

Report to: The Cabinet

Date: 28th January 2013

Report of: Director of Children's Services

Report No:

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Report Title: **SEN Service Review Post Consultation Proposals**

**Confidential /
Non Confidential:**

(*Confidential Not for Publication*)

This report is exempt from publication by virtue of Paragraph 1 of Schedule 12A to the Local Government Act 1972.

Purpose:

To set out the results of consultation on proposals to remodel and restructure the SEN service and to seek approval from The Cabinet to implement the final proposals.

Recommendations:

The Cabinet is recommended to:

- Approve the final proposals; and
- Subject to the approval of the Head of Paid Service in consultation with the Leader, delegate implementation of the new structure, including details of voluntary redundancy arrangements and consequential redundancy selection, to the Chief Executive and the Director of Children's Service Department.

**Background
Doc(s):**

<http://www.democracy.bolton.gov.uk/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/11424/Committee/3035/Default.aspx>

Summary:

An Executive Summary is set out within the report below which includes the following appendices:

Appendix A1 Summary of Consultation Responses and Proposed Changes

Appendix A2 Revised Structure

Appendix A3 Revised Ringfence Arrangements

Appendix A4 Equality Impact Assessment

Please note that relevant Job Descriptions and Person Specifications are available on request.

Executive Summary

- 1.1 Further to the approval of the report to the Executive Cabinet Member – Deputy Leader on 13th August 2012 setting out the need to consult on the review proposals of the FOCUS Support Service and the Inclusion and Effectiveness Service, the following report sets out the consultation response and any changes as a result of consultation.
- 1.2 The current establishment within the scope of this review totals 17 posts, (10.36 FTE), of which 5.5 posts (2.5FTE) are vacant. The revised proposals as set out in this report indicate an overall net reduction in the staff establishment by 11 posts (4.96 FTE) including the disestablishment of 5.5 (2.5 FTE) vacant posts.
- 1.3 This report sets out results of the formal consultation process and contains the final proposals in response.

2.0 Background to the review

- 2.1 On 13th August 2012 the Executive Cabinet Member – Deputy Leader together with the Executive Cabinet Member - the Leader (on 20th August 2012) approved a report setting out the need for a review of the SEN Service and draft proposals for changes to the service's structure and operations, for consultation with Trades Unions, staff and service users. (See Appendix A1).
- 2.2 The FOCUS Support Service provides a service through a Service Level Agreement for pupils with Special Educational Needs (SEN) categorised as Specific Learning Difficulties (SPLD) and Moderate Learning Difficulties (MLD) in primary, secondary and special schools. The aim of the service is to aid inclusion and raise standards.
- 2.3 The income recovered by the FOCUS Service through charges to schools does not meet the costs involved in providing the service. Furthermore, the demand for the service has fallen and subsequently the total income received from providing the service has reduced.
- 2.4 Schools are now accountable through the OfSTED Evaluation Framework for SEN provision, and are using their own expertise to ensure that the needs of their SEN pupils are met. Budgets for SEN pupils with SPLD and MLD are delegated to schools and provision is their responsibility.
- 2.5 The current SEN provision provided by the Local Authority requires remodelling to reflect these changes, and to take account of the reduced responsibilities that the Local Authority has in respect to pupils with SEN.

- 2.6 Following the formal consultation period, this report now addresses the key issues arising and puts forward revised proposals for final approval by The Cabinet .

3.0 Consultation process

- 3.1 Following approval of the strategic budget option by the Executive on January 24th 2011, “at risk” letters were issued to affected staff on 5th September 2012. Formal consultation on the proposals expired on 5th December 2012.

- 3.2 Key elements of the formal consultation have included:

Trades Unions

- Special DJCC meetings with minutes;
- Responding to specific requests for information from the trades unions;
- Access to all job descriptions and person specifications;

Staff

- A formal briefing session and presentation for all staff on 5th September 2012
- A staff consultation pack containing, in addition to some of the things listed below, the original report to Executive Cabinet Member – Deputy Leader; details of support for staff; and a comments and questions form;
- Weekly updates to the log of FAQ uploaded to the staff teamsite (See Appendix A2);
- Weekly update on the availability of vacant posts outside of the review, with support for staff who have taken up opportunities to apply for jobs as a result;
- Holding individual meetings with all members of staff attended by HR and/or trades unions representatives where required;
- Following up meetings with more specific support (for example around interview technique, or enrolment onto OD provided sessions);
- Requesting expressions of interest (without prejudice at this stage) from staff for voluntary redundancy and for other forms of flexible working including reductions in hours;

Customers and stakeholders

- Consultation with all Children’s Services Department Senior Managers via monthly Senior Managers meetings.
- Direct consultation with Head Teachers through the Inclusion and Engagement Group of Primary Headteachers and B.A.S.H.
- Telephone conversations with some Headteachers who currently buy an S.L.A. from FOCUS.

4.0 Key issues raised through formal consultation

- 4.1 Appendix 2 provides a detailed list of all issues raised during the consultation period including matters raised at the DJCC or JOG meetings. The appendix also incorporates, for the sake of setting out a comprehensive response to the consultation, the response to what was said by individuals and teams during personal meetings, staff briefing sessions and on the consultation response form issued with the Staff Consultation Pack.
- 4.2 In summary the key issues raised during consultation were:
- Secondary heads believe they should develop in-house capacity for teaching and be self-sustaining, but welcome the capacity building, expertise and knowledge which enable their work.
 - There was support for the role which would concentrate on SENCO training, induction and development across both sectors.
 - The Inclusion and Engagement Group of Headteachers confirmed that the capacity building model made sense to them, and those who did not already buy the service were unlikely to do so at a full cost recovery model.
 - There was a strong sense that a single teacher was unlikely to provide sufficient capacity across the system for pupils with Sp.L.D/M.L.D.
 - The idea of having a full continuum of expertise in the Outreach Service was well received.
 - A number of primary heads would continue with the service but recognise the need for change. However, there was a further point made that they value their individual teacher rather than the service.
 - Issues around examinations could be covered by secondary schools themselves or in clusters.
 - The availability of specific and skilled diagnostic and pedagogical advice is valued by service users.
 - There was concern expressed about the availability of support for SEN in the Early Years and that only limited expertise is available in this area.
 - The needs of LAC might need to be considered separately.
- 4.3 The Unions are not submitting a formal written consultation response but have expressed their view that they are happy with the consultation process and the subsequent responses to their questions.

5.0 Proposed Changes arising

- 5.1 The final proposals include some changes. Appendix A2 sets out in detail the reasoning behind some key areas where management, having considered the points made, take the view that the proposed structure should be amended, namely:
- An additional teacher post at Ladywood Outreach Service; and

- An additional 0.4FTE teacher post at Ladywood Outreach Service to cover the teaching for the L.A.C.E.S. (Looked After Children Education Service) Team.

Current staffing levels – FOCUS and Inclusion SEN Effectiveness Combined

Post	Team	Grade	FTE	Value	On costs	Total
<u>Staffing Budgets</u>						
Head of Service	FOCUS	L9	1.00	45,637	9,909	55,546
Head of Service	FOCUS	L9	0.60	27,382	5,942	33,324
Class Teacher (vacant)	FOCUS	U1	0.70	23,927	5,192	29,119
Class Teacher (vacant)	FOCUS	U1	0.30	10,254	2,225	12,479
Class Teacher	FOCUS	U1	0.40	13,672	2,967	16,639
Class Teacher	FOCUS	U2	0.60	24,813	5,384	30,197
Class Teacher (vacant)	FOCUS	U3	1.00	36,756	7,976	44,732
Class Teacher (vacant)	FOCUS	U3	0.30	11,027	2,393	13,420
Class Teacher (vacant)	FOCUS	U3	0.70	25,729	5,583	31,312
Class Teacher	FOCUS	U3	0.30	11,027	2,393	13,420
Class Teacher	FOCUS	U3	0.60	22,054	4,786	26,839
Class Teacher	FOCUS	U3	0.1818	6,682	1,450	8,132
Class Teacher	FOCUS	U3	1.00	36,756	7,976	44,732
Class Teacher	FOCUS	M6	0.18	5,679	1,232	6,912
Class Teacher	FOCUS	U3	1.00	36,756	7,976	44,732
Manager	Inclusion & Effectiveness	Soulbury	0.50	24,810	6,571	31,381
Advisory Teacher	Inclusion & Effectiveness	U3	1.00	40,256	10,663	50,919
			10.36	403,217	90,618	493,836
				Allowances		16,464
				Supply		21,800
Total Staffing Costs						532,100
Recharges (Castle Hill / Others)						18,500
Other						31,000
Total Non Staffing Cost						49,500
Total Expenditure Budget						581,600
DSG Charges						53,000
Less: SLA Income						-339,331
Income from the LACEST Team						-17,469
						-356,800
Net Cost Of Services						277,800

5.2 Financial Impact of Proposals

Proposals	Savings/Budget £	Savings/Budget £
Staffing		
Deletion of all posts:		
10.36 FTE	493,836	
Allowances	16,464	
Supply	21,800	
Total Savings in Staffing Costs		532,100
Non Staffing		
DSG charges	53,000	
Loss in SLA income	-339,331	
Reduction in Resources	11,000	
Total Savings in Non Staffing Costs		-275,331
Cost of New Posts		
2.0FTE SEN Professionals	-113,534	
1.0FTE Specialist SPLD/MLD Teacher	-43,672	
1.0FTE Specialist SPLD/MLD Teacher	-43,672	
0.40FTE (LAC)	-17,469	
Total Cost of New Posts		-218,347
High Needs Block – SEN provision within schools		-38,422
NET PROPOSALS		0

Proposed Structure

Post	Team	Grade	FTE	Value	On costs	Total
<u>Staffing Budgets</u>						
SEN Professional	S.E.N.D	Soulbury	1.00	46,152	10,615	56,767
SEN Professional	S.E.N.D	Soulbury	1.00	46,152	10,615	56,767
Teacher	S.E.N.D	M6+2SEN	1.00	35,506	8,166	43,672
Teacher	S.E.N.D	M6+2SEN	1.00	35,506	8,166	43,672
Teacher	S.E.N.D	M6+2SEN	0.40	14,202	3,266	17,469
Total Staffing Costs			4.40	177,518	40,828	218,347
Resources						20,000
Total Non-Staffing Cost						20,000
High Needs Block – SEN provision within schools						38,422
Income from the LACEST Team						-17,469
Total Proposed Budget						259,300

5.3 These changes have a net effect of being cost neutral and are reflected in the revised proposed structure diagram at Annex A3 below.

6.0 Implications of expressions of interest in voluntary redundancy and other flexible working

6.1 As a starting point it should be noted that, during the consultation period, a member of staff (0.5 FTE) has since found alternative employment outside of Bolton Council. This has reduced the residual final numbers likely to be redeployed.

6.2 Currently, 8 people have expressed their interest in taking voluntary redundancy. Since having received their individual estimated figures for pension no decision from management has yet been taken on any of these at the time of publication of this report.

6.3 As such the revised ring fence arrangements at Appendix A5 should be regarded as indicative only. Nevertheless, it is clear that the number of staff ultimately facing redeployment will have significantly reduced, from the 6.86 FTE originally anticipated to 4.96 FTE.

7.0 Equality Impact Assessment

- 7.1 Under the Equality Act 2010, the council must have due regard to:
- Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
 - Fostering good relations between people who share a protected characteristic and people who do not share it
- 7.2 It is therefore important to consider how the proposals contained within this report may positively or negatively affect this work. To support this analysis, an Equality Impact Assessment (EIA) has been carried out on the proposals outlined in this report, and is attached at appendix A5.
- 7.3 The EIA looks at the anticipated (positive and/or negative) impacts of the proposal on people from Bolton's diverse communities, and whether any group (or groups) is likely to be directly or indirectly differentially affected. This Equality Impact Assessment builds on the equality screening which was completed on the initial review options, and summarises the stakeholder consultation which has been completed as part of this review.
- 7.4 The equality considerations are set out in more detail in the Equality Impact Assessment at Appendix A5. It is not anticipated that the amended proposals now presented will have a differential effect on any of Bolton's diversity groups. However, should the proposals be approved by the Executive Cabinet Member, they will be kept under review as part of the overall budget process.

8 Recommendations

- 8.1 The Cabinet Member is recommended to:
- (i) Approve the final proposals; and
 - (ii) Subject to the approval of the Head of Paid Service in consultation with the Leader, delegate implementation of the new structure, including details of voluntary redundancy arrangements and consequential redundancy selection, to the Chief Executive and the Director of Children's Services.

Appendix A1 Summary of Consultation Responses and Proposed Changes

NB The Unions are not submitting a formal written consultation response

CHILDREN'S SERVICES - SAVINGS AND EFFICIENCIES PROGRAMME - ISSUES LOG

PROJECT NUMBER: CS-24

PROJECT NAME: SEN

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
17/09/12		<p>I was really heartened by the LA's vision for 'reconfiguring' the Focus team and feel that the new look, totally focused upon driving up outcomes for children, whilst supporting staff, will have a significant impact.</p> <p>A different and better service will now be secured</p> <p>Secondary Headteacher</p>	Building capacity to support SEN has been recognised as a theme and will be important in the final proposals.		5/12/12
24/09/12		Could you clarify the dates when Tony Birch is going to formally brief the following stakeholders about the council's proposals in relation to the SEN Support Services Review.	Initially: 11.09.12 Inclusion and Engagement group 17/09/12 BASH		

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		1. Primary School Headteachers 2. Secondary School Headteachers 3. Head of Bolton School Junior Girls - Mrs Ruth Brierley FOCUS Team			
24/09/12		Could you also clarify how much notice the council has to give to terminate a Service Level Agreement between a school and Focus Learning Support Service. FOCUS Team	Six months from either party		5/12/12
24/09/12		If the current Review Proposals are approved by Cabinet Members in December does this mean that Bolton Council will give 6 months notice to Schools who have a SLA with FOCUS Learning Support Service and I will be working 'as normal' until about June? FOCUS Team	This can be a bespoke arrangement for each individual school		5/12/12
28/09/12		I hope that as the LA reshapes its centrally provided SEN support services, consideration is given to including a post or posts with specific responsibility for: <ul style="list-style-type: none"> Coordination and ensuring quality and effectiveness of advice, training, development and provision for children from birth to 5 with SEN and Disability, and 	These issues have been acknowledged and will be addressed through reconsidering the role of the EY team and its relationship with SEN Support Services through the process of this review.		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		<ul style="list-style-type: none"> Outreach support and advice for early years and childcare providers working directly with children with SEN and Disability. <p>(full copy of response available on request)</p> <p>Early Year's Team</p>			

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
04/10/12		Is there any possibility that the consultation period could be extended as schools require time to analyse the details in this complex proposal. This in turn means that Focus staff are unable to make informed judgments about our future working arrangements. Thank You FOCUS Team Is it possible to arrange a meeting with Focus staff as we are getting mixed messages about details of what is going on?	The consultation period has now been extended to 5/12/12 Tony Birch, Carol Aspinall and Carol Aykol attended a FOCUS Staff meeting on 16/10/12		5/12/12
5/10/12		Where 'on line' are the minutes of the meeting in August when the report was presented to committee.	Follow the links starting on the Intranet homepage: Committee information; Agendas, minutes and reports; 2012-13; Executive Cabinet Member Leader's Portfolio; 20 August 2012.		5/12/12
		Where is the consultation pack on line?	We provided hard copies of the pack at the staff briefing (sometimes these are provided electronically e.g. where the staff numbers affected are particularly high).		5/12/12
		FOCUS staff are confused by the timings of putting in sev/VER applications, date of being approved is before we will know any outcomes of the proposals as final report is only going to committee in December. Also, if applying for any of the new posts in the new structure, staff	A number of staff have contacted us directly about the difference between severance and redundancy and, when they have, I have attempted to explain the difference, but am happy to meet to explain this further where necessary. The Voluntary Severance/VER referred to in the Chief Executive's letter in		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		will not know about the outcomes of interviews until January at earliest	early September is open to all staff and the closing date is 31 Oct. I would suggest this is only appropriate for those SEN/FOCUS staff who are clear that they want to apply for approval to leave the council as soon as possible (regardless of the proposals/consultation outcome). Staff affected by a review have the opportunity to express an interest in voluntary redundancy (form in the Staff Pack) and they will not be expected to make any final decisions until after the final report is approved. Staff will not be disadvantaged if they complete the wrong form etc.		
		HT's are asking SENCos to provide comments/feedback and SENCos need further clarification as schools are confused by the proposals.	A drop in was arranged for headteachers who would like any extra information. The SEN sub-group of BASH met specifically to look at the proposals. Inclusion and Engagement consultation group provided feedback in their meeting.		5/12/12
		The original document seems to paint an increasingly negative picture of FOCUS finances and this is thought to be unfair.	The intention was not to be unfair but to ensure that any future service is based on a full-cost recovery model.		5/12/12
		HT's are asking SENCos to provide comments/feedback and SENCos need further clarification as schools are confused by the proposals.	Head teachers have not raised with us any confusion about the proposals during consultation. We would anticipate a dialogue between head teachers and SENCos in the consultation process.		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		The timing of this consultation is also unfair on the current staff in the services affected. Beginning of the school year is always very busy and the timetables are being set up, lots of additional planning meetings in schools, additional requests from schools, SLAs as well as one-off requests, to provide further support. We can't stop doing "the current job" as the schools are currently paying for the service they have requested and it's always hectic at the beginning of the school year.	The consultation period was agreed with trade unions during the summer and flexibility has been demonstrated by extending the period of consultation to take account of this.		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		<p>Schools are only just (3th October) starting to receive formal information about the proposal, and it appears that the original pack is now available to schools. We are now half way through the consultation period and schools are only just starting to be given written information (miss-leading in places) about the proposal. This is unfair on schools that are about to have half term towards the end of October, giving little time to try to understand the proposal and then pass comments.</p> <p>Focus Team</p>	<p>The consultation period is to be extended to December 5th</p>		5/12/12
		<p>To what extent will the service that remains be able to support schools effectively in key areas?</p> <p>What would be the training implications for staff within schools in ensuring that services previously provided through the LA are covered effectively?</p> <p>Are we likely to see private companies stepping in to fill the 'gaps' left through the re-organisation?</p> <p>Secondary Headteacher</p>	<p>The service will focus on capacity building and while having fewer teachers they will be able to support schools through training and development which will equip them to meet the needs of SEN children more effectively. This is the model which is used well by Ladywood Outreach Service.</p> <p>Training and support would be provided by the post proposed at Ladywood Outreach.</p> <p>This is possible. We have seen this occur in other reviews but these proposals are clearly focused on building the capacity in schools to deliver to SEND pupils.</p>		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTE	DATE CLOSED
		Whilst I appreciate that the pressure is now to put as much money as possible directly into schools and that the income from the SLA means that the service needs a lot of 'top sliced' money to function, I'm not sure that 3 FTE staff would be sufficient for the central service to function. I suspect that the new approach to SEN will be something of a minefield (especially in the early years of operation) and believe that central support and advice from experts will be essential. I would sooner see this team being larger, even if it means continuing with 'top slicing' the overall budget.	We have considered this carefully and have given consideration to strengthening the capacity within the Ladywood Outreach area of the service.		5/12/12
		Will the LA consider supporting a pilot for a 'FOCUS' service where schools are charged the full cost for this service? Many primary colleagues, in particular, report how useful FOCUS is. Will the LA consider bringing in the Behaviour Support Service team that links directly with schools into this new structure in the near future? In recent	We have considered this in the process of consultation and asked finance to develop a full cost recovery model. This increases the daily cost to £330-350 per day. Feedback from the secondary head teachers was that this was too expensive and they should build capacity to provide for SEND themselves. Similar feedback was reported by Inclusion and Engagement consultation group. Head teachers service users interviewed by phone commented that: BSS is currently managed within the same Division within Children's Services and links are constantly being developed.		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		<p>years the quantity and quality of the advice, support and training on offer has decreased. The link between EBD and learning difficulties can be overlooked when the services are very separate.</p> <p>More analysis and comparison of how the secondary schools across Bolton support their students with SEN. How will feedback be given to SENCos?</p> <p>Maria Brierley's support, particularly in flagging-up important documents, summarising new initiatives, encouraging communication between Secondary SENCos, assistance in analysing Raise on Line and Data Pack data has been crucial. The new structure appears to build on this role however I would welcome an outline of how both SEN Professionals will be working with Secondary SENCos .</p>	<p>This is a key part of one of the roles. A final report will be circulated.</p> <p>This will continue along lines already established. The job descriptions provide clarity about how we see these roles developing.</p>		

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		I am new to Bolton and to the role of SENco. However, the first agency I was introduced to, was Focus Learning Support!. I have to say I am very impressed by the service. We currently have three teachers from Focus. They come into school every Monday and			5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		<p>Tuesday afternoon. They have been an excellent support to me and work 1-1 with 12 children at SA+. The children appear confident following a thirty minute session with the teacher. One other child has been screened for Dyslexia. This was extremely beneficial to both the child and the school. We now know that the child is unlikely to develop Dyslexia, but needs phonic support. Because the teachers are on site each week the test was done quickly. I am not sure that the proposal could provide the same support. 10 posts, reduced to 3 is a significant loss of human resources and I believe children need that consistent 1-1 support. I sincerely hope that the Proposal is re-considered.</p>	<p>We have considered ways of ensuring that dyslexia screening are provided and can be bought in by schools.</p> <p>Feedback contrasts as there is a strong view that capacity building should be the focus of the service rather than direct delivery.</p>		
		<p>Question(s) to be answered / Comment(s) to be considered as part of the consultation:</p> <p>Having read this document I am viewing the consultation a positive step in terms of being an alteration rather than a complete reduction of services. I have some considerations and questions which I would like to put forward.</p> <p>I have recently engaged the services of FOCUS at BSCA I am as yet unable to clearly comment on the effectiveness of the intervention as it has only been</p>	<p>We have considered this – the costs of £330-350 per day – is considered by many who have been consulted as a barrier going forwards.</p>		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>running for half a term. However I have worked with traded services in the past with good results and find the ability to buy in a positive one.</p> <p>Would it not be possible to reduce but maintain FOCUS as a traded service, which is part funded by the LA? Financial constraints could be managed if the Ladywood Outreach Team also became a part funded but traded service.</p> <p>This could have a number of pros:</p> <ol style="list-style-type: none"> 1. Schools and academies would be able to access specific support required by their organisation from Ladywood, outreach could be school led. 2. A partially funded service could enable both FOCUS and Ladywood to operate through an SLA with a recognition of effectiveness being made through services which were 'bought back' by schools/academies. 3. Training could be organised either via SLAs or through schools/academies funding their 	<p>We have considered this. In considering a traded service we are clear that it should not be a subsidy but at full cost recovery. See answers above.</p>		

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>own training. Maybe a Directory of Training Could be created, offering specialist training from schools and organisations within the authority. With a Training Policy included from each provider which could explain clearly the aims and delivery outcomes (as EP service).</p> <p>4. A traded service from both FOCUS and Ladywood would create transparency in terms of what is offered and how support is distributed.</p> <p>5. Both services could then be performance led.</p> <p>Also, if schools and academies are increasingly being asked to manage their own funding would one person be required to organise training if there was an element of 'buy back' from schools to all services?</p> <p>I think a post, based at the LA which manages the following:</p> <ul style="list-style-type: none"> • Out of borough schools (link to 	<p>The proposals provide for a co-ordination of training.</p> <p>This part of the proposal.</p>		

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		<p>Inclusion Team)</p> <ul style="list-style-type: none"> LA SEN style inspections (staff member manages but doesn't completely lead, incorporates staff from EP service and specialist schools; Rumworth/Firwood) SEN in school/academy funding New SENCo training would be useful. 			
		<p>Question(s) to be answered:</p> <ul style="list-style-type: none"> How will the new services be held accountable in terms of measurable impact on attainment in the schools – with specific students - they support? What will be the recruitment policy and contractual terms of the new services? Could the posts be offered as fixed-term secondments to proven practitioners rather permanent posts? <p>Could the new services operate as 'buy in'?</p>	<p>We will agree performance management targets which reflect the priorities set out in the proposed job descriptions.</p> <p>We would consider this though head teachers have indicated that they are not keen on secondments but would release staff to train and support others.</p>		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		<p>Comment(s) to be considered as part of the consultation:</p> <ul style="list-style-type: none"> • The moving forward with review and rationalisation of services is a positive step. It is positive that we are not looking at wholesale cuts, but rather, a reform towards greater cost-effectiveness. • It would be better if FOCUS / Ladywood Outreach / Inclusion SEN Effectiveness Team became a streamlined 'buy in' service. This would make it more tuned into each school's specific needs rather than the current situation where various forms of support are offered but are not necessarily relevant. • Recruitment of colleagues to the new service should be on a secondment basis thereby ensuring they remain 'in tune' with day-to-day policy and practise. It would also ensure they remain credible. 	All to be considered as pos consultation		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<ul style="list-style-type: none"> • If the newly reformed services remain wholly-LA funded, then there is a need for greater transparency in terms of what support (amount and type) is being provided to each school. • The newly reformed services should be measured with the same level of hard-headedness found within successful schools. In basic terms, this means asking the question - what students have you worked with, what is their progress before and after? • Given the various SEN expertise found across Bolton schools, a system where schools buy SEN support off one another could prove very useful. i.e. one school hiring a 'specialist assessor' SENCo from another for a few days, another school hiring a more 'strategic leader' SENCo for a period of time. 			

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<ul style="list-style-type: none"> National SENCo Award delivered by the Inclusion SEN Effectiveness Team training needs a full review – along with how CPD is organised and delivered in general. It may be better for the LA to be funding national speakers / trainers to visit rather than one permanent position. The ‘prescribing’ of services like FOCUS in Statements of SEN needs to cease. All existing Statements of SEN with this in them need amending. 			

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>FOCUS Support Service has been an invaluable resource for both the school and me in many different ways, including:-</p> <ul style="list-style-type: none"> • Offering support and advice to me about current developments in SEN provision and other staff in their dealings with SEN children within their own classes; • Sharing expertise from other settings and from other FOCUS staff; • Helping make valuable links between ourselves and other schools; • Working with children, providing intervention delivered by someone specially trained in the field of SEN, and keeping up to date with best practice through her own CPD; • Accessing extra resources, and knowing which were most appropriate for the children; • Administering assessments such as DST, and looking to refine testing to provide a higher level of information to staff; • Working with the Assessment Leader to ensure relevant 	<p>We would be continuing to build capacity in all of these areas except the provision of direct teaching through the proposed revised services.</p>		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>evidence needed for National Curriculum Test SEN concessions is obtained;</p> <ul style="list-style-type: none"> Supporting staff in their dealings with parents; Access Arrangements can be done by SENCO who has attended a course. It is the ultimate aim for all Secondary Schools to be self sufficient HLTA are trained to degree level so have expertise Schools should be succession planning It is important that school are supported by people who understand the role of the 21st century SENCO and are current or recent practitioners. Would appreciate a half day conference for Headteachers and SENCOs If FOCUS were to become a full cost recovery it would be too expensive. 	These comments reflect the philosophy underpinned in the review.		
		The principles outlined in the			5/12/12

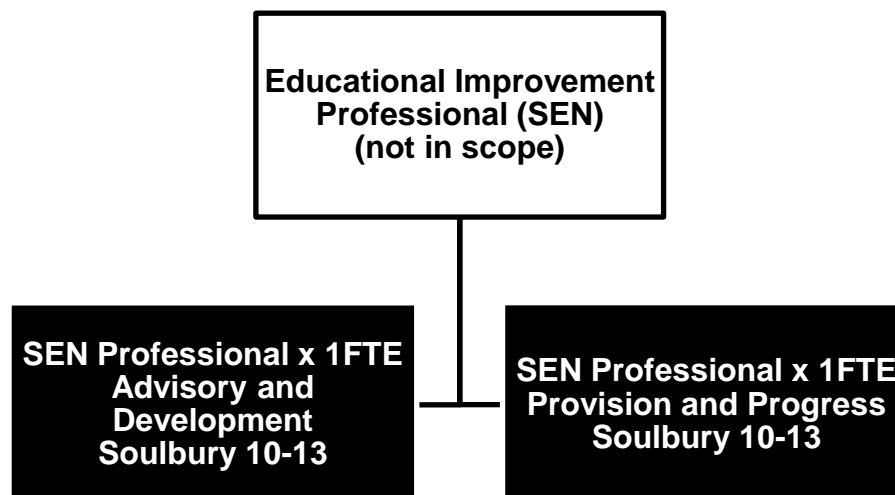
DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>consultation appear to be sensible and reflect the need to achieve equity for all schools and good value for money.</p> <p>As a clear requirement within the new OFSTED Framework it is crucial that schools can demonstrate that funds allocated SEN support reflect value for money and significant impact on pupil provision. It will prove very challenging for schools (and the LA) to demonstrate this in relation to FOCUS Support given the cost per session.</p> <p>With greater inclusion and the overall principles that underpins this schools need to providing a significant level of support to pupils with MLD from within existing resources and developing staff expertise in meeting these needs. The development of quality first teaching should sufficiently meet the needs of pupils with MLD via appropriate differentiation.</p> <p>The introduction of the two new posts for 'Provision and Progress' and 'Training and Development' appear to be an excellent proposition. The addition of these posts will help to consolidate and embed the work that has been undertaken in the strategic leadership of</p>	<p>We accept the comments in this feedback and accept the suggestions about SPLD and the term 'Advisory Teacher'.</p>		

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>SEN during the past year. It will be essential, however that the roles are clearly defined and that the way in which they will interface with all services has clarity from the start. We must avoid the risk of repetition of roles and ensure that schools are clear about how these posts fit into the whole picture.</p> <p>The demand for SPLD assessment and advisory support may mean that one post is not sufficient to meet the demand from schools. Further data gathering about demand may be a useful exercise in assessing the quantity of support required.</p> <p>To only focus on SPLD assessment is a very narrow field and would not provide the post holder with a well rounded professional balance professional balance. It may be more appropriate for the SPLD post to include an element of 'generic' outreach work to ensure that professional balance</p> <p>We need to be aware that there may be peaks and troughs in the demand for assessment. It is therefore essential that the role is flexible – to ensure value for money.</p> <p>In line with the policy that we have at</p>			

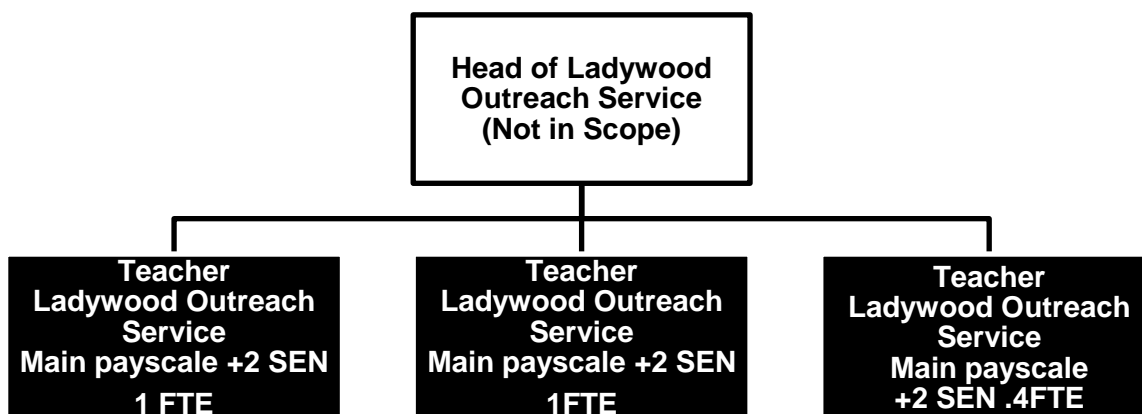
DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDATED	DATE CLOSED
		<p>Ladywood Outreach, the teacher in this post will need to have a teaching commitment for half a day per week. This will reduce their availability to 0.9 FTE.</p> <p>Whilst it is recognised that this post will need to fulfil a slightly different role to that of the Ladywood Outreach teachers would have reservations about using the title 'Advisory Teacher'. We believe that the inferred hierarchy of this title is not productive in the working relationship with schools. The title 'Outreach teacher (SPLD)' or similar would be our preference.</p>			
		<p>Several queries regarding the difference between severance and redundancy. This was also discussed at the two team meetings.</p>	<p>The VER/severance offer is open to all employees (subject to approval) and applications are subject to the deadline advertised. Employees currently in a consultation period also can volunteer for redundancy by submitting the form in the Staff Pack by the end of consultation.</p>		5/12/12
		<p>When will the meetings with Primary and Secondary Heads take place? When will you be speaking to Bolton School -</p>	<p>The Primary and Secondary Heads meetings occurred in September. Carol Aspinall will be contacting Bolton School in due course.</p>		5/12/12

DATE POSTED	RESPONSIBLE PERSON	ISSUE	PROGRESS / UPDATE	DATE UPDTED	DATE CLOSED
		would expect the same info to be given to them as is given to Primary and Secondary Heads.			
		Several specific questions relating to the detail of redeployment and potential scenarios.	Responded to by HR.		5/12/12
		Query about salary in report.	Acknowledged error and correct salary confirmed by C Aspinall.		5/12/12
		Several individual meetings took place.	Individuals' circumstances discussed.		5/12/12

Appendix A2 Revised Structure



The following posts will be part of the Ladywood Outreach Service



Appendix A3 Revised Ringfence Arrangements

Table A

The following posts (currently held vacant) would be disestablished:

FTE	Existing Job Title
0.70	Teacher U1
0.30	Teacher U1
1.00	Teacher U3
0.30	Teacher U3
0.70	Teacher U3
0.5	Inclusion and Effectiveness Manager Soulbury
3.5	Total

Table B

The following posts would be redundant from the current structure:

FTE	Existing Job Title	
4.26 (7 staff)	Class Teacher	See table D
1.6 (2 staff)	Head of Service	See table D
1.0	Inclusion and Effectiveness Advisory Teacher	See table C
6.86 (11 staff)	Total	

Table C

The following post is broadly comparable but graded higher therefore will be slotted in subject to a short assessment required:

FTE	Proposed Job Title	FTE	Existing Job Title
1.0	SEN Professional Advisory and Development, Soulbury 10-13	1.0	Inclusion and Effectiveness Advisory Teacher UPS 3 +1 SEN Service

Table D

There are more people than comparable posts in the following roles. These individuals will be subject to a redundancy selection exercise for a post in the new structure:

FTE	Proposed Job Title		Ring-fence of Existing Job Titles
2.4	Teacher Ladywood Outreach team, Main scale +2 SEN STPCD	4.26 (6 staff)	Class Teacher Main scale +1 SEN
		1.6 (2 staff)	Head of Service Leadership point 9
2.4	Total	5.86	Total

Table E

There are no comparable posts within the current structure for the following new post to be filled. It is proposed to fill the vacancy with priority to redundant staff within the service in line with HR policy.

FTE	Proposed Job Title
1.0	SEN Professional Provision and Progress, Soulbury 10 - 13

Appendix A4 Equality Impact Assessment

Equality Impact Assessment Part 1: Screening Form



Title of report or proposal:
SEN Support Services – 28 th January, 2013

Department:	Children's Services
Section/SIAP unit:	Education & Learning
EIA Screening undertaken?	Yes
Date of Screening:	23 rd July 2012
Location of screening:	In report to Executive Cabinet Member – Deputy Leader dated 13 th August 2012 located at http://www.democracy.bolton.gov.uk/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/11424/Committee/3035/Default.aspx

This report is for decision and is therefore subject to an Equality Impact Assessment. The following questions have been completed to ensure that this proposal, procedure or working practice does not discriminate against any particular social group. Details of the outcome of the Equality Impact Assessment have also been included in the main body of the report.

Equality Impact Assessment Questions

1. Describe in summary the aims, objectives and purpose of the proposal, including desired outcomes:

The proposal relating to the Focus and SEN Inclusion & Effectiveness functions is driven by a review of SEN support that suggested that the local authority considers its provision for monitoring the impact of SEN funding and provision of training and support. The review is also driven by a fall in demand for the traded element of the service from Bolton schools and the changes in SEN funding for schools and local authorities.

The review had found that, in the current configuration, the services are not fit for purpose. This is largely due to the changes in accountability for the progress of SEN pupils and increased capacity and expertise within schools to support SEN pupils combined with a diminishing demand for existing

services from schools. The proposal is to reduce the current staff establishment across both teams by an estimated 5.96 FTE posts.

If ultimately approved, the proposals would provide a staffing structure which meets the current needs of the local authority. This would take the form of 5 posts (4.4 FTE); one delivering statutory local authority training and development services; one monitoring the impact of SEN funding and progress of SEN pupils; the remaining three will be teaching posts as part of the Ladywood Outreach service.

The proposal would achieve an overall saving of around £74,000 and it is further proposed that this saving be used as a budget to fund specific services to meet assessed needs within the High Needs Block. This will help to reduce some of the wider funding pressures across SEN provision resulting from the increasing numbers and needs of children in Bolton with special educational needs.

2. Who are the main stakeholders in relation to the proposal?

- Staff within the current services
- Senior managers in the Children's Services Department
- Schools
- Children and young people and their parents/carers

3. In summary, what are the anticipated (positive or negative) impacts of the proposal?

The wellbeing of Bolton's young people is of paramount importance, and the Council and its educational partners remain committed to supporting all young people to achieve.

It is important to note that, while this report sets out plans for changes to the way in which schools are supported to assist young people with special educational needs and/or disabilities (SEN), it is not anticipated that the changes will result in a detrimental impact for the Borough's young people. This is because national changes mean that schools are now accountable for the progress of young people with SEN and are generally making use of their own in house expertise to support these young people. The new service is designed to support schools and early years settings to use their own expertise in supporting young people with SEN, while also providing the services which schools have told us that they continue to need e.g. assessment services.

Positive impacts include:

- A new service which will enable the local authority to meet its statutory duties with regard to SENCO training and will provide the assessment services that schools want.
- Withdrawal of a traded service that has required subsidy due to limited and reducing demand for the service from schools

Negative impacts include:

- Potential staff redundancies

This equality impact assessment is set within the context of the council's duties under the Equality Act 2010. Under this act, the council is required to have due regard to:

- 1) Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- 2) Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) Fostering good relations between people who share a protected characteristic and people who do not share it

It is not anticipated that these proposals will have an impact on the council's ability to meet this duty.

4. With regard to the stakeholders identified above and the diversity groups set out below

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Race	No adverse impact has been identified on the grounds of race.	At present, no adverse impact is anticipated on the grounds of race	N/a	No adverse impact is anticipated on the grounds of race, since all children and young people who have special educational needs and/or a disability will continue to receive appropriate support through their school, as discussed in the section on 'disability', below.
Religion	No adverse impact has been identified on the grounds of religion.	At present, no adverse impact is anticipated on the grounds of religion	N/a	No adverse impact is anticipated on the grounds of religion, since all children and young people who have special educational needs and/or a disability will continue to receive appropriate support through their school, as discussed in the section on 'disability', below.
Disability	While the SEN services will change, both of the services affected by the proposal are aimed at supporting improved outcomes for children with special educational needs and/or disabilities (SEN). Therefore, we do not anticipate that there will be an adverse impact on children and young people with a disability.	Without alternative measures to support children with SEN there is a potential that outcomes for these children would not improve.	<p>The Council is committed to supporting vulnerable children and so the purpose of the review that has been undertaken has been to explore alternative and better ways in which to support improved outcomes for these children.</p> <p>It is proposed that any savings resulting from the proposal are used to fund appropriate services for children assessed as having high level needs. This is in line with the Government's new funding arrangements and the strengthened role for local authorities as strategic</p>	<p>The new service proposed will support schools to use their own expertise. Feedback from schools indicates that, to meet their responsibilities for these children and young people, they no longer require some of the support that has been previously provided by the local authority. SEN Co-ordinators (SENCOs) employed in schools will continue to be supported both in terms of training and the provision of cover. Two sets of regulations came into force on 1 September 2009 which placed a duty on governing bodies to ensure that SENCOs are qualified teachers and that newly appointed SENCOs undertake nationally approved training for SEN coordination.</p> <p>Following consultation, extra capacity has been added to the proposal in the form of an additional 1.4FTE Teacher posts to support those working with children with special educational needs and, in particular, LAC Leads in schools, foster carers and those working to support children with SEN and their families pre-school.</p> <p>In addition to the services offered by the proposed new</p>

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
			planners and commissioners of services as outlined in the DfE report "A new approach to special educational needs and disability: Progress and Next Steps" published in June 2012.	<p>service there are a number of services available to schools via Bolton's Education Exchange to support SEN children and young people. These include:</p> <ul style="list-style-type: none"> • Reviews of provision carried out by a School Improvement Professional or Associate using Ofsted criteria to judge the quality of SEN provision. These involve a visit to school, interviews with key staff, observation of practice and a review report: • Schools also have opportunities to access support in data tracking and expertise at Lever Park in use of the Comparison and Analysis of Special Pupil Attainment (CASPA) system. The CASPA system allows analysis and benchmarking of pupil attainment and progress of SEN pupils for whom national curriculum levels may not be appropriate. • In addition, Ofsted's recent review into SEN and disability noted the high proportion of children incorrectly identified as having SEN when they may have other non-SEN related difficulties. At School Action in particular Ofsted commented that difficulties that would typically be accommodated by good class teaching and the sorts of targeted support that schools should already routinely provide as part of their normally-available offer to all pupils, were being labelled as SEN. Work is underway with schools to support them in appropriate identification and categorisation of SEN and new DfE guidance in this area is awaited.

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Gender (including gender reassignment)	<p>No adverse impact is anticipated on the grounds of gender, since support is provided to individual pupils on the basis of identified need, irrespective of gender.</p> <p>National statistics show that boys are more likely than girls to be identified as having SEN: 70% of children with identified SEN are boys; boys are more likely than girls to attend special schools. The statistics also show that boys and girls are likely to have different types of SEN. Boys with statements of SEN are more than twice as likely to have autism or behavioural, emotional and social difficulties than girls, whereas girls with statements are more than twice as likely to have profound or</p>	Without alternative measures to support children with SEN there is a potential that outcomes for these children would not improve.	The Council is committed to supporting vulnerable children and so the purpose of the review that has been undertaken has been to explore alternative and better ways in which to support improved outcomes for these children.	See 'disability' section above for examples of support offered by the local authority to schools to assist them in supporting individual SEN pupils.

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
	multiple learning difficulties or hearing problems compared with boys.			
Age	<p>We do not anticipate that there will be an adverse impact on children and young people on the grounds of their age group.</p> <p>The services affected by these proposals support improved outcomes for children within the primary and secondary sectors.</p>	Stakeholder feedback has identified a need for additional capacity to support the emerging Early Years SEN agenda	The Council is committed to supporting vulnerable children and so the purpose of the review that has been undertaken has been to explore alternative and better ways in which to support improved outcomes for these children.	The current services support children and young people in primary and secondary schools. However, the local authority will continue to offer support to schools, to assist them in supporting pupils with SEN and it is therefore not anticipated that there will be an adverse effect as a result of the proposals. This is discussed in the section on 'disability', above. Additional capacity to support Early Years has been built into the proposals now presented.
Sexuality	No impact has been identified on the grounds of sexuality.	At present, no adverse impact is anticipated on the grounds of sexuality	N/a	No adverse impact is anticipated on the grounds of sexuality. See 'disability' section above for examples of support offered by the local authority to schools to assist them in supporting individual SEN pupils
Caring status (including pregnancy & maternity)	It was not initially anticipated that parents and carers of pupils with SEN would be affected by the proposal.	Under the original proposal there was a potential for the LAC Leads in schools and foster carers of	Improving the outcomes of Looked After Children is a priority for Bolton and so the proposals have been modified to ensure that this group is not disadvantaged by the	The revised proposals now presented include an additional 0.4 FTE post to support LAC Leads in schools and foster carers of children with special educational needs

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
	However during consultation it was recognised that the original proposal could lead to a diminution of support for carers and school supporters of Looked After Children with special educational needs.	children with special educational needs to receive less support than they had previously. However, the proposals have been amended to include additional support for carers and Looked After Children leads in schools.	proposal.	
Marriage and civil partnership	No impact has been identified on the grounds of marital status.	No adverse impact is anticipated on the grounds of marriage and civil partnership	N/a	No adverse impact is anticipated on the grounds of marriage and civil partnership. See 'disability' section above for examples of support offered by the local authority to schools to assist them in supporting individual SEN pupils
Socio-economic	<p>No adverse impact has been identified on the grounds of socio-economic status.</p> <p>However, we are aware that national statistics show that, in 2010, pupils with SEN were more than twice as likely to be eligible for FSM as those without, at both primary and secondary level. In total, approximately 30 per</p>	<p>Support is provided to individual pupils on the basis of identified need, and the schools which presently use the local authority's support services do not all serve areas of high deprivation.</p> <p>Pupils who are vulnerable because of their special educational needs</p>	The Council is committed to supporting vulnerable children and so the purpose of the review that has been undertaken has been to explore alternative and better ways in which to support improved outcomes for these children.	<p>In addition to the support measures outlined in the section on 'disability' above, the Council continues to undertake work to tackle child poverty and is currently working with partners to develop a Child Poverty Strategy.</p> <p>Sometimes families of SEN children are workless because of childcare issues. Because of this the Council is committed to ensuring sufficient childcare places are available for SEN pupils as part of its wider childcare sufficiency duties.</p> <p>Children's Centres are key to supporting these families. Under the proposals outlined in the SEN Green Paper "Support and aspiration: A new approach to special educational needs and disability" by 2014 all children who would currently have a statement of SEN or learning difficulty assessment will be</p>

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
	cent of pupils with SEN are also eligible for FSM.	and/or disabilities and/or pupils who are living in poverty will continue to be targeted for support. This is in keeping with the Council's priorities to protect vulnerable and/or disadvantaged children and young people.		entitled to a new single assessment process and 'Education, Health and Care Plan' to identify their support needs from birth to 25. Health visitors working from Children's Centres will be able to intervene early and will be in a position to signpost families to appropriate support and entitlements – including free early education.
Other comments or issues	<p><u>Impact on staff</u></p> <p>We are aware of the adverse impact this proposal will have on Council staff who may be subject to these proposals, in total 17 posts, (10.36 FTE). The proposal, if accepted, would reduce the current staff establishment across both teams by an estimated 5.96 FTE posts.</p> <p>Any potential redundancies that may result from the proposal will comply with the Council's Human Resources procedures which are designed to treat all staff equally and do not discriminate against any group of people. If a redundancy situation is identified the Council endeavours to address this by workforce planning procedures, including staff redeployment, consideration of voluntary redundancy or VER and all other reasonably practical measures.</p> <p>In the event of compulsory redundancy, our policy is based on work performance; skills and competencies; disciplinary record; and attendance record. Any reduction in the workforce will lead to a potential reduction in its diversification, however this will be through following the appropriate procedures and not the discrimination of particular members of staff based on any other criterion except that stated in our redundancy policy.</p> <p>Due to the numbers of staff affected by this specific proposal, it is not appropriate to discuss the demographic breakdown of the staff team in detail in this assessment as this risks identifying individuals. The demographic breakdown of the affected staff will be considered when the impact of all our proposals is assessed by the corporate Human Resources Team.</p>			

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
<p>Please provide a list of the evidence used to inform this EIA, such as the results of consultation, service take-up, service monitoring, surveys, stakeholder comments and complaints where appropriate.</p> <p>If you have undertaken consultation as part of the proposal, the consultation manager will upload it on to the corporate database.</p>			<p>The special educational needs and disability review, Ofsted , September 2010 http://www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review Findings included: “Where educational support for (SEN) children and young people was most effective, the local authority had taken a strategic and coordinating role to ensure that a wide range of needs could be met effectively, right through to post – 16 education.”</p> <p>Support and aspiration: A new approach to special educational needs and disability Green Paper issued by DfES in March 2011 https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027 Proposals include: “by developing stronger local strategic planning and commissioning arrangements, local authorities and local health services will play a pivotal role in ensuring that children and young people with SEN or who are disabled receive high quality support, and that parents are able to make informed choices about what is right for their family;”</p> <p>Support and aspiration: A new approach to special educational needs and disability: Progress and Next Steps issued by DfES in June 2012 http://www.education.gov.uk/childrenandyoungpeople/send/b0075291/green-paper/progress This paper outlines responses to the national consultation on the Green Paper proposals, highlights progress and future governmental plans in this area. It includes: “The new funding arrangements will bring together all existing education funding for high needs pupils and students in the form of a notional High Needs Block. Local authorities will use funding from their notional High Needs Block to commission and fund provision for high needs pupils and students, dealing directly with the providers whom they commission. This will support the local authority’s commissioning role in relation to children and young people with SEN or who are disabled, and sharpen the focus on pupil progress and attainment.”</p>	

5.a Are there any gaps in your evidence or conclusions that make it difficult for you to quantify the potential adverse impact?

The Council has consulted with appropriate stakeholders and sought views on any potential impacts – both positive and negative. These views have been taken into account to inform this full Equality Impact Assessment.

5.b If so, please explain how you will explore the proposal in greater depth or please explain why no further action is required at this time.

See above

You may wish to consider undertaking secondary data analysis, further consultation or research or investigating best practice. If you are planning to undertake further consultation or research as a result of this EIA, please contact the Consultation Manager on ext. 1083.

Equality Impact Assessment

Part 2: Consultation Form

(To be completed where consultation has been undertaken)

This report is for decision and is therefore subject to an Equality Impact Assessment. The proposal was also subject to consultation and this Equality Impact Assessment (Consultation Form) provides details of the consultation results.

The following questions have been completed to ensure that this proposal, procedure or working practice does not discriminate against any particular social group. This has been ensured by undertaking consultation. Details of the outcome of the consultation have also been included in the main body of the report.

This form asks you to provide details of all the consultation undertaken specific to the proposal you are making, either prior to the EIA or as part of it and the results of this.

1. Consultation with staff

a. Please summarise the consultation undertaken with staff and their Trades Unions regarding this proposal.

Details of consultation undertaken with staff and their Trades Unions can be found at Appendix A2 of this report.

b. Please summarise the results of this consultation, including key issues arising and any changes being made to the proposal as a result of the consultation

A summary of the results of the consultation can be found at Appendix A2. The views of staff were taken into account to decide on the revised staffing levels proposals

2. Consultation with customers and other stakeholders

a. Please summarise the consultation undertaken with customers and other stakeholders regarding this proposal (refer back to the stakeholders identified in your screening form)

Details of consultation undertaken with stakeholders can be found at Appendix A2 of this report.

b. Please summarise the results of this consultation, including key issues arising and any changes being made to the proposal as a result of the consultation

A summary of the results of the consultation can be found at Appendix A2. Feedback was generally supportive of the Proposals. Key issues arising were:

- The emerging need for SEN support at Early Years to provide capacity to respond to the early identification of SEN and the single Education, Health and Care planning agendas. As a result an additional 1.0 FTE post has been added to the proposed structure as part of the Ladywood Outreach Service.
- The need for additional support for Looked After Children Leads in schools and training for foster carers who are supporting Looked After Children with Special Educational Needs. As a result an additional 0.4 FTE post has been added to the proposed structure also as part of the Ladywood Outreach Service.

This EIA form and report has been checked and countersigned by the Departmental Equalities Officer before proceeding to Executive Member(s)

Please confirm the outcome of this EIA:

No major impact identified, therefore no major changes required – proceed

☐

Adjustments to remove barriers / promote equality (mitigate impact) have been identified – proceed

☒

Continue despite having identified potential for adverse impact/missed opportunities for promoting equality – this requires a strong justification

☐

Stop and rethink - the EIA identifies actual or potential unlawful discrimination

☐

Report Officer

Name: Tony Birch

Signature:

Date and Contact No: 17th December 2012 Tel: 01204 332130

Departmental Equalities Lead Officer

Name: Alison Unsworth

Signature:

Date and Contact No: 17th December 2012 Tel: 01204 334003