

## **Education Overview and Scrutiny Committee**

**Tuesday 23 July 2024 at 6:00PM**

**Conference room 2 at the Council House, Lichfield Street, Walsall**

[Livestream Link](#)

**Membership:** Councillor N. Latham (Chair)  
Councillor C. Towe (Vice-Chair)  
Councillor S. Ditta  
Councillor L. Harrison  
Councillor A. Hicken  
Councillor S. Hussain  
Councillor N. Gultasib  
Councillor L. Rattigan  
Councillor W. Rasab  
Councillor E. Russell  
Councillor G. Singh-Sohal

**Non-Elected  
Voting Members:**

K. Hinton (Archdiocese of Birmingham Representative)  
Vacancy (Diocese of Lichfield)

Vacancy (Parent Governor Representative – Primary)  
C. Pruden (Parent Governor Representative – Secondary)  
Vacancy (Parent Governor Representative – Special)

**Non-Elected  
Non-Voting Members:**

S. Guy (Primary Teacher Representative)  
W. Duffus (Secondary Teacher Representative)

**Portfolio Holder:** Councillor P. Kaur – Education and Skills

**Quorum:** 4 Members

Democratic Services, The Council House, Walsall, WS1 1TW  
Contact name: Nikki Gough Telephone: 01922 654767 Email: [nikki.gough@walsall.gov.uk](mailto:nikki.gough@walsall.gov.uk)  
[Walsall Council Website](#)

**If you are disabled and require help to and from the meeting room,  
please contact the person above**

The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012  
Specified pecuniary interests

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

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

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

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

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

## **Part 1 – Public Session**

**1. Apologies**

To receive apologies for absence from Members of the Committee.

**2. Substitutions**

To receive notice of any substitutions for a Member of the Committee for the duration of the meeting.

**3. Minutes of the previous meeting**

To approve and sign the minutes of the meeting held on 26 March 2024.

*(Enclosed, Pages 1-5)*

**4. Declarations of Interest and Party Whip**

To receive declarations of interest or the party whip from Members in respect of items on the agenda.

**5. Local Government (Access to Information) Act, 1985 (as amended):**

To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda.

**6. Areas of focus – 2024/25**

For Members to agree their areas of focus for 2024-25 and to receive a presentation from Officers for services within the remit of the Committee.

- a. Proposed work programme.
- b. Access and Inclusion Services presentation.
- c. Quick guide to services within the remit of the Committee.

*(Enclosed, Pages 6 - 60)*

**7. Forward Plans**

To receive the latest Forward Plans in respect of the following:

- Executive Forward Plans.
- Black Country Joint Executive Committee.
- West Midlands Combined Authority Board.

*(Enclosed – Pages 61 - 77)*

**8. Recommendations Tracker**

To consider progress on recommendations from the previous meeting.

*(Enclosed – Pages 78 -79)*

**9. Date of next meeting**

To note that the date of the next meeting will be on 3 September 2024.

# **Minutes of the Education Overview and Scrutiny Committee held in the Council Chamber, Walsall Council House**

**Tuesday, 26 March 2024 at 6.00 PM**

## **Committee Members present:**

Councillor N. Latham (Chair)  
Councillor P. Kaur (Vice Chair)  
Councillor S. Hussain  
Councillor E. Morgan  
Councillor L. Rattigan  
Councillor G. Singh-Sohal

## **Portfolio Holder:**

Councillor M. Statham – Education

## **Officers Present:**

S. Kelly – Director (Access and Inclusion)  
R. Phillips – Head of Early Help, Family Support and Youth Justice  
I. Vanderheeren – Director of Early Help  
R. Beards – Head of Service (Inclusion)  
N. Perks – Quality Assurance Team Manager  
R. Thomas – Head of Access  
G. Aitkins – Practice Development Manager  
N. Gough – Democratic Services Officer

The Chair gave welcome and introductions.

63. **Apologies**

Apologies were received from K. Hinton, Councillor Gill, Councillor Ditta and Councillor Towe.

64. **Substitutions**

There were no substitutions for the duration of the meeting.

65. **Declarations of Interest and Party Whip**

There were no declarations of interest or party whip.

66. **Local Government (Access to Information) Act 1985 (as amended)**

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

67. **Minutes**

A copy of the Minutes of the meeting held on the 15 February 2024 were submitted [annexed].

**Resolved:**

**That the minutes of the meeting held on 14 February 2024 a copy having previously been circulated, be approved, and signed by the Chair as a true and accurate record. This was subject to the inclusion of Councillor Rattigan as declaring an interest as an employee of Walsall College at the previous meeting.**

68. **Early Years and Childcare Expansion Update**

The Portfolio Holder introduced the report, and the Head of Access presented the salient points. The report provided an update on the Early Years and Childcare Expansion programme including the activities which have been undertaken and future planned activities. This was designed to increase capacity and enable parents to work through accessible childcare.

It was noted that in Walsall there was sufficiency of provision for Early Years and sufficient childcare across the Borough. There was an ambition to ensure that wrap-around provision was available for families, existing provision would be mapped, and gaps identified. Funding had been made available for this provision; Members were assured that this would be distributed equitably to providers.

In response to questions from a member, the Head of Access confirmed that the criteria for accessing 15 hours childcare was that families had to be working the equivalent of 16 hours a week. The Director (Access and

Inclusion) stated that more detailed information would be circulated. It was clarified that since the report was written, the delivery plan had been submitted to the Department of Education and subsequently approved.

## **Resolved**

**That the Education Overview and Scrutiny Committee noted the report, were supportive of the Early Years and Childcare Expansion programme and agree with the proposed activities and the approach to the programme.**

### **69. School Readiness and Early Years Foundation Stage Outcomes**

The Portfolio Holder introduced the report, and the Quality Assurance Team Manager presented the salient points. The report provided an overview of the outcomes for children in Walsall, at the age of five years, based on the Early Years Profile Outcomes 2023. It described the current position regarding the Ofsted Grades of all providers for early years learning.

The Committee was advised that there had been an improvement in children's outcomes and in early years provision since the pandemic. The Service had worked with Billesley Research School on programmes aimed at reducing the gaps within Early Years. It was suggested that outcomes were already evident, and it was hoped this would continue into next year.

Inspection Outcomes in the Early Years Sector were described, and these were favourable compared to national. Assurance was provided that the Quality Assurance Team was working with providers to give support to improved ratings.

The Practice Development Manager stated that the Early Help Partnership and the Family Hubs Programme had a broad range of services for the 0-5 years age range. A key function of the Early Help Partnership was early intervention and support to families. There was a range of targeted and universal support provided, with further details provided on these. Walsall was one of 75 Local Authorities to receive funding to provide universal services through the family hubs – in particular, from pregnancy to 2 years old. Commissioned services for speech and language support were provided to ensure children received these services quickly. Future plans included working with health partners to expand the offer in Walsall.

Members commended the work being done, and Officers confirmed that toileting and sleep issues were focused on, the Director stated that schools and early years settings were providing a wealth of support but that it was important to support children before they came to the school settings.

The Director (Early Help) explained that health visitors were focusing on children born during covid who may not have been seen to ensure that they were school ready, in addition across the 4 localities partnership action

planning took place and allowed Partners to discuss concerns and emergent themes to create a priority plan.

A discussion was held on outcomes for boys with special educational needs, the importance of working with prospective parents to consider the plan for the child. The impact of the lockdown on key stage one children was acknowledged and the importance of improving this. The Director stated that early year's childcare in Walsall was of good quality and would help children to improve their social skills.

## **Resolved**

**That the Education Overview and Scrutiny committee noted the improvement in children's outcomes and in early years provision since the covid pandemic.**

### **70. Early Years and Special Educational Needs**

The Portfolio Holder introduced the report, and the Head of Service (Inclusion) presented the salient points. The report provided an overview of the provisions of the SEND Code of Practice as they related to early years education, highlighting key practices that have been developed within Walsall to ensure young children with SEND received the support they needed from the earliest possible stage. The Portfolio Holder informed the Committee that Cabinet met the previous week and approved a £18.6 expansion plan at mainstream and specialist schools to increase the number of places.

The Head of Service stated that it was important to recognise that the number of children with special educational needs had doubled since 2023, and this early identification was a result of the clearing of a backlog, improved resources including a toolkit, and earlier identification of special educational needs to ensure children had the correct resources in place in educational settings. This was alongside a review of funding streams to ensure that the correct funding was being allocated in the correct setting. It was stressed that there was an expectation that settings were supporting children without Education Health and Care Plans but did have a special educational need.

The Health Gateway was a significant success and had a positive impact on the timeliness of assessments and had contributed to improvements. The 0 – 2 pathway would ensure more children were identified at an earlier stage.

Members commended this work, and the early identification of special educational needs. In response to questions, Officers confirmed that they were receiving positive feedback from Parents. Members were informed that Parent Groups had co-produced toolkits and services with professionals. It was stressed that in this instance the increase in the number of children with special educational needs was a positive as it meant that children's needs were identified at an earlier stage.



**Resolved**

**The Education Overview and Scrutiny Committee note the impact of the work carried out by the SEND Service including the developments specifically within early Years and the Education Health and Care Systems.**

**60. Recommendation Tracker**

The Committee received the tracker of recommendations from previous meetings, including progress made and outstanding items.

[Annexed]

**Resolved:**

That the recommendation tracker be noted.

**61. Areas of Focus**

**Resolved that:**

The Areas of Focus be noted.

**62. Date of next meeting**

The date of the next meeting will be agreed at annual council.

There being no further business, the meeting terminated at 18:56.

Signed:

Date:

**23 July 2024**

**Areas of focus for 2024/25**

**Ward(s)** All

**Portfolios:** Councillor P. Kaur – 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 2024/25.

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. It's important to prioritise work based on strategic importance, data, and timing.

Due to the change in national Government, the Committee may wish for the work programme to be flexible to enable it to adapt in response to national changes throughout the year.

**Remits of the Committees**

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 Leader and Portfolio Holders on their priorities**

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

Cllr. P. Kaur – 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 Council's services that fall within the committee's remit.

### **Items recommended from previous year:**

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

- Mainstream school Pupil Place Planning – report on primary places.
- Post-16-provision – Children with SEND who are NEET.
- Post-16 Employment and Skills Service Strategy – update report.
- Alternative provision – update on SEND support at alternative provision.

### **Incomplete items from previous year**

None

## **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 West Midlands Combined Authority Board are attached to this report. Updates of these will be provided to Committees at subsequent meetings. In respect to the Black Country Executive Joint Committee (BCJC), since March 2023, the Black Country LEP has been abolished. As such, the BCJC still monitors the implementation of projects until approximately March, 2026. Decision-making on

funds relating to the Black Country Enterprise Zone, will remain with the BCJC until March/April 2025, when it will revert to the Council for matters relating to Walsall.

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. Once completed, 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.

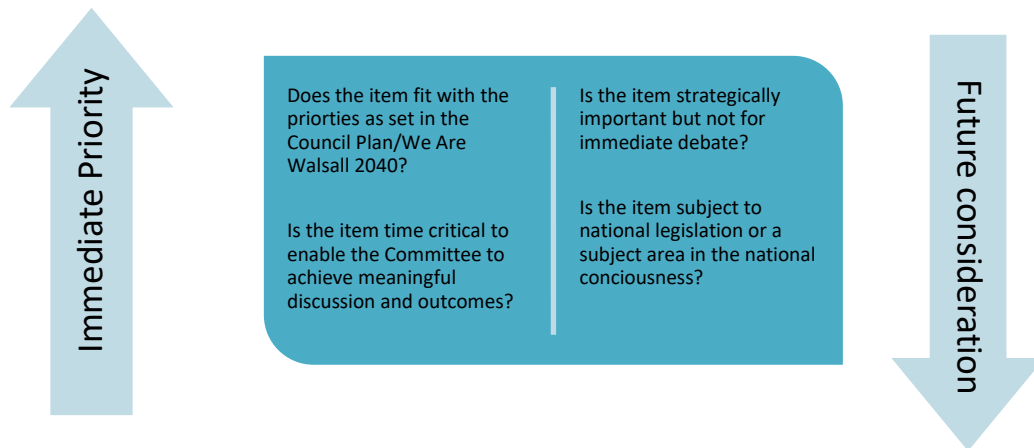
In terms of resourcing working groups, mindful consideration should be given to the number of working groups established. Therefore, it is recommended that no more than 3 working groups be established across all Scrutiny Committees.

### **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.

Members should use a prioritisation tool, for example:



### THINK PRIDE

- P**ublic - Is the subject matter in the public interest and concerns local people?
- R**ealistic - Is the matter achievable? Is there enough time to scrutinise, and are the resources available?
- I**nterest - Is this an area affecting a certain ward or the whole Borough/National?
- D**uplication - Is there work already ongoing? Is another Committee doing the same piece of work?
- E**ffect - Is there an opportunity to change and where Scrutiny can influence?

### Statutory Guidance for Scrutiny

On 22 April 2024, the Department for Levelling Up, Housing and Communities published new statutory guidance for Councils and Combined Authorities in relation to Overview and Scrutiny functions. Whilst, this is new statutory guidance, majority of the changes refer to the inclusion of combined authorities relating to devolution and the Scrutiny Protocol. In practice, there has been no direct changes in the working arrangements for Scrutiny at Walsall.

### Recommendations:

**That, the Committee consider and agree the proposed work programme for the municipal year.**

### Contact Officer:

Nikki Gough

Democratic Services Officer

☎ 01922 654767

✉ [nikki.gough@walsall.gov.uk](mailto:nikki.gough@walsall.gov.uk)

## Education Overview and Scrutiny Committee: Work programme 2024/5

Main agenda items	3.9.24	22.10.24	19.11.24	9.1.24	13.2.24	25.3.24
<b>Theme: Children not in School</b>						
Attendance EHE	X					
Children Missing in Education (CME)	X					
Exclusion and Suspensions	X					
<b>Theme: Inclusion</b>						
SEND Developments inc DSG		X				
H2ST		X				
Inclusion Hub		X				
Budget Setting 2024/25		X				
<b>Theme: School Place Planning</b>						
Specialist Provision Plan inc SEN school places			X			
Mainstream Pupil Place Planning and Capital Strategy			X			
School Admissions			X			
<b>Theme: Outcomes</b>						
School Attainment Data and PEIA				X		
Ofsted Data and Outcomes				X		
Family of Schools Development and Schools Causing Concern				X		
<b>Theme: Skills and development</b>						
Skills Strategy and Development including Employment pathways					X	
Post 16 inc NEETS and vulnerable groups					X	
Alternative Provision inc for SEND					X	
<b>Theme: Early years</b>						
School Readiness and EYFS (Early Year Foundation Stage) Outcomes inc phonics						X
Early Years SEN Development						X
Childcare Sufficiency and Wraparound Programs						X



# Access and Inclusion Services Scrutiny presentation 2024



Walsall Council

PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE

## 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:

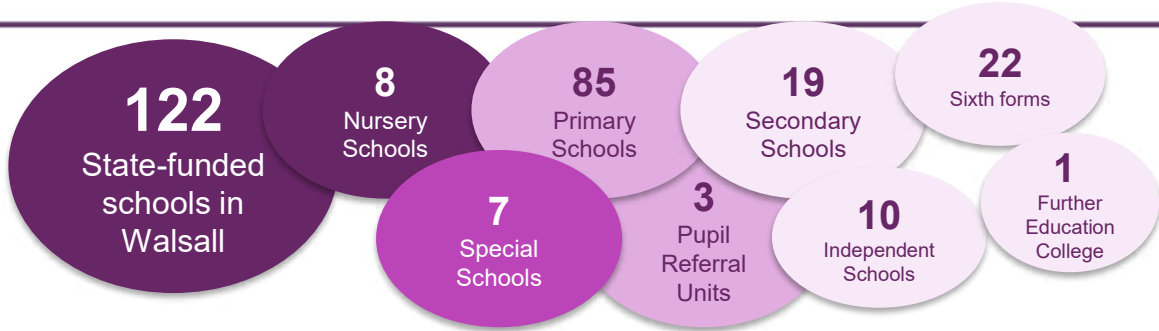
- To ensure access to high quality education provision for all disabled children and those with SEN including provision of AP and provision outside mainstream
- To ensure fair access to school
- To deliver suitable home to school transport arrangements
- To provide high quality Early Years provision

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

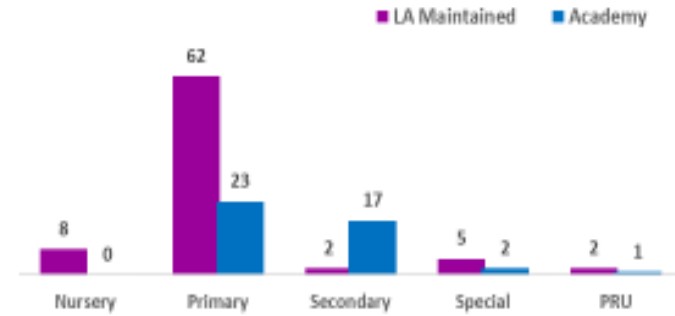
It is the direct responsibility of a school to provide a quality education for children on role and to maximise their attendance. The LA has responsibility for those excluded, those Electively Home Educated (EHE), those who are missing from education and new arrivals into an area who require a school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



# Schools in Walsall



Schools by type



As of June 2024  
90.2% of schools were Good or Outstanding

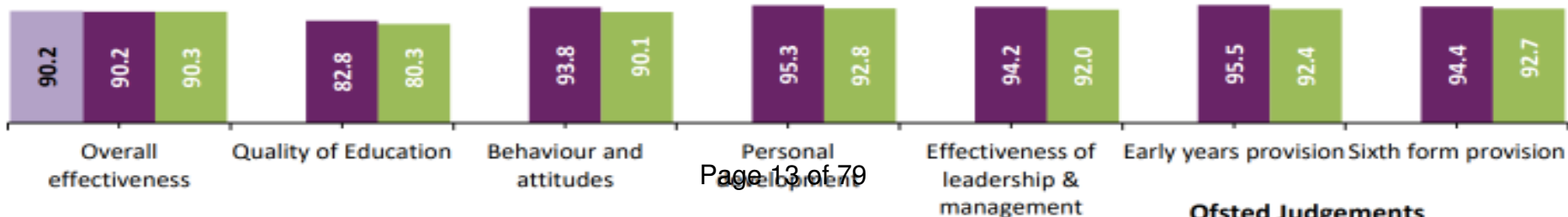
compared with 90.3% nationally

Overall effectiveness  
% of Schools achieving Good or Better grade

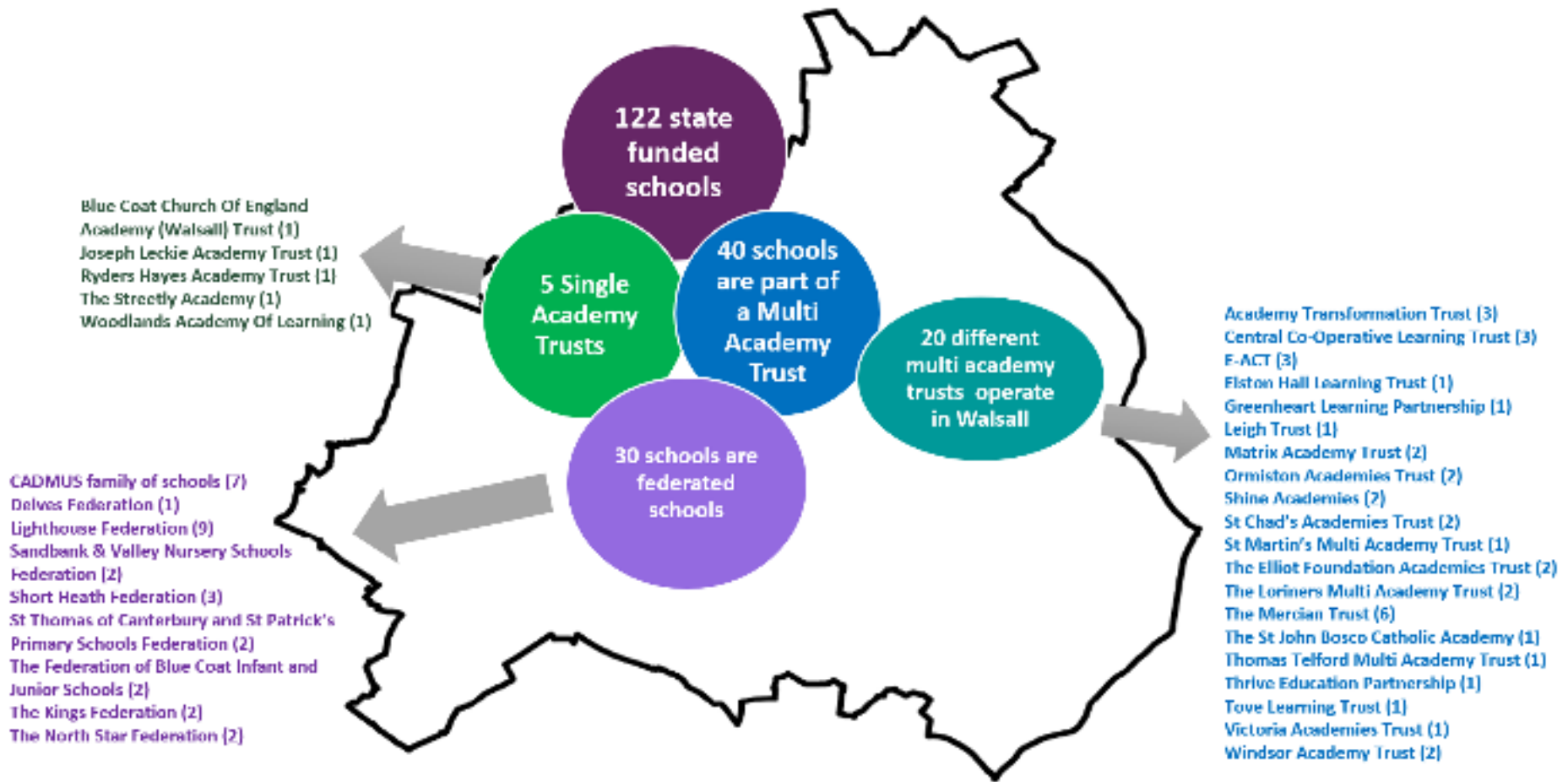


Walsall All Schools & National Data - retaining all school grades

% of Good or Better for all Schools



# Walsall Families of Schools (Updated June 24)



# Education in Walsall

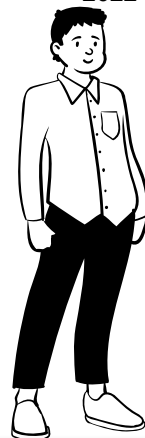
Children in Walsall are less likely than their peers to be 'school ready'. Outcomes in **2023** at EYFS and KS1 Phonics remain lower than comparators, however rates improved faster in Walsall in 2023 compared to national rates.

Performance at the end of the EYFS differs greatly between different subgroups. Gender, FSM eligibility, SEN status, deprivation and ethnicity all have impacts on outcomes.

**63.5%**  
of children in Walsall achieved a  
**Good Level of Development**

**↑ 5%pts**  
**since 2022**  
Compared with  
+2.3% points regionally  
+2.0% pts nationally

Ranked  
**132**  
Out of 152 LAs  
based on  
2023 published data



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 and improved in **2023**. The gap between Walsall and comparators is reducing.

**59.0%**  
of children in Walsall achieved a  
**Expected Standard**  
in RWM

**↓ 2.0%pts**  
since 2019  
Compared with  
-4.0% points regionally  
-5.0% pts nationally

Ranked  
**85**  
Out of 152 LAs in  
2023  
Compared with  
129 in 2019

By Key stage 4 Walsall children have begun to close the gap with their regional and national peers. In **2023** the average points score for Attainment 8 fell, but not by as much as comparators. The average progress 8 score in Walsall has decreased from -0.11 in 2019 to -0.20 in 2023.

**44.2**  
Average points in  
**Attainment 8**

**↓ 2.2pts**  
**since 2022**  
Compared with  
-2.7 pts regionally  
-2.5 pts stat neighbours  
-2.3 pts nationally

Ranked  
**108**  
Out of 152 LAs  
compared with  
112 in 2022

**0.20**  
Average  
**Progress 8**  
**↓ 0.12 since 2022**  
Ranked  
**121**  
Out of 152 LAs  
compared with  
81 in 2022

In 2021-22 44.7% of Walsall young people attended university – this is lower than their regional (45.1%) and national (46.8%) peers. Just 9.7% attend high tariff universities compared with 10.6% regionally and 13.4% nationally.

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

Post-16 performance in Walsall in 2023 has decreased compared to last year. Caution is advised when comparing overtime due to changes to the grade boundaries and methods of assessment for 2021/22. 11.6% of pupils have achieved 3 As at A-Level in 2023 and 18.8% have achieved at least two A-Grades and a B-Grade. Although both are lower than 2021, they are a slight improvement on 2019.

Walsall students generally perform better than their statistical peers and are more in line with their regional peers, although not as well as their national peers. The gap between the Walsall cohort and the national cohort has reduced for those achieving 3 As at A-Level, but increased for those achieving at least two A-Grades and a B-Grade.

Over half of adults in Walsall – 58.9% of those aged 16-64 – are qualified to Level 3 – this is the 26<sup>th</sup> lowest in the country but on par with Dudley (62.3%) and Wolverhampton (60.3%).

# Strategic risk implications

- a) Potential National Policy changes
- b) 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
- c) Public perception remains that local authorities still “run” schools
- d) 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
- e) For some academy settings strategic oversight will not be local
- f) Financial pressures due to increasing demand and central funding

# Key Areas of Focus

- ❖ Government and National policy inc. Priority Education Investment Area
- ❖ SEND and AP Local Area Inspection Framework-Pressures in the SEND sector and increasing needs
- ❖ 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 EY Childcare offer and Wraparound
- ❖ Improving the numbers of good and outstanding Schools and Family of Schools
- ❖ Gap in educational outcomes
- ❖ Joining up the skills agenda and employment pathways -NEETS



# 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
- LAIB
- Walsall Specialist Provision and DSG Review



# Our WR4C aspiration



## Our Aspiration:

“Every Child and Family in Walsall is understood, feels happy and safe, with a strong sense of belonging enabling them to learn, achieve and succeed.”



## Our Foundations

We will focus on understanding children’s lived experience and how we can improve them

We will work with children, young people and families and their local communities enabling them to make positive and sustainable connections

We will focus on or actively addressing gaps in equality and racism.

We will learn and improve together – we will drive a culture of continuous improvement by diligently closing the learning loop

We will continue to be proud of what we do and celebrate our achievements

# WR4C Education Strategy

## OUR STRATEGIC PRIORITY

To ensure children have the best possible start and are safe from harm, happy, healthy and learning well

## WR4C EDUCATION STRATEGY 2023 - 2024 OUR INCLUSION STATEMENT

We believe it is imperative that every child and young person, whatever their age, identity, circumstances, ability or need has a sense of belonging, is listened to, and feels respected and valued. We will honour our duty to ensure EVERY child has their rightful place in our family of schools.

## OUR PLEDGES...



## OUR KEY PRIORITIES

Develop Inclusive Provision

Improve Outcomes

Protect the Vulnerable

## OUR STRATEGIES

### ACCESS STRATEGY

- Sufficiency
- Fair Access
- Attendance
- Quality
- Outcomes
- Family of Schools

### VULNERABLE LEARNERS STRATEGY

- Virtual School
- Inclusion hub
- BRICS
- Belonging
- Early Intervention

### SPECIAL NEEDS STRATEGY

- Early identification
- SEND Support
- EHC Framework
- PFA
- Working Together

### ALTERNATIVE PROVISION STRATEGY

- Needs based
- Provision
- Pathway
- Quality
- Skills

## OUR APPROACHES

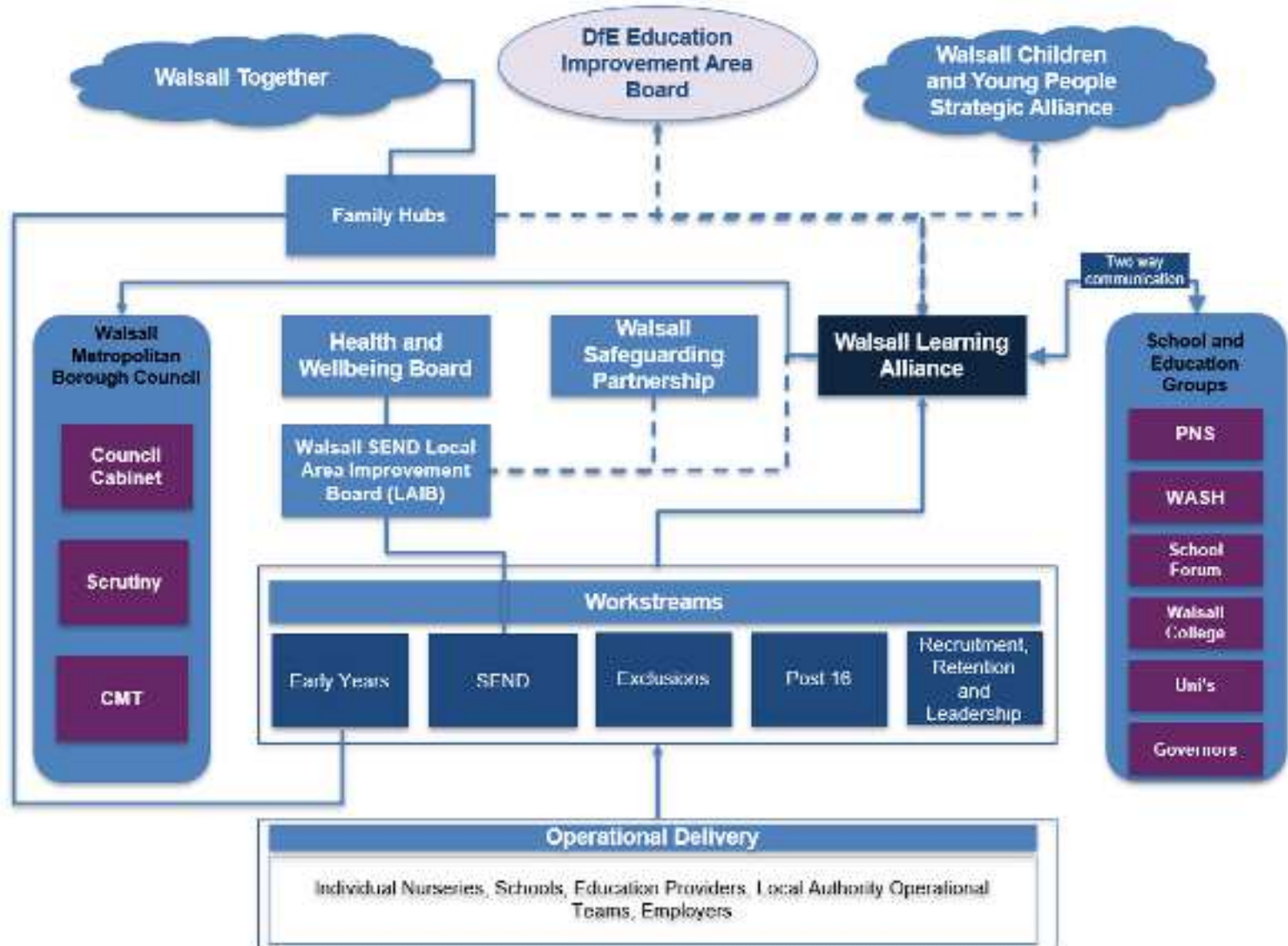
Guidance and toolkits, services and support. Implementation and vision planning

## OUR KEY STRATEGIC PARTNERS

Walsall Learning Alliance, Children's Strategic Alliance, CEO/Federated Leaders Forums, Safeguarding Partnership, Community Safety Partnership, Family Hubs, LAIB, PEIA Board



# Walsall Strategic CYP Ecosystem



# Partnership working with School Leaders

Strategic

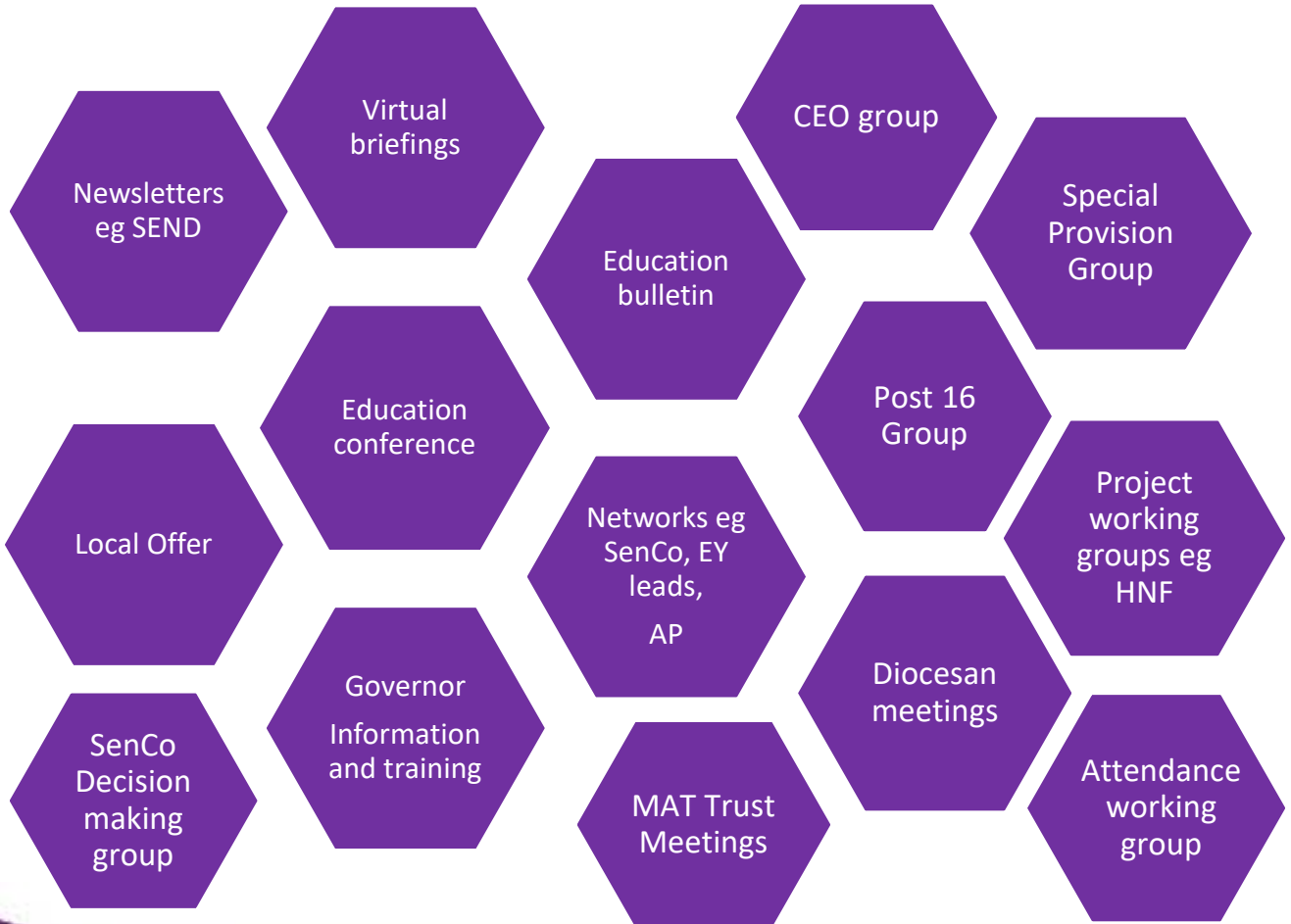
Walsall Learning Alliance

Regional Partnership Board

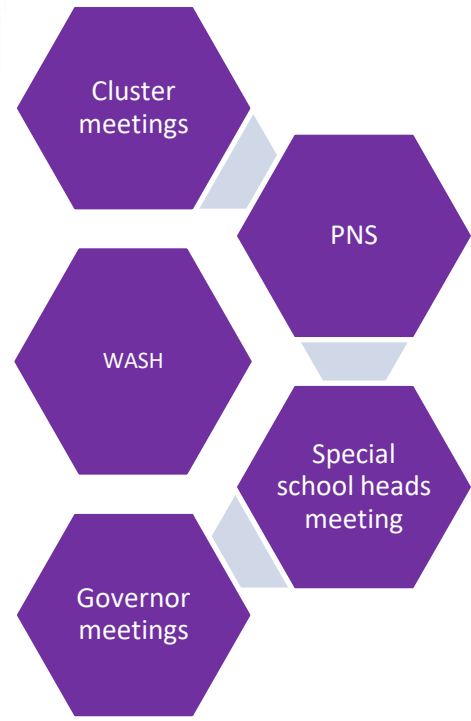
LAIB

Childrens Strategic Partnership

Communication and engagement



By Invite...





# 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  
Rachael Beards**

- EHCP assessment team
- Educational Psychologists
- Specialist Inclusion team including HI/VI and Early years SEN specialists

**Schools Manager  
Nick Perks**

- Early Years Team
- Governor Services
- Schools and Post 16 Quality Assurance
- Alternative Provision (AP)

**Head of Virtual  
Schools  
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

# Appendices



# Access and Inclusion

## Strategic areas of focus



# WR4C SEND Strategy

**Strategic priority To ensure children have the best possible start and are safe from harm, happy, healthy and learning well**

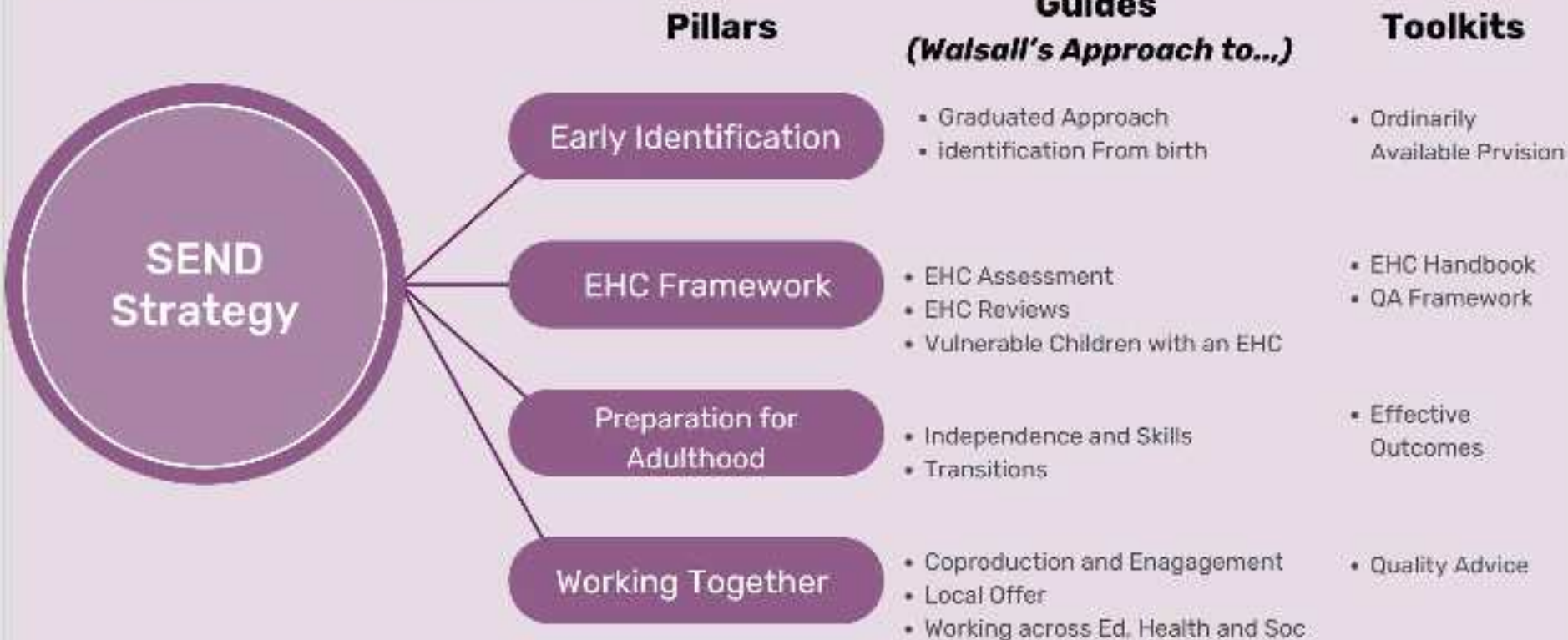
**Aims**

*Develop Inclusive Provision to meet need*

*Improve outcomes*

*Identify needs and protect vulnerable children and young people*

**SEND Strategy Coproduced Vision...**





# Vulnerable Learners Strategy

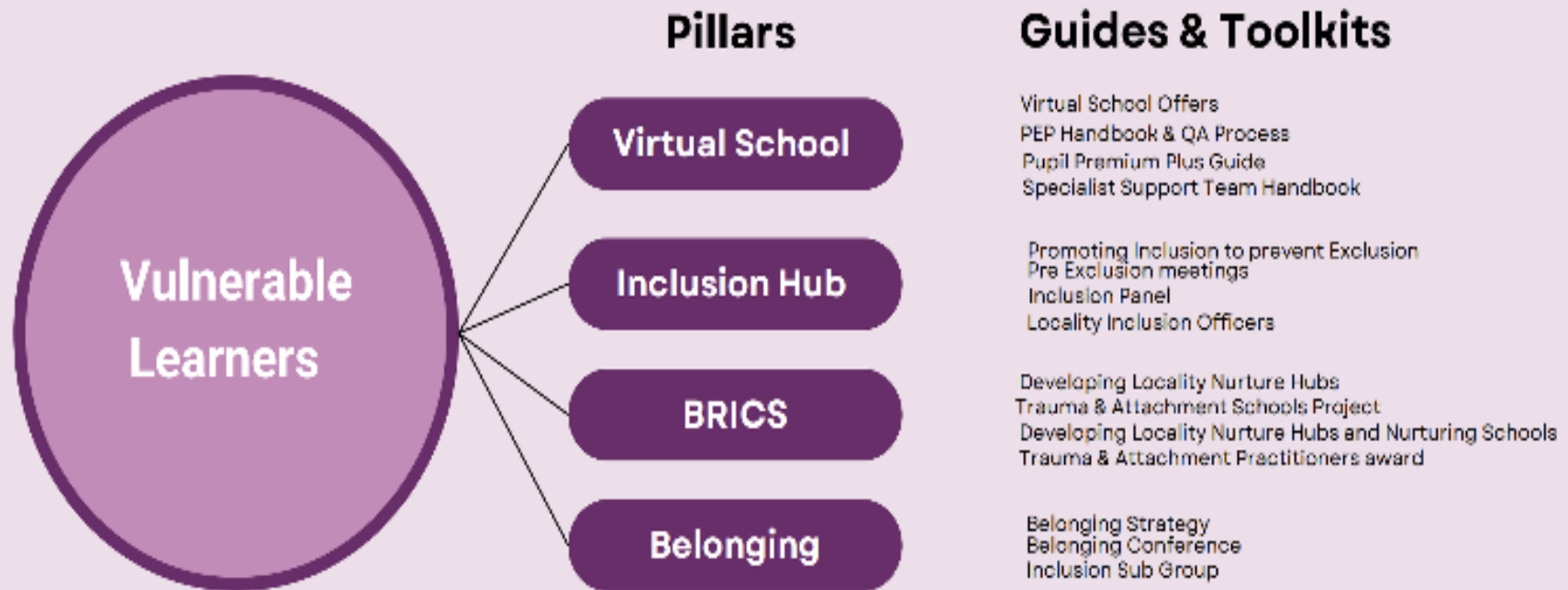
Strategic priority to ensure children have the best possible start and are safe from harm, happy, healthy and learning well

## Aims

*To improve the educational outcomes of children in care and care leavers*

*To promote the education of children with a social worker, children who were previously in care and those with kinship carers*

*To reduce the number of children excluded from school*





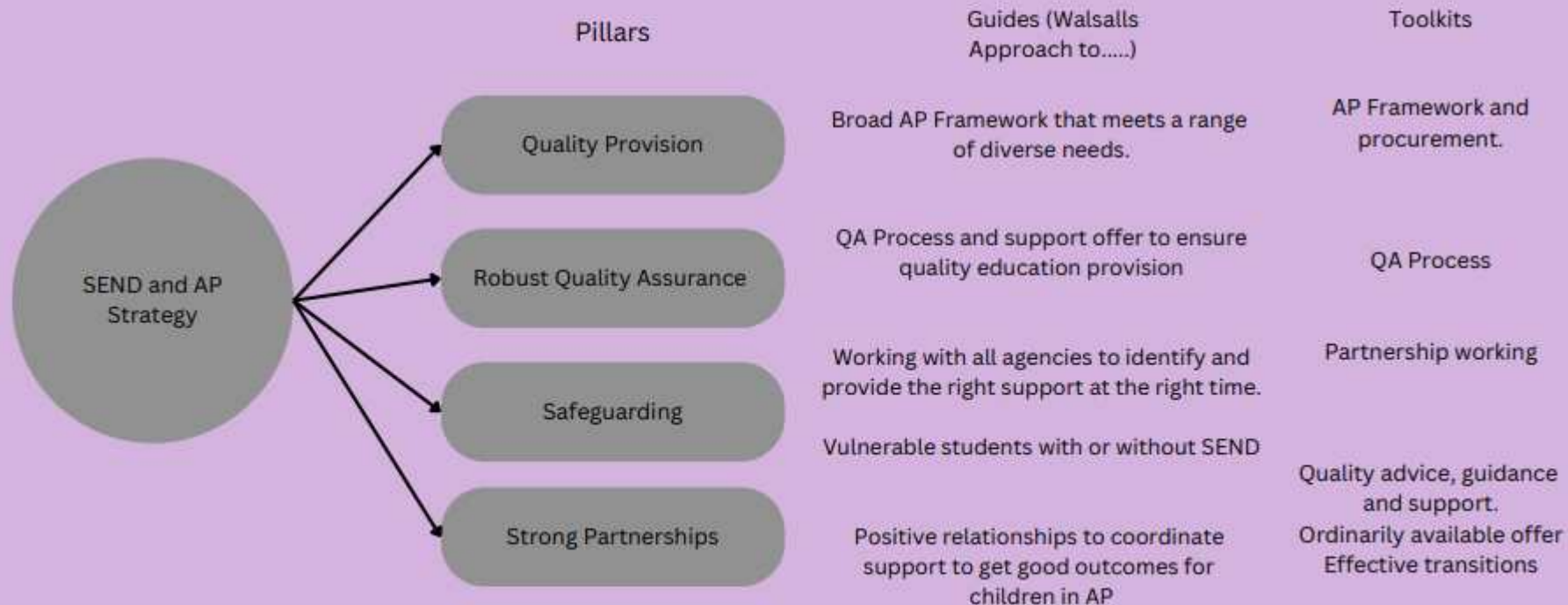
# WR4C AP Strategy

## AP Strategy

Strategic priority: To ensure children in AP get a quality educational offer and the right support as early as possible

### Aims

- A have supportive and quality alternative Provision offer.
- To develop support and intervention placements to ensure young people are successful in mainstream school



# WR4C Early Years Strategy

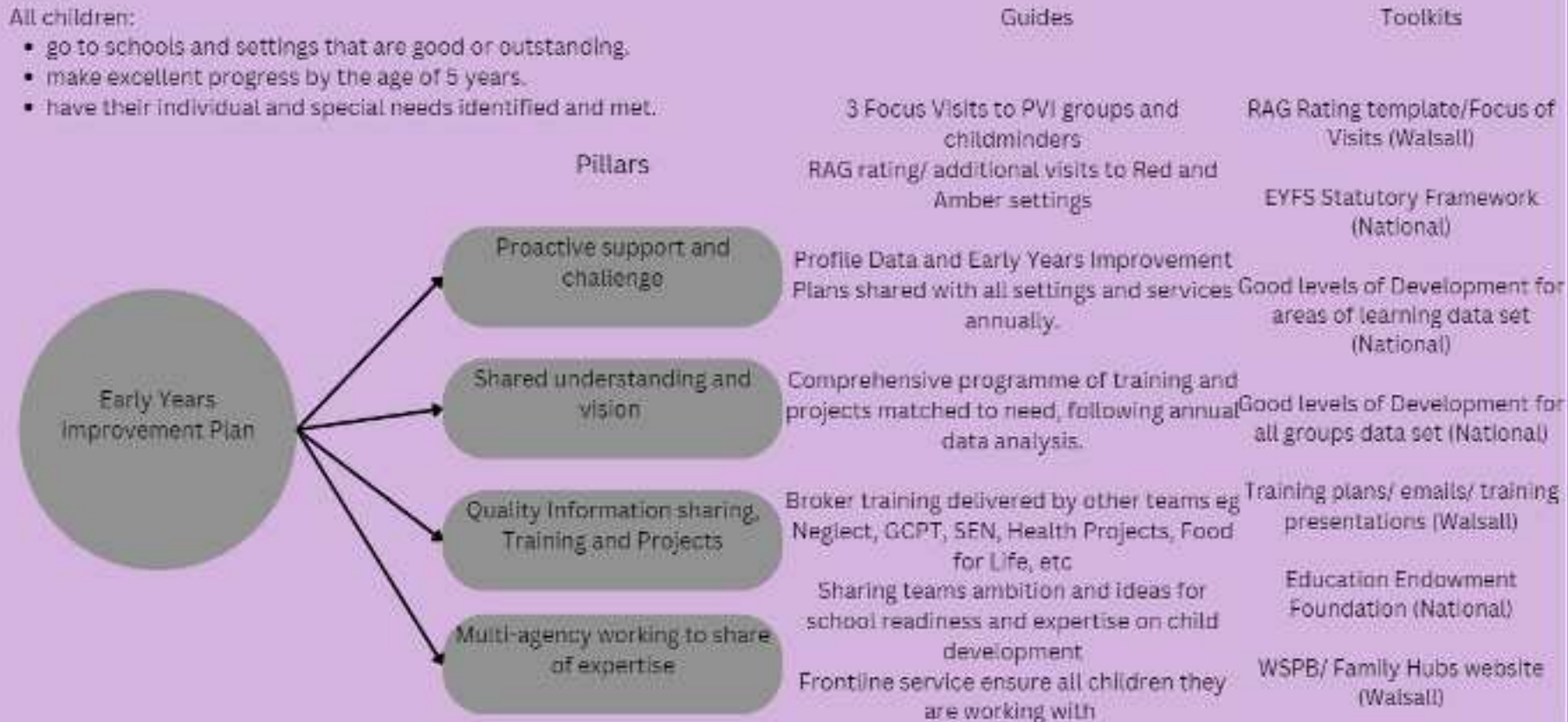
## Early Years Strategy

Strategic Priority: To ensure children have the best possible start and are safe from harm, happy, healthy and learning well.

### Aims

All children:

- go to schools and settings that are good or outstanding.
- make excellent progress by the age of 5 years.
- have their individual and special needs identified and met.



# Families of Schools



# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts as of 01 June 2024

Academy Trusts			
Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
<b>Academy Transformation Trust (ATT)</b> Sir Nick Wellar <a href="mailto:Office@atrust.org.uk">Office@atrust.org.uk</a>	1. Jubilee Academy 2. North Walsall Academy 3. Pool Hayes Academy 4. Caldmore Primary Academy 5. Phoenix	Primary Primary Secondary Primary Special	Good (01/ 2021) Good (11/ 2018) Good (04/ 2022) Good (11/ 2019) Good (11/ 2022)
<b>Church of England Central Education Trust (CECET)</b> David Smith <a href="mailto:postbox@bluecoatacademy.org">postbox@bluecoatacademy.org</a>	1. Blue Coat CE Academy	Secondary	Good (01/ 2023)
<b>Central Co-operative Learning Trust</b> Deb Bacon <a href="mailto:dbaon@centralclt.com">dbaon@centralclt.com</a>	1. Blackwood 2. Brownhills West 3. Greenfield	Primary Primary Primary	Good (10/2016) Good (01/ 2023) Good (01/2023)
<b>E-ACT</b> Tom Campbell <a href="mailto:info@e-act.org.uk">info@e-act.org.uk</a>	1. Reedswood E-ACT Academy 2. West Walsall E-ACT Academy 3. Willenhall E-ACT Academy	Primary Secondary Secondary	Good (11/ 2021) Good (01/ 2023) RI (02/ 2023)

# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts as of 01 June 2024

Academy Trusts			
Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
<b>Elston Hall Learning Trust</b> Mr K Grayson <a href="mailto:enquiries@ehlt.org.uk">enquiries@ehlt.org.uk</a>	1. Pheasey Park Farm School	Primary	Good (05/ 2016)
<b>Joseph Leckie Academy Trust</b> James Ludlow <a href="mailto:j.ludlow@josephleckieacademy.co.uk">j.ludlow@josephleckieacademy.co.uk</a>	1. Joseph Leckie Academy	SAT <sup>1</sup>	Good (11/ 2021)
<b>Loriners Multi Academy Trust</b> Gerry Healy <a href="mailto:postbox@parkhall-inf.walsall.sch.uk">postbox@parkhall-inf.walsall.sch.uk</a>	1. Park Hall Infant Academy 2. Park Hall Junior Academy	Primary Primary	Good (11/ 2022) Good (03/ 2022)
<b>Matrix Academy Trust</b> Lynsey Draycott <a href="mailto:postbox@matrixacademytrust.co.uk">postbox@matrixacademytrust.co.uk</a>	1. Bloxwich Academy 2. Barr Beacon Academy	Prj & Sec Secondary	Good (11/ 2021) Good (11/ 2022)
<b>Ormiston Academies Trust</b> Nick Hudson <a href="mailto:info@ormistonacademies.co.uk">info@ormistonacademies.co.uk</a>	1. Ormiston Sheffield Community Academy 2. Brownhills Ormiston Academy	Secondary Secondary	Good (01/ 2023) -
<b>Ryders Hayes Academy Trust</b> Sally Miner <a href="mailto:postbox@ryders-hayes.co.uk">postbox@ryders-hayes.co.uk</a>	1. Ryders Hayes Academy	SAT	Good (11/ 2023)
<b>Shine Academies</b> Gemma Draycott <a href="mailto:enquiries@shineacademies.co.uk">enquiries@shineacademies.co.uk</a>	1. Lodge Farm Academy 2. Busjill Jones Academy	Primary Primary	Good (02/ 2024) -
<b>St Chad's Academies Trust</b> Sarah Cockshott <a href="mailto:office@stchads.uk">office@stchads.uk</a>	1. All Saints National Academy 2. Birchills CE Academy	Primary Primary	RI (02/ 2022) Good (02/ 2023)
<b>St John Bosco Catholic Academy</b> Dave Carter <a href="mailto:admin@sjbca.co.uk">admin@sjbca.co.uk</a>	1. St Bernadette's Catholic Academy	Primary	Good (04/ 2024)
<b>St Martin's Academy Trust, Wolverhampton Academy conversion</b> Ben Davis <a href="mailto:office@smartmat.co.uk">office@smartmat.co.uk</a>	1. Walsall Wood Academy	Com Primary	Good (10/2022) 02/ 2024 AC Letter



# Multi Academy Trusts & Single Academy Trusts

## Academy Trusts as of 01 June 2024

Academy Trusts			
Sponsor/ CEO and email	Academies	Phase	Current Ofsted Grade
<b>The Elliot Foundation Academies Trust</b> Hugh Greenway <a href="mailto:hugh.greenway@elliottfoundation.co.uk">hugh.greenway@elliottfoundation.co.uk</a>	1. Croft Academy 2. Woods Bank Academy	Primary Primary	RI (June 2022) RI (March 2022)
<b>The Mercian Trust</b> Daniel Parkes <a href="mailto:info@the.merciantrust.org">info@the.merciantrust.org</a>	1. Aldridge Academy 2. Queen Mary's Grammar 3. Queen Mary's High 4. Walsall Studio School 5. The Ladder School 6. Shire Oak Academy	Secondary	Good (05/ 2022) Outstanding (03/ 2023) Outstanding (11/ 2021) Good (10/ 2019) - RI (12/ 2023)
<b>The Streetly Academy</b> Billy Downie <a href="mailto:b.downie@thestreetlyacademy.co.uk">b.downie@thestreetlyacademy.co.uk</a>	1. The Streetly Academy	SAT	Good (10/ 2022)
<b>Thomas Telford Multi Academy Trust</b> Sir Kevin Satchwell <a href="mailto:info@thomastelfordutc.com">info@thomastelfordutc.com</a>	1. Walsall Academy	Secondary	Good (12/ 2019)
<b>Thrive Education Partnership</b> Richard Chapman <a href="mailto:enquiry@thrive.ac">enquiry@thrive.ac</a>	1. Mary Elliot Academy	Special	Thrive Education Partnership from 01/04/2023
<b>Tove Learning Trust</b> Jamie Clarke <a href="mailto:secretary@tovelearning.org.uk">secretary@tovelearning.org.uk</a>	1. Grace Academy Darlaston	Secondary	Good (04/ 2022)
<b>University of Wolverhampton MAT</b> Professor Michelle Shaw <a href="mailto:info@greenheartlearning.org">info@greenheartlearning.org</a>	1. Edgar Stammers Academy	Primary	Good (01/ 2023)
<b>Victoria Academies Trust</b> Sharron Philpot <a href="mailto:enquiry@victrust.org">enquiry@victrust.org</a>	1. <del>Fibbersley</del> Park Academy	Primary	Good (04/ 2023)
<b>Windsor Academy Trust</b> Dawn Haywood <a href="mailto:info@windsoracademytrust.org.uk">info@windsoracademytrust.org.uk</a>	1. Goldsmith Academy 2. Rivers Academy	Primary Primary	Good (11/ 2022) Good (02/ 2022)
<b>Woodlands Academy of Learning</b> Tamsin Newton <a href="mailto:tnewton@woodlands.walsall.sch.uk">tnewton@woodlands.walsall.sch.uk</a>	1. Woodlands Academy of Learning	SAT	Good (03/ 2023)

# Federations

HARD FEDERATIONS			
Name	Schools	Phase	Current Ofsted Grade
<b>Blue Coat Federation</b> Executive Headteacher: Anthony Orlik <a href="mailto:aorlik@bluecoatfederation.co.uk">aorlik@bluecoatfederation.co.uk</a>	1. Blue Coat CE 2. Blue Coat CE	Infant Junior	Good (10/ 2022) Good (05/ 2019)
<b>Cadmus Family of Schools</b> Executive Headteacher/ Chief Operating Officer: Max Vlahakis <a href="mailto:mvlahakis@cadmusschools.co.uk">mvlahakis@cadmusschools.co.uk</a>	1. Alumwell 2. Butts 3. Chuckery 4. Leighswood 5. Millfield 6. Palfrey 7. Whitehall	Junior Primary Primary Primary Primary Junior Junior	Good (05/ 2023) Good (03/ 2019) Good (04/ 2018) Good (11/ 2020) Good (11/ 2019) Good (01/ 2022) Good (11/ 2022)
<b>Delves Federation</b> Executive Headteacher: Amanda Arnold <a href="mailto:aarnold@delvesinfantschool.co.uk">aarnold@delvesinfantschool.co.uk</a>	1. Delves 2. Delves	Inf & Nursery Junior	Out (04/) Good (01/ 2022)

# Federations

HARD FEDERATIONS			
Name	Schools	Phase	Current Ofsted Grade
<b>King's Federation</b> Executive Headteacher: Nin Matharu <a href="mailto:nmatharu@kings-hill.walsall.sch.uk">nmatharu@kings-hill.walsall.sch.uk</a>	1. Kings Hill 2. Salisbury	Primary Primary	Out (10/ 2020) Good (10/ 2018)
<b>Lighthouse Federation</b> Executive Headteacher/ Chief Operation Officer: Paul Drew <a href="mailto:pdrew@lighthousefederation.com">pdrew@lighthousefederation.com</a>	1. Barcroft 2. Beacon 3. Blakenall Heath (5/9/2023) 4. Castlefort JMI (9/9/22) 5. Lindens (9/9/22) 6. Meadow View (9/9/22) 7. Moorcroft Wood (24/5/23) 8. St James (24/5/23) 9. Sunshine (5/9/23)	Primary Primary Primary Primary Primary Primary Primary Primary Primary	Good (10/ 2022) Out (02/ 2024) Good (02/ 2017) Good (02/ 2020) Good (05/ 2023) Out (10/ 2022) Good (11/ 2018) Good (10/ 2018) Good (01/ 2022)
<b>North Star Federation</b> Headteacher: Kate Bargh <a href="mailto:kbargh@rushall.walsall.sch.uk">kbargh@rushall.walsall.sch.uk</a>	1. Oakwood 2. Rushall	Special Primary	Out (11/ 2019) Good (11/ 2020)
<b>Short Heath Federation</b> Headteacher: Cathy Draper <a href="mailto:cdraper@shortheathfederation.org.uk">cdraper@shortheathfederation.org.uk</a>	1. Lane Head 2. Rosedale CE 3. Short Heath	Nursery Infant Junior	Out (11/ 2019) Good (06/ 2023) Good (11/ 2022)
<b>Sandbank and Valley Nursery Schools Federation</b> Headteacher: Dawn Kelly <a href="mailto:dkelly@valley.walsall.sch.uk">dkelly@valley.walsall.sch.uk</a>	1. Sandbank 2. Valley	Nursery Nursery	Out (02/ 23) Out (03/ 2020)
<b>Converting to an academy</b> <b>New MAT to be called 'CLASS'</b>	1. Castle School 2. The Jane Lane School	Com Sec Special schools	Out (03/ 18) Good (10/23)



# Federations

SOFT FEDERATIONS			
Name	Schools	Phase	Current Ofsted Grade
<b>Open Circle Family of Schools</b>	1. Pinfold Street 2. <u>Shepwell Short Stay</u>	Primary PRU	Good (10/ 2022) Good (05/ 2019)
<b>Alumwell and Rowley View Nursery schools Federation</b>	1. Alumwell 2. Rowley View	Nursery Nursery	Out (11/ 2023) Out (09/ 2018)

# Any Questions

## 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.
- Advice and / or train teachers and support staff in a variety of educational settings on deaf awareness strategies for the classroom and necessary modifications to the curriculum.
- 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: 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, academisation, 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

**Carroll McNally** School Governance Manager

[carroll.mcnally@walsall.gov.uk](mailto:carroll.mcnally@walsall.gov.uk)

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

### 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 analyse 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

### Home to School Transport Team

**Aims:** The Home to School Transport Team aims to ensure that every eligible child in Walsall can access their nearest appropriate school. Eligible children include those of compulsory school age who attend “qualifying schools” and:

- Live beyond the statutory walking distance
- Have SEN, disabilities, or mobility problems
- Have an unsafe route to school
- Are from low income families

**Responsibilities:** The team is responsible for delivering the Local Authority’s statutory function to ensure that every eligible child in the borough can attend their nearest appropriate school. This includes coordinating travel assistance for children with Special Educational Needs, Children in Care, and children from low-income families. The team commissions transport, allocates free school bus passes, provides Personal Transport Budgets, and updates Home to School transport policies in line with government guidelines.

**Services:** The team provides a range of services, including:

- Planning and coordinating Home to School Transport to all Special Schools across Walsall
- Commissioning transport provision using Public Service Buses, Minibuses, Taxis, and specialist vehicles
- Providing free school bus passes for pupils from low-income families
- Referring pupils to Independent Travel Training
- Providing Personal Transport Budgets for parents of Special needs pupils
- Providing advice to post-16 pupils on accessing transport to college and university
- Supporting Post-16 pupils with SEN up to the age of 25
- Managing whole school contracts and individual contracts for over 1500 pupils/students and 150 schools/colleges
- Providing Passenger Assistants Training and safeguarding training to Drivers and Passenger Assistants
- Carrying out DBS checks and badging all Passenger Assistants
- Working with Walsall's PH/HC Licensing department and partnering with the DVSA on vehicle and site inspections

**Contact Information:** For more information, visit the Walsall Council website

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

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

or contact the Home to School Transport Manager,

Mark Smith, at [mark.smith@walsall.gov.uk](mailto:mark.smith@walsall.gov.uk)

## Quick Guide to School Attendance Support 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 – **School Attendance Service Manager 01922 652822** [robyn.turner@walsall.gov.uk](mailto:robyn.turner@walsall.gov.uk)

## Quick Guide to

### The Educational Psychology Service

#### Who are the Educational Psychology Service?

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

### Who EHC Assessment Team?

The Education Health Care 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.

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

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## What will the EHC Team provide?

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- 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 the Elective home Education (EHE) service

### What do we do?

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

### What are the aims of the Service?

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

### How do we fulfil our aims?

#### Elective Home Education (EHE)

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

#### For more information please contact:

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

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

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

### **Early Years SEN (Special Educational 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

# The Inclusion Hub

### What is the Inclusion Hub?

The Inclusion Hub is a small team of professionals who are committed to improving the educational outcomes 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 are attending school, are not being suspended or excluded and are being supported to reach their full 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 all vulnerable children
- 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- [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)

## 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
- Celebrate the achievement of children in care providing annual celebration events for primary and secondary aged pupils

### For more information:

Please contact Lorraine Thompson – (Virtual School & Vulnerable Groups 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 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 special schools
- Setting and reviewing targets with staff in schools
- Teaching of specialist 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)



## **FORWARD PLAN OF KEY DECISIONS**

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

**4 June 2024**

## 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 2024 TO OCTOBER 2024  
(04.06.2024)**

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
36/24 (4.6.24)	<b>Council Plan 2022/25 – Q4 23/24:</b>  To note the Quarter 4 2023/24 (outturn) performance against the Markers of Success in the Council Plan 2022/25.	Cabinet  Non-key Decision	Sam Oliver  <a href="mailto:Sam.Oliver@walsall.gov.uk">Sam.Oliver@walsall.gov.uk</a>	Internal Services	Cllr Perry	17 July 2024
25/24 (8.5.24)	<b>Productivity Plan:</b>  To agree the publication of the Council's DLUHC Productivity Plan response document.	Cabinet  Non-key Decision	Karen Griffiths  <a href="mailto:Karen.Griffiths@walsall.gov.uk">Karen.Griffiths@walsall.gov.uk</a>	Internal Services	Cllr Perry	17 July 2024
23/24 (18.3.24)	<b>Commercial Strategy:</b>  To agree the strategic approach to generating income, reducing costs, fostering an entrepreneurial culture, forming partnerships, and investing in businesses to support local economies and social objectives	Cabinet  Key Decision	Michele McPherson  <a href="mailto:Michele.McPherson@walsall.gov.uk">Michele.McPherson@walsall.gov.uk</a>	Internal Services	Cllr M. Statham	17 July 2024

26/24 (8.5.24)	<b>Pre-Audit Outturn 2023/24:</b> To receive the pre-audit revenue and capital financial outturn position for 2023/24 and approve recommended carry forwards, and financial indicators for 2023/24.	Cabinet Key decision	Ross Hutchinson <a href="mailto:Ross.Hutchinson@walsall.gov.uk">Ross.Hutchinson@walsall.gov.uk</a>	Internal Services	Cllr M. Statham	17 July 2024
27/24 (8.5.24)	<b>Treasury Management Annual Report 2023/24:</b> 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 2023/24 including prudential and local indicators.	Cabinet Council Non-key decision	Richard Walley <a href="mailto:Richard.Walley@walsall.gov.uk">Richard.Walley@walsall.gov.uk</a>	Internal Services	Cllr M. Statham	17 July 2024
28/24 (8.5.24)	<b>Corporate Financial Performance 2024/25 and approach to Budget Setting for 2025/26:</b> To report the financial position based on 3 months to June 2024, and to set out our approach and timeline for the 2025/26 budget process and amendments to the Medium-Term Financial Framework	Cabinet Non-key decision	Ross Hutchinson <a href="mailto:Ross.Hutchinson@walsall.gov.uk">Ross.Hutchinson@walsall.gov.uk</a>	Internal Services	Cllr M. Statham	17 July 2024
24/24 (8.4.24)	<b>Interim provision of street lighting services:</b> To ensure the provision of street lighting between the end of the PFI and the start of the next term contract.	Cabinet Key Decision	Katie Moreton <a href="mailto:Kathryn.Moreton@walsall.gov.uk">Kathryn.Moreton@walsall.gov.uk</a>	Internal Services	Cllr Andrew	17 July 2024

32/24 (4.6.24)	<p><b>Appointment of Contractor for Civic Centre and Council House Decarbonisation Works:</b></p> <p>To appoint a contractor for decarbonisation works at the Civic Centre and Council House.</p> <p><i>This will be a private session report containing commercially sensitive information.</i></p>	Cabinet  Key Decision	Nick Ford  <a href="mailto:Nick.Ford@walsall.gov.uk">Nick.Ford@walsall.gov.uk</a>	Internal Services	Cllr Andrew	17 July 2024
66/23 (4.12.23)	<p><b>Waste Management Strategy Update - Fryers Road Household Waste Recycling Centre redevelopment (HWRC):</b></p> <p>That Cabinet approve the pre-tender budget for the redevelopment of a larger Fryers Road HWRC and agree to use the Pagabo framework (design and build stages) for the procurement of Fryers Road HWRC.</p>	Cabinet  Key Decision	Katie Moreton  <a href="mailto:Kathryn.Moreton@walsall.gov.uk">Kathryn.Moreton@walsall.gov.uk</a>  Stephen Johnson  <a href="mailto:Stephen.Johnson@walsall.gov.uk">Stephen.Johnson@walsall.gov.uk</a>	Internal Services	Cllr Andrew  Cllr Murphy	17 July 2024
29/24 (8.5.24)	<p><b>Addressing Ethnic Disparity Pathfinder bid:</b></p> <p>To approve the project delivery plan and accountable body status for the West Midlands Ethnic Disparity Pathfinder grant.</p>	Cabinet  Key Decision	Phil Rutherford  <a href="mailto:Philip.Rutherford@walsall.gov.uk">Philip.Rutherford@walsall.gov.uk</a>  Rachael Phillips  <a href="mailto:Rachael.Phillips@walsall.gov.uk">Rachael.Phillips@walsall.gov.uk</a>	Internal Services	Cllr Elson	17 July 2024

30/24 (4.6.24)	<b>West Midlands Fostering Agency Framework:</b> To agree call off contracts with Independent Foster Care Agencies under a new framework arrangement.	Cabinet Key Decision	Paula Wilman <a href="mailto:Paula.Wilman@walsall.gov.uk">Paula.Wilman@walsall.gov.uk</a>	Internal Services Regional stakeholders (during tender development)	Cllr Elson	17 July 2024
31/24 (4.6.24)	<b>Families First for Children – Pathfinder</b> To agree receipt of a grant and to set out financial risks.	Cabinet Key Decision	Rita Homer <a href="mailto:Rita.Homer@walsall.gov.uk">Rita.Homer@walsall.gov.uk</a>	Internal/Cabinet	Cllr Elson	17 July 2024
57/23 (6.11.23)	<b>Draft Walsall Net-Zero 2041 Climate Strategy:</b> To approve for public consultation the draft Walsall Net-Zero 2041 Strategy.	Cabinet Key Decision	Katie Moreton <a href="mailto:Kathryn.Moreton@walsall.gov.uk">Kathryn.Moreton@walsall.gov.uk</a>	Internal Services	Cllr Flint	17 July 2024
33/24 (4.6.24)	<b>West Midlands Childrens Residential Homes Framework:</b> To agree call off contracts with Residential Children’s Homes providers under the West Midlands Regional Framework.	Cabinet Key Decision	Sally Gamston <a href="mailto:Sally.Gamston@walsall.gov.uk">Sally.Gamston@walsall.gov.uk</a>	Internal Services Regional stakeholders (during tender development)	Cllr Elson	4 September 24
34/24 (4.6.24)	<b>Temporary Accommodation Regulator Registration:</b> To approve registration with the Regulator of Social Housing for the purpose of providing additional Temporary Accommodation for homeless people.	Cabinet Key decision	Neil Hollyhead <a href="mailto:Neil.hollyhead@walsall.gov.uk">Neil.hollyhead@walsall.gov.uk</a>	Internal Services	Cllr Garcha	4 September 2024



<p>35/24 (4.6.24)</p>	<p><b>Walsall Housing Allocations Policy:</b> To approve Walsall's Housing Allocations Policy which details how the Council will prioritise applicants for nomination to housing association properties.</p>	<p>Cabinet Key decision</p>	<p>Neil Hollyhead <a href="mailto:Neil.hollyhead@walsall.gov.uk">Neil.hollyhead@walsall.gov.uk</a></p>	<p>Public Consultation Internal Services Housing Associations</p>	<p>Cllr Garcha</p>	<p>16 October 2024</p>
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# **West Midlands Combined Authority**

## **Forward Plan**

## **Forthcoming key decisions**

Title of key decision:	Decision to be taken by and date:	Open or Exempt:	Employee to contact:
<p><b>WMCA Financial Monitoring Report</b> To provide an update on the financial position as at the end of Month 2 (May 2024) and present the revised multi- year capital programme which takes account of the outturn position for approval</p>	WMCA Board 19 July 2024	Open	Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant
<p><b>Universal Support</b> To consider the principles agreed with local authority partners for the commissioning and delivery model of Universal Support, a Department for Work &amp; Pensions funded opportunity to support residents with health conditions to gain and progress into employment.</p>	WMCA Board 19 July 2024	Open	John Hall Senior Delivery Manager-Employment Support
<p><b>Culture, Creative and Heritage Infrastructure Programme</b> To seek permission to undertake the Culture, Creative &amp; Heritage Infrastructure programme of activity.</p>	WMCA Board 19 July 2024	Open	Hayley Pepler
<p><b>Bus Options Report</b> To consider options for the future delivery of the region's bus network.</p>	WMCA Board 19 July 2024	Open	Steven Hayes Head of Network Transformation
<p><b>Bus Depot Strategy</b> To approve the funding for TfWM to acquire sites for Bus Depots.</p>	WMCA Board 19 July 2024	Open	Ian Shore Asset Delivery Manager
<p><b>Transport Capital Programme</b> To raise awareness of the capital budget pressures across transport multi-modal programmes.</p>	WMCA Board 19 July 2024	Open	Jenni MacKenzie, Sandeep Shingadia Head of Transport Portfolio, Director of Strategic Partnerships and Integration

<p><b>Wednesbury Brierley Hill Extension (WBHE) Business Case</b> Consider a report in relation to Wednesbury Brierley Hill Extension (WBHE) Business Case</p>	<p>WMCA Board 19 July 2024</p>	<p>Open</p>	<p>Simon Dickinson, Tom Oldershaw, Mike Waters Director of Policy, Strategy and Innovation</p>
<p><b>A Review of the Effectiveness of Member Engagement and Development within the WMCA</b> To consider the findings of a scrutiny review undertaken to examine the effectiveness of member engagement and development within the WMCA.</p>	<p>WMCA Board 19 July 2024</p>	<p>Open</p>	<p>Dan Essex, Lyndsey Roberts Governance &amp; Scrutiny Manager, Scrutiny Officer</p>
<p><b>Black Country Innovative Manufacturing Organisation (BCIMO)</b> To consider the latest position.</p>	<p>WMCA Board 19 July 2024</p>	<p>Fully exempt</p>	<p>Kate Taylor Head of Finance Business Partnering and Strategic Planning</p>
<p><b>WMCA Financial Monitoring Report</b> To provide an update on the latest financial position.</p>	<p>WMCA Board 13 September 2024</p>	<p>Open</p>	<p>Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant</p>
<p><b>Single Settlement Update</b> To consider the work undertaken to-date between the WMCA and constituent authorities to develop functional and place-based strategies that will underpin the delivery of the Single Settlement.</p>	<p>WMCA Board 13 September 2024</p>	<p>Open</p>	<p>Jonathan Gibson Head of Policy &amp; Public Affairs</p>
<p><b>Health of the Region Report 2024</b> To acknowledge the findings of the report and to approve its recommendations, including WMCA actions on improving health through all its policies and programmes.</p>	<p>WMCA Board 13 September 2024</p>	<p>Open</p>	<p>Mubasshir Ajaz Head of Health and Communities • Strategy, Integration and Net Zero</p>

<p><b>Key Route Network Review 2023/24</b> To approve the amended Key Route Network within the WMCA area.</p>	<p>WMCA Board 13 September 2024</p>	<p>Open</p>	<p>Rachel Ing Corridor Manager</p>
<p><b>Regional Road Safety Action Plan 2024-2030</b> Endorsement of the Regional Road Safety Action Plan 2024-2030 following completion of public consultation and validation from the Regional Road Safety Strategic Group.</p>	<p>WMCA Board 13 September 2024</p>	<p>Open</p>	<p>Darren Divall Regional Road Safety Manager</p>
<p><b>Local Transport Plan Adoption</b> To consider recommendations to approve the final version of the LTP suite of documents (including Area Based Strategies) which have been adapted to align fully with the WMCA Functional and Place Based Strategies.</p>	<p>WMCA Board 13 September 2024</p>	<p>Open</p>	<p>Carl Beet, David Harris, Mike Waters Head of Strategy and Intelligence - TfWM, Transport Strategy and Place Manager - TfWM, Director of Policy, Strategy and Innovation</p>
<p><b>WMCA Financial Monitoring Report</b> To provide an update on the latest financial position</p>	<p>WMCA Board 15 November 2024</p>	<p>Open</p>	<p>Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant</p>
<p><b>Best Value Fare Capping for Bus (cEMV Broker)</b> To consider the Full Business Case for the national cEMV Broker pilot and West Midlands roll-out which will enable best value fare capping for bus users to be delivered for travellers using their contactless debit card or other device. The Board will also be asked to approve the legal partnership arrangements with the collaborating delivery entities.</p>	<p>WMCA Board 15 November 2024</p>	<p>Open</p>	<p>Matt Lewis, Mike Waters Head of Swift, Director of Policy, Strategy and Innovation</p>

<p><b>WMCA Financial Monitoring Report</b> To provide an update on the latest financial position</p>	<p>WMCA Board 10 January 2025</p>	<p>Open</p>	<p>Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant</p>
<p><b>Draft WMCA Budget 2025/26</b> To consider the draft budget for the 2025/26 fiscal year.</p>	<p>WMCA Board 10 January 2025</p>	<p>Open</p>	<p>Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant</p>
<p><b>WMCA Budget 2025/26</b> To approve the 2025/26 budget.</p>	<p>WMCA Board 7 February 2025</p>	<p>Open</p>	<p>Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant</p>
<p><b>WMCA Financial Monitoring Report</b> To provide an update on the latest financial position</p>	<p>WMCA Board 14 March 2025</p>	<p>Open</p>	<p>Beverly Sullivan, Sally Truman Financial Planning and Coordination Manager, Lead Financial Planning Accountant</p>

**WMCA Financial Monitoring Report**

To provide an update on the latest financial position and provisional outturn for the 2024/25 financial year.

WMCA Board 13 June  
2025

Open

Beverly Sullivan,  
Sally Truman  
Financial Planning  
and Coordination  
Manager, Lead  
Financial Planning  
Accountant



## **The Forward Plan**

This document sets out known 'key decisions' that will be taken by the West Midlands Combined Authority (WMCA) over the coming months.

Forthcoming key decisions are published online to meet the statutory 28 day notification rule for each meeting where a key decision will be taken. Where it has not been possible to meet the 28 day rule for publication of notice of a key decision or an intention to meet in private, the relevant notices will be published as required by legislation as soon as possible.

### **What is a key decision?**

A 'key decision' means a decision of the Mayor, WMCA or officer which is likely:

- (a) to result in the WMCA incurring expenditure, making savings or generating income amounting to £1m or more; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards in the area of the WMCA.

The report relating to a decision, together with any other documents being considered, will be available five clear working days before the decision is to be taken (unless the documentation contains exempt information).

The forward plan also provides notice of when the WMCA may decide to exclude the press and public during consideration of a particular matter due to the potential for disclosure of confidential or exempt

information. The grounds upon which local authorities can exclude the press and public are specified by law and details of the exempt categories are available on request from the Governance Services team ([governance.services@wmca.org.uk](mailto:governance.services@wmca.org.uk)).

Councillors or members of the public wishing to:

- make a representation about why a matter should be heard in public, or
- submit information to the decision-making body about an item in the forward plan, or
- request details of relevant documents, or
- seek advice about the WMCA's decision-making arrangements,

should contact the Governance Services team: [governance.services@wmca.org.uk](mailto:governance.services@wmca.org.uk)

**Black Country Executive Joint Committee**  
**Forward Plan of Key Decisions – July 2024 to October 2024 (published 03/06/2024)**

**On the 3 June 2024, the following key decisions/non key decisions were published to be considered by the Black Country Executive Joint Committee meeting in June 2024.**

**1. Revised Constitution and Timetable of meetings 2024/25 – Key Decision**

Approve the timetable of meetings for 2024/25 and the publication of the Forward Plan dates.

Approve any amendments to the Black Country Executive Joint Committee Constitution, Terms of Reference and Working Protocols.

Contact officer: Emma Bennett via email [ChiefExecutive@walsall.gov.uk](mailto:ChiefExecutive@walsall.gov.uk)

Main Consultees: Dudley MBC, Sandwell MBC, Walsall MBC and City of Wolverhampton Council

**2. LEP Legacy Funds Programmes year end position – March 2024 – Non Key Decision**

To note the update on each Black Country Local Enterprise Partnership (LEP) legacy funds at 31 March 2024, as set out in the report.

To note individual decisions made via Black Country Executive Joint Committee Delegated Authority to the Single Accountable Body (Walsall Council) Section 151 Officer.

Contact Officers: David Moore [David.Moore@walsall.gov.uk](mailto:David.Moore@walsall.gov.uk) and Mark Lavender [Mark.Lavender@walsall.gov.uk](mailto:Mark.Lavender@walsall.gov.uk)

Main consultees: Walsall MBC.

## Education Overview and Scrutiny Committee – Recommendation Tracker (24/25)

Meeting date	Agenda item	Action/Recommendation	Officer	Status	Target date	Notes
15 February 2024	<b>Post 16 provision report</b>	That a report on children with SEND who are NEET is considered at a future meeting.	Nick Perks	In progress	To be considered for inclusion in work programme 24/25.	
		That Key Stage 5 validated data is circulated outside of the meeting.	Nick Perks	Complete	April 2024.	Circulated by e-mail.
	<b>Post-16 Employment and Skills Service and Strategy</b>	A report updating the Committee on Post-16 Employment and Skills Service and Strategy report be considered in the future.	Jane Kaur-Gill	In progress	To be considered for inclusion in work programme 24/25.	
	<b>Alternative Provision</b>	That an update on SEND support at alternative provision be provided to a future meeting	Amy Nash	In progress	To be considered for inclusion in work programme 24/25.	
	<b>Attendance Report</b>	That the following information be circulated: <ul style="list-style-type: none"> <li>- attendance data for the academic year in comparison to statistical neighbours.</li> </ul>	Rob Thomas	In progress	Tbc.	DfE asked for full list of attendance hubs. tbc when in public domain.

		- how many Walsall schools had signed up to join the attendance hubs.				
26 March 2024	<b>Early Years and Childcare Expansion Update</b>	More information is circulated on the criteria for accessing the 15 hours of childcare.	Rob Thomas	Complete		E-mailed to Members.