

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

Date of meeting:	Tuesday 28 September 2021
Time of meeting:	5:00pm
Venue:	Zoom

1. Purpose of report (for information)

The purpose of the report is to provide Bristol Schools Forum with an update on the progress and spend against the funding transfers from the Schools Block to the High Needs Block (HNB) to support a range of interventions and transformation activity within scope of the Education Transformation Programme.

2. Recommendations

That Schools Forum:

- a) Note the progress made across the Education Programme to date
- b) Note that the Programme is ongoing until September 2022
- c) Note current spend profiles against the funding allocation (committed and forecast)

3. Background:

- a) In October 2019, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of the City of Bristol to judge the effectiveness of the area in implementing the disability and special educational needs (SEND) reforms. The inspection found that services for SEND were in urgent need of improvement and a notice was issued to produce a formal Written Statement of Action (WSOA) to respond to the findings.
- b) The proposal to deliver a system-wide SEND and Inclusion improvement programme was introduced to Schools Forum in September 2019. Proposals were further developed through subsequent reports resulting in the approval of a transfer of £1.369m funding from the Schools Block to the High Needs Block in 2020/21. This sum was combined with the council's own contribution (see funding table at Section 4).
- c) This is the third programme update report prepared for Schools Forum.

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

Funding to deliver the priorities laid out in the Bristol Local Area SEND Written Statement of Action and the wider ambitions captured within the Education Transformation Programme total £6.157m over the period 2019/20 to 2022/23.

Funding Source	Year 0 2019/20	Year 1 2020/21	Year 2 2021/22	Year 3 2022/23
BCC Reserves	£1.575	£0.813	£0.500	£0.500
DSG HNB		£1.369	£1.400	
	£1.575	£2.182	£1.900	£0.500
<ol style="list-style-type: none"> 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. £313k one-off funding from reserves for 2020/21 financial year. 4. £1.369 DSG HNB approved by Schools Forum for 2020/21 5. £1.400 DSG HNG approved by Schools Forum for 2021/22 				

Items 1 and 2 (£3.388m) were passed directly to the operational services responsible for delivery in these areas. Item 3 was spent in full in year.

Items 4 and 5 (£2.769m) 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 Items 4 and 5.

5. Spend Summary 2020/21 and 2021/22

Summary of 2020/21	2020/21
Total DSG HNB funding allocation:	£1.369
Spend in year:	£0.557
Variance:	£0.812

Summary of 2021/22	2021/22
Total DSG HNB funding allocation:	£1.400
2020/21 rollover:	£0.812
Total DSG HNB:	£2.212
2021/22 spend profile:	£1.707
2022/23 spend profile:	£0.396
Total Spend Profile:	£2.103
Contingency:	£0.109

The Programme retains a small contingency to support any underestimates in budget forecasting.

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

6. Governance

A programme manager was assigned to the Programme at the outset and has remained in post since. The programme manager reports to the Education Transformation Programme Board. The board is chaired by the Director for Education & Skills and convenes monthly to monitor progress, assess proposals for spend, review risks and resolve issues.

The Programme is included within the council's formal change portfolio and is therefore subject to monthly reporting cycle and additional monitoring and challenge is provided by the council's Corporate Leadership Board (CLB).

The programme also provides regular updates to Schools Forum.

6. Links to SEND WSoA

The Education Transformation Programme was designed work alongside and in partnership with the Written Statement of Action process. Delivery of the WSoA was overseen by the DfE via quarterly monitoring visits. In between the DfE visits, the SEND Partnership Group met four weekly and is co-chaired by the Director Education and Skills and Director of Transformation, Bristol, North Somerset and South Gloucestershire CCG.

The Written Statement of Action reached its final milestone in July 2021 and DfE and NHS England advisers have been positive about the progress made throughout the monitoring period. Feedback from the July monitoring meeting:

‘Despite the disruption caused by Covid-19 restrictions (with the first lockdown coinciding with the approval of the WSoA), the local area continues to make good progress in implementing improvements to the local SEND system. It is evident that work associated with the WSoA has both stimulated and been supported by other improvements across the broader SEND system in Bristol. Leaders view current activities as ‘the beginning of a longer journey’ to improve outcomes for Children and young people with SEND – with future improvement plans being subject to a similar robust monitoring arrangement as that for the current WSoA’

Further DfE and NHSE meetings have been arranged to continue an overview of progress until the re-visit.

The window for Ofsted/CQC ‘re-visit’ is October 2020 to March 2021. During the re-visit, inspectors will assess whether sufficient progress has been made against the five areas of weakness identified in the 2019 inspection. If they determine that the Local Area is making insufficient progress in addressing any of the areas of significant weakness, it is for the DfE and NHS England to determine their next steps. This may include the Secretary of State using their powers of intervention.

Bristol Local Area partners are aware that there is still a long way to go before Bristol’s children and young people with SEND, and their families, have consistently good experiences of education, health and care. A SEND Partnership Plan is in development to continue to tackle the areas of weakness identified in the inspection. It will also provide the opportunity to include other areas that were not highlighted in the inspection findings, but that parent carers have said are important to them.

The SEND Partnership Plan will sit across the four pillars of the ‘Bristol Belonging Strategy’, ensuring SEND is firmly embedded in Bristol.

7. Summary of Progress

In common with the WSoA, progress made during 2020/21 for the range of work held under the umbrella of the Education Transformation Programme was deemed ‘good’ in the context of Covid. There were significant improvements in the quality of key Education & Skills data and management information products, new processes designed and introduced to support Key Stage Transfer processes; and eleven transformational projects baselined, approved by the Programme Board and kicked-off during Phase 1.

There has been some inevitable slippage and delay to the original timescales and milestones laid down by the Programme at the outset due to the impact of Covid. The capacity within the council and schools to respond to a range of

change activities and interventions was compromised, however, resources funded solely by the Programme were protected and able to progress their plans. This meant progress continued to be made in key areas throughout the pandemic, albeit at a slower pace.

The cumulative impact of delays means that delivery of most of projects will now extend into 2021/22. There is a continued commitment to deliver and land these projects in a safe and controlled manner as they make a significant contribution to the ongoing SEND improvement journey and the wider inclusion agenda in education. Approval has been granted to extend the Programme and its associated governance to September 2022. However, a new focus for the Programme in 2021 is to undertake a deep review of expenditure particularly in the area of the High Needs Block. The DfE DSG Management Plan is being used as the framework for the review, and to understand and present how we propose to balance value-for-money, impact on outcomes, and sustainability in the months and years ahead.

8. Spend Profile for Projects

	Year 1 2020/2021	Year 2 2021/22	Year 3 2022/23	Total
Core WSoA & Programme delivery	293,942.00	306,121.29	43,641.84	643,705.13
Specialist Provision	75,969.00	70,140.62	21,389.50	167,499.12
Alternative Learning Provision Statement of Action		166,109.02	21,389.50	187,498.52
Flora (Families, local offer, Resources & Advice)	178,336.00	226,514.64		404,850.64
Engagement & Coproduction	3,924.00	98,783.30		102,707.30
Element 3 Funding Project	27,919.00	76,200.00		104,119.00
SEND into Education, Employment & Training	101,261.00	112,031.94	40,195.32	253,488.26
Attendance & Belonging Task Group	60,660.00	138,746.96	52,076.20	251,483.16
SEND School Improvement Offer	36,090.00	112,614.43	90,373.13	239,077.56
Support for Autism: Workforce Development	7,085.00	149,757.24	58,189.12	215,031.36
EHCP Time4Change		276,095.84	79,192.22	355,288.06
Miscellaneous	4,898.00			4,898.00
Total for Year	790,084.00	1,733,115.28	406,446.83	2,929,646.11

Funding Source(s)	DSG HNB BCC Reserves	DSG HNB	DSG HNB	
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9. Progress Update for Projects

- Improvement Priority 1: Leaders at all levels, including school leaders, will establish a culture of individual responsibility, collective responsibility and collaborative working to ensure that children and young people with disabilities and those with special educational needs aged 0-25, receive high quality, appropriate and timely support and provision, ensuring high levels of physical and emotional wellbeing and educational attainment*
- Improvement Priority 2: Children and young people with disabilities and those with special educational needs, are identified as early as possible; their needs swiftly and accurately assessed and they receive the best possible, appropriate and effective support and provision at the right time*
- Improvement Priority 3: All requests for a statutory assessment, receive a timely and effective response, so that children and young people with disabilities and those with special educational needs who require an Education, Health and Care plan, receive appropriate provision at the right time.*
- Improvement Priority 4: 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.*
- Improvement Priority 5: Parents and carers have a positive experience of the SEND system in Bristol and their confidence in the system improves*

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
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¹ Note that for the purposes of this report, the RAG rating refers to the delivery of the project to time and budget and not related to Key Performance Indicators.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
Specialist Provision <i>IP4</i>	<p><u>Phase 1:</u> Working collaboratively with education settings to address urgent capacity requirements for those children and young people requiring specialist provision.</p> <p><u>Phase 2:</u> Building a sustainable model for the medium to longer term; embedding an annual cycle of planning and review.</p>		<p>The project has delivered its objectives in part with 81 confirmed additional placements and a cumulative total of 190 on track to deliver by September 2022. The Mayor has committed to deliver 450 SEND placements within the next three years². Specialist Provision Phase 2 will contribute to fill the gap between placements in the pipeline and this commitment. To better support children and young people with SEND in a mainstream educational setting, BCC has introduced a system to enable greater oversight of this cohort via the introduction of a Mainstream Awaiting Placement Panel (MAPP). A SEND Placement Manager has been appointed to take the work forward. The post is funded by the Programme and so will continue to report to and be monitored by the Programme Board. The AMBER rating reflects delays against original timescales which can be attributed to Covid.</p>
Alternative Learning Provision Statement of Action	Implement the recommendations arising from the independent Review of ALP		<p>An independent review of ALP was commissioned and completed. The findings were presented to People Scrutiny Commission in July. Resources to deliver the project in the form of a full-time project manager and lead professional are secure and in post. A draft Statement of Action (SoA) has been produced to inform a period of coproduction before the final SoA is published in October. At this point, a full set of delivery milestones will be extracted for tracking and monitoring purposes.</p>

² See Appendix 1.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
FLORA ³ <i>IP2</i>	A new early support/early help service designed to support families at the earliest point of additional need identification; positive relationship building baked in at start of child's SEND journey		<p>FLORA hold the 'early identification register' for SEND which currently has over 500 children's names, as having been identified as needing additional support. The children are identified through early years settings, and health. Systems are being created to align with the disabled children's register; data sets for sufficiency planning and throughput of 'Education Health and Care' statutory pathways.</p> <p>To support families at the earliest point of need, the FLORA team have a phone line and email address which went 'live' in June 2021. FLORA provides families with a single point of contact to help them to know where to go for support when they are at the early stages of understanding the needs of their children. Parents can contact the team via telephone or email, and professionals can also refer. Service user feedback is routinely collated and evidences positive impact of the team. All WSoA milestones have been achieved and additional milestones for the final phase of the pilot are being drafted.</p>
Engagement & Coproduction ⁴ <i>IP5:</i>	Ensure every step of our improvement journey is informed and shaped by the experiences, aspirations and ideas of children and young people with SEND and their families		<p>The SEND Engagement Development Officer is reaching out to other parent carer groups across the city, trialing an engagement template and developing an engagement SharePoint site and calendar. Communication with parent carers is being enhanced through Easy Read training for Local Offer staff and services across the partnership. Milestones on track for launching the calendar and developing the Coproduction Charter.</p>

³ Was previously First Call

⁴ Includes Local Offer

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
HNB Element 3 Funding (Top-Up)	A fairer more efficient process and funding matrix for schools to apply for support for children and young people to meet needs early and avoid needs escalating (will replace current Top Up Funding process)		Matrix of needs for all 4 areas of need completed and early engagement sessions with SENCOs and parents generated useful feedback. A digital interface for the Matrix is being developed with the web team which will deliver a significant improvement and reduce administrative burden on SENDCOs. Difficulties securing a resource to populate and test the financial elements of the matrix have impacted on original timescales. While this has now been addressed, due to the need to undertake citywide consultation to inform final proposal for Cabinet approval, the launch is delayed from May 2022 to September 2022.
SEND into EET	Ensure there is sufficient capacity to carry out research and contact functions to build an accurate picture of Bristol young people aged 19-25 with SEND. Capacity to carry out critical face to face support and IAG activities with young people with SEND aged 19-25 to secure positive progression. Work in partnership with schools and education settings to embed careers development into the curriculum, expand the number of employer pledges, and co-design exploratory career insights and experiences of work for young people aged 14-16 with SEND.		The original programme funded fixed-term appointments have concluded, however, on-going momentum is secured through a combination of capacity in the SEND team regarding support for young people with an EHCP into education (funded by the Programme) and the new We Work for Everyone employment support project (regarding support for young people with an EHCP into employment). Significant improvements evidenced through EET participation performance alongside improved data cleansing and reporting. Young people waiting for their EHCP to be ceased reduced from 195 to 92 during this period.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
Attendance & Belonging Task Group <i>IP1</i>	The Belonging and Attendance Task Group focuses on removing systemic barriers and resolving problems that perpetuate failure, so that success can be built upon. It is recognised that teams must work together with solutions co-produced and this will involve partners across the local authority, together with schools, settings, parents and carers to build a better future for all our young people,		The Attendance Strategy Manager was appointed and in post in March 2020. However, 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. The Belonging & Attendance Task Group was launched jointly by Directors of Education and Children Social Care. Performance is showing positive for attendance and fixed term exclusions of pupils with SEND ⁵ . Datasets have been developed for Attendance and FTE and are enabling identification of cohorts most at risk which are being used to develop strategies and deliver targeted interventions. To expand capacity in supporting in this area of work two Attendance and Belonging Officers have been appointed in September and October 2021.

⁵ Caveat: attendance and exclusions data trends are not representative this year, given repeated lockdowns and school closures.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
SEND School Improvement Offer <i>IP2</i>	Delivering a SEND school improvement offer to all education settings to ensure the council is providing effective support and challenge to schools relating to what is 'ordinarily available' for all and the needs and outcomes of vulnerable learners		<p>Progress was impacted by Covid during 2020, however, the role of SEND SIO was successfully recruited with the new officer taking up post in January 2021.</p> <p>Regular briefings provide SENDCOs with clear information about how SEND is being implemented and supported in Bristol. They provide information from different teams supporting SEND, such as the SEN team and the Inclusion in Education Group (IEG). As well as information about processes such as Top Up funding. SENDCO surgeries have been introduced.</p> <p>SEMH PASS and GCI pilots were delayed due to Covid but now every school in both pilots has completed one full survey and as most schools will not be doing a second survey, dates have been booked to undertake two focus group-style, semi-structured interviews, to ascertain schools' experiences of the system they have piloted in their setting. The interviews and survey will provide the primary source of data for the final project report, including recommendations for a city-wide approach to wellbeing profiling in schools. The aim is to prepare the report in September.</p>
Support for Autism: Workforce Development	Offers a structured, cost-effective approach to training and advising staff in all educational settings to support autistic children and young people via reasonable adjustments and targeted support, which will increase successful inclusion in mainstream settings and reduce the demand on specialist resources and placements.		<p>Autism Education Trust (AET) 1,717 educational practitioners trained in total (across early years primary and secondary). Each setting has identified an area for development which they will complete within a given period and this will be monitored through advice clinics. A detailed, progressive 3-year plan for BAT competency framework, progression framework and AET standards is being embedded with school level agreement at cohort meetings. Two Autism Specialist Teachers have recently recruited and milestones to inform tracking and monitoring of impact are in development.</p>

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
EHCP Time4Change IP3	An extensive project to deliver improvements across the statutory EHCP process.		<p>Over the past year the Time for Change project has gathered information and feedback from professionals and parents of children with SEND about how the Education Health and Care (EHC) Needs Assessment process could be improved in Bristol. This has resulted in wide ranging co-produced changes including:</p> <ul style="list-style-type: none"> • paperwork and guidance for gathering and recording the Child/Young Person's Views • paperwork and guidance for the Family Views and Aspirations • EHC Needs Assessment Contribution forms for Education, Health and Social Care professionals • process for professionals to complete their contributions digitally (either via the Professional Portal or directly on EHM) • Complete re-design of the EHCP template • guidance/leaflets for young people and parents/carers to support them through the process • letter templates <p>The complexity of multiple system changes requires a period of further development and testing. The launch date will be determined by the outcomes from this current test phase.</p>

Appendix 1

	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	Jun 22	Jul 22	Aug 22	Sep 22	Oct-Dec 22	2023	2024
Specialist Provision Phase 1	50 ASC		12 SEMH									12 ASC	3+18 PMLD			
	3 ASC											24 ASC	24 SEMH			
	8 SEMH											12 ASC				
Phase 1 reserve	8 ASC/ SEMH											16 ASC/ SEMH				
Specialist Provision Phase 2	Development of phase 2 schemes								Placement delivery							
Cumulative total	69	69	81	81	81	81	81	81	81	81	81	145	190	190	190	190

Key:

-  Confirmed Placements
-  Placements on track