

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	<ol style="list-style-type: none"> 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. 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.
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 <p>2. Community Languages</p> <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 <p>3. Multilingual Assistants</p> <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 <p>4. Senior Settlement Officers</p> <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 <p>5. Settlement Officers</p> <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	<p>1. Teaching Advisory Support</p> <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	Changes to proposal consulted on:

	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"> 1. Change of Team name to make explicit that the team works with pre-school children and reception age children only 2. Early Years practitioners from all disciplines should be part of this team to secure integration 3. To reduce the two early years assessment spaces (Limbrick and Canon Park) to one 4. 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)