

CABINET MEMBER UPDATE		
Overview and Scrutiny (Children's Services and Safeguarding)		
Councillor	Portfolio	Period of Report
Diane Roscoe	Education	February 2023

Attendance

Sefton are continuing to implement the up to date guidance "Working together to improve attendance"

The DFE attendance advisor met with Sefton Council and we have submitted the self-evaluation outlining progress and areas highlighted as needing further development in the implementation of the model.

There have been 4 sessions with governors about attendance and their responsibilities.

Exclusions

There have been 18 permanent exclusions September 2022 to February 2023. This is the same number as the previous year.

SEND

A Casework Officer with specific responsibility for post 16, has now commenced appointment as at 20/02/23; this being key in the additionality needed for service delivery to support March 31st statutory deadline for secondary to post 16 education and young people moving between post 16 institutions.

At mid-point in January the team were working at 50% compliance on new assessments. Given the statutory deadline of 15th February 2023 for children moving placement from nursery to reception and primary to secondary, priorities needed to be redirected towards the new assessments within the overdue cohort of the relevant year groups to enable us to reach 100% compliance on our key transition deadline.

This impacted on our overall compliance with the 20 weeks for new assessments within the month of January to 31.3% achieved. Overdue assessments (at differing stages) equating to 151 cases.

Transition requirements for those children included in the statutory deadline involved completing Educational Health and Care Plan (EHCP) assessments, amending existing EHCPs for Y-1 and Y6 for 147 children either starting or changing setting – 100% were completed by the deadline.

For the children starting in Reception, 91% was named in line with parental preference of schools and for children due to start in Year 7, 89% was named in line with parental preference.

This work also reflected improvement in the current overdue category which is currently 100 over 20 weeks compliance from the date of request for assessment.

325 cases are currently in process of assessment.

School Improvement

School Improvement are nearing completion of the recruitment of school based moderators to support the LA with their statutory function to moderate teacher assessments at key stage one and key stage 2 for 25% of maintained primaries and 25% of primary academies. This has involved all potential moderators being quality assured in their setting by the Service Manager/Strategic Lead for Moderation and then the completion of a national standardised exercises. It is anticipated that 12 moderators for each key stage will support the moderation process which begins May and is completed by the end of June. Several training sessions have taken place to support teachers with their understanding of national standards. There will be cluster workshops to help practitioners identify gaps in learning for their pupils in their year group. The LA Strategic Lead is a member of the NW assessment group to ensure that there is consistency of messages communicated nationally and locally.

Early Years

The profile of the service has been raised leading to several settings and schools receiving targeted support through the protocol process.

Progress has been made with the development and implementation of the 2yr old statutory integrated review including links between the LA, settings, and health professionals. All settings and schools with 2yr olds now have a link community nursery nurse.

In order to support the current and on-going issues with recruitment and retention in the early years' workforce, links have been made with training providers, Sefton in Work, other LA's and secondary schools. The aim of this is to gather wider research and share ideas that will support the development of a recruitment and retention plan for EY.

There is an on-going focus regarding transition throughout this term. A new policy and procedures for transition have been developed.

Up-date on the Early Years Provider Agreement that sets out the expectations of LA and providers in relation to the delivery of the free entitlement has been signed and returned by 90% of providers.

Virtual School

The Virtual School has now commenced its second term with electronic PEPs (Personal Education Plans). The quality in the first term was still variable, but the quality assurance process allows for discussion and further training, and there are several training options, depending on need. Despite staff shortage, all PEPs were quality assured. Regular updates on PEP returns and quality are sent to the Service Manager for Social Care, and PEPs are discussed in team meetings. A competition was held to award a prize to the first team to reach 100% returns. There is a learning curve for all involved and a 'How to' document has been produced to support schools and Social Workers if their PEP falls into the 'Red' category. Data will be added to the Corporate Parenting performance dashboard.

The work of the therapist commissioned as a pilot project through the Well Young Person team is now embedded, with 10 young people currently receiving the service. An impact report will be prepared after Easter and then a decision about continuation of the service will be made.

Educational Psychologists

EPs have audited schools on the subject of emotional based school avoidance (EBSA). This data is being analysed in order to inform a local authority response to concerns in this area. There are ongoing challenges in the recruitment of EPs; existing vacancies have not yet been filled. The Principal EP is working with finance and HR to try to address some of the challenges with recruitment. This is needed given the significant increase in statutory assessments and an increase in demand from schools.

Alternative Provision

Harmonize Academy, which is an outstanding alternative education in Liverpool have also put in a bid to open an alternative provision in Sefton. This will greatly benefit our young people who do not thrive in mainstream education.