identifies gaps and plans future strategies to support children and young people with SEND.

4. How will we manage performance?

We have adopted an “outcomes based accountability” structure to manage performance. Full training will be offered to contributors. For each of the areas for development we will be asking three questions. The SEND Steering Group will review progress and update the following table as part of the published report. The initial version is populated with questions that have been proposed during the development of this statement.

How much did we do?	How well did we do it?
<ul style="list-style-type: none"> ● Number of case audits completed ● Number of conversions from statements to EHCP ● Number of professionals completing training (by type) ● Number of children placed out of borough ● Number of places available in SEN Resource Provision ● Number of places available in RBWM Special Schools for children with complex SEND ● Attendance at commissioning and decision making meetings ● Number of inclusion self-evaluation frameworks completed 	<ul style="list-style-type: none"> ● % of new EHCP completed within statutory timescales ● Quality of assessments and plans (case audits report) <ul style="list-style-type: none"> ○ Outcomes focused ○ Personalised ○ Voice of child ● Customer experience survey ● Waiting times for specialist services ● Training evaluation ● Satisfaction of educational settings on quality of support offered
Is anyone better off as a result?	
<ul style="list-style-type: none"> ● % children and young people meeting goal based outcomes (measured at review) in their Education Health and Care plans ● Key Stage 2 attainment ● Educational progress of children with SEND ● Pupil absence rates of children with SEND ● Pupil exclusion rates of children with SEND 	

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We recognise that some outcome measures are achieved over months and in some cases, years. We will therefore choose the best measures available to inform our progress reporting.

Glossary of Terms	
AfC	Achieving for Children
BCF	Better Care Fund - Health and Social Care joint funding
BHFT	Berkshire Healthcare Foundation Trust
CCG	Clinical Commissioning Group
Co-production	The process of practitioners, families and young people working together to develop plans and services which uses the unique perspectives of all to develop a service which meets the need of the service user
CQC	Care Quality Commission
CYP	Children and Young People
CYPDS	Children and Young People Disability Service
DCO	Designated Clinical Officer
DCS	Director of Children's Services
OfSTED	Office for Standards in Education, Children's Services and Skills
PaCiP	Parents and Carers in Partnership
PfA	Preparing for Adulthood
SENCO	Special Educational Needs Co-ordinator
SEND	Special Education Needs and Disabilities
Multi Agency Description	
This is a dynamic group process with parents/carers and professionals who work together to plan and transform services for disabled children and those with special education needs. Multi-agency means Council and AFC staff, CCG and health providers, school, college, and nursery staff as well as parent and carer representatives from PaCiP.	

5. A summary of the outcomes we are seeking to achieve to address the identified weaknesses.

Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively	Progress (BRAG)
<p>General outcomes:</p> <ul style="list-style-type: none"> • Leaders across the local area are embracing accountability and responsibility for the implementation of the SEND reforms. • Regular publication of progress in implementing the reforms on the Local Offer. • A strategic direction for meeting the needs of all children and young people with SEND. 	<p>Blue: completed and embedded Green: on track, no delivery concerns Amber: on track, minor delivery concerns Red: little progress major delivery concerns. White: not started</p>
<p>Theme owner: Director of Children’s Services</p>	

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 1: Tardiness and delay in establishing strategies to implement the reforms effectively						
Ofsted Main Finding 1.1	Leaders across the local area are not implementing the reforms required by legislation in a timely manner.					
a. Accountability structure in place	Establish a high level SEND Steering Board made up of local authority, Health, Schools, and Parents that will hold all agencies to account for the delivery of the Action Plan and direct the outcomes of the resulting work stream groups. The Steering Board will report in to the Health and Well Being Board.	N/A	DCS and CCG Lead	November 2017	Steering Board established and meeting monthly Health and Wellbeing Board agreed as overall governance.	Blue
b. Clear communication from the SEND Steering Board to all partners and services users	Communicate termly on the progress of the action plan, including via the Local Offer which addresses the issues within the WSOA	N/A	Chair of the SEND Steering Board	Termly, beginning December 2017	All relevant documentation is published on the Local Offer and refreshed at least monthly. This includes: <ul style="list-style-type: none"> • Latest version of the WSOA • All termly chair's reports • Minutes of SEND Board meeting • Terms of Reference of the board • Other relevant documents. For example, those presented at the Inclusion Summit on 19 April 2018 All stakeholders share the above information within their networks to ensure the information reaches the wider audience.	Green
20 c. A SEND Working Group model in place with capacity and responsibility to deliver key aspects of the action plan and wider reforms	Establish a local leader's Working Group to support the area-wide commitment to drive through SEND improvements	N/A	DCS	Beginning in December 2017.	There is an established working group that meets monthly to update the action plan and to provide exceptions reports to the board. The board works to an agreed timeline for updates. The working group has agreed four specific workstreams to drive delivery of the action plan. In addition to the workstreams, there is an	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG	
					<p>overarching commitment to ensuring co-production and effective communication is a shared vision.</p> <p>PaCiP will provide a monthly report to the working group.</p>		
Ofsted Main Finding 1.2	Though late in the day, leaders are consulting on a new SEND strategy which details how they intend to work together to implement the reforms.						
21	a. Publication of a 2017 - 2020 SEND Strategy	Complete the consultation on the SEND Strategy	WS 1	Service Leader CYPDS	February 2018	SEND Strategy has been co produced with all interested stakeholders during the specific nine week period in 2017. Further refinements were made up until the end of December 2017.	Green
		Launch SEND Strategy alongside the Inclusion Charter	WS 1	Service Leader CYPDS	April 2018	The strategy was launched at the Inclusion Summit on 19 April 2018 and is available on the Local Offer.	Green
		Publish the SEND Strategy	WS 1	Service Leader CYPDS	March 2018 April 2018	SEND strategy is published on the Local Offer.	Blue
	b. Publication of a 2017-2020 SEND Strategy implementation plan which details actions that need to be taken in order to achieve the priorities in the strategy.	Co-produce an implementation plan, overseen by the SEND Steering Board and led by the SEND Working Group. Launch alongside the Inclusion Charter.	WS 1	Service Leader CYPDS, SEND Working Group	February 2018 April 2018	Following the launch of the strategy at the Inclusion Summit on 19 April 2018 dates have been set for mid-May to co-produce the implementation plan with a wide range of stakeholders.	Green
	c. A well communicated strategy, known to all stakeholders.	Launch an annual "Inclusion Summit" which is open to all so that clear progress can be demonstrated in implementing the reforms.	WS 1	Service Leader CYPDS, PACIP, DCO	April 2018	A very successful event was held on 19 April 2018, attended by around 180 participants from all sectors and stakeholder interest groups. These included parents, schools, community services and health.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
d. Understanding and commitment to inclusion from all providers of education (a major principle underpinning the strategy).	<p>Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed</p> <p>50% of schools signed up to support the Charter before the inclusion summit.</p> <p>80% of schools signed up to support the Charter by the end of the current school year.</p>	WS 2	DCS	<p>March 2018</p> <p>April 2018</p> <p>July 2018</p>	Inclusion Charter was launched at the Inclusion Summit on 19th April 2018 and an interactive activity was led by PaCiP to gain participants views on the co-produced charter content to date. These will be taken into account before publishing the final version.	Green
Ofsted Main Finding 1.3	Nor have local area leaders fully understood the depth of concern felt among their parents. Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms.					
22 a. Effective partnership working	Strengthen and develop the work with PaCiP as a group to represent views of parents to shape services	<p>WS 1</p> <p>WS 2</p> <p>WS 3</p> <p>WS 4</p>	PACIP, Service Leader CYPDS, DCO	Ongoing	<p>PaCiP integral to the development of this action plan.</p> <p>Increased membership and further interest to undertake the co-production training.</p> <p>6 weekly meetings between PaCiP and CYPDS agreed.</p>	Green
	Quarterly meetings between PaCiP committee with DCS and CCG lead officers to ensure feedback loop in addition to individual work items.	N/A	DCO, Service Leader CYPDS, PACIP	Feb 2018	<p>Initial meeting between PaCiP, DCS and CCG was held in December 2017.</p> <p>6 weekly meetings between PaCiP and CYPDS agreed.</p> <p>East Berkshire meetings by the CCG, PaCiP, BHFT and LAs in place for setting strategy and collaborative working.</p>	Amber
b. Improved partnerships and shared responsibility and accountability	<p>Review current feedback systems for young people and their families and identify gaps.</p> <p><i>Note: This action is specifically in relation to the EHC assessment process</i></p>	WS 3	SEND Business Manager, Service Leader CYPDS, PACIP, DCO	<p>March 2018</p> <p>End of June 2018</p>	There are now regular feedback points during new EHC assessment process for young people and their families, coupled with a more in-depth feedback at end of process. This information will be used to inform any further refinements to the process.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
23	Co-produce system changes so there is increased transparency of all elements of service delivery.	WS 3	SEND Business Manager, Service Leader CYPDS, PACIP,DCO	September 2018		White
	Routine monitoring of feedback by the East Berkshire SEND group to inform future system wide changes	WS 3	DCO	April 2018	Parent/Carer feedback is a regular agenda item for the East Berkshire SEND meeting to provide feedback directly from the parent reps to the group attendees for wide dissemination of new activities and areas where support is required. Local and national SEND initiatives are also disseminated and discussed.	Green
	Work with schools and other educational settings to ensure that the graduated approach to SEND best practice is known across the borough.	WS 4	SEND Business Manager, Service Leader, CYPDS, PACIP,DCO	Feb 2018	Graduated response booklet documentation is on the Local Offer. All SENCOs invited to a workshop to look at best practice in clusters including implementing the Graduated Response.	Green
c. Improved profile of SEND in all aspects of youth council work. Active promotion of information and understanding of SEND.	Ensure that children with SEND are included on the local youth council (Kickback) to ensure this group are represented in the voice of the child work across the borough	WS 3	Service Leader CYPDS	March 2018 April 2018	Two young people with SEND are members of Kickback and are supported to be active participants.	Blue
d. Clear communication to all partners and service users on progress in implementing the reforms.	Increase focus on the Local Offer ensuring this is up to date and includes a regular SEND newsfeed based on the half- termly Chair's Report	WS 1	Service Leader CYPDS, PACIP,DCO	January 2018	Local Offer is updated on a regular basis with key documentation in relation to the WSOA.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 2: The lack of leadership capacity across local area services, such as the time given to the role of the DCO						
Ofsted Main Finding 2.1	The clinical commissioning group's designated clinical officer (DCO) is under resourced. The time allocated for the role does not reflect the Children's Disability Council guidance and so the DCO's availability to lead the strategic agenda is limited.					
a. DCO has capacity to fulfil the role as indicated in the CDC guidance	<p>Agree with the CCG the reasonable capacity for the DCO to lead and manage the strategic agenda under the CDC guidance. Flexibility of the role to be agreed to:</p> <p>Raise the profile of SEND locally with GPs and health care staff.</p> <p>Identify gaps in current provision, and support the development of business cases and option appraisals</p> <p>DCO to develop and distribute across the health economy a biannual newsletter on SEND.</p>	WS1	DCO, CCG	December 2018	Capacity of DCO has been reviewed and additional capacity has been agreed by the CCG. The DCO now has additional capacity to fulfil the CDC guidance.	Green
b. Clear communication to all health staff on progress in implementing the SEND reforms.	DCO to forward all relevant policy updates to health colleagues within the RBWM health economy, in a timely manner	N/A	DCO	December 2017	DCO is a member of SEND Steering Board.	Green
	Key stakeholders (to include relevant health services) to attend the East Berkshire SEND meeting is a conduit to ensure communication of SEND updates and reforms to all agencies; each member of the group have a responsibility to ensure relevant information is disseminated across their agencies and to parents including Local events and Local Offer updates.	N/A	DCO	September 2018	Chair's report as part of the RBWM Health and Well Being Board February 2018.	
	The SEND Chair's Report communicated to all stakeholders	N/A	SEND Steering Board chair	January 2018		
	SEND update session on the GP education programme	N/A	DCO	April 2018		

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
25 C. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.	DCO to be part of the SEND Steering Board and an active member of the SEND Working Group.	N/A	DCO	December 2017	DCO a member of both the Board and the Working Group	Green
	DCO to develop multi-agency thematic reviews of EHCPs to undertake deep dive audits three times a year: initial assessments, review assessments and transition processes to drive up quality of plans across East Berkshire. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to the RBWM SEND Steering Board.	WS 3	DCO	December 2017	First audit day took place 16 th March 2018.	Green
	Multiagency audit programme in place and monitored by East Berks SEND group	WS 3	DCO	April 2018	First audit day took place 16 th March 2018; follow up was held on 20 th April 2018. The report is due out by end of April 2018.	Green
d. Clear communication to all partners and service users on progress in implementing the reforms.	Oversee content of the Local Offer; ensure all Health references are accurate and up- to-date.	WS 1	BHFT / DCO	December 2017	Local offer now captures all health information.	Amber
	Monitor data / trends in SEND referrals via the SEND Coordinator	WS 1	BHFT / DCO	April 2018	Update Feb 2018: Data set agreed data collection to commence April 2018.	Green
Ofsted Main Finding 2.2	Key challenges, such as changes to the leadership structure at the Royal Borough of Windsor and Maidenhead (RBWM), and continued turnover of administrative staff, have limited the capacity to drive through the reforms					
a. Shared responsibility for the implementation of the SEND reforms. This will enhance the leadership capacity across the area.	Work with educational settings to explain the leadership requirements of the graduated approach to SEND to Headteachers and Governors at the local Education Leadership Forum (ELF) on 23 January 2018.	WS 4	DCS	January 2018	Presentation given at ELF	Green
					The SEND Working Group of schools met on 9 th March and agreed to proceed with task and finish groups.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
b. Shared leadership, responsibility and accountability for early identification and delivering outcomes through the SEND Strategy	Co-produce the SEND Strategy and implementation plan as set out in 1.2a and 1.2b.	WS 1	SEND Steering Board -Chair	April 2018	Current SENCO group within the Borough will expand its reach to all schools to support with co-production.	Green
c. Staff in educational settings have the appropriate skills and abilities to identify and have meet the needs of CYP with SEND	Develop the use of educational networks and experience to share good practice to develop SEND capacity across the area. Graduated approach is evidenced in 80% of new EHCP requests put forward by schools by the end of the academic year.	WS 3 WS 4	Service Leader CYPDS	July 2018	Educational networks identified and engaged. The Better Care Fund (Health and Social Care monies) will provide support for resource to lead on this approach.	Amber
d. Increased Case Officer 26	The Children and Young People Disability Service (CYPDS) will add capacity with two Case Officer roles focused on the more challenging cases, either new or existing to ensure their effective resolution without impact on other cases.	WS 3	Service Leader CYPDS	April 2018	The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years. Work underway to develop posts to complete work required CYPDS will now have one post .Early activity on complex cases is currently underway by an interim worker	Green
Ofsted Main Finding 2.3	There is too little evidence of leaders' actions resulting in improvements to the experiences and outcomes of children and young people who have special educational needs and/or disabilities and their families.					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG	
27	a. Clarity for service users on where to go to access appropriate services and resources for Emotional Health and Wellbeing and CAMHS. This will help to reduce waiting times for SEMH support.	Create an Emotional Health and Wellbeing plan that seamlessly links to the CAMHS transformation strategy.	WS1	CCG Director of Strategy	September 2018	Children's Health and wellbeing board is established and is now called Joint Commissioning Board and EH&W plan will sit within this: the proposal to create an East Berkshire health and wellbeing plan will be presented to the Health and wellbeing board March 29 th 2018. There is in existence a CAMHS East Berkshire Transformation plan which is refreshed annually and a summary of activity is widely disseminated to key stakeholders for onward communication.	Amber
		The online resource and single point of access will be accessible via the local offer.	WS1	BHFT	January 2018	The BHFT online resource offers information to parents, carers and professional on services available that are provided by BHFT, advice on how to support a child and also when to refer and access to the online referral form. The online resource was launched in October 2017 www.cypf.berkshirehealthcare.nhs.uk	Amber
		CCG will fund an additional 50 Autism Assessments for CYP on the waiting list across East Berkshire	N/A	CCG	January 2018	CCG have agreed to fund additional 50 autism assessments	Blue
		BHFT will undertake an additional 50 Autism Assessments for CYP on the waiting list	N/A	BHFT	September 2018	BHFT have received funding agreement In process of recruiting for additional resources to undertake the assessments	Amber
		CCG will work with BHFT to look at the demand and capacity of the Autism Assessment service and plan an appropriate model	N/A	CCG BHFT	January 2018	Business case for new model has been agreed by CCG E.Berks Autism group working together are meeting regularly chaired by BHFT to help inform future model.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	The CCG will commence the business planning process of commissioning new pathway and service for an ageless autism service to be coproduced, with an options appraisal of the new pathway and service to be presented in September 2018.	N/A	CCG	January 2018	Business model agreed by CCG will now go to LAS for further discussion to then allow business planning.	Green
b. Improved experience of young people with SEND. For those with EHCP's Ensure annual reviews are focused, timely and update outcomes appropriately. In particular ensure those who are in Y9 and above have a well planned, meaningful transition into adulthood to equip them for the future. 28	The Inclusion Charter will set out clear expectations for all as described in 4.1a.	WS 2	Service Leader CYPDS, PaCiP	April 2018	New SEND Business Manager took up post on January 3rd 2018.	Amber
	Regular annual training for all education providers to ensure that CYP have individually focused annual reviews, leading to increased satisfaction measures	WS 3	Service Leader CYPDS, PaCiP			Amber
	Introduce specific 18-25 "Preparing for adulthood" pathway (PfA) with activity from Y9.	WS 1				Amber
	BHFT to adapt forms on RiO, (health data management system) to capture information on transition discussions undertaken with service users from the age of 14. This will ensure that the views of the young people are captured and that this can be monitored.	N/A	BHFT	April 2018	Ready, Steady Forms have been set up on RIO for use by children's services. Further work being undertaken to fully embed use of forms	Green
	BHFT will be auditing young person's experiences of transition will be undertaken in quarter 4.	N/A	BHFT	July 2018	Audit in progress	White

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
c. Clarity for parents and carers on what is available for pre-school children with SEND.	Early Years Area SENCO model and Inclusion Support Funding to ensure children's needs are captured as early as possible to be established	WS 2	Service Leader Education Leadership	September 2017	Early Years Virtual SEND team, including Area SENCO established along with £160k fund from the early years block. Initial training to early years providers has been delivered.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
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Theme 3: Poor use of management information to secure a robust overview of the local area's effectiveness

Ofsted Main Finding 3.1	A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account.					
a. Accountability structure in place	The SEND Steering Board accountability and governance structure is communicated and regularly reports on progress, including to parents via the Chair's Report.	N/A	DCS and CCG lead	By the time this plan is published.	The SEND Steering Board has been established and the governance arrangements have been confirmed.	Blue
b. Understanding and commitment to inclusion from all providers of education. (a major principle underpinning the strategy).	Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed.	WS 2	Service Leader laPS, Service Leader CYPDS, PaCiP	March 2018	Inclusion Charter was launched at the Inclusion Summit on 19th April 2018 and an interactive activity was led by PaCiP to gain participants views on the co-produced charter content to date. These will be taken into account before publishing the final version.	Green
c. Improved partnerships and greater collective accountability for SEND educational inclusion.	Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion.	WS 2	Service Leader laPS, DCS	September 2018	The funding has been established but resources are yet to be identified.	Green
d. Comprehensive communication of the SEND strategy and "buy in" from all stakeholders.	Launch an annual "Inclusion Summit" which is open to all so that clear progress can be demonstrated in implementing the reforms.	WS 1	Service Leader CYPDS, PACIP, DCO		A very successful event was held on 19 April 2018, attended by around 180 participants from all sectors and stakeholder interest groups. These included parents, schools, community services and health.	Blue
Ofsted Main Finding 3.2	However, leaders have not recognised that the data masks inequalities in the assessment, provision and outcomes for pupils who have special educational needs and/or disabilities across the local area					

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. Identification of those children with SEND whose difficulties have not been identified.	<p>Establish a comprehensive participant satisfaction and feedback survey at key stages to obtain an understanding of whether some children and young people's SEND remains unmet.</p> <p><i>Note: WS 2 is working on improvements to practice around identification of additional needs and strategies to support children and young people</i></p>	WS 2	SEND Business Manager, Service Leader for CYPDS/ DCO	<p>April 2018</p> <p>May 2018</p>	<p>There are now embedded regular feedback points during new EHC assessment process.</p> <p>Please note further comment under action.</p>	Blue
b. That no CYP drop between services with their needs remaining unmet as a result of poor information sharing.	Update data systems to ensure that children and young people with SEND are clearly identifiable to other appropriate services and professionals.	WS 1	Service Leader CYPDS	December 2017	The Local Authority data management system, PARIS is working on adding an alert flag to the top of a CYP file if the individual has an EHC plan. This work is within the workplan for PARIS changes but as yet no clear implementation date.	Red
c. Regular accurate data reports commissioned to inform managers of outcomes of SEND CYP, at individual, school and borough wide.	<p>Create a regular specific data set for measuring the outcomes in SEND (Include Healthy Child programme).</p> <p>Review health data routinely at East Berkshire SEND group.</p>	WS 1	DCO, Service Leader CYPDS	April 2018	<p>There is a data set in place that has school level population data. The first annual Trend Report was produced and shared at the Inclusion Summit on 19 April 2018.</p> <p>The CCG Commissioning Support Unit is charged with producing an agreed suite of health data for ongoing trend analysis across the local area in addition to the need to provide bespoke information for the next annual Trend Report in April 2019.</p>	Red
d. Annual 3 year trend datasets to inform leaders on SEND inclusion, assessments and services accessed. (school level)	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress	WS 1	DCS / CCG, Service Leader for CYPDS, DCO	March 2018	There is a data set in place that has school level population data. The first annual Trend Report was produced and shared at the Inclusion Summit on 19 April 2018.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Ofsted Main Finding 3.3	This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised					
a. An annual SEND multiagency needs assessment to inform joint commissioning decisions	Develop an Annual Trends report so that commissioners can make improved budget and service planning decisions for young people.	WS 1	DCS / CCG, Service Leader CYPDS / DCO	March 2018 and annually.	The first annual Trend Report was produced and shared at the Inclusion Summit on 19 April 2018. A recommended specification will be produced in preparation for the next annual Trend Report.	Amber
b. Gaps Identified in locally organised SEND provision and support offered to schools to creatively meet needs	Support cluster groups of schools to bridge gaps of provision in their area through training and signposting	WS 4	Service Leader Education Leadership, Service Leader CYPDS / DCO	From March 2018 September 2018	Working Group has identified areas of focus including Nurture facilities at Primary age and review of resource provision.	White

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
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Theme 4: Weaknesses in how leaders are held to account across the local area

Ofsted Main Finding 4.1	A lack of robust accountability measures means that not enough is being done to tackle these inconsistencies and to hold leaders and services to account. Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.					
a. Accountability for inclusion through specificity of roles and responsibilities.	Clarity of roles and responsibilities of those involved with young people with SEND in the area are set out in the Inclusion Charter along with the area-wide measures that demonstrate progress for young people. <i>Note: Steering Board to be asked to amend the wording above to say 'Local Offer' instead of 'Inclusion Charter'.</i>	WS 2	Service Leader laPS, Service Leader for CYPDS / DCO	March 2018		Red
b. Improved partnerships and greater collective accountability for SEND educational inclusion.	Develop an Inclusion Quality Mark for schools.	WS 2	Service Leader laPS, DCS	March 2018 September 2018	The draft Inclusion Charter was launched at the Inclusion Summit on 19 April 2018 and once final and published work will begin on an appropriate Quality Mark for schools.	Amber
c. DCO to be fully engaged in the strategic development of all SEND initiatives across the borough.	DCO to lead the setting up of a multi-agency EHC audit group	WS3	DCO	January 2018	Multi agency Special Educational Needs & Disabilities (SEND) EHCP Assurance Audit Group has been set up and the first audit has taken place.	Green
d. Consistency across educational settings in the quality of identification and assessment of SEND.	Refresh the EHCP application process and publish an operational handbook outlining the standard process for all assessments. This will include signposting for support services for young people and families, in addition to PaCiP and the independent advice service.	WS 3	SEND Business Manager, Service Leader CYPDS	January 2018 June 2018	Current EHC application process has been reviewed and refreshed in line with statutory duties The handbook is on track for completion after full consultation by June 2018.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
e. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities.	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.	WS 1	DCS / CCG, Service Leader CYPDS	March 2018	There is a data set in place that has school level population data. The first annual Trend Report was produced and shared at the Inclusion Summit on 19 April 2018.	Amber
Ofsted Main Finding 4.2	Leaders have not recognised the limited progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities which results from their slow and piecemeal implementation of the reforms.					
a. Improved pace of implementation of SEND reforms.	The SEND Steering Board will hold partners to account and guide the work of the working party to ensure corrective action is planned.	N/A	DCS/ CCG lead	December 2017	The SEND Steering Board membership is established	Green
b. Comprehensive communication on the progress in improving the experience and outcomes for children and young people who have special educational needs and/or disabilities.	The regular Chair's report from the SEND Steering Board will be communicated widely, including on the Local Offer. Regular reports will also be given to the Well Being Board as per the governance structure.	N/A	DCS/ CCG lead	April 2018	Report circulated Board members for dissemination Circulated to HWB	Green
c. Clear progress can be demonstrated in implementing the reforms.	The annual Inclusion Summit will provide a public forum to reflect on progress, share next actions and provide an opportunity to make connections.	WS 1	Service Leader CYPDS/ DCO	April 2018	The Inclusion Summit is booked for April 19 th 2018.	Green
d. Improved experience and outcomes for children and young people.	Develop a comprehensive participant satisfaction and feedback survey at key stages to ensure children, young people and their family's views are heard by leaders and managers <i>Note: This action is across a wide range of service areas.</i>	WS 3	SEND Business Manager, Service Leader CYPDS/DCO/ PaCiP	January 2018 June 2018	A number of services already use feedback and a standardised approach; based on Health sector "friends and family" question is being developed. This has been identified as theme by working group for one of the work streams around participation.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 5: The inequality of access to services and variability of experience for children and young people who have special educational needs and/or disabilities and their families						
Ofsted Main Finding 5.1	Inequalities in the quality of identification, assessment and meeting the needs of children and young people who have special educational needs and/or disabilities therefore remain.					
a. Understanding and commitment to inclusion from all providers of education (a major principle underpinning the strategy).	Develop an Inclusion Charter so every child and their family understand the commitments that all parts of the system have made to help them succeed.	WS 2	Service Leader IaPS, Service Leader CYPDS, PaCiP	March 2018	Inclusion Charter was launched at the Inclusion Summit on 19th April 2018 and an interactive activity was led by PaCiP to gain participants views on the co-produced charter content to date. These will be taken into account before publishing the final version.	Green
b. Transparency and equality in the early identification and education systems for Children and young people with SEND.	Establish an inclusion quality mark for schools and colleges to allow parents and young people to compare different approaches to inclusion and encourage the improvement of services amongst schools and colleges	WS 2	Service Leader IaPS, DCS	March 2018 September 2018	The draft Inclusion Charter was launched at the Inclusion Summit on 19 April 2018 and once final and published work will begin on an appropriate Quality Mark for schools.	White
c. Comprehensive specialist advice and support in place to educational settings.	Employ a SEND specialist to help schools develop their practice and support the achievement of the inclusion quality mark.	WS 2	Service Leader Education Leadership, DCS	April 2018	The Better Care Fund (Health and Social Care monies) have agreed £150k per year for three years. Work underway to develop posts to complete work required. Schools group on 9 th March discussed remit of new posts.	Amber
	Schools have access to and prioritise attendance at appropriate training and support to ensure accurate early identification of young people with SEND.	WS 4	Service Leader Education Leadership	April 2018 May 2018	School have access to a wide range of training and development opportunities which are published on a regular basis. The recent schools questionnaire highlighted additional needs and support and therefore the training on offer will be revised to meet those needs.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Ofsted Main Finding 5.2	Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough					
a. Staff in educational settings use local area resources to develop appropriate skills and abilities to identify and meet the needs of CYP with SEND.	Develop the use of existing educational networks and practitioner experience to share good practice and knowledge of resources in order to develop SEND capacity across the area, with 80% of schools signed up to the Inclusion Charter by July 2018.	WS 2	Service Leader Education Leadership	July 2018	SENCo network to include all schools and link to Better Care Funding. HTs included in the task and finishgroups	Amber
	SENCo Network meeting dates and agenda to be led by action plan development.			December 2017		
	Specialist advisor to be recruited to galvanise the network and engage with schools.	WS4		April 2018	Amber	
b. Consistency of practice and specialist knowledge for those involved with children and young people with SEND.	Published information and strategies improve consistency and knowledge for those involved with children and young people with SEND.	WS 1	Service Leader CYPDS / DCO	January 2018	The education leadership team data sharing platform can be extended to support this need. Development of communication strategy to primary care via newsletters and education events of any relevant information and national strategy.	Amber
c. Good use of local area resources.	The Local Offer provides accurate information for voluntary groups that can support young people with SEND. Where possible these groups are provided with non- financial support to enable better reach to young people	WS 1	Service Leader CYPDS / DCO	March 2018	CYPDS have added capacity for the management of the local offer to complete the actions. Updates have been made. Plan in place to remodel the Local Offer	Amber
d. Robust accountability measures to assist staff in meeting the needs of children and young people who have special educational needs and/or disabilities.	Develop an Annual Trends report that shows inclusion rates, assessment and plan generation rates, service usage statistics and feedback from young people and their families in order to demonstrate progress.	WS 1	DSC / CCG, Service Leader, CYPDS / DCO	April 2018	School level population data shared and first Annual report planned for the Inclusion Summit.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
e. Investment and commitment from the schools in RBWM.	The Schools Forum will be asked to support a proposal to provide additional resources to those schools with the highest levels of children with EHCPs in the main school	WS 4	DCS	January 2018	Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019. Proposal shared with School working group.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG	
Theme 6: The wide variances in the quality of education, health and care plans caused by weaknesses in the planning and transition processes							
Ofsted Main Finding 6.1	Systems and processes around the application for, and management of education, health and care (EHC) plans are not working well enough.						
38	a. Explicit systems and processes for the application and managing EHC plans.	The EHCP process handbook will be refreshed following a review of the processes. It will include: a communication standard, specific timescales and case escalation procedures.	WS 3	SEND Business Manager, Service Leader CYPDS	January 18 May 2018 June 2018	Handbook to be completed by the end of June 2018.	Amber
		The handbook will be a resource co-produced with families and young people to ensure it is suitable for a wide range of audiences. The handbook will be on the Local Offer, given out to families by schools or other services when an application for assessment is made, promoted by the Information, Advice and Support Service.	WS 3	SEND Business Manager	May 2018 June 2018	New SEND Business Manager is leading this work to be completed by the end of June 2018.	Amber
		BHFT will develop a single point of access for Local authorities to send EHCP requests by the end of Q1 2018/19. To ensure that All services contacted will provide a response to the request including one demonstrating no health needs as appropriate.	N/A	BHFT Service leader	July 2018	All new EHCP requests where LA do not know of services provided are sent to CYPF hub as single point of access. LA continues to send requests directly to named services if they are aware of provision.	Green
b. Transparency in decision making.	Consistent feedback during the assessment will be given to all services, social care and specialist health teams, schools and parents who have involvement with a child which gives transparency in peer moderated, decision making following an EHC request for assessment.	WS 3	SEND Business Manager, Service Leader CYPDS	March 2018	Current EHC decision making processes have been reviewed and refreshed	Blue	
	This will include timescales for panel decision making, assessment process and final decision making timelines.	WS 3			Current EHC application process has been reviewed and refreshed in line with statutory duties. To support assessment timescales new requests are taken to panel the week after receipt.	Green	

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	The handbook will be on the Local Offer, given out to families by schools or other services when an application for assessment is made, promoted by the Information, Advice and Support Service.	WS 1			Handbook to be completed by the end of June 2018.	Amber
c. The active use of feedback to improve systems and processes	Service users will be able to provide feedback at each stage of the process and after every engagement with the service through a simple text-based survey. <i>Note: The working group has charged WS 3 with revisiting what method parents would prefer to provide such regular feedback. Initial view is that a text based survey is not a popular option. It is proposed that the above text is changed to say 'a robust survey method'</i>	WS 3	SEND Business Manager, Service Leader CYPDS	March 2018	There are now embedded regular feedback points during new EHC assessment process. See note under action in relation to text-based surveys.	Red
3 d. Investment to make the management of SEND CYP with complex issues more personal.	CYPDS will have added capacity with two Case Officers focused on the more complex cases, either new or existing to ensure their effective resolution without impact on other cases. These specialist Officers will be able to work closely with families in a person centred way to seek resolution of differences.	WS 3	Service Leader CYPDS	April 2018	CYPDS will now have one post .Early activity on complex cases is currently underway by an interim worker. Now completed and in post.	Blue
e. Early identification and assessment of SEND.	Review the SEND support, advice and enhanced provision for pre-school settings, including effective use of the new Early Years Area SENCO model and Inclusion Support. Funding to ensure children's needs are captured as early as possible. Progress to be reported to the Schools Forum in May 2017.	WS 2	Service Leader Education Leadership	December 2017	Early Years Virtual SEND team, including Area SENCO established along with £160k fund from the early years block. Initial training to early years providers has been delivered.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Ofsted Main Finding 6.2	Despite recent improvement in the proportion of new plans completed in the statutory 20-week timescale, the quality of EHC plans and the process for administering them is too variable.					
40 a. Multi agency quality monitoring of EHC plans in place.	CCG and BHFT to agree a regular quality reporting schedule for children with SEND to expand on quantitative data presently reported. This data will enable early analysis of upward/ downward trends to inform commissioning cycles. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to RBWM SEND Steering Board	WS3	DCO, Service Leader CYPDS	December 2017	The quality schedule for BHFT has been agreed. The first audit took place on 16 March 2018	Blue
	Additionally, multi-agency thematic reviews of EHCPs will be developed to undertake deep dive audits three times a year: initial assessments, review assessments and transition processes to drive up quality of plans across East Berkshire. Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to the RBWM Steering Board	WS 3	DCO, Service Leader CYPDS	April 2018 September 2018 December 2018	The quality schedule for BHFT has been agreed. The first audit took place on 16 March 2018	Blue
b. The active use of feedback to improve systems and processes.	Young people and families will be able to provide specific feedback on their plans and annual reviews in an easy to access text based system.	WS 3	SEND Business Manager, Service Leader CYPDS	March 2018 June 2018	A text based format will be considered by WS 3 as information gathered would suggest parents are not all in favour of this model.	Red
c. Transparency in decision making.	The decision making panels will continue to be multiagency with increased clarity and accountability to simplify and accelerate the processes. This will lead to robust decision making in a timely way to continue to meet the 20 week statutory timescale. Routine monitoring of the timescale is by LA performance management systems.	WS 3	SEND Business Manager, Service Leader CYPDS/ DCO	December 2017	The two EHC decision making panels have representatives from the key agencies. Panel A for new assessments and issuing a plan, schools are members. Panel B is for assigning financial resource. New plans and Statement Transfers are completed in 20 weeks.	Blue

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
d. Transparency with actions taken as a result of feedback.	The East Berkshire SEND group will review the outcome of routine audits of plans as well as the multi agency audit programme led by health to scrutinise the quality of new plans. Overall findings will be included in summary reports which will be published on the local offer.	WS3	DCO	March 2018	Cycle of audits are booked in and feedback will go via the East Berks SEND group.	Green
Ofsted Main Finding 6.3	Many EHC plans include too little contribution from health and social care services. As a consequence, the intended outcomes within weaker plans are focused entirely on educational achievement, and so do not support children and young people to achieve better health and social care outcomes.					
a. Awareness of the importance of all dimensions of the EHC plan, especially in relation to children in the care of the local authority.	Develop an "Inclusion Charter" so every child and their family understand the commitments that all parts of the system have made to help them succeed.	WS 2	Service Leader laPS, Service Leader CYPDS, PaCiP	March 2018	Inclusion Charter was launched at the Inclusion Summit on 19th April 2018 and an interactive activity was led by PaCiP to gain participants views on the co-produced charter content to date. These will be taken into account before publishing the final version.	Green
4 b. Multi agency quality monitoring of EHC plans in place.	CCG and BHFT to agree a regular quality reporting schedule for children with SEND to expand on quantitative data presently reported. This will include data on number of EHCP requests, response times from BHFT, timely submissions of EHCP returns and BHFT single agency dip sampling of quality of the health outcomes for children with EHCPs.	WS 1	Service Leader CYPDS /DCO/BHFT	January 2018	The quality schedule for BHFT has been agreed and finalised January 2018. The reporting schedule will commence April 2018.	Blue
	Multi-agency thematic reviews of EHCPs will be developed to undertake deep dive audits three times a year.	WS3	DCO	March 2018 July 2018 October 2018	Multagency agreement has been reached. And audit programme implemented.	Green
	Any themes, learning and improvement actions arising will be reported to the DCO and commissioner, to the East Berkshire SEND group and to RBWM SEND Steering Board	WS3	DCO	May 2018 Ongoing	First audit has been completed; report to the East Berkshire SEND meeting May 2018	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
c. Greater freedom of choice in the support that CYP with SEND can access.	Increase the number of young people accessing personal budgets and direct payments with an “EHC personal budgets” policy.	WS 3	Service Leader CYPDS / DCO	April 2018	Currently 67 families have Direct payments for aspects of their EHC plan. There are only two families who receive a personal budget for aspects of their education but this is similar to the national position.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 7: The lack of effective co-production with parents when designing and delivering services and when planning for their individual children's needs						
Ofsted Main Finding 7.1	Co-production at a strategic level is not as well established as it should be, considering that the reforms were introduced in 2014					
43 a. Co-production embedded.	Work with PaCiP to develop the shared understanding of co- production values and techniques so that all services can engage effectively for young people by:	N/A	Service Leader CYPDS / DCO / PaCiP Chair	March 2018	PaCiP members are regularly invited to co-production and participation workshops. To date 24 parents / carers have completed the training.	Green
	i. We will commission Contact to lead a workshop for all stakeholders on co-production during the spring.			April 2018	The Inclusion Summit was held on 19 April 2018. There were several opportunities to reinforce co-production.	Green
	ii. The Inclusion Summit will be used as a vehicle to reinforce our co-production principles.			July 2018	The SEND Steering Board are attending a co-production workshop on 03 May 2018. The workstream leads include parents/carers in all areas of work in relation to the action plan and wider projects/activities.	Amber
iii. All development activities on this action plan will include parent/carer representation.						
Ofsted Main Finding 7.2	The re-launch of the Parents and Carers in Partnership (PaCiP) is very recent and is yet to have an impact.					
a. PaCiP supported to develop reach and breadth of parental representation.	Strengthen and develop the use of PaCiP as a group to represent views of parents to shape services. PaCiP will focus on widening their membership to include families with differing needs and at different point in their SEND journey so that we can be sure that all needs are represented. Steering Board to receive termly reports on PaCiP database with ambition to reach 120 fully signed up members, who are willing to participate and get involved in the forum's activities during this action plan.	N/A	PaCiP, Service Leader CYPDS, IAS DCO	October 2018	PaCip are actively involved in an increasingly large percentage of the actions within this plan. Events to date have enabled them to widen their reach and engage with more families . PaCiP's plan for 2018/19 sets out how they aim to reach underrepresented groups and offer them the chance to be involved in the forum.	Green

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
					The working group receive regular reports from PaCiP and these are an integral part of the reporting to the Board on the overall progress of the action plan.	
b. Use the Local Offer to spread knowledge and coverage of PaCiP.	The Local Offer will contain a regular feed from the PaCiP facebook page to keep families informed and to encourage feedback. <i>Note: the Local Offer will contain to regular PaCip report rather than a direct feed from Facebook.</i>	N/A	Service Leader CYPDS, PaCiP, IAS DCO	Ongoing	PaCiP's reports to the Steering Board are on the Local Offer as they give detailed information about activity and take up of membership.	Green
	PaCiP will report back to Steering Board on facebook usage statistics on a quarterly basis.				Parents and carers use social media to keep informed of PaCiP matters. This is demonstrated from the quarterly reports submitted.	Green
c. Raise profile of co-production and PaCiP.	Ensure high profile engagement with PaCiP at the Inclusion Summit and promote their involvement at all stages in the journey of a young person. PaCiP to be core members of the East Berkshire SEND meeting to ensure active participation in developing strategies and decision making, including those leading to joint commissioning opportunities.	N/A	DCO, Service Leader, CYPDS, PaCiP, IAS	March 2018	The Inclusion Summit was held on 19 April 2018 and PaCiP were an integral part of all aspects of the event. PaCiP are members of the East Berkshire SEND meeting.	Green
Ofsted Main Finding 7.3	Plans are in place to improve co-production, but currently parents in the local area have little faith that this will lead to an improved situation.					

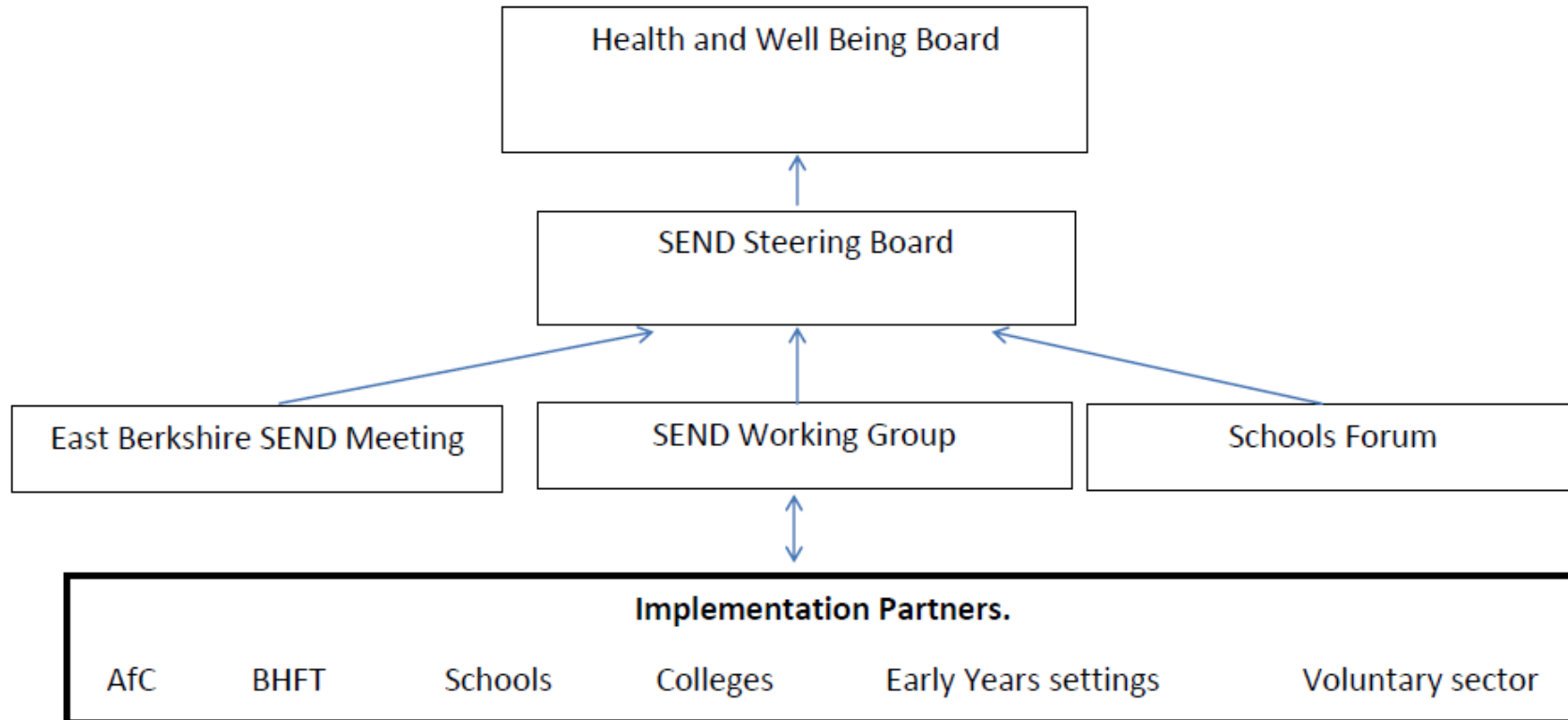
Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
a. Use and promote the local Offer.	<p>The Local Offer will contain a regular feed from the PaCiP facebook page to keep families informed and to encourage feedback.</p> <p><i>Note: the Local Offer will contain to regular PaCip report rather than a direct feed from Facebook.</i></p> <p>PaCiP will report back to Steering Board on usage statistics on a quarterly basis.</p>	N/A	Service Leader CYPDS / PaCiP	April 2018	<p>The working group receive regular reports from PaCiP and these are an integral part of the reporting to the Board on the overall progress of the action plan. These are published on the Local Offer.</p> <p>Parents and carers use social media to keep informed of PaCiP matters. This is demonstrated from the quarterly reports submitted.</p>	Green
b. Shared outcome information.	<p>A Communication Strategy that will provide regular feedback to CYP and their families on how their co-production has led to improved outcomes.</p> <p>This will include regular event for dissemination, live updates on the Local Offer, PaCiP website and social media.</p>	WS 1	DCS / CCG	March 2018	<p>The Local Offer, PaCiP's website and social media are used to inform families of all developments which have been co-produced.</p> <p>Following the Inclusion Summit held on 19 April 2018, the draft Communication Strategy will be refreshed and published along side the EHC handbook documentation timeline of June 2018.</p>	Green
45						
c. Co-produce the Inclusion Summit.	<p>Hold the first Annual Inclusion Summit so that parents/ carers, schools, voluntary organisations and partners come together to reinforce the commitment to inclusion within the borough.</p>	WS 1	Service Leader CYPDS	March 2018	<p>The Inclusion Summit was held on 19 April 2018.</p> <p>The Inclusion Charter was launched at the Inclusion Summit and an interactive activity was led by PaCiP to gain participants views on the co-produced charter content to date. These will be taken into account before publishing the final version.</p>	Green
d. Ensure co-production is present in the development of individual plans for children and young people.	<p>The EHCP process handbook will include specific details of the co-production process and how to understand it. Feedback process will allow for immediate feedback on the effectiveness of co-production in each of the three areas: Education, Health and Care.</p>	WS 3	SEND Business Manager, Service Leader CYPDS	<p>January 2018</p> <p>April 2018</p> <p>June 2018</p>	<p>Parents and carers were involved in a coproduction exercise on 18 January 2018 around what they would like to see in the new EHCP handbook.</p>	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
Theme 8: Poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.						
Ofsted Main Finding 8.1	Joint commissioning is under-developed. This means that in a period of declining budgets, opportunities to pool resources to tackle areas of need in the local area are under-utilised.					
a. SEND strategy and implementation plan in place.	Complete the consultation on the SEND strategy, developing the working group to design and reshape services in line with the priorities with schools. Schools Forum support the joint commissioning of new services which will improve inclusion	WS 1	Service Leader CYPDS / CCG Lead	April 2018	The December Schools Forum agreed a 0.5% transfer of funds from the schools block to the High Needs Block for 2018/2019. The SEND Working Group of schools was set up but no decisions on how to spend the money to innovate have been decided.	Green
b. Comprehensive needs assessment.	Develop an Annual Trends report which includes feedback from young people and their families in order to ensure service planning decisions are influenced by the young people they impact on.	WS 1	DCS/ CCG	March 2018		Amber
c. Systems are in place to ensure collaborative planning and commissioning.	To develop the CAMHs transformation group into the East Berkshire children's commissioning group to ensure that SEND needs are included within the remit of the group.	N/A	CCG/DCS	March 2018	The new multiagency children's health and wellbeing board which will replace the Children's transforming board has had first meeting and is now going to be call Joint Commissioning Board CYP Health and Wellbeing The board will be identifying opportunities for collaborative commissioning across children's health and well being services.	Green
	To review existing Speech and Language Therapy services across east Berkshire with the aim to commission a single service.	WS 1	CCG/DCS	December 2018	Children's commissioning group meeting in January 2017, joint commissioning of a single pathway of Speech and Language services an agenda item.	Amber

Required outcome	Action	Work Stream	Lead	Date of delivery	Progress Headlines	BRAG
	To write a business case for joint funding to the Better Care Fund to secure additional SEND capacity.	N/A	DCS	November 2017	The Better Care Fund has awarded £150k for three recurrent years to increase SEND capacity in the most complex cases and in schools to support inclusion and timely and good quality EHC Assessment requests.	Blue
Ofsted Main Finding 8.2	Some school leaders make very good use of local area resources to follow up concerns about children and young people's development. However, other schools take a much less proactive approach. Where this is the case, too many children and young people are not properly assessed, their needs not appropriately identified and then not met well enough.					
a. Fair and transparent high needs funding mechanism and policy in place.	Review the matrix-based funding system to ensure that it is fair and balanced across the system, ensuring that the most inclusive schools are not penalised for their approach.	WS 4	SEND Business Manager, Service Leader CYPDS	January 2018	WS 4 is leading the planned review of the funding matrix for top-up funding in mainstream schools and colleges. This will be completed during the summer term.	Red

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Appendix 1: Proposed Governance Structure



Inclusion Charter for Children and Young People in RBWM - *DRAFT*

We believe that all children and young people, including those with additional needs, have the right to be included in local services, so they can thrive and reach their potential.

The charter sets out how all children or young people should be considered when accessing services in the local area. Services will welcome and value all children, young people and their families.

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Services will...	So you can...
Make sure that you feel safe and listened to	Have your say and be treated with respect
Work together to understand and support any reasonable adjustments that may be needed.	Belong to a community, such as your local school, leisure services, etc.
Listen to you and your family to understand your needs and solve problems together	Feel understood, and helped to achieve your goals in a respectful way
Get together with other professionals who support you, so you only have to tell your story once	Tell us what you want to achieve and how we can help.

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Agenda Item 5

Report Title:	WINDSOR MIDDLE SCHOOL EXPANSION
Contains Confidential or Exempt Information?	<i>NO - Part I</i>
Member reporting:	Councillor Airey, Lead Member for Children's Services
Meeting and Date:	24 May 2018
Responsible Officer(s):	Kevin McDaniel, Director of Children's Services
Wards affected:	All

www.rbwm.gov.uk



REPORT SUMMARY

1. The Royal Borough's ambitions for education are that: parents have a choice over schools for their children; all children have the opportunity to access high quality education, assessed as good/outstanding by Ofsted; and that all children make progress in their education attainment above national levels.
2. There is pressure for places in the Windsor middle schools from September 2019, and the borough consulted on a proposal to expand St Peter's CE Middle School by 30 places per year group, starting with Year 5 in September 2019. That consultation has now finished, with two-thirds of respondents in favour.
3. The expansion at St Peter's CE Middle School would give the school two additional classrooms, new toilets and group rooms, as well as a better kitchen for serving meals. Some work to the main entrance will also be required, to provide extra staff parking and better access to the site.
4. Approval from Cabinet to fund the expansion of St Peter's CE Middle School will move the scheme to the next stage (more detailed design work, planning permission and procurement) in partnership with the school and its academy trust, the Oxford Diocesan Schools Trust (ODST). The ODST will seek formal permission for the school to expand from the Secretary of State for Education.
5. Cabinet is also asked to approve the signing of a Memorandum of Understanding, which sets out the agreed scope and timing of the proposed expansion.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That Cabinet notes the report and:

- i) **Approves a budget estimate of £2.7m and authorises the Director of Children's Services with the Lead Member for Children's Services to undertake procurement and enter into contracts for the delivery of the expansion of St Peter's CE Middle School.**
- ii) **Approves the signing of the *Memorandum of Understanding: St Peter's CE Middle School* by the Director of Children's Services.**

2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

Background

- 2.1 The Royal Borough of Windsor and Maidenhead, as the local authority, has a legal duty to ensure that there are sufficient school places to meet demand¹.
- 2.2 The Royal Borough has a phased secondary school expansion programme, providing new secondary, middle and upper school places to meet rising demand in the borough. The current programme, approved by Cabinet, provides places for September 2017 (phase 1) and September 2018 (phase 2) is summarised in Appendix A, and the building work is well underway.
- 2.3 Cabinet considered a report in October 2017 on the need for an additional 30 places to meet Year 5 demand in Windsor middle schools in September 2019 (phase 3). This demand is set out in *Table 1: 2017-based projections and commentary for Windsor Middle Schools*.
- 2.4 There are four middle schools in the town. Dedworth Middle is currently being expanded. St Edward's Royal Free Ecumenical Middle School was expanded in September 2013 and has little capacity for further expansion without a significant rebuild. Trevelyan Middle School could expand, but decided that 2019 was not the right time for them, considering the recent academisation and changes in leadership.
- 2.5 Cabinet agreed in principle, therefore, to a proposal to expand St Peter's CE Middle School by 30 places per year group, starting with Year 5 in September 2019. If implemented this would increase the Published Admission Number (PAN) from 60 to 90. Cabinet also approved public consultation on the proposal, and further feasibility works on the expansion scheme. The results of this work are reported back to Cabinet in this report.
- 2.6 The detail of the consultation is set out in Section 8 but, in summary, two-thirds of 67 respondents support the proposal. This is a low response rate, at 1.4%. The main issue raised relates to the impact of the expansion on traffic and parking at the school.
- 2.7 The borough has now allocated the places for Year 5 in the middle schools for September 2019. There were 495 first preferences for the 510 places available, which is only 10 fewer than the projected demand for 2019. On National Offer Day (1 March 2018), however, only 471 places were allocated. Changes in parental preference (with Trevelyan being significantly more popular than previously, and Dedworth Middles less so), combined with changes to the admissions criteria at Trevelyan meant that fewer out-borough children were allocated places than normal.
- 2.8 Many of these out-borough residents will, however, have been on roll at a first school and have (since national offer day) chosen to accept a place at a middle school with places. As at 10th April 2018, 489 children have been allocated places at Windsor middle schools, 16 fewer than projected.

¹ Section 14, Education Act 1996.

Table 1: 2017-based projections and commentary for Windsor middle schools.

- White cells indicate a surplus of 10% or more.
- Grey cells indicate a surplus of between 0 and 9.9%.
- Black cells indicate a deficit of places.

		Actuals				Projected						
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Windsor Middle												
Number on roll in Year 5		401	431	453	468	505	521	500	528	513	514	
Surplus/deficit		No.	+49	+19	-3	+12	+5	-11	+10	-18	-3	-4
on published admissions numbers, including all temporary increases and agreed expansion schemes.		%			-0.7%			-2.1%		-3.5%	-0.7%	-0.8%
New places required to September 2021:		The projections suggest a shortage of places in September 2019, and again in September 2021. More children will join these cohorts as they move up through the schools. Extra places are required, therefore, to ensure that all children can be offered a place. 30 new places per year group would provide a surplus, in September 2019, of 2%. 60 places would provide a surplus of 7%. As the very highest level of demand is not likely to be sustained in subsequent years in the projection period, however, it is currently proposed that only 30 places are added.										

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Table 2: Amended 2017-based projections.

(This table amends the 2017 projections, reducing the demand by 16, to match the current over-projection for 2018.)

		Actuals				Projected						
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Windsor Middle												
Number on roll in Year 5		401	431	453	468	489	505	500	512	497	498	
Surplus/deficit		No.	+49	+19	-3	+12	+21	+5	+10	-2	+13	+12
on published admissions numbers, including all temporary increases and agreed expansion schemes.		%										
New places required to September 2021:		The projections suggest small surpluses in September 2019 and 2020, with a deficit of places in September 2021. More children will join these cohorts as they move up through the schools. Extra places are required, therefore, to ensure that all children can be offered a place. 30 new places per year group would provide a surplus, in September 2019, of 6%. Currently, the projections suggest that demand may not be sustained at the 2021 peak in subsequent years, suggesting that 30 additional places would provide a surplus of almost 8%. This is higher than the borough's 5% target.										

Formal responsibilities in relation to the expansion of an academy

- 2.9 St Peter's CE Middle School is an academy and part of the Oxford Diocesan Schools Trust (ODST). As such, any decision to formally expand St Peter's lies with the school/ODST and the Regional Schools Commissioner (RSC), rather than the Royal Borough.
- 2.10 Having considered the outcome of the consultation, the ODST wrote to the Royal Borough on 12 February 2018, providing comments in response to the outcome of the consultation. This email is included at Appendix B.
- 2.11 The Royal Borough has a statutory duty to provide school places to meet demand. The DfE allocates 'Basic Need' funding to local authorities to help meet demographic pressures. The rules of this grant specify that this can be spent at any type of state school, including academy, community, free, voluntary controlled and voluntary aided schools. This grant is often supplemented with other funding sources such as S106/Community Infrastructure Levy or council funds.

Memorandum of Understanding

- 2.12 In November 2017 Cabinet approved a recommendation requiring all parties to a school expansion (partially or fully funded by the borough) to sign a Memorandum of Understanding (MOU) setting out the terms of the proposed expansion.
- 2.13 The use of MOUs seeks to ensure clarity and transparency. Whilst not a legal contract, the agreement publicly commits both parties to the agreed course of action.
- 2.14 The proposed expansion at St Peter's CE Middle School is the first project to use the MOU. Following discussions with the ODST and the school, officers have agreed the draft MOU set out at Appendix C. If approved by Cabinet, all parties will then sign the MOU and it will be published on the borough website.

The proposed scheme

- 2.15 St Peter's CE Middle School will be provided with the additional accommodation required to achieve the proposed expansion in line with government guidelines of school buildings, currently Building Bulletin 103². It has been agreed that the accommodation will comprise:
- Two additional classrooms on the site of the existing four classroom modular block. This will mean the replacement of the block with a six classroom, modular construction, block.
 - Improvements to the kitchen.
 - Increased staff parking, and improvements to site access to address pupil safety at the front of the school.
- 2.16 The new modular block will be designed to limit any overlooking of homes and gardens in the adjacent Almshouses.

Highways and parking

- 2.17 The borough's Highways consultants have carried out an initial assessment of the proposed expansion and commented in relation to three areas:

² [Building Bulletin 103](#), Department for Education, June 2014

- **The school entrance:** St Peter's CE Middle School is located on a relatively quiet country lane, Crimp Hill. This road could cope with the additional traffic resulting from an expansion. A large drop-off zone, similar to the one at the new Oldfield Primary School site, may not be appropriate as it could detract from the countryside feel of the lane. It would also require the borough to acquire adjacent private land which, following discussion with the landowner's agents, is not possible before September 2019. It is likely that there will continue to be an issue with cars dropping off and picking up pupils. There is considerable on road parking, but turning round is not easy. This analysis has led to the recommendation that the existing school entrance is widened, ensuring that the school bus can pull in.
 - **Onsite parking:** There is sufficient space on site to create additional car-parking spaces for the extra staff.
 - **St Luke's Road:** The main issue in relation to traffic at an expanded St Peter's CE Middle School is the impact on St Luke's Road. This road links Crimp Hill with the main road through Old Windsor (A308/Straight Road), and is already congested at the start and end of the school day. Free flow of traffic along the road is limited by on street residential parking, and there is no obvious road improvement scheme that could address this.
- 2.18 The budget for this scheme (see section 4) includes funding for a drop-off zone, including land purchase, so that this option can be implemented if needed.
- 2.19 There needs to be a reduction in the use of cars for pupils getting to and from the school. Some areas for further work to achieve this include:
- Encouraging more walking and cycling to school, potentially with additional cycle routes and walking buses.
 - Encouraging car sharing and parental organised routes for children not-entitled to free home to school transport. Langley Grammar School has a car-sharing database available on its website, for example.
 - Rerouting the existing Eton Wick to Old Windsor home to school transport bus for additional pickups within Windsor, offering fare-paying seats to non-entitled children where capacity exists.
 - Reviewing the public bus offer to improve public transport options. In Old Windsor this could include the First route 8 from Windsor, although this stops on Straight Road rather than close to St Peter's.
- 2.20 Traffic and parking at schools will, of course, become more of an issue as existing schools are expanded to meet the growing demand from the new housing set out in the emerging Borough Local Plan. Officers are currently working on the first wave of detailed feasibility studies assessing how schools can be expanded. It is already clear that, at some schools in this wave, the proportion of children coming to school by car will need to be reduced if expansion is to proceed.
- 2.21 The School Travel Plan advisor recognises that some of these initiatives that can help reduce car journeys tend to become unsustainable because schools and/or parents can't afford to pay for them.

Home to school transport entitlement

2.22 St Peter’s CE Middle School is located in Old Windsor, and most of the additional demand for middle school places will come from Windsor itself. Under the home to school transport rules, the borough is responsible for providing free home to school transport for children of middle school age who live more than three miles from the nearest appropriate school with places. Broadly, the only part of Windsor less than three miles from St Peter’s is the area east of Imperial Road and south of Clarence Road, about a quarter of the town.

2.23 Expansion at this school could lead to some increases in the cost of home to school transport. If the number of children receiving free home to school transport to St Peter’s was to increase in proportion to the overall increase in numbers, then the impact could be an additional £20k on the annual home to school transport budget.

Prioritisation model

2.24 In September 2015 Cabinet approved a set of criteria allowing for the prioritisation of expansion at schools on the basis of:

- Ofsted grading.
- KS2/KS4 Progress and Attainment measures.
- Oversubscription on 1st preferences.
- Capacity on site for expansion.
- Value for money compared to national benchmark figures.

2.25 The latest prioritisation model also includes a measure considering the KS2/KS4 progress and attainment measures for disadvantaged children (Children in Care, children with Education, Health and Care Plans and pupil premium children). The low number of these children in some schools means there is a risk of statistical distortion, so the measure is only worth 5 points.

2.26 *Table 3: Prioritisation model, Windsor Middle Schools* gives the latest prioritisation rankings. The table is based on the latest available data, including the latest Ofsted reports; the 2017 Key Stage 2 data; and the number of applications made for the September 2018 Year 5 intake.

Table 3: Prioritisation model, Windsor middle schools (April 2018)

	Criteria Points						Total	% score	Rank
	Ofsted	Attainment	Oversubscription	Capacity for expansion	Value for Money	Inclusion			
	25 points avail.	20 points avail.	15 points avail.	10 points avail.	10 points avail.	5 points avail.			
Dedworth	20.0 25	2 20	1.5 15	10 10	n/a 10	1.0 5	34.5 75	46.0	4
St Edward’s	20.0 25	8.5 20	15 15	0 10	n/a 10	1.3 5	44.8 75	59.7	1
St Peter’s	20.0 25	5 20	7.5 15	8 10	1 10	1.3 5	42.8 85	50.4	3
Trevelyan	12.5 25	13 20	7.5 15	8 10	n/a 10	3.3 5	44.3 75	59.1	2

- 2.27 The highest ranked school, St Edward's, has no potential for expansion without a substantial rebuild of the site to make more efficient use of space. The second ranked school, Trevelyan, does not currently wish to expand, having only recently started to admit up to its 150 PAN again. It is likely, however, that Trevelyan will need to expand in the future to meet the demand arising from new housing in the town. Although St Peter's is ranked third, it is the highest achievable choice at this time.
- 2.28 Dedworth Middle (currently being expanded) was ranked 1st and 2nd in previous versions of the prioritisation model when phases 1 and 2 of the expansion programme were confirmed (December 2014, September 2015 and July 2016). Changes to the rankings occur as updated data becomes available.

Options

Table 4: Options arising from this report.

Option	Comments
Approves a budget estimate of £2.7m and authorises the Director of Children's Services with the Lead Member for Children's Services to undertake procurement and enter into contracts for the delivery of the expansion of St Peter's CE Middle School. Recommended.	Funding this scheme will allow the project to proceed, and to be approved by the Regional Schools Commissioner. This, in turn, will allow the borough to provide additional school places to meet the projected demand and meet the target of providing 5% surplus places. If the scheme is not funded, then there are likely to be insufficient school places for the September 2021 intake, and relatively small surpluses of places in other intake years. It may also be difficult to find places for families moving into the area.
Approves the signing of the <i>Memorandum of Understanding: St Peter's CE Middle School</i> by the Director of Children's Services. Recommended.	This will allow all parties to sign the agreed MOU as set out in Appendix C, providing an agreed basis for the project as it progresses. If the MOU is not signed, then whilst it may be possible for the scheme to still proceed, the likelihood of dispute over timing, scope and costs is increased.

3. KEY IMPLICATIONS

Table 5: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Accommodation for 30 additional Year 5 places is provided at St Peter's CE Middle School.	After September 2019.	In time for September 2019.	n/a	n/a	1 st September 2019.
Delivery of the programme within the approved budget.	>£2.7m	<£2.7m	<£2.3m	n/a	1 st September 2019.
That there are sufficient places in middle	<2% or >7% surplus	2% – 7% surplus of places.	n/a	n/a	September 2019, September

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
schools in Windsor.	places.				2020 and September 2021.

4. FINANCIAL DETAILS / VALUE FOR MONEY

Table 6: Financial Impact of report's recommendations

REVENUE COSTS	2018/19	2019/20	2020/21
Additional total	£0	£0	£0
Home to school Transport	£0	£3,000	£10,000
Growth factor	£0	£35,577	£35,577
Reduction	£0	0	£0
Net Impact	£0	£38,577	£45,577

CAPITAL COSTS	2018/19	2019/20	2020/21
Additional total	£500,000	£2,150,000	£50,000
Reduction	£0	£0	£0
Net Impact	£500,000	£2,150,000	£50,000

Capital funding for the expansion of St Peter's CE Middle School

- 4.1 The feasibility work suggests that the expansion of St Peter's CE Middle School is likely to cost approximately £2.7m. This capital funding will include all construction costs, professional fees, surveys, feasibility costs and statutory fees and a contingency of £250k. VAT will be recovered by the Royal Borough of Windsor and Maidenhead. The cost excludes loose furniture and fittings, including desking for science laboratories.
- 4.2 Cabinet has considered, in November 2017, the potential £277m³ cost of providing new school places to meet demand arising from the emerging Borough Local Plan. The expansion of St Peter's CE Middle School forms part of this cost.
- 4.3 There is £39,377.10 of S106 available, which must be spent at St Peter's CE Middle School and has been provisionally assigned to this scheme. This is included within the budget set out above.
- 4.4 The estimated cost also includes £250k for a drop-off zone and a budget for land purchase costs, if it is decided that this is needed to resolve highways issues.
- 4.5 The cost of the £2.7m per new place is £22,500 (£2.7m/120 new places). This compares to the latest national benchmark figure of £18,670 per place (based on a national average cost per secondary place of £15,822⁴, multiplied by a 1.18 location to reflect higher construction costs locally). Clearly, a lower per place cost may be achieved if a drop-off zone/land purchase is not included.
- #### **Revenue funding for the expansion of St Peter's CE Middle School**
- 4.6 The Royal Borough's current, 2018-19 school funding formula includes a growth factor of £35,577 to address the revenue implications at expanding

³ £277m includes £213m for additional mainstream school places; £33m currently being spent on phases 1 and 2 of the secondary expansion programme; £2m for early years places and £30m for SEN places.

⁴ Page 20, [National School Delivery Cost Benchmarking](#), February 2018, Hampshire County Council, East Riding of Yorkshire Council and the Education and Skills Funding Agency.

schools. The £35,577 is paid for each form of entry increase agreed with the borough, for a maximum of four years. The Royal Borough has agreed that St Peter's CE Middle School *will be paid no less than the £35,577 for each of the 2019/20; 2020/21 and 2021/22 financial years.*

- 4.7 The funding levels and timings set out in paragraph (p) will not be affected by subsequent changes to the Royal Borough's school funding formula, unless:
- The growth factor is revised upwards from £35,577 in one or more of the 2019/20; 2020/21 and 2021/22 financial years, in which case St Peter's CE Middle School will be paid the revised sum(s).
 - Changes to national regulations and/or guidance mean that the funding can no longer be delivered this way. In these circumstances, all parties shall work together to find an alternative solution. This could occur when the National Funding Formula (NFF) is implemented. Primary legislation for this has been delayed, and so it is unlikely that the NFF will be in place before the end of the 2019/20 financial year.
 - All parties agree, in writing, to an amendment.
- 4.8 The funding will be withdrawn if the expansion does not proceed.

5. LEGAL IMPLICATIONS

Provision of school places

- 5.1 Local authorities are under a statutory duty to ensure that there are sufficient school places in their area. This is set out in the Education Act 1996, Section 14, subsections 1 and 2. The borough receives the 'Basic Need' grant from the government for this purpose, which can be spent on new school places at all types of school (Academy (including free schools), Community, Voluntary Aided and Voluntary Controlled).
- 5.2 There is no legal duty to provide any particular level of surplus places.
- ### **Expansion of St Peter's CE Middle School**
- 5.3 A consultation is required if a significant expansion is proposed for academy, in this case St Peter's CE Middle School. Government guidance⁵ defines a significant expansion as an increase by at least 30 pupils.
- 5.4 The government expects that only academies that are 'Good' or 'Outstanding' will usually be expanded, unless the academy is in an area of critical basic need; all other options have been considered and a robust school improvement plan is in place. 'Good' or 'Outstanding' academies can follow the 'fast track' route to expansion unless the proposal increases the size of the school by 50%+ or up to 2,000+ pupils. In all other cases, the academy must submit a full Business Case. In the case of St Peter's, it is expected that this will be a fast track/full business case application.
- 5.5 In both cases, a "fair and open local consultation"⁶ is required (see section 8).

⁵ Page 6, [Making significant changes to an open academy](#), DfE, March 2016.

⁶ Page 15, [Making significant changes to an open academy](#), DfE, March 2016.

5.6 The Secretary of State, via the Regional Schools Commissioners, will consider whether or not to approve the expansion. There is an expectation that all fast track applications will be approved provided that:

- The necessary consultation has taken place.
- Capital funding has been secured.
- The expansion is in line with local pupil place planning.
- Planning permission has been obtained⁷.

5.7 The borough will need to approve the capital funding for the scheme in order for it to receive approval.

6. RISK MANAGEMENT

Table 7: Risk Management

Risks	Uncontrolled Risk	Controls	Controlled Risk
Planning permission for the scheme is not granted.	High	Pre-planning application advice has been sought, and the design of the scheme will address issues raised here and by residents in response to the public consultation.	Medium
The scheme is not completed in time for September 2019, leaving the school with insufficient capacity.	Medium	The use of modular construction will speed up the build period. Pre-planning advice has also been sought, reducing potential delays in the planning process. The MOU also commits all parties to agreeing what measures will be taken to provide temporary accommodation (if required) if the project is delayed.	Low
The cost of the scheme exceeds the agreed budget.	High	The feasibility report has provided an estimated cost, based on current construction costs. As is standard practice, and now explicitly set out in the MOU, all parties commit to agreeing cost reductions to minimise any increase to the budget. Any increase will need to be approved in line with Royal Borough financial regulations.	Medium
The number of places required is significantly higher or lower than projected, leading to a shortage of places (and difficulties for parents) or too many places (and difficulties for schools).	High	Pupil projections are updated annually to take account of changing demographics and parental preference. The 2018 projections, due to be completed in June, will offer an opportunity to review demand before a planning application is submitted.	Medium.
Expansion leads to increased traffic in the local area.	High	The school will further develop its travel plan to encourage more walking and cycling to school.	High

⁷ Page 17, [Making significant changes to an open academy](#), DfE, March 2016.

Risks	Uncontrolled Risk	Controls	Controlled Risk
Expansion leads to increased eligibility for free home to school transport, putting further pressure on that budget.	High	The location of the school outside of Windsor means that many children attending may be eligible for free home to school transport. No other options for providing new middle school places for September 2019 are, however, available.	High

7. POTENTIAL IMPACTS

- 7.1 There are currently no implications arising from the recommendations in this report with regards to staffing/workforce, sustainability, Equalities, Human Rights and community cohesion, accommodation, property or assets.

8. CONSULTATION

Expansion of St Peter's CE Middle School

- 8.1 Public consultation on the proposals for St Peter's CE Middle School ran from Monday 13th November 2017 to Tuesday 19th December 2017. A consultation document (*Appendix D – More middle school places in Windsor*) was produced in consultation with the school and ODST. This was distributed, electronically or in hard copy, to parents, staff, governors and other interested parties, as set out in *Table 8: Summary of consultation document distribution* below. The consultation was available on the borough's website, together with an online (SurveyMonkey) response form.

Table 8: Summary of consultation document distribution

Who	Where	Number distributed
Parents, staff, governors	St Peters, all Windsor First and Middle Schools	4075
Headteacher	Other state and independent schools in Windsor and Datchet/Wraysbury	10
Local residents	In addresses near St Peter's	74
Parents	Early Years Providers	640
Headteacher	Early Years Providers	22
Councillors & residents	Old Windsor Parish Council	20
Representatives	Unions and Professional Associations	9
Others	Windsor 2030 Group Windsor Neighbourhood Plan Group Eton Parish Council Portsmouth Diocese Mr A Afriyie MP	5
TOTAL		4,855

- 8.2 67 responses were received, mostly via the online survey form. This represents a response rate of 1.4%, which is a low response rate and below the 3% sought. Attempts were made to boost the response rate, e.g. by asking schools to email reminders to parents and by 'retweeting' the consultation link on the borough twitter feed.
- 8.3 Respondents were asked whether they agreed with the proposal to expand St Peter's CE Middle School by 30 places from September 2019.

Table 9: Summary of outcome of consultation

	Yes		No		Don't know		Not answered		Total
	No.	%	No.	%	No.	%	No.	%	No.
Do you support the proposed expansion of St Peter's CE Middle School?	44	66	18	27	3	5	2	3	67

8.4 Two-thirds of respondents support the proposed expansion of the school. The main comments made were:

- Expansion will result in more difficulties with traffic and parking (23 mentions).
- The school needs to expand to meet demand (9 mentions).
- An expanded school will take more children from outside Old Windsor (8 mentions).
- St Peter's should remain a small school (7 mentions).
- St Peter's will need an onsite drop-off zone (6 mentions).

8.5 More details about the outcome of the consultation are given at *Appendix E: Summary of responses to consultation*. The individual (anonymised) consultation responses can be read in *Appendix F: Individual consultation responses*.

8.6 This report will be considered by Children's Services Overview and Scrutiny Panel on 16 May 2017, comments will be reported to Cabinet.

9. TIMETABLE FOR IMPLEMENTATION

Table 10: Timetable for implementation

Date	Details
May 2018	<i>Signing of MOU by all parties.</i>
May - Aug 2018	<i>Further design work</i>
May - Aug 2018	<i>Consideration of possible additional land / highways issues</i>
Aug 2018	<i>Submission of planning application</i>
March 2019	<i>Start on site</i>
August 2019	<i>Completion</i>

9.1 Implementation date if not called in: 'Immediately';

10. APPENDICES

Contained in paper copies

- Appendix A: Approved school expansion programme.
- Appendix B: Letter from ODST.
- Appendix C: Memorandum of Understanding: St Peter's CE Middle School.

Electronic only

- Appendix D: More middle school places in Windsor.
- Appendix E: Summary of responses to consultation.
- Appendix F: Individual consultation responses.

11. BACKGROUND DOCUMENTS

- [Expansion of Secondary Sector Provision](#), Report to Cabinet, 17 Dec 2014
- [Expansion of Secondary Sector Provision](#), Report to Cabinet, 24 Sept 2015
- [Expansion of Secondary School Provision](#), Report to Cabinet, 28 July 2016
- [Delivering new school places for the Borough Local Plan](#), Report to Cabinet, 23 November 2017.
- [Windsor middle schools expansion](#), Report to Cabinet, 26 October 2017.
- [2017 school place projections and commentary](#), RBWM, August 2017.
- [Making significant changes to an open academy](#), DfE, March 2016.
- [National school delivery cost benchmarking](#), Hampshire, February 2018.

12. CONSULTATION (MANDATORY)

Name of consultee	Post held	Date sent	Commented & returned
Cllr Natasha Airey	Lead Member/ Principal Member/Deputy Lead Member	20/04/2018	
Alison Alexander	Managing Director	20/04/2018	26/04/2018
Kevin McDaniel	Director of Education	17/04/2018	
Russell O'Keefe	Strategic Director		
Andy Jeffs	Strategic Director		
Rob Stubbs	Section 151 Officer	20/04/2018	
	Head of HR		
None	Other e.g. external		

REPORT HISTORY

Decision type: Key decision	Urgency item? No
Report Author: Ben Wright, Education Planning Officer, 01628 796572	

Appendix A: Approved school expansion programme

Table A1: Approved school expansion programme sets out the current approved expansion programme.

Table A1: Approved school expansion programme

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>		<i>f</i>
Area	School	Current PAN	Proposed PAN post expansion	Increase on current PAN		First year of increase (Sept.)
				No.	FE*	
Secondary Phase 1						
Ascot	Charters School	240	270	+30	+1.0	2017
Maidenhead	Cox Green School	176	206	+30	+1.0	2017
	Furze Platt Senior School	193	223	+30	+1.0	2017
Windsor	Dedworth Middle School	120	150	+30	+1.0	2017
	The Windsor Boys' School	230	260	+30	+1.0	2017
	Windsor Girls' School	178	208	+30	+1.0	2017
Ascot Primary						
Ascot	Cheapside CE Primary	16	30	+14	+0.5	2017
Secondary Phase 2						
Maidenhead	Furze Platt Senior School	193	253	+60	+2.0	2018
Windsor	Dedworth Middle School	120	180	+60	+1.0	2018
Secondary Phase 3 – out to public consultation						
Windsor	St Peter's CE Middle	60	90	+30	+1.0	2019

*FE means Form of Entry. 1 FE = one class of 30 children per year group.

A further 6 places per year group have also been added at Newlands' Girls School. This scheme, funded largely by S106 contributions, is not part of the formal secondary expansion programme but nevertheless increases the number of places available.

These schemes are proceeding as follows:

- Cheapside completed.
- The Windsor Boys' School completed.
- Windsor Girls School completed.
- Cox Green School on site, completion due Autumn 2018.
- Charters School on site, completion due Autumn 2018.
- Dedworth Middle School on site, completion due Autumn 2018.
- Furze Platt Senior School on site, Phase 1 completion due Summer 2019.
- Newlands Girls' School on site, completion due Autumn 2018.



Ben Wright <ben.wright@achievingforchildren.org.uk>

RE: St Peter's Middle School Expansion - Outcome of consultation

1 message

Gordon Joyner <gordon.joyner@oxford.anglican.org>
To: Ben Wright <ben.wright@achievingforchildren.org.uk>

12 February 2018 at 12:03

Dear Ben

Thank you for your report on the outcome of the consultation. With regard to the key points you identified, I would comment as follows:

1. Traffic – the design team will need to consider any practical measures as part of the design.
2. Small school feel – the school would remain the smallest middle school in the Windsor, but in order to continue to survive and thrive it needs to become larger to counter the threats posed by the current financial restriction upon schools.
3. Admissions criteria - Although there is priority within the policy for religious criteria, it is not used a great deal and locality remains the most important factor for the vast majority of applicants.
4. Out of Area – The increased numbers will be mainly from Kings Court and the school will lose fewer current in-area pupils due to enhanced opportunities and facilities at the school. It is not anticipated that vast numbers of pupils will be travelling from further afield.

If you have any further queries please do not hesitate to contact me.

Best wishes.

Gordon

Gordon Joyner
Deputy Director of Education
Oxford Diocesan Board of Education

Church House Oxford, Langford Locks, Kidlington, Oxford, OX5 1GF
M 07801 884401
email: gordon.joyner@oxford.anglican.org

¹The Oxford Diocesan Board of Education is a company limited by guarantee, registered in England (No. 07071809) whose registered address is Church House Oxford, Langford Locks, Kidlington, Oxford, OX5 1GF

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Memorandum of Understanding on new school places at St Peter’s CE Middle School

(1) Purpose

This Memorandum of Understanding sets out the agreement made between the parties listed in (2) in relation to the proposed expansion of St Peter’s CE Middle School.

(2) The Parties

This Memorandum of Understanding is agreed by:

- i. The Director of Children’s Services, The Royal Borough of Windsor and Maidenhead, St Ives Road, Maidenhead, SL1 6RF.
- ii. The Headteacher and Chair of Governors, St Peter’s CE Middle School, Crimp Hill Road, Old Windsor, Windsor, SL4 2QY.
- iii. Chief Executive Officer, The Oxford Diocesan Schools Trust, Church House Oxford, Langford Locks, Kidlington, Oxford, OX5 1GF.

(3) The Agreement

The parties to this Memorandum of Understanding agree to paragraphs (a) to (x):

The Proposed Expansion at St Peter’s CE Middle School

- (a) St Peter’s CE Middle School currently admits up to 60 pupils into each year group, Year 5 to Year 8. This gives the school a total of 240 places, as set out in Figure 1.

Figure 1: Current places offered at St Peter’s CE Middle School for September 2018

Year Group	Year 5	Year 6	Year 7	Year 8	Total
Places	60	60	60	60	240

- (b) Subject to the criteria in paragraph (x) being fulfilled, St Peter’s CE Middle School will be expanded so that it takes up to 90 pupils per year group, starting with the Year 5 intake in September 2019. St Peter’s CE Middle School will continue to take up to 90 pupils into subsequent Year 5 intakes, so that all year groups will have 90 places by September 2022, as set out in Figure 2.

Figure 2: Proposed places offered at St Peter’s CE Middle School

	Year 5	Year 6	Year 7	Year 8	Total
Sept. 2018	60	60	60	60	240
Sept. 2019	90	60	60	60	270
Sept. 2020	90	90	60	60	300
Sept. 2021	90	90	90	60	330
Sept. 2022	90	90	90	90	360
Sept. 2023	90	90	90	90	360

- (c) The Oxford Diocesan Schools Trust will change St Peter’s CE Middle School’s admissions policy so that the school’s Published Admission Number (PAN) is 90 from September 2020. At the date of this agreement, it is too late to formally change St Peter’s CE Middle School’s PAN for September 2019. All parties agree, therefore, that the school will admit above its PAN for Year 5 in September 2019, to a maximum of 90.
- (d) To ensure clarity for parents and all parties to this agreement, it is proposed that the agreement to admit up to 90 pupils in September 2019 cannot now be changed, unless the criteria for implementation set out in paragraph (x) are not being met (unless the change is to admit a higher number of pupils). If a delay to the delivery date becomes apparent after this date, then all parties are committed to agreeing temporary arrangements for providing the additional spaces, in line with paragraph (l).

- (e) No reduction to St Peter's CE Middle School's Published Admission Number or change in St Peter's CE Middle School's age range will be made for a period of ten years from September 2019 without the express written permission of the Royal Borough of Windsor and Maidenhead. Circumstances in which a reduction could be agreed include a drop in demand for Year 5 in Windsor and/or at St Peter's, where it is clear that any proposed lower PAN would still allow for a 5% surplus of places across the town.
- (f) It is likely that any such reduction would be temporary, and that St Peter's CE Middle School would revert to the higher PAN as demand rose again, without the need for further additional accommodation. The Royal Borough acknowledges that there may be other circumstances in which a reduction may be appropriate, and will act fairly and reasonably in considering these. The Royal Borough also acknowledges that the school and the Oxford Diocesan Schools Trust have to follow a statutory process for making any significant changes.

New accommodation for St Peter's CE Middle School

- (g) St Peter's CE Middle School will be provided with the additional accommodation required to achieve the proposed expansion in line with government guidelines on school buildings, currently Building Bulletin 103. It is initially proposed that this accommodation should be:
- Two additional classrooms, on the site of the existing four classroom modular block. This will mean, therefore, the replacement of a four classroom block with a six classroom, modular construction, block.
 - Some work to improve the kitchen.
 - Increased staff parking, and addressing pupil safety at the front of the school.
- (h) It may be necessary to create a drop-off zone on land adjacent to the school to address highways issues. This will need further investigation as the project proceeds.
- (i) The exact design of the additional accommodation for St Peter's CE Middle School will be agreed by July 2018 through the development team, comprising officers representing the Royal Borough, the school, ODST and Wokingham Shared Building Services plus the relevant consultants. All parties recognise that the additional accommodation provided will be in line, in room sizes and required facilities, with government guidelines, but that some flexibility may be required to address school and site specific issues, particularly when trying to adapt existing buildings. At St Peter's CE Middle School, it is not possible to cost-effectively expand the school hall/dining, so the kitchen is being improved instead, and the modular block is being replaced to incorporate the additional classrooms.
- (j) Where there is scope to combine the expansion scheme with another improvement project this will be considered if it does not prejudice the delivery of the expansion set out in paragraph (b), and is funded separately.
- (k) The capital funding set out in paragraph (o) will include all construction costs, all professional fees, surveys, feasibility costs and statutory fees. VAT will be recovered by the Royal Borough of Windsor & Maidenhead. It excludes loose furniture and fittings, including desking for science laboratories.

Timetable

- (l) The new accommodation will be delivered by 1st September 2019. If the building project is delayed beyond this date then all parties will agree what temporary arrangements shall be made. These temporary arrangements should use existing accommodation at St Peter's CE Middle School where possible, but it is recognised that this may not always be possible.
- (m) To meet the delivery date set out in paragraph (l), all parties commit to achieving the tasks by the dates set out in the following draft programme:

Figure 3: Proposed draft programme

Task	Due Date	Who
<i>Further design work</i>	May- Aug 2018	
<i>Consideration of possible additional land / highways issues</i>	May - Aug 2018	
<i>Submission of planning application</i>	Aug 2018	
<i>Start on site</i>	March 2019	
<i>Completion</i>	August 2019	

Project Management

- (n) The delivery of the project will be managed via Building Services and Children Services, working closely with St Peter's CE Middle School and ODST.

Capital Funding

- (o) The Royal Borough has agreed a provisional budget of £2.7m for the accommodation set out in paragraphs (g) and (h) which is equivalent to £22,500 per place. This includes a sum set aside for the possible creation of a drop-off zone, and the purchase of land to make this feasible. If this option is not pursued, the total cost of the scheme should be less than £2.7m. The final budget is subject to agreement of the accommodation by the process set out in paragraph (i) and to tendering of the schemes. This sum is exclusive of any VAT that may be payable.
- (p) In agreeing to the budget, the Royal Borough of Windsor and Maidenhead has had regard to the latest costs per place set out in the 2018 National School Delivery Cost Benchmarking (adjusted for increased local costs). All parties agree that the cost of an expansion scheme may be significantly above or below that benchmark cost as the scope of the scheme is based on actual need and not on achieving a specific cost per place.
- (q) The accommodation for the expansion will be funded by:
- The Royal Borough of Windsor and Maidenhead, using council funding and any appropriate S106 funding (currently £39,377.10).
- (r) If, after tenders are received, the total project estimate is higher than the budget approved, additional borough budget would need to be approved in line with Royal Borough financial regulations - currently £100,000-£500,000 by Cabinet, or over £500,000 by Council. In these circumstances the parties will work together to agree any potential cost reductions to minimise the increase to the budget.

Revenue Funding

- (s) The Royal Borough's current, 2018-19 school funding formula includes a growth factor of £35,577 to address the revenue implications at expanding schools. The £35,577 is paid for each form of entry increase agreed with the borough, for a maximum of four years. The Royal Borough has agreed that St Peter's CE Middle School will be paid no less than the £35,577 for each of the 2019/20; 2020/21 and 2021/22 financial years, subject to paragraphs (v), (u) and (v).
- (t) The funding levels and timings set out in paragraph (s) will not be affected by subsequent changes to the Royal Borough's school funding formula, unless:
- The growth factor is revised upwards from £35,577 in one or more of the 2019/20; 2020/21 and 2021/22 financial years, in which case St Peter's CE Middle School will be paid the revised sum(s).
 - Changes to national regulations and/or guidance mean that the funding can no longer be delivered this way. In these circumstances, all parties shall work together to find an alternative solution. This could occur when the National Funding Formula (NFF) is

implemented. Primary legislation for this has been delayed, and so it is unlikely that the NFF will be in place before the end of the 2019/20 financial year.

- All parties agree, in writing, to an amendment.

- (u) The funding set out in paragraph (o) will be withdrawn if the expansion does not proceed.
- (v) If a variation to the implementation date of the expansion is agreed, as per paragraph (w), then the timing of any additional funding set out in paragraph (o) may be adjusted to reflect the new implementation date.

Amending the terms of the Memorandum of Understanding

- (w) Any party may at any time suggest a variation to the Memorandum of Understanding by putting it in writing to the other parties, as listed in paragraph (2). The other parties must consider any such variation and respond within 28 days. The amendment must be agreed by all parties.

Criteria for implementing agreed expansion

- (x) Implementation of the expansion set out in paragraph (b) is conditional on the following criteria being met:
 - The final budget has been agreed, including any Cabinet/Council approvals.
 - Planning permission is granted.
 - Tender approval is granted.
 - The application for approval of a significant expansion is sought from the Secretary of State on a timely basis and all parties will use their best endeavours to secure a formal approval.

(4) Publication

Once agreed, this Memorandum of Understanding will be published on the Royal Borough's website at https://www3.rbwm.gov.uk/info/200168/schools_and_schooling/1117/school_organisation_places_and_planning/4. Any agreed variations will also be published. For reasons of commercial sensitivity, the agreed budgets may be redacted until a tender for the scheme has been approved.

(5) Signatures

(i) Signed on behalf of St Peter's CE Middle School

Andy Snipp, Headteacher

Date

(ii) Signed on behalf of St Peter's CE Middle School

Rebecca Scott-Saunders, Chair of Governors

Date

(iii) Signed on behalf of Oxford Diocesan Schools Trust

Ann Davey, Chief Executive Officer

Date

(iv) Signed on behalf of The Royal Borough of Windsor and Maidenhead

Kevin McDaniel, Director of Children's Services

Date

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Report Title:	New School Meals Catering Contract
Contains Confidential or Exempt Information?	<i>NO</i>
Member reporting:	Cllr Natasha Airey, Lead Member for Children's Services.
Meeting and Date:	24 May 2018
Responsible Officer(s):	Kevin McDaniel, Director of Children's Services.
Wards affected:	All

REPORT SUMMARY

1. A new contract for delivering school meals has been tendered for a five year period with an option to extend for a further two years. Small schools appreciate a centrally managed catering contract, which is 'bought back' service with no cost to the Council.
2. Tenders have been received from four contractors, with the intention of the new contract beginning on 1 August 2018. The analysis of the tenders will not be complete in time for Cabinet on 24 May, and the award must be made by 5th June 2018.
3. Cabinet is asked to delegate authority for the appointment of the new contractor to the Managing Director and Lead Member for Children Services.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That Council notes the report and:

- i. **Delegates authority to approve the tenders for the school meals catering contract to the Managing Director and Lead Member for Children Services.**

2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

Background

- 2.1 The catering contract for schools has being re-tendered, with the intention of appointing a new contract before 1 August 2018, for school meals to be provided from 1 September 2018.
- 2.2 In January 2018, thirteen tenders were submitted under the PQQ process and were reviewed and scored against the specification. Four suppliers were shortlisted and invited to tender.
- 2.3 The shortlisted tenders are being analysed by an evaluation panel which includes officers, school representatives, and catering experts. Presentations are also being held with each supplier. The conclusions will then be drawn up and recommendations for approval made – but this is unlikely to be ready in time for May cabinet meeting, as any emerging queries will also need to be clarified.
- 2.4 The tender needs to be awarded by 5 June 2018 so that if there is a change of contractor, they will have time to carry out TUPE for staff, and get set up ready for the start of term.
- 2.5 Although managed by Achieving for Children staff, this contract will be let by RBWM and the costs, although paid for by schools, are transactions handled via RBWM budgets.
- 2.6 The options for how to proceed are set out below.

Table 1: Options

Option	Comments
1. To delegate the contract approval to Lead Member and Managing Director. This is the recommended option	A delay would impact the provision of meals from the 1 September 2018.
2. To convene an extra cabinet meeting. This is not recommended	Although the contract is high enough value to require cabinet approval, it is paid for by schools so there is no financial risk to the Council.

3. KEY IMPLICATIONS

Table 2: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
A catering contract is available for schools to provide school meals.	16 schools	16 schools	16+ schools	25+ schools	1 st August 2018
Cashless payments for participating schools.	16 schools	All 16 schools	NA		1 st August 2018

4. FINANCIAL DETAILS / VALUE FOR MONEY

4.1 Revenue. None from this report

4.2 Capital. None from this report

5. LEGAL IMPLICATIONS

5.1 None from this report.

6. RISK MANAGEMENT

Table 6: Risk Management

Risks	Uncontrolled Risk	Controls	Controlled Risk
The tender is not approved in time for a new contractor to be ready to serve meals in Sept 2018	High	Delegate approval authority	Low

7. POTENTIAL IMPACTS

7.1 There are no staffing nor sustainability impacts for the Royal Borough arising from this proposal. An Equality Impact Assessment is not required.

8. CONSULTATION

8.1 Schools were asked prior to the procurement exercise to indicate their intention for catering arrangements from 2018-19. Sixteen schools indicated that they wanted to remain part of a centrally arranged contract whilst a few others indicated a desire to contract their own arrangements. The new

contract has been created to be flexible to allow schools to join at a later stage if there is a requirement.

8.2 A supplier event day was held in August 2017 by the Procurement Team with potential new providers.

9. TIMETABLE FOR IMPLEMENTATION

Table 9: Timetable for implementation

Date	Details
By 4 June 2018	Approve the tender and appoint
18 June 2018	Standstill period in case of challenge
18 June – 31 st August	Set up period for new contractor
1 September 2018	Start delivering meals in schools

9.1 Implementation date if not called in: Immediately.

10. APPENDICES

11. BACKGROUND DOCUMENTS

12. CONSULTATION (MANDATORY)

Name of consultee	Post held	Date sent	Commented & returned
Cllr Airey	Lead Member/ Principal Member/Deputy Lead Member		
Alison Alexander	Managing Director		
Russell O'Keefe	Strategic Director		
Kevin McDaniel	Strategic Director		
Rob Stubbs	Section 151 Officer		
Lyn Hitchinson	Procurement Manager		
Elaine Browne	SLS		

REPORT HISTORY

Decision type: Key decision	Urgency item? No
Report Author: Gemma White	