



Executive Board

**Thursday, 6 November 2008 2.00 p.m.
Marketing Suite, Municipal Building**

A handwritten signature in black ink, appearing to read 'David W R'.

Chief Executive

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

PART 1

| Item | Page No |
|---|----------------|
| 1. MINUTES | |
| 2. DECLARATIONS OF INTEREST | |
| Members are reminded of their responsibility to declare any personal or personal and prejudicial interest which they have in any item of business on the agenda no later than when that item is reached and, with personal and prejudicial interests (subject to certain exceptions in the Code of Conduct for Members), to leave the meeting prior to discussion and voting on the item. | |
| 3. CHILDREN AND YOUNG PEOPLE PORTFOLIO | |
| (A) POST 16 EDUCATION WITHIN A 14-19 CONTEXT - KEY DECISION | 1 - 6 |
| (B) SPECIAL EDUCATION NEEDS REVIEW - KEY DECISION | 7 - 12 |

*Please contact Lynn Cairns on 0151 471 7529 or e-mail lynn.cairns@halton.gov.uk for further information.
The next meeting of the Committee is on Thursday, 13 November 2008*

In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

| | |
|---------------------------|--|
| REPORT TO: | Executive Board |
| DATE: | 6 November 2008 |
| REPORTING OFFICER: | Strategic Director – Children and Young People |
| SUBJECT: | Post 16 Education within a 14 to 19 Context |
| WARDS: | Boroughwide |

1.0 PURPOSE OF THE REPORT

- 1.1 To provide an outline of the proposed plan for the delivery of Post 16 education within a 14 to 19 context.

2.0 RECOMMENDATION: That

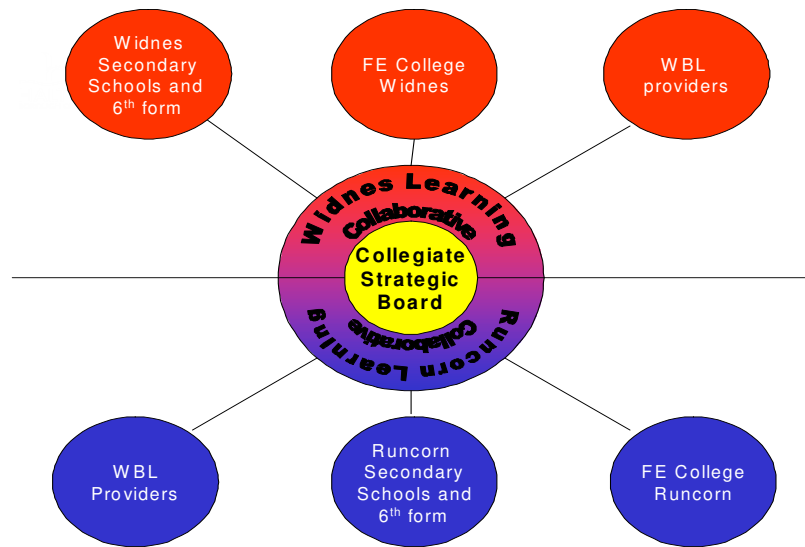
- 2.1 The Executive Board approves the Collegiate model as the delivery mechanism for Post 16 education within the 14-19 curriculum in Halton.
- 2.2 The Executive Board approves the Widnes and Runcorn Collaborations within the Collegiate model.
- 2.3 The design of the model is delegated to the Collegiate Strategic Board.

3.0 SUPPORTING INFORMATION

3.1 Context and Background

- 3.1.1 Halton Borough Council (HBC) and the Learning and Skills Council (LSC) are required to ensure that plans are in place for the effective delivery of 14-19 education. Both organisations are responsible for securing sufficient provision in the Borough to meet the new educational entitlements and the ambition to raise the participation age in education.
- 3.1.2 The key drivers of this new planning framework are:
- Raising standards
 - Delivery of the new secondary curriculum
 - The Machinery of Government (MOG) – specifically the 14-19 planning and commissioning functions transfer to the Local Authority in 2010 from the LSC.
 - Outcomes from “Raising Expectations“ Consultation period March to June 2008
 - Alignment of Riverside College Capital Investment and the Building Schools for the Future programme

3.2 The Proposed Halton Collegiate



WBL – Work Based Learning providers

6th form – Saints Peter and Paul Catholic College Widnes and St Chad's Catholic High School Runcorn

FE – Further Education - Riverside College

- 3.2.1 It is proposed to develop a Collegiate model for delivery of Post 16 education; this will be sited within the 14 – 19 framework. The Local Authority will commission provision through the Collegiate model. The partnership of Riverside College, secondary schools, Work Based Learning providers together with Halton Council will then be in a position by 2013 to deliver the national entitlement. This will include Vocational elements, AS/A Levels, International Baccalaureate (IB) and the new Diplomas.
- 3.2.2 The Collegiate will oversee the strategic development of the Borough-wide offer for Post 16 education within the 14 – 19 framework.
- 3.2.3 Two Collaboratives one in Widnes and one in Runcorn will be formed to oversee specific development of Post 16 education within each learning community.
- 3.2.4 Certain assumptions lie behind the planning, namely:
- Delivery of Post 16 education is a partnership with Riverside College, secondary schools, special schools and Supplementary Centres of Learning (KS4 Gateway, Gateway plus, the Borough Learning Centres and the network of Work Based Learning providers in the Borough)
 - All learners will have access to the full range of high quality Level 3 provision within Halton
 - Movement of students across and out of the Borough will be kept to a minimum
- 3.2.5 Delivery is based on the assumption that Riverside College, all secondary schools, special schools, along with work based learning providers will be centres for 14-19 learning carrying equal status, and working within a Collaborative to deliver the 'Halton offer' to young people.

- 3.2.6 The Borough offer Post 16 will be overseen by a Collegiate Strategic Board of all key stakeholders. Two Collaboratives will then be established, one in Widnes and one in Runcorn, where Post 16 delivery will be coordinated locally.

3.3 Fundamental Framework

- 3.3.1 It is acknowledged that all options and pathways available to young people will constitute the “Borough Offer”, entitlement to which cannot be delivered by any one educational establishment in isolation.
- 3.3.2 The Building Schools for the Future Strategy for Change identifies that schools, Riverside College and work based learning providers are seen as future Centres of 14-19 Learning with equal status, collaboratively delivering a single provider model for young people in Halton. The alignment of all capital investment is crucial to the success of a Collegiate delivery plan.
- 3.3.3 With regard to Key Stage 4 programmes, it is anticipated by the DCSF that by 2013 up to 40% of learners will be studying on one of the 17 new Diplomas available to each year group of 1500 learners. Currently in the first year of roll out the uptake is 0.6% of learners are studying one of the first five lines of learning. Existing providers must plan for the impact of this on their future resource modelling and consider which curriculum options they are best placed to offer learners in the Borough.

3.4 National Context

- 3.4.1 The DCSF is clear in its rationale for the education of young people to the age of 18/19. Its foundation is a “coherent 14-19 phase offering a rich mix of learning opportunities from which young people can choose tailored programmes and gain qualifications appropriate to their aptitudes, needs and aspirations. The key to 16-19 provision is that it must be learner focused, high quality and offer real choice and diversity.”
- 3.4.2 Given this requirement, it is clear that no single institution will be in a position to provide all opportunities that 14-19 year olds need. Local collaboration will be vital. Each educational institution must ensure that every student has access to a personalised, tailored learning programme. The DCSF stress that “It will be in the interests of students who are accessing learning programmes from more than one provider, that institutions act together to raise the standards of the whole.” This means that any proposed development of or change to the educational structure must be considered “in the context of extending the whole local offer rather than at a single institution level”. Government policy is clear in this regard.
- 3.4.3 This becomes even more crucial in the light of the Government’s plan to increase the age of those leaving full time education and training first to 17 in 2013 and then to 18 in 2015. This plan will affect current Year 7 students and younger learners.

3.5 Local Context

- 3.5.1 The Collegiate will provide Halton with a joint management arrangement whereby decisions can be made on the delivery of Post 16 provision within a 14 to 19 context to inform the Local Authority in its commissioning function.
- 3.5.2 It is fundamental to both Central Government and Halton Council thinking that isolated 6th Forms will not be efficient or effective in the new educational context which now puts a premium on working together. To that end it is suggested that the adopted structure be evaluated against these criteria:
- Assurance of highest quality provision
 - Clear mechanisms for assuring significantly improved educational outcomes Post 16
 - Coherence across the whole 14-19 phase
 - Learner focused; giving real choice and diversity; access to the appropriate personalised tailored learning programme
 - Institutions acting together to raise the standards of the whole, with no two tier provision.
- 3.5.4 Collaboration is not new to Halton's educational establishments. The new Diploma developments, for example, are thought by Headteachers to provide an excellent model for effective, coherent collaborative working which plays to both schools' and Riverside College's strengths.
- 3.5.5 There is currently Out-of-Borough drift, in that some students choose to continue their studies Post 16 in neighbouring Council areas.
- 3.5.6 A commitment has been given to the Faith Schools that Roman Catholic Post 16 provision is assured within the Borough, and that the Diocesan requirement for continued Catholic Post 16 provision will be honoured. The Collegiate and Collaborative model does not undermine that commitment; it simply asks that the provision is coordinated with a Borough-wide offer.

3.6 Consultation Process

- 3.6.1 Interviews and discussions have taken place with key stakeholders including Halton's Headteachers, Local Authority, Riverside College Principal, the BSF Programme Director and the Learning & Skills Council.

3.7 LA Role and Relationships with Stakeholders

- 3.7.1 The Local Authority has an emerging role as the Commissioner for provision of education and training which imposes upon it a duty to ensure that the criteria above are met in the model of delivery it adopts. The DCSF see Commissioning as central to meeting the challenge of Every Child Matters.
- 3.7.2 A Commissioning Strategy will be adopted that will address detailed issues relating to the proposed model.

3.8 Strategic Direction

- 3.8.1 The Borough has at its disposal a resource of expertise that can be exploited fully in the delivery of all its educational initiatives at this level – namely the Principal of Riverside College and Headteachers of the schools.

4.0 FINANCIAL IMPLICATIONS

- 4.1 The Collegiate approach requires alignment of LSC and BSF capital investment. The Collegiate will critically inform the Council in its future Commissioning role under the Machinery of Government that transfers LSC responsibilities to the Council in 2010.

5.0 POLICY IMPLICATIONS

The Council must identify how it intends to address Post 16 education within the 14 to 19 context, the Standards Agenda, as well as increase the diversity, choice and access to provision of the highest standard.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Educational attainment is key to the future life chances of children and young people in Halton. Specifically the model will increase the breadth of 14-19 opportunities in Borough, raise aspirations and improve priority areas of raising achievement at Level 2 and 3 at aged 19 and reduce the number of young people not in Education Training or Employment (NEET), along with those leaving the Borough.

6.2 Employment, Learning and Skills in Halton

Educational attainment of children and young people will have a significant impact on their future employment, learning and skills.

6.3 A Healthy Halton

Post 16 development will enhance the existing curriculum offer through the personalised learning agenda and contribute to healthy outcomes for young people.

6.4 A Safer Halton

The further development of post 16 education will engage with hard to reach groups contributing to the reduction of those 'Not Engaged in Education and Training' (NEET).

6.5 Halton's Urban Renewal

Post 16 education within a 14 to 19 context is a key component in the regeneration of the Borough.

7.0 RISK ANALYSIS

- 7.1 The risks associated with not reaching agreement on the Collegiate/Collaborative model are :

- that the Building Schools for the Future Strategy for Change 2 will not be submitted by the required deadline, jeopardising the program.
- the Council will not be able to fulfil its Commissioning role under the Machinery of Government Changes from 2010.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Educational attainment is central to reducing inequalities and ensuring the best outcomes for all children and young people in Halton with a particular focus on vulnerable groups.

9.0 REASON(S) FOR DECISION

There is a pressing requirement to agree provision for Post 16 education within a 14 to 19 context in Halton

As part of the developing Building Schools for the Future (BSF) programme and the Primary Capital Programme (PCP) a review of Post 16 education within a 14 to 19 context has to be undertaken

10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

10.1 None. This is a requirement for the BSF and Machinery of Government Programmes.

11.0 IMPLEMENTATION DATE

11.1 The Collegiate and two Collaboratives will form as soon as approval is granted, building on the preparatory meetings to date.

11.2 Implementation of the full model will commence September 2010

12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

| Document | Place of Inspection | Contact Officer |
|--|---|------------------------|
| 14-19 Education and Skills Bill | Grosvenor House Halton Lea Runcorn WA7 2WD | Judith Kirk |
| Halton 14-19 Education Plan 2008 -2013 | Grosvenor House Halton Lea Runcorn WA7 2WD | Judith Kirk |

| | |
|---------------------------|--|
| REPORT TO: | Executive Board |
| DATE: | 6 November 2008 |
| REPORTING OFFICER: | Strategic Director – Children and Young People |
| SUBJECT: | Special Education Needs Review |
| WARDS: | Boroughwide |

1.0 PURPOSE OF REPORT:

- 1.1 To complete the review of Special Educational Needs (SEN) provision in Halton.

2.0 RECOMMENDED: That

- 2.1 Consultation on the provision for SEN units within secondary mainstream schools commences.**
- 2.2 Consultation on the provision for SEN units within primary mainstream schools commences.**

3.0 SUPPORTING INFORMATION

3.1 Background

Members will be aware that the Local Authority has been undertaking a review of Special Educational Needs provision within the Borough.

3.1.1 The reasons for this review are:

- The need to be able to describe clearly the nature of Special Educational Needs (SEN) provision that is required for Halton pupils and the number of places required both now and in the future. This is linked both to Building Schools for the Future (BSF) and the Primary Capital Programme (PCP);
- Acknowledgement that Halton currently retains a significant amount of unit provision, with some of these units carrying a number of unfilled places;
- Concern that the current range and scope of Special Educational Needs Unit provision may not be appropriate, and
- As a result of (1), (2) and (3) the Local Authority is potentially not fully securing value for money in its SEN provision.

3.1.2 A number of stages to this review have taken place. This has included:

- 2005 Review of SEN Unit Provision
- Strategic Review of Autistic Spectrum Disorder Provision in Halton (28th August 2008)
- A local analysis of need

3.1.3 The present provision of units in Primary and Secondary mainstream schools is shown in Appendix 1.

3.2 PROPOSALS:

3.2.1 Halton's aim is to ensure that 'Pathways' for learning for SEN pupils will be personalised to meet individual and family needs.

3.2.2 This will involve the current SEN Unit Provision across all key stages to be re-designed to provide flexible provision within a mainstream school, or early years setting, that enables the learner to spend as much time as possible in the mainstream part of the school, depending on the needs of the individual pupil.

3.2.3 When it has been shown, through assessment, that the pupil's needs cannot be met in a mainstream school alternative provision will be sought. Prior to this decision there will be an expectation that 'reasonable adjustments' (i.e. the application of the Disability Discrimination Act) using the totality of resources made available to the mainstream school.

3.2.4 For secondary schools it is proposed that consultation considers the following:

- A resource base to accommodate 12 pupils with a diagnosis of Autism. These pupils would be higher achieving / with less challenging behaviour including pupils with a diagnosis of Asperger Syndrome. Within this provision there would be capacity for an additional 10 places for outreach support to Local Authority (L.A.) mainstream secondary schools and L.A residential respite provision. This support may include advice and training;
- 20 places to be made available for pupils with Speech and Language and Social Communication Difficulties;
- 6 places to be made available for pupils with Hearing Impairment and this may include pupils with Specific Learning Difficulties.

3.2.5 For primary schools it is proposed that a consultation takes place considering the following areas:

In Key Stage 1:

- 18 places to be made available within Infant Assessment Units.

In Key Stage 2:

- 12 places to be made available for pupils through Autistic Spectrum Disorder (ASD) unit provision;
- 36 places to be made available for pupils through Complex Learning and Language Needs.

Combined Key Stage 1 and 2 provision:

- Two resource bases for 7 pupils in each base to accommodate the assessment of pupils with more complex needs
- Two resource bases for 7 pupils in each base to accommodate pupils with Social and Emotional Behavioural Difficulties.
- A resource base to accommodate 14 pupils with Speech and Language difficulties and 6 pupils with more profound Hearing Impairment
- A resource base to accommodate 7 pupils with more complex ASD and Asperger Syndrome

3.2.6 Within both secondary and primary provision joint working with all areas of Children's Services including health will provide a wrap around provision for children and families.

4.0 FINANCIAL IMPLICATIONS

4.1 These will be contained within the Capital Programme. There may be some additional costs incurred through the application of the Transport Policy.

4.2 The current model represents a potentially inefficient use of resources and this review will create a more efficient use of funding for unit provision.

5.0 POLICY IMPLICATIONS

5.1 The Council's 'Strategy for the Inclusion of Pupils with SEN' provides the policy content and framework by which Halton intends to meet the Special Educational Needs of young people in the Borough.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

- Increase choice, diversity, inclusion and high standards and reduce the surplus capacity within units in Halton schools.
- Educational attainment is key to the future life chances of children and young people in Halton. All pupils should have the opportunity to the appropriate provision to match their individual need.

6.2 Employment, Learning and Skills in Halton

Educational attainment of children and young people will have a significant impact on future employment, learning and skills of Halton's children and young people.

6.3 A Healthy Halton

All pupils will have access to appropriately aligned health provision within education.

6.4 A Safer Halton

Not applicable.

6.5 Halton's Urban Renewal

Not applicable.

7.0 RISK ANALYSIS

- 7.1 Provision for SEN within mainstream units does not match the needs of the Borough and young people. The present provision for units within schools does not provide value for money due to the number of surplus places.

8.0 EQUALITY AND DIVERSITY ISSUES

- 8.1 Educational attainment is central to reducing inequalities and ensuring the best outcomes for all children and young people in Halton with a particular focus on vulnerable groups.
Review of Unit provision must be inclusive and consider the contribution of all schools. The review aims to increase diversity, access and choice, address under performance and provide more integrated local services for every child and family.

9.0 REASON(S) FOR DECISION

- 9.1 At present, there are surplus places within mainstream units.
- 9.2 Mainstream SEN units are not matching the present and future requirements of the Borough.

9.3 As part of the developing Building Schools for the Future (BSF) programme and the Primary Capital Programme (PCP) a review of SEN unit provision needs to be undertaken

10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

10.1 To leave provision as it is. This would potentially leave the Council vulnerable to challenge.

11.0 IMPLEMENTATION DATE

11.1 The Secondary SEN unit provision review must be agreed by December 2008 and implemented during the development of the BSF programme.

11.2 The Primary SEN unit provision review will be agreed February 2009 and implemented by September 2010

12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

| Document | Place of Inspection | Contact Officer |
|--|----------------------------|------------------------|
| OFSTED Inspection of LEA – January 2004 | Grosvenor House | Judith Kirk |
| Strategy for the Inclusion of Pupils with SEN – 2006/7 | Grosvenor House | Judith Kirk |

Appendix 1

Summary of the number of pupils attending Halton's Resourced Mainstream Schools

September-08

| KEY STAGE | SCHOOL | SEN UNIT TYPE | NO OF FUNDED PLACES | No of Pupils attending | Surplus Places |
|--------------------|-----------------|---|---------------------|------------------------|----------------|
| KS1 | Oakfield CP | Infant Assessment | 12 | 2 | 10 |
| KS1 | Simms Cross CP | Infant Assessment | 12 | 7 | 5 |
| KS1 | Weston CP | Infant Assessment | 12 | 2 | 10 |
| | | Total | 36 | 11 | 25 |
| KS1/2 | The Brow CP | Speech & Language | 20 | 20 | 0 |
| | | Total | 20 | 20 | 0 |
| KS1/2 | Westfield CP | Hearing Impairment | 8 | 4 | 4 |
| | | Total | 8 | 4 | 4 |
| KS2 | Weston Point CP | Emotional, Behavioural Difficulties | 7 | 5 | 2 |
| KS2 | Woodside CP | Emotional, Behavioural Difficulties | 7 | 7 | 0 |
| | | Total | 14 | 12 | 2 |
| KS2 | Moore CP*** | Moderate Learning Difficulties/Autistic Spectrum Disorder | 12 | 2 | 10 |
| KS2 | Oakfield CP | Moderate Learning Difficulties | 24 | 13 | 11 |
| KS2 | Palacefields CP | Moderate Learning Difficulties (24) | 12 | 4 | 8 |
| KS2 | Simms Cross CP | Moderate Learning Difficulties | 12 | 5 | 7 |
| KS2 | The Grange Jnr | Moderate Learning Difficulties (24) | 12 | 10 | 2 |
| KS2 | Weston CP | Moderate Learning Difficulties | 12 | 3 | 9 |
| | | Total | 84 | 37 | 47 |
| KS3/4 | Halton High | Emotional Learning Difficulties | 7 | 0 | 7 |
| KS3/4 | The Grange Comp | Emotional Learning Difficulties | 14 | 9 | 5 |
| | | Total | 21 | 9 | 12 |
| KS3/4 | Wade Deacon | Hearing Impairment | 8 | 3 | 5 |
| | | Total | 8 | 3 | 5 |
| Grand Total | | | 191 | 96 | 95 |

*Wade Deacon HI Unit - 1 Other LEA pupil - funding to be recouped

***Moore Primary - All placements taken for September 2008-11 - agreed temporary primary ASD provision, to be reviewed in line with PCP