

Public Document Pack



MEETING: HEALTH AND WELLBEING BOARD
DATE: 7th December 2022
TIME: 2.00 pm
VENUE: Committee Room - Bootle Town Hall, Trinity Road, Bootle, L20 7AE

Member

Substitute

Cllr. Ian Moncur (Chair)
Cllr. Paul Cummins
Cllr. Mhairi Doyle, M.B.E.
Deborah Butcher
Margaret Jones
Martin Birch
Dr. Rob Caudwell
Clare Morgan
Nina Russell
Andrew Booth
Superintendent Dawn McNally
Angela White
Anita Marsland
Adrian Hughes
John Turner
Sarah Alldis
Mark Thomas
Joe Rafferty

COMMITTEE OFFICER: Amy Dyson Democratic Services Officer
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If you have any special needs that may require arrangements to facilitate your attendance at this meeting, please contact the Committee Officer named above, who will endeavour to assist.

We endeavour to provide a reasonable number of full agendas, including reports at the meeting. If you wish to ensure that you have a copy to refer to at the meeting, please can you print off your own copy of the agenda pack prior to the meeting.

A G E N D A

1. Apologies for Absence

2. Minutes of Previous Meeting

(Pages 5 - 10)

Minutes of the meeting held on 28 September 2022

3. Declarations of Interest

Members are requested at a meeting where a disclosable pecuniary interest or personal interest arises, which is not already included in their Register of Members' Interests, to declare any interests that relate to an item on the agenda.

Where a Member discloses a Disclosable Pecuniary Interest, he/she must withdraw from the meeting room, including from the public gallery, during the whole consideration of any item of business in which he/she has an interest, except where he/she is permitted to remain as a result of a grant of a dispensation.

Where a Member discloses a personal interest he/she must seek advice from the Monitoring Officer or staff member representing the Monitoring Officer to determine whether the Member should withdraw from the meeting room, including from the public gallery, during the whole consideration of any item of business in which he/she has an interest or whether the Member can remain in the meeting or remain in the meeting and vote on the relevant decision.

4. Sub Group Updates

(Document To Follow)

Report of the Director of Public Health

5. Early Years Sufficiency Assessment 2022

(Pages 11 - 34)

Report of Early Years Service Manager

6. Education Excellence Strategy for Sefton 2022-2027

(Pages 35 - 60)

Report of Assistant Director Children's Services (Education)

7. Liverpool John Moore's Emotional Wellbeing Survey Results

Presentation of Public Health Consultant

8. Communication and Engagement Update

(Pages 61 - 66)

Report of Communications Officer, NHS Cheshire and Merseyside Integrated Care Board – Sefton Place

9. Health and Wellbeing Board Indicators

Presentation of Business Intelligence Lead, NHS Cheshire and Merseyside Integrated Care Board – Sefton Place

10. Beyond - Children and Young People's Transformation Programme

Presentation of Programme Director, Cheshire and Merseyside, Beyond Transformation Programme

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THIS SET OF MINUTES IS NOT SUBJECT TO "CALL IN"

HEALTH AND WELLBEING BOARD

**MEETING HELD AT THE COMMITTEE ROOM - BOOTLE TOWN HALL,
TRINITY ROAD, BOOTLE, L20 7AE
ON WEDNESDAY 28TH SEPTEMBER, 2022**

PRESENT: Councillor Moncur (in the Chair) (Sefton Council)
Councillor Cummins (Sefton Council), Councillor
Doyle (Sefton Council), Margaret Jones (Sefton
Council), Dr. Rob Caudwell (Southport and Formby
Clinical Commissioning Groups), Andrew Booth
(Sefton Advocacy) and Anita Marsland (Sefton
Partnership Governance)

58. APOLOGIES FOR ABSENCE

Apologies for absence were received from Martin Birch (Sefton Council), Deborah Butcher (Sefton Council), Dawn McNally (Merseyside Police), Clare Morgan (Liverpool University Hospitals NHS Foundation Trust), Anne-Marie Stretch (Southport and Ormskirk Hospital NHS Trust) and Angela White (Sefton Council for Voluntary Service).

59. DECLARATIONS OF INTEREST

No declarations of any disclosable pecuniary interests or personal interests were received.

60. MINUTES OF PREVIOUS MEETING

RESOLVED:

That the Minutes of the meeting held on 8 June 2022 be confirmed as a correct record.

61. SUB GROUP UPDATES

The Board considered the report of the Director of Public Health that provided an update and summary of activity from the five identified sub-groups:

- (1) Children and Young People Partnership Board (CYPPB), which had met twice on 27 April 2022 and 8 June 2022. At the April meeting, the group discussed: NHS Commissioned Mental Health Support; Elective Home Education; Leeds Family Valued Model; Voice of the Child and National Child Measurement Programme. At the June meeting, the reports received were Children's Social Care and Early Help Partnership.

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- (2) Special Educational Needs and Disabilities Continuous Improvement Board (SEND CIB) which had met twice on 17 May 2022 and 12 July 2022. At the May meeting the following items were discussed: Parent Carer Survey, Support Offered to Parents and SEND Performance. At the July 2022 meeting the following items were discussed: SEND Green Paper, Sefton Response; SEND Performance which included the Improvement Plan and Escalation Reports.
- (3) Adults Forum which had met once on 26 July 2022 and discussed Changing Places developments in the Borough.
- (4) Health and Wellbeing Executive which had met twice on 21 July 2022 and 25 August 2022. In July the group agreed a final draft of updated Terms of Reference for the Board following the boards recent development programme. In August the group discussed inspections and oversaw the developing BCF plan for 2022/23.
- (5) The Health Protection Forum which had met once on 11 August 2022 and received feedback from subgroups: acute respiratory infection, Blood Borne Viruses and HIV, Drug Related Deaths, Screening and Immunisations. An update from the task and finish group on extreme weather was also received.

The Board were informed of the opportunity to have a representative from Health and Wellbeing Board on a newly established Primary Care Commissioning Committee.

RESOLVED: That

- (1) The report be noted; and
- (2) The Chair be delegated to sign off the Better Care Fund Plan for 2022/23

62. EARLY HELP PARTNERSHIP ANNUAL REPORT

The Board considered the report of the Associate Director, Children and Young People Services, Mersey Care NHS Foundation Trust which provided a summary and the key highlights of the response to supporting families through Early Help in Sefton. The report outlined the breadth of support being offered throughout the Early Help Partnership and recognised the services that worked alongside families as part of the 'Team around the family'.

RESOLVED:

That the report be noted.

63. COST OF LIVING CRISIS

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The Board considered the report of the Chief Executive, Sefton Council, which was shared for information. The report summarised the impact of the escalating Cost of Living Crisis on local people and outlined the support available and proposed in Sefton.

The Board requested consideration of further involvement and the frequency of Cost-of-Living Crisis updates being brought to its attention.

RESOLVED: That

- (1) the report and its associated actions be noted; and
- (2) consideration be given to further involvement of the Board regarding the Cost-of-Living Crisis.

64. MARMOT PRESENTATION

The Board considered the presentation of the Director of Public Health which provided an update on health inequalities across the Cheshire and Merseyside region. The recommendations within the presentation covered the key social determinants of health – the eight Marmot principles and seven actions across for the Cheshire and Merseyside stakeholders and system.

RESOLVED:

That the presentation be noted.

65. TARGETED LUNG HEALTH CHECK PROGRAMME

The Board considered the report of the Director of Place, NHS Cheshire and Merseyside – Sefton Place which provided an update on the Targeted Lung Health Checks (TLHC) Programme. The report described progress from the key workstreams involved in preparing for operational readiness and included the Programme's governance and reporting structure.

RESOLVED:

That the report be noted.

66. DEPARTMENT OF HEALTH AND SOCIAL CARE GUIDANCE

The Board considered the report of the Executive Director of Adult Social Care and Health which provided an overview of four key pieces of guidance released by the Department of Health and Social Care to articulate the relationship between the newly established Integrated Care System function and the Health and Wellbeing Board, Overview and

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Scrutiny Committee, Social Care Providers and the requirements of a forthcoming Integrated Care Partnership Strategy. The report was accompanied by a presentation and the Board were invited to offer a view on proposed responses to the consultation element of the guidance relating to Health and Wellbeing Boards.

RESOLVED: That

- (1) the report and presentation be noted;
- (2) the suggested responses by the Board be relayed back to the Cheshire and Merseyside Health and Care Partnership; and
- (3) feedback be provided to the Department of Health and Social Care as presented in the report subject to additional comments relating to the inclusion of Social Care Providers on the Board and ensuring pre-birth consideration is strengthened in line with approach to Children and Young People.

67. CITIES INEQUALITIES PROJECT

The Board considered the report of the Director of Public Health which provided an overview of the Health Foundation-funded Cities Health Inequalities Project and described the next steps for consideration of the Liverpool City region engaging with this model going forward.

RESOLVED: That

- (1) the contents of the report be noted; and
- (2) approval be given to progress discussions and further information be brought back to a future meeting.

68. SEFTON HEALTH COMMUNICATIONS, ENGAGEMENT AND INFORMATION GROUP: QUARTERLY UPDATE TO HWBB

The Board considered the quarterly report of the Director of Place, NHS Cheshire and Merseyside – Sefton Place which provided an update on the work of Sefton Health Communications, Engagement and Information Group (SHCEIG) including the Group's achievements since the last report (June 2022) and its next steps.

RESOLVED:

That the report be noted.

69. FOR APPROVAL: FINAL DRAFT SEFTON PHARMACEUTICAL NEEDS ASSESSMENT 2022-25

The Board considered the report of the Director of Public Health which outlined the process and key findings of the 2022-25 Sefton Pharmaceutical Needs Assessment and sought approval for publication before 1 October 2022. The Board also received a presentation accompanying the report.

RESOLVED: That

- (1) the Sefton Pharmaceutical Needs Assessment (PNA) 2022-25 be approved and publication by 1 October 2022 be authorised, in accordance with its duties under the Health and Social Care Act 2012 and the NHS (Pharmaceutical and Local Pharmaceutical Services) Regulations 2013 as amended (the 2013 regulations);
- (2) the content of the PNA, and the summary of methodology and key findings in this report, including the feedback received during the 60-day consultation period be noted; and
- (3) the role of the updated Pharmaceutical Needs Assessment Information Pack for Local Authority Health and Wellbeing Boards (DHSC, October 2021) in guiding decisions about production of subsequent PNAs and supplementary statements; and the discharge of the Board's responsibilities in relation to the PNA be noted.

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Report to:	Health and Wellbeing Board	Date of Meeting:	7 th December 2022
Subject:	Sefton Early Years Sufficiency Report		
Report of:	Jennifer Teasdale, Early Years Service Manager.	Wards Affected:	All
Cabinet Portfolio:	Education		
Is this a Key Decision:	No	Included in Forward Plan:	No
Exempt / Confidential Report:	No		

Summary:

The report presents to the Board the Councils Early Years Sufficiency Report. Sefton Council is required by law to "report annually to elected members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents." This report presents the published latest assessment dated Oct 2022, which meets this duty.

Recommendation(s):

(1) The Board are asked to receive and note the contents.

Reasons for the Recommendation(s):

The statement fulfils a statutory obligation for the council.

Alternative Options Considered and Rejected: (including any Risk Implications)

Not Applicable

What will it cost and how will it be financed?

(A) Revenue Costs

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The contents of the report do not represent additional revenue costs

(B) Capital Costs

The contents of the report do not represent additional capital costs.

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets):	
Legal Implications: Childcare Act 2006	
Equality Implications: There are no equality implications.	
Climate Emergency Implications:	
The recommendations within this report will	
Have a positive impact	N
Have a neutral impact	Y
Have a negative impact	N
The Author has undertaken the Climate Emergency training for report authors	Y
The contents of this report have a neutral impact on the Climate Emergency.	

Contribution to the Council's Core Purpose:

Protect the most vulnerable: The report details a universal service provision to our 0 – 4 year olds
Facilitate confident and resilient communities: The report details service provision that supports development of all children
Commission, broker and provide core services: The report provides detail to the market on capacity and demand of provision.
Place – leadership and influencer: The report provides detail on significant institutions within our place.
Drivers of change and reform: The report provides detail to the market on capacity and demand of provision.
Facilitate sustainable economic prosperity: The report provides detail to the market on capacity and demand of provision.
Greater income for social investment: N/A

Cleaner Greener N/A

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Executive Director of Corporate Resources and Customer Services (FD 7030/22) and the Chief Legal and Democratic Officer (LD 5230/22) have been consulted and any comments have been incorporated into the report.

(B) External Consultations

Not applicable

Implementation Date for the Decision

Immediately following the Board meeting.

Contact Officer:	Jennifer Teasdale, Early Years Service Manager
Email Address:	jennifer.teasdale@sefton.gov.uk

Appendices:

The following appendices are attached to this report:

Sefton Borough Council, Early Years Sufficiency Assessment 2022

Background Papers:

There are no background papers available for inspection.

1. Introduction/Background

1.1 This assessment provides a summary of childcare provision in Sefton with the aim to support:

- Parents to gain a further understanding of the types of childcare on offer in Sefton and help to inform decisions about childcare options for their family.
- Childcare providers to understand the local childcare market and to help them make informed choices to better meet the childcare needs of families in Sefton.

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- Councillors and Executive Members, providing clarity on childcare services available for their local families and the priority focus for the coming year.
- Sefton Borough Council officers providing a structured picture of the current childcare offer in Sefton that informs potential actions for market management

2. Summary of the Assessment

This annual Childcare Sufficiency Assessment (CSA) has been produced to aid the local authority in its statutory duty to secure sufficient childcare for working parents or for them to take up training opportunities that lead to work. The assessment looks at the childcare market in Sefton in 2022, estimating demand using a variety of indicators and assumptions and comparing this to supply. It takes into account the effects and impact of the Covid-19 pandemic on the future sustainability of the sector. This assessment is an update to the Childcare Sufficiency Assessment 2020-2021.

In this report, we have assessed sufficiency using data about the need for childcare and the amount of childcare available. We have also included feedback from local parents about how easy or difficult it has been for them to find suitable childcare.

3. Main findings

The main findings of this report are:

- Childcare providers are expanding and new provision is being created despite the impact of the Covid -19 pandemic on the sector.
- Childcare provision has also closed during the last year although this has not been solely attributed to the impact of Covid-19 pandemic.
- Birth rates are showing a continuing decline and some providers are starting to see the impact of reducing cohort numbers on the take up of places at their settings.
- Parents have a varied choice of childcare providers in most areas of Sefton.
- Availability of childcare at times to suit parents is generally sufficient in all areas.
- There are currently sufficient childcare places for 0-4 year olds in Sefton, including free early education entitlement (FEEE) places for two, three and four year olds, albeit some may not be at the setting parents or carers would prefer.
- There are no sufficiency issues related to quality of childcare provision, as 96% of providers in Sefton were judged Good or Outstanding by Ofsted at their most recent inspection.
- Anecdotally providers are raising concerns about the ongoing challenges with staff recruitment in the sector.

4. Conclusion

The full long-term impact that the Covid -19 pandemic has had on the childcare market remains unknown. The financial difficulties that the sector has faced during this ongoing period of uncertainty, coupled with a continuing decline in the under 5s population, will bring more challenges in the future. The local authority will continue to provide support to parents and providers, to ensure parents are able to secure childcare appropriate to their needs and the childcare sector remains sustainable.

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Sefton Borough Council

**EARLY YEARS SUFFICIENCY ASSESSMENT
2022**

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Sefton Council

Executive Summary

This annual Childcare Sufficiency Assessment (CSA) has been produced to aid the local authority in its statutory duty to secure sufficient childcare for working parents or for them to take up training opportunities that lead to work. The assessment looks at the childcare market in Sefton in 2022, estimating demand using a variety of indicators and assumptions and comparing this to supply. It takes into account the effects and impact of the Covid-19 pandemic on the future sustainability of the sector. This assessment is an update to the Childcare Sufficiency Assessment 2020-2021.

This Childcare Sufficiency Assessment will be of interest to parents, providing them with an overview of the childcare which is offered across the city and in their locality. Existing and potential childcare providers will also find the information provided in the assessment useful when considering a change to their delivery models or expanding their provision or looking to develop in new areas of the county, and should be used alongside their own market research to assess demand in particular areas and points in time. The childcare market is particularly dynamic, with many factors affecting demand and supply, particularly parental choice. Therefore, the findings of this report are indicative only and further detailed analysis of local areas should be undertaken by childcare providers to fully understand the local market. This report will also be shared with Elected Members.

The main findings of this report are:

- Childcare providers are expanding and new provision is being created despite the impact of the Covid -19 pandemic on the sector.
- Childcare provision has also closed during the last year although this has not been solely attributed to the impact of Covid-19 pandemic.
- Birth rates are showing a continuing decline and some providers are starting to see the impact of reducing cohort numbers on the take up of places at their settings.
- Parents have a varied choice of childcare providers in most areas of Sefton.
- Availability of childcare at times to suit parents is generally sufficient in all areas.
- There are currently sufficient childcare places for 0-4 year olds in Sefton, including free early education entitlement (FEEE) places for two, three and four year olds, albeit some may not be at the setting parents or carers would prefer.
- There are no sufficiency issues related to quality of childcare provision, as 96% of providers in Sefton were judged Good or Outstanding by Ofsted at their most recent inspection.
- Anecdotally providers are raising concerns about the ongoing challenges with staff recruitment in the sector.
- The full long-term impact that the Covid -19 pandemic has had on the childcare market remains unknown. The financial difficulties that the sector has faced during this ongoing period of uncertainty, coupled with a continuing decline in the under 5s population, will bring more challenges in the future. The local authority will continue to provide support to parents and providers, to ensure parents are able to secure childcare appropriate to their needs and the childcare sector remains sustainable.

Overall childcare sufficiency assessment and summary

Sefton Council is required by law to "report annually to elected members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents." We have published this latest assessment dated Oct 2022, to meet this duty.

In this report, we have assessed sufficiency using data about the need for childcare and the amount of childcare available. We have also included feedback from local parents about how easy or difficult it has been for them to find suitable childcare.

We use this information about childcare sufficiency to plan our work supporting the local childcare economy.

Introduction

The Childcare Act, 2006 placed a statutory duty upon local authorities to play a strategic role in facilitating the childcare market. Local authorities are required to work in partnership with the private, voluntary and independent (PVI) sector to shape children's services, particular focus is on ensuring sufficient, sustainable and flexible childcare that is responsive to parents/ carers' needs. The 2006 Act gave local authorities a duty to secure, so far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents/ carers in their area in order to enable them to work or undertake education or training leading to work.

Reliable and affordable childcare is essential to families with children who need care whilst their parents are working. This is often a mixture of formal and informal care with parents juggling between work and ensuring the care their child receives is affordable and appropriate for their individual needs. It is recognised that for many families living in areas of deprivation that work is a route out of poverty and raises self-esteem which in turn reduces the occurrence of mental health and other social problems. Research shows evidence that good quality pre-school childcare gives children a flying start and leads to better progress as they move through school. It also enables older children to participate in a range of activities that promotes their personal development in a safe, stimulating environment.

Section 11 of the act places the responsibility on authorities to undertake a childcare sufficiency assessment every three years. This assessment is then annually updated to show any changes that occur during the intervening years and any progress that is being made. Childcare sufficiency assessments give local authorities the chance to work with local partners, filling gaps in the market and shaping childcare and services in their area. The ultimate aim is to provide the best possible childcare market for local families.

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What is a Childcare Sufficiency Assessment?

The Childcare Act 2006 placed a duty on all local authorities in England to carry out an assessment of the sufficiency of childcare within their area.

A Childcare Sufficiency Assessment is a comprehensive measure of the nature and extent of the need for, and the supply of childcare within a local area, paying particular attention to the following areas:

- **Choice and flexibility:** parents have choice about balancing work and family life
- **Availability:** affordable, flexible, high quality childcare available to all families who need it to enable them to work.
- **Quality:** a highly skilled workforce
- **Affordability:** Families able to afford childcare that is appropriate to their needs.

By analysing the supply of childcare available, and comparing it with information about demand from parents, potential gaps in childcare provision can be identified.

The information will give Sefton Council the evidence and information it needs to facilitate and shape a market that contains sufficient, flexible, affordable, sustainable childcare and is responsive to parents' needs.

The Childcare Sufficiency Assessment is therefore a key document in evaluating current formal childcare provision in the borough and anticipating future needs.

This assessment provides a summary of childcare provision in Sefton with the aim to support:

- Parents to gain a further understanding of the types of childcare on offer in Sefton and help to inform decisions about childcare options for their family.
- Childcare providers to understand the local childcare market and to help them make informed choices to better meet the childcare needs of families in Sefton.
- Councillors and Executive Members, providing clarity on childcare services available for their local families and the priority focus for the coming year.
- Sefton Borough Council officers providing a structured picture of the current childcare offer in Sefton that informs potential actions for market management.

What is childcare?

Childcare is defined under Section 18 of the Childcare Act 2006, as any form of care for a child. This includes education and any other supervised activity for a young child, apart from a school during school hours for a registered pupil who is not a young child.

Section 19 states that the definition of a young child is "from birth to immediately before 1st September following the date the child is five". Childcare does not include care provided by a parent or step-parent of the child (or a person with parental responsibility), a foster carer or a relative of the child.

Free Early Education Entitlement (FEEE)

All three and four year olds and eligible two year olds are entitled to 570 hours free early education a year, delivered as a minimum as 15 hours a week over 38 weeks (school term time) but can be taken as a stretched offer with fewer hours a week over more weeks in a year. Since September 2017 eligible three and four year olds have

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taking the entitlement for some children to 1,140 hours a year. Parents of children accessing a FEEE place are able to pay for additional hours to meet their childcare needs. This offer is widely available within the sector.

Two year old free early education entitlement

Some two year old children are eligible for FEEE; eligibility for funding is based on the national criteria. In Sefton all eligible two year olds are able to access a free early education place from the term after their second birthday. Each eligible child is entitled to up to 570 hours per year of free early education from the term after their second birthday for a maximum of three terms.

Three and four year old free early education entitlement (FEEE)

15 hours free childcare

All three and four year old children in England are eligible for 570 hours of free childcare per year from the term after their third birthday. This is usually taken as 15 hours a week for 38 weeks of the year and is known as the "universal entitlement". This entitlement continues until the child starts reception in a maintained school.

30 hours free childcare

Since September 2017, the Government extended the free childcare entitlement for working parents of three and four year olds to 30 hours per week for 38 weeks of the year (1,140 hours per year). This is known as the "additional entitlement".

What is sufficient childcare?

The government's definition of sufficient childcare is "sufficient to meet the requirements of parents who require childcare in order to enable them:

- a) To take up, or remain in work
- b) To undertake education or training which could reasonably be expected to assist them to obtain work."

Local authorities should regard childcare as any provision that is regular and reliable and provides children a safe place to be. It would not include, for example, before or after-school activity that was unsupervised or that was provided as a one-off activity.

Local Authorities have a further duty to secure sufficient free places for eligible families with two, three and four-year-olds.

There are many beneficial reasons why parents may require childcare and Local Authorities must ensure that their activities in relation to the statutory sufficiency duty, complement and reinforce other duties they have in relation to childcare. Supporting parents who are in work or training by ensuring sufficient childcare also complements numerous other priorities, such as reducing child poverty, improving economic well-being and narrowing the child attainment gap between disadvantaged children and their more affluent peers.

Since the 1998 National Childcare Strategy, successive governments have placed real emphasis and significant funding toward increasing the supply of quality and affordable childcare. The 2016 Childcare Act introduced the latest example of this priority area, which included an extension of the free early years entitlement for three and four year olds to 30 hours per week for working families from September 2017. The government now spends £6 billion per year to support childcare and childcare costs

The Sefton local context

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The Children and Young People's Plan is our strategic plan which intends to maximize the health and wellbeing of all our children and young people living in Sefton. The childcare sector in Sefton is instrumental in supporting the delivery of the ambitions, outcomes and priorities for the council as set out in the Children and Young People's Plan.

Sufficient and affordable childcare is fundamental to ensuring that parents are able to work, with the sector also providing employment opportunities directly within the city's registered childcare settings.

Early learning opportunities provided in childcare settings support all children to be ready for learning, with developed language and communication skills – the key to ensuring they attend, attain and achieve and go on to engage in employment and make a positive contribution to the economy in Sefton. Actions identified in the Childcare Sufficiency Assessment are intended to support the priorities in the Children and Young People's Plan and the ambition - My Sefton: happy, healthy, achieving, heard.

Overall Childcare sufficiency in Sefton:

Places

- Our data shows that Sefton has sufficient places for funded two, three and four year olds. Data was collected during February to June 2022

Quality

- Two providers were rated by Ofsted as inadequate or requiring improvement as at June 2022. All other providers in the borough were rated good or outstanding, or had not been inspected.

Views of Parents and Carers

- A survey of parents was undertaken during March to June 2022, and the overall findings were favourable.

Financial sustainability

- Some providers have indicated challenges with their financial sustainability because of the COVID pandemic. For example 42.9% have suggested they may need to reduce staffing and 33% of providers have indicated that they may need to reduce pupil numbers in the future to remain sustainable.
- Anecdotally providers have expressed concerns that the funded hourly rate is insufficient. Funding is decided by the Department for Education. The Department for Education has implemented increases in funding from the financial year 2020/21. Sefton Council retains a minimal amount of the Early Years Block of the DSG to ensure that maximum funds are passed to providers.

The overall childcare market

- Overall, the provider market has remained reasonably static over the previous year, however some providers have reported a reduction in demand. This is particularly the case for wrap around and Out of School Provision and it will be necessary to explore whether there is sufficient supply of this type of provision to meet demand as we emerge from the pandemic.

Identified gaps

- There are limited choices available for atypical hours of childcare (outside 8am to 6pm on weekdays). The Early Years funding team provide brokerage support to parents who might encounter difficulty in finding a suitable place.

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Our Plans and Actions for 2022 - 2023

To ensure that there are Sufficient Childcare Places

We want...	Why...	How...
To ensure that there are sufficient easily accessible childcare places available across Sefton	<ul style="list-style-type: none"> To help children develop social and everyday skills and benefit from early education To enable parents to take up employment opportunities 	<ul style="list-style-type: none"> Obtain termly vacancy data from providers and monitor fluctuations and any problem areas Assist parents having difficulty finding suitable provision through telephone support and the FIS directory website
To maintain and develop our relationships with our Early Years and other Childcare Providers	So that we can support and maintain a professional and well-trained Early Years and Childcare workforce	<ul style="list-style-type: none"> By providing support visits to providers to ensure that funding is being used and allocated appropriately By providing provider information events Provider email information bulletins
To facilitate providers' access to marketing and business planning advice and training.	To promote expansion in identified areas and secure sufficient childcare across the borough.	<ul style="list-style-type: none"> By identifying providers in need of support in this area and linking them with available advice and training. Through partnership with Sefton and LCR Economic Regeneration development

To ensure that Childcare provided is good quality

We want...	Why...	How...
To ensure that the views of parents and carers are considered and that there is a mechanism in place to provided ongoing feedback	So that childcare provides positive outcomes and impacts on the lives of children and their families	Undertaking an annual parental survey and sharing the results with the local provider market so that potential problem areas can be identified and areas of good practice shared
To ensure that there is access for children with additional needs in all settings	So that parents have local access to fully inclusive childcare where practical to do so	<ul style="list-style-type: none"> Ensure that providers are aware of the support available through the SEND Inclusion Fund and the Disability Access Fund The Inclusion Team will continue to provide support and guidance to providers

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To ensure that Childcare funding is accurate and timely

We want...	Why...	How...
<ul style="list-style-type: none"> To ensure that funding is accurate and timely To ensure as reasonably possible that the local childcare market is financially secure and viable 	<ul style="list-style-type: none"> So that there is a sufficient range of Early Years providers offering a range of choices to parents So that we have accurate business data and intelligence to inform our future plans To meet our statutory obligations 	<ul style="list-style-type: none"> Reviewing our internal processes and systems to ensure we make the best use of technology To continue to monitor our central expenditure and achieve savings where possible To continue to work with the Early Years Provider Strategic Group to ensure that there is a collaborative and partnership approach
<ul style="list-style-type: none"> To ensure that there is adequate information to providers about the range of grant funding, supplements and support available 	<ul style="list-style-type: none"> So that providers can make the best and most appropriate use of funding to ensure sustainability and provide a quality service 	<ul style="list-style-type: none"> Improving the quality of advice and information available to providers online Providing easily accessible policies and documentation

To ensure that parents are accessing childcare

We want...	Why...	How...
<p>To ensure that parents take up their entitlement to free childcare</p>	<p>So that childcare provides positive outcomes and impact on the lives of children and their families</p>	<ul style="list-style-type: none"> Notifying parents of two year old children of their potential eligibility to free childcare Provide support to help parents find a suitable childcare place Provide publicity and marketing of childcare to parents by attending events and providing printed information at key locations, libraries, GP surgeries etc Continuing to promote the FYS directory website and the Sefton Local Offer online directories

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Demand for childcare

Population of children

In total there are approximately 13,789 children under the age of five living in Sefton. These children may require early years childcare. Assuming approximately 50% of two year olds require childcare and all three and four year olds require childcare this would mean approximately 7,267 early years children need childcare.

Age 0	Age 1	Age 2	Age 3	Age 4	Total
2,485	2,667	2,741	2,889	3,007	13,789

It is estimated that there 31,539 are children aged 5-14 living in Sefton. These children may require childcare before and after school, and/or during the school holidays.

Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Total
3,004	3,233	3,083	3,221	3,292	3,244	3,131	3,206	3,109	3,016	31,359

Children with special educational needs and disabilities (SEND) are entitled to support with childcare up to the age of 18 (age 14 for children who do not have a special need or disability).

The Early Years Service within Education Excellence are available to support settings that require advice with supporting children with SEND.

The number of children with an Education, Health and Care (EHC) plan in Sefton is:

Age 0 – 4	Age 5 - 10	Age 11 - 15	Age 16 - 19	Total
28	524	848	588	1,988

As part of our review we asked providers to rate their confidence at providing support for children with SEND

Very confident	Fairly confident	Slightly confident	Not confident	No response
36	43	14	3	0

Summary of Early Years provision to support children and young people with Special Educational Needs and/or Disabilities (SEND)

In addition to the Early Years Foundation Stage (EYFS) statutory requirements and the Equality Act 2010, all publicly funded Early Years providers in the maintained, private, voluntary and independent sectors, are required to have regard to the SEND Code of Practice: 0-25. The Code of Practice states that Early Years settings should adopt a graduated approach to identifying and meeting the needs of all children and young people. At each stage of assessment and planning, settings should engage with parents and carers, making reasonable adjustments, wherever is practicable, to support the needs of the child.

Sefton Borough Council is committed to ensuring that disabled children and those with special educational needs have access to a wide range of high quality childcare. To support providers to meet the needs of children and young people, Sefton Borough Council provides:

- Access to Special Education Needs Coordinator (SENCo) training opportunities.
- SEN inclusion funding to enable children to access Early Years settings.
- The Sefton Local Offer which provides information on services and provision available to families, young people and children with special educational needs and/or disabilities.

The local authority will continue to work with Early Years providers and families with children with additional needs/disabilities to improve their accessibility to childcare and early education. This includes:

- Highlighting the targeted early interventions for children that do not have an EHC Plan.
- Ensuring Early Years staff can confidently manage children's behaviour and other needs by making available advice, guidance and resources.
- Ensuring Early Years information and advice for parents of children with additional needs/disabilities is readily available.

Disability Access Fund

The Equality Act 2010 requires local authorities and settings not to discriminate, harass or victimise disabled children, which may include an expectation to make reasonable adjustments to accommodate children's needs. Local authorities must comply with the provisions of the Act in finding suitable provision for eligible disabled children

Providers who offer **3 & 4** year old children free early years education can apply to claim Disability Access Funding (**DAF**) to support disabled children to access the free entitlement. A lump sum payment of £615 per year is available to providers who have eligible children in receipt of child Disability Living Allowance who are claiming free early years education.

Early Years Pupil Premium

Early Years Pupil Premium (EYPP) is additional funding for Early Years settings to improve the education they provide for disadvantaged three and four year olds. Children are eligible for EYPP if they meet certain (largely) economic criteria including children from workless and low income families.

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Changes to the population

Estimates imply that the Early Years (0-4 years) population is reducing in Sefton, with an overall reduction of 6% over the past decade (2011 to 2020), possibly due to reductions in birth rates. This trend is predicted to continue for at least the next 10 years. Sefton's crude birth rate (the number of live births per 1,000 mid-year total population estimate) in 2020 was 8.7 (the lowest seen in the last eight years) and is considerably below the national average (10.3).

Supply of childcare

In total there are 208 childcare providers in Sefton, offering a maximum of 6230 early years childcare places:

Type of provision	Number of Providers	Number of Registered places
Childminders	70	435
Maintained and school nursery	47	1,343.36 FTE
Private, voluntary and independent nurseries	69	3,654
Out of School Clubs	22	798
Overall	208	6230

Vacancy Rate

	Number of Registered places	Known Vacancies	Percentage Vacancy Rate
Childminders	435	16	3.7%

Based on the information provided in our sufficiency survey the following vacancies are available:

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	Number of Registered places	Known Vacancies	Percentage Vacancy Rate
Private and Voluntary Provision	3,654	403	11%
0-1 Year Olds	1-2 Year Olds	2-3 Year Olds	3-4 Year Olds
62	66	130	96
1.7%	1.8%	3.6%	2.6%

	Number of Registered places	Known Vacancies	Percentage Vacancy Rate
Out of School	798	183	23%
Breakfast	Afterschool	Holiday club	
40	92	51	
5%	12%	6.4%	

- The data provided was correct to the best of our knowledge at June 2022
- Some childminder places may also be available for older children.
- Total number of full-time places available, a place may sometimes be shared by more than one child
- The vacancy ratio is the percentage of available places available throughout the week on a full day basis compared to the number of registered places
- For private, voluntary and independent nurseries and childminders the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice many providers choose to operate below their number of registered places.

Children may attend childcare full time or part time. This table records children that are attending full time or as many hours as the setting is open. In some cases two or more children attending part time may use one full time equivalent place. For example one child may attend in the morning and another child may attend in the afternoon. Vacancy rates are a snapshot and often change. In some cases providers may have a place that is only available for a particular age group or for a particular part time arrangement. We ask providers to report vacancies to us so that we can help promote them and help parents find a suitable place. We also ask for this information to help inform our sufficiency assessment. Most providers give us this information.

In general vacancy rates are higher in the autumn when children move into school.

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The number of providers offering school age support:

Breakfast clubs	After school clubs	Holiday clubs
43	52	38

Some childminders also offer support to school age children. Tracking of childcare for school age children is difficult because not all of this type of provision is registered with Ofsted. It is possible to have under counted this provision. Parents may also use provision that is not considered childcare, for example sports or arts clubs after school or in the holidays.

Funded Early Education

Some children are entitled to free childcare funded by the Government. These entitlements are for 38 weeks per year.

- All children aged 3 and 4 are entitled to 15 hours per week (570 hours) until they start reception class in school
- Children aged 3 and 4 where both parents are working, or from lone parent families where that parent is working, are entitled to 30 hours per week for 38 weeks (1140 hours) until they start reception class in school
- Children aged 2 whose families receive certain benefits (including low income families in receipt of in-work benefits), or those who will meet additional non-economic criteria are entitled to 15 hours per week for 38 weeks.

Parents do not have to use all the hours of their funded entitlement. They may choose to split their hours between two providers. With the agreement of the provider parents may also spread hours across the year, for example rather than taking 15 hours for 38 weeks a year they could take 11 hours for 52 weeks a year instead (570 hours maximum).

Take up of funded early education

The take up of children attending Early Education in Sefton is slightly higher than the to overall England figures. The proportion of children benefiting from Early Education compared to the population taking up their funded place (for at least some of the available hours) in Sefton is:

Age	Age 2 years	Age 3 & 4 years
Sefton 2019	73%	97%
England 2019	68%	93%
Sefton 2020	79%	99%
England 2020	69%	93%
Sefton 2021	77%	96%
England2021	62%	90%

Prices for childcare

For Early Years childcare outside of funded entitlements we report on the average childcare prices per hour advised to us by settings. There may be variations on price based on the number of hours a family uses, with reductions for longer hours or reductions for family groups. There may also be additional charges for extra services such as lunch which are not included in the prices. Providers decide their own charges.

Prices charged in Sefton are general in line with national averages. PVI's and schools have increased their prices since the last assessment. Some childminders have reduced their prices. Some providers charge extra for meals.

Type of provision	All ages
Childminders	£4.80
Maintained and school nurseries	£5.32
Private, voluntary and independent nurseries	£5.60
Overall	£5.24

In future costs per hour should be calculated, taking into account the differing costs for different age groups: under 2s, 2YO, 3 and 4YO, wrap around, OOSC and weekend provision.

Quality of Childcare

All childcare providers must register with and be inspected by Ofsted, who will give them an overall grade for the quality of their provision. Childminders and private and voluntary providers are included on the Early Years register and schools and stand alone maintained nursery schools are included on the Schools register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade for the whole school.

Schools and Early Years providers have four possible Ofsted grades:

- Outstanding
- Good
- Requires improvement
- Inadequate

Some providers are awaiting their first full inspection. These have been excluded from the percentage calculation. The ratings have remained reasonably constant since our last assessment.

Type of provision	Total number of Providers	Percentage Good or Outstanding
Childminders	70	84%
Maintained and school nursery	47	90%
Private, voluntary, and independent nurseries	69	86% Excluding the PVI's which have not yet been inspected- 96%
Out of School Clubs	22	33%

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Parents views

A parent/carer survey was undertaken during March to June 2022

Parents were asked to how happy they were with the quality of the childcare they received:

Age group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total responses
Below school age	24	21	2	2	15	64
School age	10	20	5	9	12	56
Overall	34	41	7	11	27	120

For below school age children, 34 respondents (39%) told us they did not purchase additional hours.

Parents were asked how easy it was to afford the childcare that they want:

Age group	Very easy	Fairly easy	Fairly difficult	Very difficult	Total responses
Below school age	0	5	20	28	53
School age – before school	5	12	7	12	36
School age – after school	5	8	16	14	43
Overall	10	25	43	54	132

Parents were asked how easy it had been to find suitable childcare:

Age group	Very easy	Fairly easy	Fairly difficult	Very difficult	Not applicable	Total responses
Below school age	11	26	10	5	13	65
School age – before school	10	17	4	10	16	57
School age – after school	10	16	6	16	14	62
School age – holiday childcare	0	11	11	15	19	56
Overall	31	70	31	46	62	240

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Parents were asked since the COVID pandemic, is it easier or harder to access childcare?

	It is easier to find childcare	It is harder to find childcare	It is the same as before	Not Answered
Number	4	22	56	5
Percentage	4%	26%	65%	5%
Total responses	86			

Parents were asked how they choose their childcare:

Type	Total responses
Recommendation	52
Family Information Service	5
Family Well-being Centre	8
School	28
Internet Search	42
Local Advertising	10
Other	6

Market sustainability

In accordance with Government guidelines those providers that suffered a shortfall in their grant income when comparing Autumn term 2020 with Autumn term 2019 were provided with top up payments. Private nurseries have also been able to apply for financial support in accordance with criteria for the schemes available. Providers have also continued to receive their normal Grant payments during any lock down periods.

As part of our assessment we asked Providers for their views on their financial sustainability. Individual discussions have taken place with providers where appropriate.

How do you regard your current financial sustainability	Total responses
Good	38
Satisfactory	39
Concerning	15
Critical	3
Prefer not to say	0

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Area Level Breakdown

Area	Childminders	Maintained	Private nurseries
Sefton North	26	17	27
Sefton South	6	10	15
Sefton Central	38	20	27
Sefton total	70	47	69

Methodology

We have used the following data to compile this assessment:

- Number of children based on Nomis Labour Market datasets
- Children with EHC plans based on SEND Local Authority Tables
- Supply of childcare: based on data provided by Ofsted, who regulate early years provision in schools and childcare provision. This has been supplemented with local knowledge.
- Vacancy rates: Based on provider surveys undertaken during February and June 2022
- Funded early education: data on take up of funded early education entitlements is based on the Early Years and Schools Censuses, which are taken every January and published by the Department of Education in the statistical collection. Data on entitlement to a funded early education place for 2 year olds is provided by the Department for Work and Pensions.
- Price of Childcare: Based on information collected from provider surveys undertaken during February and March 2022
- Quality of childcare: data on childcare quality is provided by Ofsted Data

This assessment was published November 2022

Further information

Early Years Service

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Report to:	Overview and Scrutiny Committee (Children's Services and Safeguarding)	Date of Meeting:	27 September 2022
	Cabinet		6 October 2022
	Health and Wellbeing Board		7 December 2022
Subject:	Education Excellence Strategy for Sefton 2022-2027		
Report of:	Assistant Director Children's Services (Education)	Wards Affected:	(All Wards);
Portfolio:	Cabinet Member - Education		
Is this a Key Decision:	Y	Included in Forward Plan:	Yes
Exempt / Confidential Report:	No		

Summary:

This is a triple committee report which seeks to present to Overview & Scrutiny Committee (Children's Services and Safeguarding), Cabinet and Health and Wellbeing Board the Education Excellence Strategy for Sefton 2022-2027. It will set out how it has been developed, and the proposed next steps in terms of programme development.

Recommendation(s):

(1) That Overview & Scrutiny Committee (Children's Services and Safeguarding) and the Health and Wellbeing Board receive the Education Excellence Strategy for Sefton 2022-2027 for noting.

(2) That Cabinet approve the Education Excellence Strategy for Sefton 2022-2027.

Reasons for the Recommendation(s):

To ensure that the priorities of the Education Excellence Strategy for Sefton 2022-2027 and wider Education initiatives are aligned to the delivery of Sefton's 2030 vision, the Sefton Health & Wellbeing Strategy and the Sefton Children and Young Peoples Plan, and that they are clearly articulated to parents, carers, young people, residents, early years providers, schools, colleges, providers of SEND education, as well as Health

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providers and other partners across Sefton and its neighbouring boroughs, in addition to the Department for Education.

To ensure that all children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.

Alternative Options Considered and Rejected: (including any Risk Implications)

Not Applicable

What will it cost and how will it be financed?

There are no direct cost implications due to the delivery of the Strategic Documentation, where costs are to be incurred for specific programmes of work the appropriate decision-making process will be followed to obtain approval for any associated spend.

(A) Revenue Costs

There are no direct revenue implications associated with this Strategic Documentation Report. All programmes of work highlighted will either be fully funded through existing resources or will be reported to Members for additional funding and approval before commencement. It should be noted that the strategy covers areas of activity that are funded by the dedicated schools grant and some that are funded by the council's general fund. When individual proposals and reports come forward this distinction will be made in order to support informed consultation and decision making. This will be particularly important re the High Needs Funding Block that is under considerable financial pressure at the current time and which is the subject of quarterly reporting to both cabinet and council and which could have a significant long term impact on both funding sources.

(B) Capital Costs - None

Implications of the Proposals:

Resource Implications (Financial, IT, Staffing and Assets): No direct implications due to the delivery of the Strategic Documentation, where these are to be incurred for specific programmes of work the appropriate decision-making process will be followed to obtain approval for any associated resources required.
Legal Implications: There are no legal implications
Equality Implications: Equality Implications will be considered in detail as the programme for the delivery of the Strategy is developed
Climate Emergency Implications:

The recommendations within this report will	
Have a positive impact	Y
Have a neutral impact	Y
Have a negative impact	N
The Author has undertaken the Climate Emergency training for report authors	Y

It is envisaged that the strategy will have a positive impact (or at the very least neutral impact) on the current climate emergency by engaging / informing and educating children and young people (and their families) about the effects of climate change and ways to reduce its impact, through curriculum and extra curriculum content.

As well as teaching and training the next generation of researchers, scientists, conservationists, planners, and educators etc who will all help longer term come up with new and innovative ways to reduce emissions, do things differently and help protect the planet.

Contribution to the Council's Core Purpose:

<p>Protect the most vulnerable:</p> <p>The strategy has a section dedicated and focused on supporting the most disadvantaged to ensure that their life chances are not impacted on, as well as focusing on Children & Young People Not in education, training, or activity unknown in Sefton.</p>
<p>Facilitate confident and resilient communities:</p> <p>This strategy aims to further develop a partnership approach to service delivery in conjunction with our communities, ensuring alignment to key principles of inclusion as well as recognising the role of voluntary organisations.</p>
<p>Commission, broker and provide core services:</p> <p>The strategy sets out a strategic direction and clear priorities for educational services over the next five years</p>
<p>Place – leadership and influencer:</p> <p>The strategy supports the wider 2030 vision for Sefton</p>
<p>Drivers of change and reform:</p> <p>This strategy supports the delivery of the Council's ambitious change programme and 2030 vision.</p>
<p>Facilitate sustainable economic prosperity:</p> <p>The strategy is designed to support the wider Growth priorities of the Council by ensuring all children receive an education which enables them to reach their potential, have a clear pathway to further education, employment and engage positively with</p>

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others in their community.
Greater income for social investment: The potential for added Social Value will be included within the underpinning work programmes where appropriate
Cleaner Greener Many of the core themes within the strategy, such as having High Quality Curriculums, will contribute to a wider community understanding of the effects of and ways to reduce carbon emissions within Sefton.

What consultations have taken place on the proposals and when?

(A) Internal Consultations

The Executive Director of Corporate Resources and Customer Services (FD.6955/22) and the Chief Legal and Democratic Officer (LD.5155/22) have been consulted and any comments have been incorporated into the report.

(B) External Consultations

Consultation has taken place with

- Children & Young People
- The Parent & Carer Forum
- Parents, Carers, family members and the wider community / partners
- Early Years providers, Schools, Colleges, and other settings
- Head Teachers / Sefton Association of Primary & Secondary Headteachers

Implementation Date for the Decision

Following the expiry of the “call-in” period for the Minutes of the Cabinet Meeting

Contact Officer:	Nicola Robson
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Appendices:

The following appendices are attached to this report:

Draft Education Excellence Strategy for Sefton 2022-2027

Background Papers:

There are no background papers available for inspection.

1. Introduction/Background

- 1.1 The local authority has a clear statutory duty to promote Education Excellence and the highest standards for all Sefton children; irrespective of what establishment they attend. These duties are outlined in recently Published key documents by the Department for Education.

Schools White Paper, 28 March 2022 - The White Paper covers teaching and leadership in schools, preventing and tackling under-performance, curriculum reform, governance & standards, and fair funding for schools, which is the subject of a separate consultation. Every school to become an academy.

SEND and Alternative Provision (AP) green paper: responding to the consultation The green paper has been published alongside a white paper: Opportunities for All: Strong Schools with Great Teachers for Your Child. It sets out the government's vision for new attainment targets in literacy and numeracy, an academy-led education system and a drive to increase attendance).

A combination of the statutory duty and the newly published documents combined with the need to refresh the current strategy, has resulted in the consultation and creation of this draft strategy.

- 1.2 The Education Excellence Strategy for Sefton 2022-27 is intended to be an overarching plan which articulates the council's ambitions of helping every young person in Sefton to unlock the door to more choices and opportunities. It is based on key priorities identified within the 2030 Vision for Sefton, Sefton's Health & Wellbeing Strategy 2020-2025, Sefton's Children & Young People Plan 2020-2025 and Sefton's Joint Strategic Needs Assessment.

This high-level strategic document is split into four key priorities

- Excellent teachers supported by excellent staff
- Raise achievement and ensure young people have the life skills to prepare for adulthood
- All Children and young people achieve their full potential people
- School Systems to Support Children and their Families

- 1.3 Each of the priorities has a series of key actions within them which collectively seek to help deliver a vision of Excellence in Sefton - All children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.

- 1.4 These actions are contained with a plan from page 13 onwards of the document, which sets out how the Local Authority and its partners will deliver over the coming years. (The plan purposely has blank space available to allow individual schools and the Sefton Schools Improvement Groups to use it as a live document, as well as naming the lead teams from the Local Authority for the areas of work).

2 Strategy Development

- 2.1 Significant engagement activity has been undertaken to ensure alignment of the key priorities within the strategy to core priorities within the outlined publications from the Department of Education and 2030 vision for Sefton along with other key Sefton documents.

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- 2.2 Consultation took place over a five-month period to ensure that the views of a wide range of individuals, educational establishments and their senior staff and partners was gathered via an online survey, virtual discussion, face to face meetings and workshops. The culmination of which is the document presented.
- 2.3 Over the next five years the delivery of the Strategy will be reflected in the development of key programmes of work. The progress and impact of the strategy will be driven through the current Education Governance structure, as well as other boards or subgroups as required, which will be accountable for the delivery of the priorities outlined in the Strategy. This progress will be reported regularly and where required by exception.
- 3 Next Steps
 - 3.1 Following strategy approval the document will be published and shared widely with schools, colleges, providers, parents, carers, young people and partners.
 - 3.2 Each service with Education Excellence will focus on the key priorities in their service plans which will include measurable outcomes to evidence impact and improvement.
 - 3.3 The task and finish group will meet in January to develop the implementation plan linked to the four key priorities. This will be discussed in the School Improvement Groups and then agreed.
 - 3.4 The work streams will be monitored and reported regularly to ensure that the children and young people in Sefton are indeed receiving the highest standards possible.
 - 3.5 The Strategy has been presented to Overview & Scrutiny Committee (Children's Services and Safeguarding) and Cabinet for approval, with immediate adoption following the mandated call-in period. This has been confirmed.
 - 3.6 The strategy and implementation plan will formally be launched on 24th March at the PDC, Formby.

Education Excellence Strategy for Sefton

2022 - 2027

Education and training will enable every young person to unlock the door to more choices and opportunities

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Foreword

Welcome to the 2022-2027 Education Excellence Strategy for Sefton.

On the 28th March 2022 the Government published the **'Opportunity for all: strong schools with great teachers for your child'** White Paper. The White Paper sets out proposed reforms to the education system, focuses on providing an excellent teacher for every child, delivering high standards of curriculum, behaviour and attendance, targeted support for every child that needs it and a stronger and fairer school system. A key focus of the white paper is helping all children meet their potential with the right support at the right time, to ensure every child is supported with their education and broader development and well-being as we come out of the pandemic and beyond. In addition to this a **SEND Green Paper** has also been published outlining details of a reformed Special Educational Needs and Disability (SEND) education system which sets out to improve provision and inclusivity, to support children with SEND in mainstream and specialist settings to ensure consistently high standards in line with new national standards. The Green paper seeks to address three key challenges for children with SEND which are

- poor outcomes for children and young people with SEN or in alternative provision
- navigating the SEND system and alternative provision is not a positive experience for children, young people, and their families and
- Despite unprecedented investment, the system is not delivering value for money for children, young people and families.

It is with these 2 Government papers as the backdrop that I am pleased to share with you the 2022-2027 Education Excellence Strategy for Sefton, and I welcome the emphasis on helping all children meet their potential .

In Sefton our children and young people are the future and as such should have access to outstanding early years opportunities and receive the best quality education and support to engage positively with others in their community. Young People have told us we need to instil the right life skills and not judge them by numbers and grades only. We want our children and young people to enjoy learning, make good progress which will enable them to aspire to achieve the highest outcomes so that every child and young person has a successful transition to adulthood. We will do this by working in

partnership with our early years providers and schools to ensure first class education opportunities.

In developing this strategy, we have considered our Joint Strategic Needs Assessment and reflected on many of the plans and previous engagement activity within Sefton including the Children and Young People's Plan, the Emotional health and Wellbeing Plan as well as our partnership Vision for 2030. In doing so we have linked closely to the four themes in the Children and Young People's Plan – Heard, Happy, Healthy, Achieving.

Our vision is that, 'All children and young people should receive an education in Sefton which enables them to reach their individual potential and to engage positively with others in their community' is echoed throughout all our intended actions and impact.

Over the last two years we have made significant improvements across our Local Area respect of SEND and our work with schools during the pandemic has meant that the approach to partnership working has never been stronger. We intend to build on this partnership approach and ensure that children and young people are at the forefront of our recovery plans.

Our partnership working is key to ensuring the success of the strategy and ensuring that all our children and young people succeed. We will work closely with our partners and link closely to the Children and Young People's Plan to ensure a joined-up approach that supports all our children and young people's life chances.

The strategy demonstrates the Council's role in system leadership, facilitating school leaders to lead school improvement and school to school support and sets out the clear priorities which will address the key themes and measure the progress towards the key actions.



Councillor Diane Roscoe
Cabinet Member, Education Excellence

Background Sefton 2030 Vision

Sefton Council led on the development of an exciting partnership vision for the Borough of Sefton called Sefton 2030. When developing the vision partners worked closely with our communities, including children and young people, to understand what was important to them. This is our single strategic and overarching partnership approach for the borough.

Sefton Health and Wellbeing Strategy – Living Well in Sefton 2020-2025

Sefton’s Health and Wellbeing Strategy takes an all-age approach (Start Well, Live Well, Age Well) to meaningful health and wellbeing for the people who live in Sefton. The overarching aims for Start Well are:

- Every child will achieve the best start in their first 1001 days
- Education and training will enable every young person to unlock the door to more choices and opportunities
- Every child and young person will have a successful transition to adulthood

In 2025 we will know if we have made a difference by raising the percentage of children achieving a good level of development from 69% to 74%; continued to reduce the proportion of our 16 – 17 Not in Education and Training (NEET) and improved the experience of transitions as measured by our annual survey and having a fully adopted joint transitions pathway.

Sefton Children and Young People’s Plan 2020/2025: My Sefton, Happy, Healthy, Achieving, Heard

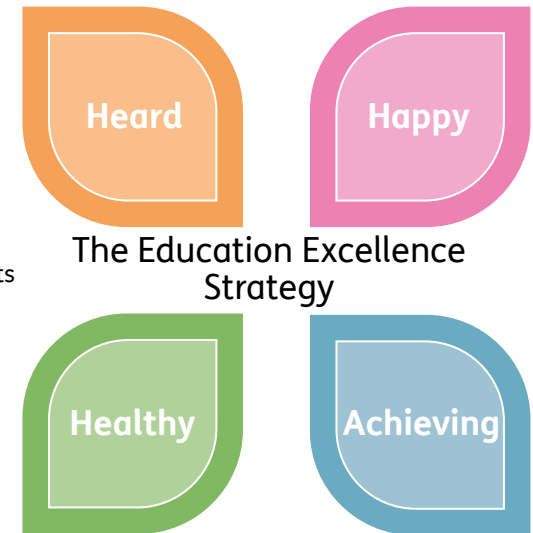
This plan sets out how we intend to maximize the health and wellbeing of all our children and young people living in Sefton.

Sefton Council, NHS South Sefton Clinical Commissioning Group (CCG) and NHS Southport and Formby CCG, have agreed a series of priorities for future services and support. These priorities are based on what children, young people and their families have told us of their experiences and what we know about their current care.

We used Sefton’s Joint Strategic Needs Assessment to inform the plan to seek to ensure that children and young people’s needs are understood and met. It is based around the four themes of:

- Heard
- Happy
- Healthy
- Achieving

The Education Excellence Strategy is based around these four themes and our plan will reflect and complement its priorities and outcomes.



Emotional Health & Wellbeing Strategy

The mental health of children and young people has been disproportionately impacted by the pandemic, adding to an already worsening national trend of mental health decline. Approximately 200,000 young people are referred to specialist mental health services each year in England which places these services under considerable pressure. Poor emotional health and wellbeing in childhood can have a lasting impact into adulthood. Having a trusted adult that children and young people can confide in is important, especially if the child or young person has experienced, or is at risk of experiencing adverse childhood experiences.

High levels of inequality are also damaging to mental health and emotional well-being. Growing up in deprivation means an increased risk of chronic exposure to stress and adverse conditions. These can have lasting impact on the mental health and wellbeing of someone across their life course and lead to the disproportionate burden of mental ill health being experienced by our most vulnerable residents.

Sefton has made good progress over recent years in improving and expanding its service offer to children and young people – including KOOTH, Mental Health Support Teams, etc - ensuring it meets their needs and is accessible to all. We will continue to work with education to improve their ability to support children and young people to stay in education. Part of this will include ensuring that schools and colleges implement all new guidance/initiatives and best practice in a structured and impactful way. Consistency and equitable coverage is key when considering the education practices in order to benefit children and young people regardless of where they are in Sefton. This work will complement the Sefton Children and Young People’s Emotional Wellbeing Strategy 2021-26 and the Children and Young People’s Plan 2020/25.



Education Excellence in Sefton – Vision

All children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.



Education - National Context

The Department for Education strategy 2015 to 2020: world-class education and care has yet to be updated. The COVID 19 pandemic impacted significantly on children's school life and this led to education attainment data not being gathered at local area and national level during 2019-2020 and 2020-2021. Schools continue to assess and monitor attainment and progress locally. Young people were assessed at GCSE and A Level in 2019 – 2020 through the Centre Assessment Grades (CAG) and awarded grades accordingly. In 2020 – 2021 GCSE and A Level grades were awarded through Teacher Assessed Grades (TAG).

The local authority has clear statutory duties to promote excellence and the highest standards for all Sefton children; irrespective of what establishment they attend and this includes; -

Schools White Paper, 28 March 2022 - The White Paper covers teaching and leadership in schools, preventing and tackling under-performance, curriculum reform, governance & standards and fair funding for schools, which is the subject of a separate consultation. Every school to become an academy.

SEND and Alternative Provision (AP) green paper: responding to the consultation The green paper has been published alongside a white paper: Opportunities for All: Strong Schools with Great Teachers for Your Child. It sets out the government's vision for new attainment targets in literacy and numeracy, an academy-led education system and a drive to increase attendance.

The Education and Adoption Bill - this introduced measures to improve school standards across the country, as part of the Government's commitment to delivering real social justice. These measures are intended to speed up the process by which failing maintained schools become sponsored academies, ensuring there is no delay in giving children the education they deserve.

The Special Education Needs (SEN) Code of Practice January 2015 outlines the statutory duties of head teachers and principals, governing bodies, school and college staff, SEN coordinators and early education providers providing for pupils with SEN through the graduated approach to meeting needs from Quality First Teaching through to the Education, Health and Care Plan, (EHCP) assessment and review process.

There were an estimated 797,000 young people in the UK who were NEET in October to December 2020; this increased by 39,000 compared with July to September 2020 and was up by 34,000 compared with October to December 2019.

The new National Disability Strategy came into force on 28th July 2021. It sets out to improve the lives of all people with disabilities. It is split into four parts including the introduction; part 1 the immediate commitments to improving disabled people's lives; part 2 including people in policy making and service delivery and part 3 which focuses on a summary of the actions each government department will take.

The education section focuses on a review of actions to improve outcomes for children with SEND; increasing funding; extending continuing professional development and investing to strengthen parents and young people's participation; improving supported internships and increasing the number of disabled people undertaking apprenticeships

Education – Local Context

Over recent years the educational landscape has changes, the local authority (LA) exercises a range of roles and responsibilities with local education providers. The LA works positively with maintained faith and community schools, alternative provision, early years settings, special schools, academies, sponsors, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision. We view the local authority as the system leader and a champion for all the learners in the borough. Our approach to excellence in education and learning is a collaborative one, working in partnership with key groups to improve knowledge and expertise across the borough.

Covid 19 Pandemic

Throughout the pandemic Education Excellence teams worked closely with schools providing both support and challenge. Together they implemented new ways of working, some of the changes that have taken place include the creation of the Education Collaborative Group, born out of the weekly Covid Schools' and Children's Services Cell Group.



All schools experienced disruption during this period and the majority of children and young people in Sefton have had a period of time when they were not in school but accessing remote learning and as a result their learning was disrupted. The pandemic had a massive impact on the emotional health and wellbeing of many children and young people and through our Emotional Health and Wellbeing offer we are working hard to ensure they can access support early and that our schools are equipped to support them.



40,374
CHILDREN AND
YOUNG PEOPLE

EARLY YEARS CHILDREN

- Jan 21 census we funded:
720 x 2 yr olds and 3757 x 3/4 yr olds
(on the universal 15 hrs offer)
Total of 4477 children.

(Also to note that the figures for Jan 21 were low, due to slightly reduced funding claims due to the pandemic).

- 38,123 pupils on roll across primary, secondary and special schools

ETHNICITY

- 10% of the school children in Sefton are of Black, Asian, or Minority Ethnic (BAME) heritage compared to 34% Nationally
- 6% have English as an additional language (EAL) (up slightly on the previous year), compared to 19% Nationally and 15% in the Northwest

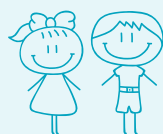
OCTOBER 2021 SCHOOL CENSUS DATA

- Total school population 40,047 Children
- Number of children with an Education, Health & Care Plan 3.6% (1432)
- Number of children with SEN support 12.1% (4,839)
- Number of children receiving no extra support 84.3% (33,776)



102
SCHOOLS

- 3 Nursery Schools
- 3 Infant Schools
- 2 Junior Schools
- 70 Primary Schools
- 19 Secondary Schools
- 5 Special Schools
- 2 pupil referral unit and 1 14 to 16 college
- 1 School Improvement Board
- 6 school improvement groups
- Education Collaboration Group
- SAPH - Sefton Association of Primary Headteachers
- SASH - Sefton Association of Secondary Headteachers



222
EARLY YEARS
PROVIDERS

- 45 nurseries
- 25 pre-schools
- 71 childminders
- 23 standalone holiday playschemes/out of school clubs
- 55 schools with nurseries(maintained/academies)
- 3 independent school nurseries



86%

Early Years settings to be judged by Ofsted to be good or better



78%

Of Schools judged by Ofsted to be good or better



3.5%

SEND NEET for 16-24 year olds has reduced 2.5% year on year

Children and Young People Not in Education, Employment or Training (NEET)

The NEET Reduction and Early Intervention Service commissioned by Economic Growth and Housing in 2019 and delivered by Career Connect has enabled the Council to deliver an innovative approach to support its Statutory Duties to ensure all young people have an offer of education or training in September and are supported to overcome barriers to progressing into learning or work that meets the with Participation threshold. In addition, it has also enabled the Council to focus on earlier interventions with young people at risk of becoming NEET when they reach 16, through promoting retention and preventing disengagement of young people in years 9, 10 and 11.

Three years into the contract we are now seeking the outstanding progress that has been achieved. Sefton are ranked 1st against its statistical neighbours, 1st within the LCR and 3rd Nationally (out of 152 local authorities) for its NEET and Not Known rates.

In the last 3 reporting quarters up until the end of August 2022, for the academic age 16/17 NEET and Not Known combined measure there has been a consistent reduction of NEET. Despite being in the highest quintile of deprivation nationally, Sefton has continued to improve year on year in reducing NEET and Not Known rates this is largely due to the early intervention and tracking, we have the best performance in the Liverpool City Region area and are consistently better than North West and England Averages.

We will continue to strengthen outcomes for young people in vulnerable groups. In the last year we have seen an increase in mental health barriers with 60% of NEET cohort identifying this as the cause of them being NEET. We have also seen an increase in refugee referrals into Sefton including young people from Ukraine. While we have seen our 'generic' NEET young people numbers fall in Sefton, we have seen the proportion of 16-17 NEET/NK in a vulnerable group grow and these young people now make up 35% of the total cohort (71 out of 201).



We recognise that transition from education to work is becoming longer and more complex, a result of a shifting youth labour market, impact of covid and access to mental support services to help young people. This inevitably makes tracking participation through various services, and ensuring young people receive the support they need, more difficult. Currently in Sefton our Not Known rate is 0.53% 16/17 (30 yp/cohort is 5664) 16-8 NK rate is 0.65% (94 yp/cohort 8412).

We will continue to put young people at the centre of our delivery. We have seen significant increases in all vulnerable cohorts which has increased demand for our service and consequently puts pressure on our resources. However, we are passionate about improving the outcomes for all Sefton young people particularly challenging the inequalities within vulnerable groups and ensuring we work together to drive social mobility by enabling more young people to access and succeed in education, training, and employment.

A sharper focus on the disadvantaged

The priority across Sefton and the wider partnerships is to sharpen our focus on the most disadvantaged groups of children in our education settings and communities. We know that children and young people with SEND; children and young people eligible for free school meals (FSM); looked after children (LAC); Black, Asian and Minority Ethnic (BAME) groups and those in need of protection still perform less well than their peers. This has a negative impact on their life chances.

- We will hold high aspirations for these children and work together across all education settings and across the system to improve their life chances.
- We will collectively act as champions for vulnerable children and young people by using achievement, attendance and exclusion data, safeguarding intelligence and learner and parent/carer voice data to support and challenge each other when we recognise that these children and young people are not being well served.
- We will target our resources to improve outcomes and opportunities for these children and young people, using evidence-based approaches to secure improvements.
- We will strive to ensure that as many of our young people in Sefton continue to participate in education, training or employment after the age of 16 through tracking their participation rates and ensuring that rates of NEET are kept as low as possible
- We will continue to ensure that additional support for NEET young people who are vulnerable are supported from the age of 14 to enable them to re-engage in learning We will learn from each other and share what is working well to secure outcomes for all children regardless of their educational or physical needs, their family background, the school they attend or the neighbourhood where they live.
- We will work in partnership with our schools, Children's Social Care and other partners to ensure that all our care leavers are supported in making the right choices for their future education or training enabling them to make a positive transition.

- We will ensure there are pathways for young people whose education outcomes have missed their full potential to re-enter education, training or employment after the age of 19 which build upon their employability and enable them to move into sustainable prosperity



4 PRIORITIES



PRIORITY 1

Excellent teachers supported by excellent staff



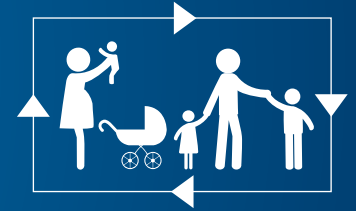
PRIORITY 2

Raise achievement and ensure young people have the life skills to prepare for adulthood



PRIORITY 3

All Children and young people achieve their full potential



PRIORITY 4

School Systems to Support Children and their Families

Education Excellence – Priorities

Key to achieving our priorities - We have drawn our priorities from the White paper 'Opportunities for All' in collaboration with key stakeholders.

Priority 1. Excellent teachers supported by excellent staff (Excellent teacher)

We know high quality education is the greatest liberator so want all pupils to be taught by excellent teachers and make at least 'good progress' in every year of their education. Teachers will be supported by a fully trained workforce enabling them to provide outstanding teaching and learning.

This can only be achieved through partnership work with key partners including Sefton School Improvement Group, School Improvement Board, School Centred Initial Teacher Training, research schools, hubs and ensuring high quality professional development opportunities for all staff. Giving all teachers and school leaders access to world class evidence based training and professional development at every stage of their career will help recruit and retain high quality teachers.

In Sefton we realise the quality of teaching is the single most important school factor in improving outcomes for children, especially those from disadvantaged backgrounds. Leadership and classroom teaching influence children's learning.



We will:

- Support school leaders and staff in ensuring a culture to address well-being and take account of teacher workload
- Ensure a robust system of challenge and support where all teachers work in a good or better setting and a high quality workforce is retained across Sefton Children's Social Care
- Collaborate with school leaders and stakeholders to ensure the recruitment and retention of effective practitioners in order that the education system in Sefton provides an inclusive education, good outcomes, meets the needs of all children and raises their aspirations preparing them for the next stage in their education and lives.
- In partnership provide a range of evidence based, effective continuing professional development programmes e.g. Support with Early Career Teacher, quality leadership development programme, National Professional Qualification, research projects, trauma informed practice
- Engage with and support schools to engage with the new Leadership Special Educational Needs Coordinator NPQ proposed by the SEND Green Paper
- Ensure a system wide approach to whole school development in relation to school staff's SEND knowledge and training received.
- Adopt the Family Valued approach which aims to work restoratively and relationally with children and families in a way which respects and values their experience.

Priority 2. Raise achievement and ensure young people have the life skills to prepare for adulthood. (High quality curriculum and attendance, behaviour)

Every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour. We will work with all partners, parents/ carers and schools so that Sefton's children and young people are educated in the setting or school which is right for them and which best meets their needs. There will be a broad and balanced curriculum equipping them with the life skills they need to be independent and successful as an adult. Pathways will prepare young people for education, employment and training. The focus will be on ensuring our children leave school with the right skills and opportunities to achieve which will also value the contribution of sport, cultural, social and health education, how to deal with bullying and strategies to promote their health and wellbeing. Learning does not stop once a young person leaves school and we want them to have the desire and opportunities to keep on learning and developing.

Key to success is collaboration with school leaders, providers and stakeholders to ensure that the education system in Sefton provides an inclusive education that delivers excellent outcomes, meets the needs of all children, young people, raises their aspirations and prepares them for the next stage in their education and lives. We will support collaborative hubs for training, transition between schools, and sharing best practice through the Virtual School, Inclusion team, and multi-agency forums so that our children benefit from teachers and practitioners who work together to support each other and share knowledge and expertise.

We recognise the impact poor attendance/regular absence has on children's' safety, attainment and behaviour. A key priority in Sefton is to ensure that all pupils attend school regularly. We will work with colleagues in schools and Children's Social Care to ensure families are supported where their circumstances create a barrier to attendance.

We will:

- Collaborate with partners and early years providers to promote school readiness
- Support all early years settings to develop a broad ambitious curriculum underpinned by strong foundations to secure the basics of literacy and numeracy.
- Practitioners will ensure the voice of the child is heard to identify their interests, motivators and characteristics of effective learning and use this to good effect in promoting or accelerating progress
- Monitor the attendance and outcomes of our most vulnerable children in order to plan and implement strategies to address their particular needs and improve outcomes
- Through our robust system of challenge and support ensure that every school has a well designed and sequenced curriculum which builds knowledge in a broad range of subjects.
- Will recognise the importance of schools in the collaborative process to work with key partners e.g. regional hubs to provide guidance and training on the quality of provision of reading and mathematics
- Work with Department for Education and schools to address poor attendance and identify specific areas in need of improvement
- Collaborate with schools and behaviour hubs to strengthen and outline approaches to behaviour, interventions and services, to support early years' settings and schools to ensure the needs of all children and young people are identified early, understood and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.
- Develop an Inclusion Strategy that sets out the approaches and support available to, and standards expected of, mainstream settings in supporting their pupils' learning needs.
- A senior mental health leader in every school by 2025
- Support inclusive and innovative practice that promotes the wellbeing and emotional health of our children and young people
- Support young people so they are aware of the variety post-16 pathways which help address local skills needs and prepare them for the next stage in their education and adult life.

Education Excellence Strategy for Sefton 2022 - 2027

- Partner with setting, schools a, colleges and providers to provide effective transitions at all stages
- Further develop our borough-wide partnership approach across all phases of education to provide young people with access to clear pathways that link education to the world of work in a way that is relevant to the local labour market including regeneration and investment programmes
- Develop local processes in line with the proposed national standards for SEN in relation to transition to ensure consistent, timely, high -quality transition preparation for children and young people with SEND.
- Continue to develop the supported internships and traineeships programmes to provide more young people with SEND with the skills they need to secure and sustain paid employment.
- Develop opportunities to consider the impact of sustainability through climate education, green skills and career opportunities
- Collaborate with schools and behaviour hubs to strengthen and outline approaches to behaviour, interventions and services, to support early years' settings and schools to ensure the needs of all children and young people are identified early, understood and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.



Priority 3. All Children and young people achieve their full potential (Targeted support for every child who needs it)

A great start will shape children's lifelong health and wellbeing. In collaboration with key partners including health and social care we will ensure all children have good social and emotional support. Together we will support and sustain improved all round outcomes for every child including the disadvantaged which narrows the gap.

We want all children to have the best life chances, including those with SEND and those from disadvantaged backgrounds. We will enhance joint commissioning of support between education, health and care services for children with SEND to ensure services work together effectively. Attendance and progress of our Children in Need will be monitored so that we can best understand their needs and plan effective measures of support We will ensure all children will have access to an educational setting that is appropriate to their needs.

Every child in Sefton who falls behind in English or maths will get the right support to get back on track.

We will:

- Challenge aspirations and ambitions for all children and young people dispelling misconceptions by supporting children and young people to achieve their goals
- Listen to children's and their families' voices to get the right support and help at the right time
- From the earliest point in a child's life provide families with timely access to support so their experience improves and the needs of their children are identified early and effectively met
- Collectively act as champions for vulnerable children when we recognise that they are not being served
- Incorporate the views of children and young people with SEND, children looked after and children with a social worker in order to minimise barriers to learning and ensure the holistic development of children and young people

- Through training and development, we will maximise the effectiveness of quality first teaching and assessment to promote swift identification of need and target appropriate, evidence based intervention
- Direct schools to the Department for Education recommendations around the effective use of pupil premium funding to improve the outcomes of disadvantaged children
- Collaborate with settings and schools to ensure quality transition for all pupils at each key stage with the opportunities for personalised programmes where needed
- Ensure schools are fully aware of their responsibilities to keep all parents/carers informed of their child's progress when they are falling behind and what is being done to address this
- In partnership with schools and children's services be aspirational for the outcomes for children looked after
- Implement the National Standards for SEND that the government reforms will introduce to ensure consistency of how needs are identified and met at every stage of a child's journey across education, health and care.
- Implement planned new requirements to create and distribute an alternative provision-specific budget to give alternative provision schools the funding stability to deliver a service focused on early intervention, and work with those provisions to adhere to the performance framework which will be in place.
- Develop a local Inclusion Plan in line with Green Paper recommendations
- Provide children and their families with the right support at the right time

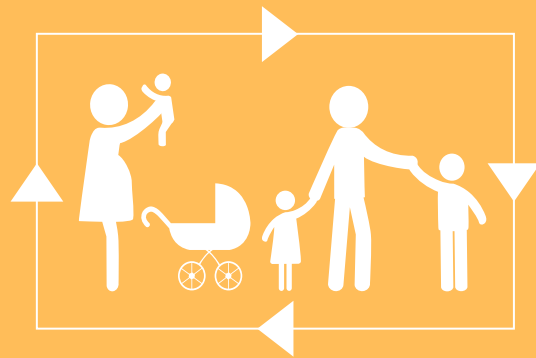


Priority 4. School Systems to Support Children and their Families (A stronger and fairer school system)

We wish to ensure our Sefton family of schools are fully prepared for this transition. We aim to achieve this through the actions laid out in priorities 1, 2 and 3. Sefton wishes to work in partnership creating an optimum environment for schools to realise their potential and succeed in these areas on their journey to become a member of a strong trust.

Sefton will utilise the opportunities given as part of the Opportunity Areas programme. This will support the adoption of the family valued approach enhancing a joined-up approach with all key partners to secure the best outcomes for children.

All children in Sefton will benefit from high quality and inclusive education, school improvement, strategic governance, financial management and workforce.



We will:

- Ensure sufficiency of places for ALL children
- For pupils with EHC Plans, in line with planned SEND Green Paper reforms, where a pupils requires placement in specialist provision, the local Inclusion Plan will set out the provision available within the local area, in order to provide families with a tailored list of schools that are appropriate to meet their needs.
- Continue and further develop a collaborative system of working with MATs
- Design and deliver a revised strategic school improvement system which reflects a collaborative and system led approach
- Continue to support and challenge Schools Causing Concern and grow capacity to deliver effective support and challenge around quality school improvement
- Use data and local intelligence effectively to identify key strengths and areas for development to enable us to address inconsistencies, share best practice and drive up standards
- Further enhance the partnership working with School Improvement Groups building on the successful projects undertaken by them
- Continue to grow and develop the partnership work with the Research School to provide evidence based support
- Work in collaboration with schools and academies to provide places for all children in good or better settings and schools
- Engage with the planned new national and local SEND data dashboards to ensure that the right information is collected in the right way at the right time to enable timely responses to local needs.
- Implement planned changes to the SEND national funding system to ensure the most effective use of high needs funding to support schools.

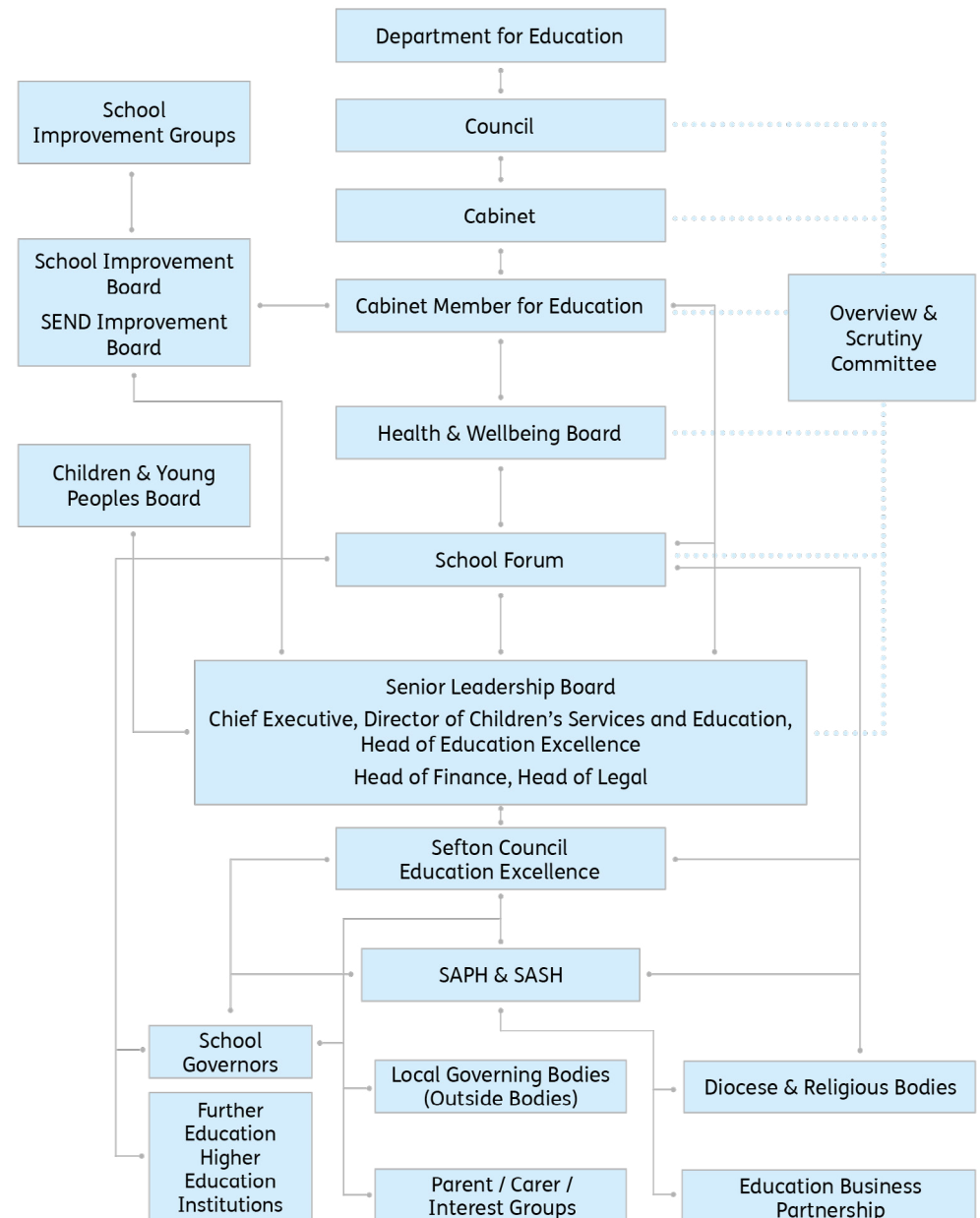
How will we make this happen?

Governance:

Strong governance is essential to success and Education Excellence is answerable to several boards including SEND Continuous Improvement Board; Emotional Health & Wellbeing Board; School Improvement Board as well as the Overview and Scrutiny Committee of the Council.

Each of the priorities is underpinned by action plans linked to the four key themes of Heard, Happy, Healthy, Achieving and reviewed each year. Progress against the priorities will be reviewed and monitored regularly to ensure that our approach is responsive to emerging needs, challenges and opportunities.

Good governance and accountability is a two-way relationship and where Sefton has concerns regarding the provision in schools, the process as set out in Sefton's Arrangements for Monitoring and Intervention of School Performance will be invoked.



Partnership:

If we are to succeed in our ambitions, then we need to build on the excellent relationships established over the last year. We will work with all partners, parents/ carers and schools so that Sefton’s children and young people are educated in the school which is right for them and which best meets their needs. It is essential for all partners to work together to help Sefton achieve the vision that, **‘all children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.’**

Effective collaboration and partnership with Teaching Hubs, Multi Academy Trusts (MATs), standalone academies and all other schools will support raising pupil outcomes.

Partners have a key role in enabling children and young people to be the best they can be. Partnership working with secondary schools, colleges, providers and local businesses will have crucial roles in ensuring that our young people are able to develop the skills and attributes through aspirational courses that enable them to be successful in the workplace.

Alongside our academic ambitions is the need to work with Public Health, the Clinical Commissioning Group and other health partners to prioritise the mental health and wellbeing of all children and young people particularly as we recover from the Covid pandemic.





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Report to:	Health and Wellbeing Board	Date of Meeting	7 th December 2022
Subject:	Sefton Health Communications, Engagement and Information Group: Quarterly update to HWBB		
Report of:	Laura Gibson, Communications and engagement manager	Wards Affected:	All
This Report Contains Exempt / Confidential Information	No		
Contact Officer:	Laura Gibson.		
Email:	Laura.Gibson@southseftonccg.nhs.uk		

Purpose / Summary of Report:

This quarterly report provides members of the Health and Wellbeing Board with an update on the work of Sefton Health Communications, Engagement and Information Group (SHCEIG).

Recommendation

That the board receive and note the contents

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Sefton Health Communications, Engagement and Information Group: Quarterly update to HWBB

December 2022

Introduction

This quarterly report provides members of the Health and Wellbeing Board with an update on the work of Sefton Health Communications, Engagement and Information Group (SHCEIG).

SHCEIG was mandated by Sefton Health and Wellbeing Board to support the delivery of joint priorities from the HWB strategy and Sefton2gether. The group has formalised a Sefton wide network for the co-creation and cascade of health and care communications, whilst addressing inequalities in health communication. Its roles include supporting the development and delivery of a communications and engagement strategy for Sefton Partnership, led by the Local NHS/LA Senior Communications & Engagement Group.

SHCEIG is currently chaired by Sefton's head of communications and engagement for NHS Cheshire and Merseyside and it meets fortnightly, soon to change to monthly. Members comprise communications and engagement representatives from local NHS services, the council, and representatives from Sefton CVS and Healthwatch Sefton.



Update

Achievements since last report (September 2022)

- Sharing and co-ordinating the winter comms plans for Sefton working with partners and NHS Cheshire and Merseyside, including COVID-19 and flu vaccinations - ongoing until March 2023. Comms toolkits are being shared.
- Shared and received feedback on the co-produced Sefton Partnership communications and engagement strategy. This is now being reviewed with further feedback and looking at in line with the NHS Cheshire and Merseyside engagement framework.
- Supported the promotion of COVID-19 vaccinations and health checks on the Living Well bus organised by Cheshire and Wirral Partnership NHS Foundation Trust to target Sefton communities with lower vaccine uptake.
- Promoted the Sefton Council's cost of living website page to assist residents with fuel and energy bills, FAQ and warm spaces: <https://www.sefton.gov.uk/costofliving>
- Shared and promoted Sefton CVS and Sefton Council's warm spaces press release and web page: seftoncv.org.uk/warmspaces, signposting residents to warm places they can go if they are struggling to warm up their homes and to enjoy a hot drink in others company.
- Worked with the group on the market place stalls for our ICB meeting held in Sefton on 29 September. The event went well and we received positive feedback from the board members. We had a wide representation of local

Next steps

- Building on existing work to support residents to understand the pressures to primary care and how to access them since the pandemic, to raise awareness of some new roles within primary care such as social prescribers, paramedics, out of hours service, care co-ordinators, physiotherapists, and pharmacists. This will be promoted to residents and partners in Sefton to highlight the roles and how they can help people.
- Building a more permanent website for Sefton Partnership working with I Merseyside and partners.
- Launch of Sefton partnership stakeholder bulletin to include top news from NHS Sefton place within the ICB and linking to partner newsletters to share their news.
- The draft Terms or Reference for our Engagement Patient and Experience Group (EPEG) are being approved to support the transition to NHS Cheshire and Merseyside – the group will be renamed 'people and communities' and be widened out to add more of our partners and providers to the membership subject to Sefton Partnership approval from March 23.

organisations and providers at the event to showcase the support available to Sefton residents.

- Shared and supported the information of the move to the new Royal Hospital working with LUHFT.
- Shared and promoted the enhanced access service reminding residents that appointments are available in the evenings and at weekends across Sefton.
- We launched the Sefton Partnership interim website in November. This has been shared with partners and feedback is welcomed as we look at a more permanent platform: www.seftonpartnership.org.uk

- We are working on a plan to improve our approach to our communication and engagement strategy to capture the views and wishes of those within our communities.

This will include working with our People and Communities group to ensure the citizen voice is embedded within neighbourhood and place arrangements driving priorities and ensuring public voice involvement in design and decision making going forward.

We will aim to ensure anything we design, deliver and improve will be shaped through co-production with our communities utilising our existing networks for effective reach into communities.

- We aim to ensure that our approach to communication, engagement and co-design continues going forward.

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