



Education Overview and Scrutiny Committee

Meeting to be held on:

Tuesday, 14 September 2021 at 6.00 pm

Public access to meeting via:

<https://youtu.be/C4IWn4BxRhs>

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
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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 11 March 2021.	Enclosed
<u>Scrutiny</u>		
6	Walsall Schools Overview Report To receive and consider an overview report and presentation on Walsall Schools and the quality of provision.	Enclosed
7	Update on the SEND Local Area Improvement Programme and EHCPs To receive and consider an update on the Local Area Improvement Programme for SEND and on Education, Health and Care Plans.	Enclosed
<u>Overview</u>		
8	Work Programme 2021/22 and establishing a working group 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, 14 October 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

Thursday, 11 March 2021 at 6.00 pm

Virtual meeting via Microsoft Teams

Held in accordance with the Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020; and conducted according to the Council's Standing Orders for Remote Meetings and those set out in the Council's Constitution.

Committee Members present: Councillor Lee Jeavons (Chair)
Councillor Sarah Jane Cooper (Vice-Chair)
Councillor Gazanfer Ali
Councillor Daniel Barker
Councillor Rose Burley
Councillor Brian Douglas-Maul
Councillor Sat Johal
Councillor Pard Kaur
Councillor Farhana Mazhar
Councillor Saiqa Nasreen
Councillor Vera Waters (Substitute for Councillor Lorna Rattigan)

Portfolio Holders present: Councillor Chris Towe – Education & Skills

Non-elected voting Members present: Mrs Philomena Mullins – Archbishop of Birmingham's Representative

Non-elected non-voting Members present: Ms Sharon Guy – Primary Teacher Representative
Ms Wendy Duffus – Secondary Teacher Representative

Officers present: Mrs Sharon Kelly, Director – Access & Inclusion
Ms Trudy Pyatt, Head of Inclusion
Mr Rob Thomas, Head of Access
Ms Isabel Vanderheeren, Transformation Lead
Mr Alex Webley, SEND Team Manager
Dr Paul Fantom, Democratic Services Officer

14/21 WELCOME FROM THE CHAIR

The Chair opened the meeting by welcoming everyone, and explaining the rules of procedure and legal context in which the meeting was being held. He also directed members of the public viewing the meeting to the papers, which could be found on the Council's Committee Management Information system (CMIS) webpage.

Members and officers confirmed that they could both see and hear the proceedings.

15/21 **APOLOGIES**

An apology for absence was received from Councillor Lorna Rattigan.

16/21 **SUBSTITUTIONS**

Councillor Vera Waters substituted for Councillor Lorna Rattigan.

17/21 **DECLARATIONS OF INTEREST AND PARTY WHIP**

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

18/21 **LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985 (AS AMENDED)**

There were no agenda items that required the exclusion of the public.

19/21 **MINUTES**

A copy of the Minutes of the meeting held on 5 January 2021 was submitted [Annexed].

Resolved (unanimously by roll call):

That the Minutes of the meeting held on 5 January 2021, a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

20/21 **SPECIAL REPORT – COVID UPDATE**

A report was submitted to the Committee to provide an update on the Covid-19 guidance for schools (including schools testing), the attendance and opening of schools, remote learning and digital devices, and to set out data on the numbers of Covid cases in schools [Annexed]. In accordance with Minute 10/21, this report had already been circulated to Members as a briefing note and was being presented to the Committee to allow discussion of any of the points detailed therein.

In opening the discussion, the Portfolio Holder – Education & Skills, Councillor Chris Towe, outlined the developments that had occurred since the briefing note had been circulated. He pointed out that as of this week, all children in nursery, special and primary schools had fully returned to schools. Children of secondary school age had also returned, but on a staggered basis, with this being completed by the end of the week. All secondary age children were to have the opportunity to receive three Covid tests in school and all teaching staff were eligible for home testing twice a week. Additionally, any members of a household containing school-age children or school staff were eligible for twice-weekly testing. It was emphasised that this testing was voluntary and children would not be prevented from returning to school if they had not been tested. The Authority continued to

work closely with schools leaders and staff and the trade unions to ensure that all Walsall schools were supported in relation to risk assessments and operation in line with national guidance, and weekly briefings were being held for head teachers and were well attended.

Councillor Towe informed the Committee that following the circulation of the briefing note, the number of Covid cases in Walsall schools had reduced significantly. Since Monday, six schools had been affected with seven pupils having tested as positive, and 102 pupils and 11 members of teaching staff were self-isolating. The attendance figures were noted, which were 95 per cent for primary schools, 85 per cent for special schools and 57 per cent for secondary schools. To provide ongoing remote learning support, £200k of funding had been obtained for additional digital devices for those children in the Reception year and years 1 and 2 who had not been received devices as part of the national programme. These children were identified by their schools as being unable to access remote learning fully and would, therefore, benefit considerably from the availability of these devices.

The Director – Access & Inclusion, Mrs Sharon Kelly, advised the Committee that the return to school of Walsall’s children had been a very positive experience for children and families and for school staff, and that the testing programme was working well with there being a high rate of consent in schools and communities. Mrs Kelly expressed her thanks to all of the school leaders and staff, parents, and colleagues in Public Health and the other teams who had been providing support. Ofsted had carried out visits to some of Walsall’s schools and had found that the return was both effective and positive.

Further to questions from the Committee on remote learning, Mrs Kelly explained the criteria and the national roll-out programme, which for children in year 3 and above had been led by the DfE. She stated that schools also had an open-ended criteria to accommodate children who were vulnerable and who could not receive remote education due to their lack of a digital device. The aforementioned £200k of funding had allowed provision for children in the Reception year and years 1 and 2.

In relation the mixing of children at school and the testing of both children and their parents, Mrs Kelly referred to the new guidance which had been issued by the Government. Children of secondary school age were eligible for up to three tests per week in school and adults working in a school setting for two tests per week. Where a household contained a school age child or a school staff member, the whole of the household could receive two tests per week via the community testing programme.

Resolved (by assent):

That the report be noted.

21/21 RESPONSE TO THE REPORT AND RECOMMENDATIONS OF THE EDUCATION OVERVIEW AND SCRUTINY COMMITTEE’S WORKING GROUP ON ACCESS AND INCLUSION

A report was submitted to inform the Committee of the Portfolio Holder’s response to the Education Overview and Scrutiny Committee’s Working Group’s report on Access and Inclusion and to provide Members with an update on progress [Annexed].

Councillor Chris Towe introduced this report and highlighted some of the key developments that had taken place. These included:

- Working closely with parents, carers and young people in order to review the local offer, completing a full audit of the local offer with respect to compliance with the statutory regulations and comparison with other offers considered to be good practice. The new local offer was due to go live before the start of the summer terms and details would be included on the Walsall Council website.
- The secondary school Fair Access Protocol had been rewritten with the input of head teachers, and was now operational.
- The new EHCP hub was now live and would allow the Authority to work more efficiently to produce education, health and care plans.
- In association with the Autism Education Trust, autism training in schools had continued during the pandemic and a three-year programme had been agreed with the Trust to enable the continuation of training and for it to be delivered beyond the education sector, so that it could be accessed by social care, early help, social nursing, and also by parents.

Councillor Towe also advised the Committee that the backlog of EHCPs had now been cleared and that the Authority was now achieving in excess of the national average of 60 per cent and that it aspired to increase this still further. He thanked the SEND Team for their efforts in achieving this.

Further to a questions concerning the date when all new EHCP assessments would be managed via the EHCP hub, Mrs Kelly confirmed that this had already commenced in November 2020 and that as annual reviews occurred they would also be managed through the hub. In response to a request from a Member regarding the positive impact on the number of school exclusions, Mrs Kelly would arrange for data to be provided to a future meeting of the Committee.

Resolved (by assent):

That the report be noted.

22/21 UPDATE ON SCHOOL ORGANISATION – PUPIL PLACE PLANNING

A report was submitted to the Committee that summarised the role of the School Organisation Service, gave an update on pupil place planning for primary and secondary education in Walsall, and which provided background information on capital funding and school expansion schemes [Annexed].

Councillor Chris Towe introduced this item by emphasising the role of the School Organisation Service in ensuring that there are sufficient school places for all children in Walsall. He pointed out that there is an annual plan of work that includes forecasting for future demand and managing the capabilities of all mainstream schools. In relation to capital funding and school expansion, he noted that information was provided in the report on the additional pupil places being created through the expansion of existing schools.

The Head of Access, Mr Rob Thomas, presented the report and referred to the statutory requirements on the Authority for ensuring the availability of sufficient school places and the manner in which the forecasts of the projected future demand for places were then undertaken. The Authority had adopted an annual cycle of school organisation and place planning, which was linked to the DfE School Capacity (SCAP) survey for mainstream schools. Mr Thomas explained that the Borough was divided into 11 primary planning areas and 4 secondary planning areas, as illustrated on the maps given in the appendices, and the report set out information concerning primary and secondary pupil place planning. In terms of school expansion projections, a table summarising the most recent projects that had been completed or which are currently planned was included in the report.

It was noted by a Member that on the basis of the data provided in Appendix B, in secondary planning area 4 there would be a shortfall of 135 school places by 2028. Councillor Towe responded by stating that the Authority was holding discussions with the DfE regarding the possibility of a free school being set up in the Borough and that the location of such a school would be part of the consideration. Mr Thomas added that the free school had been pre-approved by the DfE and the decision to proceed lay with the DfE, but responsibility for school places resided with the Authority which would continue to explore all of the options as part of its place planning activity.

Further to the issue of some parents not receiving a place at the first choice of school for their children, whilst in other schools there was a shortfall of pupils, Mr Thomas reported that 93 per cent of Walsall's parents did receive their first choice of school. It was also noted that parents could specify up to five preferences, and that whilst some schools had differing admission criteria, it was important for the preferences to be managed by the Authority to ensure that there was balance and stability, and to work with schools to provide the necessary challenge and support required.

Having regard to the school expansion projects, Mr Thomas confirmed that the Authority was on track to complete all of the projects that had been agreed. In response to questions on capacity, he added that some schools had accommodation that could be remodelled but, when assessing the feasibility for each school, due consideration had to be given to a number of other factors which included the school infrastructure and the number of teaching spaces, car parking and highways.

Further to a question from the Chair regarding an anticipated increase to the size of the school population, Mr Thomas reported that whilst the national trend had shown a decline, there had been a recent increase which would be factored in to future forecasting activity.

Resolved (by assent):

That the report be noted.

23/21 **UPDATE – SEND STRATEGY**

A report was submitted to the Committee to provide an update and to consult Members on the SEND Strategy for 2020-2025 [Annexed].

In opening the discussion, Councillor Towe highlighted the aims of the Strategy to turn high aspirations for all learners with SEND into a reality. The Strategy outlined the Authority's vision, principles and priorities to ensure effective collaboration to identify the needs of children with SEND from birth through to the age of 25.

The Head of Inclusion, Ms Trudy Pyatt, informed the Committee that there was a commitment to enabling all schools to be as inclusive as possible, with all pupils working and sharing together, and that this aligned with the Council's Corporate Strategy. The adoption of a graduated approach meant that reasonable adjustments could be made to ensure that children with SEND had their needs met, with there being specialist provision for the children and young people requiring it. In terms of the identification of needs, it was the responsibility of schools to start the process of early identification in conjunction with support from the Authority's SEND Team. Where children were not attending or engaging, the independent SENDIASS Service also existed to provide support to parents and it would challenge schools where necessary.

Members expressed views that were complimentary regarding the quality of the Strategy document, which was considered to be positive and ambitious, uplifting and motivational. The importance of working with the head teachers and staff of the special schools was also referred to by the Committee, particularly for children with significant difficulties and in relation to the support given to their parents.

In concluding the discussion, the Chair shared with the Committee some information relating to family experience, the importance of reasonable adjustments and the long-term consequences when these had not been put in place.

Resolved (by assent):

That the report be noted.

24/21 **RIGHT FOR CHILDREN TRANSFORMATION PROGRAMME**

A report was submitted to the Committee to provide an update on progress against the Walsall Right for Children (WR4C) Transformation Programme and the plans for further development over the next three years to achieve the benefits as set out in the Council's Proud Programme [Annexed].

Councillor Towe noted that since its launch in September 2018, regular update reports on the progress of the WR4C Programme had been made to the Committee. However, this report offered the opportunity to take stock of the achievements made of the last twelve months, to review the priorities and activities planned for the next three years and to receive an overview of how the Programme's impact was being measured. He noted that this work was aligned to the Council's Proud Programme.

A presentation was made to the Committee by the Transformation Lead – Children's Services, Ms Isabel Vanderheeren. This focussed on the three strategic priorities of reducing our demand, developing a highly skilled/stable workforce and co-ordinating and influencing the establishment of a mature WR4C partnership platform to drive

the delivery of the WR4C vision. The supporting report providing the Committee with detailed information in relation to building on transformation successes, the five cross-directorate priorities driven by evidence from the performance framework, Ofsted improvement plans and 'Big Conversations' with children, young people and families, and the Proud cross-cutting capabilities supporting the delivery of transformation and securing of benefits. A Transformation Overview was also presented to the Committee.

In response to questions regarding the holiday activity and the food programme, and whether the number of staff recruited would be sufficient, Ms Vanderheeren advised that this was sufficient as collaboration and partnership working would allow the voluntary sector organisations involved to make administrative economies.

Resolved (by assent):

That the report be noted.

25/21 CORPORATE FINANCIAL PERFORMANCE – QUARTER 3 FINANCIAL MONITORING POSITION FOR 2020/21

Members received a report that provided the budget monitoring position for period 9 in the 2020/21 financial year [Annexed].

The current net revenue forecast position, after the net use of reserves, would be an overspend of £801k, which resulted from pressures with Home to School transport. After mitigating action, the forecast position was an overspend of £437k.

There were no further comments or questions from Committee Members.

Resolved (by assent):

1. That the revenue and capital forecast for the financial year end 2020/21 for the services under the remit of the Committee be noted;
2. That the mitigating actions being taken to address the overspend be noted.

26/21 WORK PROGRAMME

Members received and considered the Committee's Work Programme [Annexed].

Resolved (by assent):

That the Committee's Work Programme be noted.

27/21 FORWARD PLANS

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

Resolved (by assent):

That the Forward Plans be noted.

28/21 DATE OF NEXT MEETING AND CONCLUDING REMARKS

The date of the next meeting would be approved by the Council in May 2021.

The Chair closed the meeting by thanking the Members of the Committee, the Council's officers and all the staff in Walsall's schools for their work and support throughout the 2020/21 municipal year, and especially during the period of the pandemic. As Portfolio Holder for Education and Skills, Councillor Towe echoed the Chair's comments and expressed his appreciation to the Chair and Members of the Committee.

There being no further business, the meeting terminated at 7.50 pm.

Chair.....

Date.....

14 September 2021

Walsall Schools Overview Report

Ward(s): All

Portfolios: Councillor Towe

1. Aim

This report will give an overview of the schools in Walsall and the quality of provision. It will identify current capital plans to improve and extend the school estate.

This report will give an overview of roles and responsibilities of the Access and Inclusion teams, and the services available to schools from these teams.

This report is also a covering report for a presentation which will be delivered to members during the Committee meeting. The presentation is attached as Appendix 1. The presentation will highlight the demographics of Walsall's child population and some of its key challenges and the Ofsted performance of schools within Walsall.

2. Recommendations

The committee note the Ofsted outcomes of Walsall's School and scrutiny considers the contents of this report and decides whether there should be further information or action.

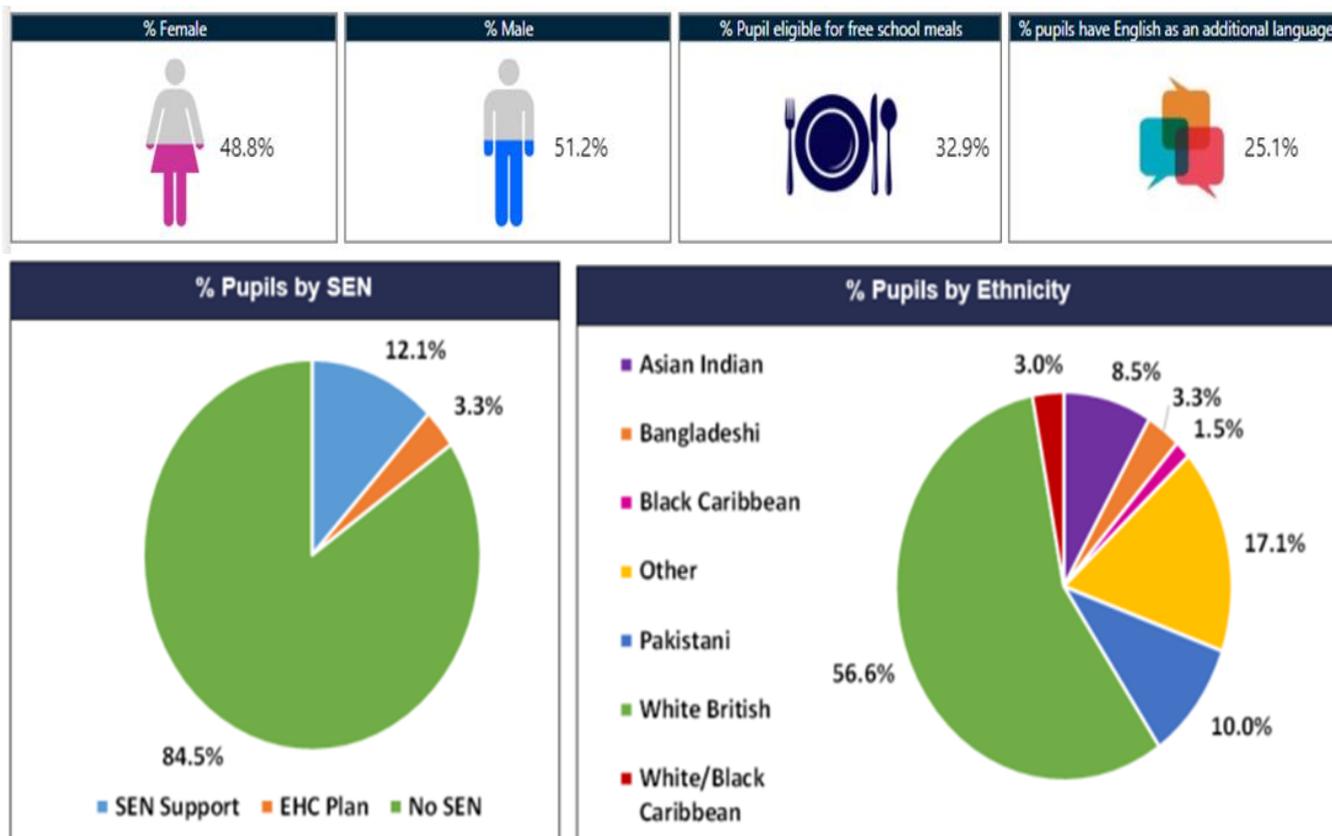
3. Report detail – know

Pupil Population:

Walsall has a very diverse population with a rich mix of communities. However, some of our pupils have very low starting points and are deemed vulnerable and disadvantaged due to living poverty and or being in receipt of free school meals.

53,104 pupils were on roll in Walsall at the time of collecting the Spring 2021 school census. The following contextual groups were determined using this data.

(The following data has been taken from the spring 2021 schools census. Please note, this data excludes the college and independent schools).



Schools and settings overview:

Walsall is a smaller than average local authority with 129 schools and one college. There are different types of school in Walsall.

Local Authority (LA) maintained schools, sometimes referred to as community schools, are state funded and receive their funding through the LA.

Academies receive funding directly from the Government and they are run by an academy trust. They have more control over how they do things than community Schools. Academies do not charge fees. Academies are inspected by Ofsted. They have to follow the same rules on admissions, special educational needs and exclusions as other state schools and students sit the same exams.

Academies have more control over how they do things, for example, they do not have to follow the national curriculum and can set their own term times. Some schools choose to become academies. If a school funded by the local authority is judged as ‘inadequate’ by Ofsted then it will receive an academy order.

Private schools (also known as ‘independent schools’) charge fees to attend instead of being funded by the government. Pupils do not have to follow the national curriculum

Of the 130 settings in Walsall:



- 7 are special schools that provide education for children and young people with a wide range of additional needs, one of which is an academy,
- 8 nursery schools,
- 85 primary schools made up of 66 local authority maintained and 19 academies,
- 18 secondary schools of which two LA maintained and 16 academies, two of which are selective grammar schools,
- One all through (both primary and secondary) school academy that provides education for ages 3-19,
- Three pupil referral units (PRU), one being a medical PRU,
- One college - Walsall has a large FE College that caters for around 14,000 post-16 students who study vocational technical qualifications, apprenticeships and higher education programmes each year,
- 7 independent schools.

School Improvement and Ofsted Outcomes:

The Local Authority adheres to the statutory guidance for local authorities given by the Department for Education, on behalf of the Secretary of State. Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time, by the Secretary of State.

A local authority must exercise its education functions with a view to promoting high standards.

Beyond this statutory guidance, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across their schools, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant Regional School Commissioner (RSC), diocese and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

Local authorities should focus their activity on the schools they maintain rather than academies, which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy's standards, leadership or governance, they should raise these directly with the relevant RSC.

Councils will be expected to take action if there are concerns about the performance of any school in their area, and use their intervention powers to act early and effectively to secure improvement in maintained schools. Additionally, these protocols recognise the statutory duties that Children's Services have to safeguard and promote the welfare of children.

We maintain a list of Schools Causing Concern (SCC).

There are two potential Ofsted judgements that are less than good (requires improvement and inadequate). Schools that are less than good will automatically be placed on the SCC register at the appropriate level.

However, there will be other occasions where schools may be placed on the SCC register; for example, when the Local Authority has strong grounds to believe a school is no longer providing a good education for pupils or there are specific issues e.g. safeguarding, concerns about the attainment or progress of vulnerable groups. If schools are placed on the SCC register for reasons other than an Ofsted inspection judgement of less than good or failure to meet floor standards, inclusion on the Local Authority's SCC register remains confidential to the schools involved, unless that school is issued with a Formal Warning Notice.

In maintained schools where a school has failed to make satisfactory progress, or the Local Authority has serious concerns in line with the statutory guidance it can issue a Formal Warning Notice. A Formal Warning Notice can be issued where the Local Authority deems, from its evidence that one or more of the following apply:

- the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the Authority exercises their powers under Part 4 of the 2006 Act;
- there has been a serious breakdown in the way a school is managed or governed that is prejudicing, or likely to prejudice, such standards of performance;
- the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

A Warning Notice would normally only be issued after the concerns had been fully discussed with the Governing Body, Head Teacher and, if appropriate the diocesan or foundation authorities and the concerns had not been addressed.

As the accountable body for all maintained schools, we monitor, support and challenge each individual school according to our Schools Causing Concern protocol. We have an open and transparent system of operation with all schools and academies and communicate with them on an annual basis regarding our criteria for our support and intervention.

All of our schools and academies are categorised using a Red, Amber and Green (RAG) rated system according to the hard and soft data we hold. Our Schools Causing Concern matrix, which we use for our categorisation process is extensive and ensures pupil outcomes, safeguarding and support for our most disadvantaged and vulnerable learners is at the heart of our process. Our matrix takes into account governance arrangements, finance, attendance and a whole host of other key factors, which contribute to the effective leadership of a school.

Our monitoring, support and challenge of schools is proportional to the categorisation of each individual setting. A school categorised as RED would receive intensive support and challenge compared to that of AMBER and GREEN schools. Our school improvement consultants have continued to support all maintained settings throughout the pandemic. This has mainly been via remote working however, they have now returned to face to face visits.

The table below shows the current SCC rag ratings for our schools. These are currently being reviewed and updated for 2021/22 and a letter will be sent to all schools in September informing them of the categorisation.

SCC categorisation by Phase

			Amber		Red	
	18/19	19/20	18/19	19/20	18/19	19/20
Nursery	8	8	0	0	0	0
Primary	39	5 5	28	20	18	10
Secondary	5	8	8	7	5	3
All Through School	0	1	0	0	1	0
Special	2	2	1	1	4	4
PRU	1	1	0	0	1	1

Our school improvement processes and methods of operation were extensively reviewed and overhauled and a copy of our 'Team around the School Rapid Recovery Plan' (attached as Appendix 2) explains our support and challenge process for schools causing concern. We have a proven track record of making a significant impact in all our maintained settings and this has been substantiated by Ofsted during school inspections.

As a Local Authority (LA) we have a good working relationship with our Senior HMI (Her Majesty's Inspectorate). We have regular meetings with them and the LA are invited to give comment during a maintained school inspection and to attend the inspection feedback session of all maintained schools. We are not invited to or are required to have any input into academy inspections.

The Ofsted ratings are as follows

- Ofsted Grade 1: Outstanding.
- Ofsted Grade 2: Good.
- Ofsted Grade 3: Requires Improvement.
- Ofsted Grade 4: Inadequate.

80.2% (97) of Walsall schools have an Ofsted published grade of good or better. At the time of writing this report, we were awaiting the published reports of two of our maintained schools. The Ofsted feedback sessions from these two schools were both positive and we anticipate our numbers of schools with a grade of good or better, to improve.

OFSTED grade	% Good or Better
LA Maintained	88
Academy converters	73.7
Academy sponsor led	55.6

One of the key successes for our school improvement team over the pandemic has been the on-going support for our Inadequate Ofsted graded schools. At the start of March 2020 there were four schools with an Inadequate Ofsted grading. Of those four, three were maintained schools and one was an academy. Since the start of the return to full Section 5 inspections at the start of May 2021 all four of Walsall's Inadequate Ofsted graded schools were inspected.

- New Leaf Short Stay PRU was graded to be RI with elements of Good.
- Jane Lane report is yet to be published.
- St Bernadette's Primary were graded as Good in all areas
- All Saints National Academy were found not to be taking effective action and remain Inadequate.

One of the current core pieces of focussed school improvement work is RADY (Raising Attainment of Disadvantaged Youngsters). The local and national concerns about the attainment gaps increasing for disadvantaged and vulnerable learners is a key focus of our working moving forward. We have also supported all schools and setting, in partnership with the Education Endowment Foundation, with a number of free online module training sessions. These have focussed on Metacognition (awareness and recognition of one's own thought process), Learning Behaviours and SEND (special educational needs and disabilities) in the mainstream setting. The first tranche of our work was launched in the Summer Term whilst the second phase will be launched in the Autumn Term.

Throughout the pandemic, we have continued to work closely with all schools and settings. Although academies are not generally part of our school improvement dedicated work, we have offered opportunities to be part of our projects and support through this time.

We have produced biweekly bulletins with key updates, links and information. We have also had weekly remote meetings to which all Head Teachers and Principals are invited where we work in close partnership with our Walsall Public health colleagues to provide essential information about Covid 19 and about Children's Services working. All of these sessions are recorded for future reference.

We also have weekly meetings with colleagues from the DfE remotely to support, monitor and measure our schools and settings throughout Covid and in particular where there have been national lockdowns. These meetings are known as DfE REACT meetings and there are standing national agenda items as well as regional and local items and themes. Access and Inclusion SLT leaders meeting with the DfE colleagues via these meetings.

One of the emerging concerns, which has arisen from the pandemic, is the higher rate and prevalence of recognised anxiety and social, emotional health (SEMH) concerns amongst our children and young people (CYP). We have been allocated funding centrally from the DfE to support the initial Wellbeing for Educational Return in September 2020 and this funding has been extended further to include the coming Autumn and Spring terms. Our Educational Psychologist team as well as our safeguarding lead and school nursing team are working in partnership with our school SENDCos and Dedicated Safeguarding Leads (DSLs) in providing a package of support and training directly to schools and to CYP. SEMH and autism are two of the increasing needs, which are emerging for our CYP.

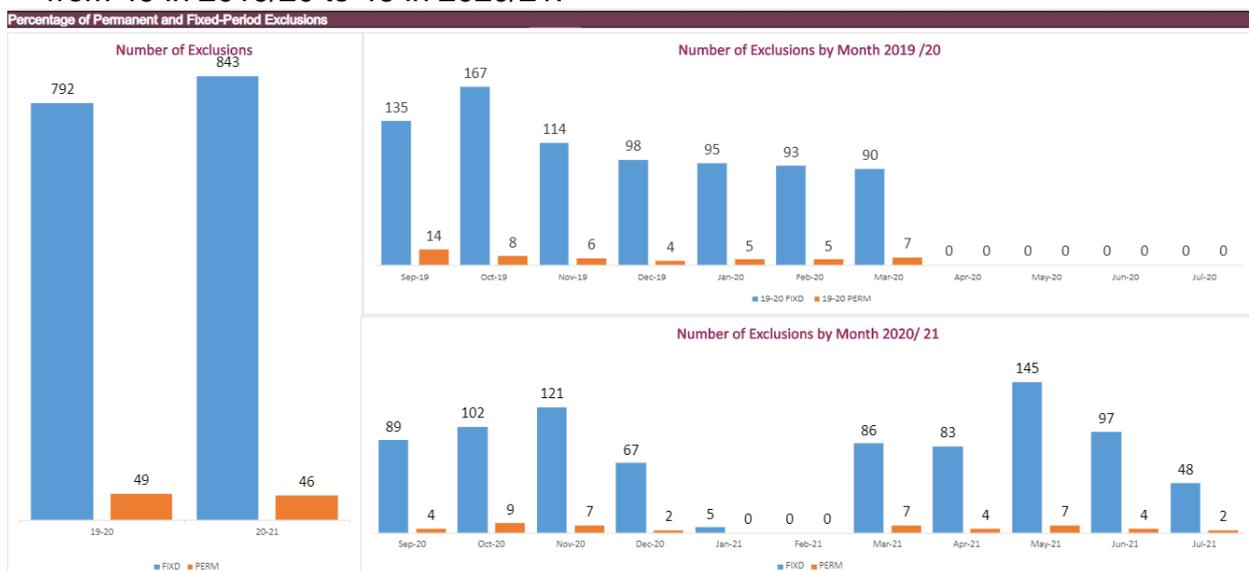
Educational attainment:

For the last two years the assessment of children's attainment and outcomes for the end of each phase or key stage of education, has been based on teacher assessment rather than on formal examination due to the pandemic. As a result the usual examinations published results will not be published publicly.

Fixed period and Permanent Exclusions

The number of fixed period exclusions has increased in the last academic year compared to the year before due to schools remaining open during 2020/21.

In the same period, the number of permanent exclusions has reduced slightly from 49 in 2019/20 to 46 in 2020/21.



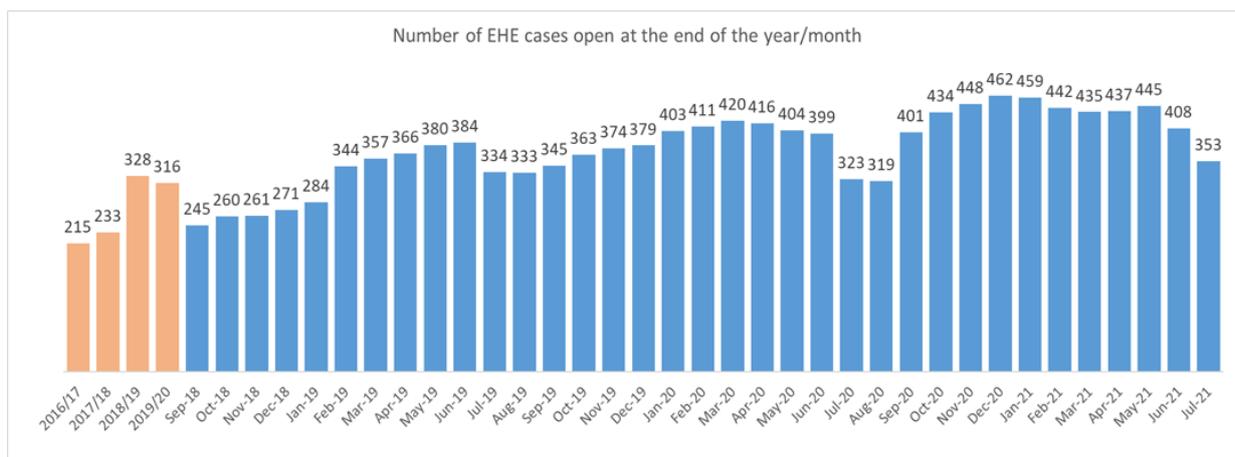
Elective Home Education:

Parents have a right to educate their children at home.

Educating children at home works well when it is a positive, informed and dedicated choice. However, the past few years have seen a very significant increase in the number of children being educated at home, and there is considerable evidence that many of these children are not receiving a suitable education. There is a less well evidenced but increasing concern that some children educated at home may not be in safe environments.

The DfE believes that although the primary responsibility for ensuring that children are properly educated belongs to parents, a local authority has a moral and social obligation to ensure that a child is safe and being suitably educated. If it is not clear that that is the case, the authority should act to remedy the position. As an LA we support the parental right to EHE, we also enact our statutory duties in regards to monitoring the quality of that education as well as ensuring the well-being and safety of all children and young people.

At the end of July 2021, there were 353 open Elective Home Education (EHE) cases. This is slightly higher than the same period in 2019 (334) and 2020 (323).



Admissions duties:

The council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools.

These duties are:

- to provide advice and assistance to parents when deciding on a school place and allow parents to express a preference
- for each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area
- to publish each year a composite prospectus for all publicly funded schools in the area
- to formulate, publish and adopt a scheme to co-ordinate admission arrangements for all publicly-funded schools in the area, which allows parents to apply to schools in other local authority areas, and to provide information to the Secretary of State on secondary school admissions on National Offer Day
- to make arrangements for parents to appeal against admissions decisions
- to establish and manage a Fair Access protocol for in year admissions
- to annually write to parents of prospective schools in their locality with information about schools with atypical admission ages within the local authority or within reasonable travelling distance
- to include details of schools with atypical admission ages in the local authority or within reasonable travelling distance in their composite prospectus

The DfE has recently published a new School Admissions code, which comes into force on the 1 September 2021. The main purpose of these changes is to improve support for the in-year admission of vulnerable children.

This includes:

- introducing more detail on the process for managing in-year admission (including clear timescales for processing applications, making offers and admitting children to ensure compliance with code and clarity for parents and schools)

- changes to improve the effectiveness of Fair Access Protocols
- giving children adopted from state care outside of England equal admissions priority as children who were previously looked after in England
- clarification of which address to use for the admission of service or crown servant children

The Virtual School:

The Virtual School plays a strategic role in ensuring we meet our corporate parenting responsibilities with regard to the education of children looked after. The Virtual School Team supports people who work directly with children in care and leaving care young people to develop joint working and raise educational attainments. The Virtual School work with schools, colleges, universities, nurseries, children's social care, health officials and the Corporate Parenting Board.

As all children returned to school, the staff at The Virtual School were welcomed back into schools to provide face to face support to children in care. Our tutors, mentors and key workers were able to provide additional support in the classroom to help children catch-up from any lost learning.

In addition to the support provided by virtual school staff over 50 children and young people received extra 1:1 tuition provided by external tuition companies. We also continued to provide additional online tuition through our own learning platforms.

We also delivered a number of programmes to help children return to school, such as our 'Summit2Success' programme which was a 9 week programme to help children build confidence, resilience and self-esteem and our 4 week English for Speakers of other Languages (ESOL) group course which supported young people new to the UK and Walsall.

We continued to provide learning resources i.e. laptops and tablets to children who were new into care or did not have the equipment for home learning and support parents/carers with home learning.

Children with a social worker:

In June 2021, the DfE announced that from September 2021 the role of the Virtual School Head would be extended to take a strategic leadership role in promoting the educational outcomes for all children with a social worker not just children in care.

Virtual School Heads have been asked to make visible the disadvantages that children with a social worker can experience, promote practice that supports children's engagement in education and to level up children's outcomes and narrow the attainment gap so every child with a social worker can reach their potential. This includes making sure that children with a social worker benefit from support to recover from the impact of COVID-19.

Grant funding has been provided to help the Virtual School Head deliver the extended duties. The funding formula for the grant is based on the number of schools in each local authority, not children with a social worker. Walsall's grant is £100,000. The virtual school will take on two additional staff to help with the additional responsibilities.

Education Welfare:

The local authority has a duty:

- to make arrangements to establish the identities of children residing in the area who are not receiving suitable education
- to begin procedures for issuing a School Attendance Order if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise
- to consider serving an education supervision order before prosecuting for truancy
- responsibilities regarding the employment of children

As part of encouraging regular school attendance, following the suspension of penalty notice fines during the Covid pandemic, the DfE have now confirmed that Attendance is mandatory. The usual rules on attendance continue to apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
- the duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education

School transport duties:

The local authority has a duty:

- to make provision for suitable home to school travel arrangements for eligible children of compulsory school age (5-16) to facilitate attendance at a relevant educational establishment (travel arrangements are provided free of charge)
- to promote sustainable modes of travel to assess general school travel needs
- to have regard to religion and belief in exercise of travel functions
- to specify to what extent the arrangements they include in their annual transport policy statement facilitate the attendance of disabled persons and persons with learning difficulties
- to publish annual Post-16 Transport Policy Statement which must set out the arrangements for the provision of transport, and for financial assistance towards transport costs, it considers necessary to facilitate attendance of students of 6th form age

Capital projects:

In support of changing demographics and the need for more school places, the council has undertaken a number of school expansion capital projects over the last few years.

Recent projects that have been or are about to be completed include:

- Oakwood Special School – internal remodelling of parts of the Education Development Centre to increase the number of places by a further 30
- Castle Business & Enterprise College – 3 class block modular classroom
- Mary Elliot School – internal remodelling to create 30 additional places
- Manor Primary school – 2 classrooms, toilets, relocation of MUGA
- Rosedale Primary School – 3 class block extension
- Short Heath junior School – 4 class block modular classroom for completion in December 2021.
- St Michaels Primary School – 2 classrooms, hall extension
- Christ Church Primary School – 4 classrooms extension on programme with completion due by November 2021, mobile classrooms will remain in place until all works completed.
- Relocation of the New Leaf PRU to the Spindle Tree/Stroud Avenue site

Complaints:

The Council does not have a statutory role in investigating the majority of school complaints. The two exceptions are when it is a serious safeguarding concern or if the complaint relates to collective acts of religious worship.

Legislation states that it is the school's Governing Board that has responsibility for approving and administering its complaints policy.

The Department for Education' model guidance states that "if the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education" after they have exhausted the internal stages of the school's complaints process.

The Council has no powers to intervene on behalf of a complainant or a complainant's advocate.

The two exceptions where the Council does have a role are when:

- The complaint regards safeguarding concerns for a child or young person
- There is a complaint in respect of the content of the daily act of collective worship. These will be investigated by the local authority and the Standing Advisory Council on Religious Education (SACRE) as appropriate.

Financial information

3. The expansion projects will be funded from the Basic Need Capital Fund. The projects are already approved and finances committed.

The capital grant is allocated by the Education and Skills Funding Agency to local authorities, based on pupil place number forecasts, to deliver the additional places in schools to meet expected demands.

The Dedicated Schools Grant is paid in support of the local authority's schools budget. It is the main source of income for the schools budget. Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums.

Full finance reports are on the forward plan for Education Scrutiny Committee.

Reducing Inequalities

3. It is important for the Council's strategic aims that the children and young people of Walsall are able to access the right provision to meet their needs in order to achieve the appropriate qualifications, progressing to employment and / or training and to make a positive contribution within in the future.

The services and actions in this report ensure access to suitable, high quality school places that are attractive to parents and young people, which meet their needs and ensure quality provision that improves educational outcomes.

4. Decide

Scrutiny may decide to note the current OFSTED position.

The committee may decide to request further information as pertains to individual services or school expansions.

The Committee may decide to request further information, or assurance, in respect of the Schools Causing Concern process.

5. Respond

Any recommendations made by the Committee will be responded to by the appropriate service area.

The capital projects will be monitored through the Capital Programme Board.

School outcomes will be monitored through the Schools Causing Concern Group.

6. Review

The actions and outcomes within this report are under constant monitoring and assessment via the Capital Board and Schools Causing Concern Group. They are also externally reviewed via HMI termly meetings and Annual Conversation.

Author:

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Walsall Data.

Updated August 2021



Walsall Council

PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE

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Children Living in Walsall

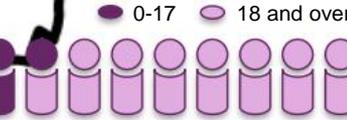
Population of 286,716

69,375 (24.2%) of whom are children aged 0-17

2020 mid-year population estimates

The number of children and young people aged 0-17 is projected to rise to 71,822 by 2030

24.2% of the population are children and young people



31.2% of Children are from BME backgrounds

2011 Census

Deprivation levels are high

In the Indices of Deprivation Affecting Children (IDACI), Walsall is the **19th most deprived Local Authority** in the country with 29% of neighbourhoods in the top 10% of most deprived neighbourhoods nationally which is the 15 highest.

Two of Walsall's three parliamentary constituencies are in the **top 50** constituencies with the highest levels of child poverty

Children and young people have more health challenges than their peers

3.5% of babies are born with a low birth weight

compared with 3.3% the West Midlands and 2.9% nationally (2019 data)

6.8 per 1,000 children die before their first birthday

compared with 5.6 in the West Midlands and 3.9 nationally (2017-2019 data)

3.0% of young girls get pregnant at 15,16 or 17

compared with 1.9% in the West Midlands and 1.7% nationally (2018 data)

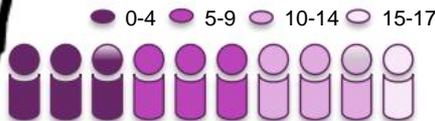
7.3 per 10,000 would be admitted to hospital as an inpatient for mental health issues

compared with 9.2 in the West Midlands and 9.0 nationally (2019-20 data)

1.5 per 10,000 admitted to hospital for alcohol related issues

compared with 2.6 in the West Midlands and 3.1 nationally (2017-18 – 2019-20 data)

28% of children are aged 0-4, 29% are aged 5-9, 28% are aged 10-14 and 15% are aged 15-17



39% of children live in poverty after housing costs

COSTS Campaign to end child poverty – May 2021



Children going to school in Walsall

Walsall has it's challenges....

There are 53,104 children on a school roll in Walsall

January 2021 School Census

Academic outcomes for Walsall children are generally worse than those for statistical, regional and national neighbours.

Significantly more children have English as an additional language

24.9% at Primary

compared with 25.0% for stat neighbours, 22.4% in the West Midlands and 20.9% nationally

21.1% at Secondary

compared with 20.5% for stat neighbours, 19.5% in the West Midlands and 17.2% nationally

A higher proportion of children are overweight at reception and year 6

27.2% in Reception

compared with 25.3% for stat neighbours, 24.6% in the West Midlands and 23.0% nationally

44.5% at Year 6

compared with 39.0% for stat neighbours, 38.2% in the West Midlands and 35.2% nationally

Significantly more children receive free school meals and numbers are increasing

31.6% at Primary

compared with 26.5% for stat neighbours, 25.7% in the West Midlands and 21.6% nationally

27.5% at Secondary

compared with 23.5% for stat neighbours, 22.2% in the West Midlands and 18.9% nationally

Fewer children have an identified special educational need

10.9% have SEN Support

compared with 12.8% for stat neighbours, 12.6% in the West Midlands and 11.9% nationally

2.8% have an EHCP

compared with 3.3% for stat neighbours, 3.1% in the West Midlands and 3.1% nationally

Schools in Walsall

122

State-funded schools in Walsall

The percentage of schools that are Good or Outstanding is below that of national and regional neighbours

26 Schools are Outstanding

72 Schools are Good

21 Schools are Requires Improvement

2 Schools are Inadequate

8 Nursery Schools

85 Primary Schools
(20 are academies)

19 Secondary Schools
(17 are academies)

7 Special Schools
(1 is an academy)

3 Pupil Referral Units
(1 is a free school)

7 Independent Schools

64% (25) of Academies are Good or Outstanding

88% (73) of LA maintained are Good or Outstanding

As at 31st July 2021

80% of schools were Good or Outstanding compared with 83% in the West Midlands and 85% nationally

74% of learners attended Good or Outstanding schools compared with 82% in the West Midlands and 85% nationally

69% of the most deprived learners attended Good or Outstanding schools compared with 75% in the West Midlands and 77% nationally



Walsall Council

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Team Around the School

RAPID RECOVERY PLAN
WALSALL COUNCIL

18-19

Rationale:

Walsall Council's ambition is that all their schools and academies are judged Good or better by Ofsted. As part of this ambition some schools will require intensive support and challenge for a number of reasons i.e. prior to an Ofsted inspection where concerns are raised about a decline in standards, following an Ofsted inspection where a decline in standards has resulted in a SM or RI to RI judgement or where there are significant leadership and management concerns in schools judged RI, Good or Outstanding.

Process:

When setting up intensive support and challenge programme with an individual school or schools it is essential to establish clear structures and systems that need to be in place. As such a Team Around the School (TAS) will be formed to support and challenge an identified school's rapid improvement.

This group will comprise of the relevant Local Authority service area leads and the senior leadership and/or where appropriate the Chair of governors of the identified school. Schools will be at many different starting points and non-negotiables are introduced as a common baseline and to ensure complete sign up to the process.

The TAS members will include:

- A designated Chair from the Local Authority
- Head teacher and senior leaders of the school
- Chair or nominated governor of the school (where appropriate)
- Representative from the Teaching School Alliance or a Good/Outstanding school allocated to provide the leadership support (where appropriate)
- Local Authority service area leads – School Improvement, Governor Support, Safeguarding, SEND, Education Psychology, Attendance, HR, Finance, Admissions, Alternative Provision, Post 16, EYFS, Early Help etc.

The focus of the TAS process is to measure the impact of the Local Authority in their support and challenge of leadership and management in raising standards within their school. The process is time sensitive and requires capacity and commitment from all parties involved.

The Local Authority needs to:

- Understand the need to ensure that the school has the appropriate support as well as challenge
- Commission (including secondment and redirection of internal support from other relevant LA service areas) and additional resources and capacity to support the school
- Determine the financial resource to support the school and hold it to account, ensuring best value for money

- Review the process regularly to ensure that improvement is rapid, effective and sustainable

The school needs to:

- Understand the need for the challenge and support
- Understand that support can be derived from challenge
- Commit to and participate in the process
- Understand that the school drives the improvement

Step 1:

The TAS will meet at the identified school to formulate the Rapid Recovery Plan. The meeting will:

- Evaluate the school's performance in the Ofsted framework areas and identify improvement areas
- Agree roles and responsibilities from the LA service areas and from the school for the target areas
- Identify the appropriate resources and specify the time frames for all identified actions for the Local Authority and school to complete
- Be based around round table professional discussion

The Chairperson will act as:

- As an independent consultant

The Chairperson will agree the specific actions with the TAS. The actions should be:

- Clear and concise
- As discussed in the meeting
- Measurable
- Time sensitive

The RRP should:

- Be evaluative not descriptive
- Reference the standard Ofsted terms

Step 2:

The identified school is responsible for its own Statement of Action (SoA) if it is an Inadequate school/ Special Measures school. The SoA will be regularly reviewed via the TAS meetings. Where a school is not deemed Inadequate/Special Measures, a robust school improvement plan is expected to be in place and will also be subject to review by the TAS.

Where a specific school has been identified as providing direct support to the identified school, they have shared accountability with the leaders of the school to:

- Ensure that the SoA or school improvement plan, is accurate and regularly updated
- The nature/type of the support in addressing the actions
- Dates and times of visits

The identified school will drive and be responsible for the SoA or school improvement plan. The supporting school may be commissioned directly by the Local authority and have a financial agreement for the commissioned support. The identified school may incur the full cost of any school-to-school support and this must be agreed and recorded at the first TAS meeting.

Step 3:

During the TAS process, the LA will conduct appropriate quality assurance in two specific areas School Improvement and Safeguarding although reviews of other LA areas may be deemed necessary, such as Governance.

The School improvement and Safeguarding reviews and subsequent Progress and Impact Visits will be in line with the LA's Schools Causing Concern Protocol and will:

- Be a one or two day review
- Provide a detailed School Visit Record (SVR) identifying strengths, development areas, next steps and any recommendations for intervention.

Ahead of the review:

- The Head teacher or designated senior leader will be asked to email a copy of the school's usual timetable to the lead reviewer.
- From this the lead reviewer will plan the provisional schedule of activities for the day, many of which will be joint activities led by members of the school leadership team.
- A copy of the provisional schedule will then be emailed to the Head teacher but may be subject to change on the day.

During the review, reference will be made to the school's own evaluation of impact and corroborated through the joint monitoring activities.

Activities for the review include:

- Initial discussion about SoA or school improvement plan with HT (& Chair of Governors)
- Discussion with leaders re the internal data sets
- Progress in books monitoring and may include some learning walks

- Discussion with staff and pupils

Step 4:

A meeting of the TAS will be held. This meeting led by the Chair will require the Local authority service leads and the identified school to:

- Demonstrate the progress they have made against the agreed actions in the RRP

At this meeting the findings of any reviews, school visits, HMI monitoring visits etc. should be discussed to inform the RRP

Step 5:

The TAS process and paperwork will be subject to a quality assurance process and support and challenge by the Director for Children's Services at Walsall Council.

Appendix 1

Team Around the School – Record of Meeting

Section A: Key Information	
Name of School:	
Head Teacher:	Chair of TAS:
Date of TAS:	Meeting Number:
Supporting School (where applicable):	
Context <i>(Key background information)</i>	
Present:	
Apologies:	

Section B: Risk Assessment and Key Factors Towards Securing Good		
What is the risk of the school <i>not being judged as Taking Effective Action (TEA) or GOOD (where appropriate)</i> at the next monitoring visit or inspection?		
HIGH /MEDIUM /LOW (please identify)		
What are the key factors preventing this? What are the actions towards achieving good?	By whom?	By when?
1.		

2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Appendix 2

TAS - Rapid Recovery Plan				
School name:				
Head teacher:				
Chair of TAS:				
PRIORITY 1:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead
PRIORITY 2:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead
PRIORITY 3:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead
PRIORITY 4:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead

KEY QUESTIONS:

Priority	<ul style="list-style-type: none"> ▪ What do we want to achieve in the long term? ▪ What do we want to achieve before the quality assurance review/ monitoring visit/inspection?
LA actions	<ul style="list-style-type: none"> ▪ What tasks do we have to do to achieve success?
Success Criteria	<ul style="list-style-type: none"> ▪ What will it look like when we get there? ▪ What is our intended impact?
Resources	<ul style="list-style-type: none"> ▪ What interventions/strategies do we need to put in place? ▪ Do we need to re-align our human and physical resources? ▪ Do we need to invest in this area? ▪ How much time will this take? ▪ Are there additional training and development needs for us to consider and source?
Time Frame	<ul style="list-style-type: none"> ▪ How do we collate the evidence together and triangulate it to check that we are achieving/ having the impact we set out to have? ▪ Are any barriers to achieving the required impact/ standards addressed rigorously and robustly?
Lead	<ul style="list-style-type: none"> ▪ Who is responsible /accountable for those actions? ▪ How do we make sure we are doing what we said we would? ▪ Who is holding us to account?

Date: 14 September 2021

Update on the SEND Local Area Improvement Programme and EHCPs

Ward(s): All

Portfolios: Councillor Chris Towe

1. Aim

The SEND Local Area Improvement Programme is designed to address the areas of concern identified by Ofsted and the Care Quality Commission in the SEND Local Area inspection February 2019. This is being delivered through a Written Statement of Action (WSOA). The WSOA includes focus areas within the nine areas of concerns, along with agreed actions to improve the quality and timeliness of Education, Health and Care Plans (EHCPs).

2. Recommendations

For the Committee to consider the content of this report and comment on the progress.

3. Report detail – know

3.1 Department for Education Monitoring Visit

3.1.1. On the 23rd July 2021, advisers from the Department for Education (DfE) and members from the NHS and NHS Clinical Commissioning Group (CCG) attended the Local Area Improvement Board (LAIB) to assess the progress that has been made against the actions outlined in the Written Statement of Action (WSOA) and the overall impact of the LAIB improvement programme. This meeting acting as further preparation ahead of re-inspection.

3.1.2. The visit offered further scrutiny of the LAIB developments and progress and further discussed the impact of the Covid-19 pandemic and how Walsall have responded to support schools/settings, children and young people. All of which will aid as the supporting evidence needed for re-inspection.

3.1.3. Feedback from the DfE commented that the LAIB has overseen a well-organised and coherent improvement programme underpinned by a strong focus on co-production and outcomes for children and young people with SEND.

3.1.4. The visit noted that WSOA Project and Work stream leads are methodically examining the progress that they have made since the Area SEND Inspection and the evidence of the impact the actions taken has had on the experience of children, young people and families in the system.

3.1.5. The independent chair of LAIB will now also be chairing the Walsall Learning Alliance (WLA) whose purpose is to “Improve the education and wellbeing of children, young people and families across Walsall through collective accountability”. The WLA will include partners and key stakeholders. A Shadow Board is being established to provide a forum to more consistently enable children, young people, parents, carers and SENCOs to contribute, and for their voices to be heard.

3.1.6 The DfE feedback also highlighted the need to :

- Focus on the strategic ‘what next’ and future working with Walsall Learning Alliance.
- Further develop the relationship between the LA and Health.
- They raised the progress of the local offer being slow. (The new local offer has been co-produced with parents and will go live from 1 September)
- Continue focus on EHCP timeliness and effectiveness and suggested we needed data to show how the quality had improved.
- Ensure more parents, above and beyond FACE, were included in feedback.

3.1.4. The visit noted that WSoA Project and Work stream leads are beginning to examine the progress that has been made since the Area SEND Inspection and the evidence of the impact the actions taken has had on the experience of children, young people and families in the system. The DfE have advised of the importance of this work and the rigour needed to quantify and evidence impact recorded.

3.2. Programme update

3.2.1 Progress has been made against the 184 actions in Walsall’s Written Statement of Action. The review of the impact of Covid-19 on progress and mitigating actions has enabled us to maintain momentum and initiate action plans for previously delayed actions. Some actions, which were delayed due to Covid-19 are behind original milestones, however they are now progressing accordingly.

This is illustrated below:

Overall Programme Status

<i>Not Started</i>	<i>Beyond Milestone</i>	<i>Delayed</i>	<i>Paused - Covid Exception</i>	<i>In Progress</i>	<i>Complete</i>	<i>Complete and Embedded</i>	<i>Closed</i>	
0	24	4	5	2	76	66	7	<i>Current Action RAG Ratings</i>
<i>Not Started</i>	<i>Beyond Milestone</i>	<i>Delayed</i>	<i>Paused - Covid Exception</i>	<i>In Progress</i>	<i>Complete</i>	<i>Complete and Embedded</i>	<i>Closed</i>	
0	23	7	7	2	72	66	7	<i>Previous Period Action RAG Ratings (October Board)</i>

3.2.2. The Co-Production and Engagement Work stream

A body of evidence has been collated which evidences co-production with parents. During the height of the Covid-19 pandemic, the parental help line together with weekly zoom meetings helped promote, foster and establish parental relationships with the LA. Family Action, the LA's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) service, have also been key in promoting positive relationships with the LA, providing challenge in support of parent and carers when necessary. The Inclusion Strategy, SEND Strategy and Accessibility strategies have all be co-produced with parents/carers. The Local offer continues to be developed in line with co-production from parents/carers.

The Local Offer

Vision: A user friendly, co-produced and compliant local offer that is future proofed to remain that way.

A great deal of work had been undertaken to address the poor quality of the local offer; however, progress was not as fast paced as expected and there is significant work yet to do.

The local offer is being moved to a new platform for delivery. Parental groups have been instrumental in the design and 'feel' of the pages and information which is held there, with workshops held to identify which other LA Local Offers parents liked, and their feedback used to inform the new pages.

The new local offer will not duplicate information from other partner websites. This would require updates every time a service provider makes a change to their offer or website and is reliant on the said provider informing the local offer administrator of any changes. Instead, an overview of a service, source of support or information will be given and a direct link to the website of the service provider will be in place. This will ensure that the latest information is available to our families and partners.

Progress May –July 2021

- Meeting with key stakeholders to establish their thoughts and get feedback took place during May, including FACE, Health, Social Care, SEND, Children's' Commissioner, and others.
- Test site for the new local offer is already in place in line with what was previously agreed in local offer workshops.
- An exercise to establish what content on the current local offer is still relevant and up to date has taken place.
- An Action plan setting out all the requirements of the 2015 SEND code of practice devised.
- A Microsoft local offer Teams site has been set up. As content is written, it is added to the folders within the site.

- Health – A Overview of services has been written and sent to health for approval. We are awaiting response.
- Following discussions at LAIB regarding raising the profile of SENDIAS, discussions have taken place with SENDIAS and FACE. It has been agreed the following will become part of the local Offer template and will appear on every page



Advice & Support

Walsall's SENDIAS service provides free, impartial advice and support to parents of children and young people with Special Educational Needs and/or Disabilities (SEND). This service is also offered directly to young people. It is a confidential service providing information and advice about many areas including: EHCP process, local provision in schools and offers support.

Contact us: email walsallsendiass@family-action.org.uk

Tel: 08088 026666

Website: <https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/>

- The termly SENDIAS newsletter will also be uploaded to the new Local Offer

3.2.3 Improving Outcomes Work stream

The Covid-19 pandemic disrupted the measuring of outcomes for pupils with SEND and others. We have been proactive in anticipating an increased level of SEMH difficulties among children and young people following the return to school. SEMH support provided by the Educational Psychology Service, through the Well-being education return, the roll out of the raising achievement for disadvantaged youngster (RADY) programme together with the partnership work with the Education Endowment Foundation (EFF) have been instrumental to supporting ways in which Walsall schools and settings increase the outcomes for learners.

The development of the Walsall Right for Children SEND Banding Guidance document and SEND Toolkit's have served as guidance tools for any professionals supporting or working with children and young people with special educational needs and disabilities. This includes Walsall schools and settings and external support services supporting Walsall children and young people. Both documents provide supporting strategies to support SEND students and detail how the implementation of whole school approaches and high quality first teacher promote the inclusion of all children and young people.

The school RESET programme enabled schools and settings to place a greater emphasis on inclusion, and to relook at the culture, ethos and approach across Walsall. Collaborative working such as webinars, CPD, training and development have strengthened services. Head teachers and school leaders actively engaged in weekly Headteacher forums, sharing good practice and discussing future developments for all learners, including those with SEND.

SENCO forums throughout the academic year are focused on training, sharing good practice and developments to support such learners, ensuring the right conditions and learning environment are in place.

3.2.4 The Joint Commissioning Work stream

A number of strategic developments have taken place within the areas of Autism and Joint Commissioning.

- A Walsall SEND Health review has been completed, which has identified themes and key priorities. These include multi-agency case co-ordination and management; ASD Post Diagnostic support; SEND Datasets; cross border protocols; Covid-19 recovery and collaborative commissioning plans.
- The Walsall Autism Service specification is now being used to influence, develop and shape a Black Country Intensive Support Service for young people. The provider Trust has continued to work closely with commissioners.
- Autism pathways are completed and will be readily available on the Local Offer website.
- The Autism Education Trust (AET) teaching programme has been delivered across schools over the previous year and will continue from September 2021.

3.2.5 EHCP Assessment Processes Work stream

The March 2019 backlog of 359 assessments was completed as of 31st October 2020. Reporting to the DFE of EHCP 20 week compliancy rates showed marked improvements from January to May although there has been a dip in the last 3 months. The aim is to continue to meet and exceed the national average on an ongoing basis.

EHCP timeliness and compliancy is a key focus within the assessment team. Timeliness data has been reported to the LAIB board on a monthly basis and action plans have been developed accordingly.

Further analysis of EHCP Performance, including actions currently undertaken to mitigate increased risks are reported separately in section 3.3 below.

Significant projects have been undertaken within the SEND system in Walsall to ensure continued developments and future sustainability. These are outlined below:

- Review of specialist provision and SEND sufficiency
- Completion of Inclusion, SEND and Accessibility Strategies
- Implementation of a new High Needs Funding (HNF) Model
- Implementation of EHC Panel, ensuring improved scrutiny of EHC needs assessments, quality assurance and processes
- Quality Assurance of EHC Plan writing and professional advice
- Revised processes to EHC plan phased transfers, transitions and annual reviews
- Development of a Tribunal working group to ensure effective management of tribunal matters
- Commissioning of a new Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) service to support parents, carers, children and young people.

3.3. Education Health and Care Plans – updated progress and improvement

3.3.1 Compliance Update Figures

An EHCP recovery plan approved by the Local Area Improvement Board (LAIB) was initiated to address the previously reported low EHCP 20 week compliance rates. EHCP performance figures are reported on monitored on a weekly basis by the EHC Assessment team and a reported on a monthly basis to the LAIB and DFE.

The current figures reported to the DFE are summarised below:

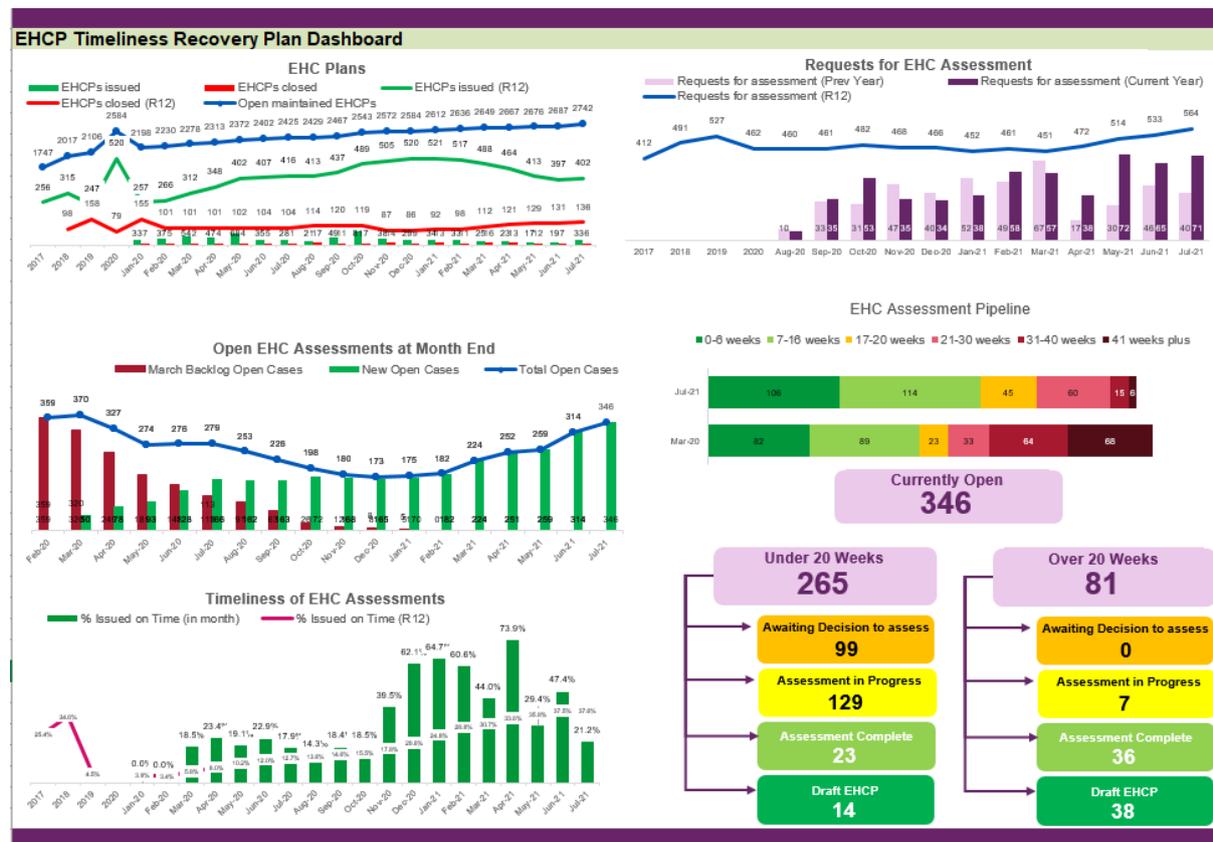
Progress Report Re. Completion of EHCP Plans in 20 Weeks 2021 – LA Name Walsall

	2021						
	January	February	March	April	May	June	July
Number of EHCP Plans Issued, excluding exceptions	34	33	25	23	17	19	33
Number of these issued in 20 weeks	22	20	11	17	5	9	7
% in 20 weeks	64.7%	60.6%	44.0%	73.9%	29.4%	47.4%	21.2%
Cumulative 12 months to date	521	517	488	464	413	397	402
Number of these issued in 20 weeks	129	149	150	156	148	149	151
Cumulative % in 20 weeks	24.8%	28.8%	30.7%	33.6%	35.8%	37.5%	37.6%

3.3.2 Headlines as of the 31st July are demonstrated in the EHCP Timeliness dashboard below: There are 346 assessments open, 81 are over the 20-week deadline.

Timeliness has dipped over May, June and July 2021.

At this current time the service has faced difficulty in maintaining the timeliness of past performance. The Covid-19 pandemic has caused an increased pressure on the EHC Assessment Service. Following the school return, the EHC team began to receive increased requests for assessments. The team received 209 requests for an EHC assessment between May-June 2021 and this represents a 75% increase in requests for assessments compared to that of May-June 2020. A number of permanently employed staff members have left the service over the past months, which has also caused further strain. These staff members have been replaced by interim members of staff whilst we undergo a recruitment process. Combined with an increase in EHC assessments, maintained EHC plans and the time it takes to recruit, induct and mentor new members of staff, this has affected timeliness. However, these pressures have proactively been recognised and are being actioned accordingly as identified in section 3.3.3 Risks and Further Actions Taken. We expect to see timeliness increasing from the end of August, moving towards complaint rates from September. However, timeliness over the **rolling** 12 month period continues to increase, although this has remained the same in the last few months.



3.3.3 Risks and Further Actions Taken

Nationally, there were 430,697 children and young people with an EHC plan maintained by local authorities as at January 2021, this is an increase of 40,588 (10%) from 2020. This increase is also reflected in the West Midlands, with an increase of 4,230 (10%) EHC plans from 2020. In Walsall there is a significant increase in the number of CYP for whom the Council maintain an EHC Plan. On the census return date (14th January 2021) this stood at 2,596; the highest number of EHC Plans recorded in Walsall over the past five years. Walsall's increase is much higher than of National and the West Midlands, at 23.3%; this is an increase of 490 EHC plans from 2020.

There has been a 12% increase in EHC plans over the last 12 months. In July 2020, this stood at 2,448 and has increased by 12% over the last 12 months and now stands at 2,742.

The school closures and the following re-opening due to Covid-19 have caused an increase in EHC requests for assessments. As expected by SEND and health services, children and young people have returned to school and are presenting difficulties more widely in the areas of social, emotional and mental health (SEMH). As a result, this places increased pressure on the EHC assessment Team, Educational Psychology (EP), Social Care and Health services. These pressures have been actively recognised and are being recruited to accordingly.

The EHC Assessment team will be recruiting an additional 6 members to the permanent team structure and an additional EP will also be recruited to the service. These additions will ensure that we continue to produce compliant and high quality EHC plans. These posts are currently advertised with a closing date of the August.

It is expected that we will have the permanent staff in place by the end of November or towards mid-December; however this may differ for each applicant depending on their current circumstances and/or notice period. As a mitigating risk, we have currently employed interim staff who are working within the EHC Assessment team to ensure timeliness rates are addressed as a priority and plans are produced at a compliant rate.

The EP Service have secured additional Locum capacity to ensure they are able to meet the demand of increased requests for assessment, enabling them to produce timely advice within compliant timescales.

4. Financial information

Budget elements have been resourced to allow for permanent staffing increase to the EHC Assessment Team (6 staff members) and Educational Psychology (EP) Service (1 additional EP) to ensure that the teams are able to respond to increasing demands and ensure sustainable improvements to timeliness of completing Education, Health and Care Plans.

5. Reducing Inequalities

The SEND Local Area Inspection assessed the effectiveness of the SEND process across Education, Health and Social Care within Walsall. The actions and areas of concern within the Written Statement of Action were designed to reduce inequality in these areas. As identified in the programme update [3.2.] these actions and areas of concern have been actioned, which have served as a catalyst to increase the equality of opportunity.

6. Decide

Scrutiny may decide to note and/or make comment on the current position.

The Committee may decide to request further information or assurances in respect of the WSoA and any issues relating to the timeliness of EHCP's moving forwards.

7. Respond

Any recommendations made by the Committee will be assessed and actioned accordingly through the appropriate forum.

8. Review

The information provided within this report is under constant review and monitoring. The significant improvements made within the identified areas of concern in the WSoA are to be sustained and further developed within Walsall.

Author:

Alexander Webley

SEND Team Manager

Email: Alex.webley@walsall.gov.uk

Education Overview and Scrutiny Committee

Agenda
Item No. 8

14 September 2021

Work Programme 2021/22

Ward(s) All

Portfolios: Councillor Chris Towe – Education & Skills

Report:

The purpose of this report is to provide for consideration and approval an updated proposed work programme for the Committee for 2021/22.

The proposed work programme, which is attached as an appendix to this report, takes account of items considered appropriate to be carried forward from the 2020/21 municipal year. For ease of reference, the items are set out in the table on a meeting-by-meeting basis.

Also included in the work programme is provision for the establishment of a working group and Members are requested to consider and approve this and to select an appropriate issue or topic for an in-depth investigation. One topic that has been suggested is:

- The voice of children and young people in SEND
 - How we capture the views of children and young people and their parents, and work with them more effectively to meet their needs
 - This would build upon the reports of previous working groups on related issues.

If there are any other issues or topics, then Members may propose them for consideration by the Committee

Recommendations:

1. That Members consider and approve the Committee's proposed work programme for 2021/22.
2. That Members consider and approve the establishment of the working group proposed for 2021/22.

Contact Officer:

Dr Paul Fantom
Democratic Services Officer
 01922 653484
 paul.fantom@walsall.gov.uk

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					
Walsall Right for Children Update		X				
Special provision Update		X				
Post-16 Skills and Employability		X				
Q2 Finance report and Budget Proposals			X			
Admissions			X			
Attendance Figures			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						X
Attendance Figures						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

2 August 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 £250,000.
- (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.

**FORWARD PLAN OF KEY DECISIONS
SEPTEMBER TO DECEMBER 2021 (2.8.21)**

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
35/21 (10.5.21)	Corporate Plan 2021/22 - Quarter 1 Performance: To note reporting on the Markers of Success regarding the five priorities in the Corporate Plan.	Cabinet Non-key	Stephen Gunther Stephen.gunther@walsall.gov.uk Christine Williams Christine.williams2@walsall.gov.uk	Internal – Directors’ Group	Councillor Bird	8 September 2021
45/21 (2.8.21)	Delivery of Town Centre Regeneration Scheme To seek approval to the terms for the surrender of a lease required for the delivery of the Connected Gateway Scheme. <i>Contains commercially sensitive information.</i>	Cabinet Key Decision Private Session	Nick Ford, Team Leader – Asset Management Nick.ford@walsall.gov.uk	Internal Services	Councillor Bird	8 September 2021
49/21 (7.6.21)	Local Council Tax Reduction Scheme: To agree a preferred option for a Local Council Tax Reduction Scheme and approval to undertake public consultation on that option.	Cabinet Non-key decision	Cabinet report 7 September 2016 Contact Officer Ian Savigar ian.savigar@walsall.gov.uk	Internal Services, Key Stakeholders and staff.	Councillor Andrew	8 September 2021

39/21 (7.6.21)	Walsall Domestic Abuse Strategy: To agree the Strategy 2021 to comply with the new domestic Abuse Act 2020	Cabinet Key Decision	Domestic Abuse Strategy 2021 Domestic Abuse Need Assessment 2021 Domestic Abuse Act 2020 Simon Neilson Simon.neilson@walsall.gov.uk	Safer Walsall Partnership Internal Services	Councillor Perry	8 September 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	8 September 2021
40/21 (7.6.21)	Agreed Syllabus for Religious Education: There is a legal requirement to review/revise the Agreed Syllabus every five years. Cabinet is asked to endorse the Agreed Syllabus to ensure that the teaching of RE in schools is relevant and appropriate and recommend the Syllabus to Council for approval.	Cabinet Council Non-key Decision	Nick Perks Nick.perks@walsall.gov.uk	Internal Services Standing Advisory Council for Religious Education	Councillor Towe	8 September 2021
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 07943 500394 Neil.hollyhead@walsall.gov.uk	Public, Housing Associations, Internal Services	Councillor Andrew	20 October 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 Session	Nick Ford, Team Leader – Asset Management Nick.ford@walsall.gov.uk	Internal Services	Councillor Andrew	20 October 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 Neil Hollyhead Neil.hollyhead@walsall.gov.uk	Public, partner organisations, elected members, internal staff	Councillor Andrew	20 October 2021
41/21 (7.6.21)	Intermediate Care Service (ICS) Review: to receive the outcome of the review and approve the Extension of the existing Transitional Bed contract	Cabinet Key decision	Tracy Simcox Tracy.simcox@walsall.gov.uk	Internal Services	Councillor Martin	20 October 2021
44/21 5.7.21	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 users of traditional day services in house; Existing users and carers/parents of people accessing building based day opportunities; Carers Hub;	Councillor Martin Councillor Towe Councillor Wilson	20 October 2021

				FACE; frontline internal staff; external marketplace for day care.		
14/21 (8.3.21)	<p>Willenhall Masterplan: Strategic Land Acquisitions – in principle approval for the use of Compulsory Purchase Order powers.</p> <p><i>Contains commercially sensitive information.</i></p>	<p>Cabinet</p> <p>Key Decision</p> <p>Private Session</p>	<p>Willenhall Masterplan: Strategic Land Acquisitions.</p> <p>Joel.maybury@walsall.gov.uk</p>	Internal Services	Councillor Andrew	15 December 2021
48/21 (2.8.21)	<p>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.</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Neil Hollyhead</p> <p>Neil.hollyhead@walsall.gov.uk</p>	Internal Services	Councillor Andrew	15 December 2021
49/21 (2.8.21)	<p>Domestic Abuse services contract award: To approve the contract awards for:</p> <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 some commercially sensitive information which will need to be considered in private session</i></p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Neil Hollyhead</p> <p>Neil.hollyhead@walsall.gov.uk</p> <p>Isabel Vanderheeren</p> <p>Isabel.vanderheeren@walsall.gov.uk</p>	Internal Services, service users, external stakeholders	Councillor Andrew Councillor Wilson	15 December 2021

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS
Published up to December 2021 (for publication 02/08/2021)

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
06/04/2021	Local Growth Fund (LGF) Programme changes Dudley Advanced Construction Centre	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.	Papers TBC – Simon Neilson Simon.Neilson@walsall.gov.uk	Walsall Council	29/09/2021
05/07/2021	Local Growth Fund – Growth Deal Programme Approval of the 2020/21 Programme Spend Ruskin Mill Land Trust - Glasshouse Development Phase 3	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. 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.	Papers TBC – Simon Neilson Simon.Neilson@walsall.gov.uk	Walsall Council	29/09/2021

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS
Published up to December 2021 (for publication 02/08/2021)

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
	Advanced Manufacturing Training Centre	<p>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 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>			
	Hub to Home Transport Innovation Centre and Test Track Project: Very Light Rail and Autonomous Technologies – Test Track 1 Project	<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>			

BLACK COUNTRY EXECUTIVE JOINT COMMITTEE
FORWARD PLAN OF KEY DECISIONS
Published up to December 2021 (for publication 02/08/2021)

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
	Bilston Urban Village	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.			
05/07/2021	Land and Property Investment Fund Programme Approval of the 2020/21 Programme Spend	Approval of the current position of the Land and Property Investment Fund Projects, reflecting all changes to the Land and Property Investment Fund Programme (Funding and Outputs) throughout the year and, to maximise the 2020/21 allocation.	Papers TBC – Simon Neilson Simon.Neilson@walsall.gov.uk	Walsall Council	29/09/2021
02/08/2021	Black Country Executive Joint Committee Collaboration Agreement Deed of Variation	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.	Papers TBC – Simon Neilson Simon.neilson@walsall.gov.uk	Walsall Council	03/11/2021