



**Brighton & Hove  
City Council**

**CHILDREN, YOUNG PEOPLE &  
SKILLS COMMITTEE  
ADDENDUM**

**4.00PM, MONDAY, 7 MARCH 2016**

**FRIENDS MEETING HOUSE, SHIP STREET, BRIGHTON**



# ADDENDUM

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70 REVIEW OF LEARNING SUPPORT SERVICES: REPORT FROM THE EXTERNAL REVIEWER	1 - 20



<b>Subject:</b>	<b>Restructure of Educational Psychology and Learning Support Services – Final Structure and Report from the External Assessor</b>
<b>Date of Meeting:</b>	<b>7<sup>th</sup> March 2016</b>
<b>Report of:</b>	<b>Executive Director of Children’s Services</b>
<b>Wards affected:</b>	<b>All</b>

**FOR GENERAL RELEASE**

*The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (as amended), (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) were that because of time pressures, the final report of the external assessor was not available within the normal timescales for publication.*

**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 The joint meeting of the Health and Wellbeing Board and Children and Young People and Skills Committee on 3<sup>rd</sup> February 2015 approved a recommendation to integrate the Educational Psychology and Learning Support Services.
- 1.2 A consultation paper proposing a restructure of the Educational Psychology and learning support services was distributed to staff in the various services on 15<sup>th</sup> October 2015 launching a formal consultation with a closing date of 2<sup>nd</sup> December 2015.
- 1.3 The closing date for the consultation was subsequently extended to 31<sup>st</sup> January 2016
- 1.4 A widespread engagement event during the consultation process has sought the views of staff and all stakeholders including parents and schools. A ‘Stakeholder Panel’ which has included parents and young people has also considered the proposals and the response to the consultation.
- 1.5 An external review of the proposals and the consultation process was commissioned following a decision of the Children and Young People and Skills Committee on 11<sup>th</sup> January 2016.
- 1.6 Appendix 1 of this report is the report of the external assessor, Mary Daly.
- 1.7 Appendix 2 of this report contains details of the consultation process and revised proposals related to the outcomes of the consultation.

## **2. RECOMMENDATIONS:**

- 2.1 That members note the contents of the review by the external assessor and the revised proposals.

## **3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:**

- 3.1 The background and chronology to this paper is included in section 1 above.

## **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

- 4.1 A series of consultation events have been undertaken. Details of these are included in Appendix 2 – Final Structure for the Re-organised Educational Psychology and SEN Learning Support Services.
- 4.2 82 responses were received to the consultation. The responses to the consultation are also detailed in Appendix 2, along with amended proposals.

## **5. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 5.1 The proposed structure of the reorganised learning support services has been costed and falls within the budget available in 2016/17. The cost of the proposed service is met from both Dedicated Schools Grant and Council General Fund. It will be necessary to further review the costing for the 2017/18 financial year as there will be a full year effect of the Schools Forum decision to cease de-delegation of funding for the Behaviour and Inclusion Learning Team (BILT).

*Finance Officer Consulted: Name: Steve Williams Date: 01/03/2016*

### Legal Implications:

- 5.2 The body of the review report sets out the terms of reference under which the review was conducted. The Committee has already agreed to proceed with service redesign, and the report considers further consultation on the detailed proposals for implementation. The report concludes that the amended proposals will enable a more effective service to the families and children and young people with SEND in Brighton & Hove. The report therefore raises no issues which have implications for the authority's capacity to meet statutory duties under the final proposals.

*Lawyer Consulted: Natasha Watson Date: 3.3.16*

### Equalities Implications:

- 5.3 An Equalities Impact Assessment has been completed.

Crime & Disorder Implications:

- 5.5 The increased support for children and young people with social, emotional and health difficulties should result in a positive impact on reduced rates of crime and disorder for this population.

Public Health Implications:

- 5.7 The inclusion of the service of the Community Child and Adolescent Mental Health (CCAMHS) team in the restructured service along with increased support for children and young people with social, emotional and health difficulties should result in improved outcomes for children and young people with mental health needs.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Review report of the external assessor, Mary Daly.
2. Final Structure for the Re-organised Educational Psychology and SEN Learning Support Services.



## **Independent external review**

This review was commissioned by Brighton & Hove Local Authority, to gain an external view on the proposal to restructure its SEN services (currently operating independently) with the objective of forming a unified Educational Psychology and Learning Support Service.

### **Terms of Reference**

The terms of reference under which the review was conducted were as follow:

To consider the consultation outcomes and final proposed recommendations and provide a view on whether they:

1. Enable the LA to meet its statutory duties
2. Provide a service which better meets the needs of children than the current service arrangements
3. Offer sufficient support to children and young people with SEND and their schools in order to ensure that their educational outcomes are improved
4. Take full account of the views of stakeholders and particularly parents
5. Enable schools to build their skills and expertise in areas of SEND through training, guidance and support
6. Are affordable within the overall SEND budget available
7. Have been benchmarked appropriately against spend and services in other LAs
8. Have the potential to lead to recruitment and retention risks within the service

The reviewer was also invited to identify any further issues or concerns that are not identified in the list above and to provide any further recommendations pertinent to the consultation exercise.

### **Summary**

Given the range of data presented, the legal context within which all Local Authorities must work and the views presented by those interviewed it is my view that the amended proposals will enable a more effective service to the families and children and young people with SEND in Brighton & Hove. Having a single overall leadership and management structure will enable the services to work more cohesively together and develop further capacity within their own service through information sharing, joint planning and modelling of good practice. I agree that having a more streamlined service which focuses on the LA priorities will enable the service to work more strategically with schools to enable improved outcomes for young people. The move to provide a service to families throughout the year is a positive move and the LA is working hard to ensure that this can be achieved. Brighton & Hove's proposal to include the CAMHs service within the new Education Service is an excellent move forward as it will enable further understanding within the new service in the area of mental health; this was not common in the other Local Offers that I viewed as part of this review. This model may facilitate further similar developments with Health partners.

### **Context of the review**

I was commissioned for eight days in total to complete this review. Three of those days were spent in Brighton & Hove during which thirteen meetings and five telephone calls were completed. The timetable over the course of the three days was arranged by the LA in advance of the review. Those invited to the meetings included representatives from each of the eight Services, the stakeholder group, parents and parent representatives, the relevant unions and elected members.

The groups were invited to share their views on the following questions:

Were they confident that the proposals

- I. provided an effective approach to maintaining appropriate levels of specialisms to enable the LA to meet its statutory duties to children and young people with SEND within the 0-18 age group?
- II. would enable the LA to provide an improved and modernised service that would allow it to focus on its key priorities more effectively?
- III. would continue to provide sufficient effective support to the pre-school and EYFS age group?
- IV. have taken full account of the views of all stakeholders and particularly parents?

All of the groups and individuals interviewed agreed that the move to a single integrated service was positive and that it would enable more effective partnership working. Parents interviewed hoped that an integrated service would also mean integrated reports, should they have a child who accessed more than one service. This is something that the service should consider.

Although there were concerns at the outset, that the consultation process was flawed it, this was addressed over time and it was widely appreciated that the final proposals had taken account of the views of stakeholders. However, through the interview and telephone call process it became clear that there were still some risks that concerned groups and individuals.

- The information that follows attempts to capture those risks (seven in all). Below each risk identified, my comments and professional opinions are captured in the box below each of them.
- I have added nine further areas for consideration which are pertinent to this process

### Risks identified

1. **EYFS:** A number of individuals interviewed were concerned that the areas of expertise and resource around the early years' child development which is so highly valued within the EYFS team (PRESENS) would be diluted if this team were expected to work with a wider age range of children and families. There were also concerns that there was less overall capacity with the PVI's to identify and meet the needs of those with SEN.

*The final proposals have made it clear that those with Early Years' experience and skills would be clearly identified and deployed appropriately. In my opinion one of the benefits of being part of a single central service is that there can be an increased opportunity to share good practice more widely within teams. Clearly the area of child development is an area that will be of interest to any service involved with children with SEN.*

*One of those interviewed did say that they were delighted that the area of expertise in EYFS was to be maintained and that if reduced would severely compromise some of the PVI settings' ability to be inclusive. Interestingly, this consultation process has made them reflect on how they can build their own capacity for the future within their clusters so that they are less dependent upon external agencies. They plan to prioritise this within the coming year.*

*They also valued the modelling of strategies, advice and learning about cutting edge therapies. I suggest that some of this information be shared more widely via the Local Offer (eg by providing video clips of good practice)*

- 2. Leadership of specialisms:** Some teams were concerned that their area of expertise would not be represented amongst the revised leadership team. They felt that under the current structure this role was vital in representing the views of parents and stakeholders on committees and in bringing recent and relevant research in the field to the attention of others. There were also specific duties within existing roles which they were concerned would not be adequately covered if the leadership roles became more generic.

*I understand that whilst there are management leads in these proposals for SEMH and Language and Communication, consideration is also being given to professional leads for other areas of expertise such as HI and VI. Furthermore, given the proposed new service's focus on the key priorities for the LA, there will be of necessity, increased scrutiny on the impact of all aspects of service delivery to ensure a strategic approach. Where impact is unclear or negative this can be addressed centrally and a suitable action plan can be developed to address this. Although the intention is that all staff in the new service will be encouraged to work in a flexible, responsive, co-ordinated way, I don't anticipate that this more generic approach will replace the need for areas of expertise. I consider it to be a positive move that any professional working with children and young people with SEND be encouraged to increase their areas of expertise. This is something that the new service should actively plan for. If there are specific duties which need to be covered which directly affect the outcomes for children and young people with SEND, then the new Head of Service will need to make arrangements to ensure that these are taken account of*

- 3. There is a lack of clarity about the titles and roles of different groups of staff eg administrative staff, SEN support workers, mental health workers:** Individuals were curious about how the range of roles currently being undertaken by various teams would be addressed under the new structure. Some individuals were hopeful that their 'specialist' title would not be lost as this gave them credibility with schools and settings.

*It is clear that there is still a lot to discuss around the specifics of the operational aspects of the service. Staff will be involved in shaping the new service and I think that it would be a negative step to be too prescriptive at this stage. It would also be reasonable to assume that any systems and protocols which are working effectively now would be considered in the light of the new service to see how these could be maintained.*

- 4. The Head of Service won't be recruited in time:** Staff were keen to have clear leadership to help them take the new service forward

*I understand that the LA is working closely with a recruitment agency to recruit candidates with the relevant experience and skills.*

**5. Job descriptions are too general and there is a risk that individuals with the necessary skills, qualifications and experience won't be recruited.**

*I understand that the LA has agreed to consider a case for changes to some more specific job titles where this would provide further clarity in relation to different roles and ensure that suitable candidates are recruited. This would be a positive step and reduce this risk.*

**6. The Literacy Support Service is concerned that schools will not be able to afford their increased costs and fewer schools will buy back their services.** This has implications for the future security of the service.

*The LSS has been a traded service for some time and I understand that schools which buy in their services value their work highly. They have provided a detailed proposal for a phased move to full cost recovery for the LA to consider. There is a high level of professional expertise and ongoing quality assurance maintained within this Service and it is feasible that schools in neighbouring LAs would welcome this. It is my understanding that the LA will continue to commission services from the LSS to enable it to carry out its statutory duties.*

**7. There was a risk that the excellent reputation that the BILT service had built up, would be compromised with the expectation that it works across phases.**

*The revised proposal is to increase the numbers of staff in this area (4.28FTE to 7.0FTE). I am keen to remind anyone reading this report that schools also have a duty to increase their own expertise to identify and meet the needs of those with SEN including those with SEMH. I know of many schools up and down the country which spend increasing amounts of money to enhance their own counselling provision, develop more effective emotional climates for learning and train existing staff so that they can provide evidence based interventions for those with SEMH. This is their duty under the statutory guidance in the Code of Practice. BILT will increase its reach and it may need to work in different ways so that its resources are targeted at those in most need. The introduction of the CAMHs service into this strand will also enhance its capacity. The LA's plans to work more closely with schools to clarify and agree what good universal, targeted and specialist provision should look like, will also support this work.*

**Areas for further consideration**

1. Parents interviewed said that they would welcome further streamlining of service delivery and where children accessed more than one service it would be welcomed if there could be a move towards a single 'case holder' that a parent could contact if they needed an update on their child's progress or if they needed to share some information.

2. The model for the proposed restructure should be revised to recognise and include the work of the Literacy Support Service (LSS) as it already works in partnership with many of the teams within the proposed new service as part of the statutory duties of the LA. There is an opportunity here to explain how the traded and statutory elements of this service work in parallel. This information could be explained in more detail via the Local Offer.
3. The model for the proposed restructure should be revised to demonstrate a more fluid way of working between the two strands identified. All services and stakeholders interviewed felt that many of the children and young people they worked with would access services from across these strands.
4. Agree a graduated approach with schools and settings. The Local Offer, which is another statutory duty placed upon schools and LAs, can be a vehicle for further capacity building. There is an opportunity to work more closely with schools to agree their graduated approach and reasonable adjustments (*SEND Code of Practice: Statutory guidance Jan 2015*). A more cohesive approach agreed between schools, should enable them to identify SEN more effectively thereby reducing the inconsistency that exists at the moment. Effective schools do not rely on within-child forms of assessments and labels. They respond to additional needs through well planned, preventative systemic interventions, which can be tailored to meet individual needs. The graduated approach means that there should be less need for formal diagnosis of high occurring needs. Effective schools are adept at understanding what high quality universal teaching, followed by targeted interventions and increasingly within school specialist provision looks like.
5. Continue to monitor the impact of the new service. It is a skilled balancing act to respond effectively to local need whilst developing capacity in other areas so that schools and settings are empowered to work towards increasing independence to improve outcomes for all children and young people with SEND. However, both the SEND Code of Practice and the new OFSTED Framework expect schools to monitor the progress of all groups of children and take effective measures to intervene when a child or young person is not making progress (this is not just academic progress but includes SEMH as well). Whilst this culture change is evolving and maturing in schools the Local Authority should continue to monitor the impact of the newly aligned service to ensure that any potential risks are identified early on and are responded to swiftly and effectively but perhaps in different ways. Brighton & Hove spends a higher than average amount of money in the area of SEN<sup>1</sup>. Like all Local Authorities it has a duty to ensure value for money. Higher than average spending should translate to higher than average outcomes for pupils with SEN. The data does not suggest this at the moment<sup>2</sup>. The phrase 'if you keep doing things the same way you will get the same thing' comes to mind. The proposed new

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<sup>1</sup> Source – 2015/16 DfE Section 251 Budget Statement

<sup>2</sup> SFR <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2015>

service allows the LA to do things differently which involves developing further 'traded' arms within some of the services (in line with what is happening nationally). This may be something that could be developed in partnership with the Literacy Support Service.

6. Develop the on-line Local Offer so that schools and settings are made aware of the vision and protocols of the new service. As part of this review I looked at several other Local Authorities to compare their direction of travel with that of Brighton & Hove's and to see what arrangements they had in place to ensure that they could meet their statutory duties. This information was accessed from the on-line Local Offers. Not all LAs have identified clear pathways and in some cases it was difficult to ascertain exactly what was on offer to families and to support schools. For the purposes of this review I focussed on those that had clearly defined pathways to access services. There is a range of models across the country, all of which offered traded services. Most have a core service which works with the EYFS age group, and those who have Statements of SEN or an EHCP. In addition most offer an enhanced training menu or individual pupil support service via a traded route (eg Manchester, Hackney, Cornwall, Liverpool, Hounslow, Devon, Tower Hamlets). This is in line with the expectations within the statutory guidance that schools and settings should be '*reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered*' and '*Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies*' (SEND Code of Practice Jan 2015 Ch 6.37 & 6.58).
7. Clarify how local and national charities, statutory bodies and other organisations which exist to support lower incidence needs (eg deaf CAMHs) work to represent and support parents and children and young people with SEND. This would ensure that their views would be included and represented in any further developments in this area. Again, the Local Offer can work to make this more transparent to all.
8. Develop and maintain a register of suitably qualified and experienced Enhanced DBS checked staff who are available for emergency cover or 'supply' work. This will enable the new service to have more flexibility to respond to local needs
9. The LA should provide a timeline. Some of those interviewed were unclear of how the transition to the new service would work. The LA could provide a timeline which shows a list of key actions to be completed as it moves towards the new service (eg acquiring premises, appointing a head of Service). This timeline could be updated as each key action had been completed.

## **Final Structure for the Re-organised Educational Psychology and SEN Learning Support Services**

### **Reasons for the Proposed Re-structure**

The LA offers a range of highly valued special educational needs (SEN) services and provision. Parents and schools express very considerable appreciation for the work of the services to support children and young people.

However costs are significantly higher than the national average and the average for LAs similar to Brighton and Hove (see Table 1). Notwithstanding significantly higher spend on SEN support services and on SEN more widely, the LA faces a range of challenges in achieving outcomes for children and young people at least in line with or better than the national average. These were highlighted in the report from the SEN review of February 2015, notably:

- Identification of SEN is too variable across the city's schools and settings and is out of kilter with the national picture on SEND identification (*see Table 2*)
- The progress made by children with SEN is only at or below the national average despite high spend in this area and higher than average levels of identification (*LA RAISEonline data 2015*)
- The city is not as inclusive as the national average (*The percentage of children and young people with Statements of SEN/Education, Health and Care plans placed in special schools in Brighton and Hove 48.8% compared to national average of 41% and 38.5% in our statistical neighbours – Ref. January 2015 Census*)

A new Ofsted framework for inspecting LA SEND provision will commence in April 2016 and will focus on performance in the three areas bulleted above and the LA must focus its strategic capacity effectively to address these challenges.

The SEN review found that current separate management structures and separate locations of the eight individual services in these proposals do not facilitate a strategic response to the challenges the LA faces in meeting the needs of children with SEN more broadly.

In addition current budget pressures both in the council general fund and in the High Needs Block of the Dedicated Schools Grant mean that costs need to be reviewed in a best value context and to ensure a fair and equitable distribution of resources at a time of financial austerity.

The proposals therefore seek to create an integrated service with a streamlined and effective management structure that will enable a focus on the LA's strategic objectives and very particularly on achieving the very best outcomes for our children with SEN. In addition the new structure aims to provide the integrated flexible and all year round support needed to ensure that all children have their needs met across all areas of their and their families' lives.

## **Context**

### **1. Financial**

The details of local authorities expenditure on SEN support services is as follows:

Table 1

	<b>2015/16</b>
<b>Brighton and Hove</b>	£48
<b>Statistical Neighbours*</b>	£28
<b>South East Authorities</b>	£34
<b>England</b>	£35

*\*LAs like Brighton and Hove*

This is net expenditure per capita of pupil population (Source – 2015/16 DfE Section 251 Budget Statement). These figures do not include Educational Psychology or community CAMHS costs. It should also be noted that SEN support services may be configured differently in different local authorities.

The LA is facing major pressures on the SEN budget currently arising principally from:

- Rising costs for new responsibilities to provide education from 19-25 years for young people with Education, Health and Care plans
- Increased demand from schools for top-up funding when pupils have Statements/ Education, Health and Care plans
- Increasing demand from families for ‘personal budgets’ attached to Education, Health and Care plans

In this context the LA needs to review all SEN spend to ensure we can meet all of our financial responsibilities to children and young people going forward but any savings will be re-invested in other areas of SEN provision where additional funding is required. This includes any savings from the re-organisation of the SEN support services.

### **2. Identification of SEN and disability**

Although nationally and in the city SEN identification has been falling year on year, Brighton and Hove consistently identifies a much higher percentage of children with SEN and disabilities than the national average. There are no demographic reasons to adequately explain this. In terms of deprivation, despite pockets of affluence and deprivation, the city is similar in socio-economic terms to the national average position. Apparent over-identification of SEN presents two key problems:

1. It may serve inadvertently to lower expectations of what children can achieve
2. It makes comparison of achievement with the national picture almost impossible and tends to inflate comparative outcomes for the city incorrectly by taking a larger group into the definition of SEN

Table 2

<b>PUPILS WITH SEN SUPPORT</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>ENGLAND</b>	<b>17.9</b>	<b>18.3</b>	<b>17.8</b>	<b>17.0</b>	<b>16.0</b>	<b>15.1</b>	<b>12.6</b>
<b>SOUTH EAST</b>	<b>18.5</b>	<b>18.6</b>	<b>18.2</b>	<b>17.3</b>	<b>16.3</b>	<b>15.1</b>	<b>12.3</b>
East Sussex	18.9	19.7	19.0	18.3	17.5	15.1	11.2
West Sussex	19.7	20.1	19.9	19.4	17.9	17.1	14.2
<b>Brighton and Hove</b>	<b>20.1</b>	<b>21.6</b>	<b>21.7</b>	<b>21.1</b>	<b>20.0</b>	<b>18.8</b>	<b>16.7</b>
<b>Statistical Neighbour Average</b>	<b>17.3</b>	<b>17.3</b>	<b>17.2</b>	<b>16.5</b>	<b>15.5</b>	<b>14.7</b>	<b>12.2</b>

### **3. Outcomes**

There is a concern that the progress of pupils with SEN in the city is not as good as we wish it to be.

The latest available pupil progress (SEN) reports from RAISEonline (the national educational data set produced by Ofsted annually) show that Brighton and Hove pupils with Statements of SEN or EHCPs do not progress as well as the national average at either the end of Key Stage 2 (11 years) or Key Stage 4 (16 years).

Pupils identified in the much larger 'SEN Support' category have very similar 'value added' (progress) scores as the national average at both Key Stage 2 and 4. However, this is the group of pupils where we would expect better than average progress due to the high levels of SEN identification in Brighton and Hove.

### **Principles underpinning the proposals**

The proposed restructure aims to produce an integrated SEN support service that:

- Promotes inclusion and improves robust and consistent identification of special educational needs
- Improves outcomes for children and young people with special educational needs including social, emotional and mental health needs
- Is integrated, flexible and responsive to all needs
- Offers easy access and referral for schools, colleges and early years settings and a fast response to concerns
- Offers all year round support to families where children and young people have complex SEND
- Provides the right balance between specialist and general SEN support including the capacity to meet complex, multi-faceted and undiagnosed need
- Has increased capacity across the age range for children with behavioural and social, emotional and mental health needs

## **Consultation**

On 3<sup>rd</sup> February 2015 the SEND review reported to a joint meeting of Children, Young People & Skills and Health and Wellbeing Board. One of the recommendations of the review was that the Educational Psychology and Learning Support Services in the city be co-located and integrated to form one service with unified professional leadership and management.

On 15<sup>th</sup> October 2015 a consultation process was launched with staff from the eight currently separate services involved in a proposed restructure. Given the financial context set out above, the proposals at this point included recommendations for a considerable saving to be made from the specialist teaching capacity of the current services as well as some other elements (see grid below). The proposals also sought to increase significantly the capacity for meeting social, emotional and mental health needs across the age range by increasing the number of behaviour support workers and engaging the Community CAMHS service to work in a new way as a school-facing early intervention mental health team.

An extensive process of engagement followed with key stakeholders and principally parents and schools. An email address was provided for written comments and a series of engagement events followed, including with:

- Headteachers and SENCOs
- PACCConnect (Parent and Carers Council), MASCot (parental organisation representing autistic young people) and the National Deaf Children's Society
- The support services staff
- Union representatives and elected members

## **Stakeholder Group**

In addition a stakeholder group was formed consisting of young people, parent representatives, school representatives, headteachers, nursery representatives and council officers to consider the proposals, emerging issues and the responses to the consultation/engagement process.

There were 82 responses to the consultation which have been analysed by the LA and parent representatives from the stakeholder group. These have informed the changes to the original proposals as set out in the grid below.

## Final structure following responses to the consultation

<b>Theme</b>	<b>Original Proposal</b>	<b>Response to consultation</b>	<b>Amended Proposal</b>
<b>Unified Service</b>	<i>To form a single unified service combining The Educational Psychology, Community CAMHS and learning support services under a single professional leadership.</i>	<i>This proposal was widely supported by respondents to the consultation, including staff from the various services.</i>	<i>To continue with the proposal to create a single, unified Educational Psychology and SEN Learning Support Service.</i>
<b>Capacity</b>	<i>To reduce the number of specialist teacher posts in the proposed learning and communication team (excluding the Literacy Support Service) in the current service (21) to 14 Specialist SEN Advisers, ie a reduction of 7 posts.</i>	<i>Many respondents felt the new service lacked sufficient teaching capacity to meet need.  The LA has accepted in part but feels the benefits of integrated working and the move towards greater capacity to meet essential need across the year should compensate.</i>	<i>To reduce the number of specialist teacher posts in the learning and communication team (excluding the traded Literacy Support Service) in the current service (21) to 18, ie. a decrease of 3 posts rather than 7 posts.</i>
	<i>To keep numbers in the Educational Psychology Service and the CCAMHS Service unchanged</i>	<i>Some respondents felt there could be a further reduction in management capacity away from frontline services. One group of respondents put forward a slightly amended structure on this basis which has been accepted subject to further consultation.</i>	<i>Subject to further consultation, it is proposed to reduce the number of senior educational psychologists by one post.  Subject to further consultation to reduce the management posts in the former CCAMHS team by one post.</i>
	<i>To reduce the number of administrative posts from 6.7 fte to 4 in the integrated service</i>	<i>Some staff expressed concern regarding administrative capacity for the new service.  The LA is looking to protect frontline services wherever possible in any re-structure with more efficient back-office working but has accepted the case for a small increase.</i>	<i>To reduce the number of administrative posts to 4.5 fte in the new service.</i>

<b>Theme</b>	<b>Original Proposal</b>	<b>Response to consultation</b>	<b>Amended Proposal</b>
<b>Capacity (Continued)</b>	<i>To increase the numbers of support staff in the social, emotional and mental health team from 4.28 fte to 9.0 fte</i>	<p><i>A number of respondents applauded this proposal and there has been a general welcome from school staff.</i></p> <p><i>However with the increase in the proposed number of teachers with an area of particular expertise from the original proposal, some adjustments have been made to keep within available budget.</i></p>	<i>To increase the numbers of support staff in the social, emotional and mental health team to 7.0 fte.</i>
	<i>To increase the numbers of support staff in the learning and communication strand from 4.72 fte to 5.4 fte</i>	<i>No comments were received relating to this proposal. In order to keep the revised structure within budget, these numbers will not increase in the final structure.</i>	<i>Maintain numbers of support staff in the learning and communication strand as present, 4.72 fte.</i>
<b>Areas of Expertise</b>	<i>To have a generic integrated Learning Support team which would retain the specialist skills of members of the team and deploy these as needed</i>	<p><i>Concern was expressed that the specific expertise of teachers needed to be maintained, particularly in relation to support for hearing and visual impairment</i></p> <p><i>The original proposals made clear the need to maintain areas of specific expertise within a more generic integrated service, especially in the area of hearing and visual impairment.</i></p>	<p><i>To specify indicative numbers of teachers with a particular area of expertise. 'Indicative' means pragmatic decisions will need to be made subject to availability of staff with that area of expertise.</i></p> <p><i>The expectation is that staff will develop and extend their areas of expertise within the integrated service.</i></p> <p><i>The exception is in HI/VI where a specific qualification is required so numbers will be more fixed. There is no reduction to frontline support for sensory impaired children in these proposals.</i></p>

<b>Theme</b>	<b>Original Proposal</b>	<b>Response to consultation</b>	<b>Amended Proposal</b>	
<b>Areas of Expertise (Continued)</b>		<p>The LA holds to the principle of a flexible and responsive service able to meet the needs of all children, including those with multiple, complex and undiagnosed need.</p> <p>However the LA is willing to specify indicative posts requiring particular expertise subject to the principle of flexible and responsive working to meet all needs.</p>	Management posts are included in the numbers below as all managers will carry a caseload.	
			ASC	3.5 fte
			SLCN	3.4 fte
			HI	3.6 fte
			VI	3.5 fte
			Early Years	4.0 fte
			<b>Total</b>	18.0 fte
<b>Terms and conditions</b>	For current specialist teachers to move to the Soulbury Scale and work all year round alongside other colleagues in the integrated team and staff in health and social care.	<p>Teaching staff expressed considerable concern at the changes to their pay and conditions.</p> <p>The LA however holds to the principle that staff working for the LA are part of an overall Children's Service that should aim to meet the needs of children and families throughout the year.</p> <p>A compromise position is under discussion which would enable core tasks to be covered throughout the year without the need to vary teachers' terms and conditions.</p>	Current specialist teachers to remain on teachers' pay and conditions but subject to changes to the allocation of working time to include ability to provide key work to be undertaken in the school holidays in the interests of the service and of children and families.	
	To move all current support staff to the role of specialist SEN assistant at Scale 5	Staff made a compelling case that their areas of expertise, qualifications and experience should be maintained as currently recognised by their individual terms and conditions	To retain support staff on their existing terms and condition.	

<b>Theme</b>	<b>Original Proposal</b>	<b>Response to consultation</b>	<b>Amended Proposal</b>
<b>Early Years Support</b>	<i>For the new service to work across the 0-19 age range as needed, deploying staff according to their skills and experience but not confining staff to specific age ranges only.</i>	<p><i>Staff and key stakeholders, including parents and managers of Early Years settings, were particularly concerned that Early Years was an area of expertise that had not been adequately recognised in the initial proposals.</i></p> <p><i>The LA is holding to the principle of a service that is responsive to need across the age range 0-19 years but has accepted the case for clarifying Early Years experience within the new service</i></p>	<i>To identify Early Years' experience and skills more clearly as an area of expertise in terms of age range. To specify 4.0 fte teachers with this area of expertise in the new structure (see above).</i>
<b>Literacy Service</b>	<i>To cease to maintain the Literacy Support Service as a traded service with a council subsidy of 40% of the costs.</i>	<p><i>Consultation responses identified that the Literacy Support Service provides a valued service to the majority of schools in the city.</i></p> <p><i>The way in which the service is delivered is different from other services in that it is bought in by schools.</i></p> <p><i>However the LA provides an unaffordable 40% subsidy to the service and needs to support the service to move incrementally to full cost recovery in line with other traded services.</i></p>	<p><i>To negotiate with schools to maintain the traded service but subject to a central council subsidy/contribution of £100,000 with additional transitional support in 2016/2017 of £40,000.</i></p> <p><i>To include a plan for a move to full cost recovery.</i></p>

## **Next steps**

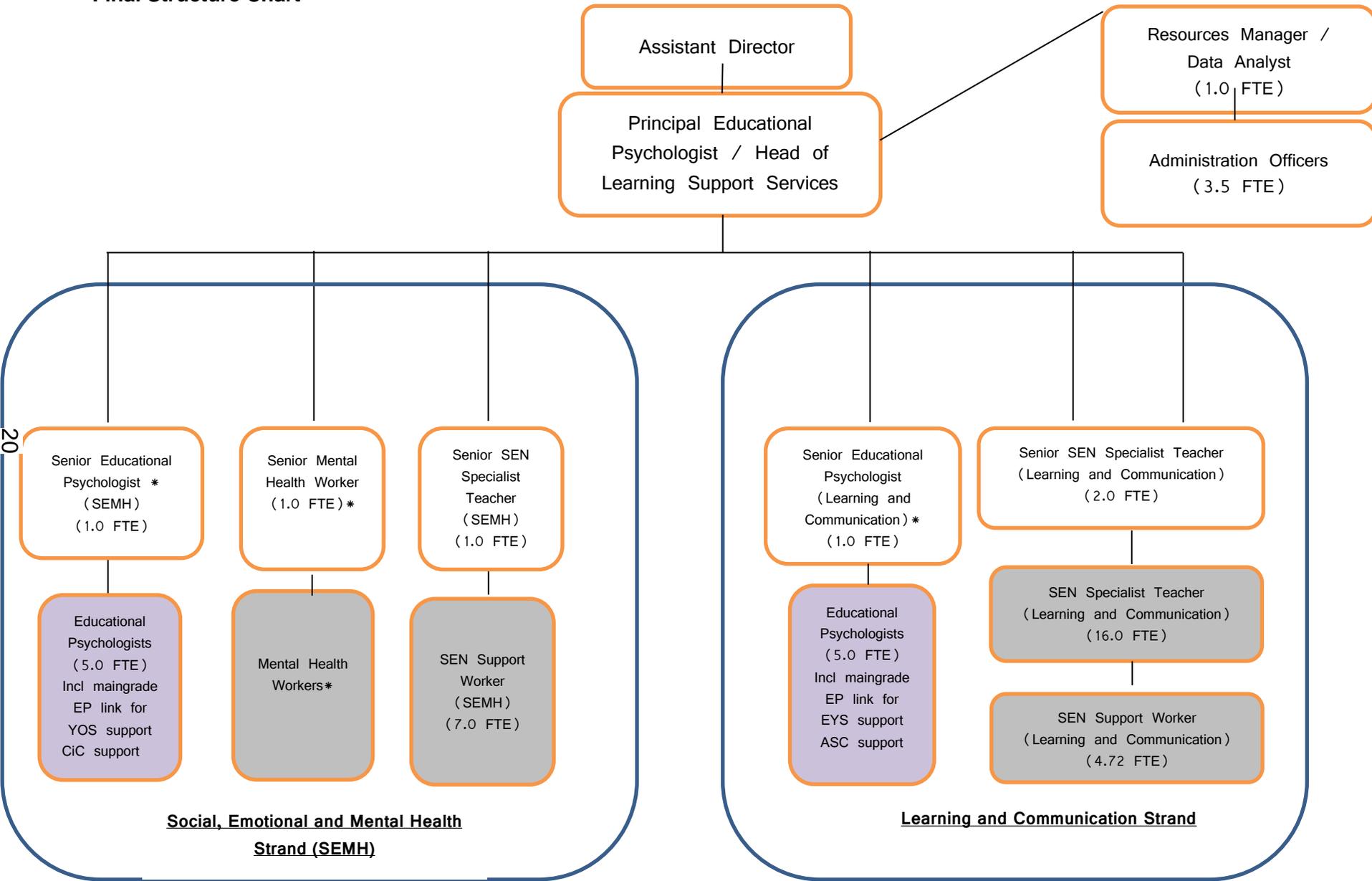
A report will go to Children, Young People and Skills Committee on Monday 7 March 2016 which will outline the final structure and the comments of the independent reviewer.

We believe the distribution of expertise across the current services will meet the broad indicative specialist needs outlined above without the need for an interview process. We do not anticipate a need for any compulsory redundancies at this stage. There may be a few opportunities for those wishing for voluntary severance.

Following the meeting of the Children, Young People and Skills Committee, a more detailed report will be published for staff explaining:

- the details of the process for implementing the new structure in September 2016
- the process for further consultation in relation to the proposals around the senior Educational Psychology roles and the management of the Community CAMHS team
- the finalisation of the arrangements around allocation of working time for teachers to include key work to be undertaken in the school holidays
- the process for the appointment to the administrative support team and the senior SEN specialist teachers
- where this is still required, the process of voluntary severance recommendations and approval.

**Final Structure Chart**



\* Subject to further consultation