



Education Overview and Scrutiny Committee

Meeting to be held on:

Thursday, 14 October 2021 at 6.00 pm

Public access to meeting via:

<https://youtu.be/0rAUCw2w4yl>

Your attendance is requested at the above meeting, which will be held at the Council House, Lichfield Street, Walsall, WS1 1TW. A list of the items of business to be considered, together with any supporting papers, is enclosed. Please bring the papers with you to the meeting.

MEMBERSHIP

| | |
|------------|-----------------------------|
| Chair | Councillor Lee Jeavons |
| Vice-Chair | Councillor Kerry Murphy |
| | Councillor Rose Burley |
| | Councillor Sabina Ditta |
| | Councillor Stacie Elson |
| | Councillor Kenneth Ferguson |
| | Councillor Sat Johal |
| | Councillor Pard Kaur |
| | Councillor Edward Lee |
| | Councillor Saiqa Nasreen |
| | Councillor Lorna Rattigan |

NON-ELECTED VOTING MEMBERS

| | |
|---|-----------------------|
| Lichfield Diocesan Representative | Vacancy |
| Archbishop of Birmingham's Representative | Mrs Philomena Mullins |
| Parent Governors | Mrs Heena Pathan |
| | Vacancy |
| | Vacancy |

NON-ELECTED NON-VOTING MEMBERS

| | |
|----------------------------------|-----------------|
| Primary Teacher Representative | Ms Sharon Guy |
| Secondary Teacher Representative | Ms Wendy Duffus |

PORTFOLIO HOLDER

| | |
|------------------------|-----------------------|
| For Education & Skills | Councillor Chris Towe |
|------------------------|-----------------------|

AGENDA

| | | |
|------------------------|--|----------|
| 1 | Apologies To receive apologies for absence from Members of the Committee. | |
| 2 | Substitutions To receive notice of any substitutions for a Member of the Committee for the duration of the meeting. | |
| 3 | Declarations of interest and party whip To receive declarations of interest or the Party Whip from Members in respect of items on the agenda. | |
| 4 | Local Government (Access to Information) Act 1985 (as amended) To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda (if applicable). | |
| 5 | Minutes To approve and sign the Minutes of the meeting of the Committee that was held on 14 September 2021. | Enclosed |
| <u>Scrutiny</u> | | |
| 6 | Specialist Provision Review Update To receive and consider an update on the review of current provision for pupils with Special Educational Needs and Disabilities (SEND) in Walsall | Enclosed |
| 7 | Post-16 Employment and Skills Support To receive and consider a report on post-16 education and skills support services in Walsall. | Enclosed |
| <u>Overview</u> | | |
| 8 | Work Programme 2021/22 To receive and consider the Committee's work programme for 2021/22. | Enclosed |
| 9 | Forward plans To receive the Cabinet and the Black Country EJC forward plans. | Enclosed |
| 10 | Date of next meeting To note that the date of the next meeting of the Committee will be Thursday, 25 November 2021. | |

The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012

Specified pecuniary interests

The pecuniary interests that are specified for the purposes of Chapter 7 of Part 1 of the Localism Act 2011 are the interests specified in the second column of the following:

| Subject | Prescribed description |
|---|--|
| Employment, office, trade, profession or vocation | Any employment, office, trade, profession or vocation carried on for profit or gain. |
| Sponsorship | <p>Any payment or provision of any other financial benefit (other than from the relevant authority) made or provided within the relevant period in respect of any expenses incurred by a member in carrying out duties as a member, or towards the election expenses of a member.</p> <p>This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Regulations (Consolidation) Act 1992.</p> |
| Contracts | <p>Any contract which is made between the relevant person (or a body in which the relevant person has a beneficial interest) and the relevant authority:</p> <p>(a) under which goods or services are to be provided or works are to be executed; and</p> <p>(b) which has not been fully discharged.</p> |
| Land | Any beneficial interest in land which is within the area of the relevant authority. |
| Licences | Any licence (alone or jointly with others) to occupy land in the area of the relevant authority for a month or longer. |
| Corporate tenancies | <p>Any tenancy where (to a member's knowledge):</p> <p>(a) the landlord is the relevant authority;</p> <p>(b) the tenant is a body in which the relevant person has a beneficial interest.</p> |
| Securities | <p>Any beneficial interest in securities of a body where:</p> <p>(a) that body (to a member's knowledge) has a place of business or land in the area of the relevant authority; and</p> <p>(b) either:</p> <p>(i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or</p> <p>(ii) if the share capital of that body is more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.</p> |

Schedule 12A to the Local Government Act 1972 (as amended)

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
 - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of a Scrutiny and Performance Panel when considering flood risk management functions which:
 - (a) Constitutes a trades secret;
 - (b) Its disclosure would, or would be likely to, prejudice the commercial interests of any person (including the risk management authority);
 - (c) It was obtained by a risk management authority from any other person and its disclosure to the public by the risk management authority would constitute a breach of confidence actionable by that other person.

EDUCATION OVERVIEW AND SCRUTINY COMMITTEE

Tuesday, 14 September 2021 at 6.00 pm

In the Town Hall, Walsall

Committee Members present: Councillor L. Jeavons (Chair)
Councillor R. Burley
Councillor S. Ditta
Councillor S. Elson
Councillor S. Johal
Councillor P. Kaur
Councillor E. Lee
Councillor S. Nasreen
Councillor K. Pedley (substitute for Councillor K. Ferguson)
Councillor L. Rattigan

Portfolio Holders present: Councillor C. Towe – Education & Skills

Non-elected non-voting Members present: Ms S. Guy – Primary Teacher Representative

Officers present: Mrs S. Kelly, Director – Access & Inclusion
Ms T. Pyatt, Head of Inclusion
Mr R. Thomas, Head of Access
Ms L. Thompson, Virtual School & Vulnerable Groups Lead
Mr A. Webley, SEND Team Manager
Dr P. Fantom, Democratic Services Officer

29/21 APOLOGIES

An apology for absence was received from Councillors K. Ferguson and K. Murphy and from Mrs P. Mullins.

30/21 SUBSTITUTIONS

Councillor K. Pedley substituted for Councillor K. Ferguson.

31/21 DECLARATIONS OF INTEREST AND PARTY WHIP

There were no declarations of interest or party whip for the duration of the meeting.

32/21 LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985 (AS AMENDED)

There were no agenda items requiring the exclusion of the public.

33/21 **MINUTES**

A copy of the Minutes of the meeting held on 11 March 2021 was submitted [Annexed].

Resolved:

That the Minutes of the meeting held on 11 March 2021, a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

34/21 **WALSALL SCHOOLS OVERVIEW REPORT**

A report was submitted to the Committee and a presentation made by officers to provide an overview on Walsall Schools [Annexed].

The Portfolio Holder, Councillor C. Towe, introduced the report. He noted that this provided an overview of the quality of provision of education services in the Borough, highlighted the demographics of Walsall's child population and the key challenges being faced by the Council, together with the work being undertaken by the Access and Inclusion teams in the Children's Services Directorate. Also detailed were the current capital plans to improve and extend the school estate.

The Head of Inclusion, Ms T. Pyatt, provided an overview of the services in her team in terms of SEND and EHCPs, educational psychology, early years, school governance, school improvement and alternative provision. She referred to the re-introduction of Ofsted Section 5 inspections in May 2021, with three Walsall Schools recently having come out of special measures. She also informed the Committee of the robust arrangements for holding schools to account via the schools causing concern protocol introduced in 2018 and the work undertaken with the DfE and the Regional Schools Commissioner to provide challenge where necessary for academies.

The meeting was adjourned from 6.18 pm to 6.23 pm due to technical difficulties.

The Head of Access, Mr R. Thomas, provided an overview of the services of his team in terms of sufficiency of school places, delivery of capital projects, schools admissions and admission appeals, home to school transport, elective home education, and attendance and welfare. Having regard to elective home education, he noted the significant increase over the last year and detailed the processes and range of support provided to children, parents and schools. Reference was also made to the arrangements being made to provide school places in the Borough for Afghan refugee children.

The Virtual School & Vulnerable Groups Lead, Ms L. Thompson, outlined her role as Head of the Virtual School for Children in Care and the work of the education support team to support looked after children and previously looked after children. It was noted that in June 2021 the DfE had extended the power of local authorities to promote the education of children with a social worker or who had previously had a social worker.

The Chair began the discussion by emphasising that schools had not closed during the pandemic, as they had been open for vulnerable children, and had worked online to

continue to provide the best education they could. He was pleased to recognise the efforts being made to provide education to the looked after children.

A Member raised a number of questions concerning fixed exclusions, which had risen in November 2020 and in May 2021:

- Did the Council know if these were from maintained schools or academies?
- Did the Council know the reasoning for the exclusions? Was this due to the impact of the lockdowns? Some teaching had been online but some teachers had not known how to use Microsoft Teams, and this had an impact on learning with some children lacking attention and focus when they returned to schools, which had been detrimental to the behaviour and mental health of some children.
- What support was being provided to schools to enable early identification of mental health issues and to provide support to these children?

In response to these questions, Ms Pyatt noted that the DfE had anticipated that some children might have problems when returning to school following lockdowns and an education for wellbeing return programme had been instituted. Educational psychologists had worked with school SENCOs to support children's wellbeing but a rise in anxiety was expected at all levels/stages and ages. Whilst a structured programme was in place, this did not prevent schools from carrying out fixed term exclusions but the Council continued to support children and young people and schools to deal with anxiety and trauma. It was pointed out by Mr Thomas that the Council did examine school exclusions and the differential between occurrences and types of incident. A report had been presented to the Committee in the last municipal year and Mr Thomas offered either to provide an updated report to a future meeting or to circulate the information to Members via email.

In noting that 80 per cent of Walsall schools had been rated at good or outstanding, which was below the national average of 85 per cent and the West Midlands regional average of 83 per cent, a Member enquired what the Council was doing to bridge the gap regarding schools requiring improvement.

In response, Ms Pyatt stated that the Council worked closely with HMI but that school inspections had been suspended during the lockdown and only resumed in May 2021. Accordingly, and whilst a number of schools were able to come out of special measures, there were some schools that were expected to do so presently, and a number of projects were in place to support this process and to secure good outcome for schools.

Councillor Towe advised the Committee that when reviewing the data, it was to be observed that 88 per cent of maintained schools in Walsall had been rated by Ofsted as either good or outstanding. However, as only 73 per cent of academies had achieved this rating (and for those that had been required to convert to academy status the figure had been 56 per cent), this had reduced the overall percentage figure. The Director – Access & Inclusion, Mrs S. Kelly, added that the data would change as inspections occurred and that the Council's processes were open and transparent.

Councillor Towe requested that his appreciation be recorded for the work of Mr Thomas and his team in bringing the capital projects to conclusion on time and within budget. It was noted that this was unprecedented, especially given the Covid-19 pandemic.

Two questions were raised by the Chair: What tracking processes were in place in relation to elective home education? Clarification concerning the section of the report on complaints in which it was stated: 'The Council has no powers to intervene on behalf of a complainant or a complainant's advocate.'

In response to the first question, Mr Thomas stated that there had been a significant increase in the Elective Home Education team's caseload, which was in line with the national position as some families had chosen to home educate their children as a consequence of the pandemic. Mr Thomas explained the actions that took place, the support available and the follow up measures to ensure regular contact with families when notification was received that parents intended to remove a child or children from school.

In response to the second question, Mrs Kelly explained the responsibilities for administering school complaints. She stated that due to legislative changes in relation to school autonomy, the Authority had a very limited role in the investigation of school complaints, with few exceptions – such as safeguarding concerns or complaints regarding collective religious worship or SEND provision.

Resolved:

1. That the report be noted;
2. That updated information on exclusions be circulated to the Members of the Committee.

35/21 UPDATE ON THE SEND LOCAL AREA IMPROVEMENT PROGRAMME AND EHCPs

A report was submitted to provide an update to the Committee on the SEND local area improvement programme and developments regarding the timeliness and compliance of Education, Health and Care Plans [Annexed].

Councillor Towe introduced this item by noted that the report provided an overview regarding the areas of concern identified by Ofsted in the Written Statement of Action that had been in place since the Ofsted inspection. The DfE had been regularly attending the Board established to monitor the WSoA and the latest feedback was included in the report. The risks and pressures that had arisen relating to the WSoA, together with the mitigating actions being taken, were also set out in the report.

The SEND Team Manager, Mr A. Webley, informed Members that significant progress had been made with respect to the WSoA, particularly in relation to co-production with parents, EHCP processes and timeliness. However, the Covid-19 pandemic had affected this, and there had been significant pressure on the service following the return of pupils to schools,

but mitigating actions and interim resources had been put in place. He noted that the DfE had been pleased with the progress made and the future direction along which the Council was moving, with evidence being collated ready for the expected re-inspection.

Further to Mr Webley's comments, Councillor Towe assured the Committee that a plan was in place and that it was fully funded, in order to clear the backlog and to achieve and then exceed the target relating to EHCP timeliness.

Resolved:

That the report be noted.

36/21 WORK PROGRAMME

Members received the proposed Work Programme for 2021/22 [Annexed].

The Chair indicated proposed revisions to the Programme, which were the inclusion of an item – Vulnerable Pupils Update – on the agenda for the meeting to be held on 25 November 2021. The items on Admissions and on Attendance Figures were to be combined into a single item, and the reports would be made to the meetings on 25 November 2021 and 31 March 2022.

The Chair invited the Committee to establish a working group for the 2021/22 municipal year. He noted that a topic of the voice of child and young people with SEND had been suggested in the report, as this would build upon the work undertaken by previous working groups on related issues, and which had produced reports whose conclusions and recommendations had been approved by the Council. Further to the suggestion from a Member for a topic concerning the impact of the Covid-19 pandemic on education, it was proposed and agreed that these themes be combined and for a working group to be established in order to investigate 'The voice of children and young people with SEND and the impact on this of the Covid-19 pandemic'.

Resolved:

1. That subject to the inclusion of the revisions, the Work Programme be approved;
2. That an email be sent to the Committee to invite expressions of interest in becoming a member of the working group.

37/21 FORWARD PLANS

Members received and considered the Forward Plans of the Council and the Black Country Executive Joint Committee [Annexed].

Resolved:

That the Forward Plans be noted.

38/21 **DATE OF NEXT MEETING**

The next meeting would be held on Thursday, 14 October 2021 at 6.00 pm.

There being no further business, the meeting terminated at 7.29 pm.

Chair.....

Date.....

14 October 2021

Specialist Provision Review Update

Ward(s): All

Portfolios: Councillor Chris Towe – Education & Skills

1. Aim

To update the Education Overview and Scrutiny Committee on the Specialist Provision Review. This is a review of current provision for pupils with Special Educational Needs and Disabilities (SEND) across the Borough, and a needs analysis to identify gaps in provision we may need to provide now and in the coming years.

2. Recommendations

For the Committee to consider the content in this report and to identify any further reports or information they may require during the duration of this review.

3. Report detail – know

The Council has a duty to ensure that there are sufficient school places for resident children who require a school place in mainstream, special schools and early year's provision.

The SEND Strategic Provision Review outlines the steps necessary to plan, review and implement measures to ensure that there is sufficient provision for children and young people who require specialist provision in a specialist setting.

This program encompasses a comprehensive strategic review of provision for Walsall children and young people (aged 0 to 25 years) with SEND to ensure that future needs and demands can be met and in a financially sustainable way. It includes consideration of the continuum of provision to meet the range of identified need, as well as the sufficiency of provision going forward.

The review will analyse current, and future need, and provision and identify a number of options to be considered and consulted upon to meet future priorities and objectives. The review is due to identify options and recommendations by Spring 2022. The ambition is to meet the needs of a child or young persons within their local community and within Walsall.

To drive this program forward, and to ensure it is co-developed with our schools we have formed a Specialist Provision Review group. The group consists of representatives from all phase of our school estate and was established in the Summer Term 2021.

The Specialist Provision Review group are considering carefully:

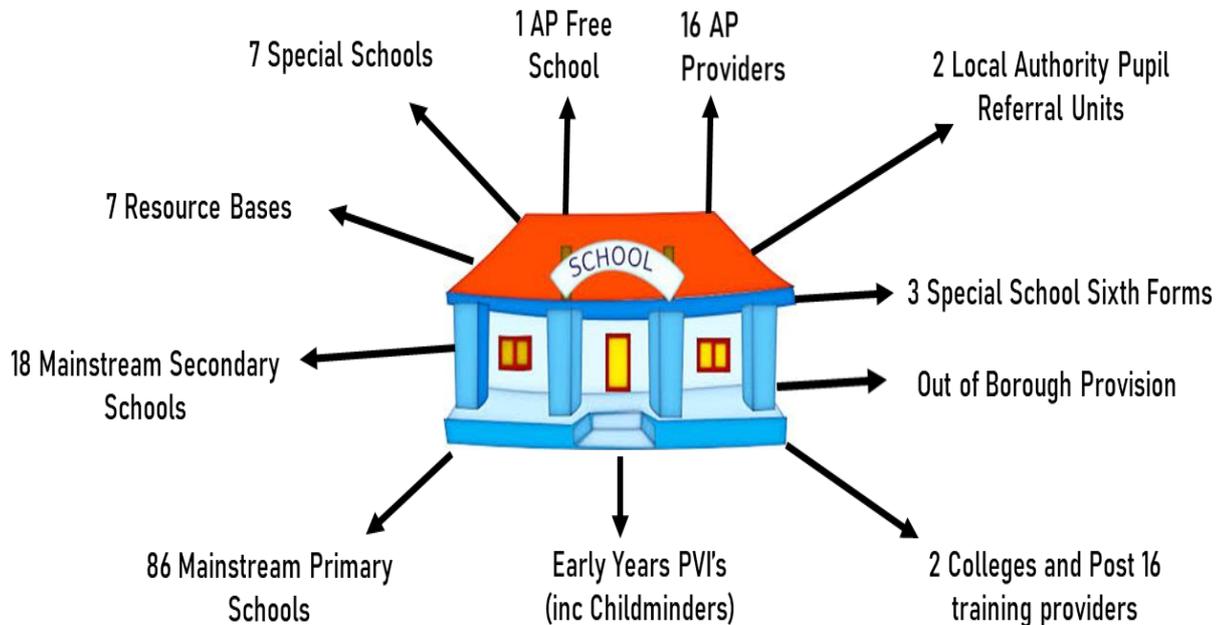
- The locality data in regards to SEND, exclusions, adolescents and factors which contribute to poor outcomes for learners with SEN or additional needs
- Capacity of special schools and how to use their expertise to support the mainstream settings
- The provision of SEND in mainstream setting and in Special Schools
- Inclusion – ethos, learning behaviours and creating inclusive cultures driven by strong leadership, governance and management
- Reasons for exclusions, disengagement and children missing full time education
- Comparator models of operation in other Local Authorities
- The mainstream presumption: The SEND code of practice states there is a General presumption in Law for mainstream education for children with SEND
- How specific literacy difficulties/dyslexia needs are met within schools and settings
- Increasing numbers of pupils with a diagnosis of autism and those with SEMH
- Numbers of children in specialist provision with EHCPs
- Out of borough Placements
- Additional Resource Provisions (ARPs)
- Service level agreements (SLAs)
- Stronger partnership working with LA SEND services
- Stronger partnership working between schools, ARPs and special schools

The above list is not exhaustive but is a real attempt to promote a shared vision and dialogue for improvement that will make a step change into the partnership approach and in ensuring that all schools, settings, services, stakeholders are aware and committed to the believe and understanding that specialist provision and SEND is a collective responsibility.

The Specialist Provision Review group will look at models of delivery in terms of structures based. Evidence gathered of what works well in different Local Authorities has been collated and based on these models, the group will create a model of operation for consideration for Walsall.

Current Provision in Walsall

Below is a representation of the provision currently available in Walsall.



Understanding current need, and provision, and predicting the need for future provision is reliant on having up to date and reliable information about children and young people with SEND.

The SEND Code of Practice 2015 identifies four broad areas of special educational need and support. These areas allow schools to gain an overview of their pupils' range of needs and are used to identify needs in EHCPs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In addition, there are 13 specific categories of need which are often referred to as the child's SEN Type (primary need) and are reported to the DfE through the national School Census:

- Specific learning difficulties (SPLD);
- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD);
- Speech, language and communication needs (SLCN);
- Social, emotional and mental health (SEMH);
- Autistic spectrum disorder (ASD);
- Visual impairment (VI);
- Hearing impairment (HI);
- Multisensory impairment (MSI);
- Physical disability (PD);
- Other
- 'SEN support' but no specialist assessment of type of need (NSA).

Determining the primary need may not always be straightforward, especially for children with complex needs who may present with a range of needs.

Without making assumptions about pupils' needs based on their difficulty or disability, this categorisation can be used to understand the prevalence of different types of need and the type of placement the pupils may require.

The number of pupils in different types of schools is reported to the Department for Education (DfE) in the School Census data, submitted by local authorities and academies in January, May and October. These figures include all pupils attending a Walsall school including pupils resident in other local authorities e.g. Wolverhampton and Sandwell who attend a Walsall school. It does not include Walsall resident children who attend a school outside of Walsall.

The SEN2 data return is also submitted to the DfE, and is taken on the same day in January as the School Census. The national picture about the prevalence of SEND, as reported by the Department of Education (DfE) and used in national datasets, is based on this data return. The SEN2 data return includes all children with an EHCP maintained by Walsall LA, wherever they are educated.

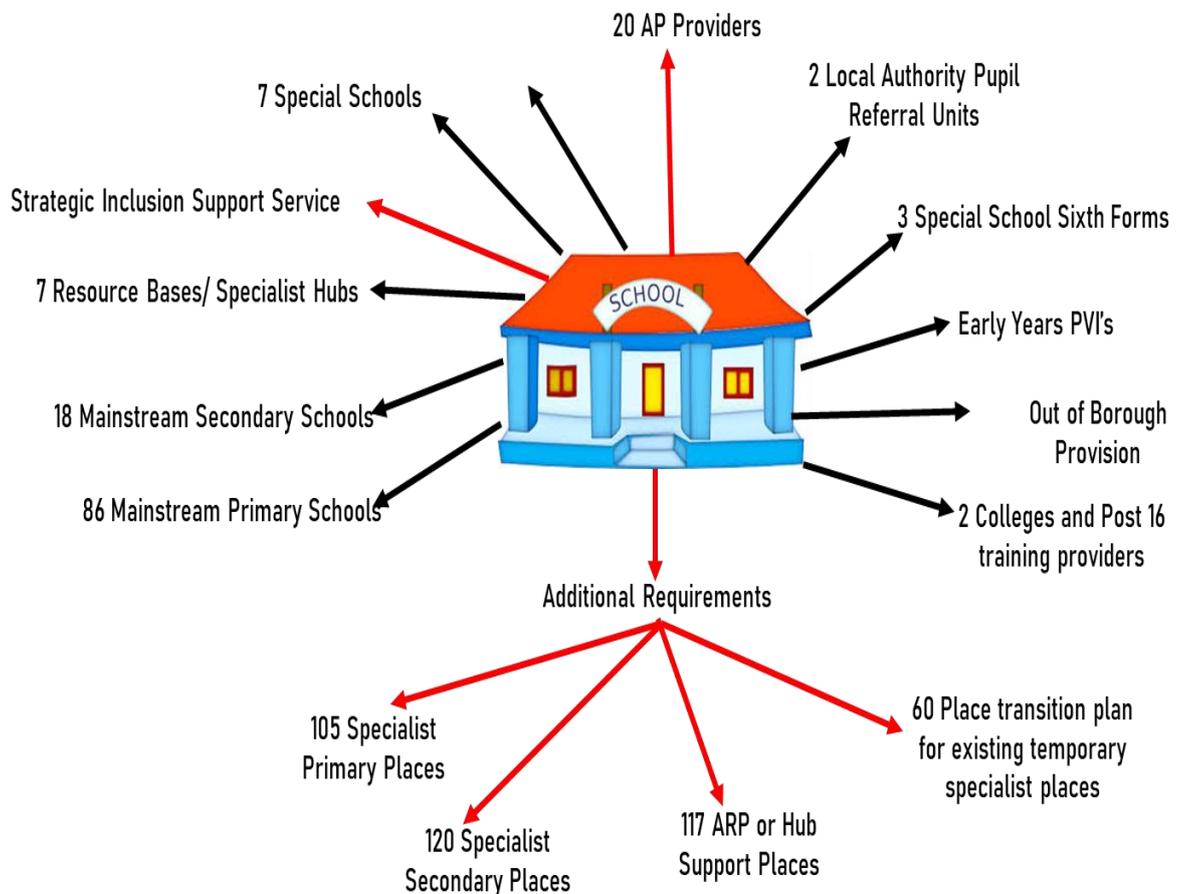
The Special Provision review covers all children with an EHCP maintained by Walsall LA wherever they are educated. On this basis, the pupil projections and forecasts are based on the School Census, the SEN2 return and Capita, which provides data on all children with EHCPs maintained by Walsall LA, regardless of placement location.

Attached as Appendix 1 is a paper demonstrating SEND needs

A comprehensive and detailed data analysis of projected specialist school places has been undertaken with projections also based on the local, regional and national trends. This has highlighted the potential growth required for specialist places and provision within 5 years.

| <u>PRIMARY NEED</u> | <u>5 YEAR PROJECTED NEED</u> |
|------------------------------|------------------------------|
| Complex and Severe Primary | 165 |
| Complex and Severe Secondary | 120 |
| Complex and Severe Total | 285 |
| ASD | 54 |
| SEMH | 33 |
| SLCN | 30 |
| Sub Total | 117 |
| Grand Total | 402 |

Below is a representation of what we may need to meet this demand



We are currently working with the Integrated Facilities Management Team, and have commissioned feasibility studies from our strategic partner, for project delivery of all of our special schools to review their existing internal accommodation and external spaces in line with the DfE guidance 'building bulletin 104 - area guidelines for SEND and alternative provision'.

The feasibility studies will also outline where additional capacity could be developed on the existing school sites together with opportunities for developing satellite annexes in other LA buildings that have been identified as potentially surplus to operational needs.

In addition, a review of existing mainstream primary and secondary schools accommodation is being undertaken to identify any schools who have surplus teaching areas that may be appropriate to accommodate specialist place 'hubs' for pupils with SEN needs who are able to be educated in mainstream schools for the majority of their time, but need additional facilities to support their specific need such as speech, language and communication needs (SLCN), hearing or visual impairment (HI/VI) or autism.

An update on the outcome of the feasibilities and the accommodation review of existing mainstream, leading to development of proposals for meeting the additional places required, will be provided to members as part of the next stage of this project.

4. Financial information

Revenue funding Implications

High needs funding is provided to the Council through the high needs block of the Dedicated Schools Grant (DSG). The Council must spend the funding in line with the associated conditions of grant and the Schools and Early Years Finance (England) regulations, which are updated annually. The DfE also issues operational guidance which details how local authorities should fund, Special Schools, Alternative Provision, Post-16 Colleges and specialist independent settings.

The Council receives a provisional allocation of high needs block funding in December, and adjustments are made mid financial year in the following June for adjustments (up or down) to pupil numbers, which creates a level uncertainty regarding the funding available.

The high needs block allocation is calculated using a national funding formula, based on factors which are largely pupil led and based on lagged data sets. Thus high needs funding received will not always reflect the current/future needs and numbers of pupils within the borough. The number of pupils in special schools is only one part of the formula and the value funded per pupil is less than the actual cost of the pupil placement. The increases in cost due to volumes do not equate to an equivalent increase in funding.

The Council funds high needs settings on a place plus approach, in that the setting receives a fixed amount for a commissioned place, whether it is occupied by a pupil or not, plus an additional top-up which reflects the needs of the pupil and will follow that pupil between settings, should they move.

The amount of funding paid per place is set nationally at £6,000 or £10,000 per place dependent on the type of setting and cannot be adjusted.

The top-up element is agreed locally by the local authority and Schools Forum and reflects the different types of provision and level of need for individual children. The range of Top-up funding for the 2020 – 2021 financial year is between £1,880 and £31,014 per pupil per year. The High Needs Funding Review, currently subject to consultation proposes funding between the range of £1,880 and £36,192 for 2021/22.

The potential revenue cost of growth in this sector will have to be met from within the high needs block. Due to the nature of the lagged funding this will create budgetary pressures that will need to be managed within the funding envelope available.

Funding For Capital Projects to Develop SEND Provision

Funding for capital expansions / refurbishment and new provision will have to be met from within the Council's existing capital resources or any external funding bids.

5. Reducing Inequalities

Our specialist provision review is designed to enable all learners, no matter what their needs are, have a high quality educational provision which enables them to access their community and provides an opportunity for them to contribute to and thrive in their community.

6. Decide

Scrutiny to decide how often it would require future updates to the board.

Scrutiny to decide if there is further detail it wishes to review

7. Respond

The Special Provision review group will produce an options paper and recommendations to meet demand. These will be considered and follow due process for consideration including Capital Board, Scrutiny and Cabinet.

8. Review

The Specialist Provision Review Group meet regularly to review the data and the forward plan.

Background papers

Authors

Trudy Pyatt and Rob Thomas
Head of Inclusion Head of Access



Analysis of Special Educational Need and Disability Prevalence and Need in Walsall Schools

Data from published school census information – 2016 - 2021

Report by:

**Performance Improvement and Quality Team
Children's Services
Walsall Council**

September 2021

Analysis of SEND Prevalence and Need in Walsall Schools

Summary

1. Analysis of SEND Prevalence and Need in Walsall Schools

- 1.1. The following analysis is based on the January 2021 school census and relates to children who attend Walsall Schools.
- 1.2. It should be noted that this is not a reflection of all children with SEN in Walsall as some Walsall children attend schools outside of the borough and some children who attend Walsall schools reside in different Local Authorities.
- 1.3. This data relating to Education, Health and Care Plans (EHCPs) in this analysis, is not therefore directly comparable to local or SEN2 data relating to EHCPs which focusses on plans maintained by Walsall LA, regardless of whether the child or young person attends a Walsall school.

2. Headlines

- 2.1. The percentage of pupils who are in receipt of SEN Support and EHCPs in Walsall is lower than regional and national comparators but is growing at a faster rate.
- 2.2. The number of pupils who receive SEN Support that attend Primary School settings is growing at a faster rate than the number who attend secondary settings indicating improvements in identifying the need for SEN Support earlier.
- 2.3. The proportion of pupils with an EHCP that attend special schools is slightly lower than regional and national comparators. The number of pupils has grown at a higher rate than regional comparators over the past six years, but was lower between 2019 and 2020.
- 2.4. Although the number of pupils in special schools is increasing, the overall percentage of pupils with an EHCP that attend special schools has fallen. This is the same picture regionally and nationally. This indicates a possible slight shift in ensuring that where possible and appropriate, children with an EHCP can continue to be educated in mainstream education, however, it may also be linked to special school placement sufficiency. As Walsall implements it's new Inclusion Strategy, this is a trend that is expected to continue.
- 2.5. Pupils with SEN Support are just as likely to attend academies as they are LA maintained schools. However, a significantly smaller percentage of pupils who attend academies are in receipt of an EHCP than those who attend LA Maintained schools - however this is likely to be due to special schools in Walsall being LA Maintained.
- 2.6. A lower proportion of pupils in receipt of SEND Support in Walsall have a primary need of SEMH and a higher proportion have MLD in contrast to comparators. Specific Learning Difficulties also appear to be under recognised as a primary need. For pupils with an EHCP, primary needs are more in line with comparators.
- 2.7. Boys are almost twice as likely as girls to be in receipt of SEN Support and almost three times more likely to be in receipt of an EHCP. Boys are a third more likely to be diagnosed with Autism than girls and also more likely to have SEMH recognised as a primary need.
- 2.8. Pupils from Asian ethnic groups are significantly less likely to have recognised and supported SEN needs compared to their white, Black and mixed ethnicity peers.

Analysis of SEND Prevalence and Need in Walsall Schools

- 2.9. Children who speak English are a third more likely to receive support for SEND and are around 10% less likely to attend special school, however, they are more likely to receive support at primary school. Pupils in receipt of SEN Support who are EAL are over 50% more likely to have a primary need of Speech, Language and Communication, but are less than half as likely to have a Primary Need of SEMH - further work is needed to understand whether the speech language and communication needs are genuine SEND or in relation to language barriers and whether a focus on this is preventing pupils who are EAL from receiving support for SEMH.
- 2.10. Pupils who are EAL and in receipt of an EHCP are also more likely to have SLCN as their primary need, but almost half as likely to have a primary need of Autism.
- 2.11. The number of pupils in receipt of Free School Meals is increasing and higher than comparators. Pupils in receipt of Free School Meals are twice as likely to have a recognised SEN as their peers who do not receive FSM and a higher proportion attend special school.

3. Next Actions

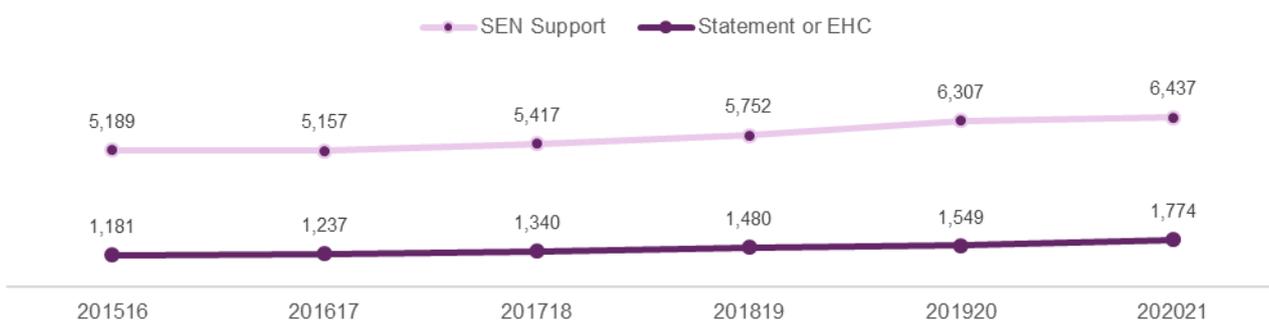
- 3.1. While this analysis confirms that there has been significant improvement in identifying pupils with Special Educational Needs in Walsall over the past six years, however, there is still some way to go before proportions of are line with comparators. The transformation of SEN Services in the borough and the implementation of the SEND Strategy and Inclusion Strategy will support in the continued closure of this gap and will ensure that pupils who need additional support in Walsall receive it.
- 3.2. However there is some specific work to be undertaken to understand further, the underlying reasons for the disproportionality in SEND Need, particularly for girls, children from Asian ethnic backgrounds and pupils who speak English as an Additional Language.
- 3.3. This is something that will be picked up at a number of levels:
- Operationally the SEND team will examine this data further and review it in line with process transformation to ensure that disproportionality is not built into the system.
 - Children's Services will be reviewing their strategic approach to disproportionality as part of the wider Walsall Right 4 Children Transformation Plan – with Equalities being a key part of the WR4C Outcomes Framework and focus of discussion over the coming months.
 - We will work with partners to ensure disproportionality is understood across the system and that services for children with SEND meet the needs of all children equally.

Detailed Analysis

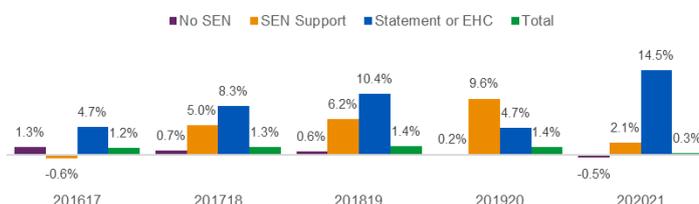
4. Demographics of Walsall's SEN population

- 4.1. As of January 2021, 53,105 children attend Walsall schools. This is an increase of 5.7% over the past six years and an increase of 0.3% in the past 12 months. Walsall's school population is increasing at a slightly quicker rate than regional neighbours (4.9% in 6 years and 0.2% in the past 12 months) and national neighbours (4.6% in 6 years and 0.4% in the past 12 months).
- 4.2. 6,437 children (12.1%) benefit from SEN Support and 1,774 (3.3%) of children are supported via an EHCP. Both the number of children with SEN Support and the number with an EHCP have increased continually over the past six years.
- 4.3. SEN Support has increased by 24.1% in the past six years and 2.1% in the past 12 months – this is a significant increase compared with regional neighbours (7.6% in 6 years and 0.8% in the past 12 months) and national peers (8.1% in the past six years and 0.3% in the past 12 months).
- 4.4. Conversely, although the number of children with an EHCP has increased more than regional and national comparators in the past six years (50.2% compared with 25.9% in the West Midlands and 36.2% nationally), in the past 12 months, the increase has been slightly lower (14.5% compared with 8.1% regionally and 10.2% nationally).
- 4.5. It is likely that this is at least in part due to the back log of EHCP assessments that have been continued to be completed and a large number of new requests received throughout the end of the 2020 calendar year and into the 2021 calendar year. However, it should be noted that any anticipated increase is dependent upon how many of the children with plans have placements in Walsall schools and whether there is any movement with children from other boroughs leaving Walsall schools which may counteract the increase in local EHCP numbers.

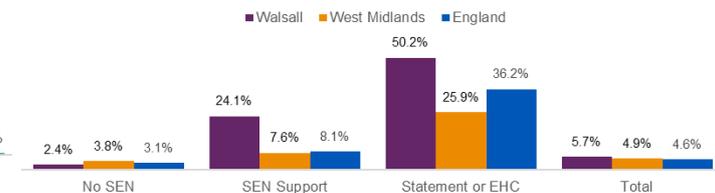
Percentage of school children with SEND Support



Percentage change in children attending Walsall schools by SEN need year on year



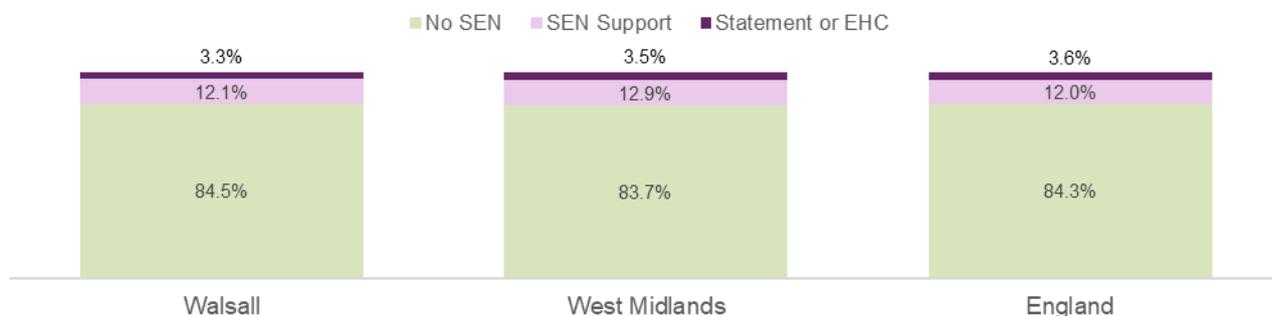
Percentage change in children attending schools by SEN type between 2015-16 and 2020-21



Analysis of SEND Prevalence and Need in Walsall Schools

- 4.6. Despite the increases in the number of children benefitting from SEN Support and EHCPs in Walsall, the percentage of children in receipt of SEN services remains lower overall than comparators

Percentage of children in Walsall schools by SEND Status

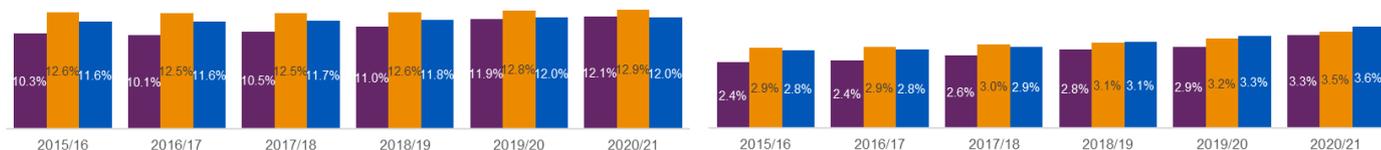


Percentage of school children with SEND Support

■ Walsall SEN Support ■ West Midlands SEN Support ■ England SEN Support

Percentage of school children with an EHCP

■ Walsall EHCP ■ West Midlands EHCP ■ England EHCP

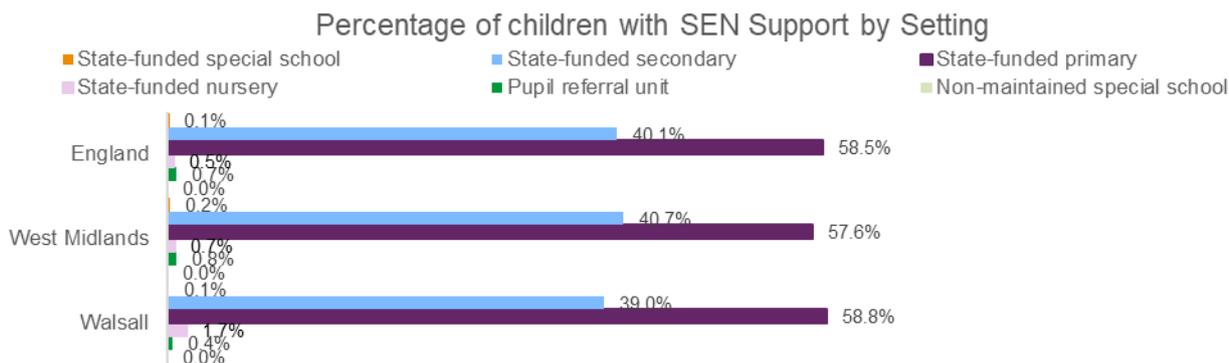


5. SEN Need by Setting

SEN Support

- 5.1. The proportion of children in receipt of SEN Support in primary and secondary school settings in Walsall is broadly in line with regional and national peers. Over the past six years the number of children receiving SEN Support in primary schools has increased at 25.2%, just above the number of children in secondary school settings (21.7%) indicating that there has been an improvement in identifying the number of children in need of SEN support at an earlier stage in their schools career across the six years. However, in the past 12 months the number of children receiving SEN Support in primary schools has decreased by 1.6%, compared to an increase of 8.9% in secondary school settings.
- 5.2. Although numbers remain small, there has also been an increase in the number of children receiving SEN support in nursery settings (108 in January 2021 up from 59 in 2016). The overall percentage of children with SEN Support in nursery settings is slightly higher in Walsall (1.7%) than regional (0.7%) and national (0.5%) peers, again suggesting that SEN needs in Walsall are starting to be identified earlier.

Analysis of SEND Prevalence and Need in Walsall Schools



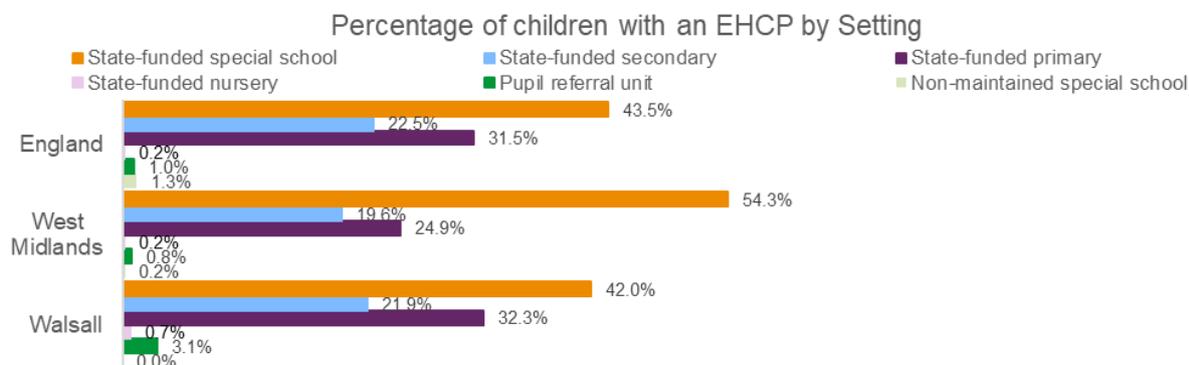
EHCPs

5.3. Data for children in receipt of an EHCP varies more when compared with national and regional neighbours. 42% of children with an EHCP attend special schools compared with 43.5% nationally and 54.3% in the West Midlands. The higher rate in the overall West Midlands may be due to higher number of special schools and therefore special school places being available in some neighbouring areas.

5.4. The percentage of pupils with an EHCP in special schools has increased by 30.5% in Walsall over the past six years – this is a higher increase than regionally 23.6%, but on par with national (30.6%), however, in the past 12 months, the increase has only been 0.9% compared to 3.1% regionally and 5.5% nationally.

5.5. Although the number of pupils in special school has increased, as a proportion of the total number of children with an EHCP, the percentage in special schools has fallen from 48.3% in 2016 and 47.6% in 2020 to 42.0% in 2021, whereas the proportion in primary school has increased from 27.7% in 2016, 29.2% in 2020 to 32.3% in 2021. This indicates a possible slight shift in ensuring that where possible and appropriate, children with an EHCP can continue to be educated in mainstream education, however, it may also be linked to special school placement sufficiency.

5.6. The number of children with an EHCP attending PRUs in Walsall has tripled from 18 in 2019 to 55 in 2021. This is in line with changes in the way that children who have to attend the PRU following exclusions are worked with and indicates an improved recognition and support of SEND needs that may have previously gone unrecognised by this cohort.



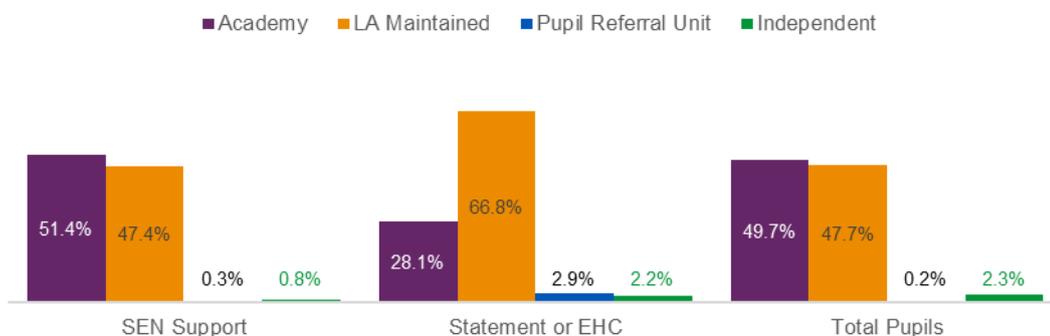
Academies vs LA Maintained Schools

5.7. In Walsall, 49.7% of pupils attend academies, 47.7% attend LA maintained schools 0.2% attend pupil referral units and 2.3% attend independent schools. A lower

Analysis of SEND Prevalence and Need in Walsall Schools

proportion of Walsall children attend academies compared with regional and national peers (56.2% and 50.4% respectively) and similarly a smaller proportion attend independent schools (4.3% in the West Midlands, 6.6% nationally)

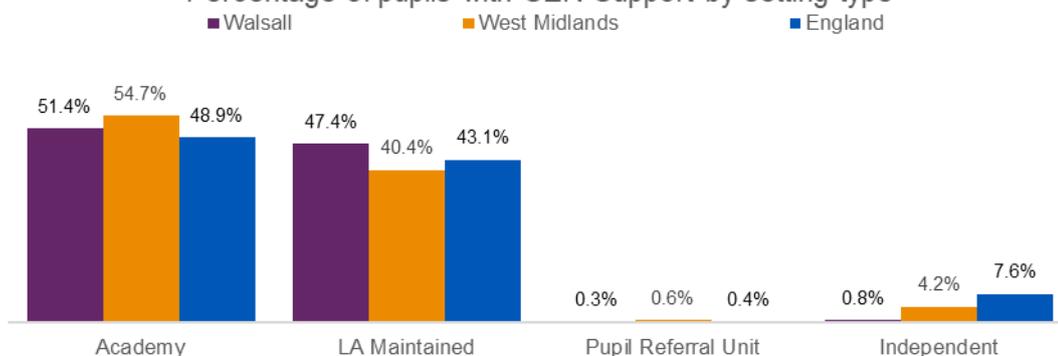
Percentage of school children with SEND by setting type



5.8. For children who are in receipt of SEN Support the proportion attending academies increases to 51.4%. The fact that a higher proportion of children with SEN Support attend academies than the overall pupil's population is in contrast to regional and national peers, where a smaller percentage of pupils with SEN Support attend academies than the overall population.

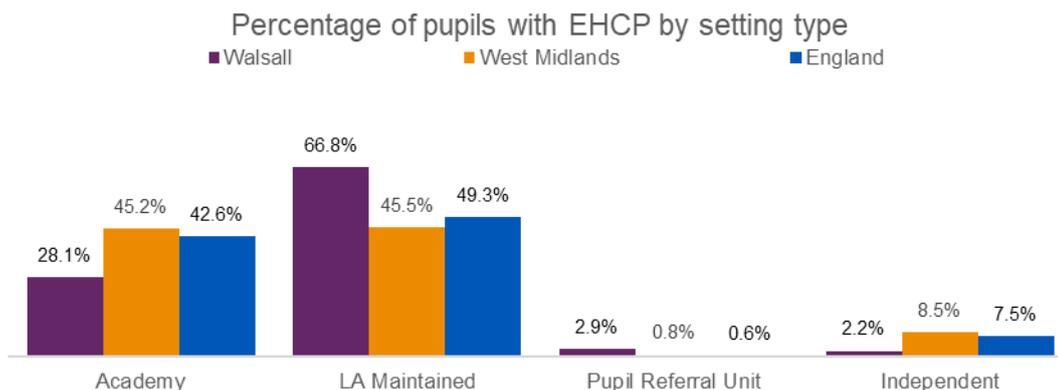
5.9. A much smaller percentage of pupils who attend independent schools in Walsall are in receipt of SEN Support, however, this is likely to be due to fewer children attending independent schools overall.

Percentage of pupils with SEN Support by setting type

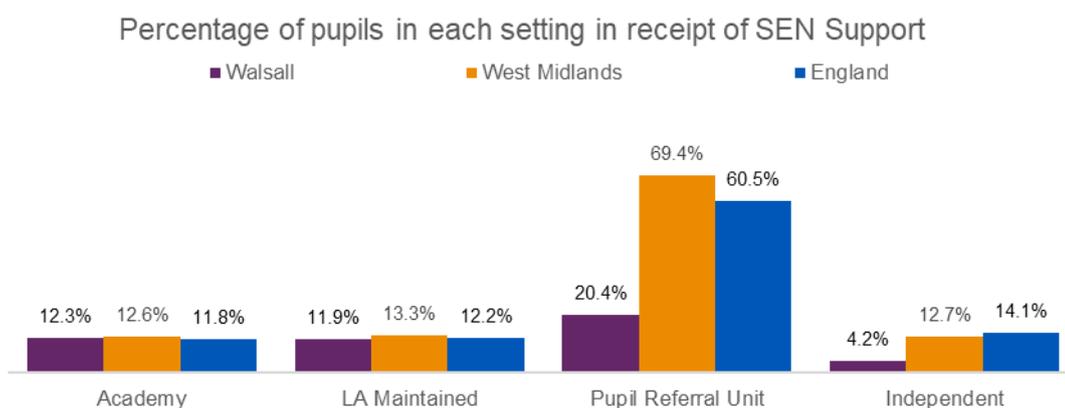
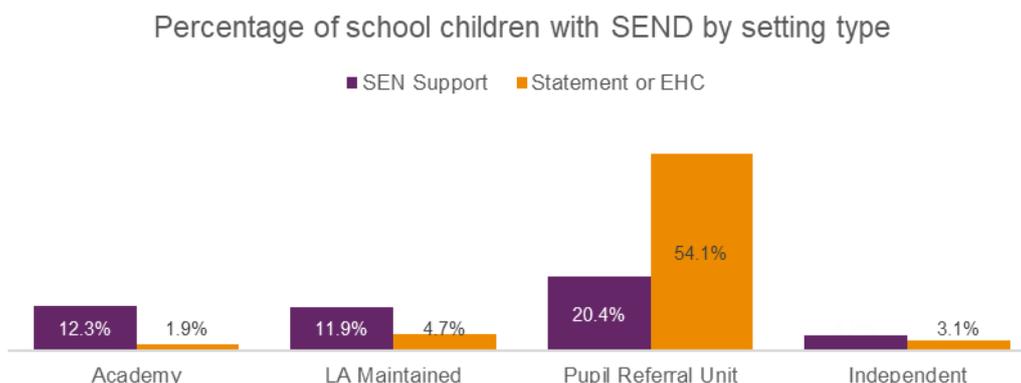


5.10. Only 28.1% of the pupils in Walsall who are in receipt of EHCPs attend academies in Walsall – the vast majority – 66.8% attend LA maintained schools – this is in significant contrast to regional and national peers where the proportions of pupils with an EHCP attending academies and LA schools is more balanced.

Analysis of SEND Prevalence and Need in Walsall Schools



5.11. When the data is looked at in relation to the SEN need within each setting, it shows that the proportion of children in each setting who are in receipt of SEN Support is fairly balanced between academies, where 12.3% of pupils are in receipt of SEN Support compared with 11.9% in LA maintained schools. This is also in line with the pattern seen among regional and national peers, although a higher proportion of pupils in mainstream settings are in receipt of SEN Support regionally and nationally.

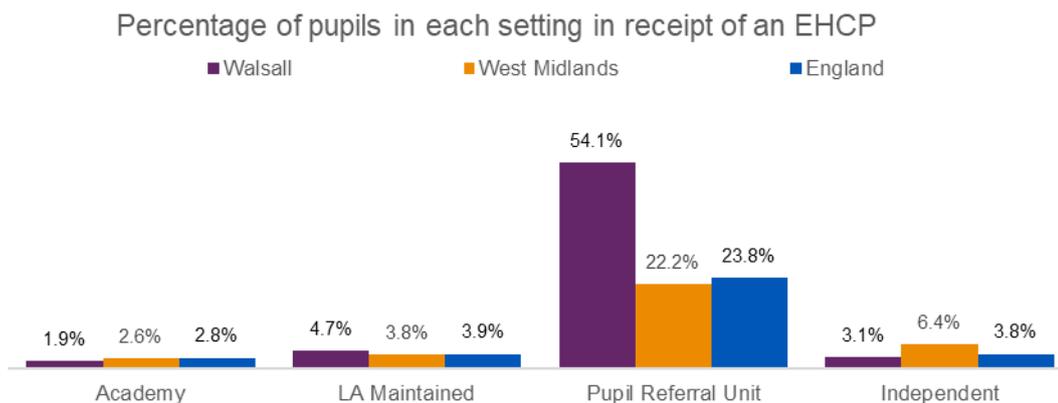


5.12. Conversely a much smaller percentage of pupils who attend academies are in receipt of an EHCP than the pupils who attend mainstream settings with just 1.9% of pupils who attend academies being in receipt of an EHCP compared with 4.7% of pupils who attend mainstream settings. Although this is likely to be due to special schools in Walsall being LA Maintained.

5.13. There is a similar disparity among regional and national peers, although a higher proportion of children who attend academies regionally and nationally have an EHCP –

Analysis of SEND Prevalence and Need in Walsall Schools

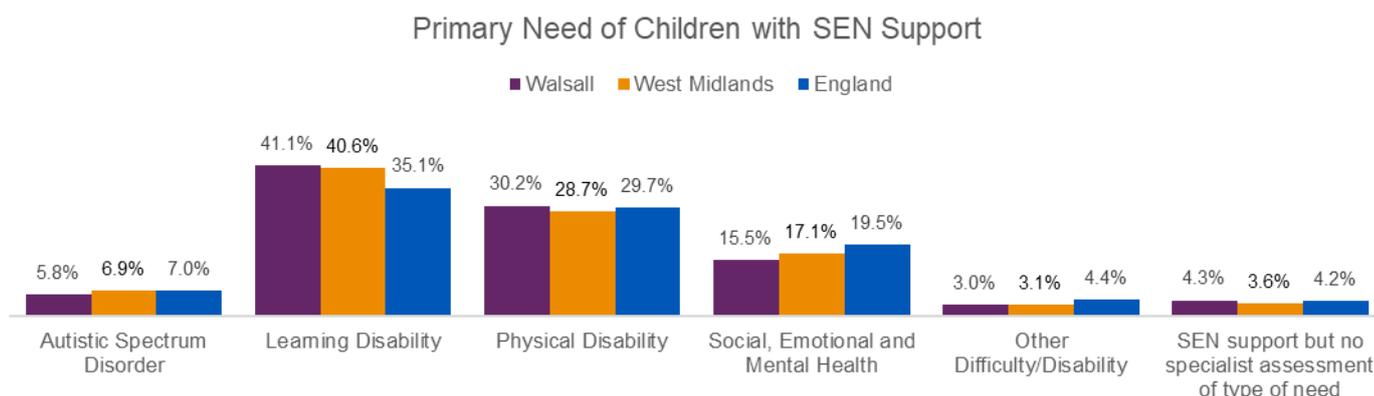
this may however, be affected by a higher proportion of special schools being academies in other areas.



5.14. A significantly higher proportion of pupils in pupil referral units are in receipt of an EHCP compared with regional and national peers, while a much lower proportion are in receipt of SEND. While smaller numbers of pupils attending PRUs mean this data should be treated with some caution, it is an area that warrants further consideration, but is likely linked to historical non-early recognition of SEND which has led to more children with SEND being expelled from school and their EHCP assessments being completed when they have entered the PRU.

6. Primary Need

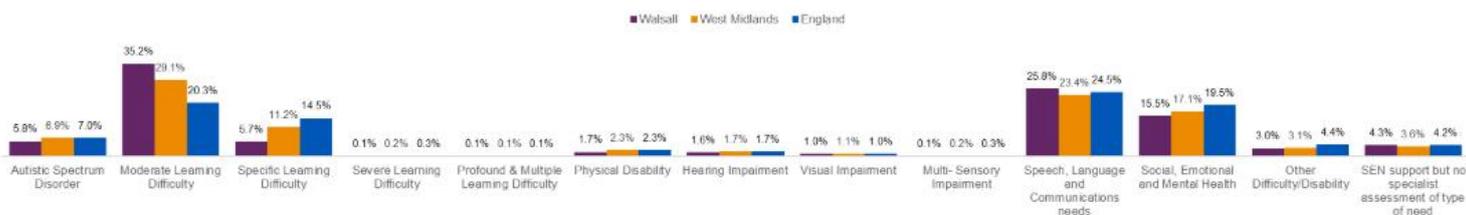
- 6.1. When primary needs are grouped into categories, the highest need for children in receipt of SEN Support in Walsall is Learning Disability at 41.1%. This is broadly in line with regional peers, although higher than the regional figure of 35.1%.
- 6.2. A far lower percentage of children in Walsall who are in receipt of SEN Support have a primary need of Social, Emotional and Mental Health. This is something that has been recognised and work is taking place with schools to ensure that children with SEMH are recognised and supported.



6.3. While overall the proportion of children with a learning disability primary need is in line with regional peers, when the needs are broken down in detail, it shows that there are a higher proportion of children with a moderate learning disability and significantly smaller proportion with a specific learning disability identified as their primary need. This needs to be explored in more detail to understand whether specific learning difficulties are going unrecognised or whether they are being mis-categorised as moderate learning disabilities.

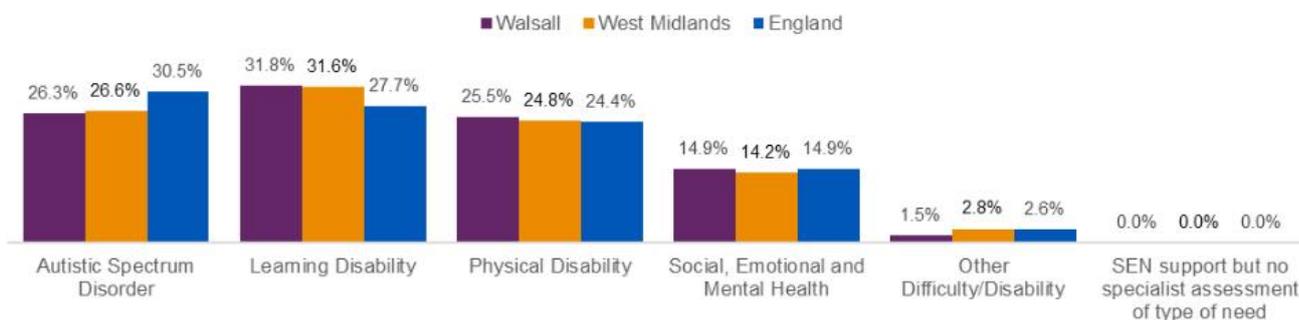
Analysis of SEND Prevalence and Need in Walsall Schools

Primary Need of Children with SEN Support



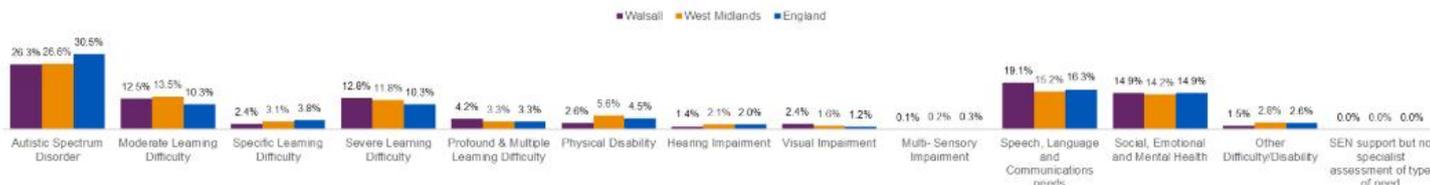
6.4. For children in receipt of and EHCP, learning disability again, accounts for the highest proportion, although for this group it is closely followed by autistic spectrum disorder and physical disability. In all primary needs there are slight differences with regional and national peers, however, all needs are broadly in line with comparators.

Primary Need of Children with EHCP



6.5. The detailed breakdown of need is also more in line with regional and national peers for children with an EHCP than it is for children in receipt of SEN Support although the proportion of children with speech language and communication needs is slightly higher while the proportion with a physical disability is slightly lower.

Primary Need of Children with EHCP



Demographics

7. Gender

7.1. Boys are significantly more likely to have an identified SEN Need than girls. While boys make up 51.2% of Walsall's school population they account for 64.7% of pupils in receipt of SEN Support and three quarters (74.2%) of pupils with an EHCP. This follows a similar pattern regionally and nationally.

7.2. There has been very little change in these proportions over the past six years and in fact, while the proportion of pupils in receipt of SEN Support that are female has increased slightly, the proportion in receipt of an EHCP has reduced. In January 2016 33.2% of the pupils in receipt of SEN Support and 27.7% of the pupils in receipt of an EHCP were female compared with 35.3% and 25.8% in January 2021.

Analysis of SEND Prevalence and Need in Walsall Schools

| Girl / Boy Comparison - January 2021 | | Walsall | | West Midlands | | England | |
|--------------------------------------|-------|---------|-------|---------------|-------|---------|-------|
| Phase | Total | | | | | | |
| Primary Need | Total | Girls | Boys | Girls | Boys | Girls | Boys |
| No SEN | | 51.7% | 48.3% | 51.9% | 48.1% | 51.8% | 48.2% |
| SEN Support | | 35.3% | 64.7% | 35.7% | 64.3% | 35.8% | 64.2% |
| Statement or EHC | | 25.8% | 74.2% | 27.7% | 72.3% | 26.9% | 73.1% |
| Total | | 48.8% | 51.2% | 49.0% | 51.0% | 49.0% | 51.0% |

| Girl / Boy Comparison - January 2016 | | Walsall | | West Midlands | | England | |
|--------------------------------------|-------|---------|-------|---------------|-------|---------|-------|
| Phase | Total | | | | | | |
| Primary Need | Total | Girls | Boys | Girls | Boys | Girls | Boys |
| No SEN | | 51.1% | 48.9% | 51.7% | 48.3% | 51.6% | 48.4% |
| SEN Support | | 33.2% | 66.8% | 34.9% | 65.1% | 34.8% | 65.2% |
| Statement or EHC | | 27.7% | 72.3% | 27.7% | 72.3% | 27.1% | 72.9% |
| Total | | 48.7% | 51.3% | 48.9% | 51.1% | 49.0% | 51.0% |

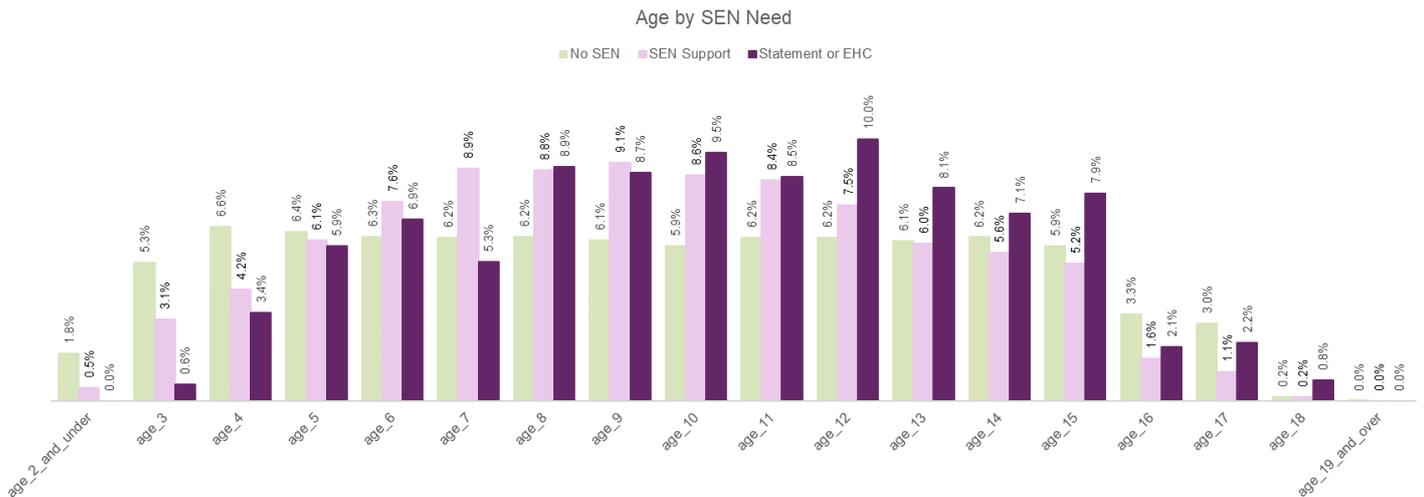
- 7.3. 8.8% of all girls are in receipt of SEN Support and 1.8% are in receipt of EHCPs, conversely 15.3% of boys are in receipt of SEN support and 4.8% are in receipt of EHCPs.
- 7.4. The number of girls in receipt of SEN Support has increased 31.8% over the past six years and the number in receipt of EHCPs has increased by 39.8%, for boys the increase in receipt of SEN Support has been slightly lower at 20.2%, however, the increase in receipt of EHCPs has been significantly higher at 54.2%.
- 7.5. In terms of setting, the proportion of both boys and girls with an EHCP who attend special schools is broadly similar at 41.4% for girls and 42.2% for boys. However the data for primary and secondary schools suggests that as well as boys being more likely to have a recognised SEN, their needs are also more likely to be recognised earlier. 55.8% of girls in receipt of SEN Support and 30% in receipt of EHCPs attend primary schools compared with 60.5% of boys in receipt of SEN Support and 33.1% in receipt of an EHCP.
- 7.6. For pupils in receipt of SEN Support, the top three primary needs for boys and girls are the same; Moderate Learning Disability (MLD), Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH). However, once again these proportions differ. For girls 41.5% have MLD, 20.8% have SLCN and 13.4% have SEMH. For boys this is 31.8% with MLD, 28.6% with SLCN and 16.6% with SEMH.
- 7.7. The top three primary needs for pupils who are in receipt of EHCPs differs between groups. For boys, the top three needs are: Autism – 28.6%, SLCN – 19.3% and SEMH – 16.2%. For girls, the top three primary needs are: Autism – 19.5%, SLCN – 18.4% and MLD – 15.3%.

8. Age

- 8.1. Up until the age of 10, there are higher proportions of children in receipt of SEN support than there are of children with an EHCP (with the exception of age 8 where there is a 0.1 percentage point difference between SEN support and children with an EHCP), however, from the age of 10 there are higher proportions of children in receipt of EHCPs. There are a number of factors which influence this including; needs increasing in severity as children get older and primary schools being able to support children in smaller, more intimate settings but being concerned about how children with additional needs will fare in secondary school. Questions around whether

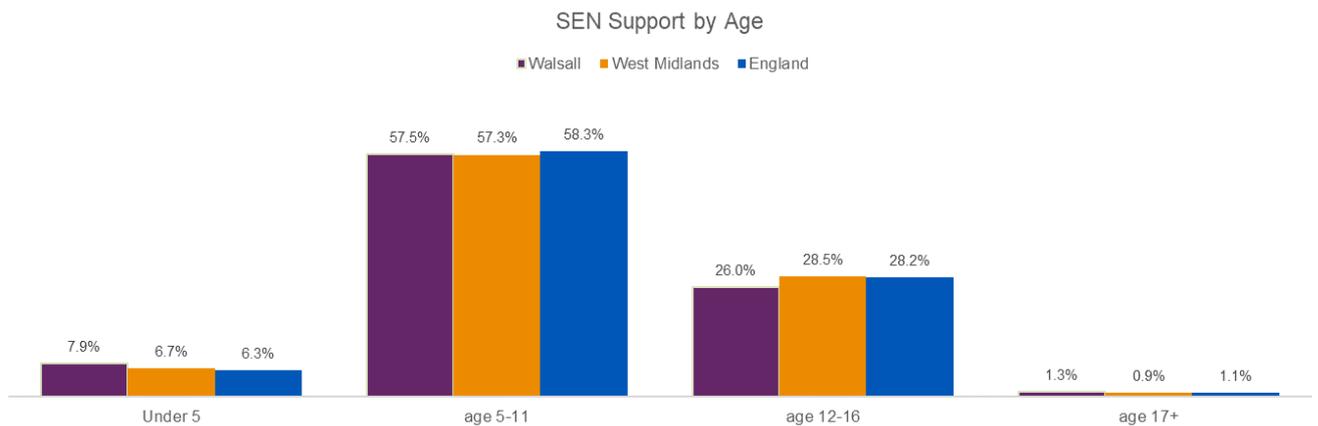
Analysis of SEND Prevalence and Need in Walsall Schools

secondary schools are appropriately recognising and delivering SEN Support also need to be explored.

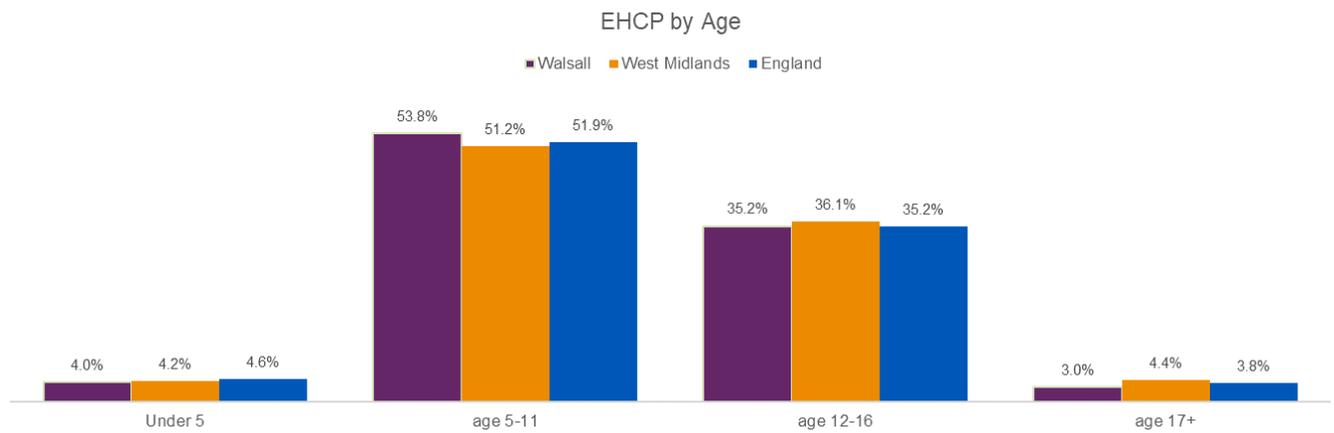


8.2. However, despite the differences in the age that children receive different types of support, the data indicates that children receiving support for SEND are younger in Walsall than among regional and national peers. What is not clear and needs to be explored further is whether this is because needs are recognised earlier or whether children whose needs may not become apparent until they are older are not receiving the support that they need.

8.3. Benchmarking indicates that Walsall has a lower percentage of older children in receipt of SEN Support, but a higher proportion of under 5's are receiving SEN Support than regional and national peers. For children in receipt of EHCPs, a higher proportion are aged 5-11 than comparators.

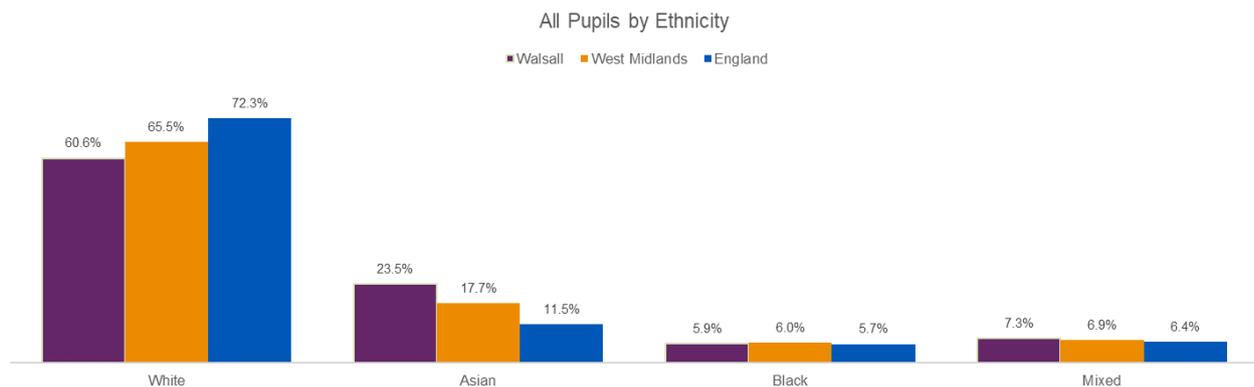


Analysis of SEND Prevalence and Need in Walsall Schools



9. Ethnicity

9.1. In Walsall schools, 60.6% of pupils are from white ethnic groups, 23.5% are from Asian ethnic groups, 5.9% are from black ethnic groups and 7.3% are from mixed groups. A higher proportion of pupils are from BAME backgrounds than regionally and nationally, however, it is the fact that there are a much higher number of pupils from Asian groups which causes this difference – the proportion of pupils from Black groups and mixed ethnicity groups is broadly in line with the regional and national proportions.

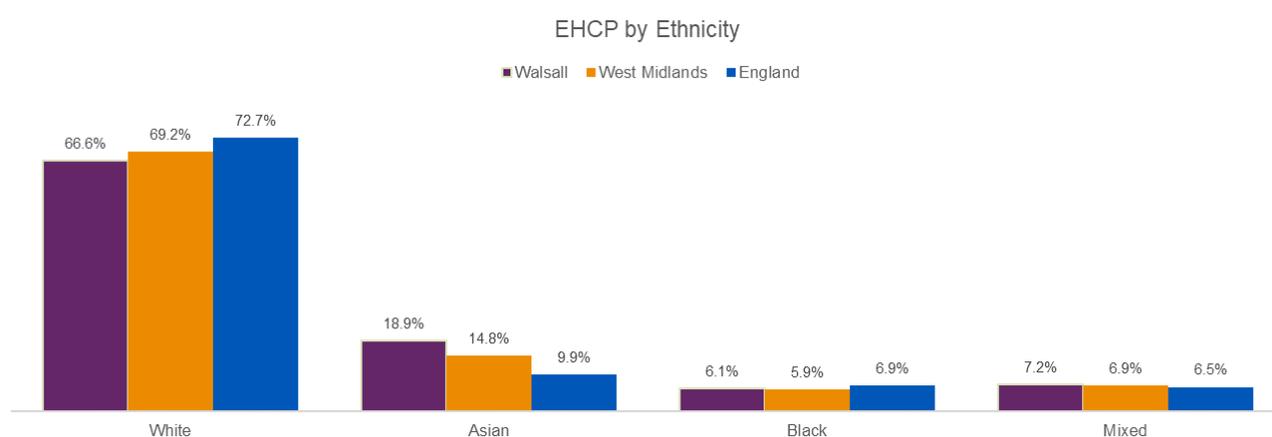
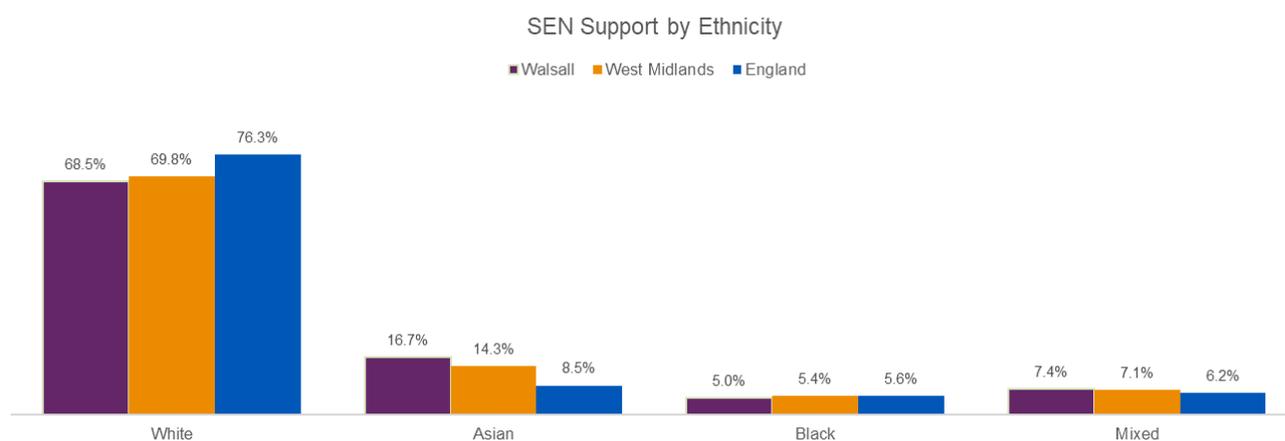


9.2. For pupils in receipt of SEN Support, the proportion that are from mixed ethnicity groups are broadly in line with overall pupil numbers and the proportion from Black ethnicity backgrounds are only slightly lower at 5.0%. However, the biggest disproportionality is among Asian groups where only 16.7% of pupils in receipt of SEN Support are from Asian ethnicity backgrounds.

9.3. The gap between the overall proportion of pupils that are from Asian groups and the proportion from those groups in receipt of SEN Support is 6.8% points in Walsall. This is higher than the gap regionally at 3.4% points and nationally at 3% points.

9.4. There is slightly less disproportionality among pupils in receipt of EHCP where 18.9% of pupils are from Asian groups a gap of 4.6% points compared to 2.9% points regionally and 1.6% points nationally.

Analysis of SEND Prevalence and Need in Walsall Schools

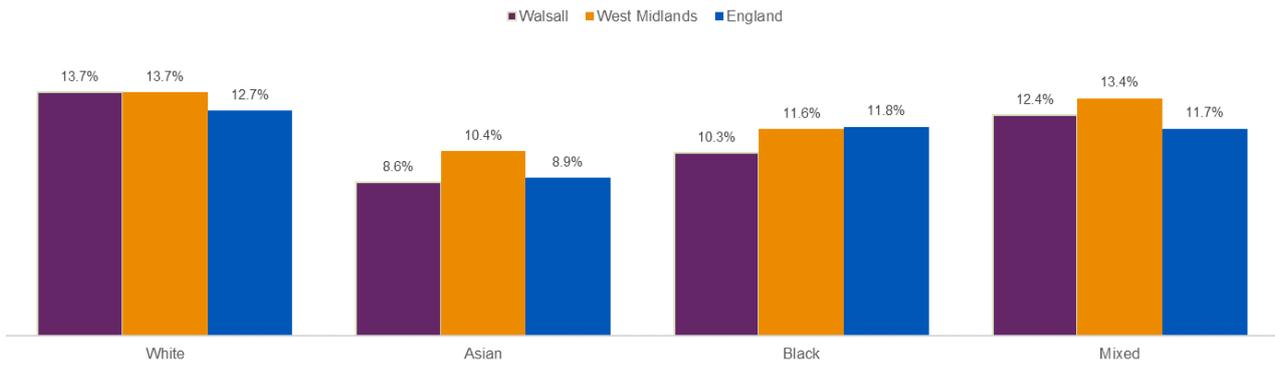


9.5. When the proportion of pupils in each ethnic group that have a SEN need are looked at, the disproportionality among each group becomes even more stark:

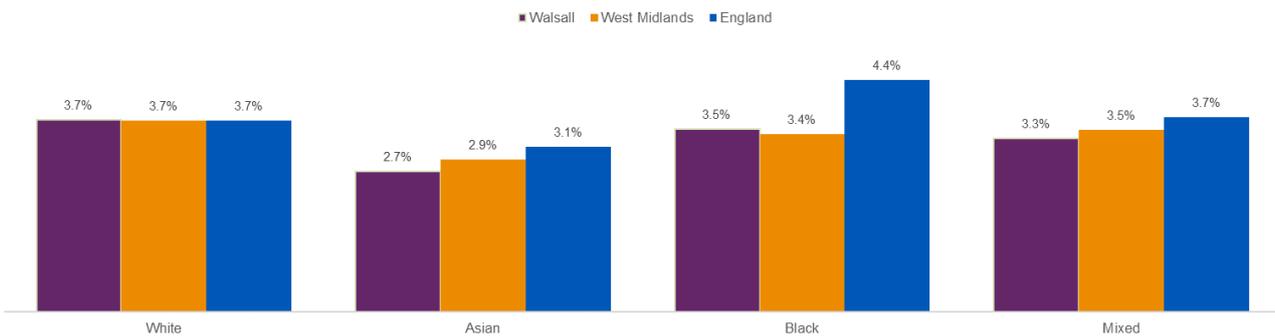
- 13.7% of pupils from white ethnic backgrounds are in receipt of SEN Support and 3.7% are in receipt of an EHCP. This is broadly in line with regional and national comparators.
- Only 8.6% of pupils from Asian ethnic backgrounds are in receipt of SEN Support and just 2.7% are in receipt of an EHCP – this is lower than Asian groups among both regional and national comparators.
- Similarly while the proportion of children in receipt of SEN Support and EHCPs from Black ethnic backgrounds are broadly in line with overall proportions of Black pupils, only 10.3% of students from Black ethnic backgrounds are in receipt of SEN support and 3.5% are in receipt of an EHCP. Again, this is lower than national and regional comparators for children in receipt of SEN Support. This is broadly in line with regional for those in receipt on an EHCP (3.4%), but lower when compared to 4.4% nationally.
- While still slightly lower than pupils from white ethnic backgrounds, a higher proportion of pupils from mixed ethnic backgrounds are in receipt of SEN Support at 12.4% and EHCPs at 3.3%. Although for SEN Support this remains below regional comparators and for EHCPs below both regional and national comparators.

Analysis of SEND Prevalence and Need in Walsall Schools

Percentage of pupils by ethnicity that are in receipt of SEN Support



Percentage of pupils by ethnicity that are in receipt of an EHCP



10. English as an Additional Language

10.1. 23% of pupils in Walsall schools have a first language that is something other than English. This is higher than regional neighbours at 21.1% and national peers at 19.3%. However, a significantly lower proportion of pupils who are in receipt of SEN Support and EHCPs speak a language other than English and the gaps for these groups is larger than for comparators.

10.2. Just 18.6% of pupils in receipt of SEN Support speak English as an additional language compared to 18.0% regionally and 15.8% nationally. That is a gap between the proportion of pupils in receipt of SEN Support that are EAL and all pupils of 4.4% points in Walsall compared with 3.1% points regionally and 3.5% points nationally.

10.3. 16.9% of pupils in receipt of an EHCP speak English as an additional language compared to 15.6% regionally and 15.4% nationally. That is a gap between the proportion of pupils in receipt of EHCPs that are EAL and all pupils of 6.1% points in Walsall compared with 5.5% points regionally and 3.9% points nationally.

Analysis of SEND Prevalence and Need in Walsall Schools

| EAL / English Comparison - January 2021 | | Walsall | | West Midlands | | England | |
|---|-------|---------|---------|---------------|---------|---------|---------|
| Phase | Total | | | | | | |
| Primary Need | Total | EAL | English | EAL | English | EAL | English |
| No SEN | | 23.9% | 75.8% | 21.8% | 77.8% | 19.9% | 79.7% |
| SEN Support | | 18.6% | 81.2% | 18.0% | 81.7% | 15.8% | 83.9% |
| Statement or EHC | | 16.9% | 83.1% | 15.6% | 84.0% | 15.4% | 84.2% |
| Total | | 23.0% | 76.7% | 21.1% | 78.5% | 19.3% | 80.3% |

| EAL / English Comparison - January 2016 | | Walsall | | West Midlands | | England | |
|---|-------|---------|---------|---------------|---------|---------|---------|
| Phase | Total | | | | | | |
| Primary Need | Total | EAL | English | EAL | English | EAL | English |
| No SEN | | 20.6% | 74.6% | 19.1% | 76.7% | 18.5% | 79.3% |
| SEN Support | | 18.5% | 79.1% | 17.8% | 79.3% | 16.6% | 81.9% |
| Statement or EHC | | 17.8% | 80.9% | 15.2% | 82.9% | 14.6% | 84.4% |
| Total | | 20.3% | 75.2% | 18.8% | 77.2% | 18.1% | 79.8% |

- 10.4. 9.8% of pupils whose first language is not English are in receipt of SEN Support and 2.4% are in receipt of an EHCP. This compares to 12.8% and 3.6% respectively of children whose first language is English.
- 10.5. The number of pupils who speak English as an Additional Language who are in receipt of support for SEN is also growing at a slower rate than for those whose first language is English. Between January 2016 and January 2021 the number of pupils who were EAL and in receipt of SEN Support increased by 24.9% and by 42.4% for those in receipt of an EHCP compared with 27.3% for SEN Support and 54.2% for EHCPs for those whose first language is English.
- 10.6. 39.5% of pupils with an EHCP who are EAL attend a special school compared with 42.5% of pupils who speak English as their first language. However, pupils who speak English as an Additional Language are more likely to receive support at primary school with 65.5% of those who are in receipt of SEN Support and 43.8% of those who are in receipt of EHCPs receiving support in primary settings compared with 57.3% and 30% of pupils who do not have EAL.
- 10.7. As with the gender split, the top three primary needs for both groups in receipt of SEN Support remains the same; MLD, SLCN and SEMH – however, pupils who speak English as their first language are significantly more likely to have their needs recognised as SEMH, whereas pupils who have EAL are more likely to have their needs recognised as SLCN (EAL pupils: MLD – 38.9%, SLCN – 35.6%, SEMH – 8.8%, non EAL pupils: MLD – 34.3%, SLCN – 23.6%, SEMH – 17%). Further exploration of this is needed to understand whether the speech language and communication needs are genuine SEND or in relation to language barriers and whether a focus on this is preventing pupils who are EAL from receiving support for SEMH.
- 10.8. The top three primary needs for pupils who are in receipt of EHCPs differs between groups. For pupils who speak English as their first language, the top three needs are: Autism – 28.2%, SLCN – 18.3% and SEMH – 17.1%. For pupils who are EAL, the top three primary needs are: SLCN – 22.4%, Severe Learning Disability – 20.7% and Autism – 16.7%. Again, this raises a number of questions around whether language barriers are preventing the effective diagnosis of Autism among pupils who are EAL and whether SEMH needs are being appropriately supported (SEMH as a primary need among pupils in receipt of an EHCP is just 4.0%).

Analysis of SEND Prevalence and Need in Walsall Schools

11. Free School Meals

11.1. 29.6% of all pupils are in receipt of free school meals (FSM). This is higher than comparators where 24.5% of pupils regionally receive FSM and 20.8% nationally. The proportion of pupils who receive FSM are also growing at a faster rate than regionally and nationally with an increase of 9.9% points between January 2016 and January 2021 compared with 7.5% points regionally and 6.5% points nationally.

11.2. However, children who have an SEN need are almost twice as likely to be in receipt of free schools meals with 45.2% of pupils who receive SEN Support also receiving FSM and 47% of pupils with an EHCP.

| FSM / Non-FSM Comparison - January 2021 | | Walsall | | West Midlands | | England | |
|---|-------|---------|--------|---------------|--------|---------|--------|
| Phase | Total | | | | | | |
| Primary Need | Total | FSM | No FSM | FSM | No FSM | FSM | No FSM |
| No SEN | | 26.7% | 73.3% | 21.8% | 78.2% | 18.2% | 81.8% |
| SEN Support | | 45.2% | 54.8% | 37.6% | 62.4% | 34.3% | 65.7% |
| Statement or EHC | | 47.0% | 53.0% | 41.0% | 59.0% | 38.0% | 62.0% |
| Total | | 29.6% | 70.4% | 24.5% | 75.5% | 20.8% | 79.2% |

| FSM / Non-FSM Comparison - January 2016 | | Walsall | | West Midlands | | England | |
|---|-------|---------|--------|---------------|--------|---------|--------|
| Phase | Total | | | | | | |
| Primary Need | Total | FSM | No FSM | FSM | No FSM | FSM | No FSM |
| No SEN | | 17.7% | 82.3% | 14.6% | 85.4% | 12.1% | 87.9% |
| SEN Support | | 33.1% | 66.9% | 29.0% | 71.0% | 26.3% | 73.7% |
| Statement or EHC | | 37.1% | 62.9% | 34.0% | 66.0% | 31.6% | 68.4% |
| Total | | 19.7% | 80.3% | 17.0% | 83.0% | 14.3% | 85.7% |

11.3. Overall, 18.5% of pupils in receipt of FSM also receive SEN Support and 5.3% are in receipt of an EHCP compared with 9.4% and 2.5% of their peers who do not receive free school meals.

11.4. The number of pupils in receipt of free school meals that also receive SEN Support has grown by 69.2% in the past six years and the number in receipt of an EHCP has grown by 90.4%. This is significantly higher growth than the proportion of pupils who do not receive free school meals where the number in receipt on an SEN Support has grown by just 1.7% and the number in receipt of an EHCP by 26.5%.

11.5. 47.1% of pupils with an EHCP who receive FSM attend a special school compared with 37.4% of pupils who do not receive FSM. However, pupils who receive FSM are, like children who speak EAL are more likely to receive support at primary school with 63.2% of those who are in receipt of SEN Support and 29.6% of those who are in receipt of EHCPs receiving support in primary settings compared with 55.3% and 34.7% of pupils who do not receive FSM. The proportion of non-FSM pupils with an EHCP in primary school is higher, however, this is offset by the higher proportion of pupils in receipt of FSM who attend a special school.

11.6. As with the gender and EAL split, the top three primary needs for both groups in receipt of SEN Support remains the same; MLD, SLCN and SEMH – however, pupils who are in receipt of FSM are more likely to have their needs recognised as MLD (FSM pupils: MLD – 39.8%, SLCN – 22.8%, SEMH – 17.8%, non FSM pupils: MLD – 31.4%, SLCN – 28.4%, SEMH – 13.6%).

11.7. The top three primary needs for pupils who are in receipt of EHCPs differs between groups. For pupils who are in receipt of FSM, the top three needs are: Autism – 25.7%, SLCN – 17.3% and SEMH – 18.0%. For pupils who not in receipt of FSM, the top three primary needs are: Autism – 26.8%, SLCN– 20.6% and Severe Learning Disability – 13.4%. SEMH as a primary need among this group is just 12.1%.

14 October 2021

Post-16 Employment and Skills Support

Ward(s): All

Portfolios: Councillor Chris Towe - Education and Skills

1.0 Aim

To update Members on the post-16 employment and skills support services in Walsall.

2.0 Recommendations

Members to note the current post-16 employment and skills support services in Walsall and consider the future resourcing of the services.

3.0 Report detail

Under Raising the Participation Age (RPA) legislation, all young people in England are required to continue in education or training until at least their 18th birthday. Local authorities have a statutory duty to 'assist, encourage and enable' young people aged 13-19 (and young adults with a learning difficulty and/or disability up to the age of 25) to participate in education or training. Local authorities are also required to ensure sufficient education is available to meet the needs of this population in their area.

Local Authority retain responsibility for providing targeted support for vulnerable young people and to provide returns on participation including data on those Not in Education, Employment and Training (NEET) to Department for Education on a monthly basis.

3.1. Post 16 IAG Service

The Post 16 IAG Team and Education Business Partnership, made up of 10 staff, were transferred from Childrens Services to the Employment and Skills Team in October 2020. This enabled the two teams to create a joint up and coherent education, employment and skills service to our young and older residents, and to ensure a targeted approach and focus on young people aged 16-24 years was maintained and further developed.

3.2. Employment and Skills Service

The key strategic objective of the Employment & Skills Team is to improve economic growth in the borough through collaborative working with our employers, partner organisations and training providers. Our core aim is to ensure that every Walsall resident has the opportunity to thrive and reach their full potential. The team achieves this by providing people access to support that progresses people to local skills provision, good quality jobs and sustainable careers. Our focus is to understand that the barriers faced by our residents are addressed including signposting to key specialist services ie counselling, health, housing, debt. Our support is generally targeted at people who are not in employment education or training.

Information Advice and Guidance (IAG)

Schools are responsible for delivering Careers Education, Information Advice and Guidance against the 8 Gatsby Benchmarks identified as the core priorities within a good careers and enterprise programme in schools. They are:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The Client Caseload Information System (CCIS) Managed Service is provided by Prospects Services (Shaw Trust) who are contracted on behalf of Walsall Council, the service provides local authorities with the information they need to support young people to engage in education and training; to identify those who are not participating and to plan services that meet young peoples' needs. It also enables LAs to provide management information to DfE through NCCIS.

Prospects CCIS team collect engagement data from schools, colleges and some training providers and complete the data returns to DfE on behalf of the Council but does not provide the local follow up services that focus on those young people who are not engaging in other services so become 'NEET' or 'Not Known'. Prospects team rely on the Council's CIAG Team (now part of the Employment and Skills Team) to support them with these young people and also mediate with schools when required.

Prospects Service have been noted in a national review of local destinations data for the methods of tracking and combined working with schools, through its 'Schools Exchange' as an example of best practice. This system was developed initially in Walsall over 5 years ago and has now spread into multiple local authorities and has been constantly improved. It is the power of the Prospects Service data hosting service that allows schools live access to data 24/7 from the moment a young person enters year 11 up until the January after finishing compulsory education. This facility is not available elsewhere.

With new planned advancements in hosting, Prospects Service provide free services to schools in Walsall including from the 2020 providing school leavers with access to destination information and the ability to update this data until each person reaches the beginning of the academic year 14. This will provide a multi organisational approach to future long-term tracking and identification of NEETs.

One extra tool we now have at our disposal is access to private email addresses. Through the Schools Exchange we have seen a substantial increase in the number of email addresses we can now use to help target follow-up. In 2019, only 37 email addresses of year 11 leavers were stored on our system. In 2020 this rose to 719 and for 2021 school leavers, 1873 private emails addresses were ready to be sent destination surveys on September 1st. This allows Prospects to email a survey on mass, allowing the very early collection of destinations without the delay of processing information by colleges or schools. This will help us target those who do not have a place much earlier than would normally be possible.

Below is a table showing how Walsall are currently performing in terms of the collection of Offer of Learning data. Offers of Learning should be given to every young person of Year 11 and Year 12 academic age. It is expected that by the end of September all young people would have received an offer appropriate to their academic and personal abilities.

The table below shows that in total 86.4% of those who should have an offer, have already received one at the end of July. This puts us in a good position moving forward and provides an initial projection of how many young people may require additional support in September.

We are current in a better position than the West Midlands and England figures, and ranked 2nd in our statistical neighbours.

| Jul-21 | Year 11 Offers % | Year 12 Offers % | Combined Offers % |
|--------------------|------------------|------------------|-------------------|
| Walsall | 86.7% | 86.1% | 86.4% |
| Derby | 73.7% | 44.6% | 59.4% |
| Rochdale | 76.0% | 31.9% | 54.3% |
| Peterborough | 94.0% | 80.4% | 87.4% |
| Stoke-on-Trent | 86.8% | 8.5% | 46.8% |
| Bolton | 82.5% | 54.1% | 68.9% |
| Tameside | 79.3% | 31.1% | 56.3% |
| Dudley | 0.0% | 0.0% | 0.0% |
| Sandwell | 76.9% | 77.6% | 77.3% |
| Kirklees | 91.0% | 75.6% | 83.0% |
| Telford and Wrekin | 93.9% | 72.2% | 83.6% |

| | | | |
|---------------|-------|-------|-------|
| West Midlands | 78.1% | 57.5% | 67.9% |
| England | 76.7% | 64.0% | 70.3% |

Traded Services

The Post 16 IAG Service and Education Business Partnership services, made up of 10 staff, were transferred from Childrens Services to the Employment and Skills Team in October 2020. The aim was to continue to retain and grow the traded services offer, however the challenges of delivering education during the pandemic prevented the opportunity to engage with schools effectively in order to offer our traded services. Many schools have made their own arrangements to provide impartial CIAG, however the Employment and Skills team continue to provide support with picking up students who have become NEET and provide support with CCIS enquiries. A traded service is provided to three Special Schools, Joseph Leckie Academy and Emmanuel School.

College Collaboration Project

From Sept 2020 – March 2021, the project allowed both the College and Local Authority to collaborate by pooling resources and staff to support the NEET young people identified at year 12 and offer intervention. This meant that individual young people could be guided and placed within the College or referred to the wider local authority offer using the BC Impact and Walsall Works programmes. Unfortunately the lockdowns during the pandemic resulted in plans being changed however we developed and strengthened our existing collaborative partnership with Walsall College together with our contracted data management service with Prospects. Data sharing agreements with both organisations have now been updated and amended to support the 16-18-years-old NEETs.

Careers Enterprise Company

Funding from the Careers Enterprise Company has been secured to build additional capacity in the existing Employment and Skills team to work with disadvantaged, vulnerable and hard to reach young people pre-16 and post 16 who are identified as being at risk of becoming NEET. A high percentage of the target group may not have attended school this past year

and therefore will have missed out on vital education and careers guidance. Young people identified at risk will be supported through targeted one-to-one contact and face to face interventions delivered by a qualified Careers Advice and Guidance practitioner.

The project will focus on those young people in year 11 and year 13 during the summer period to ensure a smooth transition back into post 16 provisions. The additional capacity has allowed work to begin and reach out to young people who are elective home educated (EHE), not registered with education in Walsall as children missing education (CME).

Black Country Impact

Walsall Council together with the other Black Country Local Authorities Dudley, Sandwell, and Wolverhampton, have been delivering this programme since July 2016 (funded by European Social Fund / Youth Employment Initiative (ESF/YEI). The project is targeted at getting 16-29-year-old NEETs engaging with positive activities such as education, employment and training. The programme, which provides non-statutory support and guidance is currently due to end in July 2023.

The programme provides personalised, joined up provision of local services to support young people who are unemployed, inactive and at risk of social inclusion to overcome barriers to participation and enter sustainable employment. Referrals are received from a multitude of sources i.e. education and training providers, Health Services, Families, Voluntary Community Services, Police, Probation and local authority teams such as Locality hubs, Youth Justice, Teenage Parents, Transitional Leaving Care.

Despite the difficult operating environment with the pandemic, the project continued to offer a hybrid delivery mode with most of our participant interactions delivered remotely. However, arrangements were in place to support the most vulnerable young people face to face in partner venues or home visits if required.

Impact Hub

The Impact Hub in the Crossings at St Pauls Walsall, is a drop-in facility and this has become a focal point for young people to seek support. Advisors are available daily Monday to Friday. Due to the effects of the pandemic we envisage NEETs and levels of unemployment to remain high in the borough. The Hub is a vital resource for the community to seek support.

Impact data tables:

| Impact Programme | Enrolments | Interventions | Outcomes |
|-------------------------|------------|---------------|----------|
| 16-29 year olds (total) | 4436 | 2461 | 1328 |
| 16-25 year olds (total) | 3755 | 2119 | 1170 |

| Outcomes | Education | Employment | Apprenticeship | Traineeship |
|-------------------------|-----------|------------|----------------|-------------|
| 16-25 year olds (total) | 414 | 540 | 55 | 92 |

Employer Engagement

An Employment Engagement Officer is based within the Employment and Skills Team, fully funded by the BC IMPACT programme, who provides a universal business support offer to our local employers, with a key focus on accessing employment and apprenticeship opportunities for the benefit of IMPACT eligible participant aged 16-29 years old. The key focus of this role is to service the recruitment needs of the employer and encouraging them to recruit from specific demographics of the local population.

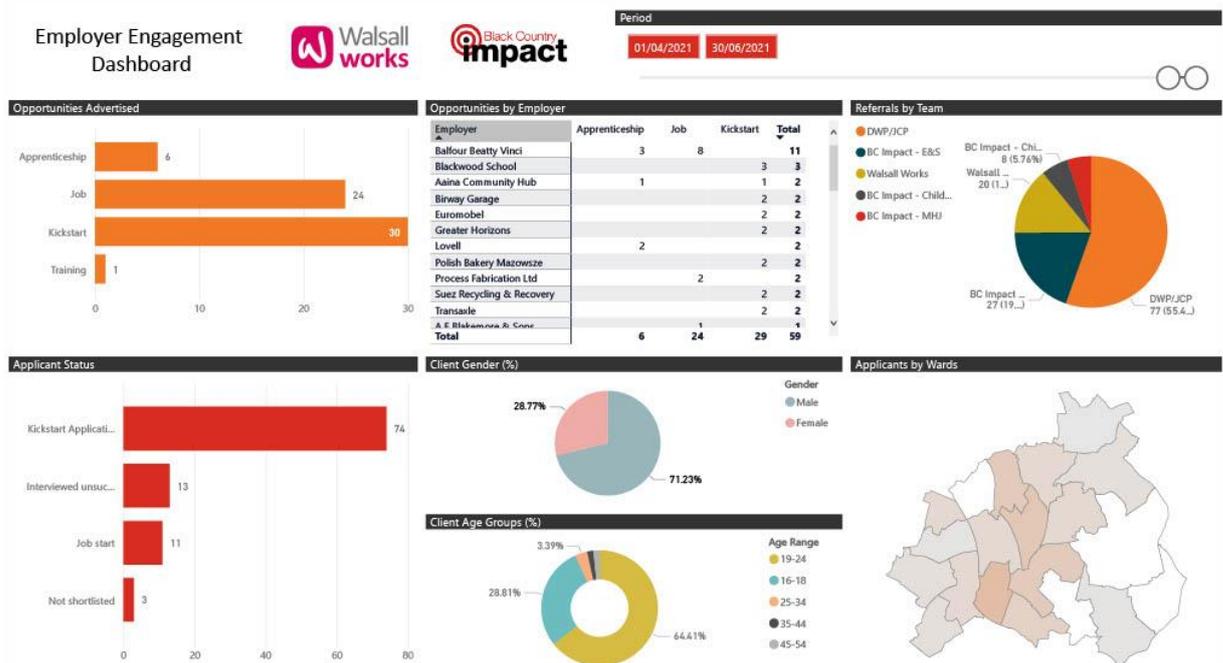
Over 1000 employers have been engaged and offered opportunities to young people with the majority of these being employers who have offered apprenticeships and paid work placements. The officer brings forward large-scale recruitments and current ones include:

RAC – are hoping to expand their Walsall operation through acquiring new commercial contracts, which could create 175 new jobs. RAC in discussions with the Council on suitable office premises in the town centre. The new job roles will be Contact Centre Advisers as well as a range of back office jobs in HR, data, contracting, engineers.

MIDLAND METRO – the expansion of the Metro line into Birmingham and Brierley will create a further 180 jobs for customer experience officers and tram drivers. The team are currently working closely with the Metro to developed pre-employment training courses to bring forward suitable candidates. They will also promote the vacancies directly to clients via our job matching service, job fair Expo, website, jobs bulletin and through our social media platforms.

HS2 – we are the approved job brokerage partner for HS2 and are servicing the needs of Balfour Beatty Vinci (BBV), the main contractor for the Lichfield to Leamington link of HS2. As the approved job broker for HS2 we can send CV's direct to organisations rather than make on-line applications which gives our participants an advantage in applying for jobs. Whilst a lot of the vacancies in rural locations on the HS2 line, we are now commencing recruitment for the HS2 Curzon Street Station in Birmingham meaning applicants will be able to use public transport to get there.

A performance dashboard highlights the number of opportunities bought in and the number of applicants and the referral route of applicants.



Walsall Works

Young people who are ineligible for support through Impact, can seek support from a small team of Walsall Works Employment Advisors. Employment Advisors have been using all virtual communication channels to support clients with their employability e.g. confidence building, CV preparation, job searches and assistance in finding online courses. The team have also referred clients to specialist services to tackle barriers: childcare, housing, debt, mental health and counselling.

The programme also offers clients with self-serve virtual tools such as:

Virtual Services

The Walsall Works website continues to undergo improvements and new updates, with the creation of apprenticeship resources, allowing residents to quickly access useful information. This includes where to find apprenticeships, pay and benefits, links to local providers and national schemes. Residents can also find resources on how to apply, CV writing, cover letters and interview techniques. Residents requiring more tailored support can register to the Walsall Works programme face to face. New apprenticeship resources can be found at <https://go.walsall.gov.uk/walsallcom/Walsall-Works/Apprenticeships>

Weekly Bulletins, showcase events, services, jobs, training and opportunities to residents, partners and local organisations. Over the last few months, the bulletin has supplemented with an additional fortnightly apprenticeship bulletin and monthly Kickstart vacancy bulletin.

Virtual Roadshows have hosted via Microsoft Teams and posted to our YouTube channel. These roadshows enable local people to hear first-hand from local employers on job roles in demand or from training providers on how to enrol for online courses in topics such as functional skills as well as vocational learning in key sectors areas. The last virtual event hosted an Apprenticeship Roadshow showcasing the latest opportunities across the region, with guest presentations from whg, Walsall College, In-Comm Training, National Careers Service and Walsall Council Endless Possibilities.

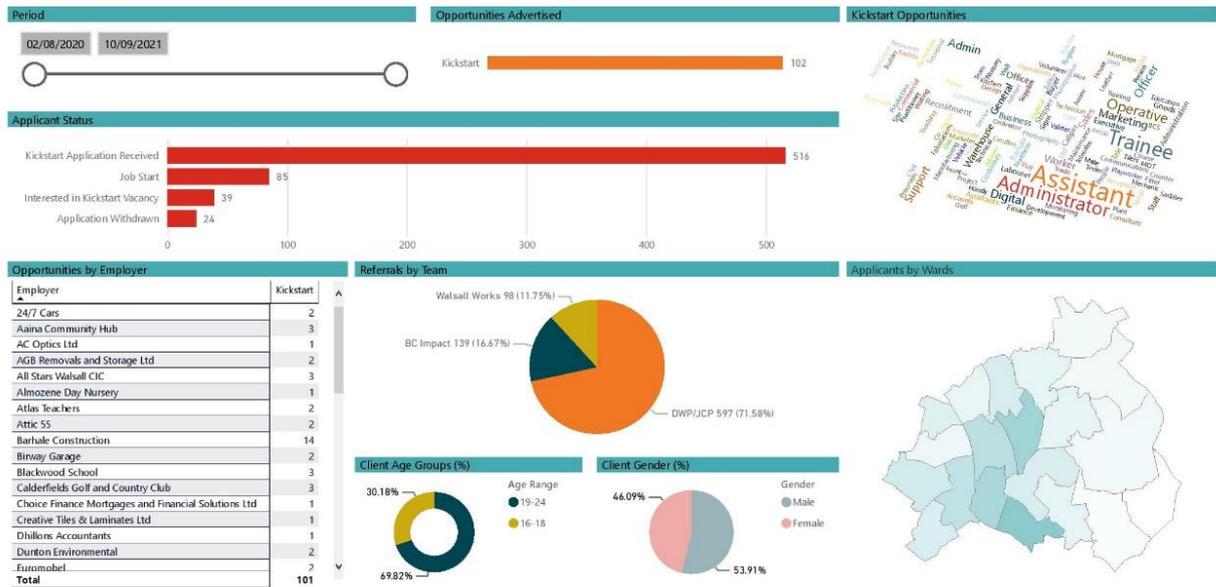
Careers Events via a Walsall Works Expo return to the borough on 22nd September, with 40+ employers and training providers interfacing with young people who are NEET or unemployed.

Kickstart

This national Kickstart scheme pledged to create 250,000 high quality paid 6-month work placements for young people aged 16 to 24 who are claiming a Universal Credit benefit and are at risk of long term unemployment. Walsall Council's Employment & Skills team are an authorised Gateway organisation for the new DWP Kickstart scheme and aim to bring forward 150 pledged placements from over 70 local employers, with 62 live placements with:

| | |
|---|--|
| Aaina Community Hub | Kontroltek Ltd |
| AC Optics Ltd | Local Education and Development (LEAD) |
| Almozene Nursery and Children Center | Logistics World Limited |
| Atlas Teachers Ltd | Midland Langar Seva Society (MLSS) |
| Barhale Construction Services (BCS) | Midland Tarmacadam Surfacing Ltd |
| Blackwood School | One Walsall |
| Calderfields Hotel, Golf & Country Club | Palfrey Health Center |
| Choice Finance Mortgages | Polish Bakery Mazowsze |
| Dhillons Accountants | Ryder Saddlery Ltd |
| Dunton Environmental | The Best of Walsall |
| Euromobel | Transaxle Ltd |
| HappyMaven Ltd | Urban Hax CIC |
| Holloway Plastics | Walsall Black Sisters Collective (BSC) |
| J&E Sedgwick & Company Ltd | Walsall Council - Sport & Leisure Services |
| Keyboard Specialists Limited (KBS) | 247 Cars |

Breakdown of placements, referrals and client demographics can be seen in the dashboard:



Outreach Delivery

All of the programmes outlined assist young people to stay or return to education, employment or training, hence preventing them becoming long term NEET. Advisors maintain contact with young people at a number of outreach venues including Walsall Impact Hub, Skills Training UK, Willenhall CHART, St. Johns Methodist Church in Bloxwich, Palfrey Hub, Job Centres (Crown Wharf). Advisors also work across key vulnerable groups such as Transitional Leaving Care, Youth Justice Service, Probation Service, Multi Agency Teams and locality hubs.

NEETs Data

As of Jul 2021, data shows Walsall is performing well in supporting young people in education or training, with only 1.4% of young people being identified as NEET in Walsall, which is less than half that of Regional and National figures and all Statistical Neighbours.

We also track young people whose destination is Not Known and arrange home visits for these young people. The percentage of Not Known, 1.4%, is lower than Regional, National and the majority of our Statistical Neighbours.

However, when we combine the NEET & Not Known figures, as used nationally by DfE for a true representation of the number of young people not actively in learning, we have a figure of 2.7%, lower than Regional, National and all Statistical Neighbours.

The percentage of young people In Learning (i.e. in education or training) is 95.3% which is also above Regional, National and Statistical neighbours.

| Jul-21 | Academic Age 16-17 (Y12-Y13) NEET % | Academic Age 16 - 17 (Y12-Y13) Not Known % | Academic Age 16 - 17 (Y12-Y13) NEET % + NK % | Academic Age 16 - 17 (Y12-Y13) In Learning % |
|----------------|-------------------------------------|--|--|--|
| Walsall | 1.4% | 1.4% | 2.7% | 95.3% |
| Derby | 5.4% | 1.6% | 7.1% | 88.8% |
| Rochdale | 3.4% | 1.4% | 4.9% | 92.8% |
| Peterborough | 3.9% | 1.7% | 5.5% | 91.6% |
| Stoke-on-Trent | 4.9% | 3.4% | 8.4% | 89.3% |
| Bolton | 4.4% | 0.3% | 4.7% | 91.6% |

| | | | | |
|----------------|------|------|------|-------|
| Tameside | 3.4% | 1.7% | 5.2% | 92.7% |
| Dudley | 3.4% | 2.2% | 5.6% | 91.5% |
| Sandwell | 2.2% | 1.1% | 3.2% | 95.4% |
| Kirklees | 3.3% | 1.0% | 4.3% | 92.4% |
| Telford Wrekin | 5.0% | 1.6% | 6.6% | 90.4% |
| | | | | |
| West Midlands | 2.9% | 2.4% | 5.3% | 92.9% |
| England | 3.0% | 2.3% | 5.3% | 92.5% |

3.3. Post-16 Provision and Attainment

We have 20 Secondary schools, 17 Academies and 3 maintained. One of the maintained schools and one academy does not have Post 16 provision. Our post 16 provision and attainment remains consistently the same with the majority of our Post-16 cohort continue in education and move onto sixth forms (50.6%), and of those 82.6% remain at the school where they completed their compulsory education.

A total of 40.5% of school leavers more into a Further Education setting (40.5%) with the majority attending Walsall College and the remainder with private training providers.

97.9% of school leavers in 2020 went on to an activity that met the duty to participate.

Financial information

Income from IAG traded services has remained consistent but not increased from 5 schools and there is little appetite from schools to access this service from the Council and in most cases this is being delivered in house or contracted to private IAG practitioners. Some Walsall schools are currently using the Sandwell Connexions service to deliver IAG services.

During 2021, there was some income secured for pilot projects for the College Collaboration Project and a pilot is currently underway funded by the Careers Enterprise Company for pre-NEETs prevention work. Aside from these small pots of funding, the main support is delivered by the BC Impact programme and BC Impact Advisors significantly help in mitigating risks of young people aged 16+ becoming long term NEET, and these posts are funded by European Social Fund and Youth Employment Initiative until 31 July 2023. Therefore, there is a need to plan and review staffing structures to support the continuation of the LA's statutory duties to support vulnerable young people with SEND, those in care and young offenders. A reduction in resources for this provision could have an impact on the levels of 'not known' and NEET young people, and potentially on the levels of youth unemployment.

A Community Renewal Fund application valued at £230,000 for a Walsall NEETs Transition Programme was submitted and shortlisted by the West Midlands Combined Authority and we are currently waiting an outcome from Government on whether the funding is approved. If approved, this programme will deliver specialist transition support to young people over 15 years old with a focus on those 16-19 year olds, to prevent young people becoming NEET in an attempt to reduce youth unemployment. This bespoke programme identifies, tracks and locates young people after leaving or dropping out of mandatory academic provision and provides an engagement process that is tailored to support individuals back into existing mainstream provision and support services. The programme will also offer youth entrepreneurship skills for disaffected youths who are highly likely to fall out of the education system but whom may be interested and capable of setting up their own employment.

There is an ongoing commitment to fund the tracking services for CCIS data resourced at circa £50,000 per annum, however the contract with Prospects ceases on 31 March 2022 so there is a need to procure the services. Withdrawal of this level of tracking and monitoring could be a risk of not meeting our minimum statutory requirements and reporting on destination outcomes. This service also progresses these vulnerable groups to seek support through the funded Impact and Walsall Works programmes.

Reducing Inequalities

It is essential to support young people to remain in education and training as health inequalities are affected by poor education. Our IAG services delivered by the Employment and Skills Team support vulnerable young people aged 16-29, and advisors delivering support are physical or virtually co-located in teenage pregnancy, youth justice, transition and leaving care teams. The team are also based in community venues in order to support clients from varying socio demographic groups ie gender, ethnicity, location.

4. Decide

Members to consider how the services outlined could be resourced and sustained. Members to identify when and how often they wish to receive reports.

5. Respond

The impact of funding reductions will be reported back to the Committee and will inform future planning for the staff structures.

6. Review

Report further progress on post 16 delivery to the Education Committee in 2022.

Background papers

None

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Education Overview and Scrutiny Committee: Work programme 2021/22

| Main agenda items | 14/09/21 | 14/10/21 | 25/11/21 | 13/01/22 | 17/02/22 | 31/03/22 |
|---|----------|----------|----------|----------|----------|----------|
| Schools Update | X | | | | | |
| SEND Update | X | | | | | |
| Establishment of Working Group | X | | | | | |
| Special provision Update | | X | | | | |
| Post-16 Skills and Employability | | X | | | | |
| Q2 Finance report and Budget Proposals | | | X | | | |
| Admissions/Attendance Figures | | | X | | | |
| Vulnerable pupils update | | | X | | | |
| Capital Programme/Pupil placed planning | | | | X | | |
| Schools Update | | | | X | | |
| SEND Update | | | | X | | |
| Walsall Right for Children Update | | | | | X | |
| Early Years Sufficiency/Places | | | | | X | |
| Special Provision Review | | | | | X | |
| Elective Home Education | | | | | X | |
| Changes to the Funding Formula | | | | | | X |
| Admissions/Attendance Figures | | | | | | X |
| Walsall Right for Children Update | | | | | | X |
| Working Group Report | | | | | | X |

NB: The Outturn, Q1 and Q3 Finance reports to be by email circulation to the Committee in July and September 2021, and February 2022 respectively.



Walsall Council

FORWARD PLAN OF KEY DECISIONS

**Council House,
Lichfield Street,
Walsall, WS1 1TW**
www.walsall.gov.uk

4 October 2021

FORWARD PLAN

The forward plan sets out decisions that are termed as “key decisions” at least 28 calendar days before they are due to be taken by the Executive (Cabinet). Also included on the plan are other decisions to be taken by the Cabinet (“non-key decisions”). Preparation of the forward plan helps the Council to programme its work. The purpose of the forward plan is to give plenty of notice and an opportunity for consultation on the issues to be discussed. The plan is updated each month with the period of the plan being rolled forward by one month and republished. Copies of the plan can be obtained from Democratic Services, Walsall MBC, Council House, Walsall, WS1 1TW helen.owen@walsall.gov.uk and can also be accessed from the Council’s website at www.walsall.gov.uk. The Cabinet is allowed to make urgent decisions which do not appear in the forward plan, however, a notice will be included on the agenda for the relevant Cabinet meeting which explains the reasons why.

Please note that the decision dates are indicative and are subject to change. Please contact the above addressee if you wish to check the date for a particular item.

The Cabinet agenda and reports are available for inspection by the public 7 days prior to the meeting of the Cabinet on the Council’s website. Background papers are listed on each report submitted to the Cabinet and members of the public are entitled to see these documents unless they are confidential. The report also contains the name and telephone number of a contact officer. These details can also be found in the forward plan.

Meetings of the Cabinet are open to the public. Occasionally there are items included on the agenda which are confidential and for those items the public will be asked to leave the meeting. The forward plan will show where this is intended and the reason why the reports are confidential. Enquiries regarding these reasons should be directed to Democratic Services (helen.owen@walsall.gov.uk).

“Key decisions” are those decisions which have a significant effect within the community or which involve considerable expenditure or savings. With regard to key decisions the Council’s Constitution states:

- (1) A key decision is:
 - (i) any decision in relation to an executive function which results in the Council incurring expenditure which is, or the making of savings which are, significant, having regard to the Council’s budget for the service or function to which the decision relates or
 - (ii) any decision that is likely to have significant impact on two or more wards within the borough.
- (2) The threshold for “significant” expenditure/savings is £500,000.
- (3) A decision taker may only make a key decision in accordance with the requirements of the Executive Procedure Rules set out in Part 4 of this Constitution.

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**FORWARD PLAN OF KEY DECISIONS
NOVEMBER 2021 TO FEBRUARY 2022 (4.10.21)**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|--|--|--|---|----------------------------|
| Reference No./ Date first entered in Plan | Decision to be considered (to provide adequate details for those both in and outside the Council) | Decision maker | Background papers (if any) and Contact Officer | Main consultees | Contact Member (All Members can be written to at Civic Centre, Walsall) | Date item to be considered |
| 63/21 (4.10.21) | Corporate Plan 2021/22: To note the Quarter 2 performance against the Measures of Success in the Corporate Plan 2021/22 | Cabinet Non-key decision | Stephen Gunther Stephen.gunther@walsall.gov.uk | Internal Services | Councillor Bird | 15 December 2021 |
| 37/21 (7.6.21) | Sale of Council land in Blakenall: To seek approval to the freehold disposal of Council land in Blakenall <i>Contains commercially sensitive information.</i> | Cabinet Key decision Private | Nick Ford, Team Leader – Asset Management Nick.ford@walsall.gov.uk | Internal Services | Councillor Andrew | 15 December 2021 |
| 47/21 (2.8.21) | Walsall's Customer Experience Strategy 2021 to 2026: To approve the Strategy which sets out the Council's service transformation to meet customers' priorities and needs | Cabinet Key decision | Elise Hopkins elise.hopkins@walsall.gov.uk Rashida Hussain Rashida.Hussain@walsall.gov.uk | Public, partner organisations, elected members, internal staff | Councillor Andrew | 15 December 2021 |
| 14/21 (8.3.21) | Willenhall Masterplan: Strategic Land Acquisitions: In-principle approval for the use of Compulsory Purchase Order powers. <i>Contains information relating to the financial or business affairs of a particular person</i> | Cabinet Key decision Private Session | Willenhall Masterplan: Strategic Land Acquisitions. Joel.maybury@walsall.gov.uk Page 47 of 58 | Internal Services | Councillor Andrew | 15 December 2021 |

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| 48/21 (2.8.21) | Affordable Housing commuted sums spend policy: To approve the use of affordable housing commuted sums (which are contributions secured through the planning process) to fund the provision of affordable housing to be used as temporary accommodation. | Cabinet Key decision | Neil Hollyhead Neil.hollyhead@walsall.gov.uk | Internal Services | Councillor Andrew | 15 December 2021 |
| 64/21 (4.10.21) | Housing Enforcement Policy: To approve an updated and consolidated enforcement policy (including financial penalties) | Cabinet Key decision | David Lockwood David.lockwood@walsall.gov.uk Appollo Fonka Appollonaris.fonka@walsall.gov.uk | Public, Housing Associations, Internal Services | Councillor Andrew | 15 December 2021 |
| 65/21 (4.10.21) | Waste Management Strategy: To agree to the submission of the planning application for Middlemore Lane site to accommodate a new household waste recycling centre and a waste transfer station facility and to approve that the existing site at Fryers Road to have an upgraded household waste recycling centre. | Cabinet Key decision | Cabinet Report - 19 May 2020 Dave Brown Director of Place and Environment Dave.brown@walsall.gov.uk 01922 653478 Stephen Johnson Service Manager – Strategy Stephen.johnson@walsall.gov.uk 01922 654227 | Internal Services | Councillor Andrew Councillor Butler | 15 December 2021 |
| 66/21 (4.10.21) | Walsall's Street Scene Strategy : To approve a strategy which sets out the Council's aspirations and service standards for the design and maintenance of the boroughs streets and associated assets. | Cabinet Key decision | Dave Brown Dave.Brown@Walsall.gov.uk Kathryn Moreton Kathryn.Moreton@Walsall.gov.uk | Internal Services | Councillor Andrew Councillor Butler | 15 December 2021 |

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| 67/21 (4.10.21) | Green Space Strategy: To agree an updated Green Space Strategy including a programme to improve and update/upgrade our children's playgrounds and to consider new/improved outdoor gym facilities | Cabinet Key Decision | Alan Bowley Alan.bowley@walsall.gov.uk | Internal Services Ward Councillors | Councillor Butler | 15 December 2021 |
| 68/21 (4.10.21) | Bulky and Garden Waste Service: To agree to the continuation of the current bulky waste charging arrangements 'Three for a Tenner' and brown bin collections free, fortnightly and extended to November. | Cabinet Key Decision | Alan Bowley Alan.bowley@walsall.gov.uk | Internal Services | Councillor Butler | 15 December 2021 |
| 49/21 (2.8.21) | Domestic Abuse services contract award: To approve the contract awards for: <ul style="list-style-type: none"> the provision of Domestic Abuse emergency accommodation and support support to Domestic Abuse victims and their children <p><i>Note: There may be commercially sensitive information to be considered in private session.</i></p> | Cabinet Key decision | Neil Hollyhead Neil.hollyhead@walsall.gov.uk Isabel Vanderheeren Isabel.vanderheeren@walsall.gov.uk | Internal Services, service users, external stakeholders | Councillor Andrew Councillor Wilson | 15 December 2021 |
| 46/21 (2.8.21) | Emotional Wellbeing and Therapeutic Support for Children and Young People in need: To approve entering into an appropriate agreement with the Black Country Healthcare NHS Foundation Trust to provide therapeutic services for children and young people in need, including those who are looked after. | Cabinet Key decision | David DeMay David.demay@walsall.gov.uk | Internal services, Walsall CCG and Black Country Healthcare NHS Foundation Trust | Councillor Wilson | 15 December 2021 |

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| 44/21 95.7.21) | Day care/day opportunities: To approve recommendations for the delivery of a menu of options for vulnerable people who require support to engage in meaningful community based activities as a result of ongoing needs around social care and inclusion, | Cabinet Key Decision | Cabinet report and the lessons learned from COVID report Jeanette Knapper 07500028537 | Existing end uses of traditional day services in house; Existing users and carers/parents of people accessing building based day opportunities; Carers Hub; FACE; Frontline internal staff; External marketplace for day care | Councillor Martin | 15 December 2021 |
| 69/21 (4.10.21) | Future provision of the Appointeeship Service: To receive the outcome of formal consultation undertaken with regard to the future provision of the service and to approve the recommended changes identified as a result of the consultation. | Cabinet Key Decision | Council report 25 February 2021; Corporate Budget Plan 2021-22 & 2023-24; Cabinet Report 16 June 2021 – Pre-Audit Outturn 2020-21 Contact: Lloyd Haynes Lloyd.haynes@walsall.gov.uk | Internal Services, Service users, their reps and other stakeholders, incl. advocacy organisations, internal social care professionals. | Councillor Martin Councillor Bird | 15 December 2021 |
| 70/21 (4.10.21) | Food Law Enforcement Service Plan: To receive the annual service delivery plan required by the Food Standards Agency and recommend Council to approve the plan | Cabinet Non-key decision Council | Paul Rooney Paul.rooney@walsall.gov.uk Page 50 of 58 | Internal Services | Councillor Perry | Cabinet 15 December 2021 Council 10 January 2022 |

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| 71/21 (4.10.21) | Fire Protection Service and Maintenance Contract: To approve the award of the contract <i>Note: Contains confidential information relating to the financial and business affairs of a particular person</i> | Cabinet Key decision Private Session | Ian Lister ian.lister@walsall.gov.uk | Internal Services | Councillor Statham | 15 December 2021 |
| 72/21 (4.10.21) | Energy Supplies Contract: To approve the award of the contract for the provision of the Council's energy supplies | Cabinet Key decision | Ian Lister ian.lister@walsall.gov.uk | Internal Services | Councillor Statham | 15 December 2021 |
| 61/21 (6.9.21) | Corporate Financial Performance 2021/22 and Covid-19 update – To report the financial position based on 9 months to December 2021 and impact of Covid-19. | Cabinet Non-key decision | Vicky Buckley 01922 652326 Vicky.buckley@walsall.gov.uk | Internal services | Councillor Bird | 9 February 2022 |
| 62/21 (6.9.21) | Corporate Budget Plan 2022/23 – 2024/25, incorporating the Capital Strategy; and the Treasury Management and investment Strategy 2022/23: To recommend the final budget and Council tax for approval by Council | Cabinet Key decision Council | Vicky Buckley 01922 652326 Vicky.buckley@walsall.gov.uk | Council tax payers, business rate payers, voluntary and community organisations | Councillor Bird | Cabinet -9 February 2022 Council – 24 February 2022 |
| 22/21 (8.3.21) | Walsall Council Housing Allocations Policy: To update the policy which sets the principles for the allocation of affordable housing | Cabinet Key Decision | Neil Hollyhead Neil.hollyhead@walsall.gov.uk | Public, Housing Associations, Internal Services | Councillor Andrew | 9 February 2022 |

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| 73/21 (4.10.21) | Town Deal: To authorise officers to receive and allocate Town Deal funding through agreed business cases. | Cabinet Key decision | Philippa Venables Philippa.venables@walsall.gov.uk | Internal Services, Town Deal scheme leads and Town Deal Board Members | Cllr Andrew | 15 December 2022 |
| 74/21 (4.10.21) | COVID Memorial Garden: To consider options for a COVID Memorial Garden | Cabinet Key decision | Dave Brown Dave.brown@walsall.gov.uk | Internal Services. Stakeholders dependent upon options being developed | Councillor Perry | 9 February 2022 |
| 75/21 (4.10.21) | General building Repair and Maintenance Contract: To award the contract for the Council's general building repair and maintenance. <i>Note: Contains confidential information relating to the financial or business affairs of a particular person</i> | Cabinet Key decision Private Session | Ian Lister Ian.Lister@walsall.gov.uk | Internal Services | Councillor Statham | 9 February 2022 |
| 76/21 (4.10.21) | Mechanical and Electrical Service and Maintenance Contract: To approve the award of the contract award the contract for the Council's mechanical and electrical service and maintenance contract. <i>Note: contains confidential information relating to the financial or business affairs of a particular person.</i> | Cabinet Key decision Private Session | Ian Lister Ian.lister@walsall.gov.uk | Internal Services | Councillor Statham | 9 February 2022 |

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| 77/21 (4.10.21) | Supported Housing Repair and Maintenance Contract: To approve the award of the contract. | Cabinet | Ian Lister ian.lister@walsall.gov.uk | Internal Services | Councillor Statham | 9 February 2022 |
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BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS

Published up to January 2022 (for publication 06/09/2021)

| Date first entered into the plan | Project Name | Key Decision to be considered (to provide adequate details for those both in and outside of the Council) | Background papers (if any) and Contact Officer | Main consultees | Date Item to be considered |
|----------------------------------|--|---|--|-----------------|----------------------------|
| 05/07/2021 | Local Growth Fund – Growth Deal Programme Approval of the 2020/21 Programme Spend | Approval of the year end position of the Growth Deal Projects, reflecting all changes to the Programme (Funding and Outputs) throughout the year and, to maximise the 2020/21 Growth Deal allocation expenditure, requests approval for various changes detailed in Attachment 1 of the report. | Papers TBC – Simon Neilson Simon.Neilson@walsall.gov.uk | Walsall Council | 03/11/2021 |
| 05/07/2021 | Ruskin Mill Land Trust - Glasshouse Development Phase 3 | Approves the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Ruskin Mill Land Trust, to complete the Local Growth Fund (LGF) funded elements of the Ruskin Mill Land Trust - Glasshouse Development Phase 3 project to conclude the delivery of the project outputs. Note that change request relates to the reduction in the Learner Assist output target. | | | |
| 05/07/2021 | Advanced Manufacturing Training Centre | Approves the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Incomm, to complete the Local Growth Fund (LGF) funded | | | |

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS

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|----------------------------------|--|--|--|-----------------|----------------------------|
| 05/07/2021 | Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – Test Track 1 Project | <p>elements of the Advanced Manufacturing Training Centre project with delivery to continue in the 2021/22 financial year.</p> <p>Note that change request relates to a change in outputs.</p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Dudley Council to deliver the Local Growth Fund (LGF) funded elements of the Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – Test Track 1 project with delivery to continue in the 2021/22 financial year.</p> <p>Note that change request relates to a change in outputs.</p> | | | |
| 06/09/2021 | Elite Centre for Manufacturing Skills | <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with the University of Wolverhampton, to deliver the Local Growth Fund (LGF) funded elements of the Elite Centre for Manufacturing Skills (ECMS) project with delivery to continue in the 2021/22 financial year.</p> | | | |

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS

Published up to January 2022 (for publication 06/09/2021)

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| | | Note that change request relates to a change in match funding and milestones. | | | |
| 06/09/2021 | <p>Growing Places Fund (GPF)</p> <p>Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – Test Track 1 Project</p> | <p>Approves the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Dudley Council to deliver the Local Growth Fund (LGF) funded elements of Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – Test Track 1 Project from the Growing Places Fund (previously used for LGF over programming) to support the delivery into 2021/22 financial year.</p> <p>Note that change request relates to a change in programme funding streams.</p> | <p>Papers TBC – Helen Martin Helen.Martin@dudley.gov.uk</p> | <p>Dudley Council</p> | <p>03/11/2021</p> |
| 06/09/2021 | <p>Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – National Innovation Centre</p> | <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Dudley Council to deliver the Local Growth Fund (LGF) funded elements of the Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – National Innovation Centre project from the Growing Places Fund (previously used for LGF over</p> | | | |

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS

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|----------------------------------|---|---|---|------------------------|----------------------------|
| | | <p>programming) to support the delivery into 2021/22 financial year.</p> <p>Note that change request relates to a change in programme funding streams.</p> | | | |
| 02/08/2021 | <p>Black Country Executive Joint Committee Collaboration Agreement</p> <p>Deed of Variation</p> | <p>Approval of the proposed amendments, as highlighted, to the Collaboration Agreement covering the removal of the Advisory Board and revised Black Country Executive Joint Committee governance, and Governance Principles: Enterprise Zones, included as Appendix 1 to this report.</p> | <p>Papers TBC – Simon Neilson Simon.neilson@walsall.gov.uk</p> | <p>Walsall Council</p> | <p>03/11/2021</p> |
| 06/04/2021 | <p>Local Growth Fund (LGF) Programme changes</p> | <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Dudley College, to deliver the Local Growth Fund (LGF) funded elements of the Dudley Advanced Construction Centre project with delivery to continue in the 2021/22 financial year.</p> | <p>Papers TBC – Simon Neilson Simon.Neilson@walsall.gov.uk</p> | <p>Walsall Council</p> | <p>01/12/2021</p> |
| 06/04/2021 | <p>Dudley Advanced Construction Centre</p> | | | | |
| 06/09/2021 | <p>Elite Centre for Manufacturing Skills</p> | <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with the University of Wolverhampton, to deliver the Local Growth Fund (LGF) funded elements of the Elite Centre for Manufacturing</p> | | | |

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS

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|----------------------------------|-----------------------|---|--|-----------------|----------------------------|
| 05/07/2021 | Bilston Urban Village | <p>Skills (ECMS) project with delivery to continue in the 2021/22 financial year.</p> <p>Note that change request relates to a change in outputs.</p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Wolverhampton City Council, to deliver the Local Growth Fund (LGF) funded elements of the Bilston Urban Village project with delivery to continue in the 2021/22 financial year.</p> <p>Note that change request relates to a change in match funding.</p> | | | |