



Scrutiny Co-ordination Committee

Time and Date

11.00 am on Wednesday, 18th January, 2017

Place

Committee Room 2 - Council House

Public Business**1. Apologies and Substitutions****2. Declarations of Interest****3. Education Service Redesign (Pages 3 - 50)**

Report and Presentation of the Executive Director of People

Councillor Maton, Cabinet Member for Education and Skills has been invited to the meeting for the consideration of this item

4. Any Other Items of Public Business

Any other items of public business which the Chair decides to take as a matter of urgency because of the special circumstances involved.

Private Business

Nil

Chris West, Executive Director, Resources, Council House Coventry

Tuesday, 10 January 2017

Notes:1) The person to contact about the agenda and documents for this meeting is Liz Knight, Democratic Services, Council House, Coventry, telephone 7683 3073, alternatively E-mail: suzanne.bennett@coventry.gov.uk/liz.knight@coventry.gov.uk

2) Council Members who are not able to attend the meeting should notify Liz Knight no later than 10.00 a.m. on the day of the meeting, giving their reasons for absence and the name of the Council Member (if any) who will be attending the meeting as their substitute.

3) Scrutiny Board Members who have an interest in any report referred to this

meeting, but who are not Members of this Committee, have been invited to notify the Chair by 12 noon on the day before the meeting that they wish to speak on a particular item. The Member must indicate to the Chair their reason for wishing to speak and the issue(s) they wish to raise.

Membership: Councillors N Akhtar, J Blundell, G Crookes, D Gannon, L Kelly, R Lancaster (Chair), J McNicholas, M Mutton and R Singh (Deputy Chair)

By invitation: Councillor K Maton, Mrs S Hanson and Mrs K Jones (Co-opted Members)

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.

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Cabinet
Scrutiny Co-ordination Committee

24 January 2017
18 January 2017

Name of Cabinet Member:

Cabinet Member for Education and Skills – Councillor Maton

Director Approving Submission of the Report:

Executive Director of People

Ward(s) affected:

All

Title:

Education Service Redesign

Is this a key decision?

Yes

Executive Summary:

Coventry City Council has a strong education partnership with the Coventry Family of Schools putting the needs of children and young people at the heart of everything we do captured in the vision for education services: “As champions of children: Successful partnership working enables children, young people and adults to access high quality education and learning, develop resilience, make positive life choices and contribute to a vibrant Coventry city; and to lift the cloud of limitation for children and young people with Special Educational Needs and Disabilities and enable their entitlement to an ordinary life.”

Coventry’s overall performance continues to improve and the city now has a higher percentage of pupils in good or outstanding schools (88%) than the national average. This local improvement is set in a context of a very challenging financial context for the local authority and for schools.

The redesign of Coventry’s Education Services, in collaboration with Coventry schools, is aimed at enabling services to be fit for purpose for our Coventry children and young people, offering services that schools value and dealing with grant cuts in a managed way.

Management proposals were outlined at the start of a consultation on 3rd October 2016 and the consultation ended on 23rd November 2016. This provided the opportunity for staff and other stakeholders to feedback views. The proposals for implementation outlined in this cabinet report take account of this feedback. There has been strong collaboration with schools on the development of the model throughout and the final proposals were discussed with the Primary and

Secondary Executive Headteacher groups who gave full support and agreement to the outline proposals.

Recommendations:

Scrutiny Co-ordination Committee is recommended to:

1. Endorse the recommendations to Cabinet
2. Identify any further comments or recommendations for Cabinet to consider

Cabinet is recommended to:

1. Consider any additional recommendations or comments from the Scrutiny Co-ordination Committee.
2. Note the collaborative approach with schools to develop this new Education Service model
3. Approve the implementation of the proposed new Education Service model.
4. Delegate authority to the Director Education, Libraries & Adult Learning in consultation with the Cabinet Member for Education and the Schools Forum, to identify and approve the usage of any over delivery in Dedicated Schools Grant savings pending the outcome of the current Dedicated Schools Grant funding consultation.

List of Appendices included:

Appendix A – Proposals for staff consultation

Appendix B – Summary of consultation feedback, management response and recommendation for implementation

Appendix C – Equality Consultation Analysis

Background papers:

None

Other useful documents

None

Has it been or will it be considered by Scrutiny

Yes – at the Scrutiny Co-ordination Committee meeting on 18th January 2017

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: Education Service Redesign

1. Background

- 1.1 Coventry City Council and the City's family of schools, have together forged an education partnership that is based on the two key principles of; shared moral purpose and robust accountability. The partnership's primary aim "as champions of children" is to improve the life chances of all children and young people within the City. Partnership success will evidence that all children, young people and adults have access to high quality education and learning; develop resilience; make positive life choices and contribute to a vibrant Coventry City. This commitment extends to all vulnerable groups, including children and young people with Special Educational Needs and Disabilities and will enable them to access their entitlement to an ordinary life with a focus on 'lifting the cloud of limitation'
- 1.2 In this context, it is noted that despite the financial challenges faced by both the LA and schools, Coventry's overall education performance continues to improve. For example, the City now has a higher percentage of pupils in good or outstanding schools (88%) than the national average.
- 1.3 The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools. The design parameters agreed, were to ensure that services are fit for purpose, meet the current needs of schools, children and families within a value for money framework; and secure the impact of grant cuts in a managed way.
- 1.4 The following teams and services are in the scope of the service redesign: Coventry Extended Learning Centre; Hospital Education Service; Looked After Children Education Service; Minority Group Support Service; Performing Arts Service; School Improvement; Work Related Learning Service; SEN Management Service; Special Education Needs Support Services: (Communication and Interaction Service, Education Psychology Service, Integrated Early Years' Service (Pre-school); Learning and Wellbeing Service and Sensory and Physical Service). The staffing establishment across these services within the scope of this redesign is 246.44 Full Time Equivalents and the cost of these services is £19.8m funded by Dedicated Schools Grant (£10.8m), Education Services Grant (£0.9m), trading income (£4.1m), other grants (£1.7m) and core funding (£2.3m).
- 1.5 The staff consultation on the management proposals began on the 3rd October 2016 and ended on 23rd November 2016. The consultation included a whole staff briefing session, followed by a formal opportunity for staff and other stakeholders to submit responses. There has been strong collaboration with schools on the development of the model. The proposals were discussed with the Primary/Secondary and Special Executive Headteacher groups who confirmed their support of the outline proposals. Two consultation meetings with SENCOs and a whole school survey designed to test trading options and market capacity, compliment the evidence base. In summary, the proposals for implementation outlined in this report, take full account of the views of both staff and schools.
- 1.6 The financial strategy for Education Services includes the need to reduce expenditure to deal with the ending of the Education Services Grant, dealing with estimated funding fall out in the Dedicated Schools Grant and achieving core budget savings as part of the medium term financial strategy. The financial strategy has also focused on ensuring that the service is fit for purpose into the future, particularly in the context of:

- increased academisation of schools;
- a national schools funding formula currently out to consultation that will reduce funding for schools in Coventry;
- significant high needs demand pressure (including the challenges that schools face in funding high needs provision); and
- ensuring we can continue to trade with schools.

2 Options considered and recommended proposal

2.1 The proposed model that was subject to consultation between 3rd October 2016 to 23rd November 2016 was a hybrid approach that categorised services in the following ways:

<p>No significant changes</p> <ul style="list-style-type: none"> • Looked after Children (Education) Service • Outdoor Education Service • SEN Information and Advice Service 	<p>Increased income Generation or highly valued services:</p> <ul style="list-style-type: none"> • Education Psychology Service • Sensory Service • Assessment Moderation and Newly Qualified Teacher (NQT) Support • Governor Support Services • School Improvement enablement and oversight
<p>Re-aligning services to a demand-led model</p> <ul style="list-style-type: none"> • Traded SEN Support Services – e.g. Dyslexia and Autism • Complementary Mental Health Services • Elective home education • Minority Group Support Services • Statutory SEN Services 	<p>New Models of Delivery</p> <ul style="list-style-type: none"> • Delegation of Units in schools – e.g. Enhanced Speech & Language Provision • Demand led model of delivery for schools • Pregnant School Girls’ and Young Mothers’ if/as required
<p>Services the LA will not provide</p> <ul style="list-style-type: none"> • Primary behaviour support and transition work in its current form • Access & Technology – as a central service • Early Years SENCO in its current form • Dance and Drama • School Improvement Partners Model 	<p>For future review</p> <ul style="list-style-type: none"> • Admissions • School Organisation • Alternative provision

2.2 Appendix A, sets out detailed descriptions of the teams and services in scope, alongside the original proposals. Appendix B, sets out a summary of consultation feedback, the corresponding management response and the final proposals and recommendations for implementation, which reflect the outcome of the consultation process.

2.3 In summary the recommended proposals are:

2.3.1 **Hospital Education Service** (including Pregnant School Girls Unit). The number of pregnant school girls and young mothers accessing dedicated provision at the unit has decreased significantly over time. There are currently no pupils or babies accessing the provision. The evidence is that the majority of pregnant schoolgirls in Coventry choose to stay in their school and feedback from secondary headteachers is that these pupils should remain in mainstream provision in order to achieve the best possible outcomes. The proposal is to replace the current generic provision model for pregnant schoolgirls and young mothers with a bespoke programme for those who require it. To discontinue the provision of a central nursery and instead offer financial support to top up 'care to learn' funding, to enable young mothers accessing bespoke provision to utilise full time nursery provision if required.

2.3.2 **Coventry Extended Learning Centre.** The proposal is to appoint an overarching Head of Coventry Extended Learning Centre. Working in partnership with schools they will lead alternative provision across the city to ensure consistent and well managed pathways in and out of the provision.

2.3.3 **Coventry Performing Arts Service.** Feedback from schools about the need for significantly increased flexibility and value for money has been an important consideration in the development of the proposed model. 50% of schools currently buying in suggest they are looking elsewhere. The proposal is to develop a cost effective Music Service that maximises the Music Education Grant (MEG) and introduce a flexible model that:

- enables the development of a sustainable Music Service for Coventry
- enables a core staff to facilitate a music programme for Coventry schools provides a reduction in costs to schools.

The new Music Service will continue to be the Lead Organisation for the Coventry Music Education Hub, securing the Music Education Grant (MEG) for the city and delivering the National Plan for Music Education. A Coventry Music Service Lead, supported by a small team of core staff, will operate an enabling infrastructure with the direct delivery of music tuition in schools through self-employed tutors. Dance and drama will no longer be delivered. No schools indicated as part of the consultation that they want to buy back dance and drama provision from the service. There are a number of independent providers within the city that our schools and other organisations are already commissioning on an as and when needed basis and some schools have dedicated in school provision.

2.3.4 **Work Related Learning Team.** The proposal is to develop a fully traded model maximising grant income opportunities (European Structural and Investment Funds [ESIF]). A Lead supported by a core team will work closely with schools and the Coventry Extended Learning Centre (CELC) to develop integrated pathways for those at risk of exclusion/NEET.

2.3.5 **School Improvement.** The school improvement team will continue to provide the current service for schools for a further year. The termination of the Education Bill followed by a funding announcement from the Department for Education resulted in Local Authorities being required to continue to take responsibility for school improvement and schools causing concern for 2017/18. However, school to school support commissioning budget will be removed as originally proposed. Funding will be accessed through bids from a recently announced Department for Education £140

million fund for school to school support. Vacant posts within school improvement will be disestablished.

2.3.6 Minority Group Support Services. It is proposed that the service is renamed Ethnic Minority Achievement to reflect an increased focus on pupil outcomes in addition to providing community support. A Lead of Ethnic Minority Achievement will deliver a service designed to enable:

- the development of a citywide Ethnic Minority Achievement strategy;
- up-to-date guidance on issues of racial equality;
- focussed training programmes;
- an increased online resource;
- focused support for the settlement of newly arrived pupils in the city;
- effective support in relation to children missing education

The team will enable the sharing of best practice across the city. They will also develop a traded service for community languages, maintain support for newly-arrived pupils and provide a focussed traded service for the training of teachers and ethnic minority achievement leaders.

The direct generic support for teachers and leaders in schools will reduce. The delivery of free of charge multilingual support for Early Years Foundation Stage provision will stop, however, providers will have access to a traded facility.

2.3.6.1 To establish an integrated 0 to 25 Special Educational Needs and Disabilities (SEND) Support Service that includes the following team functions:

Special Educational Needs (SEN) Statutory Assessment and Provision Team: It is proposed that the current generic SEN Management Service is disaggregated and restructured to secure specialist posts for specialist functions. The proposed new structure, secures a focused statutory Education Health and Care Plan (EHCP) team with the capacity to transfer all SEN Statements of SEN to EHCPs by the statutory deadline of 31st March 2018; ensure that families that electively home educate their children are appropriately monitored in accordance with statutory requirements; scrutinises entitlement to SEN home to school travel assistance and ensures that students who are permanently excluded from school are admitted to an alternative provision within 6 days. The proposal also secures a dedicated educational resource within the Multi-Agency Safeguarding Hub (MASH) team.

Educational Psychology: In response to the consultation, it is proposed that the Educational Psychology offer, is expanded to include a specialist social emotional and mental health (SEMH) assessment and intervention programme, forming part of the SEMH pathway; and that the team in consultation with schools, continues to expand to meet traded demand.

SEN Early Years Foundation Team: It is proposed that the current SEN Early Years Service is restructured, to work in a close formal partnership with the Educational Psychology team. The team, will have a priority focus on the identification, assessment and support of pre-school children, working closely with families and settings. The

service will expand its reach to include a potential traded element working with children in reception, supporting transition and offering training. Provision will be delivered by a team of specialist early years practitioners consisting of both teachers and portage workers

Social Emotional Mental Health and Well-being Team: It is proposed that the new team will have a primary focus on SEMH and that the traded offer will reflect the current needs of schools. Following consultation feedback, the team will also offer elements of learning support including dyslexia assessment and intervention. The team will work in collaboration with other specialists within the service, including Educational Psychology ensuring appropriate signposting for schools and families and develop a close link with CAMHS, supporting the implementation of the to provide: support for the implementation of the Child and Adolescent Mental Health Services (CAMHS) dimension tool to ensure appropriate signposting for support and intervention. The team will maintain responsibility for the continuance of the delivery of the KEYs function including a potential service expansion, pending further consideration of long-term governance.

Complex Communication traded offer. It is proposed that the new traded, complex communication team form part of the identification, assessment, diagnosis and intervention pathway for children and young people age 2 to 25 experiencing social communication difficulties, irrespective of a diagnosis. The team would offer settings, schools and colleges a comprehensive service including training, advice, intervention strategies and direct support and intervention. Following consultation feedback it is not proposed that the team offer general support for learning difficulty.

Sensory Team offer. The sensory team will continue to provide the current service for children and young people with a hearing and/or visual impairment, with the potential to expand the offer to a traded service for further education providers. It is proposed following feedback from schools, that the LA ceases to provide the access and technology function. It is confirmed that advice on specialist ICT equipment can be accessed directly, through Coventry special schools.

3 Results of consultation undertaken

3.1 The consultation took place from 3rd October to 23rd November 2016, with additional time allowed for staff who had not received job descriptions for new posts relevant to them at the beginning of the process. The consultation was launched with one briefing event for all staff in SEN Services and one briefing event for staff in other services. This was followed up with team briefings describing the detail of the implications for specific teams. Documents about the consultation were uploaded regularly to the Council intranet site.

3.2 A wide range of opportunities were available to staff to give feedback and to ask questions about the consultation. These included: contacting Heads of Services directly, emailing the consultation mailbox and attending drop-in sessions. Several meetings were held with Trade Unions throughout the consultation. Generic questions were collated into a document which was uploaded regularly onto the consultation intranet page. There was regular dialogue with schools throughout the consultation. Every response received for the consultation was considered and collated into spreadsheets for each of the service areas and the relevant Head of Service systematically themed, considered and analysed these leading to an initial management response and consideration and challenge by the Education Service Leadership Team. The proposals

were discussed with the Executive Primary and Secondary Heads and the Special Heads group who gave positive feedback and agreement to the outline proposals and there has been continual engagement with schools throughout the consultation.

3.3 There was a range of feedback from staff and other stakeholders in response to the consultation. A total of 45 responses were received to the consultation, including joint responses from whole teams, groups and individuals.

3.4 Responses included the following:

- Questions/clarifications about HR processes following the consultation;
- Questions/clarification and challenge to the proposed new model including some case studies; and
- Suggestions and changes to the proposals.

3.4 Schools have been partners throughout the process of redesign. Consequently, the number of submissions from schools, to the formal consultation proposals were low but supportive. A summary of the feedback for each service area is shown in Appendix B.

4 Timetable for implementing this decision

4.1 This decision would be implemented from April 2017 to September 2017.

5 Comments from Executive Director of Resources

5.1 Financial implications

5.2 The implementation of the Education Services Redesign will enable the Council to deal with funding fall out (as a result of the known changes in the Education Services Grant, and estimated changes in the Dedicated Schools Grant). It also delivers core budget saving as part of the medium term financial strategy, and changes in levels of income for traded services. Dedicated Schools Grant is a ring fenced grant with clear restrictions on how it should be spent. This includes annual approval from the Schools Forum for certain areas of expenditure.

5.3 Further funding announcements have been made since the consultation which will impact on the level of Dedicated Schools grant reduction. This includes the National Funding formula consultation for Schools and High Needs, which closes in March and has revised levels of funding for central expenditure and high needs. The announcements made will impact on the wider Education system and if implemented Coventry schools will see reduced funding levels. Funding for High Needs would increase, but this is partly related to pupil growth, and will be needed to support high needs provision across the city. The outcomes of the consultation will not be known until Summer 2017, and a consultation response will form a separate report to Cabinet and Council in March.

5.4 Government have also announced £50M of funding for local authorities to continue to monitor and commission school improvement for low-performing maintained schools from September 2017. Local allocations are not yet confirmed but could result in approximately £250k (full year) for Coventry. At this stage the financial impact does not include this.

- 5.5 There continues to be a significant amount of uncertainty in relation to Dedicated Schools Grant funding for central services, and although the current financial position shows a small over-delivery of savings against target these all relate to Dedicated Schools Grant savings and therefore could be subject to change. The recommendations ask for delegated authority to the Cabinet Member (Education) in relation to the usage of any over-delivery, but this will need to be utilised within the grant regulations for the Dedicated Schools Grant.
- 5.6 The Redesign includes increased income generation for a number of services. The financial position therefore assumes a level of trading with schools is achieved to meet the target. If the level of trading with schools is lower than anticipated then costs relating to those services will need to be reduced.
- 5.7 The following table shows the current financial position for the Education Services Redesign. The forecast gross savings of £3.0m are achieved through reduction in posts with the service (£1.9m), increased income generation (£0.4m) and removal of the School Improvement commissioning pot (£0.7m). Appendix B details how savings have been achieved within each service area post consultation.
- 5.8 Decisions in relation to Dedicated Schools Grant expenditure that can be held centrally (either directly or through a pooled funding approach) will be finalised at the Schools Forum on the 19th January. The financial impact assumes that the Schools Forum agree our proposed approach.

Education Services Redesign - Estimated Financial Impact

	17/18	18/19	19/20
	£M	£M	£M
Estimated Grant Cut	0.6	1.1	1.7
Core Savings Target	0.4	0.5	0.5
Indicative Savings Target	1.1	1.6	2.2
Forecast Savings from Redesign*			
Grant Savings	(1.5)	(2.6)	(2.6)
Core Savings	(0.3)	(0.4)	(0.4)
Gross Savings	(1.8)	(3.0)	(3.0)
Adjustments**	0.4	0.6	0.7
Net Savings	(1.4)	(2.3)	(2.3)
Net Position	(0.3)	(0.7)	(0.1)

* The savings figures do not include any forecast for redundancy costs or salary protection as this will not be possible until HR processes are complete

** Relate to DSG that cannot be taken towards the savings target as it relates to the Early Years Block, restricted central expenditure or de-delegation . Review required in consultation with Schools Forum

5.8.1 Legal implications

5.8.2 The proposals outline a number of significant changes to the way in which the Council delivers services in doing so the Council must ensure that it continues to comply with its statutory responsibilities.

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

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 must be given to the potential adverse impacts and the measures (if any) that are available to minimise any discriminatory effects.

The consultation and equality impact assessment is intended to enable the decision makers to consider the impact and response to the proposals and any alternative proposals raised. The product of consultation must be conscientiously taken into account when making the decision.

Section 17 (1) Children Act 1989 imposes on local authorities a general duty to safeguard and promote the welfare of children in their area who are in need by providing a range and level of services appropriate to those children’s needs.

Section 11 (2) of the Children and Families Act 2004 imposes a duty on the local authority to make arrangements for ensuring that its functions are discharged having regard to the need to safeguard and promote the welfare of children. The Act further places specific duties on the Local Authority in meeting the needs of children with special educational needs or disabilities and Looked after Children

Section 3 of the Local Government Act 1999 and the statutory guidance issued under it imposes a duty on a local authority to “make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to a combination of economy, efficiency and effectiveness”.

6 Other implications

6.1 **How will this contribute to the Council’s priorities?**
<http://www.coventry.gov.uk/councilplan>

The model for implementation is aimed at improving the quality of life for Coventry people by improving educational outcomes and delivery our priorities with fewer resources by making the most of our assets.

6.2 How is risk being managed?

Delivery of Education Redesign is part of the Education Transformation Programme. The Director of Education, Libraries and Adult Education is the lead for this programme and the service redesign is delivered by the programme team of Education Heads of Service, Programme Delivery Manager, Human Resources and Finance colleagues.

6.3 What is the impact on the organisation?

6.3.1 Financial impacts

The Education Services Redesign will enable reductions in funding to be managed without detriment to the council's medium term financial strategy. The proposals seek to ensure the education service is fit for purpose in the future against a national agenda of full academisation for schools. This includes resource to continue to manage the partnership of schools within the city regardless of school status, and to secure on ongoing dialogue between the city council and Coventry schools. These are set out in the financial sections above.

6.3.2 Staffing impacts

6.3.2.1 The staffing establishment across the Education Services in scope is 246.44 Full Time Equivalents (FTE). The model for implementation is 194.67 FTE. This is a reduction of 51.77 FTE compared to the current establishment. The model consulted on proposed a reduction to 171.95 FTE – a reduction of 74.49 FTE compared to the current establishment. The model for implementation proposes to retain an additional 22.72 FTE posts compared to the consultation proposal.

6.3.2.2 The headcount number at risk is 119 people. However, through implementation, the impact of this will be significantly reduced. Many of these people will be able to retain existing/similar roles and there will be new job opportunities for others.

6.4 Equalities / EIA

6.4.1 The strength of the Coventry Education System, of which the local authority is one key stakeholder, means that the impacts on individual children and young people will be minimised. Further details are shown at Appendix C.

6.5 Implications for (or impact on) the environment

6.5.1 There are no specific implication for (or impact on) the environment.

6.6 Implications for partner organisations?

6.6.1 Schools are the key partner organisation involved and they have been involved in co-designing this new model.

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

Kirston Nelson, Director – Education, Libraries and Adult Education

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:				
Adrian Coles	Programme Delivery Manager (Education)	People	5 th January 2017	6 th January 2017
Rachael Sugars	Finance Manager	Resources	5 th January 2017	6 th January 2017
Jeannette Essex	Head of Student Services	People	5 th January 2017	6 th January 2017
Anne Brennan	Head of Service 11- 19(25) – Education Entitlement	People	5 th January 2017	6 th January 2017
Matthew Stokes	Head of Service 0-11 – Education Entitlement	People	5 th January 2017	6 th January 2017
Myran Larkin	Human Resources	Resources	5 th January 2017	6 th January 2017
Julie Newman	Legal Services	Resources	5 th January 2017	6 th January 2017
Lara Knight	Governances Services Co-ordinator	Resources	6 th January 2017	9 th January 2017
Names of approvers for submission (officers and members)				
Julie Newman	Legal Services	Resources	5 th January 2017	6 th January 2017
Barry Hastie	Finance	Resources	9 th January 2017	10 th January 2017
Gail Quinton	Executive Director, People	People	10 th January 2017	10 th January 2017
Members:				
Councillor Kevin Maton	Cabinet Member, Education and Skills	Coventry City Council	9 th January 2017	9 th January 2017

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Appendix A: Cabinet Report – Original Proposals

The model that was consulted on from 3rd October 2016 to 23rd November 2016 was a hybrid approach that categorised services in the following ways:

<p>No significant changes</p> <ul style="list-style-type: none"> • Looked after Children (Education) Service • Outdoor Education Service • SEN Information and Advice Service 	<p>Increased income Generation or highly valued services:</p> <ul style="list-style-type: none"> • Education Psychology Service • Sensory Service • Assessment Moderation and NQT Support • Governor Support Services • School Improvement enablement and oversight
<p>Re-aligning services to a demand-led model</p> <ul style="list-style-type: none"> • Traded SEN Support Services – e.g. Dyslexia and Autism • Complementary Mental Health Services • Elective home education • Minority Group Support Services • Statutory SEN Services 	<p>New Models of Delivery</p> <ul style="list-style-type: none"> • De-delegation of Units in schools – e.g. Enhanced Speech & Language Provision • Demand led model of delivery for schools • Pregnant School Girls' and Young Mothers' if/as required
<p>Services the LA will not provide</p> <ul style="list-style-type: none"> • Primary behaviour support and transition work in its current form • Access & Technology – as a central service • Early Years SENCO in its current form • Dance and Drama • School Improvement Partners Model 	<p>For future review</p> <ul style="list-style-type: none"> • Admissions • School Organisation • Alternative provision

Hospital Education Service	
Overview	<p>Education for pupils in hospital delivered at University Hospitals Coventry and Warwickshire (UHCW)</p> <p>Home tuition/group tuition for pupils who cannot attend mainstream education by reasons of exclusion, illness or otherwise</p> <p>Provision for pregnant schoolgirls' and young mothers' at Whitmore Park Annexe</p>
Duties	<p>Statutory duty to provide suitable, full time education to children who cannot attend mainstream education by reasons of exclusion, illness or otherwise</p>
Current model	<p>A Lead of Service and Assistant Headteacher are supported by teaching staff and assistants who deliver across all three areas of the service as described above.</p> <p>A small team of home tutors deliver home tuition as required</p> <p>A small team of staff provide dedicated support for pregnant school girls and young mothers at Whitmore Park Annexe</p>
Summary of feedback from schools	<p>Communication with schools inconsistent, supportive team, excellent advice, segregation of [pregnant] female students unacceptable, need to diversify around mental health</p>
Proposed model	<p>Replace delivery of provision for pregnant schoolgirls and young mothers through bespoke alternative arrangements for individual pupils as required, rather than through a dedicated unit</p> <p>A further review of alternative provision across the city will be included within the</p>

	next phase of the Education Services redesign and the use of the unit will be considered	
Rationale	Very few pupils have accessed this provision during 2015-16 and there are currently no pupils in attendance at the unit as they are choosing to remain in school. Feedback from secondary headteachers is that these pupils should remain in mainstream provision where possible in order to achieve the best possible outcomes	
Impact	Disestablish all posts that directly support pregnant schoolgirls and young mothers at Whitmore Park Annexe	
Current staffing Headcount 25 – 12.6 FTE	Proposed staffing 9.5 FTE Proposed Reduction:- 2.12 FTE; 1.00 FTE potential	
Current budget £0.82M	Proposed costs £0.68M (saving £0.14M) DSG savings £0.11m ESG savings £0 Other:- £0.03m buy out income target on PSGU	

Looked After Children Education Service		
Overview	To support and enable effective provision of looked after children	
Current model	A Head of Looked After Children Education Service (LACES), a Deputy Head and a small team of teachers and mentors ensure Coventry's children looked after are well supported both in Coventry and out-of-city An operational Data and Assessment Officer supports the service	
Duties	Statutory duty to promote the educational achievement of looked after children	
Summary of feedback from schools	Inconsistency over the personal education plan (PEP) process, proactive team and high quality advice, support writing plans valued, bureaucracy frustrating, strengthen management	
Proposed model	A designated virtual school head (VSH) supported by a small team of teachers and mentors	
Rationale	Management delayering	
Impact	Disestablish the Deputy Head post	
Current staffing Headcount 9 – 6.04 FTE	Proposed staffing 6.04 FTE No reduction proposed	
Current budget £1.53M (£0.61m + £0.92m of Pupil Premium Plus)	Proposed costs £1.39M (saving £0.14m) DSG savings £0.0m Core savings £0.13m	

Minority Group Support Services (MGSS)	
Overview	<p>Provides support for newly arrived pupils; multi-lingual language assistance, settlement services and Ethnic Minority Achievement support to schools</p> <p>The work is significantly focussed around the language profile of the city. In addition, the service provides extensive support for pupils with English as an additional language (EAL) within nursery provision across the city within both local authority and Private Voluntary and Independent (PVI) settings</p>
Duties	<p>Statutory duty to make arrangements to establish the identifies of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise</p> <p>Responsible for working in partnership with schools to support ethnic minority achievement</p>
Current model	<p>A Head of Service supported by a team of teachers, teaching assistants and settlement officers</p> <p>The service operates on a traded model</p>
Summary of feedback from schools	<p>Multi-lingual Assistants (MLA) – relevant language demand not always met, erratic support, impact variable, preference to commission own workers, well thought of by some, unanimous that review is needed</p>
Proposed model	<p>An Ethnic Minority Achievement Lead supported by a team of teaching assistants and settlement officers</p> <p>A service designed to enable:</p> <ul style="list-style-type: none"> • Development of a citywide Ethnic Minority Achievement strategy, strategic and up-to-date guidance on issues of racial equality, a training programme and an increased online resource • Focused support for the settlement of newly arrived pupils in the city • The language needs of the city to be met <p>Cease delivery of support for teaching, community languages and free Early Years Foundation Stage provision.</p>
Rationale	<p>The current financial model is unsustainable; income generation does not match costs</p> <p>Feedback from headteachers is that the current provision is variable and does not meet need. Schools have developed their own models of support for ethnic minority groups</p> <p>There is a changing linguistic profile within the city.</p>
Impact	<p>Disestablish all teaching posts</p> <p>Reduce the number of MLA posts</p> <p>Reduce the number of settlement officers</p>
<p>Current staffing</p> <p>Headcount 21 – 14.5 FTE</p> <p>plus</p> <p>Casual 110</p>	<p>Proposed staffing</p> <p>9 FTE</p> <p>Proposed Reduction:- 5.67 FTE</p> <p>Review of casual staff</p>
Current budget	Proposed costs

£1.51m	£1.14M (saving £0.37m) DSG savings £0.37m
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Performing Arts Service	
Overview	Provides music education, music tuition, instrumental hire and dance and drama Lead organisation for the Coventry Music Education Hub and is the key player in securing the Music Education Grant devolved to the city and delivering the National Plan for Music Education (approximately 14,000 young people per week involved)
Duties	Support for schools to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
Current model	A Head of Coventry Performing Arts supported by a Deputy Head of Music and a team of teachers, tutors and agency staff who provide a range of learning and performance opportunities through music, dance and drama An operational business team supports the service
Summary of feedback from schools	Inconsistency in quality, some excellent, others disappointed, business admin and systems significant issues, value for money, alternative providers being considered Inflexible, 50% of schools currently buying in suggest they are looking elsewhere
Proposed model	A Coventry Music Service, the Lead Organisation for the Coventry Music Education Hub A staffing structure consisting of: <ul style="list-style-type: none"> • A Coventry Music Service Lead • Lead Officers Learning and Development (specialism) x 4 • A Senior Business Development and Finance Officer • Admin Leads x 2 • Self-employed music professionals Cease delivery of dance and drama provision
Rationale	Need to develop a cost-effective music service that maximises the music education grant and introduce a flexible model that: <ul style="list-style-type: none"> • enables the development of a sustainable Music Service for Coventry • enables a core staff to facilitate a music programme for Coventry schools • provides a reduction in costs to schools
Impact	Disestablish Head of Coventry Performing Arts post Disestablish Business Support Assistant post Disestablish all posts relating to instrumental tuition and whole class tuition. Cease agency worker contracts.
Current staffing Headcount 55 – 22.75 FTE (including 1.0FTE vacancy)	Proposed staffing 9.5 FTE Proposed Reduction:- 21.75 FTE Note: potential to reduce this number
Current budget - £1.34M	Proposed costs

£0.50m Music grant £0.95m Performing Arts	£1.34m (saving £0.11m) DSG savings £0 ESG savings £0 Trading savings £0.11m to offset redundancy and reduce charges to schools.
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School Improvement	
Overview	Statutory responsibility for school improvement challenge and support until September 2017 (White Paper)
Duties	Statutory duty to intervene in maintained schools causing concern
Current model	A Head of Education Entitlement 0-11 and a Head of Education Entitlement 11-19 (25) supported by Coventry Improvement Partners (internal and commissioned) and a Primary Assessment and NQT Induction Lead deliver challenge to schools and support system development An Education Support and Improvement Co-ordinator supports partnership working across the system A Project Support and Operational Finance Officer provides support across Education, Libraries and Adult Learning
Summary of feedback from schools	Support variable but certain personnel valued, not always challenging enough, use dependent on school category, provides external focus and refreshes priorities, highly effective commissioned support
Proposed model	A small central team providing an enabling infrastructure to support a system-led school improvement model Maintain primary assessment moderation and NQT induction provision
Rationale	The statutory responsibility for delivering school improvement will be removed from the Local Authority from September 2017 (White Paper) The primary and secondary partnerships are established and increasingly more independent. An enabling infrastructure will continue to provide strategic direction and a citywide approach to partnership and collaboration
Impact	Disestablish Coventry Improvement Partner posts Cease to commission Coventry Improvement Partner/Monitoring Officer activity
Current staffing Headcount 10– 5.6 FTE Note: 4 vacancies	Proposed staffing 4.0FTE (inc new posts x 2) Proposed Reduction: 3.6FTE
Current budget £1.55m	Proposed costs £0.65m (saving £0.9m) DSG savings £0.1m ESG savings £0.8m
Work Related Learning Team	

Overview	Brokers and quality assures work related learning alternative provision for young people aged 14-16 through a centrally provided service
Current model	A Lead supported by a Work Related Learning Co-ordinator, Quality Assurance Advisor and two Personalised Learning Mentors
Duties	Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour
Summary of feedback from schools	Have been used less as equivalent qualifications are no longer 'counted' in published school performance tables, some schools prefer to source own as expensive
Proposed model	A Lead supported by a Work Related Learning Co-ordinator and Quality Monitoring Officer and two Personalised Learning Mentors Develop a fully traded model maximising grant income opportunities (European Structural and Investment Funds [ESIF]) Work closely with the Coventry Extended Learning Centre (CELC) to develop an integrated pathway for those at risk of exclusion/NEET
Rationale	Increased focus on holding providers to account for their own quality assurance and performance outcomes
Impact	Disestablish Quality Assurance Adviser post Disestablish Work Related Learning Co-ordinator post Establish a new post – Work Related Learning Co-ordinator and Quality Monitoring Officer
Current staffing Headcount 7 – 3.7 FTE	Proposed staffing 3.0FTE Proposed Reduction:- 0.8 FTE Note: potential to reduce
Current budget £0.82M	Proposed costs £0.77M (saving £0.05M) ESG savings £0.05M

Coventry Extended Learning Centre	
Overview	Alternative provision for key stage 3 and key stage 4 pupils based at three sites in the city (Wyken, Swanswell and The Link)
Duties	Definition of alternative provision Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour
Current model	Head of KS4 Alternative Provision supported by three deputy heads, one at each site
Summary of feedback from schools	Students stay too long, more provision needed, no communication about progress, support not consistent

Proposed model	A Head of Coventry Extended Learning Centre A further review of alternative provision across the city will be included within the next phase of the Education Services redesign	
Rationale	The Coventry Extended Learning Centre is one provision therefore an overarching Head of Centre is needed.	
Impact	Disestablish Head of KS3 Alternative Provision	
Current staffing 37.43 FTE Headcount 38	Proposed staffing 36.43 FTE Proposed reduction: -1 FTE	
Current budget £2.76M	Proposed costs £2.76M Review of Coventry Extended Learning Centre included within next phase of redesign. Financial impact to be reported as part of next phase.	

Special Educational Needs (SEN) Support Services: Communication and Interaction Service; Education Psychology Service; Integrated Early Years Service (Pre-school); Learning and Well-being Service (LAWS); Sensory and Physical Service.

Overview

The LA currently offers families, early years settings and schools a range of specialist support services for children identified as having 'high needs' or SEN support; as defined in the Children and Families Act 2014, and the supporting SEN Code of Practice.

Current teaching specialisms include:

Educational Psychology; pre-school teaching and assessment; portage; inclusion advice and support to independent early years settings; learning difficulties; behaviour; speech and language (teaching not therapy); autism; hearing and visual impairment and physical disability.

Current 'services' are partially retained (funded centrally) and partially traded. The services also deliver some centrally retained enhanced resource provisions (bases) in designated schools, specifically for children with hearing impairment (primary and secondary) and speech and language difficulties (three secondary school bases). The Learning and Well-Being Service deliver full-time provision for children with challenging behaviour in two learning environments based in mainstream schools, known as the KEYs provision.

The current delivery model has been in place for many years and appears in part, to have developed organically to cover perceived gaps in provision.

Feedback from schools, identified an imperative to change the service delivery model and re-balance specialisms to reflect current need. Schools were clear that the current model was not fit for purpose and the current service level agreement imposed a bundle of services upon them that they did not necessarily want; the current SLA precludes them from accessing a higher level allocation of services when needed.

Schools have identified the areas of service that they value and want to increase; areas of service that they would not prioritise and gaps in the current service. Many schools have confirmed that they cannot commit to fund the current SLA, but would commit to purchase high quality services that met their needs and represented value for money. Schools identified access barriers to support, arguing that children could not benefit from early intervention, unless all areas of the service operated a flexible access threshold.

In response, the Local Authority commissioned an Independent Consultant to conduct a strategic review of SEN support services. The over-arching brief, was to make recommendations for re-design that would secure an integrated outcome focused service that could be traded. The consultant conducted a contextual analysis of the current organisation and working practice, analysed costs and income generation and considered outcome evidence where this was available.

Staff and service users participated in the fieldwork through a series of interviews, focus groups and a service transformation workshop. The current service model and costs were compared against national benchmarks. The review also took account of wider Council reviews including early years, behaviour pathways and CAMHS re-design.

This proposal reflects the findings of that review and embraces schools' commitment to co-designing a service that is fit for the future and meets the needs of children, young people and families. The proposal also takes the opportunity to widen service reach and to mirror the expectations of the Children and Families Act 2014, by extending access to support from birth to age 25. It seeks to address areas of over-management, removes duplication,

	<p>addresses gaps within the offer and promotes collaborative solutions.</p> <p>The review also evidenced that the Local Authority is currently delivering some services to schools that fall outside of its statutory responsibility without charge. A decision now has to be taken on whether the Local Authority ceases to make this provision or it is commissioned by schools and settings, through a traded model.</p> <p>Service specific issues, evidence that the current configuration of services including the distribution of individual service budgets, has led to inequalities between service areas, specifically in relation to staffing ratios, workload distribution and access to CPD.</p> <p>In summary, the Consultant report and supporting evidence concludes that:</p> <ul style="list-style-type: none"> • The current service model, lacks strategic direction and is at an early stage of evidencing its impact on outcomes for children; • The majority of service provision, is well thought of by schools and acknowledges the expertise, experience and specialist skills and qualifications distributed throughout the services • The current balance of specialism, does not reflect the current needs analysis of children or schools; • The current model is service led not customer led and therefore needs to achieve a cultural shift; • Overall the scale and cost of the current service, is significantly greater than Coventry’s statistical neighbours, with the exception of Educational Psychology and Sensory services which cost less than or the equivalent of statistical neighbours. This is financially unsustainable. • It is concluded that the current range of services in current form is financially unviable going forward and would not be affordable to education providers under a full-cost recovery traded model. <p>It is therefore imperative that services are reconfigured, to respond to the current needs of Coventry’s children, families, settings, schools and post 16 providers.</p> <p>The re-design, must ensure that the service is sustainable into the future and that the needs of children with SEN and the professionals that have the statutory responsibility to support them, are met.</p>
<p>Statutory Duties:</p>	<p>The Local Authority has the following statutory duties in relation to SEN:</p> <ul style="list-style-type: none"> • Implementation of part 3 of the Children and Families Act 2014, which was enacted 1st September 2014. The provisions are reflected in statutory guidance: SEND Code of Practice (0 to 25) 2014. In summary the LA has to identify children with SEN and arrange the statutory assessment of need, produce Education Health and Care Plans (EHCP) when appropriate, ensure that provision specified in the EHCP is delivered, monitored and to review need, progress and provision. • The Local Authority does not have a duty to make SEN provision for children who do not have a statutory plan (Statement of SEN or EHCP). Provision of SEN Support is the responsibility of settings, schools and colleges. • The LAs duty for pre-school children with SEN is to ensure that there is sufficient expertise and experience amongst local early years providers on the development of inclusive learning environments
<p>Current model</p>	<p>The current model operates as a group of separate independent services, with separate management structures, budget and administrative support</p>

	<p>arrangements.</p> <p>Communication and Interaction Service: consists of three distinct teams. The Autism (ASD) team works with children with a formal diagnosis of ASD. It provides a limited ASD specialist pre-school service; advice and support for school age children and direct training to schools. The service currently operates a waiting list and is unable to support children who do not have a formal diagnosis of an autism spectrum condition/disorder.</p> <p>The speech and language teaching service, primary function is to deliver provision in three non-delegated, secondary school based enhanced resource provisions (ERPs). It delivers an accredited training programme, which is accessible to teaching and non-teaching staff. Direct work with schools and individual pupils is very limited because of capacity and low demand.</p> <p>Educational Psychology: provides the LAs statutory assessment function for Education Health and Care Plans (EHCPs); professional advice in the statutory decision making processes and represents the LA at Tribunals, It also offers a comprehensive service directly to schools on a traded full cost recovery basis.</p> <p>Integrated Early Years Service (pre-school): provides a portage intervention for children within the family home, delivers ‘nursery’ sessions to children with complex needs, provides direct teaching advice and support to families and settings, delivers an Area SENCO function by working with private and voluntary early years settings and nurseries, with the aim of building capacity to support children with SEN.</p> <p>Learning and Well-Being Service: The Consultant confirmed that LAWS is a discretionary service of which only primary behaviour support is currently traded. It offers two within-school ‘units’ known as the KEYS offering short term (no more than one term) teaching intervention; Team Teach training to schools requiring it (de-escalation and safe handling training), transition support to a limited number of students transferring from primary to secondary schools; a limited direct pupil support service and advice and assessment for children with learning difficulties, with a strong emphasis on specific learning difficulties/dyslexia</p> <p>Sensory and Physical: provides holistic support for children from birth to 19 with hearing impairment and visual impairment. The physical service provides advice and support for disability access and technology.</p>
<p>Summary of feedback from schools and early years settings and the Independent Consultant review</p>	<p>Schools are clear that the current ‘SLA’ offer, does not reflect their current support needs and are concerned that they are required to purchase services that they do not require, have limited access to services that they value and that the LA offer has ‘gaps’ in required provision. The Local Authority and Service Leaders concur with this view.</p> <p>Feedback generated through a whole school survey, detailed service review including fieldwork consultation and an SEN conference specifically identified that:</p> <p>Communication and Interaction Service: schools were unable to comment on the strength of speech and language teaching, as they had little experience of receiving the service. The minimal level of teaching support remaining in the service (0.6) has minimum impact.</p> <p>Schools identified autism as a primary area of need and indicated that this service was highly valued, but would need to expand, if it is to meet service demand</p>

	<p>Educational Psychology: Schools were clear that this is a highly valued service, with insufficient capacity to respond to increasing demand. It is evident that there is requirement for the service to increase capacity</p> <p>Integrated Early Years Service (pre-school): The Consultant identified that parents and carers hold Portage in very high regard, it is an example of an asset-based approach that families find enabling. It is evident that the roles of pre-school teaching and the area SENCO have become blurred leading to duplication and lack of clarity of role and purpose. It is therefore imperative that roles are redefined.</p> <p>Learning and Well-Being Service: Feedback from education settings was mixed. In summary schools do not believe that the current service is fit for purpose and require a new service that focuses on key aspects of Social Emotional and Well-being (SEMH), which includes:</p> <ul style="list-style-type: none"> • An integrated pathway of support for social, emotional and mental health that enables access to effective multi-agency, multi-disciplinary services and provision quickly. Schools indicate that if this service was designed with them to ensure it met need they would commit to purchase it, subject to cost. • Primary schools want the current KEYS provision to be retained and expanded • Schools have concluded that transition support for behaviour is not required and believe that this falls into a schools responsibility. • Some elements of learning support, were highly valued and might be traded specifically dyslexia support. <p>Sensory and Physical: Hearing and visual impairment functions are highly regarded by families and education providers and are required to continue to meet low incidence need. Schools confirmed that the Access and Technology function is no longer required, because disability access is a school based responsibility and preferred provider under a traded model is likely to be special schools.</p>
<p>Proposed model</p>	<p>It is proposed that a single integrated (0 to 25) SEND service is created that is responsive to current need. The service would include all statutory functions, including the statutory assessment, monitoring and review of Education, Health and Care Plans, under a single Head of Service and retain expert SEN support teams, within a simplified management structure. The structure will have the capacity to provide strategic direction, operational management and service development. It would be customer focused, evidence based, accountable, responsive and flexible to 'customer' need and statutory responsibilities.</p> <p>In order to deliver the statutory and cultural requirements of the Children and Families Act 2014, the service will be underpinned by clear pathways of identification, assessment and intervention, with the capacity to extend into existing and future multi-agency pathways including health and social care.</p> <p>The service delivery model will be aligned to system demand and fully reflect the proportionality of current need.</p> <p>The resource for <u>statutory functions</u> i.e. Educational Psychology; sensory support, specifically visual and hearing impairment and the requirement to identify pre-school children with SEN, would continue to be centrally retained</p>

and funded.

The balance of services would be offered as a traded model, co-designed with schools. This means that functions funded through a traded element would be staffed to reflect demand. Market testing of a new support offer would inform the scale of constriction or expansion of service capacity and therefore the overall staffing model.

SEN Support Proposed Offer:

It is proposed that the new service is co-designed with service users to deliver:

- A single comprehensive multi-disciplinary training programme, accessible to settings, schools and colleges

SEMH traded offer:

- A comprehensive referral based SEMH team, that includes outreach and in-reach support. The service will work in collaboration with other specialists including Educational Psychology to provide:
- Consultation and advice to leadership teams
- Support the implementation of the CAMHS dimension tool to ensure appropriate signposting for support and intervention
- Assessment and intervention of need to secure an early intervention plan
- Hands on support and guidance for all education settings
- A rapid and flexible response to child specific cases, leading a team around the child approach
- Bespoke SEMH training in partnership with the Primary Mental Health Team and CAMHS
- Continuance of delivery of the KEYs function including its expansion, pending further consideration of long-term governance

Educational Psychology and SEN (0 to 6) offer:

- It is proposed that the traded Educational Psychology offer is expanded to include a specialist SEMH assessment and intervention programme, forming part of the SEMH pathway; and that the team in consultation with schools, continues to expand to required capacity
- The SEN (0 to 6) team will predominately focus on pre-school children, working with families and settings, in close partnership with the Educational Psychology team. The service will expand its responsibilities to include a potential traded element working with children in reception and supporting transition.

Complex Communication and Learning traded offer:

- It is proposed that the new traded complex communication and learning team form part of the identification, assessment, diagnosis and intervention pathway for children and young people age 2 to 25 experiencing social communication difficulties, irrespective of a diagnosis. The team would offer settings, schools and colleges a comprehensive service including training, advice, intervention strategies and direct support and intervention
- The provision of dyslexia support would continue to be available through this team

- The teams overall capacity will be determined by demand

Sensory Team offer

- The sensory team will continue to provide the current service for children and young people with a hearing and/or visual impairment, with the potential to expand the offer to a traded service for further education providers.

Staff impact:

In order to secure a single integrated service and reduce overall costs, the principle of management layering will be applied.

- The current structure is led by two Heads of Service; Head of Student Services and Head of SEND and Inclusion Service. It is proposed that all SEND services are integrated under one Head of Service - Head of SEND;
- A new post of SEN Support Manager, would provide operational leadership and management of the combined SEN support elements of the new Integrated 0 to 25 Service.
- The budget for the new single service would be centrally held by the Head of SEN Service and SEN Support Manager. The budget would be deployed according to the business needs of the service as set out in the business strategy. In order to secure a robust business function that enables the service to maximise traded income, demonstrate impact and respond to customer feedback capacity will be created through a Business Manager function.
- The current SEN support structure consists of separate services, with separate budgets led by Strand Leads. Under this proposal leadership and management responsibilities would be integrated into a single structure professionally led by Team Leaders.
- The four Strand Lead posts for Integrated Early Years (vacant), Communication and Interaction Service, Sensory Support and Physical Service, and Learning and Well-Being Service are disestablished.
- In order to secure appropriate professional supervision and development, four Team Leader posts for 'Social Emotional Mental Health', 'Complex Communication and Learning', 'Sensory' and SEN (0 to 6) are created, with responsibility for quality assurance, professional development and supervision of the team.
- The function of Assistant Head Teacher will be disestablished across the structure
- The SEN (0 to 6) Team Leader will be employed on a full-year basis, to reflect the fact that services to pre-school children are required throughout the year.
- TLR points and SEN allowances will be allocated in accordance to the Council's pay policy

SEN (0 to 6) Team

- The Principal Educational Psychologist (vacant) will directly line manage the SEN (0 to 6) Team Leader, to ensure that the early years pathway leading to assessment and intervention joins up with partners in other early years services, including health and early years hubs. It is expected

that the Team Leader will have capacity to directly line manage the teachers within the service and the Portage Coordinator.

- The current roles of Area SENCO and Early Years Teacher will be disestablished, in order to secure clarity of team function.
- The structure will incorporate six fte term-time SEN Early Years Inclusion Support Teacher posts. These posts will be ring-fenced to the current Area SENCO and Early Years Teachers. An income target will be set against this function, to reflect the opportunity to offer training to early years settings, maintained nurseries and primary schools as set out in the proposed early years funding changes consultation.
- The Portage function will continue to be led by a Portage Coordinator. The Portage Coordinators post will expand to a full-time all year round post.
- The portage team will be expanded to 6 fte all year round posts, to reflect the needs of children and families.
- The four posts of Inclusion Support Workers will be re-named Portage Workers, to reflect the current role. The two new portage worker posts will be ring-fenced to appropriate disestablished posts
- The two early years Nursery Nurse posts and three Education Assistant posts will be disestablished. The expansion of the Portage function will be ring-fenced to these posts

Social Emotional and Well-being (SEMH)

- The Education Key Workers function currently located within LAWS will transfer to Coventry Education Learning Centre (PRU), two vacant posts will be disestablished. The on-going function will then be considered under a phase 2 review of Alternative Provision
- The staffing model of the KEYS provision based at Parkgate Primary and Frederick Bird, will be retained under the current staffing structure. A proposal to create another KEYS site is currently under consideration. If this is realised, new posts will be ring-fenced to teachers within the service who are at risk.
- The transition support function from primary to secondary schools will be disestablished.
- In the interests of equity, the outreach support currently commissioned through Woodfield School will be reviewed, with an assumption that funding a continuance will be through a traded model.
- With the exception of the KEY bases, all central behaviour teaching and education assistant posts are at risk. The level of retention in the new structure is subject to confirmed demand for trading. It is noted that changes to financial regulations, mean that the LA will not be able to continue to centrally retain funding for behaviour support. Trading is therefore the only option to support a continuance of service.

Sensory

- The sensory team function focuses solely on the low-incidence needs of hearing and visually impairment.
- The post of Deputy Strand Lead is disestablished and the post of Deputy Team Leader is created, with responsibility to professionally lead on either VI or HI. The Team Leader post will also have a requirement to lead on either VI or HI, to ensure that both areas of disability are secured through mandatory qualification.
- The Access and Technology function will be disestablished.

Complex Communication and Learning

	<ul style="list-style-type: none"> ▪ This will be a fully-traded service that is primarily responsive to demand for social communication difficulties (autism continuum). The team offer will also include learning support for any specific areas of learning difficulty, (specifically dyslexia) that can be traded ▪ The current secondary ERPs (enhanced resource provision) for speech and language based at Barrs Hill, President Kennedy and Westwood Academy will be reviewed alongside all of the City’s ERPs in phase 2. ▪ As a first step, the current staffing models of the ERPs will be brought into line with other ERPs and the KEYS, to reflect equality of entitlement and value for money requirements. Consequently, the combined ERP teaching and non-teaching establishment will be reduced to 3 fte teachers and 2.54 fte Teaching Assistants ▪ The professional lead posts (1.92 fte) will be disestablished ▪ Two posts: Autism Coordinator and Learning Coordinator will be established to provide quality assurance, professional supervision and development ▪ The central teaching post for speech and language is disestablished ▪ The 12 central teaching posts for autism (9.2 fte) and the 6 central HLTA posts for autism (4.13 fte) are placed at risk, the retained establishment will reflect the commitment of schools and other potential customers to purchase support. Consequently, the team may constrict or expand. However, initial feedback from schools suggests a high level of potential buy-back.
<p>Rationale</p>	<p>The current services are no longer fit for purpose. Providing a single SEND integrated service, that offers the breadth of expertise and flexibility for children and young people with severe and complex learning difficulties age 0 to 25, supports the new legislative requirements of the Children and Families Act and enables the LA to demonstrate its positive implementation of SEND reform.</p> <p>It also provides an opportunity to increase the reach of the service where appropriate through an extended traded service; reflects changes in grant and delegation requirements and ensures through an efficient management structure, that available resources are targeted directly towards and therefore benefit children.</p> <p>The new service reflects a requirement for integration across education, health and social care and creates an opportunity to develop specialist pathways for all areas of need and transition</p>
<ul style="list-style-type: none"> • 77 posts will be affected. 	
<p>Current staffing: Head count – 167 FTE – 109.34</p>	<p>Proposed Reduction:-</p> <ul style="list-style-type: none"> ▪ 22.83 FTE will be made redundant ▪ 33.32 FTE may possibly be made redundant subject to market testing <p>Note:-Redeployment opportunities are likely to be available.</p>
<p>Current Budget £7.23M</p>	<p>Proposed costs £ 5.98M (saving £1.25M)</p> <p>The service is currently 78% DSG and 22% traded. Further detailed work is required to clarify these savings.</p>

SEN Management Services	
Overview	<p>The current SEN Management Services incorporates a range of statutory duties, that are supported under one staffing structure covering: SEN statutory assessment, provision, review and monitoring; monitoring of elective home education; school exclusions (permanent); home to school travel assistance for students with SEN, and education representation within MASH. The school admissions function sits within the structure but is delivered through the admissions and benefits team and is not therefore directly affected by the SEN Management Service review.</p> <p>This model does not reflect the requirements of Part 3 of the Children and Families Act and is a barrier to delivering the Council's statutory duties in relation to the statutory assessment. Performance evidence identifies that a distribution of the Elective Home Education responsibility across a team of officers, presents a risk in terms of capacity, consistency and trend analysis. The Council no longer has a statutory duty to provide advice and support to schools in relation to the exclusions process. It is evident that the decision making process for the provision of home to school travel assistance requires a dedicated resource.</p>
Statutory Duties	<p>Implementation of Part 3 of The Children and Families Act 2014, associated regulations and statutory guidance as set out in the SEND Code of Practice (0 to 25)</p> <p>Duty to monitor provision for children of statutory school age who are electively home educated</p> <p>Duty to provide travel assistance for eligible statutory school age children with SEN</p> <p>Duty to assist eligible post 16 students with SEN to access further education</p> <p>Duty to provide SEN Disability Information and Advice Service to parents, carers and young people</p> <p>Duty to commission and SEN Dispute Resolution and Mediation Service</p>
Current model	<p>The original SEN Management Service was designed to discharge the LAs statutory duties under the Education Act 1996. The functions were delivered through a traditional LA Education Officer post, The post carried a broad range of operational responsibilities including: all aspects of the SEN assessment and review process; the monitoring of elective home education and the management of exclusions. More recently the requirement to include education representation within the MASH team was absorbed into the Education Officer role, resulting in one full-time deployment.</p> <p>All of these responsibilities are set out in statutory guidance which specifies the process, timescales and quality expectations and all are subject to external inspection for compliance by OfSTED and CQC.</p> <p>The Children and Families Act was enacted in September 2014. The purpose of this statute was to radically reform the SEN process. Successful implementation demanded a new way of working, This included the introduction of an holistic assessment of a child's education, health and care needs. It also demands closer working with families and the voluntary sector, The new responsibilities extended the age range of eligible children and young people from age 2 to 19 attending school, to birth to 25, attending school, FE and training.</p> <p>Since September 2014, the case volume has significantly increased due to demand and the extension of age range. The service is challenged by the</p>

	<p>additional burden of transferring circa 1500 Statements of SEN to Education Health and Care Plans (EHCPs) by 31st March 2018. Consequently, the current service is not fit for purpose.</p>
<p>Summary of feedback from settings, schools, FE providers, families and partners</p>	<p>The general consensus from education providers and families, mirror the national picture. The SEN reforms are welcomed in principle. It is accepted that LAs are on a journey to achieve full implementation of a range of new and challenging system requirements. Whilst, there is strong support for the implementation of the EHCP within the City, levels of dissatisfaction have been expressed in respect of the speed of assessment and the perceived quality of Plans, particularly those that have been transferred from a Statement of SEN to an EHCP.</p> <p>Stakeholders are seeking a person centred process that enables all involved to co-produce Plans.</p>
<p>Proposed model</p>	<p>It is proposed that the current SEN Management Service is disaggregated to secure specialist posts. The generic Education Officers post would therefore become obsolete. The proposed new structure, secures a focused statutory EHCP team with the capacity to transfer all SEN Statements of SEN to EHCPs by the statutory deadline of 31st March 2018; ensure that families that electively home educate their children are appropriately monitored in accordance with statutory requirements; scrutinises entitlement to SEN home to school travel assistance and ensures that students who are permanently excluded from school are admitted to an alternative provision within 6 days. The proposal also secures a dedicated educational resource within the MASH team.</p> <p>Staff Impact:</p> <p>It is proposed to restructure the current SEN Management Team to secure specialist posts for each key function, consequently:</p> <p>The job description for the service Strand Lead is reviewed and renamed SEN Assessment and Provision Manager, to secure clarity of role. The responsibilities of the new post is not significantly different to the existing role</p> <p>The role of Education Officer is disestablished and functions are delivered through new professional posts as follows:</p> <ul style="list-style-type: none"> • Two, Senior Plan Coordinators; six Plan Coordinators and 6 Plan Assistants • The role of Senior Plan Coordinator provides professional supervision of the Plan Co-ordinators • The Plan Coordinators provide professional supervision of the Plan Assistants. The Plan Assistants role equates to the current Caseworker role and is regarded as a minor review of job description hat reflects the views of current potholders • The role of Senior Administrative Officer is disestablished. It is accepted that the breadth of responsibilities cannot be fully delivered by a single postholder • The role of Finance and Workflow Coordinator is created and ring-fenced to the current Senior Administrative Officer • The role of Access Coordinator is created to absorb the responsibility of assessing travel assistance applications, administering the monitoring of permanent exclusions and CME • The role of an Elective Home Education Officer is created to ensure that the Council's statutory responsibility is robustly fulfilled

Rationale	The current structure is not fit for purpose. There is a risk that if this is not addressed, the LA would not be able to deliver its statutory functions within timescale; inadequate scrutiny of home to school travel assistance will incur unnecessary expenditure.	
Current staffing Headcount 18 FTE 13.03	Proposed Expansion Education Plan Co-ordinators and Assistant for fixed term to ensure transition plans in place. Staff at risk – 3.62FTE (grade changes)	
Current Budget £0.79M	Proposed costs £0.71M (saving £0.08M) DSG savings £ ESG savings £0.05 Trading buy-out £0.03	

The proposals will have the following impacts on staff. More detail is shown in individual team/service pack information.

Summary - all services in review*	Establishment FTE	Staff in post FTE	Vacant posts	Head count	FTE proposed	Change in FTE	Head count adverse impact	New post
Total across Education (non-SEN)	118.06	99.52	18.54	135.00	82.53	-35.33	-59.00	15.00
Total across SEN	128.60	112.73	15.47	144.00	87.12	-41.48	-63.00	19.00
Total	246.66	212.25	34.01	279.00	169.65	-76.81	-122.00	34.00

Please note that where schools buy back services, the impact on head count (adverse impact) will improve. These figures now include Extended Learning Centre. This increases total figures, but has low impact on change in FTE, Head count adverse impact and new posts.

Appendix B: Cabinet Report: Summary of consultation feedback and management response for each service

1	Hospital Education Service	
1.1	Summary of consultation feedback	<p>Key consultation themes:</p> <ol style="list-style-type: none"> 1. Dedicated provision <ul style="list-style-type: none"> • Disestablishment of provision will impact on life chances of vulnerable young women and their babies by disrupting education and removing ‘teenage-friendly’ childcare provision 2. Childcare charges <ul style="list-style-type: none"> • Childcare charges for nursery provision would not be met in full by Care to Learn funding (government funding available for young parents under 19 in training or education)
1.2	Management response	<ol style="list-style-type: none"> 1. Dedicated provision <ul style="list-style-type: none"> • The evidence is that the majority of pregnant schoolgirls in Coventry choose to remain in their school rather than access dedicated provision. • Feedback from secondary headteachers is that these pupils should remain in mainstream provision where possible in order to achieve the best possible outcomes. 2. Childcare charges <ul style="list-style-type: none"> • The proposal to replace delivery of provision for pregnant schoolgirls and young mothers through bespoke alternative arrangements for individual pupils as required will include access to top-up funding for appropriate childcare to ensure that young mothers are able to continue in full-time education.
1.3	Recommendation for implementation	Implement proposal as consulted on – including provision of bespoke programme for pregnant school girls’ and young mothers’ if/as required
2	Coventry Performing Arts Service	
2.1	Summary of consultation feedback	<ol style="list-style-type: none"> 1. Ceasing delivery of dance and drama provision <ul style="list-style-type: none"> • A broad cultural offer should be available to schools and children • When Coventry is preparing to bid for UK City of Culture, the city council can play an important role in promoting Dance and Drama as well as music in schools • Dance delivery within special school settings enables these pupils to access the arts 2. Delivery of music provision through a self-employed model <ul style="list-style-type: none"> • Self-employed model not sustainable • Self-employed model can work well in providing a flexible offer to schools, but • need to ensure quality of teaching to retain and attract motivated, experienced, well regarded staff

		<ul style="list-style-type: none"> • need to incentivise staff to act as advocates for music, the Service and the Music Education Hub
2.2	Management response	<p>1. Ceasing delivery of dance and drama provision Dance and drama activity forms less than 5% of the overall activity of the service and a costing exercise has demonstrated that these activities run at a deficit. Whilst we wholeheartedly support Coventry's bid to be the UK City of Culture 2021, the bidding process does not provide funding that could be used to maintain the current provision. No schools indicated as part of the consultation that they want to buy back dance and drama provision from the Service. There are a number of independent providers within the city that our schools and other organisations are already commissioning on an as and when needed basis and some schools have dedicated in school provision.</p> <p>2. Delivery of music provision through a self-employed model Feedback from schools about the need for significantly increase flexibility and value for money has been an important consideration in the development of the proposed model (50% of schools currently buying in suggest they are looking elsewhere). Nationally, there is a continued move away from employment to self-employment within Music Services and a number of local authorities are operating a successful, quality service using the self-employed model. Those authorities operating this model evidenced retention of staff, increased opportunities to schools, increased take up. The Arts Council currently funds many hub lead organisations/music services that operate this model. Our strong partnership working with 15 hub partners and the Arts Council is being maintained and places us in a strong position to ensure that we continue to drive growth and create a broad and high quality music education offer for the city.</p>
2.3	Recommendation for implementation	Implement proposal as consulted on
3	Coventry Extended Learning Centre	
3.1	Summary of consultation feedback	One headteacher stated they agreed with the proposal No staff responses
3.2	Management response	Schools support the proposal as discussed with the Primary Steering and Secondary Executive No changes/modifications need to be made to the proposed model
3.3	Recommendation for implementation	Implement proposal as consulted on
4	Work-Related Learning Service	
4.1	Summary of	One headteacher stated they agreed with the proposal

	consultation feedback	No staff responses
4.2	Management response	Schools support the proposal as discussed with the Primary Steering and Secondary Executive No changes/modifications need to be made to the proposed model
4.3	Recommendation for implementation	Implement proposal as consulted on
5	Looked After Children Education Service	
5.1	Summary of consultation feedback	<ol style="list-style-type: none"> Leadership of Looked After Children <ul style="list-style-type: none"> Delaying needs to recognise the increased responsibilities within the Virtual Headteacher role. We need to ensure we can attract the right quality of leaders. We need to ensure we are effectively supporting the most vulnerable pupils. We need to have a clear focus on the safeguarding needs of Looked After Children.
5.2	Management response	<ol style="list-style-type: none"> Leadership of Looked After Children <ul style="list-style-type: none"> The increased level of direct accountability of the Virtual Headteacher is reflected within revised job description. There will be clearer systems of accountability for Key Stage Leaders. Reporting systems will enable a more streamlined approach to the self-evaluation process and action planning. The development of strong relationships with school based networks/collaboratives will increase the system's capacity to provide support for Looked After Children. <p>Schools support the proposal as discussed with the Primary Steering and Secondary Executive</p>
5.3	Recommendation for implementation	Implement proposal as consulted on
6	Ethnic Minority Achievement (Minority Group Support Service)	
6.1	Summary of consultation feedback	<p>Key consultation themes</p> <ol style="list-style-type: none"> Teaching advisory support <ul style="list-style-type: none"> training demand is high and attendance strong management of community languages is important teaching support is needed as part of the support provided for refugees the management of multilingual assistants requires a teacher

		<ul style="list-style-type: none"> • there is a need to retain an advisory role as it's well-regarded by schools • there is a clear need to provide support for Gypsy Roma and Traveller children in line with the Local Authority's duty for children missing education <ol style="list-style-type: none"> 2. Community Languages <ul style="list-style-type: none"> • schools and families value the service delivered • if removed this provision will be hard for schools to replace • the provision will be a lost language resource for the city • schools value the delivery of community languages and are happy to support a traded model 3. Multilingual Assistants <ul style="list-style-type: none"> • There is a need to appoint multilingual assistants with high language demand • Early Years support is highly valued, providers should have equality of access • removing support from the Early Years will have a negative impact on the most vulnerable pupils • there are significant links to safeguarding duties that need to be taken into account • multilingual assistants support other internal departments and therefore would benefit from an internal trading system 4. Senior Settlement Officers <ul style="list-style-type: none"> • the settlement team deliver a wider role than is recognised • work of the settlement team is valued by admissions and schools • there are significant aspects of work completed related to safeguarding that need to be considered • work supporting other areas within the council has not been taken into account 5. Settlement Officers <ul style="list-style-type: none"> • the settlement team deliver a wider role than is recognised, for example support for community languages • the reduction will have a detrimental effect upon other Local Authority services • there are significant aspects of work completed related to safeguarding that need to be considered • settlement officers support the delivery of community languages • there is an increasing need to support children with special educational needs, those entering Year 11 and unaccompanied refugees • support for admission appeals is a key function of the service
6.2	Management response	<ol style="list-style-type: none"> 1. Teaching Advisory Support <ul style="list-style-type: none"> • There is evidence that we should maintain an amount of teaching advisory support in order to deliver to a strategic approach to ethnic minority achievement, the delivery of community languages and support for refugees. • The provision of in-service training has not demonstrated historically the ability to achieve full cost recovery. • There is some evidence that schools would buy back advisory teaching support, particularly in the primary sector. • The management of multilingual assistants would benefit from training and strategic planning from teachers but

		<p>does not require direct management as this is not cost effective.</p> <ul style="list-style-type: none"> • We currently deliver to the needs of Gypsy Roma and Traveller children but this needs to be more consistent. <p>2. Community languages -</p> <ul style="list-style-type: none"> • There is clear potential for the development of a traded community languages provision. • Secondary schools have identified the ongoing need for this provision with a general commitment to supporting a traded model. • Evaluations of the traded cost to schools makes this a viable option. <p>3. Multi-lingual Assistants</p> <ul style="list-style-type: none"> • While Early Years settings highly value this resource the funding is no longer available. • If Early Years settings wish to purchase the support of multilingual assistants this could be delivered through the traded package. • There remains a need to ensure that the languages available meet the needs of the city. • Responsibilities in relation to safeguarding remain unchanged within the role. <p>4. Senior Settlement Officers</p> <ul style="list-style-type: none"> • The overall management of multilingual assistants is most should remain with the senior settlement officers, directed by the lead of the service. • The core functions of senior settlement officers remains in place the additional duties that do not fall within the role cannot be sustained. • The removal of Early Years multi-lingual assistants will reduce management duties. <p>5. Settlement Officers</p> <ul style="list-style-type: none"> • The delayering of community languages provision will create more efficiencies. • Additional duties delivered, while greatly appreciated, cannot be sustained within the reduced budget envelop • There is no direct evidence that the proposed model would not be able to cope with the expected level of demand • Ensuring all settlement staff work all year round will provide greater flexibility and will offset elements of the reductions being made. <p>Schools support the proposal as discussed with the Primary Steering and Secondary Executive</p>
6.3	Recommendation for implementation	<p>Changes to proposal consulted on:</p> <ul style="list-style-type: none"> • The inclusion of a traded arm for the delivery of community languages. • Ensure there is clear differentiation between the settlement team’s work and the teaching of community languages. • Ensure we secure a traded service to support refugees linked to primary school networks. • Provide an element of teaching support to develop the enabling infrastructure to ensure that ethnic minority achievement is a key priority for schools. • Staffing impact: an additional 0.6 FTE Advisory Teacher to support the extended traded service
6.3	Recommendation	<p>Changes to proposal consulted on:</p>

	for implementation	<ul style="list-style-type: none"> The inclusion of a traded arm for the delivery of community languages. Ensure there is clear differentiation between the settlement team's work and the teaching of community languages. Ensure we secure a traded service to support refugees linked to primary school networks. Provide an element of teaching support to develop the enabling infrastructure to ensure that ethnic minority achievement is a key priority for schools. Staffing impact: an additional 0.6 FTE Advisory Teacher to support the extended traded service
7	School Improvement	
7.1	Summary of consultation feedback	None received
7.2	Management response	The termination of the Education Bill followed by a funding announcement from the Department for Education resulted in Local Authority's being required to continue to take responsibility for school improvement and schools causing concern for at least one more year. As a result there has been a strategic review of the previous proposal.

Integrated 0 to 25 SEND Service

8	SEN Statutory Assessment and Provision Team	Currently: SEN Management Services
8.1	Summary of consultation feedback	Staff verbal feedback has been supportive of the proposals. One consultation response was received challenging post gradings but not the structure
8.2	Management response	The proposed structure will secure the Council's statutory responsibilities as set out in Part 3 of the Children and Family Act
8.3	Recommendation for implementation	Implement proposal as consulted on
9	SEN 0 to 6 Team	Currently: Early Years' Service (Pre-School)
9.1	Summary of consultation feedback	<ol style="list-style-type: none"> Change of Team name to make explicit that the team works with pre-school children and reception age children only Early Years practitioners from all disciplines should be part of this team to secure integration To reduce the two early years assessment spaces (Limbrick and Canon Park) to one To combine the current Integration Support Development Officer and Portage roles into one function instead of implementing the proposed portage worker role

		5. To extend the early years offer as a traded service to schools for reception age children
9.2	Management response	<ol style="list-style-type: none"> 1. It is agreed that the team name should be changed to SEN Early Years Foundation team 2. It is agreed that this proposal would increase the capacity and skills across the team, support the principle of integrated working and promote matrix management 3. It is accepted that this would increase efficiency and enable specialisms and staff to focus on the development of one centre of excellence, the final decision is dependent upon future accommodation decisions 4. The suggestion would promote the continuance of a non-statutory function that is not funded and would not reflect the principles of the proposal
9.3	Recommendation for implementation	Implement staffing proposal as consulted on, name change is agreed and the line management of specialist early years practitioners will be incorporated where appropriate
10	Social Emotional and Mental Health Team	Currently: Learning, Behaviour Support and Wellbeing Service
10.1	Summary of consultation feedback	<ol style="list-style-type: none"> 1. Schools have provided though a targeted survey, a strong indication of the SEMH interventions that they would and would not be likely to purchase. 2. Staff proposed that dyslexia and learning support would be best delivered through the SEMH team, thereby recognising the skills and qualifications of current staff and the causal link between learning difficulties and SEMH 3. Staff proposed that a specialist teaching team for primary age pupils who have been permanently excluded from school, should be created and sit within the SEMH structure as part of the primary behaviour pathway
10.2	Management response	<ol style="list-style-type: none"> 1. Schools have confirmed their preference for an integrated service that minimises the number of professionals interfacing with schools. Market testing through the school survey provides an evidence base for trading confidence. It is recognised that final decisions on volume take-up will be dependent on the cost of the service to schools. 2. The traded service is underpinned by an expectation of high level expertise. It is acknowledged that an integrated model would identify the required expertise from the whole service, regardless of structure; and that current expertise in general learning difficulty and dyslexia is predominately vested in staff supporting behaviour and there may be no advantage in disaggregating skill sets 3. The Council has a duty to provide full-time education for any child excluded from school. This proposal would secure statutory duties and respond to schools concerns
10.3	Recommendation for implementation	<p>Change to proposal consulted on:</p> <ul style="list-style-type: none"> • Retain central teacher posts due to trading/buy-back opportunities (secures 7 FTE posts) • Learning and dyslexia support to be delivered by appropriately qualified staff located within the SEMH team • Create a primary teaching team (additional 3.77 FTE posts) for excluded SEMH pupils (two teachers, two TAs).
11	Complex Communication	Currently Communication Interaction and Autism Services (CIAS)

11.1	Summary of consultation feedback	<ol style="list-style-type: none"> 1. Concern that the removal of a requirement to have a diagnosis of ASD to access the service would significantly increase demand 2. Autism Team should be distinct in the structure 3. Representations not to reduce staffing of secondary speech and language ERPs (Enhanced Resourced Provisions)
11.2	Management response	<ol style="list-style-type: none"> 1. Complex communication will be a traded service, increased demand would lead to an expansion of the team over time. Schools and families are frustrated by the current barrier criteria and welcome this proposal. There is evidence that the requirement to secure a diagnosis of ASD is adding to the diagnostic waiting list. 2. Retaining a distinct stand-alone ASD service, would not support the principle of a single integrated SEND service and would reinforce a service centric rather than customer focused culture 3. The representations to secure the current central staffing structure of the ERPs require further investigation and consultation with the host secondary schools before a fully informed decision can be made.
11.3	Recommendation for implementation	<p>Change to proposal consulted on:</p> <ul style="list-style-type: none"> • Market testing confirms confidence to retain 2.58 FTE HLTA posts and 8.2 FTE teacher posts for trading purposes • The proposed reduction in secondary ERP staffing will continue to be considered under the phase 2 review
12	Sensory Team	Currently Sensory and Physical Service
12.1	Summary of consultation feedback	Representations to retain the access and technology service, focusing on the inclusion of children with physical disability in school settings
12.2	Management response	<p>It is recognised that schools may not have ready access to advice on equality duties and that there may be some potential for a traded offer. However, there is no evidence that that traded income would be secured and insufficient evidence that schools would purchase the current service.</p> <p>It is concluded that a challenge and advice role on 'DDA' responsibilities should be delivered as a whole service responsibility. Special schools have confirmed that they are able to offer advice on specialist equipment and software and if appropriate manage an equipment loan service.</p>
12.3	Recommendation for implementation	Implement staffing proposal as consulted on

Financial and staff impacts

Hospital Education Service			
Staffing impact as proposal consulted on	Current budget £0.82M	Pre-consultation Forecast Costs £0.68M (saving £0.14M) DSG savings £0.11m ESG savings £0 Other:- £0.03m buy out income target on PSGU	Post Consultation Forecast Costs £0.72M (saving £0.10M) Staff savings £0.09M Non staffing £0.01M

Performing Arts Service			
Staff impacts as consulted on	Current budget - £1.34M £0.50m Music grant £0.95m Performing Arts	Pre-consultation Forecast Costs £1.34m (saving £0.11m) DSG savings £0 ESG savings £0 Trading savings £0.11m to offset redundancy and reduce charges to schools.	Post Consultation Forecast Costs £1.34M (saving £0.11M) Staff savings £0.11M

Work Related Learning Team			
Staff impacts as consulted on	Current budget £0.82M	Pre-consultation Forecast Costs £0.77M (saving £0.05M) ESG savings £0.05M	Post Consultation Forecast Costs £0.77M (saving £0.05M) Staff savings £0.05M

Looked After Children Education Service			
Staffing impacts as consulted on	Current budget £1.53M (£0.61m + £0.92m of Pupil Premium Plus)	Pre-consultation Forecast Costs £1.39M (saving £0.14m) DSG savings £0.0m Core savings £0.13m	Post Consultation Forecast Costs £1.39M (saving £0.14M) Staff savings £0.14M

Minority Group Support Services (MGSS)			
Staff impacts as	Current budget	Pre-consultation Forecast Costs	Post Consultation Forecast Costs

proposed with additional 0.6 FTE Advisory Teacher	£1.51m	£1.14M (saving £0.37m) DSG savings £0.37m	£1.18M (saving £0.33M) Staff savings £0.33M
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School Improvement			
Staff impact – as proposed except retain 1.6 FTE Coventry Improvement Partners	Current budget £1.55m	Pre-consultation Forecast Costs £0.65m (saving £0.9m) DSG savings £0.1m ESG savings £0.8m	Post Consultation Forecast Costs £0.77M (saving £0.78M) Staff savings £0.08M Removal of School Improvement Commissioning Pot £0.7M

SEN Management Services			
Staff impact – as consulted on	Current Budget £0.79M	Pre-consultation Forecast Costs £0.71M (saving £0.08M) DSG savings £ ESG savings £0.05 Trading buy-out £0.03	Post Consultation Forecast Costs £0.75M (saving £0.04M) Staff savings £0.04M

Specialist Special Educational Needs Support Service (High Needs)			
Staff impacts – as proposed except: net increase of 21.55 FTE posts	Current Budget £7.23M	Pre-consultation Forecast Costs £ 5.98M (saving £1.25M) The service is currently 78% DSG and 22% traded. Further detailed work is required to clarify these savings.	Post Consultation Forecast Costs £5.92M (saving £1.31M) Staff savings £0.94M Increase in Trading £0.37M (Impact on staffing also)

In line with the principles of decision making outlined in the City Council Constitution, the Council will ensure that its decision making is open and transparent, and that due regard is given to the Council's obligations and desire to promote equality of opportunity and equal treatment.

Part 1

This part must be completed and before formal consultation is undertaken and must be available during the consultation stage.

Author of this document: Adrian Coles

Name of Service Area/Proposal: Education Services

Heads of Service: Jeannette Essex, Matthew Stokes and Anne Brennan

Date of completion: 3rd October 2016

Background to the planned changes

- 1. What is the background to the planned changes? Why is this change being considered? If further information is available on the different scenarios that have been considered as part of this work, provide a link to the public document which contains this information.***

Coventry City Council and the City's family of schools, have together forged an education partnership that is based on the two key principles of shared moral purpose and robust accountability. The partnership's primary aim "as champions of children" is to improve the life chances of all children and young people within the City. Partnership success will evidence that all children, young people and adults have access to high quality education and learning; develop resilience; make positive life choices and contribute to a vibrant Coventry City. This commitment extends to all vulnerable groups, including children and young people with Special Educational Needs and Disabilities and will enable them to access their entitlement to an ordinary life with a focus on 'lifting the cloud of limitation'

In this context, it is noted that despite the financial challenges faced by both the LA and schools, Coventry's overall education performance continues to improve.

The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools. The design parameters agreed, were to ensure that services are fit for purpose, meet the current needs of schools, children and families within a value for money framework and secure the impact of grant cuts in a managed way.

The following teams and services are in the scope of the service redesign: Coventry Extended Learning Centre; Hospital Education Service; Looked After Children Education Service; Minority Group Support Service; Performing Arts Service; School Improvement; Work Related Learning Service; SEN Management Service; Special Education Needs Support Services: (Communication and Interaction Service, Education Psychology Service, Integrated Early Years' Service (Pre-school); Learning and Wellbeing Service and Sensory and Physical Service). The staffing establishment across these services within the scope of this redesign is 246.44 Full Time Equivalents.

For more details please read the Education Services Briefing Note (3rd October 2016) that sets out the proposed changes to services in this Education Redesign. (Note: an extract from this is included as Appendix A in the Education Redesign Cabinet Report, 24th January 2017).

2. Who do you need to consider as part of this ECA? *stakeholder analysis

Pupils, their parents and other service users, schools and staff involved in the services.

Pre-Consultation Engagement

This section refers to any activities that took place (such as briefings, meetings, workshops, scoping exercises etc) with stakeholders before the formal consultation period.

3. What engagement activities took place prior to formal consultation and what feedback was received in relation to equality issues?

Please note the consultation is a consultation for staff, with schools also having the opportunity to input into it. The redesign of Coventry's Education Services has been developed in collaboration with Coventry schools and Council Education Service staff over the past year. This has included a wide range of workshops and meetings. The feedback has been in line with the design parameters – that there is a clear intention to mitigate the impact of cuts to service – including any negative equality impacts - through meeting the current needs of schools, children and families within a value for money framework; and secure the impact of grant cuts in a managed way.

Analysis of Impact

In this section please ensure that you consider the three aims of the general duty as they affect **protected groups**. These groups are:

Age
Disability
Gender
Gender reassignment
Marriage/Civil Partnership
Pregnancy/Maternity
Race
Religion/Belief
Sexual Orientation

The **three aims of the general duty** require that a public authority, in the exercise of its functions, must have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Note – when identifying potential impacts below, please only include impacts that may exist over and above general impacts that may affect the wider community/population. For example, a reduction in grant to Coventry Citizens Advice would affect all service users through a reduced level of first line advice being available to all – but it would affect the following groups more; age, disability, gender and race as they represent a larger proportion of the clients who use the advice service.

- 4. Outline below how this proposal/review could impact on protected groups positively or negatively, and what steps (if any) could be taken to reduce any negative impact that has been identified. NB. only include realistic mitigating actions that could be delivered.**

The Education Services Briefing Note (3rd October 2016) sets out the proposed changes to services in this Education Redesign. (Note that this is included as Appendix A in the Education Redesign Cabinet Report, 24th January 2017). This note also describes for each service: an overview, duties, current model, summary of feedback from schools, proposed model, rationale and impact. Where the Council proposes to reduce services it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways.

For example, one proposal is to cease Council delivery of dance and drama through the Coventry Performing Arts Service. Dance and drama activity forms less than 5% of the overall activity of the service and a costing exercise has demonstrated that these activities run at a deficit. No schools indicated as part of the consultation that they want to buy back dance and drama provision from the service. There are a number of independent providers within the city that our schools and other organisations are already commissioning on an as and when needed basis and some schools have dedicated in school provision.

It is therefore anticipated that the impact on children and young people across the protected characteristic groups (Age, Disability, Gender, Gender reassignment, Marriage/Civil Partnership, Pregnancy/Maternity, Race Religion/Belief and Sexual Orientation) of negative changes to services will be mitigated by the strength of the city's partnership of schools and it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways.

- 5. Are there any other vulnerable groups that could be affected? i.e. deprivation, looked after children, carers.**

The same applies for deprivation and Health/Marmot implications. Where the Council proposes to reduce services it is anticipated that schools will enable these services or equivalents to be delivered in alternative ways.

Also include any information about the health/Marmot implications of this proposal. Contact Georgia Faherty (georgia.faherty@coventry.gov.uk or tel. 7683 1950) or Hannah Watts (hannah.watts@coventry.gov.uk or tel. 7683 3973) in Public Health for more information.

- 6. What are the gaps in evidence? Can this be addressed during the consultation**

Please note the consultation is a consultation for staff and that schools also have the opportunity to input into this. The redesign of Coventry's Education Services has been developed in full collaboration

**Coventry City Council
Equality and Consultation Analysis (ECA) Form**

with Coventry schools and Council Education Service staff over the past year. This has included workshops and sessions. The consultation (particularly feedback from schools) will give an indication of the level of school buy-back of Council services and the extent to which they can meet any potential gaps in service provision.

7. What are the likely impacts of this project/review on staff from protected groups?

Please see below the potential staff impact according to gender, age, ethnicity and disability.

	Affected staff	Gender		Age				
		Male	Female	30-39	40-49	50-59	60-69	70-79
Total	148	28	120	24	42	69	12	1

Ethnicity								
	US White	White British	White Other	Chinese	Black African	Asian Pakistani	Other Asian	Unknown
Total	1	112	5	1	3	2	4	16

Disability					
	No disability	Registered	Unregistered	Unknown	Yes
Total	115	28	11	18	2

Part 2

This section should be completed AFTER the consultation stage has been concluded.

Author of this document: Adrian Coles

Date of completion: 8th January 2017

Post-Consultation

8. Referring to the information detailed in question 4 of Part 1 of the ECA Form, state if the consultation has confirmed the potential impacts identified that were identified. Also detail below any additional information about potential impacts that has been highlighted during the consultation.

As noted in part 1, the consultation was with staff and some feedback was received from schools. Schools have been involved in the redesign of services.

Appendix B of the Education Redesign Cabinet Report (24th January 2017) sets out, for each service/team in scope, a summary of the consultation feedback. It sets out the management response and the recommendation for implementation. As described in part 1 of this ECA it is anticipated that where the Council proposes to reduce services it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways.

The staffing establishment across the Education Services in scope is 246.44 Full Time Equivalents (FTE). The model for implementation is 194.67 FTE. This is a reduction of 51.77 FTE compared to the current establishment. The model consulted on proposed a reduction to 171.95 FTE – a reduction of 74.49 FTE compared to the current establishment. The model for implementation retained 22.72 FTE

	Affected staff	Gender		Age				
		Male	Female	30-39	40-49	50-59	60-69	70-79
Total		28	91	18	32	56	13	0

Ethnicity									
	US White	White British	White Other	Chinese	Black African	Asian Pakistani	Other Asian	Asian Indian	Unknown
Total	0	87	5	1	3	2	4	4	13

Disability				
	No disability	Registered	Unregistered	Unknown
Total	97	1	6	15

Outcome of equality impact

9. Indicate which of the following best describes the equality impact of this project/review:

- 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
- There will be both **positive and negative** impacts if the proposed option is implemented

Summary of ECA

Write a paragraph below which summarises the key aspects of this ECA.

The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools. The design parameters agreed, were to ensure that services are fit for purpose, meet the current needs of schools, children and families within a value for money framework; and secure the impact of grant cuts in a managed way. The consultation was with staff and some feedback was received from schools. The redesign of Coventry's Education Services has been developed in full collaboration with Coventry schools.

It is therefore anticipated that the impact on children and young people across the protected characteristic groups (Age, Disability, Gender, Gender reassignment, Marriage/Civil Partnership, Pregnancy/Maternity, Race Religion/Belief and Sexual Orientation) of negative changes to services will be mitigated by the strength of the city's partnership of schools and it is anticipated that pupils/service users will be able to receive the support they need in different and alternative ways. A summary of consultation feedback is shown at Appendix B of the Cabinet Report.

NB. - This paragraph will be included in the Decision-making Report as well as the end of year ECA report

Where specific objectives have been set for any protected groups around equality impact, also include this information below.

Next steps

Please send this completed ECA to the Insight Team as follows:

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Version Control

Version	Date	Summary of changes (Author)
1.0.0	08.01.17	Adrian Coles
2.0.0	10.01.17	Wendy Ohandjanian

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