

**Bristol Schools Forum**  
**Education Transformation Programme: update on progress and spend**

<b>Date of meeting:</b>	Tuesday 13 January 2021
<b>Time of meeting:</b>	5:00pm
<b>Venue:</b>	Zoom

**1. Purpose of report (for information)**

The purpose of the report is to provide Bristol Schools Forum with a second update on the progress and spend against the £1.369m funding transfer from the Schools Block to the High Needs Block in 2020/21<sup>1</sup>. The funding was to support a range of interventions and transformation activity within the scope of the Education Transformation Programme.

**2. Recommendation**

- a) The report is provided for information.

**3. Background:**

- a) The proposal to deliver a system-wide SEND and Inclusion improvement programme was introduced at Schools Forum on 25 September 2019. A subsequent report outlining the broad scope and the contribution sought from the High Needs Block was presented at the November meeting.
- b) Following provision of further detail of spend intentions within the programme, the transfer of £1.369m funding from the Schools Block to the High Needs Block in 2020/21 was agreed in May 2020. This sum was combined with the council's own contribution to make an overall programme investment sum of £3m.
- c) This report provides the activities and milestones for delivering the HNB funded improvements set out in the Bristol Local Area [Written Statement of Action](#) (WSoA) for Special Educational Needs and Disabilities (SEND). There are additional HNB funded activities presented in the same format which support the actions contained with the WSoA.
- d) An experienced programme manager has been assigned to the programme, working to public sector standard project and programme methodologies. As part of the council's formal portfolio of change, the programme is subject to mandatory reporting to divisional, directorate and Corporate Leadership Boards.

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<sup>1</sup> The first update was presented to Schools' Forum on 22 September 2020.

#### 4. Funding for the Education Transformation Programme/Written Statement of Action improvement priorities

Funding to deliver the priorities laid out in the Written Statement of Action, and the wider ambitions captured within the Education Transformation Programme total £4.747m and are drawn from a number of sources:

1. £1.575m one-off funding from reserves was approved by Cabinet in June 2019. The majority of this funding was used to increase capacity within the SEND team for EHCP processing and also the Educational Psychology Service.
2. £0.5m council-one off earmarked fund for 3 years (£1.5m in total) starting 2020/21
3. £303k one-off funding from reserves for 2020/21 financial year.
4. £1.369 DSG HNB approved by Schools Forum

Items 1 and 2 (£3.075m) has been passed directly to the operational services responsible for delivery in these areas.

Items 3 and 4 (£1.672m) comprise the available spend for the Education Transformation Programme and are tracked and monitored by the Programme Manager. Approval to release funding for specific proposals or interventions, are made by the Education Transformation Programme Board.

This paper specifically relates to progress of spend against Item 4, £1.369 DSG HNB. Figures from the previous report are provided side-by-side for comparison.

	Sept 2020 Position	Jan 2021 Position
Total DSG HNB funding allocation	£1.369m	£1.369m
Total estimate of spend items from this source	£1.238m	£1.198m
variance/contingency	£131k	£171k
Total spend on track 2020/21	£714k	£770k
Total spend profiled for 2021/22*	£474k	£427k

- \*As a result of delays to recruitment, other planned activities and interventions, largely due to Covid, £427k of spend is profiled for 2021/22.
- The difference in original spend estimates versus current forecast is explained by increased certainty in some costs.

The Programme Manager’s budget monitor tool is overseen by the Finance Manager in the Finance Division.

## 5. Governance

An Education Transformation Programme Board, chaired by the Director for Education & Skills, meets once per month to monitor progress, assess proposals for spend, review risks and resolve issues.

A newly formed Communities & Recovery Board, chaired by the Executive Director for People, expects to receive a monthly update report from the Education Transformation Programme (on a 'by exception' basis).

The Education Transformation Programme sits alongside and works in partnership with the Written Statement of Action process, making a direct contribution to many of the milestones contained within. Monitoring and tracking progress against the WSoA is robust and overseen by the DfE via quarterly monitoring visits. In between the DfE visits, the SEND Partnership Group (SPG) meets four weekly and is co-chaired by the Director Education and Skills and Director of Transformation, Bristol, North Somerset and South Gloucestershire CCG.

Accountability for progress and impact is through reporting to the bi-monthly, multi-agency SEND Improvement Board and via BCC and CCG governance. This board is independently chaired by a member of the Local Government Association.

### Review of HNB Funded Activities with the Education Transformation Programme

Project	Baseline Estimate	Current Estimate	Spend 2020/21	Forecast 2021/22	Commentary
Specialist Provision Project	£105k	£69k	£69k	£Phase2	Contained within WSoA update Appendix 1.
SEND 'First Call'	£400k	£334k	£206k	£128k	Contained within WSoA update Appendix 1
Top Up Funding	£35k	£66k	£66k	£	Matrix of needs for all 4 areas of need completed and shared with key professionals. Funding formulas underwent initial testing in September and feedback received. Scope, timeline and budget has been extended to incorporate Early Years to deliver seamless 0 to 25 system for top-up. Working with council web team to develop web form interface for matrix which meets accessibility standards.
Local Offer Development	£25k	£25k	£5k	£20k	Contained within WSoA update Appendix 1
SEND School Improvement Offer	£230k	£230k	£66k	£164	Progress was initially impacted by Covid_19, however, this was progressed during August and a recruitment process was successful in appointing a SEND SIO who starts on 5 Jan 2021 for a 12-month fixed-term contract. The remainder of the funding will be used to directly commission support and intervention from schools and settings demonstrating best practice and with the capacity to provide external support.
SEND NEET	£118k	£116k	£116k	£Phase2	All SEND NEET roles were in post as at March 2020 and working towards to agreed milestones. There has been significant impact of achieving targets due to Covid. The current 19 to 25 cohort is 562 CYP, 335 are in learning, 119 are NEET with 51 waiting to have the EHCP ceased.

Project	Baseline Estimate	Current Estimate	Spend 2020/21	Forecast 2021/22	Commentary
Attendance & Belonging Task Group	£105k	£172k	£121k	£51k	The Attendance Strategy Manager was appointed and in post in March 2020. The strategic work aligned to priorities laid out in the programme was set aside due to the need to respond to the Covid crisis which required significant effort in terms of tracking attendance of vulnerable pupils. As at September, a new Belonging and Attendance Task Group was formally launched by the Directors of Education and Children Social Care and the work is set to get back on track. Underspend in other programme areas has been redirected to support this critical work.
Coproduction Projects	£190k	£190k	£100k	£90k	This is the area most severely impacted by Covid in terms of progress as the very nature of the proposal was that intervention should be coproduced with schools. However, since the last update, we have joined the Autism Education Trust as a Training Provider and training was launched to settings in November (438 delegates trained to date). We have also set up a SEMH Assessment Pilot project working with 3 schools using 2 different tools; and advertised for SEND Local Offer Engagement officer.

Appendix 1

<b>Improvement Priority 2</b>	<b>Outcomes we are aiming to achieve</b> Children and young people with SEND receive the best possible, appropriate and effective support and provision at the right time.
<b>Impact Measures</b> Increase in the percentage of parents reporting they know how to access early intervention and have used these services.	

Action	July 2020 Milestones/ Progress & RAG	November 2020 Milestones /Progress & RAG	March 2021
Develop a SEND ‘first call’ single point of contact service for parents, carers and professionals – aligned to Family Support and Inclusion Team – to ensure an accessible pathway to advice and referrals to SEND Local Offer for families that need support before or after an EHC Plan is in place.	Role of team co-designed with parent carers.	Team recruited and launched	Team embedded.  Service user feedback evidences positive impact of team.
	Project Manager appointed and project board formed. In order to respond to urgent Covid-19 need to telephone all parents and carers of children with EHCP Team manager appointed and staffed by assistant EPs. Team focus will be reviewed in September.	The FloRA Team <sup>2</sup> has been contacting all parents and carers of children with EHCPs and the appointment of 4 practitioners is supporting improved input from social care to EHC needs assessments. Awaiting suitable phone system to be implemented prior to formal launch.	Sustainable funding secured.
A support system for education, training and skills settings (0-25) to understand their responsibilities in relation to the SEND Code of Practice	SENDCo briefing meetings established to enable the sharing of information and good practice.  An agreed co-constructed plan documenting purpose and format of other communication with SENDCos.	Forward programme of meeting agendas and content coproduced with SENDCos and informed by parents’ feedback.  Structures and channels agreed for disseminating information and guidance.	Briefing meetings evaluated.  SENDCo’s feedback evidences they are being kept informed and benefitting from direct lines of communication.
	Established and will continue to be held using virtual platform. SENDCo communication strategy out to consult and generally being well received including more use of virtual platforms post Covid.	Workforce training and development has continued apace utilising virtual platforms to their best effect and maximising access at times that suit individuals.	

<sup>2</sup> FloRA (Families, local offer, Resources & Advice) is the new working name for ‘first call’ for SEND service outlined in the WSoA. A permanent name for the service will be coproduced with parent carers and is dependent upon evidence of need from the pilot and securing sustainable funding.

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	<p>Early Years current training offer reviewed to identify gaps.</p> <ul style="list-style-type: none"> <li>• Evaluation of training delivered in the last academic year and up to January 2020.</li> <li>• Training needs identified from the Inclusion Visits to early years settings in the Autumn Term and early Spring Term.</li> <li>• CPD Evaluation Form revised</li> <li>• CPD Feedback Sheet created</li> <li>• Agreed a programme of Training Courses developed to be delivered by EY Inclusion Team at early years settings' Inset Days:</li> </ul>	<p>Comprehensive SEND training programme developed for Early Years staff in settings.</p> <ul style="list-style-type: none"> <li>• Early Years Inclusion Booklet has been revised and now includes a Training Programme for Early Year Practitioners.</li> <li>• Established team of Early Years SEND SLEs deployed to provide setting-to-setting support and tailored CPD.</li> <li>• Area Network Training for EY setting programme published.</li> </ul>	<p>Feedback from trainees used to evaluate and further develop programme.</p>
	<p>A comprehensive 3-year SEND Workforce Development Programme for education settings including leaders, teachers, staff, governors and councillors.</p> <p>Programme requirements mapped – 'Back to Basics' CoP/Behaviour policy. Extended offer for SENDCos to include training for 'aspiring SENDCos'</p> <p>Draft programme to be agreed and refined with school clusters before end of term.</p>	<p>SEND Workforce Development Programme implemented.</p> <p>The 3-year development plan framework is complete based on 4 areas (implementation is delayed due to Covid).</p> <ol style="list-style-type: none"> <li>1. Being a well-informed and connected SENDCo or SEND leader</li> <li>2. Bristol implementation of SEND Code of Practice and Bristol processes</li> <li>3. Identification, assessment and intervention for SEND</li> <li>4. SEND knowledge beyond school staff e.g. governors, councillors, other council teams</li> </ol>	<p>An evaluation of feedback from workforce and parent carer experience used to further evaluate and develop programme.</p>
<p>A support system for education settings to understand their responsibilities of early</p>	<p>Clear communications about the Bristol Support Plan encouraging its use in all educational settings.</p>	<p>Bristol Support Plan being used by increased numbers of educational settings.</p>	<p>Evidence that the consistent use of the Bristol Support Plan is</p>

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identification and assessment using a 'graduated response'.	Done – through briefings and bulletins. On the Local Offer. Next SENDCo briefing will include a section on how to complete a good EHC Needs assessment request and this will incorporate information about BSP. Evidence that starting to be used to support EHCNA requests.	The Education Inclusion Group is chaired by a primary SENDCo and is proactive in its engagement with the Ordinarily Available Provision (OAP) project. IEG members act as inclusion champions with all BCC SENDCos, including promoting adoption of the Bristol Support Plan.	leading to good quality, coproduced assessments and effective support.

<b>Improvement Priority 4</b>	<p><b>Outcomes we are aiming to achieve</b> Leaders across the local area will work together to ensure that the children and young people with SEND will experience inclusive cultures, enabling them to achieve their full potential. Develop our systems and resources to enable young people with SEND/EHCP to be better supported to achieve a successful transition into education, training and employment between ages 14 -25 and beyond.</p>		
<p><b>Impact Measures</b> Reduce the overall rate of fixed-term exclusions to bring Bristol in line with statistical neighbours (all schools) <i>Agree a fixed-term exclusion reduction target for SEN support and EHCP (primary, secondary, special)</i> Reduce the percentage of sessions missed through overall absence to bring Bristol in line with statistical neighbours (all schools) <i>Agree a percentage of sessions missed through overall absence for SEN support and EHCP (overall and persistent absence)</i> PE302b Reduce the percentage of SEND Young People aged 16-25, who have an EHCP and are NEET or Not Known BCP270 Increase experience of work opportunities for priority groups, including SEND young people</p>			

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Establish the structures and systems to improve attendance and reduce fixed-term exclusions for pupils with SEND	Multi-agency (education, health and social care) Exclusion and Attendance work stream agreed and Task & Finish Group established – including parent carers – to support the development of a system-wide approach to identify the range of complex factors that underpin pupil absence, adopting a contextual safeguarding approach.	Operational activity mapped and coproduced, Bristol-wide approach to address issues of non-attendance and exclusion agreed and launched.  Launch of coproduced assessment tool that will shape the approach of different agencies in keeping students in education.	Operational activity coordinated.  Oversight of KPIs and scrutiny by senior decision makers, including elected members.
	Belonging work started:	Education Programme Board agreed funding for	

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	<p>Task group established and meeting. Work begun with Excellence in schools Group This work is a key strand of Covid 19 recovery plan.</p> <ul style="list-style-type: none"> <li>• Returning to Education guidance written for when children returning to school following Covid 19 absence</li> <li>• Using trauma informed approach</li> <li>• Data – ‘Think Family data-base – multi-agency working</li> <li>• Aim is to minimise double disadvantage - links to Leading Edge work.</li> </ul>	<p>roles to support this work. Further work has been completed around key definitions around attendance. The second meeting of the Temporary Education Arrangements task &amp; finish group took place and arranging to put the Temporary Education Arrangements form on the website. In addition to the weekly attendance update that goes out to schools with the Headteachers briefing, a weekly attendance data report has been produced to ensure consistency of data shared within the local authority. Further work will be developed early next year to develop a termly data report. Both reports will form the key basis of out data reporting in addition to universal reports that are based on DfE data.</p>	
<p>Develop a strategy with health and schools to ensure specialist provision is used effectively and there are sufficient appropriate places to meet need.</p>	<p>Current education providers are engaged to work with Bristol City Council to ensure sufficient school places for all children and young people carefully matched to meet their particular needs in line with SEN Code of Practice.</p> <p>Mapping exercise completed and gaps and issues understood to inform Specialist Provision Sufficiency Strategy.</p> <p>Principles for specialist provision planning are agreed.</p> <p>Forecast demand to ensure there are sufficient places in specialist provision (schools and resource bases) to meet need.</p> <p>Two stage strategy:</p>	<p>Significant increase in number of places available in specialist provisions.</p> <p>Review of effectiveness of resource bases and alternative provision is undertaken.</p> <p>• Feasibility studies from settings’ ‘Expressions of</p>	<p>Increased capacity across the local area to meet demand to 2021/22 and beyond.</p>

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	<ol style="list-style-type: none"> <li>1. Address shortfall for 20/21</li> <li>2. Longer term Specialist Place Planning – 5+ year strategy</li> </ol> <p>Stage 1</p> <ul style="list-style-type: none"> <li>• Engaged schools – 78 expressions of interest from 30 schools.</li> <li>• Feasibility studies to consider these and list produced</li> <li>• Open additional places in phases (dependent upon completion of building works and education setting ‘readiness’)</li> </ul> <p>Stage 2</p> <ul style="list-style-type: none"> <li>• Vision Document including core principles to be co-produced</li> <li>• Mapping exercise underway and baseline control Plan is to create flexing provision to meet demand – ongoing annual process</li> </ul>	<p>Interest’ led to 42 potential schemes which could release additional placements</p> <ul style="list-style-type: none"> <li>• Detailed dialogue with settings to ensure only schemes that are able to deliver high quality placements are taken forward.</li> <li>• Aimed 1st wave of specialist places in autumn term, but two months’ feasibility work lost to lock down; then accelerated work to get back on track and reality of schools’ leadership focused on Covid related activity.</li> <li>• This is a rolling process; once detailed dialogue is completed with settings they will be considered for approval to move forward.</li> <li>• ALP Review has been undertaken. Report will be presented to Schools Forum in March.</li> </ul>	

<b>Improvement Priority 5</b>	<p><b>Outcomes we are aiming to achieve</b> Parents and carers have a positive experience of the SEND system in Bristol and their confidence in the system improves</p>
<p><b>Impact Measures</b> Findings from quality assurance activity (audits, feedback cards, surveys, complaints) demonstrate ongoing improvement in parental confidence and satisfaction with the SEND system and Local Offer.</p>	

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Coproduct the Local Offer	Developed working groups with young people,	Completed stage one of the Website Development	Completed stage two of

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<p>website with children, young people, parents and carers in order to ensure information is clear, comprehensive, accessible and up to date.</p>	<p>parents and carers to identify their key needs and agreed way forward for the Local Offer website.</p> <p>A co-produced Website Development Plan, ratified by all.</p>	<p>Plan in coproduction with young people, parents and carers.</p>	<p>the Website Development Plan in coproduction with young, parents and carers.</p> <p>Annual report of Local Offer progress published.</p>
	<p>Due to Covid, unable to engage parent carers fully to make an informed decision for the development, so current focus is on promoting the Local Offer website.</p> <p>Revised plan is to engage the whole community in the Local Offer website through promotion, with a specific focus on harder to reach communities</p>	<p>Revised plan is progressing well. Promotional materials have been produced and widely distributed (flyers sent to 24,000 targeted areas). Website hits increased by 90% since August; Community Newsletter has 136 subscribers; Facebook page post reach 3,684 in one month. Key focus continues on promoting the Local Offer to the community.</p>	