



Cabinet Member (Education)

Time and Date

2.00 pm on Wednesday, 12th November, 2014

Place

Committee Rooms 2 and 3 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meeting held on 3rd October 2014 (Pages 3 - 4)
 - (b) Matters arising
4. **System Leadership Through School to School Support in Coventry - 12 Month Review of Progress and Impact** (Pages 5 - 12)

Report of the Executive Director, People
5. **Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2013/14** (Pages 13 - 22)

Report of the Executive Director, People
6. **Permission to Consult on Changes to the School Travel Assistance Policy for Children with Special Educational Needs and Disabilities** (Pages 23 - 54)

Report of the Executive Director, People
7. **Appointment of Authority Governors** (Pages 55 - 56)

Report of the Executive Director, People
8. **Outstanding Issues** (Pages 57 - 60)

Report of the Executive Director, Resources

9. **Any Other Items of Public Business**

Any other items of public business which the Cabinet Member decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Chris West, Executive Director, Resources, Council House, Coventry

Tuesday, 4 November 2014

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services, Tel: 024 7683 3065, E-mail: michelle.salmon@coventry.gov.uk

Membership: Councillors D Kershaw (Cabinet Member) and D Chater (Deputy Cabinet Member)

By invitation: Councillor J Blundell (Shadow Cabinet Member)

Please note: a hearing loop is available in the committee rooms

If you require a British Sign Language interpreter for this meeting
OR if you would like this information in another format or
language please contact us.

Michelle Salmon

Governance Services

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Coventry City Council
Minutes of the Meeting of Cabinet Member (Education) held at 1.00 pm on Friday,
3 October 2014

Present:

Members: Councillor D Kershaw (Cabinet Member)

Employees (by Directorate):

People R Sugars, D Wallis, P Weston

Resources M Salmon

Apologies: Councillor J Blundell (Shadow Cabinet Member)
Councillor D Chater (Deputy Cabinet Member)

Public Business

7. Declarations of Interest

There were no disclosable pecuniary interests

8. Minutes

The minutes of the meeting held on 16th July 2014 were agreed and signed as a true record. There were no matters arising.

9. Cessation of Dol y Moch Remissions Budget Contributions from the Council

The Cabinet Member considered a report of the Executive Director, People that sought approval to the cessation of Dol y Moch Remissions Budget Contributions from the City Council.

The 1996 Education Act set out the law on charging for school activities. This applied to schools maintained by local authorities in England and academies (including free schools, studio schools and UTCs). All schools were required to have charging and remissions policies, which complied with the guidance and were approved by Governors.

In relation to residential trips, parents who were in receipt of certain benefits (as set out in the DFE Guidance: Charging for School Activities, November 2013) were exempt from paying the board and lodging costs.

For many years the Council had subsidised schools to enable more deprived or vulnerable pupils to participate in activities at the Dol y Moch residential centre through the remissions budget. The City Council did not fund any other remissions for other activities. With the advent of pupil premium, schools now had access to funding to support vulnerable pupils, therefore it was proposed to cease this funding with effect from April 2015.

RESOLVED that the Cabinet Member (Education) approves the cessation of the Dol y Moch remissions funding from the City Council from April 2015.

10. Appointment of Authority Governors

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority Governors, Cabinet Member (Education) approves the appointment of the persons listed below for the schools and terms of office indicated:-

Authority Governor: New Appointments

| Name | School | Term of Office |
|----------------------|---------------------------------|-----------------------|
| Mr William Holdforth | Allesley Hall Primary | 29 September 2018 |
| Mrs Jackie Brook | Leigh Church of England Primary | 29 September 2018 |
| Mr Hitesh Mehta | St Thomas More Catholic Primary | 29 September 2018 |
| Mrs Karen Rossiter | St Elizabeth's Catholic Primary | 29 September 2018 |

11. Outstanding Issues

The Cabinet Member noted a report of the Executive Director, Resources that contained a list of outstanding issues and summarised the current position in respect of the item.

12. Any Other Items of Public Business

There were no other items of public business.

(Meeting closed at 1.10 pm)



Cabinet Member (Education)

12 November 2014

Name of Cabinet Member:

Cabinet Member (Education) – Councillor D Kershaw

Director Approving Submission of the report:

Executive Director, People

Ward(s) affected:

All

Title:

System Leadership Through School to School Support in Coventry – 12 Month Review of Progress and Impact

Is this a key decision?

No

Executive Summary:

In September 2013, the Local Authority (LA) launched its school improvement strategy. Informal evaluations were made by the officers after six months but this lacked an external perspective. As a result, the senior management team of the Education and Inclusion Service agreed to commission an external evaluation one year after the improvement strategy's launch to identify what was working well; understand what was working less successful; and, provide guidance to school leaders and officers of the LA about what they might do next to refine and improve the process.

The Institute of Education was approached and as a result of a proposal submission, Professor Toby Greany and Dr Tracey Allen were commissioned from the London Centre for Leadership in Learning to undertake the external evaluation.

The key findings of their report are presented at the request of the Cabinet Member (Education).

Recommendations:

The Cabinet Member (Education) is requested to agree that:

1. The key findings of the report be considered and discussed by school leaders and officers of the Local Authority in the autumn term 2014.
2. Coventry's School Improvement Strategy be adapted and modified in late autumn 2014, early spring 2015.
3. A revised Coventry School Improvement Strategy be completed in the summer of 2015 and implemented from the beginning of the 2015 academic year.

List of Appendices included:

None

Background Papers

None

Other useful documents:

The currently unpublished background papers should be used to support this report.

School Improvement Networks and System Leadership in Coventry: Evaluating progress, areas for development and possible next steps. Greany, T and Allen, T. London Centre for Leadership in Learning, Institute of Education, September 2014.

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:

System Leadership Through School to School Support in Coventry – 12 Month Review of Progress and Impact.

1. Context (or background)

- 1.1 In September 2013, the Local Authority (LA) launched its school improvement strategy. Informal evaluations were made by the officers after six months but this lacked an external perspective. As a result, the senior management team of the Education and Inclusion Service agreed to commission an external evaluation one year after the improvement strategy's launch to identify what was working well; understand what was working less successful; and, provide guidance to school leaders and officers of the LA about what they might do next to refine and improve the process.

2. Options considered and recommended proposal

- 2.1 The Institute of Education was approached and as a result of a proposal submission, Professor Toby Greany and Dr Tracey Allen were commissioned from the London Centre for Leadership in Learning to undertake the external evaluation.

3. Results of consultation undertaken

- 3.1 There is a tradition of informal peer support between schools in the authority and a widespread allegiance to 'the Coventry family'.
- 3.2 All schools recognise that the LA's capacity is reducing and that it cannot fulfil many of its former roles. Views expressed by schools included that: the LA was good in the past but 'lost its way' a few years back; that it has been very inwardly focussed as it has grappled with cuts and personnel changes; that it has sometimes provided insufficient leadership and challenge; and that it has been overly focussed on primaries.
- 3.3 A common view was the networks were established poorly, with little clarity on the vision at the outset.
- 3.4 More encouragingly, most felt: that the LA has improved in the past 18 months; that the new model of differentiated challenge from Education Improvement Advisors (now renamed Coventry Improvement Partners - CIPs) with a focus on schools at risk is credible; and that the recent development of protocols for NLE brokerage is helpful.
- 3.5 The networks are widely welcomed by schools and are seen to be developing reasonably well. Some school networks are characterised by high levels of trust and are providing an extensive array of services focussed on school improvement and wider 'back-office' functions, generally enabled by shared appointments. These tend to be the networks that have been established for a longer period of time.
- 3.6 All the networks have moved some way beyond the Headteachers to include senior and middle as well as wider groups to differing degrees. The wider evidence base indicates that this is critical to the success of the networks.
- 3.7 In general, the primaries are further ahead with this collaborative work. Several Secondaries reported that the competitive context is a barrier to deep, local collaboration.
- 3.8 Some schools and networks are weaker in capacity and/or trust. These are often, but not exclusively, the newly formed networks or networks where membership has been turbulent.

- 3.9 Some networks are content to provide mutual support and share good practice: they do not aspire to provide hard-edged challenge or be a mechanism for addressing systemic challenges, such as Initial Teacher Education (ITE) or succession planning.
- 3.10 Most schools are pragmatic about gaining what they can gain from the network, but do not see it as the core locus for school improvement efforts. However, when asked where Head teachers expect to go to for support and challenge in 18 months' time in the survey, school networks and Teaching Schools were seen by many as key sources.
- 3.11 The alignment between networks and formal system leadership designations (e.g. Teaching Schools and National Leaders of Education (NLEs)/ Specialist Leaders of Education (SLEs)) remains problematic. Some schools are frustrated that the support available from Teaching School Alliances (TSAs) does not meet their needs. Others question whether TSAs should be allowed to combine strategic and operational roles within the LA, with a sense that they lack sufficient capacity (and yet, paradoxically, are 'generously funded') and have failed to galvanise the potential of all schools. Overall the role of the networks and their relationship with TSAs and, to a lesser extent, NLEs needs to be made clearer, with brokerage of and capacity for school-to-school support a key issue. The work to date on a coherent continuing professional development (CPD) offer is seen to have potential, but some schools feel confused by competing provision.
- 3.12 There are several examples where school-to-school support has been successfully brokered and undertaken within the LA, leading to improvements in outcomes. A few network leaders identify specific impacts, for example on school performance, curriculum and professional development, or efficiencies, which they attribute to network activity. However, at this stage, it is hard to find significant evidence of impact from school partnerships in Coventry.

4. Recommendations

- 4.1 Develop a shared and practical vision
- 4.2 Develop a strategic group, possibly chaired by the LA but with representation from networks and external partners to share vision, monitor progress and provide challenge;
- 4.3 Establish a school-to-school support group chaired by school leaders charged with brokering school to school support

5. Objectives

Short term:

- 5.1 Build the evidence base and agree the vision
- 5.2 Investigate alternative models for partnership and school led improvement
- 5.3 Address common challenges through focussed school led research and development projects
- 5.4 Use data and evidence more effectively to inform development within and across networks

Medium term:

- 5.5 Build network capacity
- 5.6 Develop and evaluate a Coventry approach to peer review

- 5.7 Extend the reach of executive heads, federations and Multi Academy Trusts (MAT) over time

Long term:

- 5.8 Strategic capacity building
- 5.9 Develop Coventry-wide school-led Initial Teacher Education (ITE)
- 5.10 Develop aspirant system leaders

6. Timetable for implementing this decision

- 6.1 The outcomes and findings of this report be discussed by school leaders and officers of the LA in the autumn term 2014
- 6.2 Action will then be taken in late autumn early spring 2015 to adapt and modify Coventry's School Improvement Strategy.
- 6.3 A revised Coventry School Improvement Strategy will be completed in the summer of 2015 and implemented from the beginning of the 2015 academic year.
- 6.4 The impact of the decisions and recommendations set out in this report will be monitored through evaluating the impact on pupil outcomes, the increase in the number of good or outstanding schools, auditing the effectiveness of support provided by the TSA, the timeliness and quality of support provided for those schools identified as causing the LA concern, the success in recruiting high quality teachers and leaders into the City.
- 6.5 These findings will be shared routinely with the Cabinet Member (Education).

7. Comments from Executive Director, Resources

- 7.1 There are no financial implications.
- 7.2 There are no legal implications.

8. Other implications

There are no other specific implications.

8.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

This work will contribute to the achievement of the Council's key objective to ensure that children and young people achieve.

8.2 How is risk being managed?

No key risks are identified with this proposal.

8.3 What is the impact on the organisation?

There is no impact on staffing/human resources, information and communications technology, accommodation, assets, or the council's corporate parenting responsibilities.

8.4 Equalities / EIA

An equality impact assessment has not been undertaken because the outcomes of this work will apply to all groups e.g. disabled people/ different ethnic groups/ gender/ age (including children and young people)/ sexual orientation/ disadvantaged neighbourhoods.

6.5 Implications for (or impact on) the environment

There is no impact on the environment.

6.6 Implications for partner organisations?

There are no implications for partner organisations.

Report author(s):**Name and job title:**

Paul Weston (Head of Education Standards and Improvement), Education and Exclusion

Directorate:

People

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Enquiries should be directed to the above person.

| Contributor/approver name | Title | Directorate or organisation | Date doc sent out | Date response received or approved |
|---|--|------------------------------------|--------------------------|---|
| Contributors: | | | | |
| Paul Weston | Head of Education Standards and Improvement, Education and Exclusion | People | 6.10.2014 | 22.10.2014 |
| Michelle Salmon | Governance Services Officer | Resources | 17.10.2014 | 21.10.2014 |
| Names of approvers for submission: (Officers and Members) | | | | |
| Rachael Sugars | Finance Manager | Resources | 6.10.2014 | 6.10.2014 |
| Julie Newman | Solicitor, Legal Services | Resources | 6.10.2014 | 17.10.2014 |
| Councillor David Kershaw | Cabinet Member (Education) | - | 6.10.2014 | 7.10.2014 |

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Cabinet Member (Education)

12th November 2014

Name of Cabinet Member:
Councillor D Kershaw

Director Approving Submission of the report:
Executive Director, People

Ward(s) affected:
All

Title:
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2013/14

Is this a key decision?
No

Executive Summary:

This report summarises the data on pupil behaviour in schools and other educational settings in Coventry. National data for 2012/13, released summer 2014, shows the incidence of fixed term and permanent exclusions in Coventry continue to be below that for England and low in relation to statistical neighbours. Local data for 2013/14 indicates that the number of fixed term exclusions and permanent rose across mainstream schools, but remained below levels seen in the previous 3 years. Across special schools the number of fixed term exclusions decreased and there were no permanent exclusions.

Recommendation:

The Cabinet Member is requested to accept the report and approve the further development of the identified strategies to further improve pupil behaviour.

List of Appendices included:
None

Background papers:
None

Has it or will it be considered by Scrutiny?
No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?
No

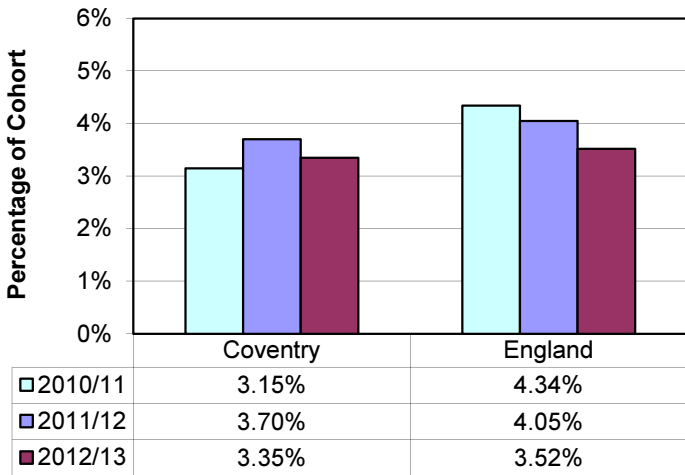
Will this report go to Council?
No

**Report title:
Report on Pupil Behaviour in Coventry Schools and Educational Settings in 2013/14**

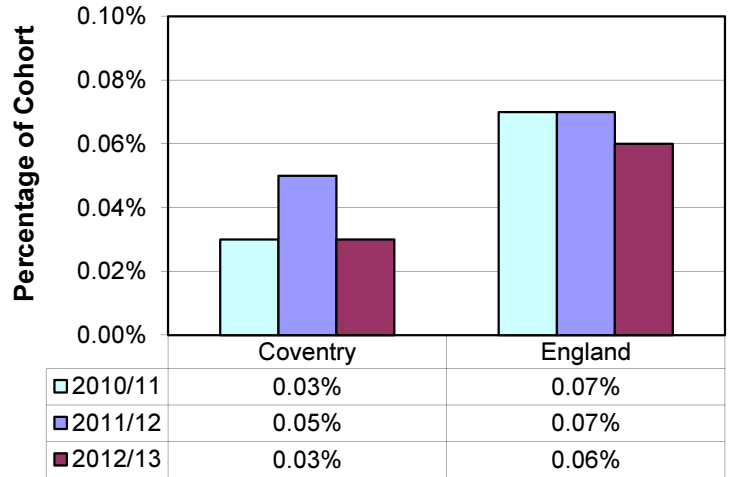
1. Context (or background)

- 1.1 Coventry City Council has a policy of working in strong partnership and collaboration with schools to avoid the use of permanent exclusion wherever possible and to reduce the use of exclusions more generally. In line with best practice nationally, the Local Authority has sought to develop a range of alternative strategies to achieve this. One of the key strategies has been the establishment and ongoing development of a Partnership Agreement with secondary schools that sets out the policy, principles and procedures for the prevention and management of exclusions and support for pupils who are considered Hard to Place. The policy is overseen through the work of the Social Inclusion Placement Panel, which includes head teachers from the area behaviour partnerships as well as officers from the Local Authority. It also reports its work on a regular basis to the Local Authority School Admissions Forum.
- 1.2 A further development of the strategy, two years ago, was the development of a more graduated response to challenging behaviour in KS3/4 through establishing two area behaviour partnerships of schools and academies so that more opportunities for support to young people with challenging behaviour are provided in mainstream school settings before alternative settings are considered.
- 1.3 Data from 2012/13 on Coventry and its statistical neighbours, released by the DfE in summer 2014, indicated that:
- Coventry's rate of fixed term exclusions (3.35%) remains below that for England (3.52%). Compared to 10 statistical neighbours, 3 had lower levels of fixed term exclusion and 7 had higher levels.
 - Coventry's rate of permanent exclusions (0.03%) remains below that for England (0.06%). Of the 10 statistical neighbours, 2 had lower levels of permanent exclusion and 8 had higher levels.
- 1.4 Data on exclusions in Coventry in the 2013/14 school year indicates that:
- The number of fixed term exclusions of 5 days or less increased from 1465 to 1668 (1401 in 2011/12, 1471 in 2010/11, 1929 in 2009/10)
 - The number of fixed term exclusions of more than 5 days increased from 15 to 26 (23 in 2011/12, 19 in 2010/11, 44 in 2009/10)
 - Permanent exclusions and fixed term exclusions of more than 15 days increased to 30 from 21 (29 in 2011/12, 24 in 2010/11, 24 in 2009/10).

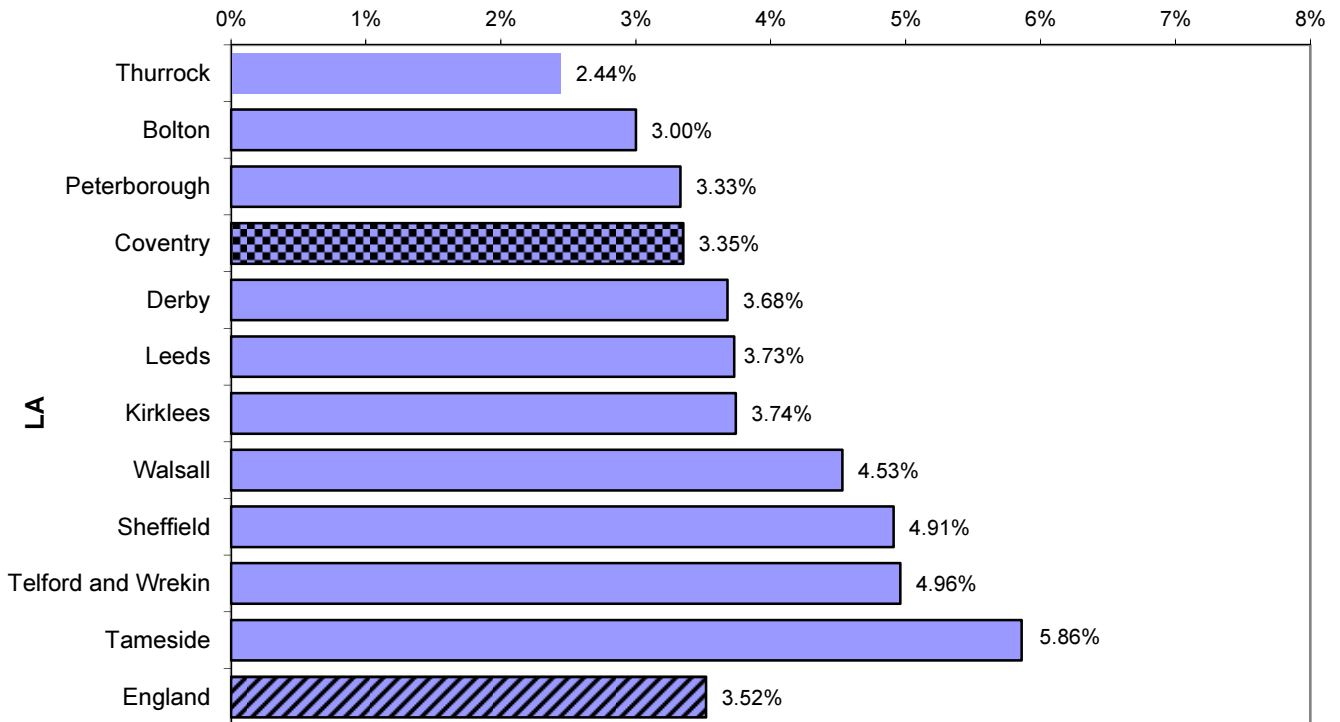
Fixed Term Exclusions



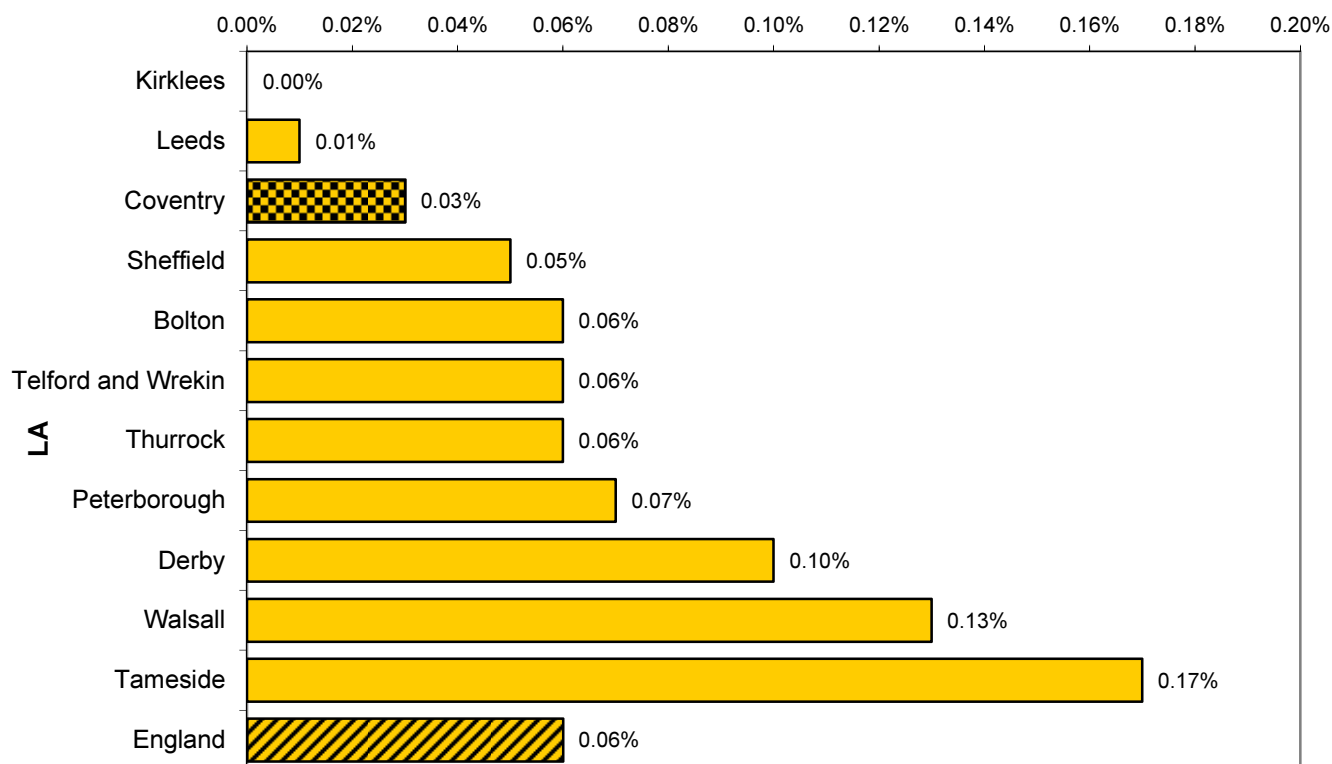
Permanent Exclusions



Coventry & Statistical Neighbours - Fixed Term Exclusions 2012/13



Coventry & Statistical Neighbours - Permanent Exclusions 2012/13



1.5 Data on fixed term and permanent exclusions for the last five years follows. Figure (i), below, shows the exclusion incidence trends between 2007/08 and 2012/13.

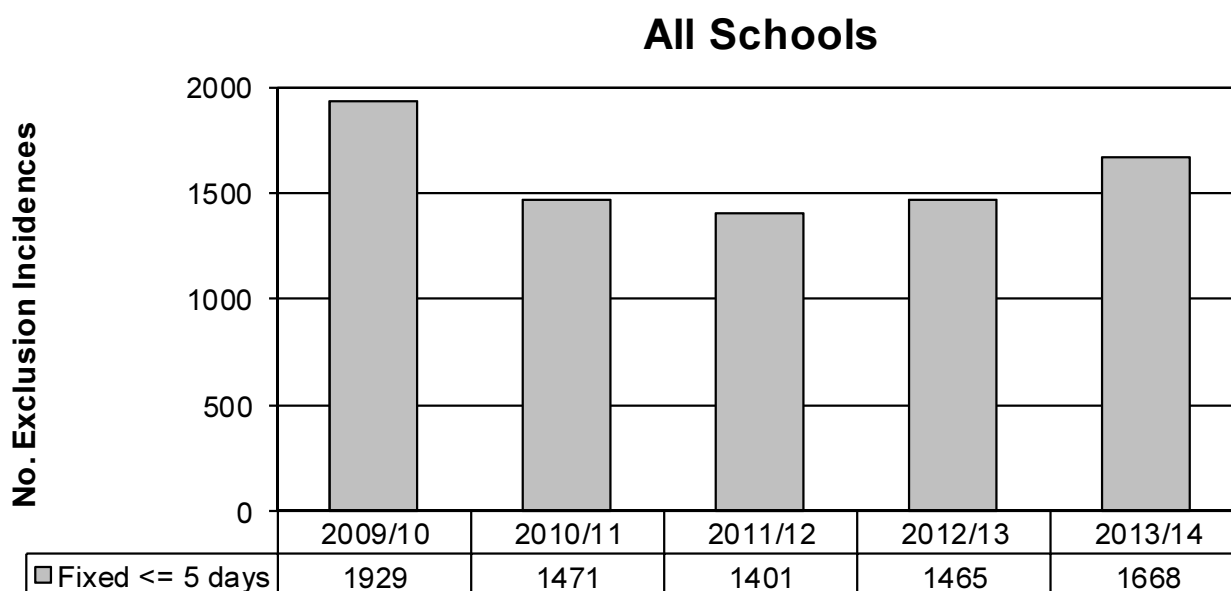


Figure (i): Fixed term exclusions of 5 days or less

All Schools

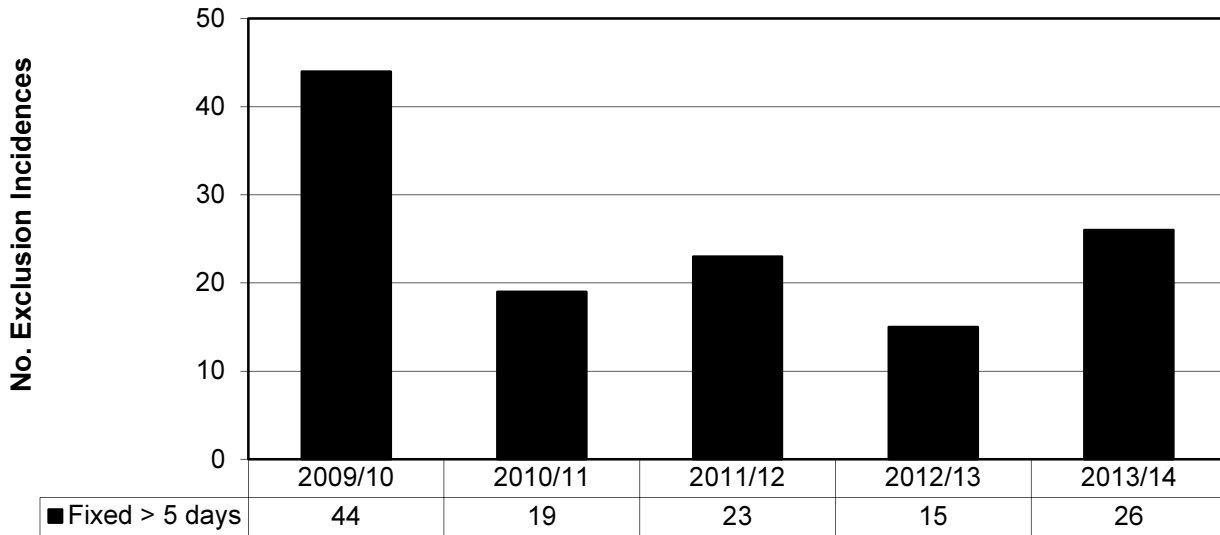


Figure (ii): Fixed term exclusions of more than 5 days

All Schools

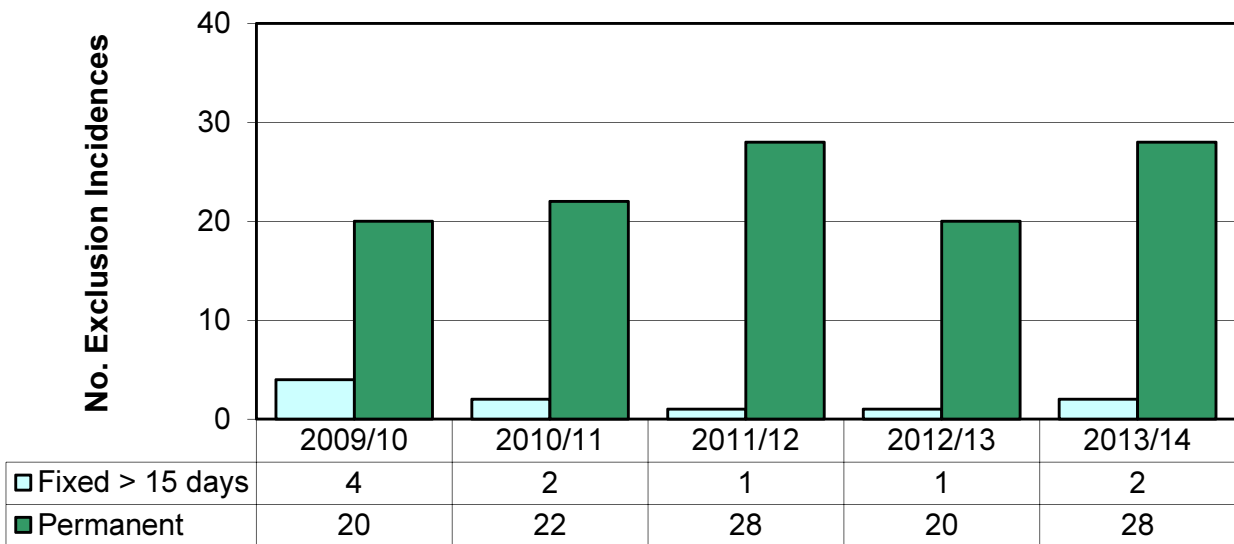


Figure (iii): Fixed term exclusions of more than 15 days, and permanent exclusions

Data on exclusions from primary, secondary and special follow:

- For primary schools and academies the number of fixed term exclusions of 5 days or less in 2013/14 increased to 299 from 220 in 2012/13 (284 in 2011/12, 251 in 2010/11, 282 in 2009/10). The incidence of fixed term exclusions of more than 5 days decreased from 7 in 2012/13 to 4 in 2013/14 (5 in 2011/12). The incidence of permanent exclusions rose from 4 in 2012/13 to 9 in 2013/14 (8 in 2011/12).

- For secondary schools and academies the number of fixed term exclusions of 5 days or less in 2013/14 increased to 1220 from 1054 in 2012/13 (979 in 2011/12, 1120 in 2010/11, 1487 in 2009/10). The incidence of fixed term exclusions of more than 5 days increased from 7 in 2012/13 to 22 in 2013/14 (18 in 2011/12). The number of permanent exclusions increased from 16 in 2012/13 to 19 in 2013/14 (20 in 2011/12).

- For special schools the number of fixed term exclusions of 5 days or less decreased from 191 in 2012/13 to 142 in 2013/14 (138 in 2011/12, 100 in 2010/11, 160 in 2009/10). In 2013/14 there were no fixed term exclusions of more than 5 days. There was 1 in 2012/13

and none in the two previous years. There have been no permanent exclusions from special schools in the last eight years.

Analysis of the exclusion data for particular groups of children and young people has been undertaken:

- Analysis by gender for 2013/14 shows that in primary and secondary schools the proportion of girls or boys excluded remains little changed, with boys making up most or all of the exclusions.

- Analysis by ethnicity for 2013/14 shows that White British pupils still make up the vast majority of those excluded for a fixed term period from primary and secondary schools. In primary schools they make up 62% of the fixed term exclusions (66% in 2012/13), but make up only 53% of the primary school population (55% in 2012/13). In secondary schools they make up 69% of the fixed term exclusions (69% in 2012/13), but make up 59% of the population (61% in 2012/13). Black Caribbean pupils are also over represented in the primary exclusion data in that they make up 0.8% of the population, but make up 5% of pupils with fixed term exclusions.

- Analysis by Special Educational Need (SEN) for 2013/14 shows that the proportion of secondary aged pupils who are excluded and have SEN, which includes pupils at all stages of the SEN Code of Practice, is still disproportionate to the proportion of the school population deemed to have SEN in both primary and secondary schools. This will, of course, be partly due to behavioural, emotional and social difficulties being regarded as a type of SEN.

- Analysis by age shows that exclusions are not spread uniformly across year groups. In 2013/14 the majority of secondary pupils having one or more fixed term exclusion were in Years 8, 9, 10 and 11 (making up 86% of all fixed term exclusions).

- In 2013/14 the number of looked after children subject to one or more fixed term exclusions increased to 25 from 14 in 2012/13 (29 in 2009/10, 26 in 2010/11, 20 in 2011/12). In 2013/14 no looked after children were permanently excluded (0 in 2009/10, 1 in 2010/11, 0 in 2011/12, 0 in 2012/13).

2. Options considered and recommended proposal

2.1 In order to maximise the number of pupils having access to the full range of curricular opportunities afforded by mainstream schools, it is proposed that the school-based educational provision made by the two behaviour partnerships is further developed.

3. Results of consultation undertaken

Not applicable.

4. Timetable for implementing this decision

4.1 The proposed work stream commenced in 2011/12 and is on-going.

5. Comments from the Executive Director, Resources

5.1 Financial implications

The gross expenditure budget for this area in 2013/14 was £4.6m which was funded from Dedicated Schools Grant (£3.1m) and income from schools (£1.5m). Services included in these figures are mainly the Extended Learning Centres and the Learning and Behaviour Support Service, although there is also an amount of financial resource for Behaviour Management at Key Stage 1 and Key Stage 4 which is devolved to schools.

5.2 Legal implications

s175 EDUCATION ACT 2002 imposes a duty on the LA to make arrangements for ensuring that its education functions are exercised with a view to safeguarding and promoting the welfare of children.

s10 of the Children Act 2004 imposes a duty on the LA to promote the well-being of children including in respect of education and training.

s29 A of the Education Act 2002 enables a governing body of a maintained school in relation to one of their registered pupils to require that pupil to attend any place outside the school premises for the purposes of receiving educational provision intended to improve the pupils behaviour.

s100 of the Education and Inspections Act 2006 requires that a governing body, in the case of a pupil excluded for a fixed period, make arrangements for the provision of suitable full time education from the sixth day of exclusion. In the case of a permanent exclusion that responsibility shifts to the LA by virtue of s19 Education Act 1996 which requires the LA to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age, who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

The School Admission Code 2012 requires all LA's to have a Fair Access Protocol to ensure unplaced children (children who have a difficulty securing school place including children with challenging behaviour) are allocated a school place quickly. The LA must report annually to the School's Adjudicator on a number of matters including the effectiveness of the Fair Access Protocols.

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity between people who share a protected characteristic and those who do not 3) foster good relations between persons who share a relevant protected characteristic and people who do not (public sector equality duty - s 149(1) Equality Act 2010). The applicable protected characteristics are disability, gender reassignment; race, religion or belief, sex; sexual orientation, pregnancy or maternity.

Decision makers must be consciously thinking about these three aims as part of their decision making process with rigour and with an open mind. The duty is to have "due regard", not to achieve a result but to have due regard to the need to achieve these goals. Consideration being given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

The proposed developments will bring improved support for children and young people experiencing behaviour emotional and social difficulties and help these and other children and young people to achieve and make a positive contribution. It also supports the aim to reduce reliance on out of city school placements.

6.2 How is risk being managed?

No risks identified.

6.3 What is the impact on the organisation?

None identified at this stage.

6.4 Equalities / EIA

Exclusions data is monitored on an on-going basis.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

None identified at this stage.

Report author(s):**Name and job title:**

Roger Lickfold, Strategic Leader (SEN, Inclusion & Participation)

Directorate:

People

Tel and email contact:

024 7683 1501, roger.lickfold@coventry.gov.uk

Enquiries should be directed to the above person.

| Contributor/approver name | Title | Directorate or organisation | Date doc sent out | Date response received or approved |
|---|--|------------------------------------|--------------------------|---|
| Contributors: | | | | |
| Paul Weston | Head of Education Standards & Improvement | People Directorate | 27.10.14 | 30.10.14 |
| Marian Simpson | Senior Officer (Special Educational Needs Management Services) | People Directorate | 27.10.14 | 02.11.14 |
| Bridie Cooper | Head of Learning and Wellbeing Service | People Directorate | 27.10.14 | 03.11.14 |
| Jason Brannigan | Data Analyst | People Directorate | 27.10.14 | 28.10.14 |
| Names of approvers: (officers and Members) | | | | |
| Rachael Sugars | Finance Manager | People Directorate | 27.10.14 | 03.11.14 |
| Elaine Atkins | Solicitor, Legal Services | Resources Directorate | 27.10.14 | 28.10.14 |
| Neelesh Sutaria | Human Resources Manager | People Directorate | 27.10.14 | 28.10.14 |
| Councillor D Kershaw | Cabinet Member (Education) | - | 27.10.14 | 28.10.14 |

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Cabinet Member (Education)

12th November 2014

Name of Cabinet Member: Cabinet Member (Education) - Councillor D Kershaw

Director Approving Submission of the report:
Executive Director, People

Ward(s) affected:
All

Title:
Permission to Consult on Changes to the School Travel Assistance Policy for Children with Special Educational Needs and Disabilities

Is this a key decision?
No

Executive Summary:

In July 2014 the DfE published updated statutory guidance for local authorities on home to school travel. In Coventry, children and young people with SEND are currently provided with more assistance than is required by this statutory guidance, unlike many other local authorities (eg Dudley, Solihull, Warwickshire). It is also noted that these local arrangements are not consistent with the commitment set out in the DfE's SEND Code of Practice (2014) to promote greater independence for pupils with SEND and greater choice for parents and pupils.

This paper seeks permission to consult on proposals to align Coventry's home to school travel assistance for children and young people with SEND with the statutory requirements, and with the national SEND reforms.

Recommendations:

The Cabinet Member (Education) is requested to agree:

- (1) That public consultation is undertaken between 24 November 2014 and 23 January 2015 on the proposed School Travel Assistance Policy changes.
- (2) That following that consultation, a report be submitted to Cabinet in 2015 to agree any revisions to the policy.

List of Appendices included:

- Appendix 1 – Draft School Travel Assistance policy upon which to undertake consultation.
- Appendix 2 –Pre-consultation Equality Impact Assessment for the changes proposed – this will be updated and informed by consultation feedback
- Appendix 3 – Proposed Consultation document including details on planned consultation events (locations to be confirmed)
- Appendix 4 - Proposed online questionnaire for survey responses

Background papers:

None

Other useful documents:

Revised Department for Education guidance can be found at:
<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>

Has it been or will it be considered by Scrutiny?

If consultation is agreed, the proposals will be submitted to the Education and Children’s Scrutiny Board (2) on 27th November 2014.

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: Permission to consult on changes to the School travel assistance policy for children with Special Educational Needs and Disabilities

1. Context (or background)

- 1.1 The Department for Education issues statutory guidance on the provision of school travel assistance. There are obligations local authorities must meet to facilitate the attendance of pupils at school. New guidance was issued in 2014.
- 1.2 Current mainstream travel assistance is in line with the statutory minimum required by the Department of Education.
- 1.3 There is currently a mis-match between the entitlement of children with special education needs and disabilities (SEND) to school travel assistance and that of children without SEND. The Council is currently offering a greater entitlement than that which is statutorily required.
- 1.4 £3.4m was spent on home to school travel assistance in 2013/14 for pupils with SEND. Mainstream spend was approximately £300k (estimated figure based on budget). The SEND spend breaks down into:
- £0.2m SEND pupils attending mainstream schools
 - £3.1m Special (including early years, pregnant schoolgirls unit as well as special schools including post 16 pupils in FE and Special Schools)
 - £0.1m post 16 (Students in Further Education)
- 1.5 At the moment, approximately 1000 children and young people qualify for some form of travel assistance (minibuses, taxis or personal travel budgets) under the revised proposals, an estimated 270 under 16's would no longer be eligible for any assistance and an estimated 65 post 16s may still be eligible but would be charged for any transport they received. (The reason this is estimated is because an assessment of eligibility based on needs of the child would need to take place to determine who does receive assistance)

2. Options considered and recommended proposal

- 2.1 In view of the need to reduce spend and ensure it is focused on areas of greatest need a review has been undertaken of travel assistance to school. The approach to this has been to create a new school travel assistance policy which aligns the mainstream and SEND school transport policies into one, with the emphasis on travel assistance (not automatic provision of transport) and with special provision being made to ensure we fulfil our statutory duties.

- 2.2 The new policy (draft attached as Appendix 1) will clearly remind parents that it is their responsibility to get a child to school. It emphasises that the first option for assistance is independent travel training, then personal transport budgets and actual provision of transport is our final option. If implemented this would reduce our transport provision to the statutory minimum and would be implemented from September 2015 onwards
- 2.3 This area of work is subject to statutory guidance published by the Department for Education. This has been revised and was consulted upon earlier in 2014. In the guidance reference is made Section 508B of the Education Act and this deals with the duty on local authorities “to make such travel arrangements as they consider necessary to facilitate attendance at school for “eligible children”.
- 2.4 Eligible children (Excerpt taken from the DfES guidance): “Schedule 35B of the [Education] Act defines “eligible children” – those categories of children in an authority’s area for whom travel arrangements will always be required. A condition of each category is that they are of compulsory school age. Under section 508B, every feature of these arrangements must be provided free of charge. Where such children attend a qualifying school, [...] and no suitable arrangements have been made by the Local Authority for enabling them to become a registered pupil at a qualifying school nearer to their home, they will be “eligible children”. This means that local authorities must make suitable travel arrangements for children with SEN, a disability, or mobility problem (including temporary medical conditions) if their SEN, disability, or mobility problem means that they could not reasonably be expected to walk to the school (or other place where they might be receiving education under section 19(1) of the Act).”
- 2.5 Several areas have been identified where savings can be made and we wish to consult on implementing all of these. These are:
- a) To cease transport provision for early years (pre– reception) pupils.
This currently costs £70k for a full year. The transport currently provided goes to the specialist provision at Larch House (on the Corley Site), to Limbrick Centre for youngsters with special needs and to Cannon Park Annex for youngsters with hearing and visual impairment. Additionally all of the broad spectrum primary special schools can have nursery age youngsters and currently these are transported
 - b) To cease free post 16 transport for schools and colleges (except in cases of a pupil with a severe learning disability)
This currently costs an estimated cost of £190k for a full year.
 - c) To introduce charging for any post 16 transport which is provided
The proposal is to introduce a charge equivalent to a termly “Centro” 16-18 bus pass for any transport provided.

- d) To align the distance criteria for automatic eligibility for travel assistance for pupils with SEND to the same qualifying distance criteria as mainstream pupils.

For those pupils with SEND who no longer receive automatic eligibility based on distance, there will be an individual assessment to determine whether travel assistance is required.

- 2.6 Such arrangements as those described above are already in operation in a number of Local Authorities in the region. Almost all local LAs use the same distance criteria for SEND and mainstream pupils and then undertake an individual assessment of need to establish whether travel assistance is required. Many charge for post 16 transport and a few do not provide assistance for pre-school age pupils.
- 2.7 Separate work is also underway under our current policy to promote independence through revising our approach to transport provision wherever possible. An additional travel trainer has been recruited to provide additional capacity to identify young people who could be travel trained and thereby travel to school safely independently. The Council is also looking at options around drop off / pick up points rather than door to door transport as well as shuttle buses from key points. All this development work is within the remit of our current policy and young people, their parents, carers and schools are being involved in this work as it develops. This work will be ongoing during the 2014-15 year as it falls under our current policy.

3. Results of consultation undertaken

- 3.1 This paper is seeking permission to consult. There have been discussions with the SEND team and also Special School headteachers to date, but no formal consultation has yet started. A draft Equality Impact Assessment has been created (Appendix 2) and a consultation document including an outline schedule of consultation events has also been developed (Appendix 3). Consultation will be supported by an online questionnaire (Appendix 4).

4. Timetable for implementing this decision

- 4.1 Consultation will take place between 24 November 2014 and 23 January 2015. Following this feedback will be collated and considered. Any changes to policy will come to Cabinet in 2015.
- 4.2 Any policy changes will be implemented from the academic year commencing September 2015. It is currently proposed that these changes are all implemented at once with no phasing.

5. Comments from Executive Director, Resources

5.1 Financial implications

Spend on SEN Transport provision in 2013/14 amounted to £3.4m against a budget of £3.2m resulting in a £0.2m overspend. This overspend is forecast to continue at the same level in 2014/15 and could increase slightly due to increased special school placements. Significant actions have already been taken to reduce the transport overspend which previously stood at £0.8m overspend. (Cabinet member report of July 2012 refers) . Further reductions cannot be made without changes to policy.

The SEND FSR savings target increased to £1.0m in 2014/15. This saving is forecast to be achieved in 2014/15 by use of one of grant resource. From 2015/16 the ability to meet the savings target is reliant on delivery of two key areas of which the SEN Transport policy review is the most significant with forecast annual savings in the region of £400k.

The methodology used to forecast savings is based on estimated reductions in the numbers of children and young people transported as a result of changes to eligibility criteria. This will result in reduction to routes and also vehicles. The actual savings delivered will be affected by the cohort of young people being transported and the ability to reduce routes and vehicles in line with estimates. Once the policy changes are implemented the SEN Transport budgets will be monitored through the budgetary control process to evaluate the actual level of savings achieved.

In addition to the proposed policy changes work continues to promote existing alternative transport options such as personal transport budgets and independent travel training which will help to promote independence for pupils and assist in reducing spend.

The level of savings achieved will be reported back through the SEND Project Board and Cabinet Member for Education as appropriate.

5.2 Legal implications

The home to school travel and transport guidance: Statutory Guidance for Local Authorities (July 2014) states that local authorities should consult widely on any proposed change to their local policies on school travel arrangements with all interested parties. Consultations should last for at least 28 working days during term time. This period should be extended to take account of any school holidays that may occur during the period of consultation.

S508B of the Education Act 1996 sets out the categories of children in the local authority's area for whom the authority is required to make travel arrangements. Schedule 35B of the Act sets out the definition of "eligible children" for the purposes s508B. The local authority has a duty to ensure that suitable travel arrangements to and from school are made where necessary to facilitate the attendance of children of compulsory school age at a qualifying school. Where the local authority is under a statutory duty to provide travel assistance it must be supplied free of charge. The local authority is under a statutory duty to provide travel assistance where the child's nearest qualifying school is beyond the statutory walking distance, which for children under the age of 8 is where they live more than 2 miles from their nearest qualifying school; and for children over the age of 8 where they live more than 3 miles from their nearest qualifying school. The local authority also has a statutory duty to provide free travel assistance where because of the nature of the walking route it is not reasonable to expect the child to walk to school, and where the child cannot reasonably be expected to walk because of their special educational needs, disability or mobility problems.

In addition the local authority has a statutory duty to provide free of charge travel assistance to children over the age of 8 and below the age of 11, from low income families (where the parent/carer for the child meets the criteria for their child to be entitled to free school meals, or where the family is in receipt of the maximum level of Working Tax Credit (WTC), where they live more than 2 miles from their nearest qualifying school. In respect of children over the age of 11 from low income families, they are eligible for free travel assistance to a choice of one of three of their nearest qualifying schools, where they live more than 2 miles but not more than 6 miles from the school. Children over the age of 11 from low income families are also eligible for free travel assistance to the nearest school preferred by reason of a parent's religion or belief if they live more than 2 miles but not more than 15 miles from the qualifying school.

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity between people who share a protected characteristic and those who do not 3) foster good relations between persons who share a relevant protected characteristic and people who do not (public sector equality duty - s 149(1) Equality Act 2010). The protected characteristics are sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Decision makers must be consciously thinking about these three aims as part of their decision making process with rigour and with an open mind. The duty is to have "due regard", not to achieve a result but to have due regard to the need to achieve these goals. Consideration being given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

If agreed policy changes would reduce spend and promote a more independent model of travel assistance for school pupils.

6.2 How is risk being managed?

Risks will be identified as part of the consultation

6.3 What is the impact on the organisation?

Some transport is currently provided by City Council staff and some by external contractors who are commissioned. If this policy is implemented there will be a reduction in the requirement to provide transport and this may result in staff reductions for the Council and a reduction in the number of contracts with external contractors.

6.4 Equalities / EIA

A draft EIA is attached as appendix 2 to the report.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

Schools will be involved in discussions as part of this consultation. There are no implications for other partners.

Report author(s):

Name and job title: Isabel Merrifield, Assistant Director

Directorate: People

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Enquiries should be directed to the above person.

| Contributor/approver name | Title | Directorate or organisation | Date doc sent out | Date response received or approved |
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| Contributors: | | | | |
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| Marian Simpson | Senior Officer Special Educational Needs | People | 20 Oct 14 | 24 Oct 14 |
| Sue Johnson | Head of Business and Performance | People | 20 Oct 14 | 28 Oct 14 |
| Roger Lickfold | Strategic Leader Inclusion | People | 29 Oct 14 | 31 Oct 14 |
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| Elaine Atkins | Solicitor | Resources | 4 Sept 14 | 17 Sept 14 |
| Brian Walsh | Executive Director | People | 30 Oct 14 | 31 Oct 14 |
| Councillor D Kershaw | Cabinet Member (Education) | - | 27 Oct 14 | 27 Oct 14 |

This report is published on the council's website: www.coventry.gov.uk/councilmeetings

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Changes to travel assistance policy for pupils in Coventry with Special Educational Needs and Disabilities (SEND)

A consultation

Consultation period – 24 November 2014 – 23 January 2015

Please reply to this consultation through our online survey which can be found at:

www.coventry.gov.uk/SENDtravelsurvey2014 This document tells you about the changes that are being proposed and how you can take part in the consultation. Further information, including the proposed new policy can be viewed at www.coventry.gov.uk/SENDtravelconsultation

Background

Every Local Authority has to provide travel assistance for pupils based on a number of specific criteria. These include the distance from their home to the nearest suitable school, the age of the pupil and whether they have any special education needs and disabilities (SEND).

The Department for Education gives us guidance on what we must provide by law, but we do not receive dedicated funding to provide it. At the moment, the City Council is providing a service which is above the legal minimum but in the current financial climate, we can no longer afford to do this.

The current situation

The City Council currently has two travel assistance policies; one for pupils with no special needs and one for pupils with special needs. The eligibility criteria for these policies are different and we are proposing to align elements of the eligibility criteria and have them in one policy.

This will mean there will be changes to the eligibility for travel assistance for some pupils with special education needs and disabilities.

At the moment, approximately 1000 children and young people qualify for some form of travel assistance (minibuses, taxis or personal travel budgets) under the revised proposals, an estimated 270 under 16's would no longer be eligible for any assistance and an estimated 65 post 16s may still be eligible but would be charged for any transport they received. (The reason this is estimated is because an assessment of eligibility based on needs of the child would need to take place to determine who does receive assistance)

Limiting the impact of these changes

For all pupils of statutory school age (5-16) there will still be an opportunity within the policy for their travel assistance needs to be met with support if their special need or disability means that they require this.

If travel assistance is turned down, then a new appeal process is being introduced with a panel to hear a parent or carers appeal.

We have invested in additional ‘travel trainers’ who can help those young people who can be supported to develop their independent travel skills so they can travel without support.

The legal requirements relating to additional support for travel for pupils in families on low income will apply for SEND pupils as they do currently for mainstream pupils.

The detail of the changes being proposed

The table below summarises the changes to our travel assistance policies. We are aligning our SEND travel assistance policies to meet the legal minimum of our duties to provide travel assistance.

| Current | Change | Future |
|--|---|---|
| Separate mainstream and SEND travel assistance policies | Aligning the policies | One policy |
| Different distance criteria for eligibility | Use same distance criteria | Eligibility automatic over 2 miles for up to 8 years, over 3 miles for over 8 years |
| SEND early years pupils eligible for transport. No mainstream early years transport provided | Align eligibility to statutory requirements | No early years transport or travel assistance provided |
| SEND post 16 transport provided free of charge, no transport for mainstream post 16 | Align policies | No automatic eligibility post 16, (except for severe learning disabilities) those eligible will be charged the cost of a bus pass |

What are the impacts of these changes?

The table below gives an indication of the impacts we expect this policy change to have on numbers of pupils. As we know that the nature of some special education needs and disabilities means that some pupils will always need some form of travel assistance, we have assumed that only half of all pupils will be affected by the policy change.

| Type of pupil | Change | Estimated Impact (at 50% of cohort) |
|--|--|--|
| All Pupils living under 1 mile from school | No change | No change |
| Pupils living between 1-2 miles of school and aged under 8 years | No automatic eligibility | 35 pupils affected |
| Pupils living 2 or more miles from school and aged under 8 (or those over 8 living over 3 miles from school) | No change | No change |
| Pupils living 1-3 miles and aged over 8 | No automatic eligibility | 110 pupils |
| Pre-school / early years | Cease transport entirely | 60 children affected |
| Post 16 pupils with SEND attending school | Cease assistance except for pupils with severe learning disabilities | 40 pupils no longer eligible, these pupils to be charged for provision |
| Post 16 pupils with SEND attending college | | 25 pupils no longer eligible, 25 pupils to be charged for provision |
| Introduce charging towards cost of all post 16 travel assistance | Charging | 65 pupils (accounted for in post 16 above) |
| Total | | 270 / 65 charged |

Responding to this consultation

Everyone is asked to respond via the online survey (whether you attend a meeting or not). The questions on the survey are:

- How will this proposal affect you?
- If you have any comments on the current proposal or alternative suggestions, please write them in the space provided below
- What impact do you think the proposal could have for different groups of people (please consider age, disability, gender reassignment, pregnancy and maternity, race/ethnicity, religion and belief, sex/gender, and sexual orientation)?

The survey will also ask for some demographic information so that we can be sure of responses and issues being raised by all sections of our community.

You can give your feedback at meetings which will be held in some special schools and other locations as follows

[venues to be confirmed]]

| Date | Time | Location |
|------------------|-------------------|----------|
| Tues 2 December | 11.00am – 12.30pm | |
| Weds 3 December | 10.00am – 12noon | |
| Weds 10 December | 10.00am – 12.00pm | |
| Tues 6 January | 3.30pm – 6.30pm | |
| Weds 7 January | 1.00pm – 3.00pm | |
| Thurs 8 January | 10:00am – 12.00pm | |
| Mon 12 January | 10.30am – 12.30pm | |
| Weds 14 January | 10.30am – 12.30pm | |

What will happen next?

Following this consultation, views will be considered and a paper will go to the City Council's Cabinet in 2015 to make recommendations about the future policy. The paper and the policy changes proposed at that stage will be informed by the results of this consultation.

Results of the consultation will be published on the City Council website when available on the consultation web page.

Implementation

If policy changes are agreed, then they will be implemented with effect from 1 September 2015.

Responding to this consultation in writing

We would prefer an online response to our questionnaire (see the links at the start of the document), but if you are unable to respond online you may respond in writing to:

SEND Travel Assistance consultation
 Room 238, Civic Centre 1
 Earl Street, Coventry, CV1 5RS

Guidance

Please read the [Equality and Consultation Analysis Guidance Note](#) for help in completing this form. For further information and support to complete this form, please contact – **equalities**: Jaspal Mann (Jaspal.Mann@coventry.gov.uk 024 7683 3112) or Wendy Ohandjanian (Wendy.Ohandjanian@coventry.gov.uk 024 7683 2939) in the Chief Executive’s Policy Team; or for **consultation**: Helen Shankster (Helen.Shankster@coventry.gov.uk 024 7683 4371) in the Insight Team.

About the project

Project or review School and College Travel Assistance – Special Educational Needs and Disabilities – Policy Changes
Service Education and Inclusion
Directorate People

About the person completing this form

Name Adrian Coles
Role Programme Delivery Manager
Email Adrian.Coles@coventry.gov.uk
Telephone 024 76 83 3551
Date section 1a completed 30/10/2014

1. Provide brief details of the aims of the project / review

To change the school and college travel assistance policy for pupils with Special Educational Needs and to mitigate the impact of these changes on pupils and their families where possible.

Impact on service users

2. What are the possible impacts of this project / review on the following groups?



Assess the impact of this project / review on people with the following [protected characteristics](#); and agreed local priority groups. Please complete using local service level data and when citing reasons, consider both local and national data and evidence. Under ‘Mitigating Actions’ outline briefly what actions could be put in place to lessen any negative impact on protected groups.

Protected characteristic

Impacts

Mitigating actions

Age

Positive impacts: State your reasons for positive impact, if any.
Negative impacts: State your reasons / evidence for negative impact.
Commentary: The proposed changes will impact different age groups (i.e. 0-5 year olds, 5-8 year olds, 8-16 year olds and 16+ year olds) in different ways. Details of these impacts are shown in the consultation document.

It will be the responsibility of parents of children impacted to transport their children. Overall mitigation includes: additional resource for independent travel training, promotion of independence early and for later life and introduction of formal process

| Protected characteristic | Impacts | Mitigating actions |
|----------------------------|---|--|
| Disability | <p>Positive impacts: There are opportunities for independent travel training for those impacted by the changes.</p> <p>Negative impacts: The proposed changes could lead to an estimated 270 children and young people not receiving travel assistance and an estimated 65 young people 16+years old being charged for transport.</p> <p>Commentary:</p> | Overall mitigating actions as set out for age protected characteristic. |
| Gender | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: Significantly higher proportion of boys compared to girls will be impacted by changes (e.g. boy/girl gender percentages in special schools is 77%/23%)</p> | Overall mitigating actions as set out for age protected characteristic. |
| Gender Reassignment | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: There are no specific impacts on gender reassignment.</p> | No specific impact on gender reassignment therefore no specific mitigation. Overall mitigating actions as set out for age protected characteristic. |
| Marriage/Civil Partnership | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: There are no specific impacts on marriage/civil partnership.</p> | No specific impact marriage/civil partnership therefore no specific mitigation. Overall mitigating actions as set out for age protected characteristic |
| Pregnancy/Maternity | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: The age profile of those receiving transport means that there are likely to be some pregnant mothers whose children may no longer receive travel assistance</p> | Overall mitigating actions as set out for age protected characteristic. |
| Race | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: Proportion of those affected by changes is likely to be reasonably in line with population race proportions (e.g. 56% in special schools identified as White British and 53% of Coventry child population identified as White British)</p> | Overall mitigating actions as set out for age protected characteristic. |


| Protected characteristic | Impacts | Mitigating actions |
|---|--|---|
| Religion/Belief | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: Proportion of those affected by changes is likely to be reasonably in line with population religion/belief proportions (e.g. 29% in special schools identified as Christian and 21% of Coventry child population identified as Christian)</p> | Overall mitigating actions as set out for age protected characteristic. |
| Sexual Orientation | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: There are no specific disproportionate impacts regarding sexual orientation.</p> | No specific impact on sexual orientation therefore no specific mitigation. Overall mitigating actions as set out for age protected characteristic |
| Looked After Children | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: Disproportionately high number of looked after children are in special schools – approximately 5%.</p> | Overall mitigating actions as set out for age protected characteristic. |
| Carers | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: No specific disproportionate impacts concerning carers.</p> | No specific impact on carers therefore no specific mitigation. Overall mitigating actions as set out for age protected characteristic |
| Deprivation (e.g. income, educational attainment, worklessness) | <p>Positive impacts: State your reasons for positive impact, if any.</p> <p>Negative impacts: State your reasons / evidence for negative impact.</p> <p>Commentary: There is strong correlation between high incidence SEND and social disadvantage.</p> | Overall mitigating actions as set out for age protected characteristic. |

3. Have you considered social value requirements as part of this project/review?

There is no intention to outsource/commission this service so social value requirements do not apply to this project/review.

Impact on the workforce

4. How many staff belong to the following categories?

| | |
|---|--|
|  | <p>Contact the HR Change Management Team (Marion O’Brien, Marion.O'Brien@coventry.gov.uk 024 7683 2454) for management information on the workforce affected by this project/review.</p> |
|---|--|

It is estimated that 20 or more drivers and escorts may be affected. Only a proportion of these are internal Council employed staff, some routes are commissioned and provided by the private sector. There is potential that some of the internal staff may have applied to leave under the Early Retirement/Voluntary Redundancy scheme.

As we do not know which employees and or contractors would be affected, we cannot assess the impact of these changes on the protected characteristics of these groups.

5. What are the likely impact of this project / review on different groups of staff?

Impact on different groups of staff (drivers and escorts) is as noted above.

6. Do you plan to undertake formal consultation as part of this project?

Yes No

If no, please outline your reasons for this.

7. Has a report to elected members been prepared in relation to this work?

Yes No


Web link to the report: Report in process of being prepared – report will go to Cabinet Member for Education meeting on 12th November 2014

Next steps

Please send the completed pre-consultation form to the Chief Executive’s Policy Team: Jaspal Mann (Jaspal.Mann@coventry.gov.uk 024 7683 3112); or Wendy Ohandjanian (Wendy.Ohandjanian@coventry.gov.uk 024 7683 2939). This form will also be shared with Public Health, who will be in touch in relation to determining the impact of this project/review on health.


1b

Post-consultation

 **The section below should be completed following consultation.**

Name What is your name?
 Date section 1b completed Choose a date.

8. Please update the equality impacts on service users (question 2) as required.

 Please update this table to reflect any new information that may have come to light during the consultation process. Under mitigating actions, please identify the directly responsible individual (Council officer or named person in an external provider) responsible for completing the action and timescales for doing so.

9. What were the key findings from the consultation process?

Please state the key findings.

10. Have any of the preferred delivery options or service model(s) changed following the consultation?

Yes No


If yes, please state what has changed.

11. Have any of the preferred delivery options or service model(s) changed in order to promote health outcomes?

Yes No

If yes, please state what has changed and what health outcomes are being promoted.

12. Please update the equality impact on the workforce (question 4) as required.

 Please update this table to reflect any new information that may have come to light during the consultation process and any changes to the workforce.

13. Following consultation, please indicate which of the following best describes the equality impact of this review/project.

There will be **no** equality impact if the proposed option is implemented

There will be **positive** equality impact if the proposed option is implemented

There will be **negative** equality impact if the proposed option is implemented but this can be objectively justified

14. Will this form be used to compile a Programme Level Analysis (Part 2)?

Yes No

If yes, please state the name of the programme: Enter the name of the programme.

15. Approvals from Director and Cabinet Member

Name **Date**
Director: Name of Director. Click here to enter date agreed.
Cabinet Member: Name of Cabinet Member. Click here to enter date agreed.

16. Please detail below any committees, boards or panels that have considered this analysis.

| Name | Date | Chair | Decision taken |
|----------------|-----------------------------------|----------------|---------------------------------|
| Name of board. | Click here to enter meeting date. | Name of chair. | Decision made / link to report. |
| Name of board. | Click here to enter meeting date. | Name of chair. | Decision made / link to report. |
| Name of board. | Click here to enter meeting date. | Name of chair. | Decision made / link to report. |

Next steps

Please send the completed pre-consultation form to the Chief Executive’s Policy Team: Jaspal Mann (Jaspal.Mann@coventry.gov.uk 024 7683 3112); or Wendy Ohandjanian.

Version control

| Version | Date | Summary of Changes (Author) |
|---------|----------------|--|
| 1.0.0 | 17 July 2014 | Initial release (Jaspal Mann) |
| 1.0.1 | 05 August 2014 | Added protected characteristic of Disability under section 2 (Si Chun Lam) |

Coventry City Council Home to School / College Travel Assistance Policy 2015/16 - Draft for Consultation

Introduction

The Council has a statutory duty to provide travel assistance to pupils of compulsory school age (5-16) who meet national eligibility criteria. In addition the Council must also assess the travel needs of children or young people with special educational needs and disabilities (SEND) (including those aged 16 and over) and provide assistance which the Council considers suitable and necessary for the purpose of facilitating the child or young person's attendance at school.

Revised Department for Education guidance can be found at:

<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>

Key Principles

1. This policy applies to children and young people who are of compulsory school age, who are resident within Coventry, and to their parents and carers and to children and young people in the care of the local authority.
2. The legal responsibility for ensuring that a child attends school lies with the parent(s) or carer(s), including accompanying a child to school where necessary. If the parents' circumstances mean that they are working or otherwise unavailable at the time their child travels to and from school, it remains the parents' responsibility to make arrangements to ensure that their child attends school regularly.
3. This policy also seeks to promote independence for pupils and choice for parents and students. It is important that young people develop independent travel skills. Pupils/students should travel using normally available travel arrangements where they can. Where this is not possible the arrangements should be of the least restrictive form of travel for each individual young person in light of his or her specific needs and having regard to the need to ensure that Council resources are used to provide best value for money. For these reasons travel assistance will only be provided for as long as is necessary.
4. The majority of Coventry pupils with a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHC plan) do not receive or require specialised travel assistance from the Council. Wherever possible the Council expects parents/carers of pupils with a Statement of SEN or EHC plan to make arrangements for their child to attend school in the same way as for parents/carers of pupils without a Statement or EHC plan, as this is an important factor in developing the pupil's independence, social and life skills.

5. All applications for assistance will be treated fairly and transparently in line with the principles and detail of this policy.
6. When making arrangements for travel assistance the Council is required to promote sustainable modes of travel.
7. In fulfilling its obligations the Council must consider value for money. As part of that requirement this policy will be reviewed at regular intervals.

Legal Framework

In certain circumstances, the Council has a duty to make arrangements to enable attendance at schools and colleges by providing travel assistance. There is no duty upon the Council to provide free transport for all pupils or students.

This policy for home to school travel assistance has been drawn up with regard to its statutory duty under section 508 of the Education Act 1996 and subsequent guidance issued by the Secretary of State for Education

Local Authorities (LAs) have a duty to prepare and publish an annual Transport Policy (*website*) which specifies arrangements to facilitate attendance in education or training for young people of sixth form age (the Education Act 1996 section 509AA). Section 508G imposes a duty on LAs to make arrangements to facilitate attendance in education or training for young people who are aged 19-24 who are subject to a Learning Difficulty Assessment or EHC plan.

Our policy

There are 3 separate aspects to the City Council's home to school/college policy:

- Pre 16 mainstream education
- SEN
- Post 16 SEN.

There are general requirements regarding eligibility across these areas.

Our policy is to provide travel assistance for pupils who meet the criteria listed below.

This will normally be provided to the pupil in the form of a bus pass.

This policy does not apply to fee paying schools and educational institutions.

1. Eligibility for Travel Assistance

- a) All pupils and students for whom an application for travel assistance is made must live within/ or be a permanent resident within Coventry. A pupil's home address is

considered to be a residential property that is the child's only or main residence, proof of permanent residence at the property concerned may be required.

b) Children under compulsory school age in schools or nursery settings are not eligible for travel assistance.

c) Young people aged 16 and over (above year 11) are not eligible for support from this policy except where the provisions of the SEND policy apply.

d) The pupil must live more than the **statutory walking distance** from their nearest qualifying school. This is defined as follows:

- Children under the age of 8 are eligible for free travel assistance where they live more than 2 miles from their nearest qualifying school.
- Children over the age of 8 and below the age of 16 are eligible for free travel assistance where they live more than 3 miles from their nearest qualifying school
- Children over the age of 8 and below the age of 11, from **low income families** are eligible for free travel assistance where they live more than 2 miles from their nearest qualifying school
- Children over the age of 11 and below the age of 16 from **low income families** are eligible for free travel assistance to one of three nearest qualifying schools, where they live more than 2 miles but not more than 6 miles from the school.
- Children over the age of 11 and below the age of 16 from **low income families** are eligible for free travel assistance to the nearest school preferred by reason of a parent's belief or religion if they live more than 2 miles but not more than 15 miles from the qualifying school.

Definitions

Statutory walking distance is defined as two miles for children from Reception to Year 3, and three miles for children from Year 4 to Year 11. The measurement of the "statutory walking distance" is measured by the shortest route along which a child, accompanied as necessary, may walk safely. The measured route may include footpaths, bridleways, and other pathways, as well as recognised roads. Walking distance will be measured from the centre of the home to the nearest school gate using the local authority geographical mapping measurement system.

Low income families are where the parent/carer for the child meets the criteria for their child to be entitled to free school meals, or where the family is in receipt of the maximum level of Working Tax Credit (WTC).

A qualifying school for a child without a Statement of SEN or EHC Plan is defined as a school maintained by the Council, Academy or PRU. If a school placement has been agreed on the grounds of parental preference and this school is not the nearest school with places available, there is no duty on the Council to provide travel assistance.

For a child with a Statement of SEN or EHC Plan, a **qualifying school** is the school named in the Statement or EHC Plan or where two schools are named as being suitable the nearest school.

Where a parent(s) of a child with a Statement of SEN or EHC Plan request that their child attend a special school (or special provision) that is not the nearest suitable school that can meet need, there is no duty for the Council to provide travel assistance. In such circumstances, parents will be required to make and fund their own travel arrangements.

Exceptional circumstances

If a child's parent(s) by reason of disability, are unable to ensure that their child attends school, and are unable to make suitable alternative arrangements, eligibility for travel assistance will be considered on the individual circumstances, having regard to the requirements set out in the Equality Act 2010

Where pupils do not qualify for travel assistance at the Council's discretion in exceptional circumstances travel assistance may be provided, and a charge may be made or a contribution may be required. Applications must be made in writing. Each application will be considered on its individual merits, taking full account of all the circumstances put forward.

Travel assistance on medical grounds

Applications for transport for pupils with medical conditions which affect their ability to travel to school will be considered following receipt of information from a hospital consultant or by a school medical officer following an examination. If parents have secured a place at a school which is not their catchment area school based on parental preference then support will not normally be available.

2. Types of Travel Assistance

Even where travel assistance is provided it remains a legal requirement for the parent/carer to ensure attendance at school.

Travel assistance will be as determined by the Council and will normally be provided as a bus pass, and will be at a minimum level to secure the travel to school, e.g. a pass for a specific bus route. Further options for pupils with SEND are set out below.

Travel assistance will not be provided where schools send their pupils/or pupils attend more than 1 educational establishment.

Travel assistance is provided for the home to school journeys at the start and end of the normal school day only. If parents wish their child to attend any pre or post school activity, for example after school clubs, then they are responsible for the associated travel arrangements.

The LA will not provide travel assistance where a parent chooses a school on religious or faith grounds other than where the child comes from a low income family and the eligibility criteria set out in 1d above is met.

3. Change of circumstances

Families receiving travel assistance must notify the Council when circumstances change, for example a change of address, change of school, or change in eligibility for low income assistance. Parents are responsible for ensuring that the Council is informed of changed circumstances in a reasonable timescale.

Where pupil specific travel assistance arrangements are in place, families must notify the Council of required changes to these arrangements giving at least 1 full weeks' notice.

4. Appeals

Parents or young people aged 16 and over have the right to appeal if they disagree about the eligibility for school transport support. Once the authority's refusal of the home school travel application is received parents/the young person has 20 calendar days to challenge the decisions on grounds of entitlement, travel arrangements, distance assessment, route safety or an issue of exceptional circumstances.

Parents should make their appeal in writing to the address/email given below. The decision will be reviewed by a senior officer within 20 calendar days which will be notified to parents. If the parent is still unhappy with the outcome they can challenge within another 10 calendar days. A further review will then be held by an independent appeals panel within 30 calendar days. Parents may provide written and verbal representation to the panel and will be informed of the panel's decision within 5 calendar days.

Existing travel arrangements will remain in place whilst the appeal process is followed

Appeals should be sent to:
School travel assistance appeals
Coventry City Council
COVENTRY
CV1
Or email SENTransport@coventry.gov.uk

Pupils with SEND up to and including year 11

If a child is unable to walk the statutory distance to their nearest appropriate school because of their special educational needs or disability, even if accompanied by a responsible adult, the Council will, subject to the statutory assessment / annual review process, provide travel assistance.

The Council offers the following travel assistance options in consideration to the individual circumstances of the young person concerned:

1. Independent Travel Training (ITT)

This is available for young people over the age of 11 who have been assessed by the school and the SEN Management Services section as being ready and able to begin learning to travel to and from school independently.

2. Personal Transport Budget (PTB)

This is a sum of money calculated for each family to cover the cost of travel to and from school. This budget can be spent in any way your family sees fit to enable your child to get to school.

3. Standard council provided transport.

Where pupils have been assessed as unsuitable for independent travel training or families do not wish to use a personal transport budget, standard council provision may still be provided. Standard transport tends to take longer, with the student spending a lot more time on the vehicle provided (up to 1 hour). As a result this option is not recommended unless family circumstances dictate that neither ITT nor a PTB is appropriate.

Assistance provided may take many forms, including bus transport, escorted public transport, minibuses or smaller vehicles where required for specific pupil needs. Where assistance is provided by the provision of a specific vehicle, this may be pupils travelling together in mini-buses, specially adapted if necessary with pick-up and drop-off at a convenient location and within a reasonable distance from home. Requests for alternative pick up points or drop off points will only be considered if the distance involved is shorter than to the home address and can be accommodated within the designated route. Home pick-up and drop-off will only be made where the Council deems it essential due to the child's significant needs. The Council will normally only use home addresses for the purpose of making the arrangements for home to school travel assistance.

The need for travel assistance will be reviewed for all pupils on a continuing basis and at least once per year as part of the statutory annual review of the young person's Statement of SEN or EHC Plan.

For pupils placed in residential special school placements by the local authority which are out of city, pupils will be provided with travel assistance at the beginning and end of the each week for weekly boarding placements and at the beginning and end of each half term for termly boarding placements.

Further information is available from SEN Management Services, Civic Centre 2 Floor 3, New Council Offices, Earl Street, Coventry, CV1 5RS, (024) 7683 1614 or e-mail: SENTransport@coventry.gov.uk

Young people with SEND Post-16

Coventry is well served by public transport and the Council makes a significant financial contribution to the West Midlands Integrated Transport Authority CENTRO which enables young people to take advantage of concessionary fares. The Council

believes that this is adequate support to enable the majority of young people to access education and training through independent travel.

Young people aged 16-19 from low income families can also apply for financial assistance through the discretionary 16-19 Bursary Fund. These funds are held by education and training providers who, within national guidance, set their own criteria for accessing the funds. Details can be obtained from each post-16 provider including schools, special schools and colleges.

Young people up to the age of 18 who are in full time education may meet the criteria for a Disabled Persons Bus Pass. Further details can be obtained from the website.

Young people aged 16-19 (i.e. who are aged 18 or under on 31 August) who are unable to travel independently because of a special educational need or disability may be eligible for assisted transport. Assistance will only be considered for those who are attending either the education provider designated in their Statement of Educational Need or EHC Plan. If young people/parents choose to attend other providers then they will be responsible for travel arrangements.

Travel assistance includes a range of options as described above.

Where the Council agrees that assistance is essential a charge will be made at a rate equivalent to the appropriate bus pass (currently a term bus 16 -18 bus pass). This will be reduced by 50% where the parent / carer meets the criteria for low income as detailed in the definitions section above.

The Council also provides Independent Travel Training for those young people who are assessed as having the ability to travel independently with appropriate training. Young people who have successfully undertaken travel training will not be eligible for assisted transport unless there is a significant change in their circumstances.

Young people aged 19 and over on 31 August may, if they meet criteria, be offered travel assistance by the SEND team of the City Council's People Directorate. There is a charge for this.

This draft was created October 2014

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Introduction and background

Changes to travel assistance policy for pupils in Coventry with Special Educational Needs and Disabilities (SEND)

Every Local Authority has an obligation to provide travel assistance for pupils based a number of specific criteria.

At the moment, Coventry City Council is providing a service which is above the statutory minimum and in the current financial climate, we can no longer afford to do this.

The council is proposing to make changes to the existing travel assistance policies and is consulting with local people to see what they think of the proposal. The full consultation document and supporting information is available on the council website. You are asked to look at the proposal and let us know what you think by completing this short survey.

Following this consultation, all views will be considered and a paper will go to the City Council's cabinet in early 2015 to make recommendations about the future policy.

No personal data you provide will be published.

This consultation will run from (tbc) to 30 November 2014.

To speak to someone regarding this consultation, please contact:

(tbc)xxx

THANK YOU in advance for taking the time to complete this survey.

The data controller is Coventry City Council. The information from this survey will be used to improve our services, the information may be shared with partners to improve service delivery across the city. Your response will be temporarily stored on SurveyMonkey's secure servers based in the USA. SurveyMonkey undertakes not to disclose the responses to others without lawful grounds.

1. Are you responding to this survey as: (select any that apply)

- A young person in education who needs travel assistance
- A parent, guardian or family carer
- Member of a School Council
- Coventry City Council employee
- Trade Union Representative
- A family member or friend of a young person receiving travel assistance
- A provider of services (please give name of organisation below)
- A representative from a Voluntary Sector Organisation (please give name of organisation below)
- Someone who lives or works in the city with a general interest in this issue
- Other (please specify below)

Please specify 'other' or give name of organisation

SEND Travel Assistance consultation 2014

If you have not already done so, please now look at details of the proposed changes on the consultation webpage [\[link here\]](#).

2. If implemented, how do you think will this proposal will affect you?

- Positive effect
- No effect
- Negative effect
- Don't know/ can't say

Please give details of any positive or negative effects you anticipate

3. What impacts do you think the proposal could have for different groups of people? (consider age, disability, gender reassignment, pregnancy and maternity, race/ethnicity, religion and belief, sex/gender, and sexual orientation)

4. If you have any other comments on the current proposal and/or would like to make alternative suggestions, please write in the space provided below:

As part of the council's decision making process we look at the likely impact of the decision on groups of people who share a Protected Characteristic.

If you are a young person in education who needs travel assistance or their parent/guardian/ carer please complete the following equality monitoring questions. Otherwise, please click on 'Next' to proceed to the end of the survey.

Please provide some information about yourself so that we can monitor which groups of people are taking part in the consultation. Your response will be temporarily stored on Survey Monkey's secure servers based in the USA. Survey Monkey undertakes not to disclose the responses to others without lawful grounds. All data will be held securely. You are under no obligation to complete this section of the survey if you do not wish to.

5. Are you?

- Female
- Male

6. How old are you?

- Under 16
- 16 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 - 74
- 75 - 84
- 85+

7. What is your ethnic background?

- White - British (includes English / Welsh / Scottish / Northern Irish)
- White - Irish
- White - Gypsy/Irish Traveller
- White - Other
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian
- Mixed - Other
- Asian/ Asian British - Indian
- Asian/ Asian British - Pakistani
- Asian/ Asian British - Bangladeshi
- Chinese
- Asian/ Asian British - Other
- Black/ Black British - African
- Black/ Black British - Caribbean
- Black/Black British - Other
- Arab
- Any other ethnic group

If you selected other for any of the above ethnic groups, please provide details below:

8. Do you consider yourself to be a disabled person?

- Yes
- No

Thank you

Thank you for taking the time to complete this survey.

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Cabinet Member (Education)

12 November 2014

Authority Governor: Re-Appointments

| Name | School | Term of Office |
|--------------------|----------------------------|------------------|
| Mrs S Langford | All Souls Catholic Primary | 27 November 2018 |
| Jayash Kanabar | Alderman's Green Primary | 27 November 2018 |
| Councillor D Welsh | Frederick Bird Primary | 27 November 2018 |
| Mr J Beesley | Stivichall Primary | 27 November 2018 |

All the above meet the criteria for appointment as LA Governors set out below.

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Are supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Are able to work as a member of a team.
- Are conscientious and committed to attending meetings regularly.
- Have good communication skills both written and oral.
- Have an interest in and a desire to contribute to improving education outcomes in Coventry.
- Have a willingness to be challenging, supportive and a critical friend to the school.
- Are supportive of public services and of the role of the City Council in the provision of Education.

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Public report Cabinet Member Report

12th November 2014

Name of Cabinet Member:

Cabinet Member (Education) – Councillor D Kershaw

Director Approving Submission of the report:

Executive Director, Resources

Ward(s) affected:

None

Title:

Outstanding Issues Report

Is this a key decision? No

Executive Summary:

In May 2004 the City Council adopted an Outstanding Minutes System, linked to the Forward Plan, to ensure that follow up reports can be monitored and reported to Members. The attached appendix sets out a table detailing the issues on which further reports have been requested by the Cabinet Member (Education) so he is aware of them and can monitor progress.

Recommendations:

Cabinet Member (Education) is requested to consider the list of outstanding issues and to ask the Member of the Management Board or appropriate officer to explain the current position on those which should have been discharged at this meeting or an earlier meeting.

List of Appendices included:

Table of Outstanding Issues.

Other useful background papers:

None

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report author(s):

Name and job title:

Michelle Salmon
Governance Services Officer

Directorate:

Resources Directorate

Tel and e-mail contact:

Tel: 024 7683 3065
E-mail: michelle.salmon@coventry.gov.uk

Enquiries should be directed to the above person.

| Contributor/approver name | Title | Directorate or organisation | Date doc sent out | Date response received or approved |
|--|--------------|------------------------------------|--------------------------|---|
| Contributors: | | | | |
| | | | | |
| Names of approvers: (officers and Members) | | | | |
| | | | | |

This report is published on the council's website: www.coventry.gov.uk/meetings

APPENDIX

| | Subject | Date for Consideration | Directorate/ Responsible Officer | Proposed Date/Amendment to Date for Consideration | Reason for Request to Delay Submission of Report |
|---|--|-------------------------------|--|--|---|
| 1 | Adult Education Service Fees Strategy for Academic Year 2014/2015 - report on the impact of the Strategy be submitted to the Cabinet Member (minute 48/14 refers) | March 2015 | Simon Brake, Assistant Director, Policy, Performance, Health, Libraries & Adult Education, People Directorate | | |

* Identifies items where a report is on the agenda for the meeting.

