



**Walsall Council**

# **Education Overview and Scrutiny Committee**

Meeting to be held on: **29 June 2023 at 6.00 P.M.**

Meeting to be held via: **Council Chamber, Walsall and Microsoft Teams**

Public access to meeting via: <https://www.walsallcouncilwebcasts.com>

**MEMBERSHIP**

Chair	Councillor S. Ditta Councillor P. Gill Councillor I. Hussain Councillor S.B. Hussain Councillor P. Kaur Councillor N. Latham Councillor E. Morgan Councillor L. Rattigan Councillor P. Smith Councillor C. Towe Vacancy x1
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**NON-ELECTED VOTING MEMBERS**

Lichfield Diocesan Representative	Vacancy
Archbishop of Birmingham's Representative	Vacancy
Parent Governors	Vacancy Vacancy Vacancy

**NON-ELECTED NON-VOTING MEMBERS**

Primary Teacher Representative	Ms Sharon Guy
Secondary Teacher Representative	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)

[www.walsall.gov.uk](http://www.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 meeting held on 28 March 2023.</p>	Enclosed
<b>6.</b>	<p><b>Areas of focus for 2023/24</b> To provide relevant background information for Members so that the Committees areas of focus can be agreed for 2023/24.</p>	Enclosed
<b>7.</b>	<p><b>Date of next meeting</b> The date of the next meeting will be 5 September 2023.</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:

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

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

**Access to information: Exempt information**

**Part 1**

**Descriptions of exempt information: England**

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
  - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
  - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of 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.

**MINUTES OF THE EDUCATION OVERVIEW AND SCRUTINY COMMITTEE,  
COUNCIL CHAMBER, WALSALL COUNCIL HOUSE.**

**Thursday 28 March 2023 at 6.00 P.M.**

**Committee Members present:**

Councillor S. Ditta (Chair)  
Councillor B. Bains  
Councillor R. Burley  
Councillor S. Cheema  
Councillor P. Kaur  
Councillor I. Hussain  
Councillor S.B. Hussain  
Councillor E. Lee  
Councillor L. Rattigan  
Councillor C. Towe

**Portfolio Holder:**

Councillor Mark Statham – Education and Skills

**Officers Present:**

Sharon Kelly - Director Access and Inclusion  
Rob Thomas - Head of Access  
Judith Nash – Head of SEND  
Jack Thompson – Democratic Services Officer  
Helena Kucharczyk – Head of Service for Quality Assurance and Performance Information

Welcome and introductions were made.

**65/22 Apologies**

Apologies were received from Councillor A Hussain.

**66/22 Substitutions**

There were no substitutions of this meeting.

**67/22 Declarations of Interest and Party Whip**

There were no declarations of interest or party whip.

**68/22 Local Government (Access to Information) Act 1985 (as amended)**

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

## 69/22 Minutes

A copy of the Minutes of the meeting held on the 16 February 2023 were submitted [annexed].

### **Resolved:**

**That the minutes of the meeting held on 16 February 2023 a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.**

## 70/22 Ofsted Local Area SEND Accelerated Progress Plan Update

The Portfolio Holder for Education and Skills introduced the report and highlighted the salient point [see annexed].

The Head of SEND (Special Educational Needs and Disability) informed the Committee that the Council had recently carried out a successful co-production event in which parents and carers participated to help the Council to build on better SEND services. In addition, the Council had improved its waiting times for delivering EHCPs (Education Healthcare Plans). Progress had been made to work through the backlog of EHCPs by the end of March 2023. The Head of Service for Quality Assurance and Performance Information added that over 90% of the decisions for EHCPs were made within 20 weeks and there had been improvements in the timescales for all stages of the EHCP process.

The Chair invited Members of the Committee to ask questions on the report to officers and the Portfolio Holder, the responses included:

- That in September 2022 there were 390 EHCPs in the backlog, but recently this had been reduced and would continue to do so as some of the more complex cases were close to being finalised;
- 20% of the backlog had been cleared;
- Currently it took an average of 32 weeks for a EHCP to be processed by the Council, the target was 20 weeks and progress was being made towards this;
- The Council was focusing on the time taken to initially process applications for EHCPs;
- The Department for Education was happy with the progress that the Council had made in relation to the processing times of EHCPs;
- Demand for EHCPs had doubled over four years, this increase was higher than the national average and the increase experienced by regional comparators;
- It would be possible for EHCP to be done under the 20-week time frame in the future;

- The council did identify those EHCP applications for vulnerable children and these were fast tracked;
- The council was pushing for the inclusion of SEND children in schools and would encourage schools to focus less on immediately applying for EHCPs;
- The Council was taking a firmer stance on encouraging schools to keep children within mainstream school settings;
- It was important to identify the right school place for a child;
- The portfolio holder added that improvements in the time taken to process EHCPs was on the Councils markers of success, this meant the progress on EHCPs was discussed every three months and at the Scrutiny Overview Committee. The Portfolio Holder continued by thanking the team for improvements they had made in EHCP processing times and encourage them to continue to build on the changes they had made;
- A range of factors created the initial backlog in EHCPs;
- The permanent team hired to deal with the EHCPs helped the council to create a good plan and build relationships with schools and parents within the borough.

**Resolved:**

**That the Committee note the report.**

**71/22 New SEND Inspection Framework**

At the request of the chair the portfolio holder for education and skills introduced the report [see annexed].

The Head of Service for Quality Assurance and Performance Information then went through a presentation for the Committee [see annexed].

The Chair invited Members of the Committee to ask questions on the report to officers and the Portfolio Holder, the responses included:

- There was a statutory requirement for schools to take part in Ofsted inspections and there were no issues with allowing Ofsted inspections local schools;
- The Council had good results from recent Ofsted inspections;
- The Council had made good progress since the Ofsted inspection in 2019 and many changes had been made;
- Schools within the Borough were showing average improvement in Ofsted rating since 2019;
- The Chair added that the criteria being used by Ofsted during their assessments of schools had changed and this meant that some schools were no longer receiving an 'Outstanding' Ofsted rating;

- It was important to note that both schools and the Council were subject to Ofsted inspections and that there were differences in the way each was assessed;
- Co-production was very important in the development of SEND services;
- The Council was having a conversation with parents/carers instead of making changes through only reviewing documentation;
- A recent session run by the Council had given parents the opportunity to make presentations on how they would like to see SEND service improved at the Council;
- There had been a change in culture at the Council in relation to SEND;
- The Council had launched a SEND inclusion programme with schools to help pupils with SEND before they applied for an EHCP;
- The Council had brought in a consultant to help develop a toolkit for schools to help with early intervention;
- The Council approach was to push schools for early inclusion of children with SEND;
- Within the Borough there were roughly 3000 pupils with EHCPs and roughly 12,000 with SEND.

## **Resolved**

**That the Committee note the report.**

## **72/22 SEN Forecasting and Modelling**

At the request of the chair the portfolio holder for education and skills introduced the report [see annexed]. The Portfolio Holder highlighted that the modelling did not just cover special schools but also SEN Hubs within mainstream schools. In addition, the Cabinet had already approved over £4 million in capital funding for SEN school provision.

The Head of Access and the Head of Service for Quality Assurance and Performance Information added that other Local Authorities modelling was based on the census data, and some did not have a plan in place. The Council had instead developed a model based on EHCP data and allowed the Council to specifically focus on children in Walsall. The model used the data on the amount of EHCPs requested, how many had been granted and the demand for SEND support in schools.

There was an increase in the Borough in the number of children with autism and mental health issues. In addition, the push to get pupils a EHCP at a younger age would change the way in which the Council would make provision for children with SEND. The forecast created using the model for 2022 was good and the Council would continue to refresh it. Also, this model had been shared with regional colleagues and officers would be presenting the model to a national conference in June of 2023.



The Director of Access and Inclusion added that the model would help to develop the capital strategy. However, the application from the Council to the Department for Education for funding for a new SEN Special School had been turned down. The Council had planned to deliver 120 new SEN places by September and 200 extra places had been planned. The Council's approach was that a child should only be offered a Special School place as a last resort and all attempts should be made to keep a child within a mainstream school setting. There was currently no national policy for modelling SEN school places and there would be no reduction in funding, but instead the Council was changing the structure of its funding for SEN places.

The Chair then invited Members of the Committee to ask questions on the report. The responses to these questions included:

- There would be continuous reviews of the model;
- The model would be used as a guide and decisions would be made based on information available;
- There was a national growth in SEND and in Walsall there had been a steeper increase as the Council was addressing its lower historical average;
- The current increase in SEND was similar to regional increases;
- The Council had been given £2.6 million for SEN funding from national government;
- The Council was expecting an increase in national capital funding for SEN;
- Whether a child with SEN is taken by a school was dependent on the schools leadership;
- Most schools were supportive in taking SEN pupils;
- Some mainstream schools were open to expanding their SEN hubs and more schools should be interested in creating their own hubs in the future once planned improvement had been made;
- There were some issues with the leadership of schools in terms of taking on more challenging children and schools needed to differentiate their behaviour policies;
- There were many reasons that children travelled outside of the borough for SEN schooling.

The Portfolio Holder for Education and Skills added that the model would not provide absolute numbers and the Council would adapt to changes. The model helped the Council plan for the future.

## **Resolved**

**That the Committee note the report.**

### **73/22 Recommendation Tracker**

The Chair invited the Democratic Services Officer to update the Committee on the recommendation tracker. The Democratic Services Officer informed the Committee that all the items on the recommendation tracker had been completed.

#### **Resolved**

**That the Committee noted the Recommendation Tracked.**

### **74/22 Areas of Focus**

The Chair invited the Democratic Services Officer to update the Committee on the Areas of Focus. The Democratic Services Officer informed the Committee that items could be suggested for the new municipal year, and that these would be considered by the new Committee when creating their areas of focus.

The Director of Access and Inclusion suggested the following items:

- Continued SEND APP (Accelerated Progress Plan) Update,
- Update on SEND inspection framework and AP (Alternative Provision) Planning,
- Specialist Provision Process, Modelling and Capital Strategy.

#### **Resolved**

- **That the areas of focus be noted.**
- **That the suggested items be presented to the Committee in the new municipal year for the development of its areas of focus.**

### **75/22 Date of next meeting**

The date of the next meeting would be at annual council.

There being no further business, the meeting terminated at 19:30.

**29 June 2023**

**Areas of focus for 2023/24**

**Ward(s)** All

**Portfolios:** Cllr. M. Statham – Education and Skills

### **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 2023/24.

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 Corporate Plan:*

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

### **Presentations from the Portfolio Holder 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 – Portfolio Holder for 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. The Presentation can be found attached at **Appendix A**.

## **Items recommended from previous year**

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

- Continued SEND APP (Accelerated Progress Plan) Update,
- Update on SEND inspection framework and AP (Alternative Provision) Planning,
- Specialist Provision Process, Modelling and Capital Strategy.

## **Incomplete items from previous year**

No items from the Committees Work Programme or Recommendation Tracker were left incomplete. The previous years (2022/23) Work Programme and Recommendation Tracker can be found attached at **Appendix B and C**.

## **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.

## **Council performance**

The Council Plan, as agreed by the Council, sets the strategic direction for the authority by reference to five priorities. Each priority has a number of measures allocated to it. Scrutiny committees may wish to consider monitoring progress against the measures that sit within their remit. It is the role of the Scrutiny Overview Committee to take an overarching view of performance against all measures included in the Council Plan.

## **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.

## **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

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# Access and Inclusion Services Scrutiny presentation 2023



# Children Living in Walsall

Updated May 2023

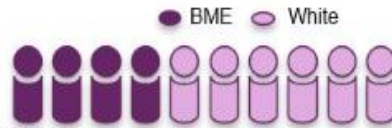
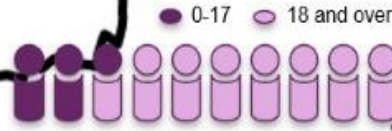
Population of 284,130

68,274 (24.0%) of whom are children aged 0-17

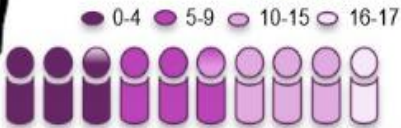
2021 census

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

24.0% of the population are children and young people 2021 census



40.3% of Children are from BME backgrounds 2021 Census



27% of children are aged 0-4, 29% are aged 5-9, 34% are aged 10-15 and 11% are aged 16-17 2021 Census



38% of children live in poverty after housing costs Campaign to end child poverty – July 2022

## Deprivation levels are high

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

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

Children and young people have more health challenges than their peers

3.7% of babies are born with a low birth weight

compared with 3.0% the West Midlands and 2.8% nationally (2021 data)

5.6 per 1,000 children die before their first birthday

compared with 5.6 in the West Midlands and 3.9 nationally (2019-2021 data)

1.8% of young girls get pregnant at 15,16 or 17

compared with 1.5% in the West Midlands and 1.3% nationally (2021 data)

95 per 100,000 are admitted to hospital as an inpatient for mental health issues

compared with 91 in the West Midlands and 100 nationally (2021-22 data)

14.5 per 100,000 admitted to hospital for alcohol related issues

compared with 24.9 in the West Midlands and 29.3 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



**88.4% of schools are rated as good or outstanding**

compared with 88.5% nationally and 86.2% regionally.  
 In 2019 79% of Walsall schools were good or outstanding



**87.7% of learners attended Good or Outstanding schools**

compared with 87.9% nationally and 85.9% regionally.  
 In 2019 73% of Walsall children attended good or outstanding schools

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 7.9%**  
 compared with 7.6% among stat neighbours, 7.8% in the West Midlands and 7.6% nationally

**24.9% of children were persistently absent**  
 compared with 23.6% among stat neighbours, 24% in the West Midlands and 22.5% nationally

**In 2020-21, the permanent exclusion rate from school was 0.08%**

compared with 0.07% among stat neighbours, 0.06% in the West Midlands and 0.05% nationally

**In 2020-21, the suspension rate from school was 2.89%**

compared with 5.38% among stat neighbours, 4% in the West Midlands and 4.25% nationally

Significantly more children receive free school meals and numbers are increasing

**33.1% at Primary**

compared with 28.22% for stat neighbours, 27.4% in the West Midlands and 23.1% nationally

**30.2% at Secondary**

compared with 26% for stat neighbours, 24.5% in the West Midlands and 20.9% nationally

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

**25.6% at Primary**

compared with 25.2% for stat neighbours, 22.7% in the West Midlands and 21.2% nationally

**20.5% at Secondary**

compared with 20.6% for stat neighbours, 19.8% in the West Midlands and 17.5% nationally

A high proportion of children are overweight

**24.4% in Reception**

compared with 24.4% for stat neighbours, 23.7% in the West Midlands and 22.3% nationally

**46.3% at Year 6**

compared with 42.3% for stat neighbours, 40.8% in the West Midlands and 37.8% nationally

# Education in Walsall

Children in Walsall are less likely than their peers to be 'school ready'. Outcomes in 2022 at EYFS and KS1 Phonics are lower than comparators and have fallen at a faster rate post-covid. The gap between Walsall and comparators is increasing.

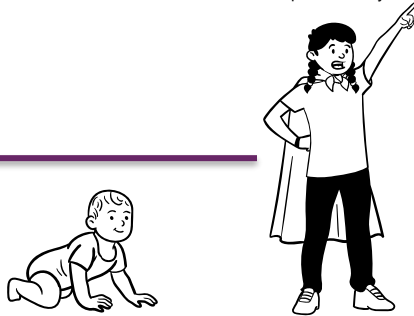
Girls perform better than boys, however, in 2022 girls performance fell more than boys and by a higher amount than girls nationally and regionally.

**58.5%** of children in Walsall achieved a **Good Level of Development**

↓ **9%pts** since 2019

Ranked **147** Out of 152 LAs

-6.4% points regionally  
-6.4% points stat neighbours  
-6.6% pts nationally



By Key stage 4 Walsall children have begun to close the gap with their regional and national peers. In 2022 the average points score for Attainment 8 fell, but not by as much as comparators and Progress 8 improved. The 2022 KS4 cohort had the second worst KS2 outcomes in the country, further evidencing their progress

**46.3** Average points in **Attainment 8**

↓ **1.2pts** since 2021

Ranked **112** Out of 152 LAs

Ranked **0.8** Average **Progress 8**

↑ **Improving**

Ranked **81** Out of 152 LAs

-2.0 pts regionally  
-1.9 pts stat neighbours  
-1.8 pts nationally

124 in 2021

93 in 2019



In 2020-21 40.5% of Walsall young people attended university – this is lower than their regional (43.2%) and national (44.4%) peers. Just 7.6% attend high tariff universities compared with 9.0% regionally and 11.4% nationally.

Between 2013-14 and 2016-17 the gap to comparators decreased, however since 2017-18 it has increased again.

By Key stage 2 Walsall children have begun to close the gap with their regional and national peers. Girls again perform better than boys. Outcomes in Walsall fell in 2022 but not by as much as comparators. The gap between Walsall and comparators is reducing.

**56.0%** of children in Walsall achieved a **Expected Standard**

↓ **5%pts** since 2019

Ranked **99** Out of 152 LAs

-6.0% points regionally  
-6.0% points stat neighbours  
-6.0% pts nationally



Walsall pupils generally perform quite well at post-16. Of the 783 students 18.4% of pupils have achieved 3 As at A-Level in 2022 and 29.0% have achieved at least two A-Grades and a B-Grade. Although both of these are lower than 2021, they are a slight improvement on 2020 and a huge improvement on previous years.

Walsall students generally perform better than their statistical and regional peers, although not as well as their national peers. However, the gap between the Walsall cohort and the national cohort has reduced for both indicators in 2022.

Less than half of adults in Walsall – 48.9% of those aged 18-64 - are qualified to Level 3 – this is the 23<sup>rd</sup> lowest in the country but the highest in the Black Country (Sandwell – 26.9%, Wolverhampton – 40.4%, Dudley – 42.1%)



# 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 safe and nurturing place
- 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

- Localise working
- Quality of practice and support
- Improve achievement and close the gaps
- Develop a strong and clear workforce
- Review our partnership approach

## How we will do it

- Get the basics right for our children: a common core which underpins practice
- Strong leadership informed by what works
- Bring the best of the range of what works
- Implement evidence informed change
- Promote 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 feel safe at school and at home
- I feel happy and confident
- I feel that I am being listened to
- I feel that I am being supported
- I feel that I am being valued
- I feel that I am being listened to
- I feel that I am being supported
- I feel that I am being valued
- I feel that I am being listened to
- I feel that I am being supported
- I feel that I am being valued

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

- We will see a reduction in the number of children in care
- We will see a reduction in the number of children in care
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## 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.



# Access and Inclusion Structure and Services



**Walsall Council**

**PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE**

# 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)

### 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

- ❖ Priority Education Investment Area
- ❖ SEND and AP Local Area Inspection Framework-Pressures in the SEND sector and increasing needs– ensuring inclusion for all
- ❖ School Attendance and Children Not In School
- ❖ Extended duties of Virtual School and Vulnerable Learners Hub
- ❖ Pupil place planning – Secondary demand and Specialist places
- ❖ Extension in Childcare offer
- ❖ Improving the numbers of good and outstanding Schools
- ❖ Gap in educational outcomes especially Early Years
- ❖ Joining up the skills agenda and employment pathways

# 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
- Priority Education Improvement Area Board
- Childrens Strategic Partnership
- Family Hubs
- Walsall Learning Alliance
- Walsall Families of Schools
- Walsall Specialist Provision Review
- Specialist Inclusion Services Review



# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts

Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
Academy Transformation Trust (ATT) Sir Nick Wellar <a href="mailto:Office@attrust.org.uk">Office@attrust.org.uk</a>	Jubilee Academy North Walsall Academy Pool Hayes Academy Caldmore Primary Academy Phoenix	Primary Primary Secondary Primary Special	Good (January 2021) Good (November 2018) Good (April 2022) Good (November 2019) Good (Nov 2022)
Church of England Central Education Trust (CECET) David Smith <a href="mailto:postbox@bluecoatacademy.org">postbox@bluecoatacademy.org</a>	Blue Coat C of E Academy	Secondary	Good (24 January 2023)
Central Co-operative Learning Trust Bernadette Hunter <a href="mailto:dbacon@centralclt.com">dbacon@centralclt.com</a>	Blackwood - Converted January 2022 Brownhills West Primary School - Converted February 2022 Greenfield Primary School - Converted 1 April 2023	Primary Primary Primary	Good (Oct 2016) Good (May 2017) Good (Jan 2023)

# MATs & SATS

E-ACT Tom Campbell <a href="mailto:info@e-act.org.uk">info@e-act.org.uk</a>	Reedswood E-ACT Academy West Walsall E-ACT Academy Willenhall E-ACT Academy	Primary Secondary Secondary	Good (November 2021) Good (17 Jan 2023) Good (Oct 2017) RI (Feb 2023)
Elston Hall Learning Trust Mr K Grayson <a href="mailto:enquiries@ehlt.org.uk">enquiries@ehlt.org.uk</a>	Pheasey Park Farm School	Primary	Good (24 May 2016)
Joseph Leckie Academy Trust James Ludlow <a href="mailto:j.ludlow@josephleckieacademy.co.uk">j.ludlow@josephleckieacademy.co.uk</a>	Joseph Leckie Academy	Single Academy Trust	Good (November 2021)
Loriners Multi Academy Trust Gerry Healy <a href="mailto:postbox@parkhall-inf.walsall.sch.uk">postbox@parkhall-inf.walsall.sch.uk</a>	Park Hall Infant Academy Park Hall Junior Academy	Primary Primary	Good (November 2022) Good (March 2022)
Matrix Academy Trust Lynsey Draycott <a href="mailto:postbox@matrixacademytrust.co.uk">postbox@matrixacademytrust.co.uk</a>	Bloxwich Academy Barr Beacon	Primary & Secondary Secondary	Good (November 2021) Good (Nov 2022)

# MATs & SATS

Ormiston Academies Trust Nick Hudson <a href="mailto:info@ormistonacademies.co.uk">info@ormistonacademies.co.uk</a>	Ormiston Sheffield Community Academy Brownhills Ormiston Academy	Secondary	Good (25 January 2023) Good (May 2017)
Ryders Hayes Academy Trust Sally Miner <a href="mailto:postbox@ryders-hayes.co.uk">postbox@ryders-hayes.co.uk</a>	Ryders Hayes Academy	Single Academy Trust	Good (February 2020)
Shine Academies Gemma Draycott <a href="mailto:enquiries@shineacademies.co.uk">enquiries@shineacademies.co.uk</a>	Lodge Farm Busill Jones Primary School	Primary Primary	Good (November 2019) -
St Chad's Academies Trust Sarah Cockshott <a href="mailto:office@stchads.uk">office@stchads.uk</a>	All Saints National Academy Birchills C of E Academy	Primary Primary	RI (January 2022) Good (Feb 2023)
St John Bosco Catholic Academy Dave Carter <a href="mailto:admin@sjbca.co.uk">admin@sjbca.co.uk</a>	St Bernadette's Catholic Primary	Primary	Good (June 2021)
The Elliot Foundation Academies Trust Hugh Greenway <a href="mailto:hugh.greenway@elliotfoundation.co.uk">hugh.greenway@elliotfoundation.co.uk</a>	Croft Academy Woods Bank	Primary Primary	RI (April 2022) Good (January 2017)

# MATs & SATS

<p>The Mercian Trust</p> <p>Daniel Parkes  <a href="mailto:info@the.merciantrust.org">info@the.merciantrust.org</a></p>	<p>Aldridge School  Queen Mary's Grammar  Queen Mary's High</p> <p>Walsall Studio School  The Ladder School  Shire Oak</p>	<p>Secondary</p>	<p>Good (May 2022)</p> <p>-</p> <p>Outstanding (November 2021)</p> <p>Good (October 2019)</p> <p>-</p> <p>RI (April 2022)</p>
<p>The Streetly Academy</p> <p>Billy Downie  <a href="mailto:b.downie@thestreetlyacademy.co.uk">b.downie@thestreetlyacademy.co.uk</a></p>	<p>The Streetly Academy</p>	<p>Single Academy Trust</p>	<p>Good (Oct 2022)</p>
<p>Thomas Telford Multi Academy Trust</p> <p>Sir Kevin Satchwell  <a href="mailto:info@thomastelfordutc.com">info@thomastelfordutc.com</a></p>	<p>Walsall Academy</p>	<p>Secondary</p>	<p>Good (December 2019)</p>
<p>Thrive Education Partnership</p> <p>Richard Chapman  <a href="mailto:enquiry@thrive.ac">enquiry@thrive.ac</a></p>	<p>Mary Elliot Academy –  joined from 1 April 2023</p>	<p>Special</p>	<p>-</p>

# MATs & SATS

Tove Learning Trust Jamie Clarke <a href="mailto:secretary@tovelearning.org.uk">secretary@tovelearning.org.uk</a>	Grace Academy Darlaston	Secondary	Good (April 2022)
University of Wolverhampton Multi Academy Trust Professor Michelle Shaw <a href="mailto:info@greenheartlearning.org">info@greenheartlearning.org</a>	Edgar Stammers Academy	Primary	Good (17 Jan 2023)
Victoria Academies Trust Sharron Philpot <a href="mailto:enquiry@victrust.org">enquiry@victrust.org</a>	Fibbersley Park	Primary	RI (October 2019)
Windsor Academy Trust Dawn Haywood <a href="mailto:info@windsoracademytrust.org.uk">info@windsoracademytrust.org.uk</a>	Goldsmith Academy Rivers Academy	Primary Primary	Good (Nov 2022) Good (January 2020)
Woodlands Academy of Learning Tamsin Newton <a href="mailto:tnewton@woodlands.walsall.sch.uk">tnewton@woodlands.walsall.sch.uk</a>	Woodlands Academy of Learning	Single Academy Trust	Good (September 2017)

# Federations

Hard Federation	Schools	Phase
Bentley Federation Principal: Kate Magner <a href="mailto:kate.magner@bentleyfederation.org.uk">kate.magner@bentleyfederation.org.uk</a>	Bentley West – in process of being issued with DAO King Charles	Primary Primary
Blue Coat Federation Executive Headteacher: Anthony Orlik <a href="mailto:aorlik@bluecoatfederation.co.uk">aorlik@bluecoatfederation.co.uk</a>	Blue Coat C of E Infant School Blue Coat C of E Junior School	Infant Junior
Cadmus Family of Schools Executive Headteacher/ Chief Operating Officer: Max Vlahakis <a href="mailto:mvlahakis@cadmusschools.co.uk">mvlahakis@cadmusschools.co.uk</a>	Alumwell Junior Butts Primary Chuckery Primary Leighswood Millfield Primary Palfrey Junior Whitehall Junior  On Hold: James Watt Primary, Handsworth – waiting for Birmingham LA approval	Primary Primary Primary Primary Primary Junior Junior  Primary

# Federations

<p>Delves Federation</p> <p>Executive Headteacher: Amanda Arnold  <a href="mailto:aarnold@delvesinfantschool.co.uk">aarnold@delvesinfantschool.co.uk</a></p>	<p>Delves Infant and Nursery</p> <p>Delves Junior</p>	<p>Infant and Nursery</p> <p>Junior</p>
<p>King's Federation</p> <p>Executive Headteacher: Nin Matharu  <a href="mailto:nmatharu@kings-hill.walsall.sch.uk">nmatharu@kings-hill.walsall.sch.uk</a></p>	<p>Kings Hill Primary School</p> <p>Salisbury Primary school</p>	<p>Primary</p> <p>Primary</p>
<p>Lighthouse Federation</p> <p>Executive Headteacher/ Chief Operation Officer: Paul Drew  <a href="mailto:pdrew@lighthousefederation.com">pdrew@lighthousefederation.com</a></p>	<p>Barcroft Primary</p> <p>Beacon Primary</p> <p>Castlefort JMI – from 9<sup>th</sup> Sept 2022</p> <p>Lindens Primary – from 9<sup>th</sup> Sept 2022</p> <p>Meadow View – from 9<sup>th</sup> Sept</p> <p>Moorcroft Wood Primary – from 24 May 2023</p> <p>St James Primary – from 24 May 2023</p> <p>Blakenall Heath Junior &amp; Sunshine N &amp; I started consultation 13 June with view to complete by Sept 2023.</p>	<p>Primary</p> <p>Primary</p> <p>JMI</p> <p>Primary</p> <p>Primary</p> <p>Primary</p> <p>Primary</p>



# Federations

<p>North Star Federation</p> <p>Headteacher: Kate Bargh  <a href="mailto:kbargh@rushall.walsall.sch.uk">kbargh@rushall.walsall.sch.uk</a></p>	<p>Oakwood  Rushall Primary</p>	<p>Special  Primary</p>
<p>Short Heath Federation</p> <p>Headteacher: Cathy Draper  <a href="mailto:cdraper@shortheathfederation.org.uk">cdraper@shortheathfederation.org.uk</a></p>	<p>Lane Head Nursery  Rosedale Church of England Infant  Short Heath Junior School</p>	<p>Nursery  Infant  Junior</p>
<p>St Thomas of Canterbury and St Patrick's Primary Schools Federation</p> <p>Executive Headteacher: Jean Richmond  <a href="mailto:jrichmond@st-thomas.walsall.sch.uk">jrichmond@st-thomas.walsall.sch.uk</a></p>	<p>St Thomas of Canterbury School (VA)  St Patrick's Primary School (VA)</p>	<p>Primary  Primary</p>
<p>Sandbank and Valley Nursery Schools Federation</p> <p>Headteacher: Dawn Kelly  <a href="mailto:dkelly@valley.walsall.sch.uk">dkelly@valley.walsall.sch.uk</a></p>	<p>Sandbank School    Valley School</p>	<p>Nursery    Nursery</p>

# Any Questions

## 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 Psychologist 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
1. **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.
2. **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 our SEND and Inclusion Team on [send@walsall.gov.uk](mailto:send@walsall.gov.uk) or our Principal Educational Psychologist, Sam Samra [sam.samra@walsall.gov.uk](mailto:sam.samra@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 and are a 0 to 25 years' service. 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. We accept applications for an EHC from settings. We aim to make a decision regarding an assessment within 2 weeks of receiving a request. Where children and young people meet the thresholds for an assessment, the team work with professionals and parents to gather information regarding a decision to issue an EHCP. We aim to issue all EHC plans within 20 weeks

#### 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

- We work with families in all forms of disagreement resolution, mediation and Tribunals in respect of the appealable EHC processes.

## What will the EHC Assessment Team provide?

- We provide each family an EHC Link Officer in the locality in which they reside or attend school.
- A service that is inclusive of young people and children aged between 0 and 25 years and 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 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:

[sen@walsall.gov.uk](mailto:sen@walsall.gov.uk) 01922 652871

EHC Team Floor 2 Civic Centre. Darwall St, Walsall WS1 1TP

**EHC Hub, please email:** [ehchubtechnicalqueries@walsall.gov.uk](mailto:ehchubtechnicalqueries@walsall.gov.uk)

## Quick Guide to Education, Health and Care Team (EHC/SEND) Team

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- 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:

[sen@walsall.gov.uk](mailto:sen@walsall.gov.uk) 01922 652871

EHC Team Floor 2 Civic Centre. Darwall St, Walsall WS1 1TP

**EHC Hub, please email: [ehchubtechnicalqueries@walsall.gov.uk](mailto:ehchubtechnicalqueries@walsall.gov.uk)**

## Quick Guide to Early Years SEN Team (EYSEN)

### Early Years SEN (Special Education Needs) Advisory 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 4 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 four, 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, Walsall Children's Services, Civic Centre, Darwall Street, Walsall,, WS1 1TP

Email: [EYSENspecialistinclusionteam@walsall.gov.uk](mailto:EYSENspecialistinclusionteam@walsall.gov.uk)

## Quick Guide to Hearing Loss and Deaf Support Team

### 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 of the individual deaf CYP
- 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.
- We run a 'Fieldmice', a support group for pre-school children and their families.
- Offer Family Sign language classes in the home or virtually.
- Advise 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.
- Liaise with health services, including Ear Nose Throat (ENT) surgeons, Audiology, Midlands Hearing Implant Programme and Speech and Language Therapy.
- Ensure CYP have optimally working hearing aids.
- Conduct observations and functional hearing tests to monitor impact of deafness.
- Advise on need for and functioning of additional listening devices such as radio aids.
- Teach deaf CYP.
- Liaise with other specialist teams (e.g. vision, early years, EHC Assessment Team), settings and parents.
- Support social and emotional development/skills for good mental health and self-esteem.
- Monitor progress and attend annual review meetings and target setting meetings.

### For more information please contact:

Deaf and Hearing loss Inclusion and Advisory Team - Walsall Children's Services, Civic Centre, Darwall Street,, Walsall, WS1 1TP

Email: [accessinclusionadminteam@walsall.gov.uk](mailto:accessinclusionadminteam@walsall.gov.uk)

## Quick Guide to Vision Impairment Advisory Team

### Vision Impairment Advisory 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 Inclusion and Advisory 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, extra-curricular activities and working towards becoming 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. Provision is designed to ensure that the specific needs of each individual are met. Thorough assessments are made by QTVI's 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
- 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 spe schools
- Setting and reviewing targets with staff in schools
- Teaching of specialists skills eg 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 type training
- Training in the use of low vision aids such as magnifiers
- Specialist advice to Local Authority as part of any assessment process
- Provide opportunities for sensory impaired C&YP to access activities and to meet together

### For more information please contact:

Vision Impaired Team, Inclusion and Advisory Team - Walsall Children's Services, Civic Centre, Darwall Steet, Walsall, WS1 1TP

Email: [accessinclusionadminteam@walsall.gov.uk](mailto:accessinclusionadminteam@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 Lead) 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 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 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

### 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

### 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 10000 pupils/students and 115 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:**

[Home to school transport | Walsall Council](#)

**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)





# 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: 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 :

**Sangita Patel** - School Governance Manager on 01922 652889  
[sangita.patel@walsall.gov.uk](mailto:sangita.patel@walsall.gov.uk) or via Teams

**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

### 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.

#### For more information:

Please contact Amy Nash – P16 and Alternative Provision Manager [amy.nash@walsall.gov.uk](mailto:amy.nash@walsall.gov.uk)

## Quick Guide to: The Early Years Team

### What do we do?

- 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 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

## Quick Guide to

# The Inclusion Hub

### What is the Vulnerable Learners Hub?

The Inclusion 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 Inclusion Hub sits under the Virtual school .

### What are the aims of the Inclusion 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
- Promote the education of children under Youth Justice Service
- Promote the education of young carers

### What we offer?

- Advice to schools regarding cohorts of vulnerable groups.
- Advice and signpost schools and educational settings to additional services to ensure that children receive the support required to help them succeeded in education
- 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 652837 [lisa.spooner1@walsall.gov.uk](mailto:lisa.spooner1@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:

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

## Education Overview and Scrutiny Committee – Recommendation Tracker (22/23)

30 June 2022	Areas of Focus	A work program for the municipal year be produced and be circulated to members of the Committee.	Jack Thompson	Complete	6 September 2022	Sent to members of the Committee with agenda for the meeting on the 6 September 2022.
		The suggested items of 'teenage pregnancy' and 'overweight children' be referred to the Social Care and Health Overview and Scrutiny Committee	Jack Thompson	Complete	14 July 2022	Members of the Social Care and Health Overview and Scrutiny Committee agreed to put these items on the Committee work program.
06 September 2022	Areas of Focus	Items suggested; young people's homelessness and the finance Funding formula to be added to the areas of focus for future meetings.	Reena Farmah	Complete	30 September 2022	Areas of Focus updated to include items.
	School Attendance Bill and Children Not in School Bill	To share the SEND inspection report with Members.	Reena Farmah	Complete	30 September 2022	Circulated to Members via email.
11 October 2022	Areas of Focus	That young people's homelessness be referred to the Children's Services OSC and removed from this Committee's Areas of Focus.	Edward Cook	Complete	17 November 2022	Areas of focus updated.
	Ofsted Local Area SEND Revisit Inspection	To share with Members, data on the number of EHCP applications in Walsall which have gone to tribunals.	Edward Cook	Complete	28 November 2022	Circulated to Members via email.

	Outcome and Actions	To share the Accelerated Access Plan document with Members, once available.	Edward Cook	Complete	28 November 2022	Circulated to Members via email.
28 November 2022	School Place Planning: Capital strategy for schools	To share with Members, data on the amount of pupils from out of the Borough now attending Walsall schools.	Jack Thompson	Complete		
		That a report on internships would be presented to the Committee at a future meeting.	Jack Thompson	Complete	12 January 2023	The HR team taking lead on internships offered by the Council and an update would be provided in the future reports.
		That a report on the Childcare Sufficiency Assessment be presented to the Committee at a future meeting.	Jack Thompson	Complete	9 January 2023	An update of the Childcare Sufficiency Assessment was sent to all Councillors on the 9 January 2023.
	Corporate Financial Performance – Quarter 2 Financial Monitoring Position for 2022/23	That a report on future spending of the capital budget be presented to the Committee at a future meeting.	Jack Thompson	Complete	12 January 2023	Future capital spending was presented to the Committee as part of the proposed budget papers.

	Areas of Focus	To merge the first two items on the work programme for January's meeting: 'Attainment and improving Educational Outcome' and 'Increasing the Number of Good and Outstanding Schools' and to reflect this change in the Committees Work Programme.	Jack Thompson	Complete	4 January 2022	Changes reflected in the agenda published on completed date.
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## Education Overview and Scrutiny Committee: Work programme 2022/23

Main agenda items	06/09/22	11/10/22	22/11/22	12/01/23	16/02/23	28/03/23
<b>Theme: Children not in School</b>						
School Attendance Bill and Children Not in School Bill	X					
Children not in school (attendance, exclusions, elective home education and children missing education)	X					
Fair access and FAP	X					
Vulnerable Learners Hub	X					
<b>Theme: SEND</b>						
OFSTED Inspection Outcome and actions inc EHCP		X				
Transitions		X				
SEND and Alternative Provision Green Paper		X				
Special School Provision Plan		X				
<b>Theme: School Place and Capital Strategy</b>						
School Place Planning: Capital strategy for schools inc Early Years sufficiency, Primary, Secondary, Post 16 and Special Schools (inc Black Country plan impact and Free School development)			X			
Quarter 2 Financial Monitoring			X			
<b>Theme: Outcomes and improvements</b>						
Attainment and Improving Educational Outcomes				X		
Increasing the Number of Good and Outstanding Schools				X		
Schools White Paper and Education Improvement Area				X		
Childrens Strategic partnership and Walsall Learning Alliance (WR4C)				X		
Budget Setting 2023/24				X		
<b>Theme: Children not in School (Revisited)</b>						
Children Not in School Report: Attendance and Exclusions, Children missing education, elective home education and Fair Access (FAP).					X	

Vulnerable Learners Hub					X	
<b>Theme: SEND (Revisited)</b>						
Accelerated Progress Plan Update						X
New Area SEND Inspection Framework						X
Special School Provision Plan Update inc SEND modelling process						X

**NB: The Outturn, Q1 and Q3 Finance reports to be by email circulation to the Committee.**



## **FORWARD PLAN OF KEY DECISIONS**

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

**5 June 2023**

## 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.



**FORWARD PLAN OF KEY DECISIONS  
JULY 2023 TO OCTOBER 2023 (05.06.2023)**

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
17/23 (3.4.23)	<p><b>Pre-Audit Outturn 2022/23:</b></p> <p>To receive the pre-audit revenue and capital financial outturn position for 2022/23 and approve recommended carry-forwards, and financial and treasury indicators for 2022/23.</p>	Cabinet  Key decision	Vicky Buckley  <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Internal Services	Cllr Bird	21 June 2023
18/23 (3.4.23)	<p><b>Treasury Management Annual Report 2022/23:</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 2022/23 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 Ferguson	21 June 2023
21/23 (5.6.23)	<p><b>Surrender of existing lease and grant of new lease to the Police and Crime Commissioner for West Midlands of offices within the Civic Centre.</b></p> <p><i>This will be a private session report containing commercially sensitive information.</i></p>	Cabinet  Key Decision	John Kirwan  <a href="mailto:John.Kirwan@walsall.gov.uk">John.Kirwan@walsall.gov.uk</a>	Internal Services	Cllr Ferguson	21 June 2023

20/23 (3.4.23)	<b>Temporary Workers (Agency) Provision:</b>  To appoint the Council's temporary agency provider.  <i>This will be a private session report containing exempt information.</i>	Cabinet  Key Decision	Michelle Leith  <a href="mailto:Michelle.Leith@walsall.gov.uk">Michelle.Leith@walsall.gov.uk</a>	Internal Services	Cllr Ferguson	21 June 2023
22/23 (5.6.23)	<b>Temporary Accommodation Building Repair and Maintenance Contract</b>  To delegate authority to award the Temporary Accommodation Contract	Cabinet  Key Decision	Nick Ford  <a href="mailto:Nick.Ford@walsall.gov.uk">Nick.Ford@walsall.gov.uk</a>	Internal Services	Cllr Ferguson	21 June 2023
23/23 (5.6.23)	<b>We Are Walsall 2040 Strategy Consultation</b>  Consider the We are Walsall 2040 consultation feedback and approve the final strategy.	Cabinet  Key Decision	Karen Griffiths  <a href="mailto:Karen.Griffiths@walsall.gov.uk">Karen.Griffiths@walsall.gov.uk</a>	Internal Services	Cllr Perry	21 June 2023
19/23 (3.4.23)	<b>Corporate Financial Performance 2023/24, approach to Budget Setting for 2024/25, and changes to the council's Tax Strategy:</b>  To report the financial position based on 3 months to June 2023, and to set out our approach and timeline for the 2024/25 budget process and amendments to the Tax Strategy.	Cabinet  Non-key decision	Vicky Buckley  <a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a>	Internal Services	Cllr Bird	19 July 2023
24/23 (5.6.23)	<b>Willenhall Framework Plan: Phase 1 Moat Street and Villiers Street project update and strategic land acquisition (use of the Council's compulsory purchase powers):</b>	Cabinet  Key Decision	Kauser Agha  <a href="mailto:Kauser.Agha@walsall.gov.uk">Kauser.Agha@walsall.gov.uk</a>	Internal services	Cllr Andrew	19 July 2023

	<p>To provide an update on project progress and seek approval to the use of the Council's compulsory purchase powers to acquire the outstanding land interests required to facilitate the delivery of the Phase 1 scheme.</p> <p><i>This will be a private session report containing exempt information.</i></p>					
25/23 (5.6.23)	<p><b>Household Support Fund 4</b></p> <p>Approval of proposals for distribution of funds through the Household Support Fund 4.</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Mark Fearn</p> <p><a href="mailto:Mark.Fearn@walsall.gov.uk">Mark.Fearn@walsall.gov.uk</a></p>	<p>Previous recipients, External partners, Internal services</p>	<p>Cllr Ali</p>	<p>19 July 2023</p>
6/23 (9.1.23)	<p><b>Borough Playing Pitch Strategy:</b></p> <p>To adopt and publish the Walsall Playing pitches strategy and the Black Country strategic framework</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Liz Stuffins</p> <p><a href="mailto:Liz.Stuffins@walsall.gov.uk">Liz.Stuffins@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Flint</p>	<p>19 July 2023</p>
28/23 (5.6.23)	<p><b>Walsall Wellbeing Service Contract Award:</b></p> <p>To award the contract for provision of Walsall Wellbeing Service to the successful tenderer. This will be for an initial term of 5 years (with an option to a extend).</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Paulette Myers</p> <p><a href="mailto:Paulette.Myers@walsall.gov.uk">Paulette.Myers@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Flint</p>	<p>19 July 2023</p>
129/22 (5.9.22)	<p><b>Update on Resilient Communities Safer Streets Programme:</b></p> <p>To report back on Safer Streets activity and recommend any</p>	<p>Cabinet</p> <p>Non-key Decision</p>	<p>Paul Gordon</p> <p><a href="mailto:Paul.Gordon@walsall.gov.uk">Paul.Gordon@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Perry</p>	<p>19 July 2023</p>

	adjustments/additions to the programme.					
14/23 (6.2.23)	<p><b>Growth Funding for Schools:</b></p> <p>To enable the Local Authority to fulfil its duty to secure sufficient primary and secondary school places, through the adoption of a policy for the application of revenue funding for school growth.</p>	<p>Cabinet</p> <p>Key Decision</p>	<p>Alex Groom</p> <p><a href="mailto:Alex.Groom@walsall.gov.uk">Alex.Groom@walsall.gov.uk</a></p>	<p>Internal services, Schools Forum</p>	<p>Cllr Statham</p>	<p>19 July 2023</p>
26/23 (5.6.23)	<p><b>Draft Revenue Budget and Draft Capital Programme 2024/25 to 2027/28</b></p> <p>To provide an updated medium term financial outlook, draft revenue budget and capital programme for 2024/25 to 2027/28, including savings proposals, and to set out the process and timescales for setting a legally balanced budget for 2024/25.</p>	<p>Cabinet</p> <p>Non-key decision</p>	<p>Vicky Buckley</p> <p><a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a></p>	<p>Rate payers, voluntary and community organisations, Internal Services</p>	<p>Cllr Bird</p>	<p>18 October 2023</p>
27/23 (5.6.23)	<p><b>Corporate Financial Performance 2023/24</b></p> <p>To report the financial position based on 6 months to September 2023.</p>	<p>Cabinet</p> <p>Non-key decision</p>	<p>Vicky Buckley</p> <p><a href="mailto:Vicky.Buckley@walsall.gov.uk">Vicky.Buckley@walsall.gov.uk</a></p>	<p>Internal Services</p>	<p>Cllr Bird</p>	<p>18 October 2023</p>

## Black Country Executive Joint Committee Forward Plan of Key Decisions

Published up to October 2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	<b>Black Country Executive Joint Committee Governance</b>			
05/12/2022	<p><b>Black Country Executive Joint Committee Collaboration Agreement</b></p> <p>Note the revised Black Country Executive Joint Committee Collaboration Agreement, attached as Appendix A and previously approved via the Cabinet process of Dudley MBC, Sandwell MBC, Walsall MBC and City of Wolverhampton Council.</p>	<p>Philippa Venables  <a href="mailto:Philippa.Venables@walsall.gov.uk">Philippa.Venables@walsall.gov.uk</a></p> <p>Kelly Valente  <a href="mailto:Kelly.Valente@walsall.gov.uk">Kelly.Valente@walsall.gov.uk</a></p>	Walsall Council	21/06/2023
06/03/2023	<p><b>Constitution and Timetable of meetings</b></p> <p>Approve the timetable of meetings for 2023/24.</p> <p>Note the BCJC Forward Plan publication dates 2023/24.</p> <p>Note the amendments to the BCJC Constitution and Terms of Reference.</p> <p>Note the amendments to the BCJC Working Protocols</p>	<p>Deborah Hindson  <a href="mailto:ChiefExecutive@walsall.gov.uk">ChiefExecutive@walsall.gov.uk</a></p>	<p>Dudley Council  Sandwell Council  Walsall Council  City of Wolverhampton Council</p>	21/06/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
	<b>Land and Property Investment Fund (LPIF)</b>			
09/05/2023	<p><b>Land and Property Investment Fund (LPIF) Programme changes</b></p> <p>Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the funding profile with Globe Asset Management Limited, to deliver the Land and Property Investment Fund funded elements of the Globe House, Walsall with delivery to start in the 2023/24 financial year.</p>	<p>Philippa Venables  <a href="mailto:Philippa.Venables@walsall.gov.uk">Philippa.Venables@walsall.gov.uk</a></p>	Walsall Council	21/06/2023
09/05/2023	<p>Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the funding profile with GreenSquareAccord Limited, to deliver the Land and Property Investment Fund funded elements of the Swan Lane, West Bromwich with delivery to start in the 2023/24 financial year.</p>	<p>Tony McGovern  <a href="mailto:Tony.McGovern@sandwell.gov.uk">Tony.McGovern@sandwell.gov.uk</a></p>	Sandwell Council	21/06/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
09/05/2023	Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the funding profile as stated within the grant agreement with Wolverhampton City Council, to deliver the Land and Property Investment Fund funded elements of the Wolverhampton Stowheath Redevelopment for Housing with delivery to start in the 2023/24 financial year.	Richard Lawrence <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a>	City of Wolverhampton Council	21/06/2023
09/05/2023	Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the funding profile as stated within the grant agreement with KMN Investments Ltd, to deliver the Land and Property Investment Fund funded elements of the Spring Road Wolverhampton project with delivery to continue in the 2023/24 financial year.	Richard Lawrence <a href="mailto:Richard.Lawrence@wolverhampton.gov.uk">Richard.Lawrence@wolverhampton.gov.uk</a>	City of Wolverhampton Council	21/06/2023

Date Created	Key Decision	Contact Officer	Main consultee	Date of meeting
09/05/2023	Approval for the Accountable Body for the Land and Property Investment Fund (Walsall Council) to proceed to amending the grant profile as stated within grant agreement with Sandwell Council, to deliver the Land and Property Investment Fund funded elements of the Sandwell Housing Gap Funding project with delivery to continue in the 2023/24 financial year.	Tony McGovern <a href="mailto:Tony.McGovern@sandwell.gov.uk">Tony.McGovern@sandwell.gov.uk</a>	Sandwell Council	21/06/2023