

CHILDREN'S SERVICES COMMITTEE AGENDA



Monday 31 March 2014

at 4.00 pm

in the Council Chamber, Civic Centre, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Atkinson, Fleet, Griffin, James, Lauderdale and Simmons

Co-opted Members: Sacha Paul Bedding and Michael Lee

Six Young People's Representatives

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

3.1 Minutes of the meeting held on 11 March 2014 (*previously circulated*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

No items.

5. KEY DECISIONS

5.1 2014/15 Schools' Capital Works Programme – *Director of Child and Adult Services*



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Short Breaks Services Statement – *Director of Child and Adult Services*
- 6.2 Adoption Reforms – *Director of Child and Adult Services*
- 6.3 Childcare Sufficiency Assessment Update 2013-2014 – *Director of Child and Adult Services*

7. ITEMS FOR INFORMATION

- 7.1 Priority Schools Building Programme – Update – *Director of Child and Adult Services*
- 7.2 Information and Communication Technology (ICT) in Schools – *Director of Child and Adult Services*
- 7.3 Services to Schools/Academies – *Director of Child and Adult Services*
- 7.4 Curriculum 5-14 – *Director of Child and Adult Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

ITEMS FOR INFORMATION

**Date of next meeting – Tuesday 6 May 2014 at 4.00 pm in the Civic Centre,
Victoria Road, Hartlepool**



CHILDREN'S SERVICES COMMITTEE

31 March 2014



Report of: Director of Child & Adult Services

Subject: 2014/15 SCHOOLS' CAPITAL WORKS
PROGRAMME

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision – test (i) & (ii) applies – Forward Plan Reference No. CAS024/14

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek approval to the Schools' Capital Works Programme for 2014/15, as detailed in **Appendix 1** in order to progress the majority of works in time for them to be carried out during the summer holiday period. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information)**

3. BACKGROUND

- 3.1 On 18 December 2013 the Department for Education (DfE) announced Basic Need and Universal Free School Meals capital allocations.

3.2 Basic Need

This funding is awarded according to relative need for new pupil places. It is to be noted that Hartlepool did not receive any Basic Need funding in 2013/14 and 14/15, however a total allocation of £266,994 has been confirmed in years 2015-17.

- 3.3 In future years, it is anticipated that additional primary school places may be required in the North and South of the town. The School Organisation Plan (SOP) is currently being revised and this document will identify local areas where there are potential pressures on school places. The Local Authority (LA) will in future, assess the need for additional school places and also

request a financial contribution towards education provision from developers where appropriate. The approval of spend for this funding will be subject to a separate report to Children's Services Committee.

3.4 Universal Free School Meals Capital

This is a new initiative which will aim to offer every child in reception, year 1 and 2, in state-funded schools, a free lunch. This is to be implemented from September 2014. Facilities Management section is currently analysing which school kitchens and dining provision require upgrades to cope with this extra demand. Schemes identified will form part of the school kitchen programme currently in place and managed by Regeneration & Neighbourhood Services Department. A full list of schemes recommended for approval will be brought to a future Children's Services Policy Committee.

3.5 On 18 January 2014 the Department for Education (DfE) announced further capital allocations, these being, Capital Maintenance and Devolved Formula Capital (DFC) for the school estate in Hartlepool both for LA and the Voluntary Aided sector (VA).

3.6 The total new funding available for 2014/15 is identified in Table 1 below, with the 2013/14 figures included for comparison.

4. FUNDING

2014-15 & 2015-17 Capital Allocations

Table 1 - Capital Funding	2013/14 £	2014/15 £	Increase / (Reduction) £	2015/16 £	2016/17 £
Basic Need	0	0	0	130,241	136,753
Universal Free School Meals Capital	0	159,939	159,939	0*	0*
Capital Maintenance	1,143,496	878,528	(-264,968)	0*	0*
Total Local Authority (LA)	1,143,496	1,038,467	(-105,029)	130,241	136,753
Devolved Formula Capital (DFC)	216,899	178,449	(-38,450)	0*	0*
Total LA - Schools	216,899	178,449	(-38,450)	0	0
DSG Revenue Contribution to Capital Outlay (RCCO)	628,000	628,000	0	0**	0**
Total Funding under LA Control	1,988,395	1,844,916	(-143,479)	130,241	136,753
Locally Controlled Voluntary Aided Programme (LCVAP)	544,886	541,046	(-3,840)	0*	0*
Voluntary Aided DFC	124,473	124,284	(-189)	0*	0*
Universal Free School Meals Capital	0	82,427	82,427	0*	0*
Total Voluntary Aided	669,359	747,757	78,398	0	0
HARTLEPOOL LA & VA TOTAL	2,657,754	2,592,673	(-65,081)	130,241	136,753

*Allocations not announced **Future of DSG RCCO to be determined

4.1 Capital Maintenance/Devolved Formula Capital

4.2 Capital Maintenance is a formula grant to the LA for all maintained community schools and is aimed at addressing condition needs in existing school premises, but does not include Academies who receive funding direct from the Education Funding Agency.

4.3 Devolved Formula Capital (DFC) is a relatively limited capital allocation made directly to schools via the LA to support small scale projects and ICT development. Schools often use this allocation to fund their 10% contributions to larger capital schemes.

4.4 Committee will note that the Capital Maintenance and Devolved Formula Capital allocations are showing reductions of £264,968 (23%) and £38,450 (18%) respectively. These reductions can be explained by the increase in Academies and funds being retained within the central Academies Capital Maintenance Fund (ACMF) and DFC being directly allocated.

4.5 Dedicated Schools Grant (DSG)

In previous years capital maintenance funding has been supplemented by departmental revenue funding from the DSG. Funding of £628,000 has been secured for 2014/15 and Schools Forum have decided that this funding should be treated separately to the Capital Maintenance grant funding, as all schools (including Voluntary Aided and Academies) are eligible to access it. Details of which schools will benefit from this funding will be brought to a future Children's Services Committee.

5. DIOCESE COLLABORATION

5.1 Liaison with representatives from the Roman Catholic Diocese of Hexham & Newcastle and the Church of England Diocese of Durham & Newcastle has taken place and a consistent approach to the development of capital schemes has been agreed. In order to aid the creation of the 2014/15 Locally Controlled Voluntary Aided Programme (LCVAP), condition surveys have been forwarded to the two Dioceses for their consideration. Further liaison will take place to determine which schemes should feature in the final schedule of works for the voluntary-aided sector.

6. CHILDREN'S CENTRES

6.1 In previous years the LA has received a dedicated Children's Centre capital allocation. This funding stream no longer exists, however the LA is expected to maintain Children's Centres utilising the Capital Maintenance allocation. Condition surveys have been carried out at Children's Centres and it has been established that there is a roofing scheme required at Rift House.

7. SPECIAL EDUCATIONAL NEEDS (SEN)

- 7.1 In previous years the LA has received a dedicated Access funding allocation. This funding had been directed at providing disabled toilets/shower facilities, ramps and modifications to school buildings, specifically to meet the needs of targeted SEN children accessing mainstream provision, either groups or individuals. Access funding has been withdrawn however the SEN team continue to be consulted to identify priority schemes. Colleagues have identified a potential scheme at Rift House Primary School. Further discussions will be held with the school to determine the exact nature of the scheme required. A provisional sum has therefore been allocated to this scheme.

8. ROOFING SURVEYS

- 8.1 A new phase of school roof surveys was commissioned by Child and Adult Services Department as a direct result of the unusual weather and subsequent advice received from the Building, Design and Construction section. Therefore a fully intrusive appraisal of the roofs in order to identify where risks may be present which could lead to safeguarding and business continuity issues if left undiscovered was recommended.
- 8.2 Intrusive roof surveys do not feature as a component part of the annual condition surveys, the scope of this commission having been based on industry standard Royal Institute of Chartered Surveyors guidance which recommends superficial ground level inspection only. As a result of the intrusive surveys and the data obtained, Appendix 1 identifies a number of high priority roofing schemes which require to be undertaken.

9. PROPOSALS

- 9.1 The schedule of priorities in Appendix 1 is derived from the most recent condition surveys (carried out late 2013/early 2014). Surveyors have highlighted priorities across a wide range of issues. These schemes have been provisionally costed. An explanation of prioritisation categories is shown below. All of the schemes detailed in Appendix 1 have been categorised as 1 or 2D.
- 9.2 **Priority 1.** Urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of occupants and/or remedy a serious breach of legislation
Priority 2. Essential work required within two years that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of occupants and/or remedy a less serious breach of legislation.

Grade C – Poor. Exhibiting major defects and/or not operating as intended.

Grade D – Bad. Life expired and/or serious risk of imminent failure

10. TARGETTING RESOURCES

- 10.1 As previously reported to Finance & Policy Committee (27/2/14) and Children's Services Policy Committee (11/3/14), the department also has unallocated schools capital funding of £932,000 available.
- 10.2 This is made up of £835,000 available to maintained schools and a further £97,000 available to all schools which is the balance of the 13/14 centrally retained capital contribution and will be added to the £628,000 14/15 DSG funding which is reported in section 4.5 of this report.
- 10.3 This report is seeking approval for these schemes funded from the 2014/15 Capital Maintenance allocation - £878,528 and the unallocated funding - £835,000. Schools will be expected to contribute 10% towards each scheme. The total funding available is £1,876,857.
- 10.4 Based on the proposed programmes of works, Table 2 below provides Members with a summary of where that funding will be targeted.

Table 2 - Funding Split	Total LA Funding Required £	School Contributions 10%	Estimated Costs £
Condition Items	1,451,965	161,329	1,613,294
SEN Modifications	18,000	2,000	20,000
Children's Centre Condition Item	51,000	-	51,000
Contingency	200,000	-	200,000
	1,720,965	163,329	1,884,294

Total Funding Available (£)	2014/15 Capital Maintenance	878,528
	Unallocated Capital	835,000
	Schools' Contributions to 14/15 Capital Schemes	163,329
	Total Funding Available	1,876,857

- 10.5 Although Members are asked to approve works totalling £1,884,294 as detailed in Appendix 1, which slightly exceeds the available funding, all schemes have a contingency figure built into the costs, therefore officers are confident that the programme is affordable. The programme will be carefully managed to ensure there is no risk of overspending. It is also expected that some 2013/14 schemes will be completed under budget, offsetting this shortfall.
- 10.6 As in previous years, the overall programme recommended to Committee for approval includes a contingency fund which has been allocated from Capital Maintenance. This will continue to ensure that urgent but unforeseen items can be addressed, should the need arise.

- 10.7 Other than in response to an emergency situation, there will be no significant variation to the programme of works as detailed in Appendix 1.

11. PROCUREMENT

- 11.1 The schemes identified will be procured through the Councils Building Design & Construction Section on a best value basis.
- 11.2 For building construction work of a non-specialised nature, below an estimated construction value of £100,000 the Building Design & Construction Section can use the LA Condition, Planned Maintenance and Minor Works Partnership Contract if it does not have the resources available to carry out all of the work.
- 11.3 Works excluded from the partnership are:
- when the estimated contract value exceeds £100,000,
 - work is of a specialist nature i.e. CCTV, Alarm Systems, and Soft Landscaping; and
 - funding condition states that competitive quotes/tenders are required.
- 11.4 For works estimated to be £100,000 and over, the Building Design & Construction Section can undertake a competitive process either by tender or via mini-competition using the North East Procurement Organisation construction framework if it does not have the resources available to carry out all of the work.
- 11.5 This approach will provide a coordinated and efficient procurement best value principle.

12. RISK IMPLICATIONS

- 12.1 The report is concerned with the condition, protection and development of Council assets ie school buildings and children's centres.
- 12.2 The proposed programme of works has been compiled on the basis of those areas/sections of school buildings which are showing clear signs of failure together with aspects of the building which have the potential to improve teaching and learning. To prevent possible loss of school days due to emergency school closures.

13. FINANCIAL CONSIDERATIONS

- 13.1 The financial implications of this report for the Council are that, if the schemes detailed in the attached Appendix 1 are approved, funding can be met from the 2014/15 Capital Maintenance grant, current unallocated capital funding together with school contributions.

14. RECOMMENDATIONS

14.1 Members are recommended to:

- Approve the schedule of 2014/15 capital works as summarised in Appendix 1. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information).** Subject to the LA agreeing contributions from schools towards individual schemes in line with the shared funding principles established by the Schools Forum.
- Allow the Director of Child and Adult Services dispensation and discretion to authorise works where a significant health and safety risk is exposed in advance of formal approval by the Children's Services Committee.

15. BACKGROUND PAPERS

Report to the Schools Forum Capital Sub-Group – 4 March 2014

16. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

31 March 2014



Report of: Director of Child and Adult Services

Subject: SHORT BREAKS SERVICES STATEMENT

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to present to the Committee the 2014/15 Short Breaks Services Statement and seek approval for the Statement to be published in accordance with the regulations.

3. BACKGROUND

- 3.1 Paragraph 6 of Schedule 2 to the Children Act 1989 requires local authorities to provide a short break service designed to assist individuals who provide care for disabled children. This duty and the Breaks for Carers of Disabled Children Regulations 2010 came into force on 11th April 2011. The regulations require each local authority to produce a Short Breaks Services Statement so that families know what services are available, the eligibility criteria for those services and how the range of short breaks is designed to meet local needs of families with disabled children. It is a requirement that the Statement be reviewed on an annual basis.
- 3.2 Short Breaks provide disabled children and young people with the opportunity to spend time away from their parents/carers, relaxing and having fun with their friends. They provide families with a break from their caring responsibilities.

4. PROPOSALS

- 4.1 The review of the Hartlepool Statement has been undertaken in collaboration with the Parent Led Forum '1 Hart 1 Mind 1 Future' and officers within the Child & Adult Services Department. The reviewed Statement was subject to wider consultation during September to November 2013. A draft of the reviewed Statement was circulated to the members of the Parent Led Forum, specialist providers of services to share with their members and officers within the local authority, health service and Voluntary and Community Sector. All comments received have been incorporated into the final version.
- 4.2 The revised Short Breaks Services Statement is attached as **Appendix1** to this report supported by the Regulations of Short Break Care attached at **Appendix A**. These provides more in depth detail of the short break offer and requirements.
- 4.3 The statement forms the foundation of short breaks services for disabled children and their families and the commissioning delivery for 2014/15. It will continue to be reviewed on an annual basis ensuring that any provision is reflective of local need. Parents, disabled children and young people will continue to be involved in the process and the Parent Led Forum (1 Hart 1 Mind 1 Future) will continue to be the driving force behind the shaping of short break services.
- 4.4 The Short Breaks Services Statement must be published and made available to the general public. Once approved, the revised Statement will be published on the Local Authority's website, the parent's website (1 Hart 1 Mind 1 Future) and will also be made available in paper copy. A summary of the Statement can also be disseminated to families of disabled children by means of Care Coordination, Disability Network, SEND local offer of services webpage and the Parent led newsletter.

5. FINANCIAL CONSIDERATIONS

- 5.1 The priorities identified in the Statement will need to be delivered as part of the Early Intervention Strategy for 2014/15 and have therefore been incorporated in the budget proposal for 2014/15.

6. RECOMMENDATIONS

- 6.1 Children's Services Committee is requested to approve the reviewed Short Breaks Services Statement.

7. REASONS FOR RECOMMENDATIONS

- 7.1 The annual review and publication of the Short Breaks Services Statement is a requirement of the local authority to produce as part of the duty and the Breaks for Carers of Disabled Children Regulations 2010.

8. BACKGROUND PAPERS

- 8.1 None

9. CONTACT OFFICERS

Jane Young - Head of Business Unit (Specialist Services)
Tracy Liveras - Short Break & Parent Participation Officer
Mark Gwilt - Disability Team Manager (0 – 25 years)

HARTLEPOOL BOROUGH COUNCIL SHORT BREAK SERVICES STATEMENT



November 2013 to March 2015



1 Future

1 Hart

1 Mind

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Foreword

The information in this statement has been gathered by consulting parents and carers directly; asking them what services they would like and what would make a difference. This has been done mainly through Short Breaks for Families of Disabled Children and through the Seventh Parent Led Conferences that were held by parents, carers and involving professionals to work closely together to help change and shape the future of Short Breaks.

Julie Carter - Chair of 1 Hart 1 Mind 1 Future

Hartlepool's Vision

'Our vision is that we are committed to ensuring that all disabled children and young people and their families in Hartlepool should have equal access to a range of flexible services that support their ambition to live ordinary lives, enjoy a happy and fulfilling childhood and grow up to achieve their full potential.'

1 Hart 1 Mind 1 Future

What are Short Breaks?

Short Breaks provide disabled children and young people with the opportunity to spend time away either with or without their parents to be able to relax and have fun, positive experiences with their friends and peers. They also provide families with a break from their caring responsibilities; giving parents a chance to unwind rest and spend time with their other children.

Our aim is to ensure that families of disabled children have the support they need to live 'ordinary lives' as a matter of course. Disabled children and their families have the same human rights as others, including the right to the same quality of life as those who do not have a disability. However we recognise that all families are different, so they need different levels of support and different types of short breaks depending on the age of the child; families may need more support because of their family circumstances, this may be a short period of time or it may be for longer.

How does the council know what type of short breaks are needed and how much?

The council does not presume to know what short break support parents and carers of disabled children require. Our role is to facilitate what parents tell us they want so that children, their parents/carers and their families get the breaks they need.

Hartlepool began its consultation process in September 2008 as part of the Aiming High for Disabled Children Transformation Programme launched by the government to transform services for disabled children and their families. An integral part of the transformation programme was to work in partnership with families to understand their needs and design services to meet those needs. Engagement and participation continues to drive the development and shaping of services for the future through its short breaks programme.

Feedback is sought through a number of ways, including: Parent led Conferences, focus groups, feedback and evaluation of services. The council identified priorities and designed service specifications to deliver a short break offer. The offer currently includes:

- Holiday Play schemes
- After School Clubs & Holiday Clubs
- Extended Activities Provision
- Sport & Physical Activities
- Swimming Sessions
- Access to training for both parents and practitioners
- Overnight Stays, including local residential or foster care provision
- Weekend Clubs
- Social groups
- Formal childcare placements
- Specialist Toy Loan Service (including Stay & Play)
- Family based short break activities

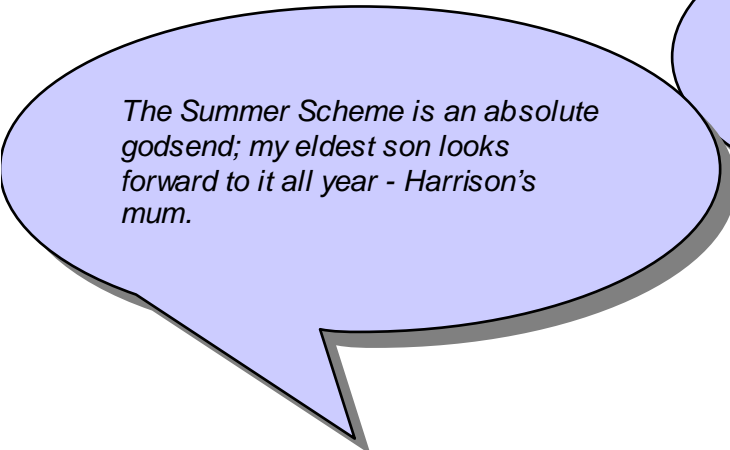
We continue to work with our families and providers collating feedback to ensure that the short breaks offer is still relevant to their needs.

There is a variety of data available to us about children and young people with disabilities and additional needs. This ranges from the number of children whose family is in receipt of Disability Living Allowance, Direct Payments, and Disability Prevalence Rates and numbers of children with a Statement of Special Educational Needs. However this data can only tell us how many children and young people may have a disability in Hartlepool. We understand that every family is different and it is therefore quite difficult to predict exactly how many short breaks will be needed year on year.

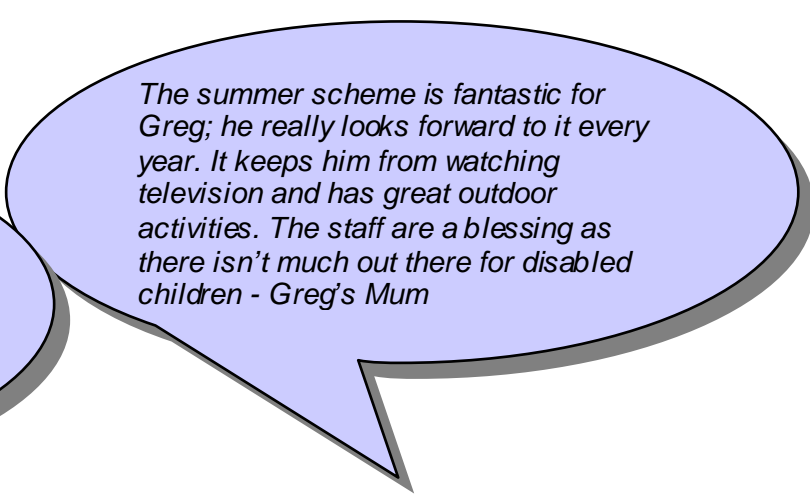
We know how many families currently access short breaks, how often and the type of short breaks they use. We use this information and anticipate how many more children are likely to use short breaks within each year and how many young people will move on to adult services, no longer requiring short breaks within children's services. This gives a figure that helps us to commission sufficient short breaks throughout the year. These figures are reviewed quarterly which enables us to assess the demand for services and plan accordingly.

This is what parents said about the services accessed via funding through the Early Intervention Grant Short Break Funding.

Holiday Play schemes



The Summer Scheme is an absolute godsend; my eldest son looks forward to it all year - Harrison's mum.



The summer scheme is fantastic for Greg; he really looks forward to it every year. It keeps him from watching television and has great outdoor activities. The staff are a blessing as there isn't much out there for disabled children - Greg's Mum



Extended Activities

As an only child, it has given him the opportunity to mix with his peers and has given me peace of mind knowing he is looked after by people who understand his condition.

Accessing your service has given my son opportunities to help him achieve his potential in life. It gives us as parents a short break from caring, which helps us to cope with him better after we have had a chance to have a rest.

This service has been an incredibly important part of the routine we now have in place, Having an extremely demanding child puts a great strain on the relationship of other family members and this much needed service has provided us with the break that we needed



Toy Loan Service & Stay and Play Sessions

Me and Charlie love the time we spend at Tots Time. We find the staff helpful and professional and Charlie enjoys mixing with the other children. It also enables me to meet new people

My childminder takes my children to Tots Time so that they can attend University. She also uses the toy loan service, which means we can loan toys at a low cost and toys can be rotated on a regular basis giving my children a range of toys that they will enjoy



Family Based Overnight Activities

Great stuff at Carlton, thank you!

The staff were all brilliant and the kids really enjoyed trying new activities

Had a really good time, learnt new skills, I abseiled for the first time and the staff were first class



How have families of disabled children participated in the development of short break services?

In Hartlepool we have a very proactive Parent Led Forum that works in partnership with the Local Authority Short Breaks Lead Officer and other relevant agencies and groups to ensure that service delivery meets the need of families of disabled children.

There is also parent representation on a number of other strategic and operational groups, including the Special Educational Needs and Disability Pathfinder Programme (SEND), which provide a platform for parents to contribute and influence change.

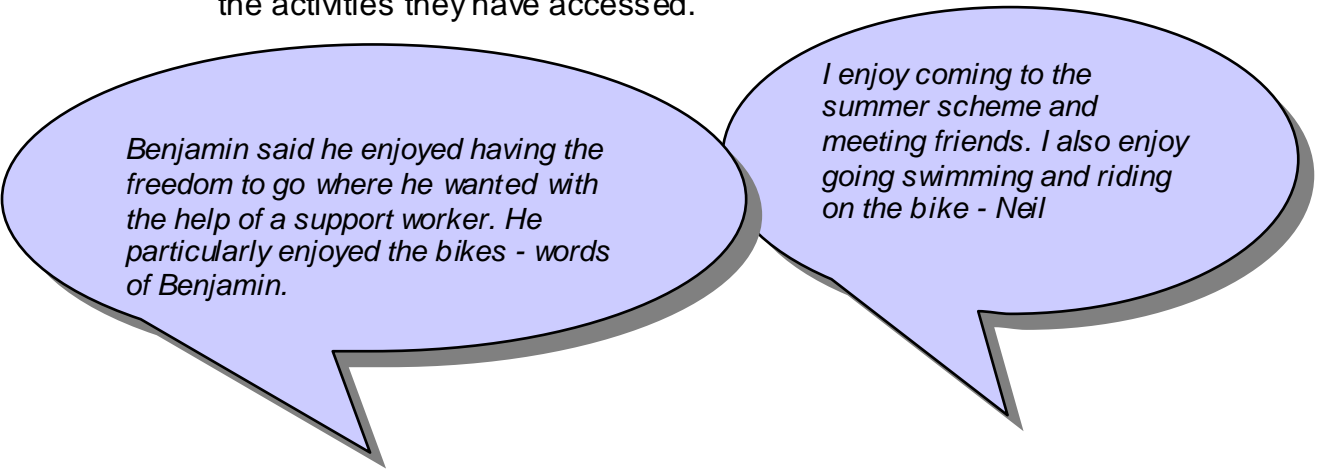
Parents have been actively involved in the commissioning of short break provision and have played a very active role in the development of the Local Offer of Services as part of the SEND reforms



Children and young people are actively engaged in having their say about the things they like to do. This has been and is still carried out in a number of ways, including: questionnaires, face to face discussion, and group work

within short break sessions. This information is collated to plan for future delivery.

This is what some of the children and young people have said about some of the activities they have accessed.



Benjamin said he enjoyed having the freedom to go where he wanted with the help of a support worker. He particularly enjoyed the bikes - words of Benjamin.

I enjoy coming to the summer scheme and meeting friends. I also enjoy going swimming and riding on the bike - Neil

All of our commissioned services are required as part of their terms and Conditions of grant to engage service users in evaluating services on a regular basis, so that services are designed to meet needs at an individual level.

What do the council offer to families that need a Short Break?

Hartlepool Borough Council offer a range of short breaks for all families who care for a disabled child. Families maybe eligible for more specialist short breaks if their child has a substantial and/or permanent impairment, which may have a substantial and long-term effect on their ability to carry out day-to-day activities.

The range of short breaks available is meant to meet the needs of a broad range of need and family circumstances.

Universal Short Breaks

All families can access a number of short breaks for their child. These breaks are short, regular sessions that provide the carer with the opportunity after school, at weekends, school-holidays, to relax have time to themselves or spend time with other family members. These take the form of clubs that offer

a wide range of activities for children such as art and crafts, sport and physical activity, or simply a place to meet with friends and chat.

Targeted Short Breaks

Carers may need support and services individually tailored to their child's needs. This level of support is available to families following an initial assessment of the child by a social worker. Any family that feels their disabled child's needs cannot be met using universal services can ask for this assessment. Following the assessment the social worker will work with the family to identify support which may include short breaks. If the child requires support that cannot be met by universal services, the family and the social worker discuss which services are available and which of those services work best for the family. The options are considered through the relevant personnel/panels who will respond to the request and its suitability, ensuring that the family get a package of support that works for them and meets the assessed need. This may include a Family Resource Worker, Day Care or a Direct Payment for the family to arrange support themselves. The support package is reviewed regularly by a social worker to ensure that services continue to meet the changing needs of the child as he or she grows and matures and those of his/her family.

Specialist Short Breaks

Sometimes a child or a family have more significant or complex needs due to their child's disability and/or family circumstances, and need additional support and interventions. The specialist short break package may include universal provision and targeted short breaks, and could include overnight stays within a residential or foster placement or breaks commissioned specifically for the child's needs. The authority is currently exploring the use of individual budgets which will enable families to arrange services themselves. They may also receive help from a short break unit with nursing care. These arrangements are discussed by the Hartlepool multi agency Commissioning Panel. Health-commissioned breaks are paid for by the Clinical Commissioning Group and will follow a specialist health assessment which is not arranged by the Council but can be discussed with the health professional

and social worker involved with the family. Complex and high need cases such as this may require the continued support of a social worker to ensure that the child and carer's needs continue to be met.

Who can access short breaks?

Short breaks are available for children and young people from birth to their 18th birthday who are disabled and/or those with complex health needs where their disability has a significant impact on them and family life. Each case is considered on its own merit, but as a guide it is anticipated that additional support will be available to children who currently have a statement of special educational needs and/or are eligible for a service from the Disability Team 0 – 25 years; or children at school action plus who are identified as being vulnerable. By September 2014, these will be replaced with a One Plan (A single coordinated assessment of Education, Health and/or Social Care Plan).

This also includes children and young people with learning disabilities, autistic spectrum disorders, sensory impairments and physical impairments.

Not all children and families will need the same level of support and short breaks; some will need more than others because of the nature of the disability and impact on the family. Some families may need more support because of their individual family circumstances. This is why we may need to assess your child and family to ensure we provide the right level of support and short breaks at the right time.

Where can families get more information about Short Breaks?

Currently information on short break activities can be accessed by contacting the First Contact Support Hub in Hartlepool (FCSH), a practitioner working with the family, or a family can simply contact the provider and refer themselves. FCSH is a universal service providing advice and signposting to **all** families in Hartlepool looking for services for their children. Parents can subscribe to a free texting service that informs them of the opportunities to access various short breaks, meetings and events. As well as this service,

First Contact Support Hub (FSCH) maintains a website of activities/events available to families across the borough called Family Service Directory, where there is also a link to the Parents website www.onefuture.org.uk. The council has developed a Guide to Services to support both parents and providers which can be accessed via the council's internet and is also available in hard copy. A Parent Led Newsletter is produced at least twice a year and is made available to all families of disabled children both in a booklet format and or via both websites.

How is the council developing the workforce?

The vision in Hartlepool is for all children and young people to be supported to develop their speech, language, communication and social skills in order to ensure that they can access learning develop social networks and attend activities and local groups, including childcare provision to make positive contribution to the wider community.

The short break training requirements have been agreed and developed alongside parents and are incorporated in the wider Hartlepool Children's Workforce Plan and can be accessed by any provider working with children and young people with additional needs and/or disabilities.

Training delivered specifically through Short Breaks and to be delivered in the coming year:

- Attitudinal Fear (2 sides of the coin)
- Sleep Management
- Early Support Key Working towards a Single Education, Health & Care Plan
- Moving & Handling (children), including use of hoists
- Autism Awareness
- Safeguarding Children with Disabilities
- Helping Children to Develop their Social Skills and Understanding
- Practical and Effective Ways of Using Multi Sensory Equipment

- Promoting Confident Resilient Parents to enable Positive Partnership Working (For Parents By Parents)

The council will continue to offer development opportunities to maintain the quality and capacity of short break workers in the future and this will feature within the authority's children's workforce plan.

This is what parents have told us about some of the training they attended:

Moving & Handling of Disabled Children

'Safer ways to lift from sitting position and correct posture to use when lifting'.

'How to lift and handle in the appropriate way with minimum rush'.

'Better knowledge of hoisting making it less stressful for me'.

'Tutor was knowledgeable and listened to our needs'.

'Lots of helpful advice'.

Practical & Effective Ways of Using Multi Sensory Equipment

'More detailed understanding of how to use multi sensory equipment more effectively'.

'How to make things cheaper than what they actually cost to buy and how good the activities are when you make you're won'.

'How to use the equipment safely and properly and how to get the most from each piece of equipment'.

Understanding Autism

'Informative and easy to understand. All the advice, information and help we received. Everyone was friendly and I enjoyed the day'.

'I would recommend this to other parents new to autism, I found it very helpful'.

Incredible 5 Point Scale

'How to implement the 5 point scale, what to look for in children and how to prevent situations escalating'.

'The knowledge of the trainer in this field'.

'Getting children to understand how they talk about feelings and behaviours'.

How does the council support transitions to adult services?

In Hartlepool we want to support all young people with a disability into adulthood successfully. Becoming an adult is about developing independence, enjoying a social life and getting a job. This means that a young person with a disability may need support to access further education, training and employment, social opportunities and housing advice. The young person's family may continue to need short breaks, so, young people approaching adulthood and their families should be involved in planning their adult lives in order to ensure that support and services are genuinely responsive to their needs.

A Transitions Working Group identifies all young people who may require the continued provision of support and services into adulthood. Each young person has an identified transitions lead person who will support the young person and their family through the critical transition period.

In July 2012 Child & Adult Services Department in Hartlepool established the Disability Team (0 – 25). It was felt that it was important to reduce transitions for young people and their families and this prevents the need for a young person to have to develop new relationships with a Social Worker at 16+ who will guide them into adulthood.

For those disabled children, young people, adults and their families who require it this will be a consistent throughout the important transitions in their lives.

The local Authority will ensure it meets the needs of the new approaches to Special Educational Needs and Disability (SEND) and any changes to policy or legislation arising from the Legislation on Reform of Provision for Children and Young People with Special Educational Needs.

How accessible are universal Council services?

Across the Council, there is a strategy to ensure that our public buildings and services are accessible to all. A programme of development has taken place to ensure that buildings can be accessed by wheelchair users, induction loops systems are installed and that there are accessible toilets. In addition, every reasonable effort is made to ensure there is access to all areas in public buildings, and where this is not possible, alternative arrangements are put in place to ensure that people with disabilities are not prevented from accessing services and support. Other developments include: additional disabled parking bays, drop off zones and drop kerbs installed at bus stops to make public transport more accessible.

Fully equipped accessible changing places have been installed in 3 venues across the Borough, located at: Millhouse Leisure Centre, Hartlepool Maritime Experience and Coronation Drive, Seaton Carew. In addition to the above accessible changing places are also located within a number of settings, for example: The One Life Centre and Central Library.

What is the council doing to help families with transport?

The Council is committed to encouraging access to facilities in the town via a range of transport options and the Council's Integrated Transport Unit, in partnership with the Child and Adult Services, developed a Hartlepool Community Travel Support Network.

The Council has already introduced an Independent Travel Training Scheme (Safe on the Move in Hartlepool) which encourages young people and adults to access Hartlepool facilities using different modes of transport. As part of the roll out of the scheme anyone who felt they required support to travel independently are encouraged to sign up to assist in their safe travel around Hartlepool. As the scheme developed the remit expanded to include engaging employers and businesses to sign up and offer assistance to people in areas such as support to read a bus timetable, directing people to bus stops or helping to make a call to a parent or carer. The network now has a number of volunteers and volunteer organisations trained to assist people to travel safely and independently.

In addition to the Safe on the Move in Hartlepool scheme, the Council in partnership with Cleveland Police and the National Autistic Society has supported the roll out of the NAS National Autism Alert Card in 2009. The Alert Card can be held by people with a diagnosis of autism and presented to the police in the event they are approached in public. The card was launched locally in 2009 and linked to autism awareness training for the police.

In the summer of 2013 the four Tees Valley local authorities received funding to support the development of a Tees Place of Safety scheme and build on the work already produced within Hartlepool.

Some short break providers as part of their service provide transport services to and from home to enable children and young people to access services for a nominal charge and this service also offer the carer with additional hours of a short break.

What are the council's priorities to develop services for disabled children, and how are they being tackled?

During the development of this Statement and through a number of delivered short break services, parents and young people told us what their priorities are for the development of short break provision. The next steps identified at

the Seventh parent conference and during a parent/ provider workshop delivered between March and July 2013 highlighted a number of areas as issues that need development or improvement. The table below shows these issues and the actions being taken to improve or develop them:

Priority	Action
Holiday Play schemes	Maintain holiday playscheme provision for 2014/15, to include 11 weeks of holiday playscheme provision
Extended Activities out of school hours (Term Time)	Continue to support the delivery of extended activity provision cover term time out of school hours provision across 50 weeks of the year
Family Based short breaks	Continue to support over night family based activity provision across the year to engage with new families accessing short break services
Specialist Toy Loan Service, including Tots Time (Stay & Play)	Continue to support the service, to include stay and play sessions, available to both parents and providers
Sport/Physical Activities	Continue to provide a range of sport and physical activity to meet the needs of families to enable and encourage access to club based activity
Increase access to information	Free texting service facility to continue. Support parents to update and make their own website accessible and informative to reach a wider audience of parents and carers. Work with First Contact Support Hub

	<p>to support the development of the local offer for parents, children and young people with additional needs as part of the SEND Pathfinder Programme.</p> <p>Provide an electronic version of the Guide to Services</p> <p>Produce easy to read format literature on services and products available through the local authority</p> <p>Continue to support the production of the Parent Led Newsletter</p>
Continue to support Parent Participation to influence the development of services	Support the parent led forum to become constituted to enable them to apply for funding and become sustainable in the future. Continue to raise awareness and increase the membership base of the group to ensure a broader range of parents are involved in the development of services, in turn increasing their skills and knowledge base and ensuring continued effective partnership working
Increasing the capacity of the workforce to support children and young people in a broader range of settings regardless of their disability	Continue to offer training for staff working across all sectors, including parents to ensure they have the right skills and knowledge for working with children with disabilities.
Special Educational Needs and Disability (SEND 0 - 25 transitions)	<p>Continue to support the SEND Pathfinder Programme</p> <p>Support the development of the local offer of services working with parents,</p>

	<p>Health, Schools and other agencies to ensure that information is accessible in a format that is understandable and all related information can be found in one place.</p> <p>Support parents with new Education Health and Care Plans (EHC Plans) and Support the delivery of Early Support key working approaches</p>
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Better Outcomes for Families of Disabled Children

The delivery of the above short break priorities are designed to improve the outcomes for disabled children and their families. As part of our service delivery the outcomes detailed below are designed to make a difference to families of disabled children.

- Short Breaks aim to support parents and carers in their caring role and reduce levels of stress and anxiety due to the demands of caring
- They will aim to support disabled children and young people to access activities whereby they can make friends, have fun and support the development of their social, communication and independence skills
- When disabled young people are leaving school and making the transition to adulthood that they will be supported and are able to express their wishes and make appropriate choices
- Short Breaks will provide opportunities to enable families to spend time, relax together and for parents and their children to get to know other families to build up a network of support and develop friendships

What if I have a problem with a short break activity?

If you experience any problems in accessing a short break activity, or problems while your child is attending, please discuss this with the activity provider in the first instance and request a copy of their complaints policy if needed. If you remain unhappy, or you need support to address the problem, please contact the Short Break Lead on 01429 284876 or email tracy.liveras@hartlepool.gov.uk

Draft Regulations laid before Parliament under section 104(3A) of the Children Act 1989, for approval by resolution of each House of Parliament.

The Breaks for Carers of Disabled Children Regulations 2010

Made 2010

Coming into force 1st April 2011

The Secretary of State for Education makes the following Regulations in exercise of the powers conferred by paragraph 6(2) of schedule 2 to the Children Act 1989 (1).

In accordance with section 104(3A) of that Act, a draft of these regulations was laid before Parliament and approved by resolution of each House of Parliament.

Citation and commencement

1. These Regulations may be cited as the Breaks for Carers of Disabled Children Regulations 2010 and come into force on 1st April 2011.

Interpretation

2. In these Regulations-

“The 1989 Act” means the Children Act 1989;

“Carer” means a person who provides care for a disabled child and who is-

(a)

The child's parent, or

(b)

A person who is not the child's parent but who has parental responsibility for that child; and

“Disabled” has the meaning given in section 17(11) of the 1989 Act (2).

Duty to make provision

3. In performing their duty under paragraph 6 (1)(c) of schedule 2 to the 1989 Act (3), a local authority must-
- (a) have regard to the needs of those carers who would be unable to continue to provide care unless breaks from caring were given to them; and
 - (b) have regard to the needs of those carers who would be able to provide care for their disabled child more effectively if breaks from caring were given to them to allow them to-
 - (i) Undertake education, training or any regular leisure activity,
 - (ii) Meet the needs of other children in the family more effectively, or
 - (iii) Carry out day to day tasks which they must perform in order to run their household.

Types of services which must be provided

- 4.- (1) In performing their duty under paragraph 6(1)(c) of schedule 2 to the 1989 Act, a local authority must provide, so far as is reasonably practicable, a range of services which is sufficient to assist carers to continue to provide care or to do so more effectively.
- (2) In particular, the local authority must provide, as appropriate, a range of –
- (a) day-time care in homes of disabled children or elsewhere,
 - (b) Overnight care in the homes of disabled children or elsewhere,
 - (c) Educational or leisure activities for disabled children outside their homes, and
 - (c) Services available to assist carers in the evenings, at weekends and during the school holidays.

Short breaks services statement

5. - (1) A local authority must by 1st October 2011, prepare a statement for carers in their area (a “short breaks services statement”) setting out details of –
- (a) The range of services provided in accordance with regulation 4,
 - (b) Any criteria by which eligibility for those services will be assessed, and

(c) How the range of services is designed to meet the needs of carers in their area.

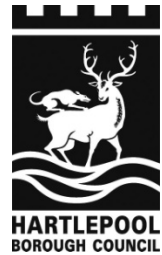
(2) The local authority must publish their short breaks services statement, including by placing a copy of their statement on their website.

(3) The local authority must keep their short breaks services statement under review and, where appropriate revise the statement.

(4) In preparing and revising their statement, the local authority must have regard to the views of carers in their area.

CHILDREN'S SERVICES COMMITTEE

31 March 2014



Report of: Director of Child and Adult Services

Subject: ADOPTION REFORMS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key

2. PURPOSE OF REPORT

- 2.1 To provide Children's Service Committee with an update on the Department for Education Adoption Reform agenda and to seek agreement for the proposed expenditure of the 2014 – 2015 Adoption Reform Grant and increase the adoption fee charged by Hartlepool Borough Council.

3. BACKGROUND

- 3.1 Since March 2012, when the Government published the 'Action Plan for Adoption – Tackling Delay', there have been a number of initiatives aimed at improving the arrangements for the adoption of children and adoptive parents.
- 3.2 In 2013 – 14 the Government allocated £150 million to local authorities to implement system improvement in line with the initiatives announced in the Action Plan for Adoption. The Adoption Reform Grant came in two parts, Part A was an allocation of £100m of which Hartlepool received £169,978 and Part B which was £50m (ring fenced) of which Hartlepool received £166,420.
- 3.4 A report was presented to Children's Services Committee on 02 July 2013 outlining the proposals for expenditure of the grant funding and these were approved by the Committee. In summary, the proposals were as follows:
- Create a dedicated Family Finder post to strengthen practice in searching for families for children. This role will also support social workers in completing Child Permanence Reports and life story work with children undertake any direct work with the child to prepare him or her for adoption;

- Provide additional social work capacity within the adoption team to meet the reduced timescales for training and approval of adopters and increase recruitment of adopters;
 - Create a part time development post to lead on recruitment, foster to adopt, concurrent planning and skill up the wider workforce in relation to life story and placement preparation and develop adopter information;
 - Create part time post to lead further development of robust post adoption support for children, birth families and adopters;
 - Create an additional temporary newly qualified social worker post within fieldwork teams to strengthen capacity;
 - Provide additional funding to the placement budget to reflect the increased interagency fees.
- 3.5 Since the implementation of the above proposals, the service has made strong progress in terms of strengthening local practice in relation to adoption and this was recognised by Ofsted during their inspection. The dedicated family finder post holder is well embedded in her role and is ensuring there is robust tracking of all children waiting for adoption with the identification of an adoptive family at the earliest opportunity. This post was praised in the inspection as making a significant impact on the matching and placement of children.
- 3.6 The two additional one year fixed term posts were recruited to, however due to the long term sickness of a permanent member of staff this did not significantly increase the capacity within the team. Despite this, the service has successfully implemented the two stage adoption process and is meeting the six month timescale for approval.
- 3.7 Due to staff sickness absence, the part time development post has not had the dedicated time from one worker as it was necessary to ensure experienced adoption workers continue to prepare, assess and support adopters. Therefore the service as a whole undertook the elements of this post to ensure that development work was completed although not through the model previously anticipated.
- 3.8 The post adoption support role has been delivered as part of the work of one of the experienced adoption workers. The achievements to date include the introduction of the Post Adoption module within the Integrated Children's System which is a more efficient and effective way of managing post adoption support and the arrangements for the Adoption Post Box Contact System.
- 3.9 To date, Hartlepool has been successful in meeting the performance thresholds for the Government's targets for adoption as reported to Children's Service Committee in January 2014.

4. PROPOSALS

4.1 Hartlepool's allocation for the Adoption Reform Grant in 2014 – 15 is £100,000. The grant determination letter advises that 'Local Authorities can spend this one off grant to reorganise the programme of change underway in the area of adoption. They may, however, choose how to spend the money in order to best meet local needs. Our reforms for adoption are ambitious and comprehensive'. The allocation of the Adoption Reform Grant in 2014 – 15 should be used to support the implementation of the adoption reforms and maintain and improve performance against the adoption scorecard which measures the following key indicators:

- Average time between a child entering care and moving in with its adoptive family who have been adopted;
- Average time between local authorities receiving court authority to place a child and the local authority deciding on a match to an adoptive family;
- Children who wait less than 20 months between entering care and moving in with their adoptive family.

4.2 It is therefore proposed that the grant allocation for 2014 – 15 is used to fund the following activities which, from performance over the past year, officers know are most effective in improving adoption performance and thus the lives and experiences of children and adopters:

- Maintain the dedicated Family Finder role;
- Create a part time development worker post with consideration being given to creating an 'internship' as has been successfully implemented in another area. The post holder will be required to lead the recruitment of prospective adopters and develop the profile of the service allowing social workers to concentrate on preparation, assessment and approval of adopters and adoption support;
- Provide additional funding to placement budget which enables the service to purchase external placements where necessary thus reducing delay for children;

4.3 As part of the wide ranging proposals to reform adoption, a review of the inter-agency fee for purchasing adoptive placements has been undertaken. Historically there have been two rates payable for an adoption placement where a child cannot be placed within the adoption agencies own resources. The rate charged by local authorities which has been set at £13,138 and the rate for the purchase of a placement from Voluntary Adoption Agencies (VAA) set at £27,000. The differential rate reflected the different roles of a local authority adoption agency as opposed to a VAA, however, through the review of adoption arrangements, concern was raised that local authorities were reluctant to purchase placements from VAA's due to the significant cost. Therefore through the Action Plan for Adoption – Tackling Delay the Government proposed that adoption fees were equalised with the local authority rate being increase to the same as the rate as the VAA rate.

- 4.4 This proposal has been supported by the Local Government Association and Association of Directors of Children's Services as the fee of £27,000 more accurately reflects the cost of adoption recruitment, assessment and support. Over the last year local authorities have moved to increase their adoption fee to the £27,000 rate and across the north east region this is being implemented from April 2014. Going forward, any adoption placement purchased for Hartlepool children will be charged at this rate.

5. RECOMMENDATIONS

- 5.1 Children's Service Committee is asked to note receipt of the Adoption Reform Grant and approve the proposals for expenditure.
- 5.2 Children's Services Committee is asked to approve the increase of the adoption placement fee charged by the local authority to £27,000.

6. REASONS FOR RECOMMENDATIONS

- 6.1 Adoption is part of the statutory work of the Council and is critical in achieving improved outcomes for children looked after. Children's Service Committee is required to approve expenditure of grants and any significant changes to the service.

7. BACKGROUND PAPERS

An Action plan for Adoption – Tackling Delay – Department of Education;
Adoption Score Card – Department of Education;
Children & Families Bill 2013 – Department for Education

8. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

31st March 2014



Report of: Director of Child and Adult Services

Subject: CHILDCARE SUFFICIENCY ASSESSMENT
UPDATE 2013 - 2014

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key

2. PURPOSE OF REPORT

- 2.1 The Childcare Act 2006 places a duty on local authorities to publish a childcare sufficiency assessment on a three yearly cycle. The Childcare Act 2006 also sets out a requirement for local authorities to publish an update of the childcare sufficiency assessment annually. The attached document (appendix A) is an update of the childcare sufficiency assessment. A full assessment will need to be published in April 2015 if legislation continues to require this.

3. BACKGROUND

- 3.1 The Childcare Act 2006 requires local authorities to undertake a number of duties one of which is to shape and support the development of childcare provision in their local area in order to make it flexible, sustainable and responsive to the needs of the community. The overall aim of the Childcare Act is that parents will be able to find childcare locally that meets their needs and enables them to make a real choice about training and work.
- 3.2 Local authorities are required under Clause 11 of the Act to assess childcare provision in their area. The results of the assessment form the basis of the Childcare Sufficiency Assessment (CSA).
- 3.3 Hartlepool's Childcare Sufficiency Assessment provides an overall picture of the supply and need of childcare in the town.

- 3.4 The government is currently proposing, through the Children and Families Bill, to change the duty placed on local authorities in relation to childcare sufficiency assessments. It is the government's intention to reduce the level of prescription about what the assessment includes. It appears likely that there will still be an expectation to produce an assessment in order to fulfill the "sufficient childcare" duty of the local authority.

4. DEFINITION OF SUFFICIENCY

- 4.1 Government guidance fails to supply a definition of 'sufficient childcare'. In order to begin to understand whether Hartlepool has sufficient childcare it is important to attempt to define 'sufficient' within a local context. The following definition is challenging and one which we will strive to achieve:

Sufficient childcare is where a parent or carer has:

- Access to impartial information, advice and guidance through the First Contact and Support Hub (FCSH) – supported with brokerage as appropriate covering:
 - Information – what types of childcare are available, where they are and what vacancies they have;
 - Advice – jargon busting, help with making childcare choices;
 - Guidance – supporting the decision making process, remaining impartial;
 - Brokerage – making contact with providers with/ on behalf of the parent, negotiating suitable care.
- Access to a range of childcare that meet the needs of the child and the parent or carer and offers:
 - Choice – a range of childcare to choose from - a choice of at least two childcare types in the ward in which they live or the ward in which they train/ work – preferably more;
 - Quality – choice should be from childcare that is preferably 'good' or 'outstanding';
 - Availability – choice should include vacancies in the childcare identified;
 - Affordability – choice should include childcare with a range of costs – flexible pricing strategies – ability to purchase only what you require;
 - Accessibility – childcare where the parent needs the care - accessible for the child and their parent or carer – taking into account access to suitable public transport;
 - Flexibility – childcare that is prepared to work with a parent or carer in order to meet their individual needs – suitable cover for evenings/ lates/ weekends/ holidays;
 - Inclusivity – meetings the needs of marginalised and vulnerable groups – parents and children with disabilities – looked after children – ethnic minorities – teenage parents.

5. **CHILDCARE SUFFICIENCY ASSESSMENT UPDATE DOCUMENT 2013-2014**

5.1 The assessment update document includes:

- Childcare supply;
- Occupancy;
- Quality;
- Extended School Provision;
- Comparison of childcare places;
- Free Nursery Entitlement.

6. **KEY FINDINGS FROM THE CHILDCARE SUFFICIENCY ASSESSMENT UPDATE 2013 - 2014**

6.1 Comparison of childcare places 2012-13 against 2013-14

	No of active registered/ approved care schemes	Total number of registered/approved childcare places
2012 - 2013	120	2,593
2013 - 2014	132	3,212
Variance	+12	+619

7. **ACTIONS FOR 2014/15**

7.1 The implementation of the following actions, which have been identified through the assessment, will enable officers to be able to effectively manage the childcare market. Although it should be noted that managing the childcare market is very difficult as the majority of the childcare market is in the private sector and make decisions independently of the council:

- First Contact and Support Hub to work with existing and new providers to develop two year old provision particularly focusing on the most disadvantaged wards of the town;
- To continue to support children with a disability to access childcare and to identify potential funding sources from a range of partners to support disabled children's access to childcare;
- First Contact and Support Hub to continue to support parents with information re: out of schools childcare options and continue to support schools that are considering establishing childcare.

- 7.2 A particular focus for 2014/15 is the development of 2 year olds places to meet the increased need from Sept 2014. There are currently 390 out of a possible 400 eligible 2 year olds accessing a 2 year old place. The estimated number of 2 year olds eligible from Sept 2014 is 694. Work is underway to continue to increase the numbers of 2 year old places as set out in the assessment document (**Appendix A**).

8. RISK IMPLICATIONS

- 8.1 The Childcare Act places a duty on the local authority to produce a childcare sufficiency assessment every three years and update the assessment annually. This update needs to be approved by Children's Services Committee to ensure that the local authority is meeting its statutory duty.
- 8.2 The Childcare Act also place a duty on local authorities to manage the childcare market based on the findings of the Childcare Sufficiency Assessment. There is a risk that, if the findings from the childcare sufficiency assessment are not secure, the management of the market will not be effective. It must also be noted that the childcare market can change very quickly and the information provided in the update is only reliable for a short period of time.

9. RECOMMENDATIONS

- 9.1 For the Children's Services Committee to approve the publication of the childcare sufficiency update 2013 -2014.

10. REASONS FOR RECOMMENDATIONS

- 10.1 To ensure the LA meets the duty to produce a childcare sufficiency assessment 2013/2014

11. CONTACT OFFICER

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Hartlepool Borough Council

Childcare Sufficiency Assessment (Interim Report)

2013 - 2014

Acronyms List

CSA	Childcare Sufficiency Assessment
FCSH	First Contact and Support Hub
FNE	Free Nursery Entitlement
FSD	Families Services Directory
FTE	Full time equivalent
HMRC	Her Majesty's Revenue and Customs
LA	Local Authority
PVI	Private Voluntary and Independent sector
RAG	Red Amber Green
SEN	Special Educational Need

List of Definitions

After school care: registered or approved childcare that takes place after school has finished – usually between 3.15pm and 6.00pm term time only

Approved childcare: childcare run by a school on school site which does not have to be registered with Ofsted

Before school care: registered or approved childcare that takes place before school and ends when school starts – usually between 7.45am and 9.00am term time only

Childcare provider: registered, unregistered or approved provider of childcare

Childminder: registered childcare provider that operates childcare in their own home on a self-employed basis catering for a wide age range of children

Daycare: for the purposes of this report the registered provision of group-based childcare ('day nursery') for children aged under 5 years from early in the morning until early evening – usually between 7.30am and 6.00pm, 50+ weeks of the year

Extended school service: a service offered on school site or through school signposting which is available outside of the school curriculum and beyond the school day, usually term time only

Holiday care: registered or approved childcare that operates each day of the school holidays – usually between 8.30am and 6.00pm

Integrated care: the care of children aged 3 and 4 years old before and/or after their free nursery entitlement – eg childcare on an afternoon following morning nursery session

Free nursery entitlement: the statutory provision of 570 hours of free nursery education per year for all children aged 3/4 years, often offered by schools as an am or pm session (term time only) and by private providers as part of their full daycare offer. In addition, from April 2013 a similar offer of free early years entitlement is available to some two year olds delivered by approved childcare providers and some schools

Ofsted: Office for Standards in Education with overarching responsibility for the registration and inspection of registered childcare

Registered childcare: childcare that operates for more than 2 hours per session and is inspected and approved by Ofsted (NB see **Tribal** below)

Special Educational Need: for the purposes of the report this includes perceived and formally identified physical and learning disabilities

Tax credit: administered by HMRC, a preferential tax rate offered to eligible individuals depending on a number of factors including hours worked and gross income earned; can include a Childcare Element with funding for up to 70% of registered childcare for parents that meet eligibility criteria

Unregistered childcare: childcare that operates for less than 2 hours per session or for a limited number of sessions in a year or cares for children aged over 8 years and therefore cannot be registered with Ofsted

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6. Quality
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10. Vulnerable groups
11. Anticipated changes in the childcare market
12. Childcare market gaps and actions
13. Final comments

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Appendices

Childcare Sufficiency Assessment Annual Childcare Audit 2013-2014

1. Introduction

The Childcare Sufficiency Assessment (CSA) is a measurement of the nature, extent, need for and supply of childcare within the local area. It is intended to help the Local Authority (LA) identify where there are gaps in the childcare market and plan how to support the market to address them. The Childcare Act 2006 and the recently updated Early Education and Childcare: Statutory guidance for local authorities (September 2013) makes clear the role LAs must play in ensuring there is sufficient, affordable and flexible childcare that is responsive to parents' needs. For the purposes of the CSA, the LA is only responsible for securing childcare for children aged 0-14 years (up to 18 years for disabled children) that meets the needs of parents in work or in training that may lead to work.

The process of managing the childcare market is a difficult one not least because the LA does not control the private, voluntary and independent (PVI) sector that provides the majority of childcare in the town. This report therefore provides the LA with essential detail on the supply of childcare in Hartlepool and makes clear any actions the LA needs to take to effectively manage the market.

2. Methodology

In order to prepare the 2013-14 interim assessment the following research methodology was used:

- An analysis of Ofsted childcare data was undertaken in October 2013. This data includes all childcare that is registered on the Early Years Register and on the Compulsory and Voluntary part of the Childcare Register. The LA has access to this information via a daily information feed from Ofsted into the First Contact and Support Hub (FCSH)
- An analysis of the availability and take up of Free Nursery Entitlement (FNE). October is a key headcount period for PVI and maintained early years providers with information collected on under 5s participation in FNE
- Collection of vacancy information from childcare providers in order to understand their occupancy levels compared to their available places.

It should be noted that this analysis represents a brief snapshot in time and the childcare market is constantly changing. Providers tend to have low take up of places in the Autumn term (September) as children take up their full time school places but build their capacity as the year progresses.

3. Context

Hartlepool is a small unitary authority on the North East coast of England. The overall population is c91,220 of which c17,760 are children aged 0-15 years (19.5%). Despite significant regeneration over the past twenty years the town continues to experience high levels of deprivation.

In August 2013:

- 5,380 (9.2%) working age adults received a sickness/ disability benefit
- 3,940 (6.8%) claimed Job Seekers Allowance¹.

In addition, 31% of children and young people in Hartlepool are living in poverty². The proportion of children entitled to free school meals:

- In primary school is 26.7% (the national average is 18.1%)
- In secondary schools is 22.9% (the national average is 15.1%)

Such high levels of deprivation, sickness, disability and unemployment impact on the need for childcare in the town.

4. Childcare supply

The following tables provide a snapshot of Hartlepool's childcare supply in October 2013. It should be noted that childcare providers, available childcare places and vacancies change on a regular basis. There is often a difference between the numbers of registered/ approved childcare places compared to those that the childcare provider actually makes available to the public. This is often due to staffing availability or by provider choice in order to maintain levels of quality.

¹ <http://www.nomisweb.co.uk/reports>

² The English Indices of Deprivation 2010, Department for Communities and Local government, March 2011

Carescheme type	Number of active carescheme providers	Number of registered/ approved childcare places	Number of places actually offered by childcare providers	Range in cost of care
Childminder	63	363	235	£3.50 - £6.00 per hour
Daycare (nursery)	14	839	783	£12.50 - £32.50 per session
Holiday care (excludes ad hoc play schemes)	7	309	297	£14.00 - £27.00 a day
Before school care	27	918	889	50p - £10.00 per session
After school care	20	773	706	50p - £21.00 per session
Sessional (ie playgroup)	1	10	10	£7.00 per session
Total	132	3212	2920	

Table 1 Carescheme types, available childcare places, cost of care, October 2013

NB. Currently there are 63 active childminders in Hartlepool however only 47 responded to the research project.

	Weekend care	Pre 7.30am	After 6pm	Overnight care	Bank Holiday	Professional Dev (PD) days
Total number of care scheme providers	7	11	10	5	10	33

Table 2 Childcare outside of the 9am to 5pm, October 2013

Ward	Childminder	Daycare	Before School	After School	Holiday	Playgroup
Hart	9	0	1	1	0	0
De Bruce	3	2	4	1	1	0
Jesmond	5	2	4	2	1	0
Victoria	8	4	3	5	3	0
Burn Valley	10	1	2	1	1	0
Rural West	6	1	1	1	0	0
Foggy Furze	8	0	1	3	1	0
Manor House	5	2	4	2	0	0
Fens and Rossmere	8	0	3	1	0	0
Headland and Harbour	1	1	2	2	0	1
Seaton	0	1	2	1	0	0
TOTAL	63	14	27	20	7	1

Table 3 Carescheme types by ward, October 2013

5. Occupancy

Careschemes that are registered by Ofsted have an agreed number of childcare places that can be made available. Some providers offer less places than Ofsted allows. The following table provides a snapshot of Hartlepool's childcare occupancy levels in October 2013 and gives an indication of available vacancies. It should be noted that carescheme vacancies change on a regular basis and that ***not all providers responded to the survey.***

Carescheme type	0-20% occupancy level	21-40% occupancy level	41-60% occupancy level	61-80% occupancy level	81-100% occupancy level
Childminder	5	9	8	10	15
Daycare (Nursery)	0	4	7	4	1
Holiday care (excludes and ad hoc play schemes)	2	0	2	2	1
Before school care	3	4	6	7	7
After school care	3	3	5	3	5
Wraparound care	1	0	2	1	2
Sessional (i.e playgroup)	0	0	0	1	0

Table 4 Carescheme Occupancy Levels**6. Quality**

Ofsted inspects relevant schools and childcare settings. The following table shows the available inspection results as at October 2013

Setting type	Outstanding	Good	Satisfactory*	Requires Improvement*	Only registration visit carried out
Childminders	8	40	11	0	4
Daycare	3	8	3	0	0
Sessional care	0	0	1	0	0
Holiday care	3	2	2	0	0
Before school	5	18	3	1	0
After school	6	11	3	0	0

Table 5 Ofsted Carescheme Inspection Results, October 2013

** There is no longer a satisfactory Ofsted grading therefore this relates to inspections carried out before the changes which have not had an updated inspection yet*

7. Extended School provision

There are 5 secondary schools, 30 primary schools, 2 special schools and 1 maintained nursery school in Hartlepool. All schools in Hartlepool are Extended Schools providing services to children, families and the wider community beyond the school day. 18 primary schools in the town provide childcare including before, after, holiday and/or integrated care. In addition a wide range of extended services are available outside of the school day and many parents take advantage of this provision in order to support their childcare choices.

8. Comparison of childcare places

Table 6 shows the development of the market from 2007 through to 2014. In summary there has been an increase in careschemes in 2013 -2014 however the number of providers remain relatively stable. This increase in careschemes is largely due to the current providers within Hartlepool offering a variety of childcare services.

	No of active care – schemes	Total number childcare places	No of child-minders/ no of places	No of daycare providers/ no of places	No of holiday providers/ no of places	No of before school providers/ no of places	No of after school providers/ no of places	No of sessional care providers/ no of places
2007/2008	157	2,538	97/414	16/759	8/252	20/331	10/656	1/66
2008/2009	136	2,342	67/346	13/698	14/231	15/331	22/626	2/66
2009/2010	139	2,799	55/304	13/698	11/334	27/640	25/701	4/68
2010/2011	144	2,692	64/354	13/691	7/280	27/594	26/699	1/16
2011/2012	147	2,596	77/462	16/879	9/256	19/413	18/478	1/16
2012/2013	120	2,593	59/315	15/809	9/350	19/553	17/556	1/10
2013/2014	132	3,212	63/363	14/839	7/309	27/918	20/773	1/10

Table 6 Comparison of childcare places 2007 – 2014

9. Free Nursery Entitlement (FNE)**Two Year Old Free Nursery Entitlement**

Hartlepool has been delivering two year old places for the past five financial years to the most vulnerable two year old children. The statutory duty to deliver two year old places commenced on the 1st September 2013 however Hartlepool Borough Council began to place children using the new funding from the 1st April 2013. In 2013/14 eligible children were from the 20% most income deprived families – this was estimated to be approximately 400 eligible children in Hartlepool using this criteria. In 2014/15 eligibility will be extended to the 40% most vulnerable families. This includes those families that are working but on a low income, children in foster care, children looked after, children under special guardianship, adopted children, children with additional needs bringing the total estimated number of eligible two year old places in Hartlepool to 694. Places must be allocated to eligible two year old children the term *after* their second birthday. Discretion remains with the LA to fund a childcare place outside this criteria.

WARD	No of careschemes currently taking 2 year old funded children (October 2013)				No of 2 year old place d	Proposed new two year old carescheme s providers	No of propose d new places
	SCHOOL S	DAYCAR E	CHILDMINDER S	PLAYGROU P			
HART	0	0	2	0	6	0	0
*DE BRUCE	2	1	0	0	58	1	16
*JESMOND	0	2	1	0	16	1	16
*VICTORIA	0	4	3	0	96	0	0
*BURN VALLEY	0	1	0	0	31	1	16
RURAL WEST	0	1	0	0	1	0	0
*FOGGY FURZE	0	0	2	0	6	2	48

*MANOR HOUSE	1	2	0	0	30	1	16
*FENS AND ROSSMERE	1	0	1	0	10	0	0
*HEADLAND & HARBOUR	0	1	1	1	22	0	0
SEATON	1	1	0	0	39	0	0
TOTAL	5	13	10	1	315	6	112

Table 7 shows the current (October 2013) two year old market in the town together with details of potential new providers/ places currently in development.

Wards marked * have higher levels of disadvantage and therefore may have a higher demand for two year old places.

More and more childminders are participating in delivering two year old places now they are no longer needing to be approved by the LA.

Three and Four Year Old Free Nursery Entitlement

Every eligible 3 or 4 year old child has access to 570 hours of FNE across the year in either a maintained or approved setting. Children are eligible for a place the term *after* their third birthday. In October 2013 15 schools were fully flexible in delivering their FNE and 9 offered flexi sessions where parents can adjust their nursery care to suit their family needs.

Table 8 shows the take up of free nursery entitlement in both the maintained and PVI sectors. Traditionally parents have used maintained providers for FNE as attendance at a school nursery is thought to aid transition into full time school, however some parents prefer PVI providers to provide the service as they can top up their free hours with paid for care.

	No of children taking up an FNE place in the maintained sector	No of children taking up an FNE place in the PVI sector
2007-2008	*1,383	*135
2008-2009	977	88
2009-2010	1,010	80
2010-2011	1,002	92
2011-2012	1,037	86
2012-2013	1,073	82
2013-2014	1,126	109

Table 8 Comparison of Free Nursery Entitlement places 2007 - 2013

*High numbers during 2007-2008 include 4 year old children that were still accessing FNE. This later changed so that 4 year old children are now in full time school in the September after their 4th birthday.

10. Anticipated changes in childcare places

Local information confirms the following changes are anticipated within the childcare market in Hartlepool over the coming months:

- In September 2014 FNE for two year olds will be extended to the top 40% most disadvantaged children – this likely to be approximately 694 places across the town.
- In addition to the existing 5 schools taking two year old children (West View, Rossmere, St John Vianney RC, Grange and Golden Flatts Primary Schools) , a further 7 schools are working with the LA to develop provision (Owton Manor, Stranton, Barnard Grove, Brougham, Greatham, Lynnfield and St Aidan's C of E Primary Schools).
- 2 schools are looking to expand their provision (West View and Rossmere Primary Schools).
- A voluntary sector provider is working with the LA to develop two year old childcare provision – in the Belle Vue area.
- A private provider is working with the LA to develop two year old childcare provision – in the Manor House ward.
- A private provider is working with the LA to open a new nursery for two year olds – Victoria ward.
- 1 maintained school nursery set to close this summer – Seaton ward.
- An increasingly challenging economic climate is resulting in more parents out of work or taking up part time work and therefore no longer require a full time childcare place. More parents are looking

for informal childcare in order to save money. This has an impact on the childcare providers, the places that they offer and the sustainability of their business.

11. Childcare market gaps and actions

Based on enquiries into FCSH the following childcare market gaps have been identified:

(i) Two year old childcare

The statutory provision of the new Two Year Old FNE offer means that new provision will need to be developed in some communities in order to meet local demand. These communities include some of the most disadvantaged areas of the town including the Belle Vue, Oxford Road, Stranton, Manor House, Foggy Furze, Hart \ De Bruce, Fens and Rossmere areas. Small pockets of two year old places will also be required in other areas including Greatham. Areas where we have high numbers of two year old childcare places will need to be monitored and where they begin to reach capacity, the opportunity to increase their provision will need to be explored. Whilst many childcare providers (including day nurseries and childminders) offer transport, some parents want their child to access their provision within their local area.

Action – FCSH to work with existing and new providers to develop two year old provision in the areas identified in Table 7 paying particular attention to the most disadvantaged wards of the town.

(ii) Childcare for children with a disability

Generally, there are enough childcare places to match parental demand. Much work has been achieved to support parents and childcare providers with training, confidence and trust. However, the cost of care for a disabled child remains above the cost of standard care and finding suitable ways to fund this continues to prove challenging.

Action – to continue to support children with a disability to access childcare. To identify potential funding sources from a range of partners to support disabled children's access to childcare.

(iii) Affordability of childcare

The Family and Childcare Trust published an annual *Childcare Costs Survey*³. Their research shows that the cost of childcare is a very important factor when choosing a provider. Nationally -

- A full time daycare place costs on average £175.83 per week for a child under 2.
- A childminder place costs on average £159.63 for a child under 2.
- The average cost of an after school club is £48.19.

In Hartlepool, childcare prices vary considerably from provider to provider for a range of reasons.

	Average cost in 2012 – 2013 Per week	Average cost in 2013 – 2014 Per week
Daycare	£173 - £210	£125 - £180
Holiday care	£75 - £150	£90 - £135
After School Care	£15 - £90	£12.50 - £87.50
Before School care	£2.50 - £42.50	£2.50 - £16.25

Table 9 Comparison of Cost of Childcare in Hartlepool 2012- 2014

The possible reasons for a variant in the prices may be due to some provider's maintaining their prices or no longer offering the service due to lack of demand.

Whilst HMRC Tax Credits offer up to 70% funding to eligible parents national figures show that although the childcare element of Tax Credit take up in Hartlepool is one of the best in the region there are still a significant number of parents not getting the childcare money they are entitled to.

Action – for FCSH to continue to promote Tax Credits to families and in particular the childcare element. To make parents aware of other funding sources that can support the cost of childcare.

Unfair distribution of before and after school care across the town – some schools offer it and some don't. Many parents do not understand why some schools offer childcare and some schools don't. The majority of schools in Hartlepool have trialled before and after school care at some point in the past five years. Those that have demand continue to offer the service. There are PVI out of school providers that will collect children from all schools in the town and care for them until their parents collect.

³ Childcare Costs Survey 2014, Family and Childcare Trust.

Action – FCSH to continue to support parents with information on out of school childcare options; continue to support schools that are considering establishing childcare.

12. Final Comments

Childcare in Hartlepool continues to be a strong market. With 132 carescheme providers registered to deliver 3,212 childcare places it fulfils a vital role for those parents that train and work. Whilst it is impossible to ensure every parent is accommodated according to their specific needs, generally childcare in Hartlepool meets the needs of parents with dependent children. Where it does not the First Contact and Support Hub strives hard to come up with practical solutions.

Clearly the government's new offer of a free place to every eligible two year old child will result in a need for some new places. FCSH continues to carefully manage this process ensuring that existing providers are not adversely affected whilst at the same time meeting the needs of eligible parents.

The government's Welfare Reform agenda has seen significant changes to benefits for families on a low income. FCSH has first hand experience of the impact of welfare reform on families. Evidence exists to show that more and more parents resort to informal care in order to save money. A further consequence of welfare reform could mean that more two year old children in Hartlepool may become eligible for a free FNE place on the basis of their families income.

The Local Authority's role in respect of support to childcare providers has changed significantly and was clarified in September 2013 Early Education and Childcare Report.

For more information about the childcare market in Hartlepool contact Penny Thompson or Lorraine Hutchinson. If you would like copies of any of the previous CSAs please contact FCSH on 01429 284284 alternatively email fcsh@hartlepool.gov.uk.

Contact Officers

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Appendices

**Childcare Sufficiency Assessment
Annual Childcare Audit 2013-14**

Hartlepool Borough Council has a duty to undertake an annual childcare audit. The purpose of the audit is to gain comprehensive information on the supply of childcare in Hartlepool. Please complete the survey below. **If you offer more than one childcare service then you need to fill in a separate form for each.** Your responses will be used to update The First Contact and Support Hub database and The Directory. Your response will remain anonymous and you will not be named within the childcare sufficiency report. It will also be included in the next Childcare Sufficiency Assessment. Please return completed surveys using the prepaid envelope enclosed no later than **8th November 2013**. For more information on childcare sufficiency contact Lorraine Hutchinson, Information Hub Officer, 01429 523195 / email lorraine.hutchinson@hartlepool.gov.uk

Please check the label below and make any necessary amendments.

Insert mailing label here

1. Please tell us what type of childcare you offer (circle all that apply) -

registered childminder	day nursery	before school club
after school club	holiday club	'wraparound' / integrated care
playgroup	other	

2. Your OFSTED grade is:

3. Registered/ approved to deliver a maximum of ☐ childcare places.

4. For a number of reasons we/I choose to make available ☐ childcare places.

5. We/ I offer childcare in the following age ranges:

By age range	0-2 years	3-5 years	5-8 years	8+ years
Total number of registered/ approved childcare places				

Please Turn Over

6. We/ I offer childcare at the following times:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open							
Close							

I am/ we are open -

school PD days

Bank Holidays

weekends

overnight

term time only

week days only

7. We/ I estimate our occupancy levels to be approximately ☐ %.**8. We/ I currently have a waiting list. Yes / No****9. We/ I currently have vacancies. Yes / No**

By age range	0–2 years		3-5 years		5-8 years		8+ years	
Vacancies	AM	PM	AM	PM	AM	PM	AM	PM
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

*please amend this table as appropriate

10. Charges for childcare are as follows -

£..... per hour

£.....per session

£.....per day

£.....per week

Thank you for taking the time to complete this questionnaire – your input is appreciated.

Completed questionnaires should be returned by **8th November 2013** using the reply paid envelope enclosed.

CHILDREN'S SERVICES COMMITTEE

31st March 2014



Report of: Director of Child and Adult Services

Subject: PRIORITY SCHOOLS BUILDING PROGRAMME –
UPDATE

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non - key

2. PURPOSE OF REPORT

- 2.1 To provide an update on the Department for Education's (DfE) proposals for the Priority Schools Building Programme (PSBP).

3. BACKGROUND

- 3.1 Three Hartlepool schools are part of the North East 2 (NE2) Capital batch of schools benefiting from the PSBP, namely Barnard Grove Primary School, Holy Trinity CE Primary School and Manor College of Technology. There are seven schools in the NE2 batch with an estimated total value of £63 million. The other Local Authorities in the batch are Redcar and Cleveland, Stockton and Sunderland.
- 3.2 The Education Funding Agency undertook a procurement process to appoint the contractor utilising the Partnerships for Schools Contractors Framework. The selected panel member is Kier Construction with Nexus as their IT partner.

4. BARNARD GROVE PRIMARY SCHOOL – UPDATE POSITION

- 4.1 Six Client Engagement Meetings (CEM) were held with the school prior to Christmas. The Client Engagement meetings allowed the school and Kier to develop the design of the school so that the final plans meet school specific requirements as far as possible within the budget available and the restrictions of the EFA baseline designs. The meetings involved representatives from the school, the Council, the Education Funding Agency (EFA) and Kier.

- 4.2 The EFA baseline designs were used as the basis for the initial design proposals put forward by the architects, using the Key Design Drivers identified by the school to inform design development. Each meeting saw design changes based on the previous discussions with the school, with the final meeting achieving design sign off by the EFA.
- 4.3 Meetings with Planning Officers, Traffic and Transport officers and Sport England representatives were held during the CEM period to ensure a smooth transition to the next phase of the process.
- 4.4 The initial project plan identified that the Contractor's Proposals would be approved by the EFA by the end of April, with the planning application approval achieved within the same timeframe. However, the schedule has been delayed slightly due to the tendering review process which is led by the EFA.
- 4.5 Further meetings with the school, the Council, EFA and Kier will commence in April. This will consider the detailed design element of the project.
- 4.6 The current plan shows the decant into the new build as April/May 2015, with the project fully completed (landscaping, demolition etc.) by October 2015.

5. MANOR COLLEGE OF TECHNOLOGY – UPDATE POSITION

- 5.1 The six CEMs were held with the school, the Council, the EFA and Kier during January and February 2014.
- 5.2 Again EFA baseline designs were used as the basis for the initial design proposals with the school's Key Design Drivers the main focus to steer the process. It was agreed at an early stage that the Sports Hall will be retained and refurbished as part of the programme as Football Foundation funding had been received by the school in 2002 to improve the changing room facilities.
- 5.3 A meeting with officers from Planning, Traffic and Transport and Sport and Recreation was held during the process. A bat survey will need to be carried out as part of the planning application process which may have an impact on the planning application timeframe.
- 5.4 Further meetings with the school, the Council, the EFA and Kier will commence in March. This will consider the detailed design element of the project.
- 5.5 The current plan shows the decant into the new build as March/April 2016, with the project fully completed (landscaping, demolition etc.) by September 2016.

6. HOLY TRINITY CE PRIMARY SCHOOL – UPDATE POSITION

- 6.1 The first CEM was scheduled for 25th February 2014, however this has been postponed due to the complexities and constraints of the site. A meeting was held with council officers and the EFA on 4th March 2014, to discuss options available to progress to the next phase of the programme. It is anticipated that the Client Engagement Meetings will commence shortly.
- 6.2 Holy Trinity is the final school in the NE2 batch to begin the client engagement process.

7. RECOMMENDATIONS

- 7.1 To note the contents of this report. Further reports will be submitted as the Priority Schools Building Programme progresses.

8. BACKGROUND PAPERS

Cabinet report – 24 October 2011
Children's and Community Services Portfolio report – 4 December 2012
Cabinet report – 4 February 2013
Children's Services Committee – 30 July 2013
Children's Services Committee – 7th January 2014

9. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

31 March 2014



Report of: Director of Child and Adult Services

Subject: INFORMATION AND COMMUNICATION
TECHNOLOGY (ICT) IN SCHOOLS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key Decision – to note for information

2. PURPOSE OF REPORT

- 2.1 To inform the Children's Services Committee of the developments in Information and Communication Technology (ICT) / Computing in schools in preparation for the revised National Curriculum, September 2014.

3. BACKGROUND

- 3.1 Since the Education Reform Act of 1988, information and communication technology (ICT) has been compulsory for all pupils aged from 5 to 16 in maintained schools, although many schools had been using computers to support education in the ten years prior to that.
- 3.2 Government funded schemes to support ICT in schools since then have included:
- New Opportunities Funding for training teachers in ICT from April 1999 to April 2002 - £230m
 - Interactive Whiteboard Funding – 2004 - £25m
 - Broadband Connectivity Funding via Regional Broadband Consortiums– 2006/7 - £41m
 - E Learning Credits – November 2002-2008 – approximately £50m per annum to spend on software.
 - BBC Jam – 2003-2007 - £145m for school based resources delivered free via BBC Jam site
 - Laptops for Teachers 2005 / 2006, funded via the Standards Funds
 - Laptops for Students 2007 / 2008 to support pupils from low income families.

- 3.3 The ICT National Curriculum Scheme of Work was updated on three occasions between 1990 and 2010 to reflect changes and developments in technology and, in the revisions, introduced 'new' aspects to the curriculum such as the internet, email and e-safety.
- 3.4 The nature and amount of technology used by schools has changed considerably, from a handful of BBC computers in schools in the early 1980's to dedicated ICT suites of machines in the late nineties to the current wireless based, hand-held, personal digital technology supported by a centrally managed service that allows pupils access to their work from all areas including home.
- 3.5 Whilst remaining a compulsory subject, the national curriculum programmes of study for ICT were disapplied with effect from 1st September 2012 in preparation for the revised programmes of study for ICT, renamed *Computing*, which will come into force in September 2014.

4. COMPUTING 2014

- 4.1 Computing will be introduced as a compulsory subject for all Key Stages from September 2014 onwards to replace ICT.
- 4.2 The core of the new Computing curriculum is computer science, in which pupils will be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Pupils will be equipped to use information technology to create programs, systems and a range of content. Computing will also ensure that pupils become digitally literate at a level suitable for the future workplace and as active participants in a digital world.

5. COMPUTING IN HARTLEPOOL SCHOOLS

- 5.1 The main support for ICT / Computing in primary schools in Hartlepool comes from *Space to Learn* where classes can visit to immerse themselves in digital environments, schools can borrow equipment and Space to Learn staff are able to support in developing new technologies.
- 5.2 Cuts in staffing levels over a number of years, however, has meant that little curriculum support for secondary schools' ICT / Computing has been available. As a consequence, schools have secured their own support, where necessary. However, negotiations are currently taking place to provide additional Computing curriculum support for both primary and secondary schools to ensure that all Hartlepool schools can maximize the opportunities that the new curriculum will bring.

6. BSF MANAGED SERVICE

6.1 The BSF ICT contract is a five year ICT managed service contract which involves all Hartlepool secondary schools, Catcote Academy, Jesmond Gardens Primary School and the Pupil Referral Unit. Capita Managed IT Solutions is the managed service provider. The contract is based on the Partnerships for Schools standard BSF ICT contract and was awarded in March 2010 following a rigorous procurement exercise. Jesmond Gardens Primary School was included as a Deed of Variation to the contract following the Primary Capital Programme funding allocation.

6.2 Schools receive capital funding for ICT to support Teaching and Learning in the classroom. A baseline re-specification process is undertaken prior to a school joining the managed service to ensure that the school ICT vision is aligned with the procurement of devices and equipment. The following schools are part of the managed service:

- Jesmond Gardens Primary School (joined the Managed Service September 2011);
- Dyke House Sports and Technology College (joined the Managed Service January 2012);
- St Hild's CE School (joined the Managed Service January 2012);
- Catcote Academy ((joined the Managed Service September 2012);
- Manor College of Technology (joined the Managed Service September 2012);
- High Tunstall College of Science (joined the Managed Service September 2013).

The following schools are scheduled to join the Managed Service this year;

- English Martyrs School and Sixth Form College (scheduled to join the Managed Service September 2014);
- Pupil Referral Unit (scheduled to join the Managed Service April 2014)

6.3 The BSF ICT Managed Service offers Help Desk support, technician support on site and third line support when necessary. It is subject to Key Performance Indicators and Service Level Agreements as identified in Schedule 5 of the contract.

7. LEARNING PLATFORMS IN HARTLEPOOL

7.1 'Learning Platform' is a generic term to describe a broad range of computer systems used to deliver and support learning. A learning platform usually combines several functions, such as organising pupils, mapping and delivering their curriculum activities and providing the facility for learners and teachers to have an online dialogue about the activity, all via a computer.

- 7.2 The BSF contract favoured *Fronter* as the preferred learning platform choice and all of the schools in Hartlepool either have or had the option to purchase Fronter. All Hartlepool secondary schools now have access to a learning platform. However, for a number of reasons, primary headteachers decided in 2012 that the Fronter contract would not be renewed. In the intervening period, some schools have established pioneering and innovative uses of the new technology to support pupils' learning outside of a learning platform environment.
- 7.3 The Education Department proposes to re-establish a working group of headteachers and /or ICT coordinators from schools to consider how best the local authority can support its schools to meet the challenges of the new curriculum and to establish a digital learning environment for Hartlepool, which may or may not sit within a single learning platform. In 2014, with cloud computing, social networking and a myriad of digital applications, a single, whole-town learning platform might not be the best solution. What is needed is an effective communication and learning solution for schools that teachers and learners access to meet the needs of both the Computing and the wider curriculum. Whilst specific groups of young people in the town, such as those attending the Home and Hospital Service, can currently access school work from their own school's learning environment, the demands of the new curriculum mean that better solutions need to be found.

8. WIRELESS NETWORKS

- 8.1 All schools will need to have a reliable and robust wireless network in order to, for example, *'select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content'* (National Curriculum Framework Document September 2013). The Education Department will offer support to schools achieve this at the most competitive price.

9. PROPOSALS

- 9.1 The Education Department will provide additional support to both primary and secondary schools in order to ensure that they successfully meet all the requirements of the new Computing curriculum.
- 9.2 The Education Department will re-establish a working group of headteachers and /or ICT coordinators from schools to consider how best to establish a digital learning environment for all young people in Hartlepool that utilises the newest technologies.
- 9.3 The Education Department will establish the robustness of current wireless networks in schools, and particularly in primary schools, to determine whether or not a council tendering process needs to be undertaken in order to upgrade / procure wireless networks on behalf of schools.

- 9.4 The Hartlepool Education Commission will consider the digital curriculum as part of its deliberations.

10. RECOMMENDATIONS

- 10.1 It is recommended that the Children's Committee note and comment upon the proposals contained in this paper.

11. BACKGROUND PAPERS

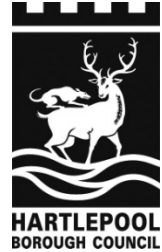
- 11.1 The National Curriculum in England Framework Document, September 2013 (DfE)

12. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

31st March 2014



Report of: Director of Child and Adult Services

Subject: SERVICES TO SCHOOLS / ACADEMIES

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key Decision – to note for information

2. PURPOSE OF REPORT

- 2.1 To provide Children's Services Committee with information on
- the implementation of the Services to Academies/Schools website;
 - the Council's Service Level Agreements to schools and academies;
 - the support service available to schools considering academy conversion.

3. BACKGROUND

- 3.1 As part of the Council's approach to schools considering conversion to Academy status, service managers were asked to assess what additional/supplementary services could be offered to academies.
- 3.2 To ensure that a secure link was established between academies and the Council, the Corporate Management Team on the 4th June 2013 agreed to the development of an Academies website. This was required as academies cannot link to the Hartlepool Borough Council network owing to Public Sector Network (PSN) restrictions.
- 3.3 Initially the website was to provide services to academies only, but was broadened to include all schools, as it was deemed that the additional functionality should be made available for all educational establishments.

4. WEBSITE ACCESS

- 4.1 The Services to Academies/Schools website was launched at the beginning of February 2014, and can be accessed via <https://www.hbc-sas.com>. Initially the launch was planned as two separate phases, however, due to some technical issues the website went 'live' in a single launch.
- 4.2 The website includes information on Council services offered to schools and academies for 2014/15. Schools are able to access information on specific services, with offers of supplementary services which can be tailored to meet individual school/academy needs. The home page provides service managers with an opportunity to promote future events/dates for school diaries and can act as a bulletin board reflecting current news. All service area contact information is held on the website, with an additional option for schools to email a generic account with any queries or comments.

5. SERVICE LEVEL AGREEMENTS

- 5.1 The website provides schools/academies with a secure online location accessible by a school username and password. School specific contracts and Service Level Agreements are available via the 'My Contract' page to review and purchase as part of the 2014/15 service offer. In response to school requests, service offers will be contracted as in previous years, from April 2014 – March 2015. However, academy contracts follow the academic year, with 2014/15 services contracted for a 17 month period (unless agreed otherwise). This will cover the period April 2014 – August 2015.
- 5.2 The website is the only mechanism by which schools/academies will be able to buyback Council services. All purchases will be made online, with schools e-mailing their returns to the Services to Academies/Schools e-mail inbox by the end of March 2014. This inbox is accessible to the Council's Finance Teams, and nominated officers within the departments.
- 5.3 Service providers will be responsible for updating and reviewing the website content for their service area. It is vital that the website content remains up to date with current issues/events/news items to ensure that schools will continue to utilise the resource.
- 5.4 Any additional service offers that managers develop as time progresses can be added as an extra page on the website. This will provide schools/academies with a fluid and flexible array of services which are designed to support schools and offer best value for money.

6. SCHOOLS CONVERTING TO ACADEMY STATUS

- 6.1 To support those schools considering conversion to academy status a guidance booklet has been produced by the Council identifying the procedure involved in the conversion process. This guidance has been issued to all schools highlighting the nominated officer contact should any school wish to discuss academy status in more detail.
- 6.2 If a school decides to progress with the conversion to academy status by submitting the 'application to convert' form to the Secretary of State and it is approved, the school is eligible to receive £25,000 grant from the DfE to cover any costs associated with the conversion process.
- 6.3 Schools will need to appoint legal advisors to work on their behalf to liaise with the council's legal and estate teams to progress and finalise the Lease agreement and Commercial Transfer Agreement (CTA). The Council's HR Team will also need to be involved in the consultation and transfer of the employees affected by the conversion.
- 6.4 Local authorities have been given no access to additional funds to deal with the financial impact and increased workloads of schools converting to academy status. Therefore from April 2014, in line with the approach adopted by other local authorities, schools will be required to meet the Council's transitional costs for their conversion to academy status from the £25,000 set up grant that they will receive from the DfE. All converting schools will be charged between £2,500 and £3,000 to recover any costs associated with the conversion. This is the cost of work over and above that which the Local Authority would normally undertake on behalf of a school.

7. RECOMMENDATIONS

- 7.1 It is recommended that the Children's Services Committee;
- Note the progress made in modernising the Council's approach to Service Level Agreements and service delivery.

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CHILDREN'S SERVICES COMMITTEE

31st March 2014



Report of: Director of Child and Adult Services

Subject: CURRICULUM 5-14

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information

2. PURPOSE OF REPORT

- 2.1 To provide elected members with an update of how schools are preparing to carry out their statutory duties around implementing the content of the new National Curriculum from September 2014 in Key Stages 1 to 3, i.e. for children aged 5 – 14 years-old.
- 2.2 To provide elected members with an update of how schools are preparing to assess children's progress against the attainment targets in the new National Curriculum from September 2014 in Key Stages 1 to 3.
- 2.3 To provide elected members with an update on how Local Authority Officers have supported schools through these two processes so far.

3. BACKGROUND

- 3.1 All maintained, state-funded schools are required to deliver the National Curriculum. There is no requirement for academies to deliver the National Curriculum.
- 3.2 Local Authorities have a statutory duty to ensure that maintained schools:
 - offer and deliver the National Curriculum;
 - make provision for a daily act of collective worship;
 - teach religious education to pupils at every key stage;
 - teach sex and relationship education in secondary education;
 - publish their school curriculum by subject and academic year online;
 - make provision for personal, social, health and economic (PSHE) education.

Academies are required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.

There is no statutory duty on Local Authorities to instruct or guide any educational setting on how to deliver any aspect of its curriculum.

- 3.3 The new National Curriculum framework documents, including the associated attainment targets, have been available since 11 September 2013. Some minor changes to the content have occurred since this time, for example in history.
- 3.4 At the time of writing, there is no published information from the Department for Education (DfE) about any assessment processes associated with the new National Curriculum in Key Stages 1 to 3. It is known that children in current Years 1, 2, 5 and 6 will be assessed under the current National Curriculum framework. This means that the first formal testing of the new National Curriculum will not take place until 2015-16. See the attached DfE summary at **Appendix 1**.

4. SCHOOLS' PREPARATIONS

4.1 Primary schools (Key Stages 1 and 2)

In English and mathematics, local authority officers have supported termly subject leader meetings over the last two years in preparing for the new curriculum, drawing on best practice seen in moderation activities across Hartlepool and Darlington. Additionally, local authority officers have supported individual teachers and teams of teachers in individual schools.

In English, the focus has been on spelling, grammar and writing. Schools have invested heavily in a wide range of high quality texts so that children can develop their own high quality, immersive writing. Schools use a range of local resources, such as libraries, but also resources wider afield such as Seven Stories in Newcastle. Termly subject leader meetings enable the sharing of good resources and the collaborative solving of potential issues. Local authority officers have produced a summary sheet of the intended learning outcomes for each year group. This provides a simple long-term plan that teachers can use when developing their own medium-term and weekly planning.

In mathematics, the foci have been on context based learning (using maths in everyday situations), learning for long term memory, ensuring progression with mental mathematics, and on counting each and every day in each year group. The new National Curriculum brings an increased emphasis on fractions in Years 1-4; this has been built into schools' planning and training has been provided to ensure that subject knowledge is secure. Schools' calculations policies are being revised to take account of these, and other, changes. Again, local authority officers have produced a summary sheet of

the intended learning outcomes for each year group for teachers to use in their planning, in much the same as described above for English.

In the Foundation subjects, all subject leaders have received curriculum updates. Local authority officers have encouraged these subject leaders to exploit English and mathematics links. All schools are updating their Foundation subject curricula, and some have already completed this.

Local authority officers are planning a primary conference in the summer term for schools to come together once again and share their thoughts and ideas with each other around English and mathematics. This will include opportunities to hear from regional and national subject experts. Additionally, in the autumn term a series of half-day conferences will be held: one for each Foundation subject, led by an expert in that subject.

Assessment against the new National Curriculum attainment targets is still very much at a developmental stage nationally. As mentioned at 3.4 above, there is still no published guidance from the Department for Education. However, Hartlepool primary schools are generally keeping faith with the current national curriculum assessment regimes because a lot of time, effort and resource has been spent on developing these. Although these regimes do not figure in the new National Curriculum documentation there is nothing to prevent schools from continuing to use them in some form. This is very similar to the situation last year when the new Early Years Foundation Stage framework was changed and the *Development Matters* assessment tool was withdrawn. This is a good tool and most schools nationally still use it for assessment purposes. This is quite acceptable.

4.2 **Secondary schools (Key Stage 3)**

Secondary schools in Hartlepool develop their own, specialist curricula. This enables them to ensure planned progression pathways for students in their schools. There are some very active subject leader groups – for example, English, mathematics, languages – that meet frequently to share ideas and resources, and to do joint planning. There are also a number of local authority officer led groups that consider curriculum planning, for example the Raising Achievement group and the English and Mathematics Collaborative. Over the past year, schools have been adjusting their Key Stage 3 curriculum not only in the light of changes to content of the new National Curriculum but also the forthcoming changes to the Key Stage 4 assessment framework. There is currently no national testing at the end of Key Stage 3. Some secondary schools in Hartlepool are seriously considering the traditional model of a 3-year Key Stage 3, followed by a 2-year Key Stage 4 and whether or not this is fit for purpose given the Progress 8 and Attainment 8 assessments which are due for first testing in 2016. The flexibilities offered in the new National Curriculum framework enable this. The final curriculum model for a school is the responsibility of the governing body, and must be published online for parents and carers to see (see 3.2 above). All secondary schools in Hartlepool will be making final decisions about future curriculum models in the next few weeks.

5. RECOMMENDATIONS

- 5.1 Committee to note the contents of this report.

6. BACKGROUND PAPERS

- 6.1 None

7. CONTACT OFFICER

- 7.1 Mark Patton, Senior School Improvement Advisor.

Timetable for the primary national curriculum changes

This document sets out how the primary national curriculum changes will affect teaching, reporting and assessment arrangements in maintained primary schools in England from 2013 to 2017. The new primary national curriculum is available from [GOV.UK](http://gov.uk).

Early years / reception teaching and reporting arrangements will not change during this period.

Academic year 2013 to 2014				
Key stage and year		Core subjects (English, maths and science)	Foundation subjects	National curriculum tests
Key stage 1	Year 1	Current national curriculum	National curriculum disapplied, so current or new national curriculum can be taught	No change – national tests and reporting arrangements will reflect current national curriculum
	Year 2	Current national curriculum	National curriculum disapplied, so current or new national curriculum can be taught	
Key stage 2	Year 3	National curriculum disapplied, so current or new national curriculum can be taught	National curriculum disapplied, so current or new national curriculum can be taught	
	Year 4	National curriculum disapplied, so current or new national curriculum can be taught	National curriculum disapplied, so current or new national curriculum can be taught	
	Year 5	Current national curriculum	National curriculum disapplied, so current or new national curriculum can be taught	
	Year 6	Current national curriculum	National curriculum disapplied, so current or new national curriculum can be taught	

Academic year 2014 to 2015				
Key stage and year		Core subjects (English, maths and science)	Foundation subjects	National curriculum tests
Key stage 1	Year 1	New national curriculum	New national curriculum	No change – national tests and reporting arrangements will reflect current national curriculum
	Year 2	Current national curriculum	New national curriculum	
Key stage 2	Year 3	New national curriculum	New national curriculum	
	Year 4	New national curriculum	New national curriculum	
	Year 5	New national curriculum	New national curriculum	
	Year 6	Current national curriculum	New national curriculum	

Academic year 2015 to 2016				
Key stage and year		All subjects (core and foundation)		National curriculum tests
Key stage 1	Year 1	New national curriculum		National tests and reporting arrangements will reflect the new national curriculum
	Year 2	New national curriculum		
Key stage 2	Year 3	New national curriculum		
	Year 4	New national curriculum		
	Year 5	New national curriculum		
	Year 6	New national curriculum		

CHILDREN'S SERVICES COMMITTEE

31st March 2014



Report of: Director of Child & Adult Services and Chief Solicitor

Subject: EDUCATION REPRESENTATIVES

1. PURPOSE OF REPORT

- 1.1 For the Committee to consider the status and arrangements for appointments of education representatives upon the Children's Services Committee, when that Committee discharges education functions. To assist the Council in the formulation of its recommendations in its review of the Council's Constitution, in conjunction with the report to be presented to Council on 3rd April, 2014.

2. BACKGROUND

- 2.1 A Department Circular 19/99 as issued through the Secretary of State for Education, contained a Direction that a local authority Committee dealing with education should include diocesan representatives as non elected but voting Members of those Committees. That Direction is still relevant and prior to the Council adopting a Committee system, education representatives were appointed to the relevant Overview and Scrutiny Committee which considered education matters. Essentially, that representation has been "carried over" into the present governance arrangements and to those functions discharged through the Children's Services Committee.
- 2.2 For the avoidance of doubt, "education representatives" refers to those 'Parent Governor Representatives' and those diocesan representatives of the Committee and not to any other "groups" within this definition. The Direction also indicates that where the relevant diocesan bodies agree, there can be representation by one representative covering one or more diocesan bodies. The Council's Constitution (Article 7 and Part 3 "Responsibility for Functions" refers) stipulates that there should be two "church representatives" who have voting rights upon the Committee, when the Committee deals with "education matters". Accordingly, those representatives are able to vote upon matters, which cover the following;
- Matters which relate to schools maintained by the Local Education Authority;

- Matters which relate to pupils who are educated in schools maintained by the Local Education Authority, or who are educated by the Local Education Authority otherwise than at school.
- 2.3 An important qualification to the above is that such representatives are not entitled to vote upon the determination of the Local Education Authority's total revenue expenditure on education or the determination of its capital expenditure on education. The Committee will also note that such representatives are largely confined to schools maintained by the Local Education Authority. Similarly, Regulations provide that there should be 'Parent Governor Representatives', selected by other Parent Governors to represent the views of all parents in a non political way on those Committees (and Sub-Committees) dealing with education matters. Such Parent Governor representatives have speaking rights on any issue under discussion by the Committee and again have a vote but only on those issues relating to "education matters". The Regulations are prescriptive insofar that each local authority must appoint at least two and no more than five Parent Governor representatives to each Committee or Sub-Committee in dealing with education issues. The Council's Constitutional arrangements make provision for the appointment of three such representatives.
- 2.4 The term of office for Parent Governor representatives should be not less than two but no more than four years. There is no defined term of office for a representative appointed to a diocesan body but generally such appointments are made for a period of four years. Whilst it is not suggested the Committee alters the present number of such representatives it would be opportune if they could consider the appropriate term of office for such representatives. Further, the Committee may also wish to express their views as to whether the diocesan representative should have a junior and secondary education distinction or such other arrangements which would benefit and enhance the Committees composition in dealing with education matters.

3. POWERS OF CO-OPTION

- 3.1 Local authorities have a general power to co-opt individuals from outside their membership for any Committee, other than a Committee "for regulating or controlling finance". The provision for co-option does not apply to statutory Committees for example, a Licensing Committee established under the Licensing Act, 2003. However, this power to co-opt rests with full Council and not with Committees. That said, the selection of persons to act as co-opted Members can be left to the discretion of a Committee. Such co-opted Members would be "non-voting" unless the local authority established a scheme to allow voting rights, but this would not extend beyond those matters with which the present education representatives can exercise their vote upon. Again, for the avoidance of doubt, the political restrictions on certain posts as contained within the Local Government and Housing Act, 1989, does not affect co-option onto Committees. A co-opted Member would operate under the same obligations as Members of the Council and

they should observe the Council's Procedure Rules (formerly known as "Standing Orders") and those obligations contained in the Council's Code of Conduct, including the disclosure of pecuniary interests. The term of office of such an individual would be at the discretion of Council and a person can be removed from their position by analogy with the rules relating to an elected representative.

- 3.2 It will be noted that the power to appoint education representatives solely relates to schools maintained by the Local Education Authority. The Department for Education are awaiting a legislative opportunity to make amendments which will incorporate the power to appoint representatives on behalf of Academies and Free Schools. Until then, local authorities are reminded that they can 'co-opt' representatives of Academies and Free Schools to such Committees at their discretion. Again, such co-optees would not have voting rights unless the local authority grants them such rights according to the provisions of Schedule 1A of the Local Government Act, 2000, as amended.
- 3.3 The Committee are therefore asked to consider whether recommendations should be made at Council to permit co-option of individuals with the requisite knowledge, skills, and experience to add benefit to the working of the Committee. Such co-optees would be advisory Members of the Committee and again the Committee may wish to determine what particular skills as well as the relevant education sector such individuals should be invited to seek co-opted status upon the Committee. Again, their terms of office would be entirely at the discretion of the local authority.

4. RECOMMENDATIONS

1. For Members to note and consider proposals to be made to Council in its review of the Constitution to be presented at the next ordinary meeting of Council on 3rd April, 2014.

5. BACKGROUND PAPERS

Department of Education Circular 19/99
The Education Act, 1996
The Local Government Act, 1972
The Local Government Act, 2000
The Local Government Housing Act, 1989