



**Walsall Council**

# **Education Overview and Scrutiny Committee**

Meeting to be held on: **30 June 2022 at 6.00 P.M.**

Meeting to be held via: **Council House and Microsoft Teams**

Public access to meeting via: <https://aisapps.sonicfoundry.com/AuditelScheduler/CreateSchedules/Past/41>

## **MEMBERSHIP**

Chair  
Vice Chair

Councillor Ditta  
Councillor Elson

Councillor Bains  
Councillor Burley  
Councillor Cheema  
Councillor I. Hussain  
Councillor S.B. Hussain  
Councillor A. Hussain  
Councillor Kaur  
Councillor Rattigan  
Councillor Towe

## **NON-ELECTED VOTING MEMBERS**

Lichfield Diocesan  
Representative  
Archbishop of  
Birmingham's  
Representative  
Parent Governors

Vacancy

Vacancy

Mrs Heena Pathan  
Vacancy  
Vacancy

## **NON-ELECTED NON-VOTING MEMBERS**

Primary Teacher  
Representative  
Secondary Teacher  
Representative

Ms Sharon Guy

Ms Wendy Duffus

**PORTFOLIO HOLDER:** Councillor Mark Statham – Education and Skills

Democratic Services, Council House, Lichfield Street, Walsall, WS1 1TW  
Contact: Jack Thompson ☎ 01922 654196 E-mail: [jack.thompson@walsall.gov.uk](mailto:jack.thompson@walsall.gov.uk)

## ITEMS FOR BUSINESS

<b>1.</b>	<p><b>Apologies</b> To receive apologies for absence from Members of the Committee.</p>	
<b>2.</b>	<p><b>Substitutions</b> To receive notice of any substitutions for a Member of the Committee for the duration of the meeting.</p>	
<b>3.</b>	<p><b>Declarations of interest and party whip</b> To receive declarations of interest or the party whip from Members in respect of items on the agenda.</p>	
<b>4.</b>	<p><b>Local Government (Access to Information) Act 1985 (as amended)</b> 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).</p>	
<b>5.</b>	<p><b>Minutes</b> To approve and sign the minutes of the meetings held on 17 February and 31 March 2022.</p>	<u>Enclosed</u> <u>and to</u> <u>follow</u>
<b>6.</b>	<p><b>Areas of Focus 2022-23</b> For Members to agree their areas of focus for 2022-23.</p> <p>Presentations will be received from the Portfolio Holder for Education and Skills and the Director for Access and Inclusion on their priorities for the forthcoming year.</p>	Enclosed
<b>7.</b>	<p><b>Date of next meeting</b> To note that the date of the next meeting will be 6 September 2022.</p>	

## The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012

### Specified pecuniary interests

The pecuniary interests which 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:

<b>Subject</b>	<b>Prescribed description</b>
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 an Overview and Scrutiny Committee 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, 17 February 2022 at 6.00 pm

In the Council Chamber at the Council House, Walsall

### Committee Members present:

Councillor L. Jeavons (Chair)  
Councillor K. Murphy (Vice-Chair)  
Councillor R. Burley  
Councillor S. Ditta  
Councillor S. Elson  
Councillor K. Ferguson  
Councillor E. Lee  
Councillor N. Gandham  
Councillor S. Samra  
Councillor R. Worrall

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

### Non-elected non-voting Members present:

Sharon Guy – Primary Teacher Representative

Wendy Duffus – Secondary Teacher Representative

### Officers present:

Sharon Kelly, Director – Access & Inclusion

Rob Thomas, Head of Access

Paul Fantom, Democratic Services Officer

Isabel Vanderheeren, Transformation Lead, Children's Services

### In Attendance:

Cathy Draper – Headteacher providing Local Authority support

Kate Burgh – Headteacher providing Local Authority support

### 13/22 Apologies

Apologies for absence were received for Councillors S. Johal, Councillor P. Kaur, S. Nasreen and L. Rattigan

### 14/22 Substitutions

The following Members substituted at the meeting:

Member	Substitute
Councillor P. Kaur	Councillor N. Gandham
Councillor S. Johal	Councillor S. Samra
Councillor S. Nasreen	Councillor R. Worrall

### **15/22 Declarations of interest and party whip**

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

### **16/22 Local Government (Access to Information) Act 1985 (as amended)**

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

### **17/22 Minutes**

A copy of the Minutes of the meeting held on 13 January 2022 was submitted [Annexed].

An amendment to the minutes was requested to show that Councillor S. Nasreen, rather than Cllr Bashir, substituted for Councillor S. Ditta.

#### **Resolved:**

**That the Minutes of the meeting held on 13 January 2022, as amended, a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.**

### **18/22 Specialist Provision Review**

The Committee received and considered a report providing an overview on Special Educational needs and Disability (SEND) specialist provision planning in the Borough [Annexed].

The Portfolio Holder, Councillor C. Towe, introduced the report. To help the authority with the development of school services, two headteachers, Cathy Draper from the Shortheath Federation and Kate Bargh from the North Start Federation have been recruited on part-time secondment. The forecast demand for school places sees a shortfall in the next five years in special schools and for specialist places in mainstream schools. A specialist provisions group has been created to address the immediate issue of admissions for the 2022-23 academic year. A more detailed review will allow for better planning to meet the long-term issues.

Head of Access provided an update on the work of the Specialist Places Review group and the forecasted demand over the next five years. This is supported by the two headteacher colleagues, coordinating work with schools. Mrs C. Draper outlined that the objective of the Specialist Provision Review Group is to improve current processes and restructure provisions to improve outcomes for children and young people with SEND. The Group is working with colleagues from Health, Education and Social Care, plus children and families. The two focuses for the Action Plan are the protocols in place to support inclusive practice and the review of specialist places. Inclusive practices include High Needs funding, data analysis of requirements; service pathways; inclusive practice and ensuring schools have skills; and all transition points, particularly early-years, post-16 and from primary to secondary schools. Concerning specialist settings, the current review is focussing on the immediate and future needs, gathering data which can be constantly reviewed. Out-of-Borough places will also be brought into this in the future.

Responding to an enquiry from the Chair as to how the foreseen shortfall in places over the next five years would be addressed, the Head of Access identified possible solutions including discussions with existing specialist schools concerning increasing capacity and the Hub Model, which seeks to find ways of increasing specialist places

in mainstream schools for this coming September. In the long-term, feasibility studies include expanding existing schools, remodelling and even a new provision for the Borough.

The Head of Access stated that the fluctuation in expected shortfall over five years is due to existing children in year groups as they work through the school system. With regards to a query as to whether schools could take extra students as they are already at capacity, Head of Access responded that while there would be some opportunity to remodel, there would need to be significant capital strategy to expand existing provision and this would take into account where space exists. Any such strategy would come back before Members and cabinet.

One Member sought reassurances that it would not be the case that children with SEND would end up out of school due to a problem of oversubscribed schools, as this has been an issue with non-SEND children she has dealt with. The Portfolio Holder expressed concern as to whether statutory requirements were being met in these cases and enquired as to whether they had been raised with officers. The Member confirmed that they have and have now been resolved but was concerned with the process and time taken. The Portfolio Holder advised that any such issues should be reported immediately to the Senior Officer in future. The Director (Access and Inclusion) stated that the partnership model, working with schools, will ensure this will not happen.

Director (Access and Inclusion) stated that the processes being put in place would assess the needs of specialist provision and see what could be accommodated within the current system in response to a Member's concern as to the language used with regards to a review for a new Free School. The Hub model could widen specialist skills in mainstream schools and there was a desire not to action towards a new Free School if it was not clear there was a need for it. The Portfolio Holder added that integration of students with SEND in mainstream schools was desirable except in the most complex cases.

Addressing a question concerning the partnership dynamic between Local Authority and schools, the Director (Access and Inclusion) and Mrs Bargh reassured the Committee that it is a voluntary partnership. There has already been a good response from schools. Funding for specialist support will be in line with that of other school places and from schools, responded Director (Access and Inclusion) to a Member query as to whether there would be an increase in staffing to enable the expansion of specialist provision.

Regarding a Member enquiry as to criteria for schools to qualify for expansion, the Director (Access and Inclusion) stated there will be two aspects, a physical requirement, for example, schools must have suitable space, and a quality requirement, that schools must be 'good' or on an improving trajectory.

Finally, the Director (Access and Inclusion) agreed that it was important children were placed in the right schools, responding to a Member query, and that though there is a legal requirement to educate children in mainstream schools there are those for whom others are required. She added that much of the work concerning inclusion is aimed at ensuring staff in mainstream schools are trained and have the skills required to accommodate children with SEND.

The Chair requested the following data be provided in writing to Members of the Committee:

1. How many special school places do we have?
2. How many of these children are out of the Borough?

**Resolved:**

**That:**

**1) the report be noted**

**2) further information and updates should be brought before the Committee in the future.**

**3) the following information be provided to Members in writing:**

**a) How many special school places do we have?**

**b) How many of these children are out of the Borough?**

### **19/22 Elective Home Education**

The Committee received and considered a report providing the current position concerning Elective Home Education (EHE) and an update on how the Council meets its statutory responsibility regarding EHE [annexed].

The Portfolio Holder introduced the report which provides an update on the work which has taken place since the previous report on EHE presented in January 2021. That report set out the statutory requirements with regards to pupils in EHE. The number of children and young people receiving EHE had decreased to 380 cases as of the end of December 2021, which is viewed as a welcome trend. Extra staff have been taken on since the previous report, to assist in supporting families engaged in EHE.

The Head of Access identified that there are now 380 pupils, down from 463, and additional staff have enabled a more personalised dialogue, which has been especially important for engaging with those families who opted for EHE due to anxieties during the COVID-19 pandemic. Registration levels for EHE are now similar to pre-Covid-19 levels. A positive outcome of a quality audit was received and Ofsted have highlighted that there are positive relationships and outcomes with EHE services and that a robust oversight system is in place.

Responding to safeguarding concerns raised by Members and how we know pupils in EHE are safe, the Director (Access and Inclusion), stated that there are robust measures which have been strengthened by the increase in staffing. These include the need for EHE to be initially approved, annual assurances that requirements are being met and the existence of a statutory process, whereby children can be put back into mainstream schooling if there is a lack of cooperation. Most families engaged in EHE are cooperative and engaging. The Director (Access and Inclusion) added that the need to operate within statutory limits and the importance of messages that safeguarding is everybody's responsibility are successfully given out. There is a consultation out as to whether to keep a register of those on EHE.

The Director (Access and Inclusion), responding to Member questions regarding the effectiveness of reintegration packages, stated that there have been successes as shown by the reduction in EHE cases and this is the reason having conversations



with families is so important. Having conversations can mediate the reasons why families opt for EHE and can bring children back into mainstream schools, as well as identify trends. The Head of Access added that short-term interventions are often needed when children do not get into their school of choice, for which support is provided to encourage reintegration and support learning needs whilst children are temporarily out of schools.

With regards to questions concerning the importance of anxiety in decisions by families and children, the Director (Access and Inclusion) explained that anxiety can exist in children and parents, but that the work done by specialist staff and the pre-EHE meeting can mitigate these concerns, alongside inclusion work in school to ensure staff can spot signs of anxieties.

**Resolved:**

- 1) That the report be noted**
- 2) That further information and updates on the progress of elective home education should be brought before the Committee in the future.**

## **20/22 Early Years Sufficiency Places**

The Committee received and considered a report concerning the Council's statutory duties under the Childcare Act 2006, how these statutory duties are fulfilled and how the Childcare Sufficiency Assessment is undertaken key information from it [annexed].

The Portfolio Holder introduced the report, noting what was set out in the Childcare Act 2006 including the Council's statutory requirement to publish information concerning the provision of and demand for education places within the borough. A Childcare Sufficiency Assessment (CSA) has not been published in Walsall since 2016, so one has been commissioned with market leader Hemsall's. Once completed later this year, it will be published onto the Family Information Service website. This will be reviewed annually to meet statutory requirements.

Pending the report's publication, the Portfolio Holder reported that there is currently sufficient capacity in schools to meet demand and offer choices with regards to childcare provision. Head of Access reiterated that there is currently sufficient capacity within the Borough for childcare provision and that take-up of offered places is decreasing. Further monitoring of this trend will be required in case there is a change in demand.

Regarding a question from a Member about whether the present falling demand was related to the COVID-19 pandemic and whether there may be a subsequent increase in demand, coupled with increased demands in areas undergoing regeneration, the Head of Access reaffirmed these as reasons for the need to continue monitoring trends in demand, including through the CSE.

**Resolved:**

**That the report be noted.**

## 21/22 Walsall Right for Children Transformation Programme

The Committee received and considered a report providing an update on the progress of the Walsall Right for Children (WR4C) Transformation Programme [annexed].

The Portfolio Holder introduced the report on the WR4C Transformation Programme which was launched in September 2018 to help create systemic change to ensure children were receiving effective and timely help and are happy, healthy, safe and learning well. The Portfolio Holder praised the programme and its delivery, highlighting that the Borough's Children's Services are now rated 'Good' by Ofsted and that the objective of the programme was now to achieve the Council's vision by working alongside partners, community co-production and integrating services and processes.

Transformation Lead (Children's Services) updated the Committee that significant work has been undertaken in the last four years within Children's Services and that the focus is increasingly on working with partners. The Big Conversation Programme held a daily conversation through the summer to find out children's views on growing up in Walsall, ensuring a child-centred approach. The Children and Young People strategic partnership has been established and will work alongside other partners. Wider strategic partnerships are being established to engage with issues of systemic relevance. Partnerships with voluntary and community groups are being strengthened to help meet short- and long-term objectives, alongside helping to improve information access through the Proud Customer Access Management work stream and local voluntary hubs. Finally, partnerships with professionals and practitioners are being invested in through providing specialist support and engaging with national initiatives to help support schools. It is hoped uptake of the latter will increase as we emerge from the effects of COVID-19.

Responding to enquiries from Members as to the findings of children's surveys and if they highlighted particular issues such as lack of out-of-school offerings, the Transformation Lead stressed there was a wide variety of responses and that many concerns were similar to those given by adults, such as concerns about litter, safety and green spaces. Lack of 'positive activities' was a thematic issue being addressed through the Department for Education's Holiday Activity and Food Programme, encouraging local provision of activities for children and young people, especially during school holidays. There is detailed information about where survey responses have been received from, with data per locality, which is being fed into several programmes and partners.

With regards to an enquiry as to the sufficiency and sustainability of funding for the Holiday Activity and Food Programme, the Transformation Lead stated that there is presently funding for three years from the Department for Education, though there has already been an increase in eligibility and DfE funding will remain unchanged annually. The current approach to managing resources lends to a belief that there is currently sufficient funding and space for growth, especially through partnerships. The Director (Access and Inclusion) explained that the focus on local partnerships should help ensure sustainability of the programme after DfE funding ends.

Transformation Lead added that there is an ambition to continue the conversations with children and young people on a yearly basis, to find if views are changing and if actions have delivered on what children have asked for.

The Chair acknowledged the focussing on the practicalities of WR4C and noted that this piece of work has started to transform the future of youngsters in Walsall, giving thanks for all the work of Children's Services staff.

**Resolved:**

**That the report and progress being made be noted.**

#### **22/22 Work Programme 2021/22**

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

**Resolved:**

**That the Work Programme be noted.**

#### **23/22 Forward Plans**

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

**Resolved:**

**That the Forward Plans be noted.**

#### **24/22 Date of next meeting**

Prior to the close of the meeting Councillor Towe reported that 16<sup>th</sup> February 2022 had seen the highest attendance at schools since coming back in January, with 94.5% in primary, 92% in secondary and 88.5% in special schools.

The next meeting would be held on Thursday 31 March 2022 at 6pm.

There being no further business this meeting was terminated at 7.16 p.m.

Signed:

Date:

**30 June 2022**

**Areas of focus for 2022/23**

**Ward(s)**                      All

**Portfolios:** Cllr. M. Statham

**Report**

The purpose of this item is to provide relevant background information for Members so that the Committee's areas of focus can be agreed for 2022/23.

It is important for Members to consider the wide range of potential issues within their remit and which of these they could consider during the year.

When agreeing items, it is important that consideration is given to the level of value the Committee could add taking into account the tools and performance measures available to support them in their work.

**Remit**

Following Annual Council, the remit of the Committee has been agreed as follows:

*All aspects and general services related to the education and learning of children and young people.*

*The scrutinising of education and learning performance in relation to the following priority in the Council Plan:*

- *Children have the best possible start and are safe from harm, happy, healthy and learning well.*

**Presentations from Leader and Portfolio Holders on their priorities**

The Scrutiny-Cabinet Protocol encourages dialogue and communication between Scrutiny Committees and the Cabinet at all times; but especially with selecting items to scrutinise during the ensuing year. To assist with this presentations on priorities within their respective portfolios will be received at this meeting from:

- Cllr. M. Statham – Education and Skills

## **Presentation on services within the remit of the Committee**

A presentation will be provided at the meeting providing more detail about the Committee's services that fall within the committee's remit.

## **Items recommended from previous year**

The following items were recommended for consideration by the committee in the last municipal year:

- Update on Walsall Right for Children
- Review of school exclusions and their causes
- An update on vulnerable pupils
- An update on elective home education

## **Incomplete items from previous year**

Working group: 'The voice of children and young people with SEND and the impact on this of the Covid-19 pandemic'.

## **Budget scrutiny**

Monitoring the financial performance of the Council is a valuable and important task that Scrutiny Committees are ideally placed to perform. It assists Members in identifying areas of operation that are underperforming that may require scrutiny.

It is suggested that all Scrutiny Committees consider the quarter 2 updates at a formal meeting. It is also suggested that the financial outturn for the previous year, quarter 1 and quarter 3 updates be circulated to Members outside of a formal meeting for information. Subject to the caveat that Members can request the reports to come to a Committee meeting if they wish, and that any significant budget pressures or changes will be raised with the Chair, to discuss the issue being formally reported to a Committee meeting.

## **Pre-scrutiny**

A copy of the Forward Plans of key decisions from Walsall Council's Cabinet and the Black Country Joint Executive Committee are attached at Appendix 2 to this report. Updates of these will be provided to Committees at subsequent meetings. Members should consider the forthcoming decisions and consider if there are any issues that they may wish to review and seek to influence prior to the Cabinet making a decision on these matters.

## **Working Groups**

A working group is an effective method for Members of Scrutiny Committees to consider an issue in depth over a number of months and to produce a final

report and recommendations to the Committee. In due course the report and recommendations can be considered by the Cabinet and/or Council. The challenge for Members is selecting the right topic at the right time and to provide the working group with an achievable brief.

In terms of resourcing working groups Democratic Services are expected to continue to have reduced capacity during the municipal year. Due to these challenges the Scrutiny Overview Committee, at its meeting on the 16 June 2022, agreed to establish a single working group this municipal year.

### **Prioritisation**

The remit of the Committee is very broad and the range of issues that could be considered during the year is vast. The challenge that Members face is in prioritising those issues that are the most important whilst still leaving sufficient capacity to address other issues that may arise during the year. To assist Members to manage the broad topics available, it is important that alternative methods of being informed and updated, away from Committee meetings, are used effectively. For example, Members could request briefing notes on particular topics thereby helping to create additional capacity for more substantial items at Committee meetings.

In terms of scheduling items, it is important that an agenda includes a manageable amount of business to enable the Committee to focus on topics in depth rather than to carry out superficial treatment that may require the Committee to revisit the topic at a later date.


### **Recommendations:**

**That Members consider the range of issues within this report and formulate and agree a work programme for the year.**

#### **Contact Officer:**

Jack Thompson

Democratic Services Officer

 01922 654196

 [jack.thompson@walsall.gov.uk](mailto:jack.thompson@walsall.gov.uk)



**Walsall Council**

## **FORWARD PLAN OF KEY DECISIONS**

**Council House,  
Lichfield Street,  
Walsall, WS1 1TW**  
[www.walsall.gov.uk](http://www.walsall.gov.uk)

**6 June 2022**

## 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 [craig.goodall@walsall.gov.uk](mailto:craig.goodall@walsall.gov.uk) and can also be accessed from the Council’s website at [www.walsall.gov.uk](http://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 ([craig.goodall@walsall.gov.uk](mailto:craig.goodall@walsall.gov.uk)).

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

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

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**FORWARD PLAN OF KEY DECISIONS  
JULY 2022 TO OCTOBER 2022 (6.6.22)**

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
97/22 (7.3.22)	<b>Corporate Plan 2021/22:</b>  To note the Quarter 4 (outturn) performance against the Measures of Success in the Corporate Plan 2021/22	Cabinet  Non-key decision	Stephen Gunther  <a href="mailto:Stephen.gunther@walsall.gov.uk">Stephen.gunther@walsall.gov.uk</a>	Internal Services	Cllr Bird	22 June 2022
99/22 (4.4.22)	<b>Corporate Performance Management Framework:</b>  To present the refreshed framework which is part of the Council's governance arrangements along with feedback from Audit Committee following its consideration of the robustness of the framework.	Cabinet  Non-key Decision	Helen Dudson  <a href="mailto:Helen.dudson@walsall.gov.uk">Helen.dudson@walsall.gov.uk</a>	Internal Services	Cllr Bird	22 June 2022
100/22 (4.4.22)	<b>Pre-Audit Outturn 2021/22 and Covid-19 Update:</b>  To receive the pre-audit revenue and capital financial outturn position for 2021/22 and approve recommended carry forwards, and financial and treasury indicators for 2021/22, along with an updated assessment of Covid-19 funding allocations to address cost pressures and income losses	Cabinet  Key Decision	Vicky Buckley  <a href="mailto:Vicky.buckley@walsall.gov.uk">Vicky.buckley@walsall.gov.uk</a>	Internal Services	Cllr Bird	22 June 2022

106/22 (24.5.22)	<p><b>Local Development Scheme:</b></p> <p>An amendment to the timetable is required to accommodate the proposed additional Black Country Plan Regulation 18 consultation and delegated authority. Approval is also sought for delegated authority to make factual changes to the document.</p>	Cabinet  Key Decision	Stuart Crossen  <a href="mailto:stuart.crossen@walsall.gov.uk">stuart.crossen@walsall.gov.uk</a>	Internal services	Cllr Bird	22 June 2022
101/22 (4.4.22)	<p><b>Corporate Financial Performance 2022/23, approach to Budget Setting for 2023/24, and changes to the council's Tax Strategy:</b></p> <p>To report the financial position based on 2 months to May 2022, including the impact of Covid-19, and to set out our approach and timeline for the 2023/24 budget process and amendments to the Tax Strategy.</p>	Cabinet  Key Decision	Vicky Buckley  <a href="mailto:Vicky.buckley@walsall.gov.uk">Vicky.buckley@walsall.gov.uk</a>	Internal Services	Cllr Bird	20 July 2022
106/22 (6.6.22)	<p><b>Treasury Management Annual Report:</b></p> <p>To note and forward to Council, for consideration and noting (and in line with the requirements of the Treasury Management Code of Practice (2017)), the annual report for treasury management activities 2021/22 including prudential and local indicators.</p>	Council  Non-Key Decision	Treasury Management Code of Practice.  Richard Walley  <a href="mailto:Richard.walley@walsall.gov.uk">Richard.walley@walsall.gov.uk</a>	Internal Services	Cllr Bird	7 September 2022

110/22 (6.6.22)	<b>Draft Revenue Budget and Draft Capital Programme 2023/24 to 2026/27:</b>  To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2023/24 to 2026/27, including savings proposals, and to set out the process and timescales for setting a legally balanced budget for 2023/24.	Cabinet  Non-key decision	Vicky Buckley  <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Public, Internal Services	Cllr Bird	19 October 2022
111/22 (6.6.22)	<b>Corporate Financial Performance 2022/23:</b>  To report the financial position based on 5 months to August 2022, including the impact of Covid-19.	Cabinet  Non-key decision	Vicky Buckley  <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Public, Internal Services	Cllr Bird	19 October 2022
102/22 (9.5.22)	<b>Housing Renewal Assistance Policy 2022-25:</b>  To approve an updated policy governing delivery of capital housing funds.	Cabinet  Key Decision	David Lockwood  <a href="mailto:David.lockwood@walsall.gov.uk">David.lockwood@walsall.gov.uk</a>	Public, Internal Services	Cllr Andrew	22 June 2022
103/22 (9.5.22)	<b>Cannock Chase Special Area of Conservation:</b>  To consider options for mitigation strategies in response to the requirement that all developments that would have Likely Significant Effects on the SAC need to provide mitigation for their impacts.	Cabinet  Key Decision	Stuart Crossen  <a href="mailto:Stuart.crossen@walsall.gov.uk">Stuart.crossen@walsall.gov.uk</a>  John Raine  <a href="mailto:John.raine@walsall.gov.uk">John.raine@walsall.gov.uk</a>	Internal Services	Cllr Andrew	22 June 2022

104/22 (9.5.22)	<p><b>Black Country Plan:</b></p> <p>To approve additional draft Black Country Plan regulation 18 consultation for additional suitable development sites.</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Stuart Crossen</p> <p><a href="mailto:Stuart.crossen@walsall.gov.uk">Stuart.crossen@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Andrew</p>	<p>22 June 2022</p>
105/22 (9.5.22)	<p><b>Housing Retro-fit 2022/23 schemes- Appointment of contractors:</b></p> <p>To approve appointment of contractors to deliver grant funded works to home in the borough to ensure that the council can use time-limited Local Authority Delivery Scheme (LADS) and Home Upgrade Grant (HUGs) funding to improve the energy efficiency of dwellings in the borough and help tackle fuel poverty, excess winter deaths and domestic carbon emissions</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>David Lockwood</p> <p><a href="mailto:David.lockwood@walsall.gov.uk">David.lockwood@walsall.gov.uk</a></p> <p>Mark England</p> <p><a href="mailto:Mark.england@walsall.gov.uk">Mark.england@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Andrew</p>	<p>22 June 2022</p>
107/22 (6.6.22)	<p><b>Procurement of Corporate Landlord Strategic Partner:</b></p> <p>To seek approval to the appointment of a strategic partner to support the programme of capital schemes related to the council's property portfolio.</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Nick Ford</p> <p><a href="mailto:Nick.ford@walsall.gov.uk">Nick.ford@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Andrew</p>	<p>20 July 2022</p>

108/22 (6.6.22)	<b>Town Deal:</b> To agree submission of business cases for Town Deal projects to secure funding.	Cabinet Key Decision	Philippa Venables <a href="mailto:Philippa.Venables@walsall.gov.uk">Philippa.Venables@walsall.gov.uk</a>	Internal Services, Town Deal Board members	Cllr Andrew	20 July 2022
94/22 (6.2.22)	<b>Adult Social Care Charging Policy:</b> To consider and approve the revised Charging Policy, within ASC, following completion of the Public Consultation.	Cabinet Key decision	Anne Doyle <a href="mailto:Anne.doyle@walsall.gov.uk">Anne.doyle@walsall.gov.uk</a>	Internal Services	Cllr Pedley	22 June 2022
98/22 (7.3.22)	<b>Statutory Advocacy Services:</b> To receive an update on the recommissioning of these services and delegate authority to accept and award a contract	Cabinet Key decision	Tracy Simcox <a href="mailto:Tracy.simcox@walsall.gov.uk">Tracy.simcox@walsall.gov.uk</a>	Internal Services	Cllr Pedley	20 July 2022
109/22 (6.6.22)	<b>Schools Mainstream Local Funding Formula 2023/24:</b> That Cabinet approves a full consultation with all schools for the Mainstream Local Funding Formula, to be used for the allocation of mainstream funding to schools in Walsall	Cabinet	Schools Forum ESFA – Schools revenue funding operation guide  Richard Walley <a href="mailto:Richard.walley@walsall.gov.uk">Richard.walley@walsall.gov.uk</a>	Schools Forum  Cabinet	Cllr M. Statham	19 October 2022

## FORWARD PLAN OF KEY DECISIONS

JULY 2022 TO OCTOBER 2022 (Additional items 20.06.2022)

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) Indicate Key/Non-key	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
12/22 (16.06.20)	<p><b>Accommodation Strategy and Proud Everywhere Update:</b></p> <p>Final appendix of the Strategic Asset Plan to be presented and agreed with an update of the works and costs to be approved in the capital programme required across the Civic Centre, Council House and wider Corporate Estate to ensure maximisation of use of assets and fit for purpose premises for staff, members and customers</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Strategic Asset Plan and appendices</p> <p>Nick Ford <a href="mailto:Nick.ford@walsall.gov.uk">Nick.ford@walsall.gov.uk</a></p>	<p>Internal</p>	<p>Councillor Andrew</p>	<p>20 July 2022</p>

<p>13/22 (16.6.22)</p>	<p><b>Adult Social Care – Extension of contractual arrangements:</b></p> <p>To approve</p> <p>1) the extension of the interim contracts for Residential and Nursing Care Services for Older People, Complex Care and Mental Health Services from 1.4.23 to 31.3.24</p> <p>2) the extension of the current contractual arrangements for Community Based Services from 1.4.23 to 31.3.24.</p> <p>3) the extension of the current Supported Living Framework and agreement to spot purchase supported Living placements commencing from 26.1.23 to 25.1.24</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Cabinet Report 09/09/2020</p> <p>Jean Watson <a href="mailto:Jean.watson@walsall.gov.uk">Jean.watson@walsall.gov.uk</a></p>	<p>Internal</p>	<p>Councillor Pedley</p>	<p>20 July 2022</p>
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**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

<b>Date created</b>	<b>Key Decision</b>	<b>Contact Officer</b>	<b>Main Consultees</b>	<b>Date of meeting</b>
09/05/2022	<p><b>Constitution and Timetable of meetings 2022/23</b></p> <p>Approve the timetable of meetings for 2022/23. Approve any amendments to the BCJC Constitution, Terms of Reference and Working Protocols.</p>	Dr Helen Paterson ChiefExecutive@walsall.gov.uk	Dudley MBC Sandwell MBC Walsall MBC City of Wolverhampton Council	27/07/2022
09/05/2022	<p><b>Future working arrangements of the Black Country Executive Joint Committee</b></p> <p>Consider the future working arrangements in light of the receipt of Government correspondence dated 31 March 2022 : Integrating Local Enterprise Partnerships into local democratic institutions.</p>	Sarah Middleton Sarah_Middleton@blackcountryconsortium.co.uk	Dudley MBC Sandwell MBC Walsall MBC City of Wolverhampton Council	27/07/2022
<b>Growing Places Fund</b>				
07/02/2022	<p><b>Black Country Digital Strategy</b></p> <p>Approval for the Accountable Body (Walsall Council) to proceed to amending the Grant Agreement with the Black Country Consortium Ltd, to increase its funding allocation in 2022/23 to further develop the Black Country Digital Strategy, funded from the Growing Places revenue budget.</p>	Simon Neilson <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a>	Walsall Council	27/07/2022



**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

Date created	Key Decision	Contact Officer	Main Consultees	Date of meeting
Local Growth Fund (LGF)		Programme changes		
06/04/2021	<p><b>Dudley Advanced Construction Centre</b></p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Dudley College, to deliver the Local Growth Fund (LGF) funded elements of the Dudley Advanced Construction Centre project with delivery to continue in the 2022/23 financial year. Note that change request relates to a change in outputs.</p>	<p>Helen Martin  <a href="mailto:Helen.Martin@dudley.gov.uk">Helen.Martin@dudley.gov.uk</a></p>	Dudley Council	27/07/2022
06/09/2021	<p><b>Elite Centre for Manufacturing Skills</b></p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with the University of Wolverhampton, to deliver the Local Growth Fund (LGF) funded elements of the Elite Centre for Manufacturing Skills (ECMS) project with delivery to continue in the 2022/23 financial year. Note that change request relates to a change in outputs.</p>	<p>Richard Lawrence  <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a></p>	Wolverhampton City Council	27/07/2022

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

Date created	Key Decision	Contact Officer	Main Consultees	Date of meeting
	Local Growth Fund (LGF)	Year End changes		
09/05/2022	<p><b>Growth Deal Year end changes</b></p> <p>Approval for the current position of the Growth Deal Projects, reflecting all changes to the programme throughout the year, this includes changes to outputs and match funding profiles.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022
09/05/2022	<p><b>Wolverhampton Interchange</b></p> <p>Approval for the Accountable Body for the Growth Deal (Walsall Council) to proceed to amending the Grant Agreement with Wolverhampton City Council, to deliver the Local Growth Fund (LGF) funded elements of the Wolverhampton Interchange project with delivery to continue in the 2022/23 financial year.            Note that change request relates to a change in outputs.</p>	<p>Richard Lawrence  <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a></p>	Wolverhampton City Council	27/07/2022

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

Date created	Key Decision	Contact Officer	Main Consultees	Date of meeting
Land and Property Investment Fund (LPIF)		Programme changes		
09/05/2022	<p><b>Land and Property Investment Fund Year End Changes</b></p> <p>Approval for 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 2021/22 allocation.</p> <p>Approval of the individual change requests for projects that have exceeded the 10% threshold summarised within the report and detailed within the change request attachments.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022
09/05/2022	<p><b>Phoenix 10</b></p> <p>Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the Grant Agreement with Walsall Council, to deliver the Land and Property Investment Fund (LPIF) funded elements of the Phoenix 10 project with delivery to continue in the 2022/23 financial year.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

<b>Date created</b>	<b>Key Decision</b>	<b>Contact Officer</b>	<b>Main Consultees</b>	<b>Date of meeting</b>
09/05/2022	<p><b>i54 Western Extension</b></p> <p>Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the Grant Agreement with Wolverhampton City Council, to deliver the Land and Property Investment Fund (LPIF) funded elements of the i54 Western Extension project with delivery to continue in the 2022/23 financial year.</p>	<p>Richard Lawrence  <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a></p>	<p>Wolverhampton City Council</p>	<p>27/07/2022</p>
09/05/2022	<p><b>Sandwell Housing Gap Funding</b></p> <p>Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the Grant Agreement with Sandwell Council, to deliver the Land and Property Investment Fund (LPIF) funded elements of the Sandwell Housing Gap Funding project with delivery to continue in the 2022/23 financial year.</p>	<p>Tony McGovern  <a href="mailto:Tony.McGovern@sandwell.gov.uk">Tony.McGovern@sandwell.gov.uk</a></p>	<p>Sandwell Council</p>	<p>27/07/2022</p>

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

Date created	Key Decision	Contact Officer	Main Consultees	Date of meeting
	Growing Places Fund (GPF)	Programme changes		
09/05/2022	<p><b>Growing Places Fund Year End changes</b></p> <p>Approval for the current position of the Growing Places Fund Projects, reflecting all changes to the programme throughout the year, and to maximise the 2021/22 Growing Places Fund allocated expenditure.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022
09/05/2022	<p><b>Very Light Rail Test track</b></p> <p>Approval for the Accountable Body for the Growing Places Fund (Walsall Council) to proceed to amending the Grant Agreement with Walsall Council, to deliver the Growing Places Fund (GPF) funded elements of the Very Light Rail Test Track project with delivery to continue in the 2022/23 financial year.</p>	<p>Helen Martin  <a href="mailto:Helen.Martin@dudley.gov.uk">Helen.Martin@dudley.gov.uk</a></p>	Dudley Council	27/07/2022

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

<b>Date created</b>	<b>Key Decision</b>	<b>Contact Officer</b>	<b>Main Consultees</b>	<b>Date of meeting</b>
09/05/2022	<p><b>Very Light Rail National Innovation Centre</b></p> <p>Approval for the Accountable Body for the Growing Places Fund (Walsall Council) to proceed to amending the Grant Agreement with Walsall Council, to deliver the Growing Places Fund (GPF) funded elements of the Very Light Rail National Innovation Centre project with delivery to continue in the 2022/23 financial year.</p>	<p>Helen Martin  <a href="mailto:Helen.Martin@dudley.gov.uk">Helen.Martin@dudley.gov.uk</a></p>	Dudley Council	27/07/2022
09/05/2022	<p><b>Spring Road, Wolverhampton</b></p> <p>Approval for the Accountable Body for the Growing Places Fund (Walsall Council) to proceed to enter into a Grant Agreement with KMN Investments Limited, to deliver the Growing Places Fund (GPF), funded elements of the Spring Road Wolverhampton project with delivery to commence in the 2022/23 financial year.</p> <p>This project will require a financial contribution from the Land &amp; Property Investment Fund.</p>	<p>Richard Lawrence  <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a></p>	Wolverhampton City Council	27/07/2022

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions** **Published up to September 2022**

Date created	Key Decision	Contact Officer	Main Consultees	Date of meeting
Getting Building Fund (GBF)		Programme changes		
09/05/2022	<p><b>Getting Building Fund Year End Changes</b></p> <p>Approval for the current position of the Getting Building Fund Projects, reflecting all changes to the programme throughout the year, and to maximise the 2021/22 Getting Building Fund allocated expenditure.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022
	<p>Approval for the <b>Very Light Rail Test Track</b> expenditure of £319,040 in 2021/22 (currently funded from Growing Places Fund) is charged to the Getting Building Fund, to utilise unspent 2021/22 budgets allocated to the National Brownfield Institute project.</p>	<p>Helen Martin  <a href="mailto:Helen.Martin@dudley.gov.uk">Helen.Martin@dudley.gov.uk</a></p>	Dudley Council	27/07/2022
Black Country Enterprise Zone (EZ)		Programme changes		
09/05/2022	<p><b>Black Country Enterprise Zone Year End Changes</b></p> <p>Approval for the current position of the Black Country Enterprise Zone Projects, reflecting all changes to the programme throughout the year, and to maximise the 2021/22 Enterprise Zone allocated expenditure.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022

**Black Country Executive Joint Committee  
Forward Plan of Key Decisions** **Published up to September 2022**

<b>Date created</b>	<b>Key Decision</b>	<b>Contact Officer</b>	<b>Main Consultees</b>	<b>Date of meeting</b>
09/05/2022	<p><b>Parallel 9-10</b></p> <p>Approval for the Accountable Body for the Black Country Enterprise zone (Walsall Council) to proceed to amending the Grant Agreement with Cayborn Ltd, to deliver the Black Country Enterprise Zone (BCEZ) funded elements of the Parallel 9-10 project with delivery to continue in the 2022/23 financial year.</p>	<p>Simon Neilson  <a href="mailto:Simon.neilson@walsall.gov.uk">Simon.neilson@walsall.gov.uk</a></p>	Walsall Council	27/07/2022



# Access and Inclusion Services Scrutiny presentation 2022



# Children Living in Walsall

Updated 10<sup>th</sup> April 2022

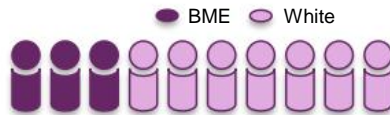
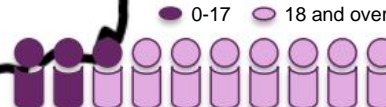
Population of 286,716

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

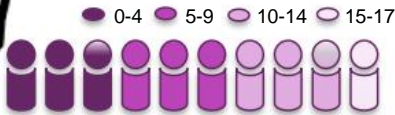
2020 mid-year population estimates

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 2020 mid-year population estimates



31.2% of Children are from BME backgrounds 2011 Census



28% of children are aged 0-4, 29% are aged 5-9, 28% are aged 10-14 and 15% are aged 15-17 2020 mid-year population estimates



39% of children live in poverty after housing costs Campaign to end child poverty – May 2021

## 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

4.2% of babies are born with a low birth weight

compared with 3.1% the West Midlands and 2.9% nationally (2020 data)

6.8 per 1,000 children die before their first birthday

compared with 5.6 in the West Midlands and 3.9 nationally (2018-2020 data)

2.5% of young girls get pregnant at 15,16 or 17

compared with 1.8% in the West Midlands and 1.6% nationally (2019 data)

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

compared with 8.6 in the West Midlands and 8.8 nationally (2020-21 data)

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

compared with 2.5 in the West Midlands and 2.9 nationally (2018-19 – 2020-21 data)

# Schools and Education

There are 122 State-funded schools in Walsall. More children are attending good and outstanding schools, performance remains below that of regional and national comparators but is improving faster



- 8 Nursery Schools
- 85 Primary Schools
- 19 Secondary Schools
- 7 Special Schools
- 3 Pupil Referral Units
- 7 Independent Schools
- 23 Sixth Forms and 1 Further Education College

● Outstanding    ● Good  
● Requires Improvement  
● Inadequate



**83% of schools are rated as good or outstanding**

compared with 86% nationally and 84% regionally.  
In 2019 79% of Walsall schools were good or outstanding



**80% of learners attended Good or Outstanding schools**

compared with 86% nationally and 84% regionally.  
In 2019 73% of Walsall children attended good or outstanding schools

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

A high proportion of children in Walsall schools have English as an additional language

**24.9% at Primary**

compared with 25.1% 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

Exclusions are reducing, however, absence rates from school in Walsall are higher than comparators – particularly among secondary school age children.

**The overall absence rate was 5.4%**

compared with 4.8% among stat neighbours, 4.9% in the West Midlands and 4.6% nationally

**14.9% of children were persistently absent**

compared with 12.8% among stat neighbours, 13.2% in the West Midlands and 12.1% nationally

**In 2019-20, the permanent exclusion rate from school was 0.08%**

compared with 0.1% among stat neighbours, 0.08% in the West Midlands and 0.06% nationally

**In 2019-20, the suspension rate from school was 2.98%**

compared with 4.7% among stat neighbours, 3.6% in the West Midlands and 3.8% nationally

A high proportion of children are overweight

**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

# Walsall Right for Children Vision

## Our principles

- Listening and responding to the voices of children
- Restorative Practice... doing with, not for or to
- Focus on making a difference

## What we will do

- We will help & support families to be their best
- We believe the best place for children is in a family home, or where this is not possible, an alternative stable and nurturing home
- We take action when children and young people need to be protected.
- We will work with our most vulnerable children and their families

## Our priorities

- Locality working
- Quality of practice and support
- Improve achievement and close the gaps
- Develop a strong and stable workforce
- Review our commissioning approach

## How we will do it

- Get the basics right for our children; a common sense whole system approach
- Strong leadership informed by 'what works'
- Mirror the lives and challenges of real families
- Implement evidence informed change
- Prioritise the stability of children in all aspects of their life
- Develop a culture of being proud of what we achieve

## How will we know we have made a difference?

### What children will tell us:

- I am protected from harm and exploitation
- Professionals know me and my family well
- I am not unnecessarily criminalised
- I am listened to and actively involved in decisions about me
- My family and I do not live in poverty, we are not hungry
- We have a home that is affordable, warm and safe
- I am supported to grow and develop and be resilient
- Education builds my confidence and prepares me for independency and adulthood

### What impact we will experience from a service point of view:

- More children in full time education and less exclusions
- Reduction in reactive demand through our 'front door'
- Fewer children on a child protection plan
- Fewer children coming back for support following children's services ending support
- Reduction of children into our care
- Placement stability for our children who need to be looked after
- Reduction of children getting involved with crime
- Fewer complaints, more compliments
- Reduction in service costs
- Stable permanent workforce who feel proud working for Walsall

## Our obsessions

- We develop quality connections, conversations and relationships
- We know our children and families well
- We are all champions for Walsall children



# Councils have statutory duties and responsibilities

These duties include ensuring sufficiency of good quality school places, home to school transport, and being satisfied children are receiving a suitable education.

The 2013 government guidance in relation to the statutory responsibilities of the DCS and Lead Member for Children's services summarises some key points as follows:

- To ensure access to high quality education provision for all disabled children and those with SEN including provision of AP and provision outside mainstream
- To ensure fair access to school
- To deliver suitable home to school transport arrangements
- To provide high quality Early Years provision

The Children Act 2004 includes the statutory responsibility for the Local Authority to ensure all Children and Young People (CYP) receive appropriate quality education. This requires the LA to receive sufficient assurance information and have sufficient authority within the education system to be able to deliver on this responsibility

It is the direct responsibility of a school to provide a quality education for children on role and to maximise their attendance. The LA has responsibility for those excluded, those Electively Home Educated (EHE), those who are missing from education and new arrivals into an area who require a school place.

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# Access and Inclusion Structure and Services



# Structure and Services

## Director Access and Inclusion Sharon Kelly

### Head of Service Access Rob Thomas

- School admissions and appeals
- Attendance and access support teams
- Elective Home education
- Home to School Transport
- Children missing education
- School organisation and place planning
- Childcare sufficiency

### Head of Service Inclusion Judith Nash

- EHCP assessment team
- Educational Psychologists
- Specialist Inclusion team including HI/VI and Early years SEN specialists
- Early years team
- Governor Services
- Schools and Post 16 Quality Assurance
- Alternative Provision (AP)

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### Head of Virtual School Lorraine Thompson

- Vulnerable Learners Hub
- Primary support team
- Secondary support team
- SEND caseworker
- Educational Psychologist
- Speech and Language specialist
- Business support team
- Inclusion team
- Career advisors

# Key Issues

- ❖ Schools White Paper
- ❖ Education Investment and Priority Areas
- ❖ Reduction of School Improvement Grant but continuation of responsibilities
- ❖ SEND and AP Green Paper
- ❖ School Attendance bill and Children Not In School Bill
- ❖ Extended duties of Virtual School
- ❖ Pupil place planning – Secondary demand and Primary surplus, Special school provision
- ❖ Post Covid Impact on schools and council- needs/workforce

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# Key Issues - Continued

- ❖ Improving the numbers of good and outstanding Schools
- ❖ Gap in educational outcomes - Raising the aspirations of the whole community
- ❖ Fragmentation of the educational landscape and changing role of Local Authorities in terms of the relationship with schools- Local Authority Academisation Powers
- ❖ Pressures in the SEND sector and increasing needs of the most complex children and young people – ensuring inclusion for all
- ❖ Impact of funding changes, including proposed National Funding Formula and demand on High Needs Funding against backdrop of increased pressures on school budgets
- ❖ Joining up the skills agenda and employment pathways

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# Strategic risk implications

- a) Currently the local authority retains the statutory accountability for outcomes for children and young people but in a backdrop of diminishing resources and authority (beyond influence) to deliver against such accountabilities
- b) Public perception remains that local authorities still “run” schools
- c) As schools further academise or federate the risk is that the local authority is left with a small number of vulnerable and of concern schools but without the resources to effectively support them
- d) For some academy settings strategic oversight will not be local

# How we are responding to these changes

- Walsall Right 4 Children
- Walsall Families of Schools
- Walsall Specialist Provision Review
- Specialist Inclusion Services Review
- School Improvement Board
- Walsall Learning Alliance
- Childrens Strategic Partnership
- Building on the partnership built during COVID



# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts



Sponsor	Academies	Phase	Ofsted Grade
Academy Transformation Trust (ATT)	Jubilee Academy	Primary	Good (January 2021)
	North Walsall Academy	Primary	Good (November 2018)
	Pool Hayes Academy	Secondary	RI (February 2022)
	Caldmore Primary Academy	Primary	Good (November 2019)
	Phoenix	Special	Good (September 2019)
Central Co-operative Learning Trust	Blackwood	Primary	Converted January 2022
	Brownhills West	Primary	Converted February 2022
Church of England Central Education Trust (CECET)	Blue Coat C of E Academy	Secondary	Good (February 2019)
E-ACT Academy Trust	Reedwood Academy	Primary	Good (November 2021)
	West Walsall Academy	Secondary	Good (November 2017)
	Willenhall Academy	Secondary	
Elliot Foundation	Croft Academy	Primary	RI (July 2021)

# MATs & SATS

Sponsor	Academies	Phase	Ofsted Grade
	Woods Bank	Primary	Good (January 2017)
Grace Foundation	Grace Academy	Secondary	Good (May 2017)
Joseph Leckie	Joseph Leckie Academy	Single Academy Trust	Good (November 2021)
Matrix Academy Trust	Bloxwich Academy	Primary & Secondary	Good (November 2021)
	Barr Beacon	Secondary	Outstanding (January 2014)
Mercers Trust	Walsall Academy	Secondary	Good (December 2019)
Mercian	Aldridge School	Secondary	Good (March 2017)
	Queen Mary's Grammar		-
	Queen Mary's High		Outstanding (November 2021)
	Walsall Studio School		Good (October 2019)
	The Ladder School		-
	Shire Oak		RI (July 2019)

# MATs & SATS

Sponsor	Academies	Phase	Ofsted Grade
Ormiston Trust	Ormiston Sheffield Community Brownhills School	Secondary	RI (June 2019) -
Park Hall Infant Academy	Park Hall Infant Academy	Single Academy Trust	-
Park Hall Junior Academy	Park Hall Junior Academy	Single Academy Trust	Good (February 2017)
Ryders Hayes Academy Trust	Ryders Hayes Academy	Single Academy Trust	Good (February 2020)
Shine Academies	Lodge Farm Busill Jones	Primary Primary	Good (November 2019) -
St Chad's Multi Academy Trust	All Saints National Academy Birchills C of E Academy	Primary Primary	RI (January 2022) Good (March 2017)
St John Bosco Catholic MAC	St Bernadette's Catholic Primary	Primary	-
The Streetly Academy	The Streetly Academy	Single Academy Trust	RI (May 2020)
University of Wolverhampton Academy Trust	Edgar Stammers Academy	Primary	RI (May 2019)
Victoria Academies Trust	Fibbersley Park	Primary	RI (October 2019)

# MATs & SATS

Sponsor	Academies	Phase	Ofsted Grade
Windsor Academy Trust	Goldsmith Academy	Primary	RI (June 2020)
	Rivers Academy	Primary	Good (January 2020)
Woodlands Academy of Learning	Woodlands Academy of Learning	Single Academy Trust	Good (September 2017)

# Any Questions

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## Quick Guide to: Walsall School Governance Team

### What do we do?

The School Governance Team provides direct support to school leaders and Governing Boards on all aspects of school governance. The team provide bespoke guidance and advice on specific issues as well as virtual and face to face training, clerking services and external reviews of governance. The team also retain oversight of the Council's statutory duties in regard to school governance and work collaboratively in support of wider partnership roles including the weekly education updates, the Walsall Learning Alliance, Schools Causing Concern and monthly virtual governance briefings.

### What services and support can we offer?

The service provides a range of services tailored to the needs of an individual setting. Our services include:

1. **Governor training.** From induction through to the latest guidance on all aspects of school governance. The team provides a comprehensive online offer and can also deliver bespoke sessions tailored to the needs of individual Boards virtually or face to face.
2. **Clerking services.** A comprehensive clerking service with a nominated trained clerk as a point of contact and access to Governor Hub, NGA membership and termly governance briefings.
3. **External reviews of governance** and support in developing self-audit tools to track the impact of governance over time and identify areas of self-improvement.
4. Support regarding **changes to governance** including (federations, acadamisation, changing the constitution of your Governing Board).
5. **Bespoke advice and guidance** on governance and school leadership to meet the needs of your setting and leadership priorities.
6. We deliver the **local authorities statutory duties** around Instruments of Government, maintaining a database of school governors etc.

### Who to speak to:

#### To get in touch then please contact:

**Duncan Whitehouse** – School Governance Manager on 07920 414340/  
[duncan.whitehouse@walsall.gov.uk](mailto:duncan.whitehouse@walsall.gov.uk) or via Teams

**Sangita Patel** – Governance Officer @ [sangita.patel@walsall.gov.uk](mailto:sangita.patel@walsall.gov.uk)

**Amandeep Sandhar** – Governance Officer @ [amandeep.sandhar@walsall.gov.uk](mailto:amandeep.sandhar@walsall.gov.uk)

**Gurdeep Sanghera** – Advisor to Governing Boards @ [gurdeep.sanghera@walsall.gov.uk](mailto:gurdeep.sanghera@walsall.gov.uk)

Alternatively contact the team at: [govsupport@walsall.gov.uk](mailto:govsupport@walsall.gov.uk)





## **Quick Guide to: Specialist Inclusion Team - Sensory Support Hearing**

### **What do we do?**

**We are a team comprising Teachers of the Deaf and Specialist Learning Practitioners who hold qualifications and/or have a vast amount of experience working with Children and Young People (CYP) who are deaf.**

**We offer support to any CYP who are deaf from birth to the time they leave school and beyond. The range of deafness experienced by the CYP may be mild, moderate, severe or profound in degree and some may have additional needs that are sometimes complex.**

### **What services and support can we offer?**

**The service provides a range of services tailored to the needs individual deaf CYP**

- 1. We support families right from the point their baby or child is diagnosed with a hearing loss, helping them to understand their child's hearing levels and the implications for their development.**
- 2. We run a 'Fieldmice', a support group for pre-school children and their families.**
- 3. Offer Family Sign language classes in the home or virtually.**
- 4. Advice and / or train teachers and support staff in a variety of educational settings on deaf awareness strategies for the classroom and necessary modifications to the curriculum.**
- 5. Liaise with health services, including Ear Nose Throat (ENT) surgeons, Audiology, Midlands Hearing Implant Programme and Speech and Language Therapy.**
- 6. Ensure CYP have optimally working hearing aids.**
- 7. Conduct observations and functional hearing tests to monitor impact of deafness.**
- 8. Advise on need for and functioning of additional listening devices such as radio aids.**
- 9. Teach deaf CYP.**
- 10. Liaise with other specialist teams (e.g. vision, early years, EHC Assessment Team), settings and parents.**
- 11. Support social and emotional development/skills for good mental health and self-esteem.**
- 12. Monitor progress and attend annual review meetings and target setting meetings.**

### **Who to speak to:**

**To get in touch then please contact:**

**Heather Brindley: [Heather.Brindley@walsall.gov.uk](mailto:Heather.Brindley@walsall.gov.uk)**

**Heena Chauhan: [Heena.Chauhan@walsall.gov.uk](mailto:Heena.Chauhan@walsall.gov.uk)**

**Ruth Thomas: [Ruth.Thomas@walsall.gov.uk](mailto:Ruth.Thomas@walsall.gov.uk)**





# A councillors' guide to Education Services in Walsall

March 2022

The Council **does have statutory responsibilities** to ensure:

- That working in partnership across public agencies, children in Walsall are safeguarded.
- Through leadership of place, partners work together for the best outcomes for children and young people across the Borough
- Children that have a disability or a Special Educational Need (SEN) have access to high quality education provision that meets their needs.
- Every child has a school place and has fair access to such places.
- Effective home to school transport for those that are eligible.
- High quality education for those pupils that have been excluded.
- Have systems for identifying pupils missing education and those whose parents/ carers have chosen to Electively Home Educate (EHE) their children.
- Consistent attendance intervening, including through penalty notices, where attendance becomes an issue.
- Intervening in a maintained school where there is specific evidence of a safeguarding, financial management or school improvement concern.

Council's **don't have the powers** to:

- Intervene in the leadership and school improvement of an academy setting (other than through dialogue and partnership). The Regional Schools Commissioner has oversight of academy settings.
- Intervene in the leadership and management of a maintained school unless specific cause for concern criteria are met.
- Intervene in parental complaints against a school (unless there are safeguarding concerns). The school must publish a complaints policy with the Governing Board and then Secretary of State being the arbiter of school complaints.
- Directly intervene in the management of staffing matters. That sits with the Governing Board with appropriate advice.
- Remedy all highways issues outside of schools. Congestion, inconsiderate parking remain longstanding community issues outside many schools. The Council can work in partnership with schools to promote road safety, alternatives to the use of cars and effective signage/ restrictions where feasible and cost effective to do so.

In addition the Council delivers **traded services** that schools and academies can buy into including: Education Psychologist Services, attendance support, governance support, HR advice and guidance, finance services.

These are delivered on a traded basis and schools may purchase this advice and support from elsewhere.



## The education landscape 2022

The education landscape is set to change further over the coming year and beyond due to national and local drivers. Some of the key changes include:

**Levelling Up.** 55 areas, including Walsall, are to be offered additional investment as Education Investment Areas. The detail is still limited but is likely to include funding for teacher retention payments and pupil attendance programmes. The areas have been chosen on the basis of outcomes at the end of both key stage 2 and key stage 4, based on results between 2017 and 2019.

The Levelling Up commitments also include stronger commitments around food served in schools, the teaching of cooking in schools and potential reforms that could mean schools that have been graded requires improvement by Ofsted multiple times may be served with academy orders.

**Local Authority School Improvement Grant.** It has been confirmed that the funding that local authorities receive to fund school improvement activities is to cease with the funding instead going directly to schools. The proposal being discussed with Schools Forum is that a joint School Improvement Board be established to lead on school led commissioning of services in partnership with the local authority.

**Specialist Provision places.** There is a Headteacher led working group looking at options around ensuring the right number of specialist provision places for children and young people in Walsall. Based on the mainstream first model we will be working with schools to develop enhanced support around hubs enabling children with special needs to have their needs met in mainstream provision. Where a special needs place is needed we will look to expand specialist provision through re-designation of places and expansion/ re-configuration of existing provision where appropriate.

**Specialist Inclusion Services.** Led in collaboration with Headteachers the project is reviewing the support services delivered across the local authority, Health and the third sector to better support schools in providing for children and young people with Special Educational Needs, behaviour, mental health support and low attendance needs.

## Walsall Families of Schools

Walsall Families of Schools is the vision for how, as a partnership, we will sustain and enhance high quality education provision across the Borough for the next 10 years and beyond to the benefit of the children, young people and communities of Walsall. In its simplest terms, Walsall Families of Schools is based on the principle that: collaboration, federation or acadamisation are the most effective means of securing the long-term future of high quality education provision in Walsall. It is for school leaders and Governing Boards to lead the way with the approach that best meets the needs of their school communities, with the Council supporting and facilitating this. In the medium term no school should be an island unto itself.

It's a building block for the conversation with Headteachers and governors about how we secure the leadership and governance capacity for our schools in the future. It also prompts leaders to take the fate of their future governance in their own hands rather than risk it being decided upon either by Ofsted (and an inadequate judgement forcing academisation) or through government policy.

### How you can support schools

As a local councillor consider:

-Visiting schools periodically to build a working relationship with the Headteacher.

-Consider becoming a governor of a local school. As a councillor you will have multiple commitments but becoming a school governor provides an opportunity to gain a deeper understanding of the challenges facing schools locally.

-Signpost parents/ carers to the school's Headteacher or school's complaints policy on its website. Often matters can be resolved most quickly when there is a direct conversation with the school itself. Flag themes or concerns with the relevant Council team.

-Be clear as to what information can and can't be shared regarding an individual pupil or family for data protection reasons and seek written permission from the parent if information is to be shared



## Quick Guide to

### Admission & Education Sufficiency

#### The Admissions & Education Sufficiency Team:

The Admissions and Pupil Place Planning Team are responsible for delivering the Local Authority's statutory function to ensure that every child in the borough has an appropriate school place. The Team coordinates the Primary and Secondary school admission rounds, administers the Fair Access Protocols, maintains the database of Children Missing Education and manages the Children Missing Education (CME) Panel. The team is also responsible for producing pupil projections to determine current and future demand for school places across the borough and for managing the coordination of school organisation changes such as school expansions and closures

#### What are the aims of the Admissions & Education Sufficiency Team?

The overall aim of the service is to ensure that every child in Walsall has an appropriate school place. The work of the team includes:

- Coordination of the Primary and Secondary Admission rounds – including determination of admission arrangements for community and voluntary controlled schools, review of admission arrangements for all other admission authorities in the borough, making offers of school places, defending admission appeals for community and voluntary controlled schools, responding to complaints and ensuring the other admission authorities comply with the School Admissions Code and other relevant legislation;
- Maintaining the database of Children Missing Education;
- Administration of the Children Missing Education (CME Panel);
- Administration of the Fair Access Protocol and the Primary and Secondary Fair Access Panels;
- Coordinating admission of CME children and children placed by the Fair Access Panels;
- The Team oversees the delivery of sufficiency programmes that enables the LA to deliver school places across the borough Coordinating the statutory process for school organisation changes (such as school expansions);
- Producing statutory returns including the Local Authorities Report and the annual School Capacity (SCAP) return.

#### What will the Team Provide:

- Provide advice and support to parents and schools on all aspects of the school admissions process including support with completing online admission applications;
- Determine admission arrangements for all community and voluntary controlled schools;
- Review determined admission arrangements for all other admission authorities in Walsall to ensure compliance with statutory requirements;
- Offer primary and secondary school places and report on the offers made to the DfE;
- Produce statements of case and provide Presenting Officers to defend admission appeals for community and voluntary controlled schools;

#### **We will cont.....**

- Ensure that all locally agreed protocols, including the Fair Access Protocol, are up to date and reflect current statutory requirements;
- Collate pupil numbers and details of midyear admission applications from schools;
- Identify children missing from education, collate CME referrals from other service areas, other LAs and external referrals and maintain a database of CME children;
- Liaise with other services and schools to ensure that CME children are allocated an appropriate educational placement without delay;
- Administer the CME Panel;
- Administer the Fair Access Panels and maintain a database of children placed by the panels;
- Manage the annual school term dates consultation;
- Produce pupil place projections to ensure that there are sufficient school places for all children in Walsall;
- Manage the statutory process for school organisation changes such as school expansions and closures;
- Complete the annual Local Authorities Report on admissions;

**For more information please contact:**

**Alex Groom – Admissions & Education Sufficiency Manager**

[Alex.groom@walsall.gov.uk](mailto:Alex.groom@walsall.gov.uk)

**01922 652583**





## **Quick Guide to**

### **Alternative Provision**

#### **What does Alternative Provision offer?**

The key responsibility for the service is to ensure that all children in Walsall have access to high quality commissioned alternative provision. Walsall Council is committed to ensuring that every child, regardless of their circumstances, receives an excellent education that provides them with the knowledge, skills and resilience to fulfil their potential.

#### **What are the aims of the Service are**

- We want our mainstream and special schools to create a positive culture and behaviour management systems that support children to remain in or re-integrate into their schools.
- We need to be commissioners who place children in alternative provision for behavioural, health or other reasons and plan for how the placement will best meet the child's needs and support their transition into a mainstream, special school, medical placement, meaningful employment or education or training at 16.
- Alternative Provision should not simply be viewed as a provider of last resort. Alternative Provision settings should enable children to make rapid personal, social and educational progress and go on to attain qualifications or re-integration back into mainstream or special schools. To make sure that the allocation of resources and personnel deployed to support and challenge schools are targeted to those where there is greatest need.

#### **What will we provide?**

- The Local Authority currently oversees the alternative provision for all KS4 permanently excluded pupils who attend The New Leaf Inclusion Centre.
- KS4 Learners accessing Alternative Provision remain on the roll at the New Leaf Inclusion Centre during their time at their alternative provision Settings. The Alternative Provision service however, is managed by the Alternative Provision Team within the LA.

#### **Quality Assurance**

- We undertake regular assessments of all our alternative provision providers within or AP Directory. The LA assess the following aspects of the providers using internal and externally sourced inspection teams for; Health and Safety, Safeguarding and Teaching and Learning.
- Providers who do not meet the required standards are notified and the Local Authority will withdraw students and place them in suitable Alternative Provision. The LA has and maintains an Alternative Provision Directory of around 15 providers that have undertaken the above checks and processes. These providers offer a wide choice and variety of academic and vocations courses that the students can be enrolled upon.



## Quick Guide to

### Home To School Transport

#### What we do:

The Home to School Transport Team are responsible for delivering the Local Authority's statutory function to ensure that every eligible child in the borough can attend their nearest appropriate school.

Local Authority must make transport arrangements for all children who cannot reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their special educational needs (SEN) or disability.

The Team coordinates travel assistance for children of compulsory school age with Special Educational Needs, Looked after Children and children from families with low income. The team is responsible for commissioning transport, allocating free school Bus passes, Personal Transport Budgets, and updating Home to school transport policies in line with government guidelines.

#### What are the aims of the Home to School Transport Team?

The overall aim of the service is to ensure that every eligible child in Walsall can access their nearest appropriate school. There are four categories all of which cover only children of compulsory school age who attend "qualifying schools" and:

- Live beyond the statutory walking distance
- Children with SEN, disabilities or mobility problems who cannot reasonably be expected to walk to school
- Children whose route to school is unsafe (No Pavements or Street lighting)
- Children from low income families

For Post 16 pupils

- We provide advice and support to access transport
- For SEN Post 16 pupils up the age of 25 we can offer travel assistance and support depending on their need

### How do we do it?

- We plan and co-ordinate Home to School Transport to all Special Schools across Walsall in partnership with a number of local operators across the borough.
- We commission transport provision by utilising Public Service Buses, Minibuses, Taxis and specialist vehicles
- We provide free school bus passes for pupils from families with low income
- We refer pupils to Independent Travel Training
- We provide Personal Transport Budgets for parents of Special needs pupils who wish to transport their own children to school
- We provide advice to post 16 pupils on accessing transport to college and university
- Support Post 16 pupils with SEN up to the age of 25 who are unable to make their own arrangements
- We manage whole school contracts and individual contracts for over 800 pupils/students and 95 schools/colleges both inside and outside the Borough
- We provide Passenger Assistants Training (PATs) and safeguarding training to Drivers and Passenger Assistants, carry out DBS checks and badge all PA's
- We work with Walsall's PH/HC Licencing department, and partner the DVSA on vehicle and site inspections for all our operators

For more information visit our website at:

[https://go.walsall.gov.uk/schools\\_and\\_learning/schools\\_in\\_walsall/home\\_to\\_school\\_transport](https://go.walsall.gov.uk/schools_and_learning/schools_in_walsall/home_to_school_transport)

Home to School Transport Manager: Mark Smith [mark.smith@walsall.gov.uk](mailto:mark.smith@walsall.gov.uk)

Or

For enquiries contact [sentransport@walsall.gov.uk](mailto:sentransport@walsall.gov.uk)







## Quick Guide to Attendance Service

### What do we do?

The Attendance Service has responsibility for:

- Promoting good attendance by reducing absence, including persistent absence;
- Enforcement of school attendance (S444 Education Act 1996);
- Administration of Penalty Notices;
- Children missing from education (section 436A of the Education Act 1996)
- Child performance, child employment and chaperone licensing. (Children (Performances and Activities) (England) Regulations 2014 / Children and Young Persons Acts 1933 and 1963).

### What are the aims of the Service?

- To provide LA statutory duties in respect of irregular school attendance and child employment;
- To work in partnership with pupils, parents, schools and other agencies to maximise the school attendance of children and young people.
- To identify the barriers and encourage good attendance and punctuality to increase participation.
- To assist schools develop mechanisms for monitoring and reviewing attendance.
- To engage in efficient and effective partnerships in the best interests of the child or young person.
- To operate within agreed criteria for referrals from schools and others and to respond appropriately.
- To ensure children in entertainment and employment are compliant with education and employment law designed to protect their education entitlement;

### What will the Access Team provide?

- A person-centred approach to the identification and management of poor attendance
- A clear and well communicated graduated response built on early intervention: so that children and families get the help they need when they need it regardless of which setting they attend
- A multi-agency approach: so that children and families get help from the right person or service at the right time and that attendance isn't just seen as an issue for schools
- A traded offer for schools that provides support schools with attendance management and delivery of school level responsibilities;
- Communication and advice by regularly bringing schools together to communicate messages, provide advice and share best practice between schools and trusts within the area;
- Termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions;
- Legal intervention where voluntary support has not been successful or engaged with.

For more information please contact:

Robyn Turner - **Business Development & Statutory Specialist Officer 01922 652822**

[robyn.turner@walsall.gov.uk](mailto:robyn.turner@walsall.gov.uk)



## Quick Guide to

### The Early Years/ School Ready Team

#### What are the key responsibilities of the Early Years/ School Ready Team?

- To provide information, advice and training to schools, day-care settings and childminders to ensure all early years provision is good or outstanding.
- To raise the attainment of children by the age of five in order that they achieve a 'good level of development'.
- To ensure all provider types are compliant with the Early Years Foundation Stage Statutory Framework.
- To deliver the Local Authority statutory profile assessment duty.
- To encourage take up the 2 year old entitlement for eligible children through direct contact with parents and partnership working.

#### What are the aims of the Early Years/ School Ready Team?

- To raise attainment in all 17 aspects of learning in order to close the gap between Walsall and National outcomes.
- To raise the attainment of vulnerable groups including disadvantage children and those with special educational needs.
- To analyze data and use it to inform the planning of network events, training packages and targeted work in schools and settings.
- To strengthen leadership in Early Years to ensure all 'quality of leadership' judgements are good or outstanding.
- To work in partnership with other services to ensure that children 0-2 years old have their needs identified and met.

#### What will the Early Years Team provide?

- Advice, challenge and support to schools, settings and childminders on all aspects of the Early Years Foundation Stage, the Statutory Framework for Early Years and the relevant Inspection Handbooks.
- Network events three times a year for school EY leaders and setting managers.
- Training courses and conferences.
- Brokerage of school to school support
- Leadership programmes.
- Audits and audit tools.
- Information about national policy and procedure.
- Information about early learning and childcare places (Family Information Service)
- Information to the Access Team regarding local information about sufficiency of places for all qualifying children in order that they can access their early learning and childcare.

#### For more information:

Please contact Nicola Hart (Senior Quality Assurance Manager - Early Years) 01922 652892/ 07730502471  
[nicola.hart@walsall.gov.uk](mailto:nicola.hart@walsall.gov.uk) or Kim Stokes (School Ready Improvement Manager) 01922 652936/ 07944279937  
[kim.stokes@walsall.gov.uk](mailto:kim.stokes@walsall.gov.uk)



## Quick Guide to

### The Educational Psychology Service

#### Who are the Educational Psychology Service?

We are a team of Psychologists and trainee Psychologists who have all completed specific training to enable us to use the protected title of Educational Psychologist (EP). We are registered as practitioner psychologists with the Health and Care Professions Council. We also have trainee Educational Psychologists working with us who are completing their doctoral training and are supervised by qualified EPs.

#### What do Educational Psychologists do?

As Educational Psychologists we apply psychology creatively in educational settings to help to find ways forward in difficult situations. Our role is to promote the well-being and progress of children and young people aged 0-25.

To achieve this we;

- consult with adults in educational settings to support individual and groups of CYP
- carry out a range of activities to assess the needs of children and young people
- work with children and young people individually to gather their views
- gather the views of parents
- provide training to schools, parents and other professionals
- use our research skills to undertake project work in schools
- undertake therapeutic work with CYP (CBT, solution-focused approaches etc.)
- use our psychological knowledge and research skills to contribute to strategic developments within the local authority

#### What does the Educational Psychology Service in Walsall Provide?

1. **Statutory** - We provide psychological advice to the local authority as part of Education, Health and Care Needs Assessments
2. **Traded Offer** - We offer traded sessions to all nurseries, schools and colleges in Walsall. Our model of service delivery is through consultation, we agree priorities for our involvement through termly planning meetings with school SENCOs. This could be individual or group casework, training or project work.
3. **Core offer** - We support children and young people with EHCPs who do not have a school place or who are attending out of borough placements who are raised with us via the EHC team. We offer half termly "support and share" sessions to all school SENCOs, as a forum for group problem solving. We apply our research skills to contribute to service and local authority developments. We work alongside the Early Years SEND team to provide support to early years settings through the early years forum.

#### For more information:

Please contact Ruth Hewett, Senior Educational Psychologist [r.hewett@walsall.gov.uk](mailto:r.hewett@walsall.gov.uk) or Alex Webley, SEND Team Manager [alex.webley@walsall.gov.uk](mailto:alex.webley@walsall.gov.uk)



## Quick Guide to

### EHC Assessment Team

#### Who EHC Assessment Team

The Education Health Care Assessment Team consists of Local Authority Officers, including a Team Manager and Senior SEN Casework Officers and SEN Casework Officers based on localities. We sit within the Special Educational Needs & Disability (SEND) area of the Access and Achievement team. We oversee the Local Authority's statutory function in respect of Education Health Care Needs Assessments and Annual Reviews of Education Health Care Plans (EHCPs) as outlined in the SEND Code of Practice.

#### What are the aims of the Service?

##### Education Health Care Needs Assessments (EHCNA)

- Our aim is to provide a service whereby requests for EHCNAs are carried out in a robust, evidence-based and timely way by liaising with all partners including; parents, schools & education settings, health colleagues, social care colleagues and other education based services such as Educational Psychologists. Our aim is to complete the EHCNA in 20 weeks where children and young people meet the thresholds for a decision to assess and/or a decision to issue an EHCP.

##### Reviews of Education Health Care Plans

- When a child/young person has an EHC plan, the Local Authority's aim is to make a decision following the annual review meeting which is usually held by the child/young person's education setting as to whether to maintain, amend or cease the EHC plan. Our aim is to make the decision within 2 weeks of the annual review meeting being held and to issue the amended EHCP, where needed, within 8 weeks of the decision letter.

##### Placement of children with EHCPs maintained by the Local Authority

- Our aim is to ensure children and young people with EHCPs are placed in a suitable setting which is able to meet their special educational needs.
- At Phase Transfer (new into Reception, Juniors Secondary and Post 16 provision) we aim to name the settings by our statutory dates (15<sup>th</sup> February for school age children and 31<sup>st</sup> March for Post 16 young people\_)

##### Disagreement resolution, mediation and tribunals

- To participate in all forms of disagreement resolution, mediation and Tribunals with parents and carers in respect of the appealable EHC processes.

### **What will the EHC Assessment Team provide?**

- We provide each child and young person with an allocated SEN caseworker in the locality in which they reside or attend school.
- A service that operates for 52 weeks of the year.
- We collaborate and provide support to partners during the EHC assessment process, including liaison with parents, education establishments, health partners and social care teams to ensure the correct information and advice is received by the team to contribute to our decision making and the writing of the EHC plan.
- We provide correspondence and communication in respect of the assessment, review and phase transfer processes by letter, email, text and telephone.
- We operate an online EHC hub system for parents, carers and young people to engage with during the assessment process.
- We attend important meetings in relation to children with Education Health Care Plans (including CIN, CP and Annual Review meetings)
- We liaise with schools through consultation regarding placement of children with Education Health Care Plans upon receipt of a new plan, when a request for change of placement is received following an annual review or at phase transfer.
- We train partners on processes and systems used as part of our work e.g. the EHC hub or training to SENCOs
- Signpost to relevant services where children and young people with SEND (either with or without an Education Health Care Plan) need further support e.g. School admissions, SENDIASS and Early Help

### **For more information please contact:**

EHC Assessment Team - Walsall Children's Services, Tel: 01922 652871  
Educational Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG  
[sen@walsall.gov.uk](mailto:sen@walsall.gov.uk)

**If you have a query about the EHC Hub, please email: [ehchubtechnicalqueries@walsall.gov.uk](mailto:ehchubtechnicalqueries@walsall.gov.uk)**



## Quick Guide to the Elective home Education (EHE) service

### What do we do?

The Elective home education (EHE) service has a statutory duty (under s.436A of the Education Act) to make arrangements to enable it to establish the identities, so far as it is possible to do so, of children in its area who are not receiving a suitable education. We also have a duty to ensure we are promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential for all children and young people.

### What are the aims of the Service?

- The EHE service identifies and records compulsory school aged children who are home educated and makes enquiries as to whether that education satisfies legal requirements.
- Early intervention is provided to act as an advocate for the child and to ensure the child is in the most appropriate provision.
- Where possible, the EHE service establishes positive relationships with home educating parents to offer the appropriate support.
- The EHE service contacts home educating parents at least on an annual basis in order to reasonably inform itself of the current suitability of the education provided.
- Depending on the results of the enquiries further action maybe required by the EHE service E.g Referral to Fair Access Panel or begin School Attendance Order processes
- Section 175 of the Education Act 2002 requires authorities to make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting children's welfare. The EHE service therefore also has a statutory duty in relation to safeguarding of home educated children and young people.

### How do we fulfil our aims?

#### Elective Home Education (EHE)

- Ensure the Local authority meets their statutory responsibilities in respect of children being home educated, including establishing whether there is a suitable education taking place
- Work with and advise families and schools about the commitment for home education
- Engage positively with EHE families
- Provide emotional literacy support to parents in delivering a suitable education or supporting a transition to school.
- Offer termly
- Coordinate Pre EHE meetings to ensure EHE is a positive choice
- Provide Initial, Interim and Annual visits
- Contribute to CP,CIN and Early help meetings
- Contribute to EHCP annual reviews
- Provide teaching and learning strategies
- Provide information regards exams and qualifications
- Signpost to 14-16 educational provision
- Support children back to school if education is not suitable or if parents request a return to school

#### For more information please contact:

Please contact Manni Uppal – Specialist Officer for Elective home education 01922 652937 [manni.uppal@walsall.gov.uk](mailto:manni.uppal@walsall.gov.uk)

If you have any general enquiries regards elective home education please contact [EHEmailbox@walsall.gov.uk](mailto:EHEmailbox@walsall.gov.uk)



## Quick Guide to

### Early Years SEN Team (EYSEN)

#### Who is the Early Years SEN (Special Educational Needs) Team?

The Early Years SEN Team consists of three Specialist Teachers and three Senior Learning Support Practitioners who are experienced in working with children with Special Educational Needs.

We offer a wide range of support to children with Special Educational Needs from birth. Support may take place in a variety of different settings i.e. homes, assessment groups, pre-school settings, day nurseries and transitions into schools.

Alongside Team around the Child (TAC), we support Multi-Disciplinary Assessments of children under 5 years old and signpost to other partners to ensure we are meeting the needs of Early Years Children in Walsall.

The team works closely with Walsall Child Development Centre and has regular ongoing contact with support services, i.e. Speech and Language Therapists, Physiotherapists, Occupational Therapists, Paediatricians, Health Visitors and other agencies.

#### What are the aims of the Service?

To support, develop and challenge Inclusive practice for Early Years Children from Birth to five, with Special Educational Needs and Disabilities across Walsall.

#### What will the Early Years SEN Team provide?

- Through the Area SENCo Role and Practitioner Assessments, we offer advice and support to Early Years provisions on all issues relating to the inclusion of children with Special Educational Needs and Disabilities including:
- Advice on an inclusive curriculum and differentiated learning environments
- Face to face support through the consultation process in relation to identified individual children (always with parent's written consent)
- Play-based assessments to inform teaching, learning and next steps
- Support and advice on the Early Years Funding Pathways and the Education Health And Care Plan process (EHCP, Statutory Assessment)
- Supporting staff, individual children and parents through direct teaching, modelling techniques and strategies and signposting to other agencies e.g. SENDIAS, Admissions
- Attend TAC reviews, contribute to discussions on your child's progress and give advice in formulating SEN Support Plans and fulfilling the requirements outlined in the SEND Code of Practice as part of the SEN graduated response.
- Facilitating/providing a range of bespoke or core training opportunities
- Giving advice around appropriate differentiated early attention toys, specialist equipment and resources

#### For more information, please contact:

##### Early Years SEN Team (EYSEN)

Walsall Children's Services, Tel: 01922 652860  
Educational Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG  
Email: [EYSENspecialistinclusionsteam@walsall.gov.uk](mailto:EYSENspecialistinclusionsteam@walsall.gov.uk)



## **Quick Guide to**

### **School Improvement**

#### **What does School Improvement offer?**

The key responsibility for the service is to ensure that all children in Walsall have access to high quality educational provision. This is achieved through individual support for schools and settings, the delivery of relevant training, and the maintenance of the LA's statutory duties.

#### **What are the aims of the Service are**

- Raise standards in all maintained nursery, primary, special and secondary schools, and accelerate the progress pupils make so that their achievement at matches or exceeds national figures
- Make sure that the interventions and support provided for maintained nursery, primary, special and secondary schools enable all schools to provide and then maintain a good or better standard of education
- Use assessment information and other performance indicators to identify those schools at greatest risk of decline, and exercise the appropriate LA powers of intervention
- To support/challenge schools to close the achievement gaps between disadvantaged pupils and others, and improve the achievement of pupils who have special educational needs or disability so they make at least as much progress as other pupils nationally
- To make sure that the allocation of resources and personnel deployed to support and challenge schools are targeted to those where there is greatest need

#### **What will we provide?**

- Many schools at some time require external support to ensure they are able to meet the needs and demands of their children, young people and communities.
- Walsall Council works in collaboration with 'Challenging Education' to deliver its school improvement offer to its maintained schools. The challenge and support that is offered is broadly in proportion to a settings need.
- Support for all schools, but particularly schools causing concern, is designed to empower schools to improve by their own efforts rather than depending on external providers.

#### **Partnership Working with Walsall Schools and Clusters**

- Challenging Education work within our school clusters to broker schools to school support and to share and exhibit good practice across those networks.
- Our school improvement partners will also 'pair up' schools when working on borough wide project such as **Raising Attainment of Disadvantaged Young people (RADY)**.

**For more information:**

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Please contact Nick Perks – Quality Assurance Teams Manager. [nick.perks@walsall.gov.uk](mailto:nick.perks@walsall.gov.uk)





## Quick Guide to

# The Virtual School

### What is the Virtual School?

The Virtual School for children in care is not a teaching institution. It is “a model by which the local authority provides services, support and a constructive challenge to those providing the services for the education of children in care and advice and guidance to parents of children previously in care. It works closely and in partnership with Schools, Social Care and Health, to insure there is a holistic and comprehensive approach to the support of children in care in all areas of their lives.

### What are the aims of the Virtual School?

Our overall aim is to help produce better educational outcomes, and enhanced personal and social development, so that our children in care have better life chances.

The work of the Virtual School includes:

- Ensuring all children in care have a good quality up to date Personal Education Plan (PEP)
- Ensuring that the Pupil Premium Plus is used effectively to improve educational outcome
- Ensuring children in care attend a good school
- Providing training to schools, social care staff, foster carers and other professionals in relation to the education of children in care
- Working closely with schools, social workers, foster carers and other professionals to ensure children in care are achieving academically, making at least expected progress, have good attendance and are not excluded
- Ensuring all our care leavers are in appropriate education, employment or training

### What do we do?

We:

- Provide expert advice and guidance in relation to the education of children in care
- Track and monitor the attainment, progress, attendance and exclusions of children in care to identify and implement any support and interventions needed to ensure our children are reaching their full potential
- Provide access to enrichment projects to improve attainment and increase participation.
- Provide support to designated teachers to enhance their knowledge and understanding of the part they play in supporting children in care.
- Attend at the first PEP meeting of any child aged 2-18 both in and outside of Walsall to ensure early identification of needs
- Manage, distribute and monitor the pupil premium plus in partnership with schools
- Offer direct access to Educational Psychology, Speech and Language and CAMHS advice and support for children in care
- Support social workers and carers in identifying an appropriate school place

### For more information:

Please contact Lorraine Thompson – (the Virtual School Page) 01922 652837 [lorraine.thompson@walsall.gov.uk](mailto:lorraine.thompson@walsall.gov.uk)

If you are working with a child in care or care leaver and would like to discuss their education, either to raise concerns or request additional support, please contact the Virtual School Team. (01922 6562816)-



## Quick Guide to Vision Impairment Team

### **Who: Vision Impairment Team**

The Vision Impairment Team consists of Qualified Teachers of the Visually Impaired (QTVI's) and Specialist Learning Support Practitioners (SpLSP-VI) who work under the direction of the QTVI's. The team supports children and young people aged 0-25 years with a vision impairment at home, in early years settings, mainstream and special schools. This support continues throughout school and sometimes into further education. This forms part of Walsall's Local Offer and is part of the Sensory Inclusion Team.

### **What are the aims of the Service?**

Vision is a sense that gives us information about the world; it is often referred to as the 'coordinating sense' and helps us understand information as a whole rather than as fragmented information from hearing, touch, and smell.

Visual impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Vision impairment can have an impact on all areas of development. In the early years, children may need additional help to make sense of the world around them and when they are older, support to access the curriculum, activities and become independent.

Our aim is to ensure that children with a visual impairment are fully included and able to access the curriculum in line with their fully sighted peers. Input is designed to ensure that the specific needs of each individual are met. Careful assessments are made and the level and type of support is reviewed regularly.

## **What will the Vision Impairment Team provide?**

Support may include:

- visiting homes, pre-school groups, nurseries, schools and colleges
- providing advice, information and support to parents/carers and professionals
- assess and monitor functional vision
- offering training to the setting
- providing advice for teachers and parents/carers on access to the curriculum in mainstream and special schools
- setting and reviewing targets with staff in schools
- teaching of specialist skills: e.g. Braille, visual perception skills
- assessment of the need for specialist equipment and training in its use
- referral to a Rehabilitation Officer for a mobility assessment and life skill training
- ICT advice and touch typing training
- training in the use of low vision aids such as magnifiers
- specialist advice to Local Authority as part of any assessment process such as Education Health and Care Plans
- provide opportunities for sensory impaired C&YP to access activities and to meet together

### **For more information please contact:**

Vision Impaired Team, Sensory Inclusion Team - Walsall Children's Services, Tel: 01922 652860  
Educational Development Centre, Pelsall Lane, Rushall, Walsall, WS4 1NG  
Email: [EDCAdminTeam@walsall.gov.uk](mailto:EDCAdminTeam@walsall.gov.uk)



## Quick Guide to

# The Vulnerable Learners Hub

### What is the Vulnerable Learners Hub?

The Vulnerable Learners Hub is a small team of professionals who are committed to improving educational outcomes and reducing exclusions of Walsall's most vulnerable children and young people. The team work alongside schools and education settings, social care staff and local authority services to ensure all vulnerable children are accessing appropriate education and are being supported to reach their potential. The Vulnerable Learners hub sits under the Virtual school .

### What are the aims of the Vulnerable Learners Hub?

#### Our aims are to:

- Raise awareness to the disadvantage that this children with a social worker can experience by promoting engagement in education and help to narrow the attainment gap.
- Enhance partnerships between education settings and local authorities to help all agencies hold high aspirations for children with a social worker.
- Identifying the needs of children with a social worker and addressing barriers to poor educational outcomes and ensure pupils make educational progress.
- Offer advice and support to key professionals to help children make progress, including through increasing their confidence in using evidence based interventions.
- Reduce the number of exclusions of children with special educational needs

### What we offer?

- Advice to schools regarding cohorts of Children with a social worker.
- Advice and signpost schools and educational settings to additional services and ensure that you receive the support required to support your child/children with a social worker
- Training opportunities to develop schools and educational settings understanding around attachment, trauma as well as training on interventions known to make the biggest impact for children with a social worker.
- 'Drop In' sessions, with our Educational Psychologists, Speech & Language Therapists and CAMHS Practitioner to encourage discussions around interventions, provision and strategies to improve outcomes
- Advice to social workers on educational issues. This can include advice and further signposting on: Attainment data, What to ask schools to put in place to support the young person, SEN processes, Interventions and strategies for a school to consider when meeting the needs of the young person, Attendance and exclusions, reduced timetables and local area support systems and external organisations/activities that could support the young person.
- Advice, support and challenge to schools where a child or young person is at risk of exclusion

For more information:

Please contact Lisa Spooner – Inclusion manager 01922 662637 [lisa.spooner1@walsall.gov.uk](mailto:lisa.spooner1@walsall.gov.uk)