



## CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

|                |                                       |  |
|----------------|---------------------------------------|--|
| <b>7.00 pm</b> | <b>Wednesday<br/>18 December 2019</b> | <b>Committee Room 3B -<br/>Town Hall</b> |
|----------------|---------------------------------------|--|

Members 9: Quorum 3

### **COUNCILLORS:**

Judith Holt (Chairman)  
Christine Vickery (Vice-Chair)  
Gillian Ford

Tony Durdin  
Sally Miller  
Carol Smith

Reg Whitney  
Dilip Patel  
Tele Lawal

### **CO-OPTED MEMBERS:**

#### **Statutory Members representing the Churches**

Lynne Bennett, Church of  
England  
Jack How, Roman Catholic  
Church

#### **Statutory Members representing parent governors**

Julie Lamb, Special Schools  
Kathy Freeman, Primary  
Schools

Non-voting members representing local teacher unions and professional associations:  
Ian Rusha (NEU)

**For information about the meeting please contact:  
Taiwo Adeoye - 01708433079  
[taiwo.adeoye@onesource.co.uk](mailto:taiwo.adeoye@onesource.co.uk).**

## **Protocol for members of the public wishing to report on meetings of the London Borough of Havering**

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

### **What is Overview & Scrutiny?**

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

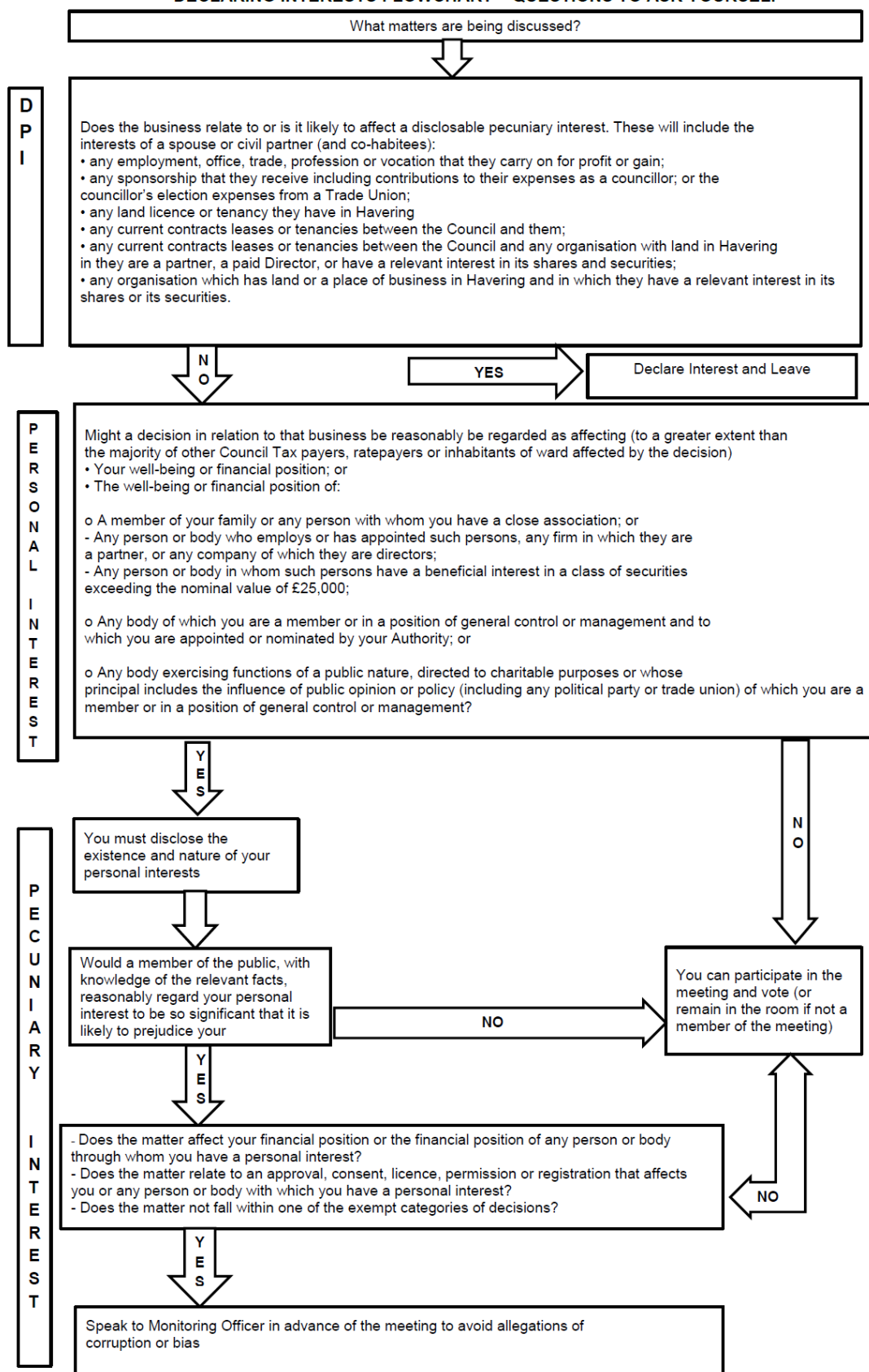
Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

## **Terms of Reference**

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

**DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF**



## **AGENDA ITEMS**

### **1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

### **2 DISCLOSURE OF INTERESTS**

Members are invited to disclose any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

### **3 CHAIRMAN'S ANNOUNCEMENTS**

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

### **4 MINUTES**

To approve as a correct record the Minutes of the meeting of the Committee held on 26 November 2019 and authorise the Chairman to sign them – Minutes to follow

### **5 SEND TRAVEL ASSISTANCE - UPDATE REPORT (Pages 1 - 8)**

### **6 ADULT EDUCATION OUTCOMES - UPDATE REPORT (Pages 9 - 18)**

### **7 SCHOOL ATTENDANCE AND EXCLUSIONS - UPDATE REPORT (Pages 19 - 24)**

**Andrew Beesley**  
**Head of Democratic Services**

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## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 18 DECEMBER 2019

|   |   |
|---|---|
| <b>Subject Heading:</b>                   | SEND Travel Assistance Update   |
| <b>SLT Lead:</b>                          | Robert South  |
| <b>Report Author and contact details:</b> | Amy Reed, Senior Commissioner and Project Manager, 01708 431858, <a href="mailto:amy.reed@havering.gov.uk">amy.reed@havering.gov.uk</a> |
| <b>Policy context:</b>                    | The Education Act 1996, Home to School Travel Statutory Guidance, and LB Havering SEND Transport Policy.                                |
| <b>Financial summary:</b>                 | Service provision is not being delivered within current budgets. Budgets for 19/20 are £2.67m and forecasted expenditure is at £3.46m.  |

### The subject matter of this report deals with the following Council Objectives

|                               |     |
|-------------------------------|-----|
| Communities making Havering   | [x] |
| Places making Havering        | []  |
| Opportunities making Havering | []  |
| Connections making Havering   | []  |

### SUMMARY

This report summarises the key issues in respect of the provision of travel assistance for children and young people with special educational needs and disabilities. It provides detail on the current levels of spend, increasing pressures and actions that are underway to vary the offer and meet demand.

### RECOMMENDATIONS

The purpose of this report is to inform Members of the progress to date in addressing issues in Havering's travel assistance offer and future intended actions. Members are asked to note the content of the report.

## REPORT DETAIL

### 1. Background and policy context

The Education Act 1996 requires local authorities to make suitable and, where eligible, free travel arrangements for 'eligible children' as they consider necessary to facilitate attendance at school or college and this duty underpins the Council's policy. There is a requirement to refresh and re-publish the Council's policy annually.

The Council's policy is written in conjunction with the:

- Education Act 1996
- Special Educational Needs and Disabilities 0-25 years Code of Practice 2014
- Home to School Travel and Transport Guidance 2016
- Post 16 Transport to Education and Training 2019

The Council's policy is underpinned by the following principles:

- It is the parent/guardian's responsibility to ensure that their children attend school regularly
- The use of existing provision such as free travel on public transport will be encouraged wherever possible
- Students who are able to travel independently, use public transport or be transported to school by a parent/guardian or other appropriate person are encouraged to do so
- Students who have additional travel needs are offered the most independent and personally enabling solution for their situation
- All travel options are explored for students and any assistance offered will look at what is efficient and effective, both in terms of sustainability and cost – where travel assistance is provided, the most cost-effective mode of transport that meets the individual's needs must always be used
- The travel needs of students will be reviewed regularly to ensure the arrangements are still appropriate for their assessed needs

Most children and young people will access school and college without additional assistance from the Council. Where assistance is given, it should be seen as part of a plan of support that encourages children and young people to become more independent and resilient in their future lives.

As part of the Transport for London service, children and young people in full time education can travel free and at a discounted fare on public transport, up until they turn 18 and finish education. Children under five can also travel for free on public transport with a fare paying adult. For support above and beyond what is available



for free from Transport for London, the Council may provide further travel assistance.

The eligibility criteria sets out who is defined as eligible for support from the Council, which is applied in conjunction with the Council's principles for offering travel assistance. The eligibility criteria and the type of travel assistance that may be offered differs depending on the age of the student, their needs and the circumstances of the family.

The types of travel assistance available to children and young people, following a local authority assessment, include:

- A free space on the travel training programme to build confidence travelling and gain the skills required to do so independently, or with support
- Reimbursement of fuel for an identified person to perform a maximum of four journeys per day
- A seat on a bus with pick up at a designated meeting point
- A seat on a bus with pick up outside of the dwelling
- A taxi

After an assessment to determine eligibility, all students are considered firstly for a space on the travel training programme or for fuel reimbursement. If these are not appropriate, a direct transport service may be arranged.

## **2. Budget and demand**

The service cannot continue to be provided within current budgets. The Council's budget for travel assistance for children and young people is £3m and expenditure for 2019-20 is forecasted at £3.46m.

Demand for travel assistance is increasing and applications received during the 19-20 renewal period have risen by almost 70 compared to last year.

Table 1 highlights the continued overspend on budgets for this service over the last three financial years, which highlights the need to respond differently to the needs of the borough.

Table 1: Budget and overspend for the past three financial years

| Financial year | Budget     | Actual (or forecasted) spend | Overspend |
|----------------|------------|------------------------------|-----------|
| 2017-18        | £2,921,750 | £3,350,566                   | £428,816  |
| 2018-19        | £2,811,890 | £3,241,480                   | £429,590  |
| 2019-20*       | £3,023,740 | £3,465,310                   | £441,570  |

\*The travel assistance budget has received one-off money from Council reserves of £350k for 19-20, which will contribute towards off-setting the overspend for 19-20. Without this, the overspend was forecasted at approximately £790k for 19-20.

The most frequently accessed mode of travel assistance has consistently been the provision of a seat on a passenger transport bus. However, due to robust practice against the policy in 19-20, a shift has been seen onto other modes of travel assistance to meet people's needs.

**Table 2: Modes of travel assistance accessed over the past two academic years**

| Mode of travel assistance | Percentage 18-19 | Percentage 19-20 | Change |
|---------------------------|------------------|------------------|--------|
| Passenger transport       | 65%              | 68%              | +3%    |
| Taxi                      | 28%              | 18%              | -10%   |
| Fuel reimbursement        | 4%               | 8%               | +4%    |
| Travel training           | 2%               | 5%               | +3%    |
| Exceptional/multiple      | 0%               | 1%               | +1%    |

Although the service provision is shifting to more sustainable and personally enabling modes of support, demand for travel assistance is increasing and the SEND population is projected to increase over the next five years.

Data from the last three financial years suggests that for every four new students approved on passenger transport, a new bus is arranged. The addition of a new bus costs on average £77k per year. This is one of the drivers for the Council looking to meet people's needs differently by increasing the uptake of other forms of travel assistance.

**Table 3: Demand and expenditure shift over the past three financial years**

| Difference over the last three financial years       |               |      |
|--|---------------|------|
| Topic  | Amount        | %    |
| Annual cost of buses                                 | +£540,390     | +28% |
| Total no. of students on buses                       | +31 students  | +10% |
| Total no. of bus routes per year                     | +7 bus routes | +20% |
| Unit cost of students on buses (per client per year) | +£1,301.57    | +20% |

### **3. Progress to date**

As part of the 19-20 annual refresh of the policy, small refinements in practice were introduced:

- Increasing the offer and incentive for parents to take up fuel reimbursement in order to safely transport their children to school, by quadrupling the rate provided to parents, which aims to reduce the need for taxi or bus provision and shorten journey times of existing bus routes
- Working with the market to increase the capacity for independent travel training, therefore increasing the number of referrals made for students to be assessed for their ability to travel independently
- Developing an online 'eligibility checker' tool which supports parents/guardians new to travel assistance to check whether their child may be eligible before they apply, and to signpost to other options in the community that may best support them
- Strengthening the internal processes to assess and manage applications/appeals; ensuring adequate intelligence is gained about a family's circumstance, with robust recording and working to strengthen the information and advice provided to parents/guardians about their options – this includes a new, formalised appeals panel with suitable representatives
- Shifting outcome notifications to being online instead of postal, to enable a faster response to parents/guardians and freeing up officer time to focus on assessing applications and working with parents/guardians

### **4. Actions to further manage demand and budget**

Demonstrated within the tables above, the service cannot continue to be provided within current budgets.

Unit costs from the Council's direct transport service, Passenger Transport, are rising and demand for services from the Council from children and young people with SEND is expected to increase over the next four years.

There is a need to change the way that travel assistance is provided with a more flexible service that is able to meet changing demand, and one that promotes resilience and independence in the community. In order to deliver this objective, the service has been identified as one of the Council's 'transformation' projects reporting under the 'Communities' theme.

It is important to note that the Council operates its policy under the principle that the most personally enabling solution that meets an eligible student's needs will be provided. This means that the matter of meeting people's needs will not be compromised during the flex in service, but may be met in a different way.

A number of lessons learned were collated after the 19-20 renewal period from officers, parents/guardians and places of education, which has led to a set of

further recommendations to practice and policy for the next academic year. This also includes looking at promoting independent travel training and working with schools, case officers and families to view travel training as part of the wider independence promoting plan.

One of these recommendations is the recruitment of a travel assistance assessment officer, which will aim to act as a dedicated liaison within the Council who can support people through the application process, work with families on the most appropriate travel solutions and provide good information and advice to parents/guardians, schools and other members of the community.

## **5. Stakeholder engagement**

Prior to publishing the new policy and implementing the new arrangements, discussions were had with the community, including parent forums, schools and specialist provisions, at a SEND board to discuss the small shifts in process.

Prior to applications being made live, parents/guardians of children with SEND were invited to comment on the proposed application form for the new academic year. Changes were made to the application form following the feedback and the details of the co-production work was published on the Council's local offer (report found in the background papers).

In order to monitor the impact of the practice changes, discussions were held at a parent forum in November, to discuss the renewal period and seek feedback on the application process that had taken place. This was also an opportunity to discuss options for the next academic year.

As the local authority has started to increase its independent travel training offer and availability, the Council has arranged for its Young Advisors to collect views from students and parents about how the service works. This is being supported by easy read feedback sheets with support from Advocacy for All.

## **6. Comparator information**

The Council is part of a London Borough Travel Assistance Group, which seeks to share information, issues, best practice and opportunities for the future of service provision. Alike Havering, all London Boroughs face similar issues relating to travel assistance. We will continue to participate in such groups to share information about options we are considering and learn from other initiatives.

### **BACKGROUND PAPERS**

Home to school travel assistance policy for children and young people 2019-20:  
[www.havering.gov.uk/schooltravelassistance](http://www.havering.gov.uk/schooltravelassistance)

Co-production work on the 19-20 application form with parents:  
[https://search3.openobjects.com/mediamanager/havering/directory/files/parent-guardian\\_testing\\_-\\_ta\\_application\\_form\\_v0\\_7.pdf](https://search3.openobjects.com/mediamanager/havering/directory/files/parent-guardian_testing_-_ta_application_form_v0_7.pdf)

## IMPLICATIONS AND RISKS

### **Financial implications and risks:**

There are no financial implications in noting the content of the report.

### **Legal implications and risks:**

There are no legal implications in noting the content of the report.

The new policy will be the subject of further consultation with relevant stakeholders before implementation.

### **Human Resources implications and risks:**

There are no HR implications arising directly from the recommendations in this report. Recruitment of a travel assistance assessment officer will be carried out in accordance with the Council's establishment and HR policies.

### **Equalities implications and risks:**

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

It is both Council policy and recently renewed SLT direction/expectation that EqHIAs (Equality and Health Impact Assessments) are carried out when appropriate and in sufficient time to enable informed decision-making. As a basic rule, one should be undertaken whenever staff, service users, or the wider public are impacted by decisions or the intended or planned activity. The relevant template with guidance is available from [diversity@haverling.gov.uk](mailto:diversity@haverling.gov.uk) and the intranet and its purpose is to ensure a systematic approach to the task and to evidence that due regard is paid to any adverse impact on affected parties with

protected characteristics. In addition to the nine protected characteristics, the assessment also looks at matters pertaining to health and socio-economics, respectively.

Another accepted way to demonstrate due regard is to produce minutes of meetings which clearly show equality implications of the intended activity were fully discussed and understood by decision-makers. The status of EqHIAs can be 'completed' or 'under development', with a view to completion before any final decisions are reached. Where legal challenges occur, completed EqHIAs can often become items of evidence in related proceedings. Finally, if an EqHIA is not to be carried out authors should state the reason in the equality section of their report. Do consult the corporate diversity advisor if clarification or support is needed.

## **Consultation**

Consultation with affected parties is essential to good practice. In terms of administrative law this has a specific meaning, and if done should be proportionate, fair, and inclusive. Sufficient time and information should be afforded to allow consultees to comment meaningfully on the matter in hand and the responses taken conscientiously into account by the decision maker.

## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 18 DECEMBER 2019

|   |   |
|---|---|
| <b>Subject Heading:</b>                   | <b>Adult Education: Outcomes Update</b>   |
| <b>SLT Lead:</b>                          | <b>Robert South, Acting Head of Children's Services</b>   |
| <b>Report Author and contact details:</b> | <p>Darren Purdie<br/> Acting Head of Education Provision &amp; Inclusion<br/> E: <a href="mailto:darren.purdie@havering.gov.uk">darren.purdie@havering.gov.uk</a><br/> T: 01708 434940</p>  |
| <b>Policy context:</b>                    | <b>This relates to the outcomes for the College and learners for 2018/19</b>  |
| <b>Financial summary:</b>                 | <p>Havering Adult College successfully achieved all of its financial targets for 18/19, ensuring the full external contract value was paid, and there is no reduction to the grant allocation for 19/20 or 20/21 as a result.</p> |

### The subject matter of this report deals with the following Council Objectives

Opportunities making Havering

[X]

#### SUMMARY

This Report provides an update on Havering Adult College, including performance outcomes for 2018-2019.

#### RECOMMENDATIONS

Members to note the content of the report

## REPORT DETAIL

1. Presently, the London Borough of Havering delivers adult and community learning (ACL) through the Havering Adult College, established over fifty years ago. Havering Adult College receives two direct grants to fund its operation, one from the Education and Skills Funding Agency (ESFA) and one from the General London Authority (GLA), which enables the service to deliver a range of courses aimed at learners aged 19+ who can be resident in the borough, or attend from outside of the borough.
2. In the academic year 2018-19, Havering Adult College delivered learning opportunities to 4368 learners. The achievement rate for learners overall was 98.79%, based on the Management Information System data returned to the ESFA for that year. It is too early to comment on recruitment and performance for 2019-20, as enrolments continue through the year, with courses starting at various points. The last three Ofsted inspections have found the provision to be Good, and with some excellent features.
3. For context, Havering Adult College presently offers a broad curriculum to the public, covering key areas of learning; specifically, Digital & Computer Skills, Languages (including BSL), Creative & Performing Arts, GCSEs (English, Maths, Science, Psychology), English for Speakers of Other Languages (ESOL), Floristry & Horticulture, Personal Wellbeing and Fitness, Counselling, Food & Drink, Teacher Training, History & Modern Culture, and Teaching Assistants. In addition, Family Learning, Employability provision and Skills for Life (functional English and maths), are also offered and are free at point of delivery to support groups and individuals with challenges and needs. The College also has a constantly developing 'Education for Independence' department, providing around the year learning for learners with learning disabilities and difficulties.
4. The above provision is funded by the Adult Education Budget, which is comprised of two streams; firstly, Adult Skills provision, whereby participants are working towards a nationally recognised qualification and are, potentially, eligible for full fee remission (if current eligibility criteria are met), and receipt of the full skills allocation is dependent on successful achievement of the qualifications. Secondly, there is the Community Learning allocation, which is to support the provision of non-accredited learning opportunities. The majority of Community Learning courses have fees payable to participate, and are more to (i) encourage harder to engage groups and communities back into education, and (ii) support the development and maintenance of community cohesion, social inclusion, personal growth and esteem building. The Adult Skills courses are linked, in most instances, to qualifications that increase life and career chances. Additional funding, to sustain adult education provision, is provided by fee income.



5. For 2018-19, the total Adult Education Budget allocated to Havering Adult College was £1,211,100, which was comprised of:

£612,012 – Adult Skills allocation

£599,088 – Community Learning allocation

6. In addition, £30,000 is nominally safeguarded as Additional Learner Support funding (within the overall budget) to provide those on accredited provision with essential support (such as learning support assistants, digital equipment, etc) to allow them fair access and equality.
7. Through effective strategic management of the provision, Havering Adult College successfully achieved a drawdown of in excess of £5,000 more than the ceiling of the contract value, which supports any future applications for a growth bid.
8. Havering Adult College also has an Adult Learning Loan allocation of £416,607, which is provided through the Student Loans Company on behalf of the ESFA. This is available to learners who are 24 years old or older, and using it to access approved level three or level four provision. This sits outside of the AEB allocation.
9. A key objective of the Skills for Londoners Strategy is to increase the number and diversity of adult learners in London gaining skills to participate in society, and progress into further/higher or additional education. City Hall has published eight areas of reform under the devolution of the AEB in London. They are:
  1. Eligibility for full-funding for people in low-paid work
  2. Basic English and maths skills
  3. English for Speakers of Other Languages (ESOL)
  4. Basic digital skills
  5. Adult & Community Learning (ACL)
  6. Support for disadvantaged learners
  7. Support for learners with Special Educational Needs and Disabilities (SEND)
  8. Addressing London's sectoral and occupational skills needs
10. As part of the reform, City Hall has acknowledged that traditional local authority funding through the block grants of the ESFA were based on historical formulae, with no direct relationship between the current allocations and the number of learners who could potentially benefit. City Hall published in the Skills for Londoners Framework (2018) that, whilst there were no plans to set local targets for levels or types of provision, as the Learning and Skills Council had done previously, the intention to incentivise better occupational targeting of provision and the introduction of outcome-related payments as part of the devolved budget is clearly stated.

11. It is understood that the following are key occupational areas that the incentivising will focus upon, although this is anticipated to be introduced following the pilot year of 2019-20:

- Health and social care
- Construction
- Tourism, hospitality and retail
- Creative and digital
- Finance and professional services

12. As part of the Local London (Eastern London) Region, Havering Adult College is aligned to the priority outcomes identified through the Local London Steering Board. These include:

- Supporting in-work low paid residents to up-skill, secure new qualifications and progress into higher paid work
- Supporting unemployed and economically inactive residents (particularly those with disabilities and long term health conditions)
- Supporting lone parents who are struggling to secure and maintain part-time/full-time work at a reasonable wage
- Supporting residents whose first language is not English, for whom it is a barrier to employment and accessing educational opportunities
- Supporting residents both younger and older with SEND needs
- Supporting skills development for: construction, digital, health and social care, cultural and creative industries

13. Havering Adult College has, through strategic engagement with partners, aligned with targeted curriculum planning, positioned itself well to deliver a range of high quality courses (both accredited and non-accredited) within the mayoral priorities, many targeted at up-skilling unemployed residents. This includes a range of digital skills programmes, TV and Film production, digital music manufacture, employability skills (including individually tailored packages which include 1:1 mentoring, all of which have been heavily praised by Ofsted), a growing ESOL provision (including work taking place on-site at schools and children's centres to optimise participation and reach).

14. The Education for Independence (E4I) department works specifically with residents who have learning disabilities and difficulties, with much focus on the acquisition and development of skills and nationally recognised qualifications to boost esteem and acknowledge achievement. At their last inspection, Ofsted noted that, as a particularly impressive service for residents, it was surprisingly under-utilised as a point of referral internally, which is captured in their last inspection report.

15. E4I has taken on several new learners who use their direct payment facility to fund their place at the provision, which allows them vertical and lateral progression in their support towards independence, the benefits of which

are anecdotally celebrated by the learners and their parents and carers, in favour of 'day care' approaches. This was beautifully demonstrated through emotive speeches at the Celebration of Achievement event in September 2019.

16. Due to the strategic growth of the E4I area of work, and the need to relocate much of the Adult Education daytime provision because of the expansion of Bower Park Academy, resulting in the reclamation of the previously leased venue, E4I will move into the Europa Centre as of September 2020. The Europa Centre presently has a full-scale learning village located within it, previously used to support modern foreign language learning for children, but a diminished market for this has led to the strategic decision to repurpose that adult college site to support independent living provision.
17. In addition to the grant and fee funded work, Havering Adult College will continue to develop and offer bespoke training for other local authorities (such as inspection preparation, observation training, recruitment and selection training etc) to increase its own commerciality, whilst also offering high quality staff development training to the council as best value. The college's Mental Health First Aid provision has been delivered to many LBH teams, and continues to garner extremely positive feedback.
18. Through closer working at a strategic level with the primary and secondary schools sector, Havering Adult College are now also working to deliver parent-focused support courses that are targeted at increasing parental capacity to support their children with ADHD, challenging behaviours, trauma, anxiety, as well as emotional wellbeing, raising confident children and others. These courses are free at point of delivery to the parents as part of the community learning funding, which has the added value of ensuring the provision of this support is cost-neutral to the borough whilst building in additional support mechanisms.
19. Through closer working at a strategic level with the primary and secondary schools sector, Havering Adult College are now also working to deliver staff-focused support courses that cover the understanding and awareness of British Values, and how they can be promoted in the educational workplace. This is also a certificated course, and successful participants will receive a recognised qualification.

### **In-Year Outcomes for Learners**

20. Of the 4368 learners recruited overall during 2018-19, retention was excellent at 97%, with overall achievement also excellent at 98.79%.
21. For skills-based (accredited) courses, retention was excellent at 97.94%, and achievement was particularly excellent at 98.86%.
22. For community learning (non-accredited) courses, retention was very good at 95%, with achievement remaining excellent at 98.72%. Retention on community learning courses can often be more challenging, especially as in

some cases learners are able to access the provision for free, thus mitigating any financial commitment to the course in a minority of cases. That fact notwithstanding, the achievement rate details the successful achievement of their learning aims prior to leaving the course, which could also account for a drop off in their commitment to attending.

23. All withdrawn learners are followed up as part of the college's robust quality assurance and improvement infrastructure, and reasons are recorded for the early departure.

24. A breakdown of achievement and retention by curriculum area appears below:

| <b>Curriculum Area</b>   | <b>Retention %</b> | <b>Achievement %</b> |
|--|--------------------|----------------------|
| Beauty & Complimentary Therapies                               | <b>96.55</b>       | <b>100</b>           |
| Horticulture   | <b>98.15</b>       | <b>94.34</b>         |
| Computing  | <b>94.37</b>       | <b>98.51</b>         |
| Food & Drink   | <b>99.15</b>       | <b>98.71</b>         |
| Health, fitness & Safety                                       | <b>99.5</b>        | <b>92.51</b>         |
| Creative Arts  | <b>90.98</b>       | <b>99.82</b>         |
| History  | <b>100</b>         | <b>100</b>           |
| Modern Foreign Languages (inc. BSL)                            | <b>90.6</b>        | <b>97.85</b>         |
| Education & Training   | <b>98.23</b>       | <b>94.24</b>         |
| Preparation for Life & Work (incl Skills for Life, ESOL & E4I) | <b>96.7</b>        | <b>92.77</b>         |
| Employability Skills   | <b>100</b>         | <b>100</b>           |
| Family Learning  | <b>99.41</b>       | <b>98.82</b>         |

25. Within the 2018-19 academic year, 531 learners had progressed into new courses with the College from 2017-18. Overall, 632 learners were progressing (with 103 learners having returned to the college from 2016-17 having been out of education with the college for a year).

26. At the point of writing, 444 learners who have enrolled on courses in 2019-20, have progressed from 2018-19. This number is likely to rise as courses continue to enrol throughout the year. A further 99 learners currently on roll have returned to Havering Adult College after being away from the College for a year.

### **Future Funding Model & Challenges**

27. As of 2019-20, and the advent of devolution, funding will be split across two contracts. The primary contract, as a result of devolution, is held by the GLA, and is only for those learners with a London postcode. This contract will be split thus:

£498,385 – Adult Skills allocation  
£541,427 – Community Learning allocation

28. The secondary contract is held by the ESFA, and is to be used for those learners who live outside of London, and is split thus:

£52,447 – Adult Skills allocation

£56,852 – Community Learning allocation

29. This split is to ensure the college can continue to attract a clientele beyond the boundaries of London, so as to not be disadvantaged as a result of the devolution outcome. This does pose a new challenge to the service, however, of needing to attract sufficient out-of-London learners as a new target in order to secure the drawdown for adult skills provision and not see the overall grant value reduced.

## IMPLICATIONS AND RISKS

### **Financial implications and risks:**

There are no new financial implications to the transition from the ESFA to the GLA's devolved budget, other than the extended opportunities to access, through the Local London partnerships, additional income to support the delivery of learning that is targeted at Skills for Londoners strategic priority groups, such as ESOL learners and the unemployed (both areas the College has significant, high-quality experience in).

The financial risks to Havering Adult College are no different to the annual risks attached to being externally grant funded, with aspects of the funding linked to service outcomes. In the event Havering Adult College under-performs, there is a risk of a reduction in the core budget. This is an on-going issue and not one that will be enhanced further by devolution.

Additionally, through face-to-face discussions with GLA representatives at our termly meetings, it is clear that the team overseeing devolution will be more open to flexible use of the AEB to delivery the priorities, meaning that risks presently associated with the inflexibility of the ESFA's approach to the split strands of the AEB (Adult Skills and Community Learning) could be reduced. Until implementation takes place, it is impossible to confirm this.

### **Legal implications and risks:**

As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements as the transition period is confirmed to replicate the current arrangements for at least the first academic year of implementation (1<sup>st</sup> August 2019 – 31<sup>st</sup> July 2020), there are no legal implications at this time. Reviews will be carried out in-year relating to data collection and submission, and monitoring of revised community learning outcomes to be implemented.

### **Human Resources implications and risks:**

As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements as the transition period is confirmed to replicate the current arrangements for at least the first academic year of implementation (1<sup>st</sup> August 2019 – 31<sup>st</sup> July 2020), there are no Human Resource implications or risks.

## **Equalities implications and risks:**

The Public Sector Equality Duty (PSED), under section 149 of the Equality Act 2010, requires the Council, when exercising its functions, to have due regard to:

- (i) The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) The need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) Foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements (as the transition period is confirmed to replicate the current arrangements for at least the first academic year of implementation (1<sup>st</sup> August 2019 – 31<sup>st</sup> July 2020), there are no perceived equalities implications or risks, as there is no change to the status quo, and as such a further Equalities Impact assessment is not necessary.

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## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 18 DECEMBER 2019

|   |  |
|---|--|
| <b>Subject Heading:</b>                   | Attendance and Exclusions  |
| <b>SLT Lead:</b>                          | Robert South, Director of Children's Services  |
| <b>Report Author and contact details:</b> | Trevor Cook, Assistant Director for Education Services<br>Tel: 01708 431250<br>Trevor.cook@havering.gov.uk |
| <b>Policy context:</b>                    | School Attendance and Exclusions Overview  |
| <b>Financial summary:</b>                 | There is no financial summary/implication to this report.  |

### The subject matter of this report deals with the following Council Objectives

|                               |                                     |
|-------------------------------|-------------------------------------|
| Communities making Havering   | <input checked="" type="checkbox"/> |
| Places making Havering        | <input type="checkbox"/>            |
| Opportunities making Havering | <input type="checkbox"/>            |
| Connections making Havering   | <input type="checkbox"/>            |

### SUMMARY

To be consistent with Havering's vision to ensure a good start for every child to reach their full potential during their educational journey.

This report updates members of the Committee on the progress made to improve School Admissions & Inclusions arrangements, across all Havering's Schools / Academies and Alternative Provisions.

## RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee note the content of the report, and they continue to receive updates on attendance and exclusion arrangements.

## REPORT DETAIL

**Permanent Exclusions (PEX)** - The Local Authority has a statutory duty to provide pupils who have been Permanently Excluded an education from day 6 of the PEX. The Inclusion Team work with schools / academies to avoid PEX where possible and offer other alternative pathways to support pupils and set them back on track to achieve.

Schools / academies are expected to work with children and their families to prevent unnecessary transfers happening.

**In Year Fair Access Protocol** – The Local Authority has a Statutory Duty to provide a Fair Access Protocol. This is managed by the Team who:

- Assess the real needs of vulnerable young people who are not on the roll of a school and ensures an appropriate placement is identified quickly and pupils/young people are on roll within 10 school days of a Fair Access Panel meeting;
- Seek to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion;
- Fairly share the admission of vulnerable students across all schools / academies (where the panel agree that another mainstream school place should be identified);
- Arrange such admissions openly through a process which has the confidence of all;
- Records the progress and successes of the young people placed through this panel.

The Admissions & Inclusions Team, coordinates the inclusion of children aged 5-16 into school / academies and alternative provisions to prevent exclusions where possible and offers alternative pathways to support pupils and set them back on track to achieve the best possible outcome from their education. This is a strong partnership arrangement with the Early Help Attendance, Behaviour and Traveller Support Service.

### **School Attendance**

The Attendance, Behaviour and Traveller Support Service, an Early Help Education Service monitors pupil attendance where the attendance of pupils falls below the acceptable level in school. This involves working closely with parents to overcome barriers to school attendance whether it be medical, social, and emotional or for any number of reasons. Whilst there are legal routes open to local authorities where parents do not ensure that their children receive a suitable education, these legal sanctions are generally a last resort after a period of working alongside parents and professionals to reduce/remove any barriers to good school attendance. The Early Help Attendance Behaviour and Traveller Support Service are located in the MASH service every day and perform the school welfare checks for students. Children Missing Education (CME) are monitored and tracked through the Attendance Service as a statutory function.

### **The Five Year Trend**

Levels of overall absence and PA (persistent absence) has reduced in Havering in the past 5-year period, and only remain slightly higher than London and national averages. However, unauthorised absence was slightly below London average in in both primary and secondary schools over the 5-year trend which is a very positive step in the right direction. This indicates that lower PA rates and lower authorised absence by schools are contributing to reducing overall absence rates, therefore increasing overall attendance levels within our schools and academies. During the last academic year, The Attendance, Behaviour and Traveller Support Service led on an attendance project with the key aim of sharing outstanding practice within schools and academies across key stages with a focus on challenging the rationale for authorising absence; this resulted in an Attendance Summit that was attended by thirty of our Schools and Academies.

The key measures around attendance/absence are set out by the following indicators:

- Overall Absence
- Authorised Absence
- Unauthorised Absence
- Persistent Absence at 90% and below

The definition of Persistent Absence or PA is any student with an attendance level below 90% the figures are based on the overall population of the school; this would be made up from the indicators as above. The information is taken via school census data on attendance/absence each year the average figure is collated from national data and Havering schools.

Primary School Absence Data in Havering (Summary Past 5 years):

|                      | 2018/19 | 2017/18 | 2016/17 | 2015/16 | 2014/15 |
|----------------------|---------|---------|---------|---------|---------|
| Overall Absence      | 3.9%    | 4.2%    | 4.2%    | 4.2%    | 4.3%    |
| Authorised Absence   | 3.1%    | 3.3%    | 3.4%    | 3.5%    | 3.6%    |
| Unauthorised Absence | 0.8%    | 0.9%    | 0.9%    | 0.7%    | 0.7%    |
| Persistent Absence   | 8.3%    | 9.0%    | 9.2%    | 9.9%    | 10.7%   |

Secondary School Absence Data in Havering (Summary Past 5 years):

|                      | 2018/19 | 2017/18 | 2016/17 | 2015/16 | 2014/15 |
|----------------------|---------|---------|---------|---------|---------|
| Overall Absence      | 5.1%    | 5.5%    | 5.5%    | 5.5%    | 5.5%    |
| Authorised Absence   | 3.9%    | 4.1%    | 4.2%    | 4.0%    | 4.4%    |
| Unauthorised Absence | 1.2%    | 1.4%    | 1.4%    | 1.1%    | 1.1%    |
| Persistent Absence   | 12.9%   | 13.6%   | 13.8 %  | 12.4%   | 14.9%   |

**Traded Services** - The Admissions & Inclusions Team and the Early help Attendance, Behaviour and Traveller Support Service operate a traded service where buy back from schools / academies contributes towards the team's functions and fully funds Two Education Welfare Officer posts; improving capacity. Schools benefit from a wide range of services and training packages to improve schools working practice, thus improving the academic achievement for the pupils of Havering.

**IMPLICATIONS AND RISKS**

**Financial implications and risks:**

Dedicated Schools Grant could be affected if The Attendance Service did not continue to act with due diligence and accuracy especially around safeguarding of vulnerable pupils.

By not administering and tracking Children Missing Education in line with statutory guidance this will result in the Local Authority not meeting its statutory requirements.

If high needs pupils are not identified and supported the implications are that the Local Authority's High Needs Grant will be negatively affected.

**Legal implications and risks:**

There are no apparent legal implications in noting the content of the Report. .

**Human Resources implications and risks:**

There are no HR implications arising directly from the recommendations in this report.

**Equalities AND Social implications and risks:**

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

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