

# Education, Children and Families Policy Committee

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**Monday 26 February 2024 at 2.00 pm**

**Town Hall, Sheffield, S1 2HH**

**The Press and Public are Welcome to Attend**

## **Membership**

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Councillor Dawn Dale  
Councillor Maroof Raouf  
Councillor Mohammed Mahroof  
Councillor Dianne Hurst  
Councillor Nighat Basharat  
Councillor Jayne Dunn  
Councillor Maleiki Haybe  
Councillor Ian Horner  
Councillor Ann Whitaker

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## PUBLIC ACCESS TO THE MEETING

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The Education, Children and Families Policy Committee discusses and takes decisions on:

### Education and Skills

- Schools
- Mainstream and specialist education (early years, children and young people)
- Learning and Skills policy, programmes and interventions (children and young people)

### Children and Families

- Children and family support and social work
- Fostering and adoption
- Children in care, care leavers and corporate parenting
- Residential services
- Youth justice
- Child safeguarding

Meetings are chaired by the Committee's Chair, Councillor Dale.

A copy of the agenda and reports is available on the Council's website at [www.sheffield.gov.uk](http://www.sheffield.gov.uk). You may not be allowed to see some reports because they contain confidential information. These items are usually marked \* on the agenda. Members of the public have the right to ask questions or submit petitions to Policy Committee meetings and recording is allowed under the direction of the Chair. Please see the [Council's webpages](#) or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Policy Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last on the agenda.

Meetings of the Policy Committee have to be held as physical meetings. If you would like to attend the meeting, please report to an Attendant in the Foyer at the Town Hall where you will be directed to the meeting room. However, it would be appreciated if you could register to attend, in advance of the meeting, by emailing [committee@sheffield.gov.uk](mailto:committee@sheffield.gov.uk), as this will assist with the management of attendance at the meeting. The meeting rooms in the Town Hall have a limited capacity. We are unable to guarantee entrance to the meeting room for observers, as priority will be given to registered speakers and those that have registered to attend.

Alternatively, you can observe the meeting remotely by clicking on the 'view the webcast' link provided on the meeting page of the [website](#).

If you wish to attend a meeting and ask a question or present a petition, you must submit the question/petition in writing by 9.00 a.m. at least 2 clear working days in

advance of the date of the meeting, by email to the following address:  
[committee@sheffield.gov.uk](mailto:committee@sheffield.gov.uk).

In order to ensure safe access and to protect all attendees, you will be recommended to wear a face covering (unless you have an exemption) at all times within the venue. Please do not attend the meeting if you have COVID-19 symptoms. It is also recommended that you undertake a Covid-19 Rapid Lateral Flow Test within two days of the meeting.

If you require any further information please email [committee@sheffield.gov.uk](mailto:committee@sheffield.gov.uk).

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## FACILITIES

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There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms. Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

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**EDUCATION, CHILDREN AND FAMILIES POLICY COMMITTEE AGENDA  
26 FEBRUARY 2024**

**Order of Business**

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**Welcome and Housekeeping**

The Chair to welcome attendees to the meeting and outline basic housekeeping and fire safety arrangements.

**1. Apologies for Absence**

**2. Exclusion of Press and Public**

To identify items where resolutions may be moved to exclude the press and public

**3. Declarations of Interest**

Members to declare any interests they have in the business to be considered at the meeting

(Pages 7 - 10)

**4. Minutes of Previous Meeting**

To approve the minutes of the last meeting of the Committee held on 19<sup>th</sup> December 2023.

(Pages 11 - 14)

**5. Public Questions and Petitions**

To receive any questions or petitions from members of the public.

(NOTE: There is a time limit of up to 30 minutes for the above item of business. In accordance with the arrangements published on the Council's website, questions/petitions at the meeting are required to be submitted in writing, to [committee@sheffield.gov.uk](mailto:committee@sheffield.gov.uk), by 9.00 a.m. on 22<sup>nd</sup> February 2024).

**6. Members' Questions**

To receive any questions from Members of the committee on issues which are not already the subject of an item of business on the Committee agenda – Council Procedure Rule 16.8.

(NOTE: a period of up to 10 minutes shall be allocated for Members' supplementary questions).

**7. Work Programme**

(Pages 15 - 32)

**Formal Decisions**

- |   |                          |
|---|--------------------------|
| <b>8. School Admissions</b>   | <b>(Pages 33 - 102)</b>  |
| <b>9. 16-25 Years Supported Accommodation Framework Contract</b>        | <b>(Pages 103 - 140)</b> |
| <b>10. Proposed Capital Programme for 2024/25</b>                       | <b>(Pages 141 - 172)</b> |
| <b>11. Education, Children and Families Committee Climate Statement</b> | <b>(Pages 173 - 186)</b> |
| <b>12. The Childcare Reforms (Spring Budget 2023)</b>                   | <b>(Pages 187 - 214)</b> |
| <b>13. Corporate Parenting Plan</b>                                     | <b>(Pages 215 - 244)</b> |

**Items for Noting**

- |   |                          |
|---|--------------------------|
| <b>14. SEND SEF and Transformation work</b>                                 | <b>(Pages 245 - 304)</b> |
| <b>15. Update report from the Strategic Director of Children's Services</b> | <b>(Pages 305 - 318)</b> |

**NOTE: The next meeting of Education, Children and Families Policy Committee will be held on Tuesday 19 March 2024 at 2.00 pm**

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## ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

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If you are present at a meeting of the Council, of its Policy Committees, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest** (DPI) relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period\* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

\*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
  - under which goods or services are to be provided or works are to be executed; and
  - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
  - the landlord is your council or authority; and
  - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
  - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
  - (b) either -
    - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
    - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.



Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Standards Committee in relation to a request for dispensation.

Further advice can be obtained from David Hollis, Interim Director of Legal and Governance by emailing [david.hollis@sheffield.gov.uk](mailto:david.hollis@sheffield.gov.uk).

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Education, Children and Families Policy Committee

Meeting held 19<sup>th</sup> December 2023

**PRESENT:** Councillors Dawn Dale (Chair), Maroof Raouf (Deputy Chair)  
Mohammed Mahroof (Group Spokesperson), Jayne Dunn,  
Ann Whitaker, Maleiki Haybe, Ian Horner and Julie Grocutt (Substitute  
Member)

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**1. APOLOGIES FOR ABSENCE**

1.1 Councillor Dianne Hurst sent their apologies. Councillor Julie Grocutt attended as their substitute.

**2. EXCLUSION OF PRESS AND PUBLIC**

2.1 The Chair reported that two appendices relating to item 12 were not available to the public and press because they contained exempt information described in Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972 (as amended), relating to the financial or business affairs of any particular person. Accordingly, if the content of those parts of the report were to be discussed, the public and press would be excluded from the meeting.

**3. DECLARATIONS OF INTEREST**

3.1 No declarations of interest were received.

**4. MINUTES OF PREVIOUS MEETINGS**

4.1 The minutes of the previous meeting of the Education, Children and Families Committee, held on the 2<sup>nd</sup> of November 2023, were approved.

**5. PUBLIC QUESTIONS AND PETITIONS**

5.1 No public questions or petitions were received from members of the public.

**6. MEMBERS' QUESTIONS**

6.1 No Members' questions were received on this occasion.

## **7. WORK PROGRAMME**

- 7.1 The Committee received the Committee's Work Programme for consideration and discussion. The aim of the Work Programme is to show all known, substantive agenda items for forthcoming meetings of the Committee, to enable this Committee, other committees, officers, partners, and the public to plan their work with and for the Committee. Changes since the Committee's last meeting, including any new items, had been made in consultation with the Co-Chairs, Deputy Chair and Group Spokesperson, via their regular pre-meetings, and these were set out at the beginning of Appendix A of the report.
- 7.2 Members raised the issue of School Admissions, an item which was due to come to Committee in February. They stated that feedback had been given by parents that the information available on this subject could be improved. Councillor Dale stated she would be willing to set up a Task and Finish Group on this subject. Councillors Ann Whitaker, Nighat Basharat and Maroof Raouf volunteered to be on this group.
- 7.3 Members asked whether Race Equality had been placed on the agenda for next year's Policy Committee meetings. The Chair confirmed this would be looked at and stated that the Strategic Director of Children's Services would provide updates in their regular Update Report item.
- 7.4 **RESOLVED UNANIMOUSLY:** That the Committee's work programme, as set out in Appendix 1, be agreed, including the additions and amendments identified in Part 1.

## **8. AN APPROACH TO SCHOOL IMPROVEMENT**

- 8.1 The Committee considered a report of the Strategic Director of Children's Services which sought to outline what School Improvement consisted of, taking the following into consideration: (a) the Council's statutory duties and (b) any locally commissioned school improvement activities and (c) national considerations when thinking about School Improvement as a whole.
- 8.2 The Education, Children and Families Policy Committee noted the contents of the report and agreed to receive further updates to any changes in school improvement approaches either on a school, local or national level.

## **9. DEVELOPING OF A BELONGING FRAMEWORK**

- 9.1 The Committee consider a report of the Strategic Director of Children's Services which set out a proposal to develop a Belonging Framework and use this to drive change.
- 9.2 The Education, Children and Families Policy Committee:
1. Agreed that Sheffield City Council would develop a Belonging Framework in coproduction with children and young people, families and stakeholders.
  2. Noted the intention of the Belonging Framework to provide an overarching

vision to drive change – so that everything done would be focused on deepening children and young people’s sense of belonging.

3. Noted the engagement planned with children and young people to inform the development of the framework.
4. Noted that the development of the framework would be an iterative process as the views of children and young people were gained in ways which worked best for them, and that the framework and next steps would be reviewed and refined based on this.
5. Noted the intention for an ongoing conversation with the Committee about belonging, including a further draft to be presented at Committee in Spring 2024.

## **10. UPDATE REPORT FROM THE STRATEGIC DIRECTOR OF CHILDREN’S SERVICES**

10.1 The Committee considered a report of the Strategic Director of Children’s Services which provided the Strategic Director’s update on the performance and governance of Children’s services, including progress in meeting DCS (Director of Children’s Services) accountabilities and the delivery on statutory requirements. It also provided an update in relation to the Council’s Delivery Plan, key strategic events and issues on the horizon.

10.2 The Education, Children and Families Policy Committee:

- Noted the Strategic Director of Children’s Services report and agreed key activity for the months to come.

## **11. UPDATE ON ILACS INSPECTION REPORT**

11.1 The Committee considered a report of the Strategic Director of Children’s Services which provided the findings of the September 2023 Inspection of Local Authority Children’s Services (ILACs).

11.2 The Education, Children and Families Policy Committee:

- Noted the progress made since the 2019 inspection through both the Inspection Report (appendix 1) and the Action Plan (appendix 2)
- Highlighted the importance of the council-wide response to providing Good and Outstanding services for children and families in the city.

## **12. EDUCATION, CHILDREN AND FAMILIES BUDGET REPORT: OPTIONS FOR 24/25 BUDGET**

12.1 The Committee received a report of the Strategic Director of Children’s Services which set out the budget pressures and challenges facing the services which fell under the Education, Children and Families committee area, and provided an update to the budget and resourcing action plan considered by the Committee on the 2<sup>nd</sup> November 2023.

12.2 The Education, Children and Families Committee:

- Noted the financial pressures for 24/25 detailed within this report and the new income available to mitigate them
- Noted the measures proposed in the report to mitigate these pressures and that they would be presented to the Strategy and Resources Policy Committee as part of the Council's budget for 24/25
- Noted that Officers would work to develop any necessary detailed implementation plans for the proposals in this report so that the proposals, once agreed, could be implemented before or during the 2024/25 financial year
- Noted that this was an update on the position presented to Committee on the 2<sup>nd</sup> of November 2023

**13. 2023/24 Q2 BUDGET MONITORING**

- 13.1 The Committee received a report of the Director of Finance and Commercial Services which brought the Committee up to date with the Council's General Fund Revenue outturn position for 2023/24 as at quarter two.
- 13.2 The Education, Children and Families Policy Committee noted the updated information and management actions on the 2023/24 Revenue Budget Outturn as described in the report.



## Report to Education, Children and Families Policy Committee

8<sup>th</sup> February 2024

Report of: Director of Policy and Democratic Engagement

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**Subject:** Committee Work Programme

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**Author of Report:** Fiona Martinez, Principal Democratic Services Officer

[fiona.martinez@sheffield.gov.uk](mailto:fiona.martinez@sheffield.gov.uk)

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### Summary:

The Committee's Work Programme is attached at Appendix 1 for the Committee's consideration and discussion. This aims to show all known, substantive agenda items for forthcoming meetings of the Committee, to enable this committee, other committees, officers, partners and the public to plan their work with and for the Committee.

Any changes since the Committee's last meeting, including any new items, have been made in consultation with the Co-Chairs, and the document is always considered at the regular pre-meetings to which all Group Spokespersons are invited.

The following potential sources of new items are included in this report, where applicable:

- Questions and petitions from the public, including those referred from Council
- References from Council or other committees (statements formally sent for this committee's attention)
- A list of issues, each with a short summary, which have been identified by the Committee or officers as potential items but which have not yet been scheduled (See Appendix 1)

The Work Programme will remain a live document and will be brought to each Committee meeting.

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## **Recommendations:**

1. That the Committee's work programme, as set out in Appendix 1 be agreed, including any additions and amendments identified in Part 1;
2. That consideration be given to the further additions or adjustments to the work programme presented at Part 2 of Appendix 1;
3. That Members give consideration to any further issues to be explored by officers for inclusion in Part 2 of Appendix 1 of the next work programme report, for potential addition to the work programme

**Background Papers:** None

**Category of Report:** Open

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## **COMMITTEE WORK PROGRAMME**

### **1.0 Prioritisation**

1.1 For practical reasons this committee has a limited amount of time each year in which to conduct its formal business. The Committee will need to prioritise firmly in order that formal meetings are used primarily for business requiring formal decisions, or which for other reasons it is felt must be conducted in a formal setting.

1.2 In order to ensure that prioritisation is effectively done, on the basis of evidence and informed advice, Members should usually avoid adding items to the work programme which do not already appear:

- In the draft work programme in Appendix 1 due to the discretion of the chair; or
- within the body of this report accompanied by a suitable amount of information.

### **2.0 References from Council or other Committees**

2.1 Any references sent to this Committee by Council, including any public questions, petitions and motions, or other committees since the last meeting are listed here, with commentary and a proposed course of action, as appropriate:

2.2

None received

### **3.0 Member engagement, learning and policy development outside of Committee**

3.1 Subject to the capacity and availability of councillors and officers, there are a range of ways in which Members can explore subjects, monitor information and develop their ideas about forthcoming decisions outside of formal meetings. Appendix 2 is an example 'menu' of some of the ways this could be done. It is entirely appropriate that member development, exploration and policy development should in many cases take place in a private setting, to allow members to learn and formulate a



position in a neutral space before bringing the issue into the public domain at a formal meeting.

### 3.2 Training & Skills Development - Induction programme for this committee.

Title	Description & Format	Date
None to report		

**Appendix 1 – Work Programme**

**Part 1: Proposed additions and amendments to the work programme since the last meeting:**

<b>New Items</b>	<b>Proposed Date</b>	<b>Note</b>
<b>NEW:</b> Proposed Capital Programme for 2024/25	February 2024	The Committee is asked to endorse the general approach to inform the Council’s overarching Capital Strategy.
<b>NEW:</b> Education, Children and Families Committee Climate Statement	February 2024	The Education, Children and Families Committee Climate Statements will reaffirm the commitments made relating to the climate emergency and outline how climate change relates to the Education, Children and Families Committee and the action that the committee can take to contribute and support our commitments.
<b>NEW:</b> Belonging Strategy	March 2024	Awaiting narrative
<b>NEW:</b> Race Equality Review	March 2024	The purpose of this report, is to review the steps taken to implement the Race Equality Commission’s Recommendations
<b>NEW:</b> Building Successful Families, Committee Annual update	March 2024	The report is to provide an annual update to the Education, Children and Families Committee on the Building Successful Families (BSF) programme, referred to nationally as the Supporting Families programme. To request that the Education, Children and Families Committee receives and notes the 2024 annual report of Building Successful Families (BSF).
<b>NEW:</b> Update report from the Strategic Director of Children’s Services	March 2024	To provide a Strategic Director’s update regarding the performance and governance of Children’s services, including progress in meeting DCS (Director of Children’s Services) accountabilities and delivering on our statutory requirements. It also provides an update regards progress in relation to the Council’s Delivery Plan, key strategic events and issues on the horizon.
<b>NEW:</b> Developing an Integrated Resource at Broomhall Nursery	March 2024	Awaiting narrative
<b>Rescheduled Item</b>	<b>Proposed Date</b>	<b>Note</b>

<b>MOVED:</b> School Calendar 2025/26	March 2024	The Local Authority is required to consult annually and determine the school term dates for Community, Voluntary Controlled and Community Special Schools under Section 32 of the Education Act 2002. Schools that are their own Admission Authority usually follow the City Council model calendar but are free to set their own. Religious schools sometimes operate different dates around Easter. To ensure that the City Council is carrying out its statutory duty to set a school calendar for the 2025/26 academic year
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### Part 2: List of other potential items not yet included in the work programme

Issues that have recently been identified by the Committee, its Chair or officers as potential items but have not yet been added to the proposed work programme. If a Councillor raises an idea in a meeting and the committee agrees under recommendation 3 that this should be explored, it will appear either in the work programme or in this section of the report at the committee's next meeting, at the discretion of the Chair.

<b>Topic</b>	
<b>Description</b>	
<b>Lead Officer/s</b>	
<b>Item suggested by</b>	
<b>Type of item</b>	
<b>Prior member engagement/ development required</b> <i>(with reference to options in Appendix 2)</i>	
<b>Public Participation/ Engagement approach</b> <i>(with reference to toolkit in Appendix 3)</i>	
<b>Lead Officer Commentary/Proposed Action(s)</b>	

### Part 3: Agenda Items for Forthcoming Meetings

Meeting 5	8 <sup>th</sup> February 2023	2pm				
Topic	Description	Lead Officer/s	Type of item <i>Decision/Referral to decision-maker/Pre-decision (policy development)/Post-decision (service performance/ monitoring)</i>	Prior member engagement/ development required <i>(with reference to options in Appendix 1)</i>	Public Participation/ Engagement approach <i>(with reference to toolkit in Appendix 2)</i>	Final decision-maker (& date) This Cttee/Another Cttee (eg S&R)/Full Council/Officer
The Childcare Reforms	The likely impact of implementation of the Chancellor's Spring Budget 2023 Announcement of proposed Childcare Reforms.	Cathie Tandy	Strategy/Policy Development	N/A	One key area of work to be undertaken will be to establish levels of expected demand amongst parents/carers, alongside existing capacity within the Early Education and Childcare Market, to help identify any gaps and to determine levels of provision required.  Other key strands will include: <ul style="list-style-type: none"> <li>Providing information to parents/carers regarding the offer</li> </ul>	Education, Children and Families

					<p>and what they can access</p> <ul style="list-style-type: none"> <li>• Engaging with childcare providers and schools regarding the new entitlements they plan to offer.</li> </ul>	
School Admissions	<p>The Local Authority is responsible for setting admission arrangements for all Community and Voluntary Controlled Schools. It must “Determine” and publish its admission arrangements every year, including the Co-ordinated Admission schemes. There is a requirement to consult on the arrangements once every seven years unless there are significant changes proposed.</p>	John Bigley	Decision	Member Briefing	None required	Education, Children and Families

	<p>The arrangements were consulted upon last year for the 2023/24 academic year. There are no proposed changes to the arrangements for 2025/26. The key decision is to <u>determine</u> the Council's Admission Arrangements for Community and Voluntary Controlled Schools for 2025/26.</p> <p>Schools and Academies that are their own Admission Authority must determine their own Admission Arrangements.</p> <p>To ensure that the City Council is carrying out its statutory duty to determine its Admission Arrangements for 2025/26 by 28 February 2024.</p>					
<p>School Calendar 2025/26</p>	<p>The Local Authority is required to consult annually and determine the school term dates for Community, Voluntary Controlled and Community Special Schools under</p>	<p>John Bigley</p>	<p>Decision</p>	<p>Member Briefing</p>	<p>None required</p>	<p>Education, Children and Families</p>

	<p>Section 32 of the Education Act 2002.</p> <p>Schools that are their own Admission Authority usually follow the City Council model calendar but are free to set their own. Religious schools sometimes operate different dates around Easter.</p> <p>To ensure that the City Council is carrying out its statutory duty to set a school calendar for the 2025/26 academic year.</p>					
16-25 Years Supported Accommodation Framework Contract	<p>The current contract was extended for a further 18 months from 1<sup>st</sup> April 2023 until 30<sup>th</sup> September 2024. The extension was to allow for the Government introducing new national standards for the registration, regulation, and inspection of supported accommodation for Looked after Children, aged 16 and 17 years and Care Leavers, which is</p>	Amy B / Isobel Fisher	Decision	Member Briefing		Education, Children and Families

	<p>being overseen by an Ofsted-led provider registration and inspection regime. It is mandatory that all our current providers obtain Ofsted registration by end of October 2023. Ofsted will commence Ofsted inspections in April 2024.</p> <p>The extension also allows us to conduct a full re-commissioning exercise that is co-produced with young people and Care Leavers.</p> <p>To seek approval to re-commission the 16-25 Years Supported Accommodation Service and go out to tender for a 4–5-year contract.</p>					
SEND SEF and Transformation work	For Education Children and Families Policy Committee to note the overview of the SEND & AP Area Self Evaluation Framework and expected updates	Rose Ward	Performance, monitoring and other	Member briefings		Education, Children and Families



Update report from the Strategic Director of Children's Services	To provide a Strategic Director's update regarding the performance and governance of Children's services, including progress in meeting DCS (Director of Children's Services) accountabilities and delivering on our statutory requirements. It also provides an update regards progress in relation to the Council's Delivery Plan, key strategic events and issues on the horizon.	Meredith Dixon-Teasdale	Performance, monitoring and other	Member Briefing	None required	Education, Children and Families
Corporate Parenting Plan	We are currently consulting and developing our new strategy for 2023-2026. We aim to have this presented to our Corporate Parenting Board in November 2023. This will set out our ambition for children and young people over the next 3 years and how we will hold ourselves to account. This will be informed by what our children and young people have told us, what our partners have told us, and today we invite	Sally Williams	Performance, monitoring and other	Member briefing / Corporate parenting board	Engagement with Children and Young people / external partners	Education, Children and Families

	<p>you to contribute your thoughts and aspirations too.</p> <p>This strategy is about focusing on what really matters to children - family, love and a safe, stable and reliable place to call home. These are the things that ultimately make a difference to children's happiness and success.</p>					
<b>NEW:</b> Proposed Capital Programme for 2024/25	The Committee is asked to endorse the general approach to inform the Council's overarching Capital Strategy.	Mark Sheikh	Decision	Regular briefings are provided to Members on our Capital Programmes, Basic Needs growth, Schools Building Condition and Social Care Sufficiency	-	Education, Children and Families, Strategy and Resources and Finance Sub-Committee
<b>NEW:</b> Education, Children and Families Committee Climate Statement	The Education, Children and Families Committee Climate Statements will reaffirm the commitments made relating to the climate emergency and outline how climate change relates to the Education, Children and Families Committee and the action that the committee can take to contribute and support our commitments.	Pat Butterell	Decision	TBC	TBC	Education, Children and Families
Standing items	<ul style="list-style-type: none"> <li><i>Public Questions/ Petitions</i></li> </ul>					

	• <i>Work Programme</i>					
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Meeting 6	19 <sup>th</sup> March 2023	2pm				
Topic	Description	Lead Officer/s	Type of item <i>Decision/Referral to decision-maker/Pre-decision (policy development)/Post-decision (service performance/ monitoring)</i>	Prior member engagement/ development required <i>(with reference to options in Appendix 1)</i>	Public Participation/ Engagement approach <i>(with reference to toolkit in Appendix 2)</i>	Final decision-maker (& date) This Cttee/Another Cttee (eg S&R)/Full Council/Officer
2023/24 Q3 Budget Monitoring	Budget Monitoring	Jane Wilby	Monitoring			Education, Children and Families
Medical Needs Education Service	The recommissioning of our Medical Needs Education contract which provides education for children medically unable to attend school.	Polly McKinlay	Decision	None considered.	We will be undertaking consultation with Sheffield Parent Carer Forum as well as with the children and their families who attend Chapel House.	Education, Children and Families
<b>NEW:</b> Belonging Strategy	Awaiting narrative	Andrew Jones /Joe Horobin				Education, Children and Families
<b>NEW:</b> Race Equality Review	The purpose of this report, is to review the steps taken to implement the Race Equality Commission's Recommendations	Meredith Teasdale				Education, Children and Families

<p><b>NEW:</b> Building Successful Families, Committee Annual update</p>	<p>The report is to provide an annual update to the Education, Children and Families Committee on the Building Successful Families (BSF) programme, referred to nationally as the Supporting Families programme. To request that the Education, Children and Families Committee receives and notes the 2024 annual report of Building Successful Families (BSF).</p>	<p>Emily Ward/ Amy Buddery</p>	<p>Performance and Monitoring</p>	<p>Briefings with the Chair, Vice Chair and Spokesperson of the Education, Children and Families Committee will be undertaken in January/February 2024</p>		<p>Education, Children and Families</p>
<p><b>NEW:</b> Update report from the Strategic Director of Children's Services</p>	<p>To provide a Strategic Director's update regarding the performance and governance of Children's services, including progress in meeting DCS (Director of Children's Services) accountabilities and delivering on our statutory requirements. It also provides an update regards progress in relation to the Council's Delivery Plan, key strategic events and issues on the horizon.</p>	<p>Meredith Teasdale</p>	<p>Performance monitoring and other</p>	<p>N/A</p>	<p>N/A</p>	<p>Education, Children and Families</p>

<p><b>NEW:</b> Developing an Integrated Resource at Broomhall Nursery</p>	<p>Awaiting narrative</p>	<p>Zanib Mushtaq/Matt Peers</p>				
<p><b>MOVED:</b> School Calendar 2025/26</p>	<p>The Local Authority is required to consult annually and determine the school term dates for Community, Voluntary Controlled and Community Special Schools under Section 32 of the Education Act 2002.</p> <p>Schools that are their own Admission Authority usually follow the City Council model calendar but are free to set their own. Religious schools sometimes operate different dates around Easter.</p> <p>To ensure that the City Council is carrying out its statutory duty to set a school calendar for the 2025/26 academic year.</p>	<p>John Bigley</p>	<p>Decision</p>	<p>Member Briefing</p>		

Standing items	<ul style="list-style-type: none"> <li>• <i>Public Questions/ Petitions</i></li> <li>• <i>Work Programme</i></li> </ul>					
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Items which the Committee has agreed to add to an agenda, but for which no date is set.

<b>Topic</b>	<b>Description</b>	<b>Lead Officer/s</b>	<b>Type of item</b> <i>Decision/Referral to decision-maker/Pre-decision (policy development)/Post-decision (service performance/ monitoring)</i>	<b>Prior member engagement/ development required</b> <i>(with reference to options in Appendix 1)</i>	<b>Public Participation/ Engagement approach</b> <i>(with reference to toolkit in Appendix 2)</i>	<b>Final decision-maker (&amp; date)</b> <i>This Cttee/Another Cttee (eg S&amp;R)/Full Council/Officer</i>

## **Appendix 2 – Menu of options for member engagement, learning and development prior to formal Committee consideration**

Members should give early consideration to the degree of pre-work needed before an item appears on a formal agenda.

All agenda items will anyway be supported by the following:

- Discussion well in advance as part of the work programme item at Pre-agenda meetings. These take place in advance of each formal meeting, before the agenda is published and they consider the full work programme, not just the immediate forthcoming meeting. They include the Chair, Vice Chair and all Group Spokespersons from the committee, with officers
- Discussion and, where required, briefing by officers at pre-committee meetings in advance of each formal meeting, after the agenda is published. These include the Chair, Vice Chair and all Group Spokespersons from the committee, with officers.
- Work Programming items on each formal agenda, as part of an annual and ongoing work programming exercise
- Full officer report on a public agenda, with time for a public discussion in committee
- Officer meetings with Chair & VC as representatives of the committee, to consider addition to the draft work programme, and later to inform the overall development of the issue and report, for the committee's consideration.

The following are examples of some of the optional ways in which the committee may wish to ensure that they are sufficiently engaged and informed prior to taking a public decision on a matter. In all cases the presumption is that these will take place in private, however some meetings could happen in public or eg be reported to the public committee at a later date.

These options are presented in approximately ascending order of the amount of resources needed to deliver them. Members must prioritise carefully, in consultation with officers, which items require what degree of involvement and information in advance of committee meetings, in order that this can be delivered within the officer capacity available.

The majority of items cannot be subject to the more involved options on this list, for reasons of officer capacity.

- Written briefing for the committee or all members (email)
- All-member newsletter (email)
- Requests for information from specific outside bodies etc.
- All-committee briefings (private or, in exceptional cases, in-committee)
- All-member briefing (virtual meeting)
- Facilitated policy development workshop (potential to invite external experts / public, see appendix 2)
- Site visits (including to services of the council)
- Task and Finish group (one at a time, one per cttee)

Furthermore, a range of public participation and engagement options are available to inform Councillors, see appendix 3.

## **Appendix 3 – Public engagement and participation toolkit**

### **Public Engagement Toolkit**

On 23 March 2022 Full Council agreed the following:

A toolkit to be developed for each committee to use when considering its ‘menu of options’ for ensuring the voice of the public has been central to their policy development work. Building on the developing advice from communities and Involve, committees should make sure they have a clear purpose for engagement; actively support diverse communities to engage; match methods to the audience and use a range of methods; build on what’s worked and existing intelligence (SCC and elsewhere); and be very clear to participants on the impact that engagement will have.

The list below builds on the experiences of Scrutiny Committees and latterly the Transitional Committees and will continue to develop. The toolkit includes (but is not be limited to):

- a. Public calls for evidence
- b. Issue-focused workshops with attendees from multiple backgrounds (sometimes known as ‘hackathons’) led by committees
- c. Creative use of online engagement channels
- d. Working with VCF networks (eg including the Sheffield Equality Partnership) to seek views of communities
- e. Co-design events on specific challenges or to support policy development
- f. Citizens assembly style activities
- g. Stakeholder reference groups (standing or one-off)
- h. Committee / small group visits to services
- i. Formal and informal discussion groups
- j. Facilitated communities of interest around each committee (eg a mailing list of self-identified stakeholders and interested parties with regular information about forthcoming decisions and requests for contributions or volunteers for temporary co-option)
- k. Facility for medium-term or issue-by-issue co-option from outside the Council onto Committees or Task and Finish Groups. Co-optees of this sort at Policy Committees would be non-voting.

This public engagement toolkit is intended to be a quick ‘how-to’ guide for Members and officers to use when undertaking participatory activity through committees.

It will provide an overview of the options available, including the above list, and cover:

- How to focus on purpose and who we are trying to reach
- When to use and when not to use different methods
- How to plan well and be clear to citizens what impact their voice will have
- How to manage costs, timescales, scale.

**There is an expectation that Members and Officers will be giving strong consideration to the public participation and engagement options for each item on a committee’s work programme, with reference to the above list a-k.**





## Report to Policy Committee

**Author/Lead Officer of Report:** John Bigley,  
Manager, Admissions & Access

**Tel:** 0114 2734097

**Report of:** Meredith Dixon-Teasdale, Strategic Director of Children's Services

**Report to:** Education, Children & Families Policy Committee

**Date of Decision:** 8<sup>th</sup> February 2024

**Subject:** School Admission Arrangements for the 2025/26 Academic Year

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? 2498				
Has appropriate consultation taken place?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				

### Purpose of Report:

As the "Admission Authority" the Local Authority is responsible for determining admission arrangements for Community and Voluntary Controlled Schools each year. Consultation must take place once every seven years where there are no changes, or whenever there are significant changes proposed to existing arrangements.

The arrangements were last consulted upon for the 2023/24 academic year. There are no significant changes so there has not been any further consultation for 2025/26. Even where there has been no consultation, the arrangements must still be determined by 28 February 2024.

This report seeks approval to determine the proposed admission arrangements for 2025/26, including the oversubscription criteria and co-ordinated admission schemes for primary and secondary schools.

**Recommendations:**

The Committee is requested to approve:

1. The oversubscription criteria for Community and Voluntary Controlled Schools for 2025/26 (including for external Sixth Forms)
2. Proposed Admission Numbers for 2025/26
3. The statutory Primary and Secondary co-ordinated admission schemes for 2025/26

as set out in this Report.

**Background Papers:**

The Local Authority complies with the statutory Admission Code of Practice [School admissions code - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**Appendices:**

- Appendix A - Admission Numbers 2025
- Appendix B - Coordinated scheme for Primary Schools 2025 / 2026
- Appendix C - Coordinated scheme for secondary schools 2025 / 2026

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.	Finance: <i>Kayleigh Inman</i>
		Legal: <i>Nadine Wynter</i>
		Equalities & Consultation: <i>Bashir Khan</i>
		Climate: <i>n/a</i>
<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>		
2	<b>SLB member who approved submission:</b>	<i>Andrew Jones</i>
3	<b>Committee Chair consulted:</b>	<i>Cllrs. Dawn Dale</i>
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	<b>Lead Officer Name: John Bigley</b>	<b>Job Title: Manager, Admissions &amp; Access, Education &amp; Skills</b>
	<b>Date: 23/01/24</b>	

## 1. PROPOSAL

- 1.1 The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 require that all admission authorities **must** determine their admission arrangements that will apply for admission applications the following school year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities **must** consult on their admission arrangements at least once every 7 years. Even if the admission arrangements are not consulted upon, they must still be “determined” for each academic year.

Sheffield Local Authority is responsible for determining admission arrangements for all its Community and Voluntary Controlled schools. It is not responsible for admission arrangements at schools that are their own admission authority such as Academies, Voluntary Aided, Trust and Foundation schools.

The Authority publishes its Admission Arrangements and those of all other maintained schools and academies annually in its composite prospectus “A Guide for parents”.

- 1.2 The Oversubscription Criteria

All Admission Authorities must publish criteria which explain how places will be allocated if a school is oversubscribed. The oversubscription criteria for Community and Voluntary Controlled schools are:

### (i) Priority One

#### **Children in Care or Previously in Care (Statutory Requirement)**

All Admission Authorities **MUST** prioritise the admission of Looked After Children and all previously looked after children within their admission criteria. These children are defined as: “a child who is looked after by a local authority in accordance with section 22B of the Children Act 1989 and who (a) is looked after at the time an application for admission to a school is made and (b) in relation to whom the local authority has confirmed that the child will still be looked after at the time when the child will be admitted to the school.

The Authority, in its capacity as Corporate Parent, will work closely with parents and carers of Looked After Children, or previously looked after children to ensure that the most appropriate school is made available that can best meet the needs of the child.

The following is required of faith schools:

Admission authorities for faith schools may give priority to all Looked After Children and previously looked after children whether or not of the faith.

They must however give priority to Children in Care and previously in care of the faith before other children of the faith.

Where the admission authority for the school also provides for the admission of pupils not of the faith, then priority shall be given to a relevant looked after child and previously looked after child not of the faith over another child not of the faith.

### **Children in Care or Previously in Care – Admissions outside the normal admission round.**

In accordance with the Regulations described above, Looked After Children and previously looked after children after will be prioritised for admission at their preferred school when an application is made for other year groups under the Authority's statutory Fair Access provisions.

### **Looked After Children who were previously in state care outside of England**

The Authority will also extend this priority to Looked After Children who were previously in state care outside of England so that they will be treated on an equal footing to those children looked after and previously looked after by a local authority in England.

#### **(ii) Priority Two**

### **Attendance at the linked Infant School – Separate linked infant and junior schools only**

This category applies to the transfer from Year 2 to Year 3 at separate linked Infant and Junior Schools. Priority will be afforded for places at the Junior School to children who have attended the designated linked infant school and whose parents apply for a place there. Whilst children attending linked infant schools will be prioritised after those in category one above, admission cannot be guaranteed. In the event of oversubscription, normal admission priorities (i.e. those at (iii), (iv), (v) and (vi) will be applied.

Children living in the catchment area for a separate junior school who apply for a place there but do not attend the linked infant school will be considered **after** any child that does attend the linked infant school.

The "sibling" priority will be afforded if a sibling attends either the infant or linked junior school.

#### **(iii) Priority Three**

### **Catchment area with Sibling**

Children who normally reside with a parent or person with parental responsibility in the defined catchment area and who will have a brother

or sister at the preferred school on the day of admission will be considered next, except for admission to separate junior school as described in (ii) above.

**The definition of a sibling for these purposes is given at (v) below.**

This means that all catchment & sibling applications are prioritised before catchment applicants irrespective of distance. The normal distance tie-breaker will apply within each category.

#### **(iv) Priority Four**

##### **Catchment Area**

Children who normally reside with a parent or person with parental responsibility in the defined catchment area but will not have a sibling at the preferred school at the point of admission will be considered next.

In the event of oversubscription, tiebreakers will be used as described below.

#### **(v) Priority Five**

##### **Non-Catchment Siblings**

Whether in category (iii) or (v), a sibling is defined as a child who permanently or usually lives at the same address as:-

a brother and/or sister

a stepbrother and/or stepsister (to include half-brother/sisters)

and in both cases will be attending the preferred school at the point of entry. Where the requested school is a separate infant or junior school, attendance at the linked junior school or infant will be included.

In circumstances where an older sibling attends a school sixth form, Sibling priority will only be afforded if the older sibling attended the school prior to Y12.

#### **(vi) Priority Six**

##### **Contributory Feeder Primary School (Year 6 to Year 7 only)**

Applicants for a Year 7 place whose children attend a designated feeder primary school but do not fit into any of the above categories, (iv), (v) or (vi) above will be considered next. (Secondary Schools only)

***Parents are advised in the Composite Prospectus "A Guide for Parents" that if they choose to send their children to a non-catchment primary school, they have a lower priority for entry to the linked secondary school and that there is no guarantee of a place there.***

## **(vii) Priority Seven**

### **All other applicants**

Any applicant who does not fall into one of the above categories will be considered next.

### **Service Personnel and Crown Servants**

In accordance with 2.21 of the School Admissions Code of Practice 2021, for families of service personnel with a confirmed posting to their area, or crown servants returning from overseas to live in that area, the Authority will:

- a) allocate a place in advance of the family arriving in the area provided that the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address when considering the application against their oversubscription criteria. The Authority will not refuse a service child a place because the family does not live in the area at the time of application.

## **1.3 Tie Breakers**

For any admission category that is oversubscribed there are two stages of further consideration.

### **A. *Exceptional medical, social or special educational needs***

Where exceptional medical, social or special educational needs are demonstrated and supported by a written statement from a professional, an application may be prioritised by the Admission Committee (AC) but only within its admission category. It is the parent's/applicant's responsibility to provide supporting evidence.

The parent/applicant must supply sufficient supporting evidence from relevant professionals at the time of the original application, for the Authority to consider whether an individual case constitutes exceptional circumstances to be prioritised. In any event, the evidence must support the view that the child must attend the school applied for and that they could not have their needs met at any other school.

Applications will only be submitted to the Admission Committee for further consideration if they are accompanied by third party supporting evidence.

### **B. Distance**

In circumstances where exceptional circumstances are not demonstrated, the final tiebreaker will be the distance from the home

address to the school building. This is a straight-line measurement from the home address to a designated point of the school building.

Where the remaining place could be made for a number of children living equidistant from the school the determination of the single offer will be made by random allocation:

The random allocation will:

- i) be independently supervised by a representative of the City Council's Admissions Team.
- ii) take place on a date and time notified in advance to the participating parents so that they can attend as witnesses.

#### 1.4 Co-ordinated Admission Arrangements

The Authority is required to co-ordinate all applications for Sheffield residents applying for a place in the "normal year of entry" – i.e. Reception, Year 3 (Separate Junior schools) and Year 7.

This means that a parent residing in Sheffield completes the Common Application form, expressing up to a maximum of three preferences and the Authority liaises with schools and other local authorities on their behalf. The Authority must agree schemes for co-ordinating admissions which are appended to this report.

The Local Authority will inform the parent of the outcome of their application, including the reason for the refusal and information on the appeals process if a place is refused at any of their preferred schools. Decisions will be communicated on the national allocation day which is 16 April for Reception and Year 3 and 1 March for Year 7. If either date falls on a weekend the allocation date will be the following Monday.

The Authority has determined co-ordinated admission schemes as required by law for the 2025/26 academic year. **(App. B & C)**

#### 1.5 Waiting Lists

A waiting list will be maintained until 31 December 2025 for transfer to separate junior schools (Year 3) and transfer to secondary schools (Year 7). A waiting list will continue to be maintained for the full academic year for admission to Reception, i.e. until 31 August 2026. The waiting list must be ranked in line with the published oversubscription criteria.

#### 1.6 School to School Transfers

Some schools experience a higher volume of transfers than others. To help support schools manage higher numbers they will have the option of offering a place at the beginning of the next half term and operate induction days. Each case must however be considered on its own merits. Children may often reasonably remain at their current school until the transfer takes



place. A child must not however miss any education as a result of a place not being made available.

There is not a statutory requirement to co-ordinate in-year admissions. All Sheffield schools have however agreed to participate in a co-ordinated scheme that is administered by the Local Authority. There is a clear process for considering in-year applications and this means that all parents are treated equitably, and the Authority can continue to undertake its safeguarding responsibilities especially on behalf of any child not on a school roll.

## **2.0 Entry Outside the Normal Year Group**

2.1 Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Details on the procedure for requesting admission out of year are provided in the Composite Prospectus.

2.2 Any decision to educate a child outside the normal year group lies with the individual School. Such decisions **must** be made on the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They **must** also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority **must** set out clearly the reasons for their decision.

## **3.0 Proposed Published Admission Numbers (PAN)**

3.1 All Admission Authorities are required to set an admission number which confirms the number of available places at the first year of entry. There is a reduction in pupils numbers entering Reception and the Authority is undertaking a City-wide strategy to support schools through this for the foreseeable future.

The City is experiencing a fall in birth rate and this is reflected in the number of applications being received for some schools. The Authority is supporting schools through the Falling Rolls Strategy. One strand of the strategy is for schools to operate temporary lower admission numbers to enable them to plan resources more efficiently.

The proposed Admission Numbers for 2025/26 are provided at **Appendix A**.

There are proposed reductions at:

School	Designation	Admission Number	Proposed Admission Number
Birley Spa Primary	Academy	60	45*
Concord Junior School	Academy	60	45*
Deepcar St. John's Junior	Voluntary Aided	73	60*
Pipworth Primary	Community	75	60*
Rainbow Forge Primary	Academy	54	45*
Reignhead Primary	Community	60	45*
Wincobank NI	Academy	60	45*
Windmill Hill Primary	Academy	54	30*

\*Ongoing reductions

#### 4. **Proposed Sixth Form Admission Arrangements for 2025/26**

- 4.1 The Local Authority is responsible for determining arrangements for the admission of external student to sixth form at King Edward VII Community School. Proposed oversubscription criteria are set out below.

##### Exceptional Circumstances

Where the Admission Authority intends to admit pupils from outside the school to Year 12 (The Sixth Form), the admission arrangements should include an admission number for those that would be admitted to the school for the first time, together with details of entry requirements. It is not necessary for pupils already attending the school to apply for places in Y12, but they should be informed that the objective criteria should be met. The Local Authority co-ordinates the admissions process for external students who wish to apply for a place in Sixth Form (Year 12).

In order to progress into Sixth Form a minimum level of attainment is expected, normally at least 5 subjects at Grade 4 to 9 including English and Mathematics. Some subjects require additional entry requirements.

Places for external students wishing to apply for a place in King Edward VII 6<sup>th</sup> Form will be prioritised as follows assuming that the student is anticipated to achieve the minimum entry criteria:

1. Looked After or previously looked after

2. Exceptional circumstances
3. All other students

The tie-breaker within each category is distance from home to school.

All other 6<sup>th</sup> form schools are Academies and may operate different oversubscription criteria for admission to 6<sup>th</sup> form for external students. The individual Academies are responsible for determining admission arrangements.

Academies operating Sixth Forms are as follows:

Astrea Academy  
All Saints Catholic High  
Forge Valley Academy  
High Storrs Academy  
King Ecgbert Academy  
King Edward VII Academy  
Meadowhead Academy  
Mercia Academy  
Notre Dame Catholic High  
Sheffield Park Academy  
Silverdale Academy  
Tipton Academy

## **5. HOW DOES THIS DECISION CONTRIBUTE ?**

- 5.1 In 2014/15 the Authority conducted a comprehensive City wide review of its current admission arrangements. The review considered responses from all major stakeholders including parents, young people and school leaders. The overwhelming response was that catchment areas, designated feeder schools, and priority for siblings to attend the same school remained popular and the oversubscription criteria reflect this.
- 5.2 The oversubscription criteria described at 1.2 help the Authority consistently deliver a higher rate of positive preferences than the national average. The catchment area and feeder school arrangements support local communities and prioritise children for places at their local schools, also helping families attend school together.
- 5.3 Academies are free to set their own Admission oversubscription criteria but the majority have retained the Council's catchment area based model. This ensures a City wide approach to Admissions as opposed to a fragmented system that could be to the detriment of parents and children.

## 6. HAS THERE BEEN ANY CONSULTATION?

- 6.1 The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 require that all admission authorities **must** determine their admission arrangements that will apply for admission applications the following school year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities **must** consult on their admission arrangements at least once every 7 years. Even if the admission arrangements are not consulted upon, they must still be “determined” for each academic year.
- 6.2 The Local Authority consulted on its Admission Arrangements for the 2023/24 academic year. As there are no proposed changes and in line with the requirement outlined in paragraph 3.1 above, the Local Authority has not consulted on its Admission Arrangements for 2025/26 but must nonetheless still “determine” its arrangements.

## 7. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

### 7.1 Equality Implications

#### 7.1.1 Equality of Opportunity Implications

The Equality Act 2010 identifies the following groups as a protected characteristic: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

An Equality Impact Assessment has been carried out and highlights that the admission system remains a catchment area based system. The statutory requirement to prioritise the admission of looked after and previously looked after children is included within the Authorities oversubscription criteria. This category has been extended to include children who were looked after arriving from outside the UK. The criteria for oversubscription are objective and applied equitably. There is provision within the process to recognise any social, medical or educational issues on a case by case basis.

Parents understand and trust the admission arrangements for Community and Voluntary Controlled schools. Most Academies follow the Council policy to provide City wide consistency.

### 7.2 Financial and Commercial Implications

- 7.2.1 There are no financial or commercial implications to this report.

### 7.3 Legal Implications

7.3.1 The Authority is legally obliged to formally determine its admission arrangements by 28 February 2024. The legal requirements are contained in the School Standards and Framework Act 1998, as amended, and the School Admission (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012, as amended.

#### 7.4 Climate Implications

7.4.1 There are no climate implications to this report.

### 8. **ALTERNATIVE OPTIONS CONSIDERED**

8.1 The Admissions Review was a City-wide consultation which asked whether the current admission arrangements were still supported and were still fit for purpose. There continues to be a high level of support for the current arrangements and the current arrangements continue to deliver a high level of preferences met.

For the 2023 intakes for example a total of 95.34% were offered their first preference primary schools compared to a national average 92.5%. A total of **99.08%** were offered one of their three preferred schools. For Year 7 admission to Secondary school 88.46% were offered a preferred secondary school compared to a national average of 82.6%. A total of **96.29%** were offered one of their three preferred schools.

### 9. **REASONS FOR RECOMMENDATIONS**

9.1 The recommendation to approve the proposed admission arrangements for 2025/26 will ensure that the Authority carries out its statutory duty to consult and determine its admission arrangements for the 2025/26 academic year, including:

1. The oversubscription criteria (Including external Sixth Forms)
2. The proposed Admission Numbers
3. The statutory Primary and Secondary co-ordinated admission schemes.

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Secondary Admissions Numbers 2025/26				
School Name	Sep-25		Proposed PAN	Agreed Changes/Notes
	Capacity	PAN		
All Saints High RC (A)	1244	205	205	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Astrea Academy Sheffield Secondary Phase	900	150	150	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Birley Community College	1175	235	235	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Bradfield	1020	210	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Chaucer	900	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Ecclesfield	1700	350	350	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Firth Park Community College	1365	273	273	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The official PAN for the school is 273. The Headteacher has previously indicated that the school may publish a reduced number of 240. It would be appreciated if this could be confirmed through the minutes.
Fir Vale	1050	210	210	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Forge Valley Community School	1200	240	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Handsworth Grange	1025	205	205	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
High Storrs	1577	240	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Hinde House	900	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
King Egbert	1197	240	240	As an Academy the Governing Body is responsible for determining the Published Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
King Edward VII	1649	230	230	The Local Authority is proposing an admission number of 230 for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents). Governors are asked to approve the admission number.
Meadowhead	1650	330	330	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Mercia	270	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Newfield	1050	210	210	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Notre Dame High RC (A)	1328	200	210	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Oasis Don Valley		150	150	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Outwood City	1200	240	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Sheffield Park Academy	1050	210	210	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Springs Academy	1050	210	210	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Parkwood Academy	900	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Silverdale	1276	240	240	As an Academy the Governing Body is responsible for determining the Published Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Stocksbridge High	915	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Tapton	1571	256	256	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Westfield	1350	270	270	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Yewlands	900	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).

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Secondary Admissions Numbers 2025/26				
School Name	Sep-25		Proposed PAN	Agreed Changes/Notes
	Capacity	PAN		
All Saints High RC (A)	1244	205	205	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Astrea Academy Sheffield Secondary Phase	900	150	150	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Birley Community College	1175	235	235	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Bradfield	1020	210	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Chaucer	900	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Ecclesfield	1700	350	350	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
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Fir Vale	1050	210	210	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Forge Valley Community School	1200	240	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
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High Storrs	1577	240	240	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
Hinde House	900	180	180	As an Academy the Governing Body is responsible for determining the Admission Number for 2025/26 entry. The Local Authority must publish the Admission Number in its Composite Prospectus (A Guide for Parents).
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***Co-ordinated  
Admission Scheme  
for  
Primary Schools  
2025 - 2026***

People Portfolio

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## Introduction

The Local Authority is under a statutory duty to co-ordinate admission applications for all Sheffield residents on behalf of all schools in the City in the “Normal year of Entry”. i.e. the first year that a child enters a school (Reception, Year 3 and Year 7). The scheme excludes admissions to maintained special and independent schools.

Co-ordinated schemes are intended to simplify the admission process for parents whilst reducing the likelihood of any child being left without a place. Co-ordination establishes a mechanism that ensures that, as far as reasonably practicable, every parent of a child living in the local authority who has applied to a maintained school or academy is sent one, and only one offer of a school place by the Local Authority (Their Home Authority).

From the 2010/11 academic year, Local Authorities were required to formulate schemes for co-ordinating applications for the “Normal year of Entry”. This was extended to applications for admission to age groups other than the normal year of entry (“In Year Applications”) from September 2011. This requirement was removed from September 2013, however Sheffield Local Authority proposed to continue co-ordinating in-year applications for schools within Sheffield and this has been supported by Headteachers and endorsed by the City Wide Learning Body.

Effectively therefore, Sheffield Local Authority is responsible for co-ordinating all admission applications on behalf of all Sheffield residents, whether applying for schools in Sheffield or in another authority (only for Sheffield schools for In Year applications). This co-ordinated scheme explains how the Authority will carry out this duty in partnership with all schools in Sheffield and with neighbouring Authorities.

This co-ordinated scheme confirms arrangements for:

- The “Normal year of entry” i.e. Admission to Reception at a Sheffield primary or infant school and admission to Year 3 at a separate junior school for the 2025/26 academic year.
- All other “In-Year” applications.

**Sheffield Local Authority must have a scheme in place each year. All schools including Community, Voluntary Controlled, Voluntary Aided, Academies and Foundation Schools must participate in the co-ordinated scheme. If a scheme cannot be agreed, the Secretary of State will impose one.**

The co-ordinated scheme does not affect the rights and duties of governing bodies of **Voluntary Aided, Trusts, Foundation Schools and Academies** to set and apply their own admission arrangements and oversubscription criteria.

In order to provide every parent with an offer of one single place the Authority will be working collaboratively with the Governing Bodies of the Catholic, Church of England and

Foundation primary schools and Academies within the area of Sheffield and with neighbouring Authorities.

Sheffield Local Authority is the Admissions Authority for all community and voluntary controlled primary schools in the City.

The Governing Bodies of the Catholic, Church of England voluntary aided, Foundation and Academies are the admission authorities for those schools.

Any reference in this scheme to a primary school is also a reference to a separate infant or junior school.

### **Normal Year of Entry (Normal Admissions Round)**

Sheffield Local Authority will be the body that makes an offer of a single place to a Sheffield resident for Reception or Year 3 during the normal year of entry (normal admissions round). The offer of a single place to a parent at a Sheffield primary school will be made on **16 April 2025**.

If a Sheffield resident makes an application for a school in another Authority, Sheffield LA will process that application on behalf of the parent and notify the parent of the outcome.

Definition of the normal admission round is the process by which:

- a) An application for the admission of a child to a relevant age group at a school is submitted in accordance with the requirements of the scheme.
- b) The relevant year group is Reception for separate infant and through schools and Year 3 for separate junior schools;

### **In-Year Admissions**

Sheffield Local Authority will be the body that makes an offer of a single place to a Sheffield resident for any application for a year group other than the normal year of entry. Local Authorities are no longer required to co-ordinate in-year admissions but all Sheffield Schools have agreed to participate in a co-ordinated admission scheme for all other year groups.

Any Sheffield resident wishing to apply in-year for a school in a neighbouring Authority will be required to apply directly to that Authority.

References to the Local Authority mean Sheffield Local Authority.

## **A Applying for a school place – Normal Admission Round (see Annex 1 and 2 – Timetable)**

- 1 All applications for admission to any primary school within Sheffield in relation to the academic year 2025/26 for Reception and Year 3 at separate junior schools must be made by applying online or on the common application form (CAF).
- 2 All parents will be invited to state up to three preferences for Reception and Year 3 places in rank order and give reasons for their preferences.
- 3 Parents can state preferences for any combination of the following Primary schools:
  - community
  - voluntary controlled
  - voluntary aided.
  - Foundation
  - Academy
- 4 The statutory closing date for applications for Reception and separate Junior Schools is 15 January each year.
- 5 Applications from residents in other local authorities for a Sheffield school must be made on their Home Authority's common application form. The Home Authority will then liaise with Sheffield and notify the parent of the outcome of their application.

## **B Procedure for Admission to Reception**

- 1 The closing date for applications will be 15 January 2025. By 31 January 2025 Sheffield Local Authority will send details of applications to neighbouring authorities, Voluntary Aided and Foundation Schools and Academies, where schools in their area are stated on the application.
- 2 The respective admission authorities will apply their own admission criteria to determine eligibility and notify the Local Authority by 14 February 2025 of children who can or cannot be offered places.
- 3 Sheffield Local Authority will exchange potential offers with neighbouring authorities by 14 March 2025.
- 4 By 21 March 2025 Sheffield Local Authority will:
  - a) compare the lists of provisional offers for community and voluntary controlled schools against the lists of provisional places from the voluntary aided schools, Broomhill Infant (Foundation School), Academies and neighbouring authorities.



- b) make determinations on which provisional offer will be the single offer taking account of:
  - (i) provisional offers from voluntary aided schools and the Foundation School and Academies.
  - (ii) Provisional offers for any community or Voluntary controlled school in Sheffield.
  - (iii) Provisional offers for any school(s) in a neighbouring authority.
  - (iv) the ranking of the expressed preferences on the common application form
  
- 5 Where a child is eligible for more than one offer of a place, the parent will be offered the highest ranked of those offers as determined by their preferences made on the application.
  
- 6 At the end of this cycle of determining provisional offers it will be possible to identify those schools which are:
  - a) undersubscribed; or
  - b) oversubscribed.

For undersubscribed schools all preferences will have been met.

For oversubscribed community and voluntary controlled schools the effect of the provisional offers in Voluntary Aided and the Foundation school to parents who also have a provisional offer at an oversubscribed community or voluntary controlled school will create vacancies at that school in the case where the provisional offer in the Voluntary Aided or Foundation school is ranked higher.

Waiting lists for oversubscribed schools will be established. The waiting list will comprise of:

  - a) applicants with no provisional offer;
  - b) applicants with a provisional offer ranked lower than that of the oversubscribed school for which they also have expressed a preference.
  
- 7 On 16 April 2025 all parents will be informed of their single allocated school.

## **C Procedure for Admission to Year 3 (Separate Junior Schools)**

- 1 The closing date for applications will be 15 January 2025. By 31 January 2025 Sheffield Local Authority will send applications to Sheffield voluntary aided schools, the Foundation School, Academies and neighbouring authorities, where they are stated on the application.
- 2 The respective admission authorities will apply their own admission criteria to determine eligibility and communicate this to the Local Authority.
- 3 By 14 February 2025 Sheffield Local Authority will:
  - a) have completed a list of provisional offers for community and voluntary controlled schools
  - b) have received from the voluntary Aided primaries and Academies lists of children who can or cannot be offered places
- 4 By 14 March 2025 the Local Authority will:
  - a) compare the lists of provisional offers for community and voluntary controlled schools against the lists of provisional places from the voluntary aided schools and Academies.
  - b) make determinations on which provisional offer will be the single offer taking account of:
    - (i) provisional offers from voluntary aided schools and Academies.
    - (ii) Provisional offers for any community or Voluntary controlled school in Sheffield.
    - (iii) Provisional offers for any school(s) in a neighbouring authority.
    - (iv) the ranking of the expressed preferences on the common application form
- 5 Where a child is eligible for more than one offer of place, the parent will be offered the highest ranked of those offers as determined by their preferences on the application.
- 6 At the end of the first cycle of determining provisional offers it will be possible to identify those schools which are:
  - a) undersubscribed; or
  - b) oversubscribed.

For undersubscribed schools all preferences will have been met.

For oversubscribed community and voluntary controlled schools the effect of the provisional offers in Voluntary Aided schools to parents who also have a provisional offer at an oversubscribed community or voluntary controlled school will create vacancies at that school in the case where the provisional offer in the Voluntary Aided school is ranked higher.

In order to complete the allocations to schools with vacancies a second cycle of the procedure will be undertaken.

This second cycle of allocations will deal with waiting lists for oversubscribed schools where vacancies have arisen as a result of point (5) above. The waiting list will comprise of:

- a) applicants with no provisional offer;
- b) applicants with a provisional offer ranked lower than that of the oversubscribed school for which they also have expressed a preference.

7 By 21 March 2025 the Local Authority will:

- a) make determinations on which provisional offers will be made to applicants taking account of:
  - (i) The highest ranked preference
  - (ii) provisional offers for voluntary aided schools and the Foundation School; and
  - (iii) the waiting list for places at the school
- b) amend the list of provisional offers for each oversubscribed community and voluntary controlled school to take account of point (a) above
- c) inform separate infant and Junior schools of which offers are to be accepted or not accepted.

8 On 16 April 2025 all parents will be informed of their single allocated school.

## **D The offer of a place**

- 1 The criteria for determining the offer of a single place at any primary school for which the child is eligible to be granted admission is given at Annex 3 to this scheme.
- 2. Parents will be invited to express up to three preferences on the application for a Reception or Year 3 places, in ranked order, and give reasons for their preferences.

Where an application contains fewer than three preferences, each will be considered under the same criteria as one that does contain three preferences.

3. All application forms for Reception and Year 3 must be returned to the Local Authority by 15 January 2025. Any applications sent to Voluntary Aided Schools will be forwarded to Sheffield Local Authority.
4. Parents residing outside Sheffield who wish to apply for a Sheffield school should apply directly to their "Home" Authority by completing their common application form.
5. Parents will only receive a single offer for admission into the Reception Year or Year 3 at a separate junior school. It will be assumed that parents will be accepting the allocated place unless written notice is received within 10 working days, to the contrary.
6. In the case where a parent fails to complete and submit CAF they will not receive a single offer on the national allocation date.
7. Nothing in this scheme prevents a parent of a child attending a through primary school making an application for admission to a different junior or through school when the child reaches the end of the infant stage of education (Year 2).
8. The attendance of a child at an infant school does not guarantee a place at the linked junior school. In the event that more applications are received than places available, the Authority will apply its published oversubscription criteria.
9. The relevant Admission Authority will determine whether the child is eligible for admission to the schools for which a preference has been expressed by applying its own published admission criteria.
10. Sheffield Local Authority will make all offers to all Sheffield residents on behalf of:
  - a) community and voluntary controlled schools for which it is the admissions authority; and
  - b) Voluntary Aided schools
  - c) Academies.
  - d) Broomhill Infant (Foundation) School
  - e) Neighbouring Authorities.
11. Prior to the offer date all Sheffield schools will be sent a list of those children who have been offered a place at the school. If children residing in other authorities are offered places the relevant Home Authority will be informed.

12. No acceptance of an allocation will be required from the parent where they accept that offer of a place. However, where a parent does not wish to take up the allocation they must inform the Local Authority within 10 working days.
13. Where the Local Authority cannot make a single offer for any of the preferences expressed by a parent resident in Sheffield, a place will be allocated to the child at the nearest community or voluntary controlled primary school, with places available, to their ordinary place of residence. (see Annex 5 below) This may or may not be the catchment area school and will depend on the availability of places.

## **E Applications outside of the normal admissions round**

- 1 Sheffield Authority maintains a waiting list for the Reception year group for the entire academic year. Applications received within this time are considered to be within the “normal admissions round.” At the end of the Reception year parents wishing to apply need to re-apply on a Common Transfer Form as an “in year” applicant.

Sheffield Authority maintains a waiting list for the transfer to Junior until 31<sup>st</sup> July 2025. Applications received during this time are considered to be within the normal admissions round. Applications received from 1<sup>st</sup> August 2025 should be made on a Common Transfer Form and are considered as “in year” applications.

## **F Right of appeal**

- 1 Any parent whose child is refused a place at a school for which they have applied, has the right to an independent appeal. The right to appeal also applies at times other than the normal times of entry to school (e.g. when families move into an area during the year). Parents who have missed the normal deadlines for applying for admission or who have had an offer of a place withdrawn also have a right to appeal if they are refused a place.

\*(Where a child has been permanently excluded from two or more schools, a parent can still express a preference for a school place, but the requirement to comply with that preference is removed for a period of two years from the date on which the latest exclusion took place. This does not apply to children with statements of special educational needs, children who were below compulsory school age when excluded, children who were reinstated following a permanent exclusion and children who would have been reinstated had it been practicable to do so)

## **G Late applications**

- 1 Late applications for Reception received by the Authority up to and including 31 January 2025 will be considered as being on time and will be allocated a school place on the offer day.
- 2 Late applications for Year 3 received by the Authority up to and including 31 January 2025 will be considered as being on time and will be allocated a school place on the offer day
- 3 All other late applications for Reception and Year 3 received from 1 February 2025 will be dealt with after 16 April 2025 in strict chronological order.

## **H Waiting lists – Normal Year of Entry**

- 1 Sheffield Local Authority will establish a waiting list for all community and voluntary controlled primary schools where the number of applications for those schools has exceeded the places available in Reception or Year 3 at separate Junior Schools.
- 2 Names of children will automatically be placed on the waiting list for a school where they have been refused a place where it ranked above that at which a place has been allocated.
- 3 A vacancy arises in Reception or Year 3, only when the number of offers to a particular school falls below the published admission number (or a higher admission limit where one has been set).
- 4 The waiting list will be established on the offer day and be maintained until the end of the summer term 2026 for Reception and until 31 July 2025 for Year 3.
- 5 Voluntary Aided and Foundation Schools will maintain their own waiting lists, which must be prioritised according to the school's published oversubscription criteria. The Local Authority will still be responsible for making the offer on the schools' behalf.
- 6 Following the offer day should an application be received for a school where the pupil has a higher priority for a place at the school, as determined by the admissions criteria, they will be placed on the waiting list above those with a lower priority.
- 7 Parents who intend to appeal against the decision to refuse a place at a preferred school(s) should do so irrespective of having their child's name placed on the waiting list.
- 8 For those parents who proceed to an independent appeal the panel's decision cannot be influenced by the child's position on the waiting list.

9. For a year group other than the first year of entry, a child may be prioritised on the waiting list in line with the Local Authority's Fair Access Protocol.

## **I False or misleading information**

- 1 Where the Local Authority has made an offer of a place at an infant, Junior or through primary school on the basis of a fraudulent or intentionally misleading application from a parent which has effectively denied a place to a child with a stronger claim to a place at the school the offer of a place will be withdrawn.
- 2 Where a child starts attending the school on the basis of fraudulent and intentionally misleading information the place may be withdrawn depending on the length of time that the child has been at the school. Where the place is not withdrawn, parents should note that their application for any subsequent child will not benefit from sibling priority.
- 3 Where a place or an offer has been withdrawn the application will be re-considered and a right of appeal of independent appeal offered if the place is refused.

## **J No common application form received**

- 1 Every effort will be made to encourage parents/carers to complete and submit an application. However, the Local Authority will monitor Sheffield children known to them, for whom no application has been received.
- 2 Parents will be contacted to determine whether they intend to apply for a maintained school.
- 3 Where parents inform the Local Authority that their children will be attending a school not maintained by a Local Authority (private/independent) no school place will be allocated to the child.
- 4 For the transfer to Junior process the Local Authority will allocate a place at the nearest Sheffield school with available places, to their ordinary place of residence, to all pupils where they have not submitted an application form. This will be done by 3 June 2025 at the latest.

**K****Information required by voluntary aided schools**

- 1 Voluntary aided schools and E-Act pathways Academy require additional information, which is not contained on the online or common application form and relates to the church of which they are a member.
- 2 In addition to the application completion of an “Additional Information” form is required. This can be obtained from the Local Authority or directly from the school.
- 3 The Additional Information form is not an application form for admission to a voluntary aided school.
- 4 Sheffield parents who intend to express a preference or preferences for voluntary aided schools must follow the procedure set out below:
  - a) Apply online or complete the common application **and** the appropriate additional information form(s);
  - b) Return the application to the Local Authority and any additional information form(s) to the school to which you are applying, by the closing date.
- 5 The supporting information provided by parents will be used by the school in applying their admissions criteria. Where an additional information form is not submitted, it may affect the consideration by the governing body of the preferred school. In these circumstances the individual school will be responsible for pursuing additional information.
- 6 The completion and return of the additional information sheet does not guarantee a place at the school.
- 7 For late applications see section G.

**L****In-Year Transfers Between Schools**

1. Applications received for admission into any other year group are classed as an in-year transfer. The procedure for determining a single offer and timescales for processing applications are given at **Annex 4**. The general requirements of the scheme are as follows:
2. To ensure that each parent in Sheffield who has made an application on the Transfer Form in respect of admission of a child to a Sheffield school receives a single offer of a school place under the scheme.
3. To require a transfer form to be completed enabling a parent to:



- i) Provide his name and address and the name, address and date of birth of the child,
  - ii) Apply for three Sheffield schools,
  - iii) Give reasons for his application,
  - iv) Rank each application
4. To ensure where a child is eligible to be granted admission to more than one school that the child is granted admission to whichever of those schools is ranked highest on the transfer form.
  5. Any School that is its own Admission Authority must identify the body responsible for determining eligibility of an applicant.
  6. Following the allocation of a place, the school is expected to make admission arrangements with 5 school days for pupils not on a school roll in order to minimise the length of time that a child is out of school. For pupils already on a school roll it is expected that the receiving school will admit at the start of the following half term.

## **M In Year Transfers – Requirements for Sheffield Primary Schools**

This part of the scheme confirms the actions that must be taken by all Sheffield Schools with regard to In-Year admissions.

1. Where the Local Authority receives an application for a Voluntary Aided or Foundation School or Academy, it will send the application and any supporting information to the Governing Body for consideration. The Authority will send the application to the school within 5 days of receiving it.
2. For a school where the Local Authority is the Admission Authority the Local Authority will determine eligibility by checking the number on roll and applying its oversubscription criteria.
3. For a school that is its own Admission Authority, it will determine eligibility and notify the Local Authority of the outcome within 5 school days.
4. On receipt of decisions in relation to any school that is applied for, the Local Authority will determine whether or not a child is eligible for any school. Through application of the scheme the Authority may determine a single offer or determine that the child is not eligible for any of the schools.
5. The Local Authority will notify the receiving school of the single offer to be made to the parent/carer as determined by the co-ordinated scheme.
6. The Authority will communicate the outcome of the application to the parent if they are a Sheffield resident. Where the decision is about a Voluntary Aided or Foundation School or Academy the Local Authority will write to parents on behalf of the Governing Body.

7. Where any application has been made for a Sheffield school by a parent residing in another Authority, Sheffield Local Authority will communicate the decision to the Home Authority.

#### **N. In-Year Transfers – Requirements for Out of Area Schools**

This part of the scheme applies where a parent residing in Sheffield wishes to apply to a school in another Local Authority area.

1. Parents must apply directly to the Local Authority within which the school is located.

## Timetable for co-ordinated admission arrangements for Reception

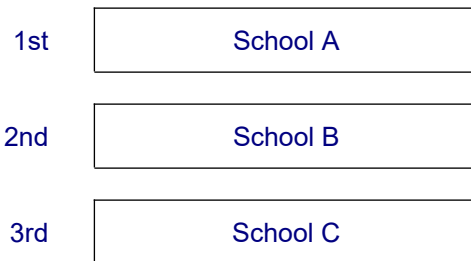


## Timetable for co-ordinated admission arrangements for admission to Year 3



## Criteria for the offer of a single place at an Infant, Junior or primary - Normal Year of Entry

- 1 A resident in Sheffield will only receive an offer of a single place at any primary, infant or junior school if they have completed an application.
- 2 Parents are invited to express three preferences for primary infant or junior schools they wish their child to attend and list them in rank order.
- 3 All three preferences will be treated equally by the relevant Admissions Authority.
- 4 Where a preference meets the criteria for a school the child becomes eligible for a provisional offer.
- 5 Where the child is only eligible for one school, that will be the allocated school.
- 6 Where the child is eligible for two or three schools, the ranking of the expressed preferences on the application will be used to determine which of those provisional offers becomes the single offer of a place.



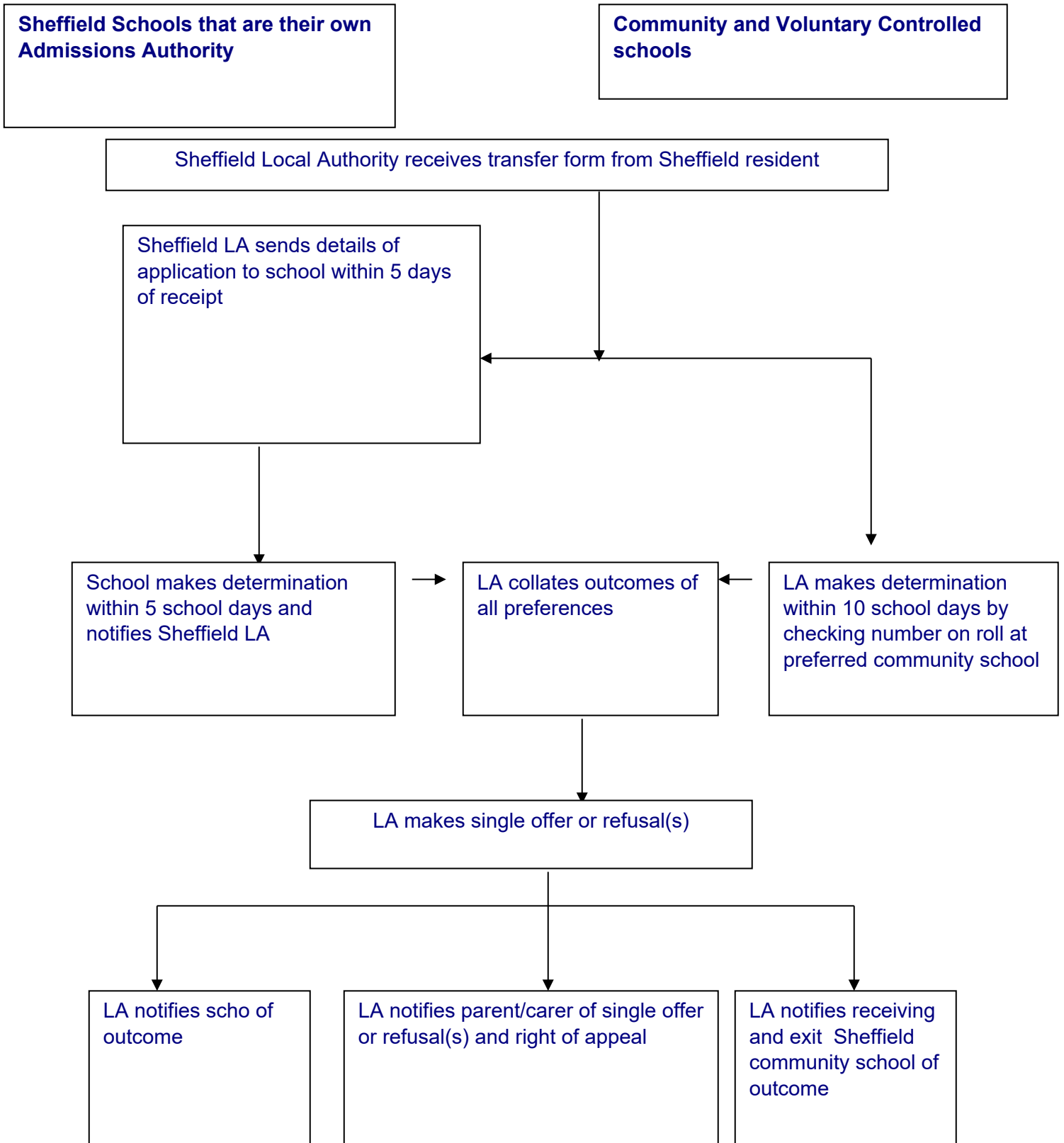
Preferred Schools in rank order		Outcomes							
		1	2	3	4	5	6	7	8
1st	School A	P ✓			P ✓	P ✓	P ✓		
2nd	School B	P	P ✓		P			P ✓	
3rd	School C	P	P	P ✓		P			

**Key**

P	Places available – child eligible for admission
	School oversubscribed – child not eligible for admission based on priority of admission criteria

✓ Child allocated place at this school as the highest ranked school for which the child is eligible

# Timetable for co-ordinated in-year applications



## **Explanation of Terminology**

### **Additional Information Form (AIF)**

The form required by voluntary aided schools to assist the governors in fairly applying their admission criteria. The AIF is included in the composite prospectus and should be returned to the Children, Young People and Families completed with the application.

### **Admission Arrangements**

All the procedures, criteria and publications which must be arranged by an Admission Authority in order to process applications for admission to school. Admission arrangements will determine eligibility for a school place and details will be contained in the composite prospectus.

### **Admissions Authority**

The body responsible for determining the admission arrangements for a school. This can be the Children, Young People and Families or the governing body of a school.

### **Admission Year**

The school year to which admission arrangements apply

### **Allocation of a School Place**

Where a single offer of a place at a school is made to the parent and the child's name is placed on the admission list for that school.

### **Children, Young People and Families Service**

The Children, Young People and Families Service came into effect from 1 August 2005 and replaced the Local Education Authority. The statutory functions previously carried out by the LEA in relation to school admissions will continue to be carried out by the Children, Young People and Families Service.

## Common Application Form

The form to be used by all parents residing in Sheffield to express preferences for schools and to give reasons for those preferences. It is referred to as common because it allows parents to name schools from different admission authorities.

## Eligible for Admission

This is where a child can be offered a place at a school either because:

- The number of applications is below the admission number; or
- It is oversubscribed but the child meets the requirements of the admission criteria when assessed against other applicants.

## Home Authority

The local authority in which the parent resides. Where more than one person holds parental responsibility and those persons reside in separate properties in different authorities, the child's home authority will normally be based on the location of the property at which the child resides with the parent or person or persons with parental responsibility, for the greater part of the week.

## Indicated Admission Number

The number of places in any relevant age group intended to be admitted in any school year as determined by the admission authority.

## In Year Admission

Any application for a year group that is outside the "Normal admission round"

## Maintaining Authority

The local education authority within whose area a school is situated and for which they are responsible.

## Normal Admission Round



An application for the admission of a child to a relevant year group (i.e. a year group into which pupils normally enter the school) at a school is submitted in accordance with the requirements of the co-ordinated scheme.

In the case of schools in the Sheffield area the relevant year groups when pupils are admitted for the first time are Reception (Through primary and separate infant schools) and Year 3 (separate junior schools)

<b>Year Group</b>	<b>Admission Year</b>	<b>Date of Birth</b>
Reception	2025/26	01/09/20 to 31/08/21
Year 3	2025/26	01/09/17 to 31/08/18

## **Ordinary Place of Residence**

A determination of the nearest Sheffield community school is the distance measured by a straight line between the child's ordinary place of residence\* and the centre of the school building.

\*The child's ordinary place of residence will normally be a residential property at which the parent or person or persons with parental responsibility for the child resides at the latest date for receiving applications for admission to school.

Where more than one person holds parental responsibility and those persons reside in separate properties, the child's ordinary place of residence will normally be the property at which the child resides with the parent or person or persons with parental responsibility, for the greater part of the week.

## **Oversubscription Criteria**

The rules which determine who can and cannot be offered a place at the school.

## **Oversubscribed**

Where the number of applications for the relevant year group in an admission year exceeds the indicated admission number.

## **Preference**

The legislation allows for parents to express preferences for desired schools ranking them in priority order and give reasons for those preferences.

## **Provisional offer of a school place**

Where a child is eligible for admission to a school, having satisfied the criteria. Whether a place is offered depends on the co-ordinated scheme for admission arrangements.

## **Ranking**

The order in which parents have to list their three preferences on the application to enable a local authority to determine the single offer of a school place.

## **Single offer of a school place**

The one offer for a school place which is made to a parent from the potential offers available as a result of the co-ordinated scheme.

Sheffield  
City Council



Co-ordinated Admission  
Scheme  
For Secondary Schools  
and Academies  
2025 - 2026

People Portfolio

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## Introduction

The Local Authority is under a statutory duty to co-ordinate school admissions on behalf of all Sheffield residents when applying for any Sheffield School or neighbouring Authority in the “Normal admission round”. i.e. the first year that a child enters a school (Reception, Year 3 and Year 7). The scheme excludes admissions to maintained special schools and external applications for Sixth Forms.

Co-ordinated schemes are intended to simplify the admission process for parents whilst reducing the likelihood of any child being left without a place. Co-ordination establishes a mechanism that ensures that, as far as reasonably practicable, every parent of a child living in the Sheffield who has applied to a maintained school or academy is sent one and only one offer of a school place by the Local Authority (Their Home Authority).

From the 2010/11 academic year, Local Authorities were required to formulate schemes for co-ordinating applications made during the academic year and applications for admission to age groups other than the normal year of entry (“In Year Applications”). This was extended to all applications from September 2011. This requirement was removed from September 2013, however Sheffield Local Authority proposed to continue co-ordinating in-year applications within Sheffield and this has been supported by Headteachers and was endorsed by the City Wide Learning Body.

Effectively therefore, Sheffield Local Authority is responsible for co-ordinating all admission applications within Sheffield, on behalf of all Sheffield residents. This co-ordinated scheme explains how the Authority will carry out this duty in partnership with all secondary schools and Academies in Sheffield and with neighbouring Authorities.

This co-ordinated scheme confirms arrangements for:

- The “Normal admission round” i.e. Admission to Year 7 for the 2025/26 academic year.
- All other “In-Year” applications for Sheffield Schools on behalf of secondary aged pupils resident in Sheffield.

**The Local Authority must have a scheme in place each year. All schools including Community, Voluntary Controlled, Voluntary Aided, Trust and Foundation Schools must participate in the co-ordinated scheme. Academies are required by their funding agreements to participate in the scheme. If a scheme cannot be agreed, the Secretary of State will impose one.**

The co-ordinated scheme does not affect the rights and duties of governing bodies of **Voluntary Aided, Foundation and Trust** Schools to set and apply

their own admission arrangements and oversubscription criteria nor for **Academies** to agree their own admission arrangements with the Secretary of State.

In order to provide every parent with an offer of one single place the Authority will be working collaboratively with the Governing Bodies of the Voluntary Aided, Foundation and Trust Schools and the Academies within the area of Sheffield and with neighbouring Authorities.

### **Normal Admission Round**

Sheffield Local Authority will make an offer of a single place for a pupils residing in Sheffield for Year 7 in September 2025. The offer of a single place to a parent at a secondary school will be made on the national allocation day **3 March 2025. (The national offer day is 1 March but as this falls on a Saturday, the next working day is Monday 3<sup>rd</sup> march 2025)**

This co-ordinated scheme includes any arrangements to deal with preferences expressed by Sheffield parents for schools in any other Authority.

The definition of the normal admission round is the process by which:

- a) an application for the admission of a child to a relevant age group at a school is submitted in accordance with the requirements of the scheme.
- b) In this case the relevant year group is Year 7, entry to Secondary School.

An explanation of terminology related to this scheme is provided at **Annex 4**.

i) The following schools are their own Admission Authorities and the respective Governing Body is responsible for admission arrangements:

- All Saints Catholic High School
- Astrea
- Birley Community College, Trust
- Bradfield Academy
- Chaucer Business and Enterprise Trust
- Ecclesfield
- Firth Park Community Arts Trust
- Fir Vale Academy
- Forge Valley Community (Foundation) School
- Handsworth Grange
- High Storrs
- Hinde House 3-16 Academy
- King Ecgbert Academy
- Meadowhead Academy
- Mercia
- Newfield Academy
- Notre Dame Catholic High School

- Oasis Academy Don Valley
  - Outwood City Academy
  - E-Act Parkwood Academy,
  - Sheffield Springs Academy
  - Sheffield Park Academy
  - Silverdale
  - Stocksbridge
  - Tapton
  - Westfield Sports College
  - Yewlands Academy;
- ii) For schools maintained by Barnsley, Doncaster or Rotherham, the respective Local Authority is the Admission Authority except where the school is voluntary aided, Grammar, Foundation or an Academy.

### **In-Year Admissions**

Sheffield Local Authority will be the body that makes an offer of a single place to a Sheffield resident for any application for a school in Sheffield for a year group other than the normal year of entry. The Authority is now required to confirm the outcome of an application within 15 days of the application being made. Local Authorities are no longer required to co-ordinate cross-border, in-year admissions.

Any Sheffield resident wishing to apply in-year for a school in a neighbouring Authority will be required to apply directly to that Authority.

References to the Local Authority mean Sheffield Local Authority.

### **The single offer of a school place**

Sheffield Local Authority will normally be the only body to offer a Sheffield resident a single place at any Sheffield secondary school as follows:

- a) For community schools where the Local Authority is the admission authority;
- b) On behalf of Governing Bodies of schools listed in i) above;

For the purposes only of this co-ordinated scheme any reference in this scheme to a Sheffield school is a reference to a secondary community school where the Local Authority is the admissions authority. Any reference to a Sheffield school does not include All Saints Catholic High School and Notre Dame Catholic High School, but does include those listed above which have adopted the City Council's admission arrangements. Meadowhead, Tapton and E-Act Parkwood, also operate criteria which is slightly different from the rest of the Secondary schools in Sheffield.



## **Sheffield Secondary Schools**

### **Community Schools.**

There is currently 1 Community Secondary School in Sheffield:

King Edward VII Secondary

### **Academies**

- All Saints Catholic High School
- Astrea Academy
- Birley Academy
- Bradfield Academy
- Chaucer Academy
- Ecclesfield
- Firth Park Academy
- Fir Vale Academy
- Forge Valley Community Academy
- Handsworth Grange
- High Storrs Academy
- Hinde House 3-16 Academy
- King Ecgbert Academy
- Meadowhead Academy
- Mercia Academy
- Newfield Academy
- Notre Dame Catholic High School
- Oasis Academy Don Valley
- Outwood City Academy
- E-Act Parkwood Academy,
- Sheffield Springs Academy
- Sheffield Park Academy
- Silverdale Academy
- Stocksbridge Academy
- Tapton Academy
- Westfield Academy
- Yewlands Academy;

References to the Local Authority mean Sheffield Local Authority.

## **A Applying for a school place – Normal Year of Entry (See Annex 1 – Timetable)**

- 1 All applications from Sheffield residents for admission to any secondary school in Sheffield or any other Local Authority must be made online or on the common application form (CAF)
- 2 Parents of children attending Sheffield community and voluntary aided Schools will be invited to apply for a secondary school place in July 2024 when pupils are in Y5.
- 3 Applications from parents for a Sheffield school, who do not reside in Sheffield, must be made on their respective home authority online facility or CAF.
- 4 Parents will be invited to express up to three preferences on the application form in rank order and give reasons for their preference.
- 5 Parents can state preferences for any of the following schools:
  - Community
  - Voluntary Controlled
  - Voluntary Aided
  - Foundation
  - Trusts
  - Academies

In Sheffield, or in another local authority.
- 6 Where Sheffield Local Authority, as the home authority, receives an application from a parent not resident in Sheffield, it will be sent directly to the parent's home authority to be processed.
- 7 Sheffield residents will be encouraged to apply online but can also apply on a paper form. Completed paper forms can be returned to Sheffield Local Authority by emailing [ed-admissions@sheffield.gov.uk](mailto:ed-admissions@sheffield.gov.uk) **or by post to; Admissions, 5th Floor, Howden House, Union Street, Sheffield, S1 2SH.** Supporting documentation for Voluntary Aided schools must be returned directly to the school for which they are applying.
- 8 The application must be received by the closing date of **31 October 2024**.
- 9 The process for determining the offer of a single place at any secondary school for which the child is eligible to be granted admission is given at **Annex 2** to this scheme.

## **B Procedure**

- 1 By **6 December 2024** the Local Authority will:
  - a) send applications made by Sheffield residents for All Saints, Notre Dame, E-Act Parkwood, and to neighbouring authorities where schools located in another Local Authorities are named on the application.
  - b) will have received copies of application details from other local authorities for admission into schools in Sheffield including All Saints Catholic High School and Notre Dame Catholic High School and E-Act Parkwood Academy.
  - c) The Authority will exchange information with neighbouring authorities in accordance with the timetable at Annex 1. Derbyshire Local Authority will not be obliged to strictly follow the same timetable as they do not intend to operate a cross-border co-ordinated scheme, however Sheffield Local Authority will endeavour to work co-operatively with Derbyshire for the benefit of parents and pupils.
  
- 2 Any applications that are received by Voluntary Aided Schools, Academies or Trust Schools will be sent directly to the Local Authority.
  
- 3 For all the preferences stated on any application received, the respective admission authorities will be required to apply their published admission criteria.
  
- 4 By **6 January 2025** the Local Authority will:

Have received a list of children who would be eligible for a place at All Saints Catholic High School and Notre Dame Catholic High School and E-Act Parkwood Academy, and details for those who would not be eligible. Where children on that list are resident in another Local Authority, Sheffield Authority will notify the home authority of the outcome of the applications.
  
- 5 By **10 January 2025** the Local Authority will:
  - a) have received notification from other Admission Authorities/Local Authorities of any places, which those Admission Authorities/Local Authorities can offer in response to any preference expressed by a parent resident in Sheffield.
  - b) apply its own admission criteria again and complete a list of provisional offers for schools for which it is the admissions authority;
  - c) have notified any other Local Authority where children resident in that Local Authority who have applied for a Sheffield school can or cannot be offered a place at a school.
  
- 6 By **24 January 2025** the Local Authority will:
  - a) Compare the list of provisional offers for Sheffield schools against the

list of provisional offers from other Local Authorities/admission authorities.

- b) Make determinations on which provisional offers will be made to Sheffield residents taking account of:
  - (i) provisional offers from voluntary aided schools, Academies and Trust Schools.
  - (ii) Provisional offers for any community or Voluntary controlled school in Sheffield.
  - (iii) Provisional offers for any school(s) in a neighbouring authority.
  - (iv) the ranking of the expressed preferences on the common application form
- c) Amend the list of provisional offers for each Sheffield school to take account of the determinations at point (b) above
- d) Inform any other Local Authorities/admission authorities of those provisional offers which are to be accepted or not accepted
- e) Receive from other Local Authorities/admission authorities details of those offers for places in Sheffield schools, which are to be accepted or not accepted.

7 Where it is the case that a child is eligible for more than one offer of a place, the parent will be provisionally offered the highest ranked of those offers as determined by their stated ranked preferences on the common application form.

8 At the end of the first cycle of determining provisional offers it will be possible to identify those schools which are:

- a) undersubscribed; or
- b) oversubscribed.

For undersubscribed schools all preferences will be eligible for an offer irrespective of their ranking by Sheffield residents, or any co-ordinated scheme adopted by another local authority.

For oversubscribed schools the effect of provisional offers in other Local Authorities to parents also with a provisional offer at an oversubscribed school in Sheffield will create vacancies at that school in the case where the provisional offer in the neighbouring authority is ranked higher.

In order to complete the allocations to these schools a second cycle of the procedure will be undertaken.

This second cycle of allocations will deal with waiting lists for oversubscribed schools where vacancies have arisen as a result of point (6) above. The waiting list will comprise of:

- a) Sheffield residents with no provisional offer

- b) Sheffield residents and non-Sheffield residents with a provisional offer ranked lower than that of the oversubscribed school for which they also have expressed a preference.
- 9 By **7 February 2025** the Local Authority will:
- a) Inform neighbouring Admission Authorities of those potential offers that will be required and those that will not.
  - b) Advise neighbouring Admission Authorities of any additional potential offers of places that have become available as a consequence of the 24 January exercise.
- 10 By **14 February 2025** the Local Authority will have:
- a) updated the list of provisional offers for oversubscribed schools as a consequence of the exercise on 7 February.
  - b) notified any other Local Authorities where the provisional offer is for a resident in their area.
  - c) updated the list of provisional offers for All Saints Catholic High School and Notre Dame Catholic High School and Parkwood E-Act Academy, and informed any Local Authority where a provisional offer is for a resident in their area
  - d) received information from other Local Authorities of any places, which those Local Authorities can offer in response to a preference expressed by a resident in Sheffield as a result of the second cycle under their co-ordinated scheme.
  - e) Allocated places to those pupils whose parents have applied but have no provisional offer.
  - f) compared the updated list of provisional offers against the updated list of provisional offers from neighbouring authorities
  - g) made determinations on which provisional offers will be made to Sheffield residents taking account of:
    - (i) Ranking
    - (ii) provisional offers from neighbouring authorities; and
    - (iii) the waiting list for places at the school
  - h) amended the list of provisional offers for each oversubscribed school
  - i) informed any other Local Authority/admission authorities of which offers are to be confirmed for places in their schools and those which are not to be accepted
  - j) received from other Local Authorities/admission authorities details of which offers for places in Sheffield schools are to be accepted or not accepted.

- k) sent final details of applications accepted or not accepted to other Local Authorities and Admission Authorities on or before the allocation date of **3 March**.

## **C The offer of a place**

- 1 Parents will normally receive one offer of a place for admission to secondary school. Sheffield residents who apply for a Sheffield maintained school and a Derbyshire Local Authority school may potentially receive an offer from each Authority. The process for determining the offer of a single place at any secondary school for which the child is eligible to be granted admission is given at Annex 2 to this scheme
- 2 All offers of the single place will be made on the **3 March 2025**, the national offer day. This would include any offer made by Derbyshire Local Authority. It will be assumed that parents will be accepting the allocated place unless written notice is received within 10 working days, to the contrary.
- 3 Sheffield Local Authority, as the home authority for the co-ordinated scheme will make all offers to residents in Sheffield on behalf of:
  - a) those schools for which it is the admissions authority; and
  - b) any other admission authority, which is offering a place to a resident in Sheffield, with the possible exception of parents applying for a school in Derbyshire, who may receive more than one offer.
- 4 Prior to 3 March 2025 all secondary schools and Academies within Sheffield will be sent a list of those children whose parents have been offered a place at the school.

## **D Preferences not Met**

- 1 Where the Local Authority cannot make a single offer for any of the preferences expressed by a parent resident in Sheffield, a place will be allocated to the child at the nearest community secondary school or Academy with places available, to their normal place of residence. This may or may not be the catchment school, depending on availability of places there.
- 2 The single offer of a place will be determined after all preferences for schools, , have been processed prior to national offer day.

## **E Applications received after 31 October**

- 1 All applications for admission to a secondary school by a Sheffield resident received after 31 October 2024 must be made on the common transfer form. Parents will be invited to state three preferences in rank order.
2. Sheffield residents wishing to apply to another Local Authority or Voluntary Aided School must complete a Sheffield common transfer form and return it to Sheffield Local Authority. Sheffield Local Authority will share this information with the relevant Admission Authority or neighbouring authority on behalf of the Sheffield resident.  
  
In circumstances where parents apply for a school outside Sheffield, that
3. Local Authority will notify Sheffield Local Authority of the outcome.
4. The single offer of a place at a school will be made by Sheffield Local Authority.

## **F Right of appeal**

Any parent\* whose child is refused a school place for which they have applied, has the right to an independent appeal. The right to appeal also applies at times other than the normal times of entry to school (e.g. when families move into an area during the year), Parents who have missed the normal deadlines for applying for admission or who have had an offer of a place withdrawn also have a right to appeal if they are refused a place.

\*(Where a child has been permanently excluded from two or more schools, a parent can still express a preference for a school place, but the requirement to comply with that preference is removed for a period of two years from the date on which the latest exclusion took place. This does not apply to children with Education Health Care Plans, children who were below compulsory school age when excluded, children who were reinstated following a permanent exclusion and children who would have been reinstated had it been practicable to do so)

## **G Late applications**

- 1 Late applications submitted in the normal admission round that are received by the Authority up to and including 29 November 2024 will be included in the first cycle of allocations of places made for the offer day.
- 2 A parent that moves from one South Yorkshire Authority to another after 29 November will have their initial application considered by the Authority in which they were resident on 29 November. A second application made to the new home authority after 29 November will be considered in accordance with 3 below.
- 3 After 3 March, applications received from 29 November 2024 will be

processed in accordance with the admission criteria. Applications will be processed in strict chronological order and notification sent out as appropriate.

- 4 By 2 June 2025 at the latest Sheffield Local Authority will have allocated places to Sheffield residents it is aware of for whom applications have not been received. This will normally be the nearest school to the normal place of residence with available places.

## **H Waiting lists**

- 1 The Local Authority will establish a waiting list for all community secondary schools, Academies and Trust Schools where the number of applications for those schools has exceeded the places available in Year 7.

For All Saints Catholic High School and Notre Dame Catholic High School and E-Act Parkwood Academy waiting lists will be maintained by the schools in accordance with the school admission criteria.

- 2 Names of children will automatically be placed on the waiting list for a school where they have been refused a place where it is ranked above that at which a place has been offered.

- 3 A vacancy arises in Year 7 only when the number of offers to a particular school falls below the published admission number or a higher admission number where one has been set.

- 4 The waiting list will be established on 3 March 2025 and be maintained up to 31 December 2025. Parents will be contacted prior to the start of term to ask if they wish their child to remain on the waiting list.

- 5 Priority on the waiting list is determined according to the Local Authority's admission oversubscription criteria.

- 6 For any application received after 29 November 2024 where the pupil has a higher priority for a place at the school as determined by the admissions criteria, they will be placed above those pupils with a lower priority.

Waiting lists cannot be prioritised based on the length of time spent on them.

- 7 For those parents who proceed to an independent appeal the panel's decision cannot be influenced by the child's position on the waiting list.

## **I Information required by voluntary aided schools and Parkwood E-Act Academy**

- 1 Voluntary aided schools and Parkwood E-Act Academy require additional information, which is not contained on the common application form but is specific to the schools individual criteria.

- 2 In addition to the application form each Voluntary Aided School in another LA



and All Saints Catholic High School and Notre Dame Catholic High Schools and Parkwood E-Act Academy will require applicants to complete an “Additional information form”. All Saints and Notre Dame also require a copy of a Catholic baptism certificate. The additional forms will be available from the schools themselves, the Local Authority or can be downloaded from the Admissions website.

- 3 The Additional information form is **not** an application form for admission to All Saints or Notre Dame or E-Act Parkwood Academy.
- 4 Parents who intend to express a preference or preferences for voluntary aided schools or Parkwood E-Act Academy must follow the procedure set out below:
  - a) Apply online or complete the common application form **and** the additional information form and, for All Saints and Notre Dame, enclose a certificate of Catholic baptism where appropriate.
  - b) Return the application to the Local Authority and additional information to the school to which you are applying by 31 October 2024.
- 5 Where an additional information sheet is not submitted with the application, it may affect the consideration by the governing body of the preferred school. In these circumstances the governing body will be responsible for pursuing additional information, **NOT** the Local Authority.
- 6 The completion and return of the additional information form does not guarantee a place at the school.

## **J Information required by neighbouring local authorities**

- 1 Oversubscription criteria may be different in neighbouring admission authorities. Barnsley for example does not operate catchment areas whereas Rotherham and Derbyshire do.
- 2 Parents who reside in Sheffield but wish to make an application for a non-Sheffield school should:
  - i) Obtain a copy of the relevant Admission Authority’s Composite Prospectus;
  - ii) Familiarise themselves with the oversubscription criteria;
  - iii) Apply online or complete a Sheffield common application form and return it to Sheffield Local Authority **NOT** the Authority where the school is located.

Ensure that any relevant information required by the other Admission Authority is attached to the application.

- 3 Any additional information that is provided will be considered by the relevant Admission Authority when applying their admission criteria.
- 4 Failure to provide additional information may affect consideration of the application.

## **K Misleading or fraudulent information**

- 1 Where the Local Authority has made an offer of a place at a secondary school on the basis of a fraudulent or intentionally misleading application from a parent, which has effectively denied a place to a child with a stronger claim to a place at the school, the offer of a place will be withdrawn.
- 2 Where a place or an offer has been withdrawn the application will be re-considered and a right of independent appeal offered if the place is refused.

## **L No common application received**

- 1 Every effort will be made to encourage parents/carers to complete and submit an application. However, the Local Authority will monitor Sheffield children for whom no application has been received.
- 2 Parents will be regularly contacted to remind them of the need to apply for a school place for their child.
- 3 Where parents inform the Local Authority that their children will be attending a school not maintained by a Local Authority (private/independent) no school place will be allocated to the child.
- 4 In the absence of any application by 2 June 2024 at the latest, all other children will be allocated a place at the nearest Sheffield community school with available places, to their normal place of residence.

## **M In-Year Transfers Between Schools**

- 1 Applications received from 1 August 2025 onwards for admission into Y7 will be processed as an in-year transfer. Applications for any other year group received at any time in the year are also classed as in-year transfers. The procedure for determining a single offer and timescales for processing applications are given at **Annex 3**. The general requirements of the scheme are as follows:
- 2 To ensure that each parent in Sheffield who has made an application on the Transfer Form in respect of admission of a child to a Sheffield school receives a single offer of a school place under the scheme.
3. Parents must be allowed to complete a Transfer Form enabling a parent to:
  - i) Provide their name and address and the name, address and date of birth of the child,
  - ii) Apply for three Sheffield schools,
  - iii) Give reasons for the application,
  - iv) Rank each application
4. The scheme must ensure as far as is reasonably practical, in any case where a child is eligible to be granted admission to more than one school that the child is granted admission to whichever of those schools is ranked highest on the Transfer Form.

5. Where the Local Authority has been informed that a child may be eligible for a place at more than one school, a single offer will be made to the highest ranked school. If this school is a Voluntary Aided School/Foundation/Trust or Academy the Local Authority will make the offer on behalf of the Governing Body.

Where the child is not eligible for any school applied for the Local Authority will notify the parent in writing, confirming their statutory right of appeal. If the school refusing a place is a Voluntary Aided School, Trust or Academy the Local Authority will notify the parent on behalf of the Governing Body.

6. Any School that is its own Admission Authority must identify the body responsible for determining eligibility of an applicant.
7. Following the allocation of a place, the school is expected to make admission arrangements with 5 school days for pupils not on a school roll in order to minimise the length of time that a child is out of school. For pupils already on a school roll it is expected that the receiving school will admit at the start of the following half term.

## **N In Year Transfers – Requirements for Sheffield Secondary Schools**

1. This part of the scheme applies where a parent residing in Sheffield applies on a transfer form for a school in Sheffield that is its own admission authority and has decided to administer its own admissions process.

2. Sheffield Local Authority must notify the Own Admission Authorities of the application and forward details to them on the day of receiving the application, together with any supporting information from the parent.

3. Own Admission Authorities will determine eligibility and notify Sheffield Local Authority of the outcome within 5 school days of receipt. Sheffield Local Authority will determine eligibility for a single school, or that places must be refused at any school.

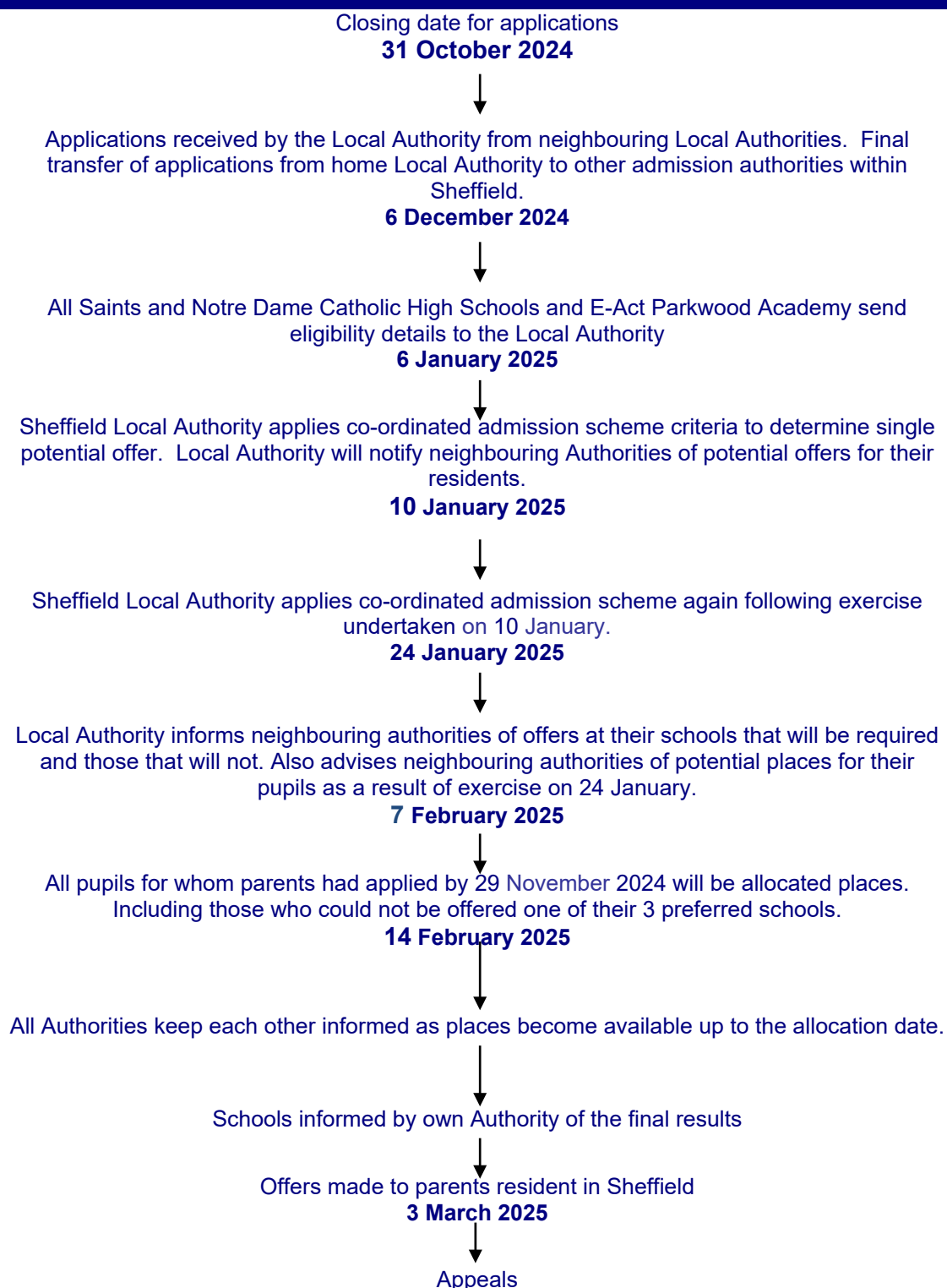
Sheffield Local Authority will send notification of the outcome directly to parents on behalf of the own Admission Authority Schools within 15 days of the application being made..

Annex 3 is a flow chart describing the process and timescales.

Any Sheffield resident wishing to apply for another school outside of Sheffield and outside the normal admission round must apply directly to that Authority.

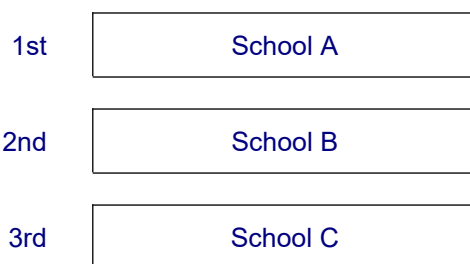
The timetable for In-Year Admissions is provided at Annex 3.

## Timetable for Year 7 co-ordinated admissions



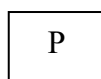
## Process for the offer of a single place at a secondary school – Normal Year of Entry

- 1 A resident in Sheffield will receive an offer of a single place at any secondary school if they have completed an application. Sheffield residents who do not complete an application will not be considered until every positive application has been dealt with.
- 2 Parents may express a maximum of three preferences and give reasons for secondary schools they wish their child to attend and list them in rank order.
- 3 The Local Authority will treat all three preferences for community, Voluntary Aided and Foundation schools and Academies equally.
- 4 Where a preference meets the criteria for a school the child becomes eligible for a provisional offer.
- 5 Where the child is only eligible for one school that will be the offer of a single place at a secondary school made to the parent on the offer day.
- 6 Where the child is eligible for two or three schools, the ranking of the expressed preferences on the application will be used to determine which of those provisional offers becomes the single offer of a place.



Preferred Schools in rank order		Outcomes							
		1	2	3	4	5	6	7	8
1st	School A	P ✓			P ✓	P ✓	P ✓		
2nd	School B	P	P ✓		P			P ✓	
3rd	School C	P	P	P ✓		P			

**Key**



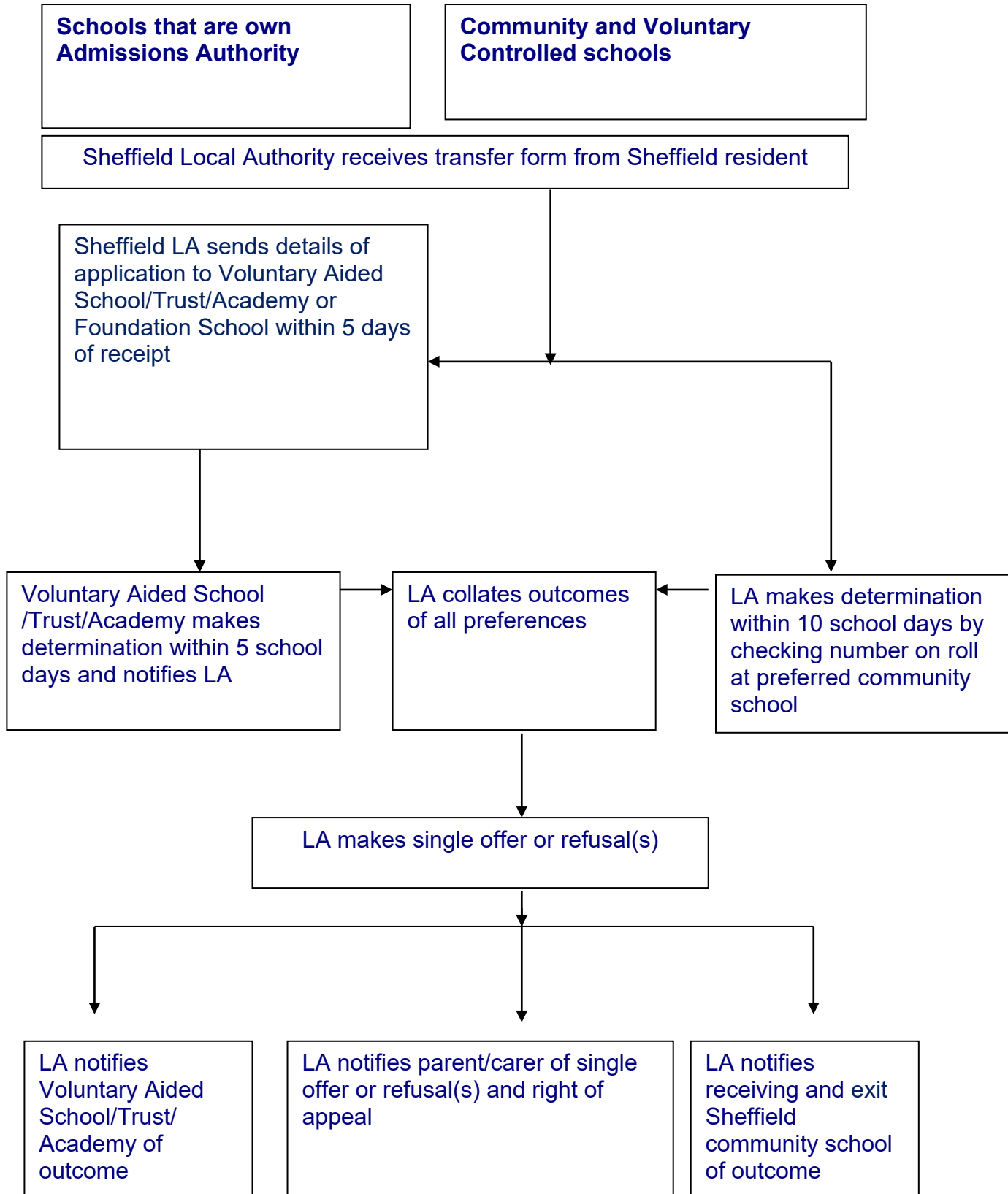
Places available – child eligible for admission



School oversubscribed – child not eligible for admission based on priority of admission criteria

✓ Child allocated place at this school as the highest ranked school for which the child is eligible.

## Process for the offer of a single place at a Secondary School - In-year applications



## Explanation of Terminology

### Admission Arrangements

All the procedures, criteria and publications which must be arranged by an Admission Authority in order to process applications for admission to school. Admission arrangements will determine eligibility for a school place and details will be contained in the composite prospectus.

### Admissions Authority

The body responsible for determining the admission arrangements for a school. This can be the Local Authority/local authority or the governing body of a school.

### Admission Year

The school year to which admission arrangements apply

### Allocation of a School Place

Where a single offer of a place at a school is made to the parent and the child's name is placed on the admission list for that school.

### Common Application Form

The form to be used by all parents residing in Sheffield to express preferences for schools and to give reasons for those preferences. It is referred to as common because it allows parents to name schools from different admission authorities.

### Common Transfer Form

The form to be used by all parents residing in Sheffield to express preferences for in year admissions and to give reasons for those preferences. It is referred to as common because it allows parents to name schools from different admission authorities.

## Eligible for Admission

This is where a child can be offered a place at a school either because:

- The number of applications is below the admission number; or
- It is oversubscribed but the child meets the requirements of the admission criteria when assessed against other applicants.

## Home Authority

The local authority in which the parent with parental responsibility (PR) resides. Where PR is held by more than one person and those persons reside in separate properties in different authorities, the home authority will be determined by where the child resides with the person with PR for the greater part of the week.

## Indicated Admission Number

The number of places in any relevant age group intended to be admitted in any school year as determined by the admission authority.

## In Year Admission

Any application for a year group that is outside the “Normal admission round”

## Maintaining Authority

The local authority within whose area a school is situated and for which they are responsible.

## Normal Admission Round

An application for the admission of a child to a relevant year group (i.e. a year group into which pupils normally enter the school) at a school is submitted in accordance with the requirements of the co-ordinated scheme.

In the case of schools in the Sheffield area the relevant year groups when pupils are admitted for the first time are Year 7 (all secondary schools) and Year 12 for schools with sixth forms.

<b>Year Group</b>	<b>Admission Year</b>	<b>Date of Birth</b>
Year 7 (Secondary)	2025/26	01/09/11 to 31/08/12



## Ordinary Place of Residence

A determination of the nearest Sheffield community school is the distance measured by a straight line between the child's ordinary place of residence\* and a designated point in the school premises.

\*The child's ordinary place of residence will normally be a residential property at which the parent or person/persons with parental responsibility for the child resides at the latest date for receiving applications for admission to school.

Where parental responsibility is held by more than one person and those persons reside in separate properties, the child's ordinary place of residence will be the property at which the child resides with the parent or person/persons with parental responsibility, for the greater part of the week.

## Oversubscription Criteria

The rules which determine who can and cannot be offered a place at the school.

## Oversubscribed

Where the number of applications for the relevant year group in an admission year exceeds the indicated admission number.

## Preference

The legislation allows for parents to express preferences for desired schools ranking them in priority order and give reasons for those preferences.

## Provisional offer of a school place

Where a child is eligible for admission to a school, having satisfied the criteria. Whether a place is offered depends on the co-ordinated scheme for admission arrangements.

## Ranking

The order in which parents have to list their three preferences on the application to enable a Local Authority to determine the single offer of a school place.

## Single offer of a school place

The one offer for a school place which is made to a parent from the potential offers available as a result of the co-ordinated scheme.

## PART A - Initial Impact Assessment

**Proposal Name:** School Admission Arrangements 2025/26

**EIA ID:** 2498

**EIA Author:** John Bigley

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**Proposal Outline:**

If there are no proposed changes, the Local Authority is only required to consult on its Admission Arrangements once every 7 years. The Authority is responsible for Admission Arrangements for Community and Voluntary Controlled Schools only. Schools that are their own Admission Authority such as Academies and Voluntary Aided Schools are responsible for setting their own Admission Arrangements. The admission system remains a catchment area-based system and Academies have continued to adopt this system with the exception of faith schools. Catchment areas and recognition of sibling links remain important priorities for parents and young people. The statutory requirement to prioritise the admission of looked after and previously looked after children, including those that appear to have been in care abroad is included within the Authorities oversubscription criteria. The criteria for oversubscription are objective and applied equitably. There is provision within the process to recognise any social, medical or educational issues on a case-by-case basis. The proposed criteria are recognised as lawful under the statutory Admission Code of Practice. All parents are informed of the application process and the criteria via Council publications direct to their home addresses and also via the Council's website. The Local Authority consulted most recently for the 2023/24 Admission Arrangements. There are no proposed changes so there has not been any consultation for 2025/26. The Authority must still however determine its Admission Arrangements every year before 28 February 2024, even if there have not been any changes.

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**Proposal Type:** Non-Budget

**Year Of Proposal:**

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Lead Director for proposal: Andrew Jones

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Service Area: Access & Inclusion

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EIA Start Date: 12/19/2023

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Lead Equality Objective: Leading the city in celebrating and promoting inclusion

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Equality Lead Officer: Bashir Khan

## Decision Type

Committees: Policy Committees

- Education, Children & Families

## Portfolio

Primary Portfolio: Education (Children's Services)

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EIA is cross portfolio: Yes

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EIA is joint with another organisation: No

## Overview of Impact

Overview Summery: The current admission arrangements comply fully with the statutory Admission Code of Practice. The oversubscription criteria are objective and clear. There is capacity for individual Officers to apply subjective judgement, so all parents and children are treated

equally and fairly. The statutory requirement to prioritise the admission of looked after and previously looked after children, including those that appear to have been in care abroad is included within the Authorities oversubscription criteria. There is provision within the process to recognise any social, medical or educational issues on a case by case-by-case basis by Elected Members on the Admission Committee.

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Impacted characteristics:

- Other

## Consultation and other engagement

## Cumulative Impact

Does the proposal have a cumulative impact:

No

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Impact areas:

## Initial Sign-Off

Full impact assessment required:

Yes

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Review Date:

12/19/2024

## PART B - Full Impact Assessment

Other

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** The Policy framework will be communicated to parents and carers through the statutory Composite Prospectus (A Guide for Parents). This ensures that parents and Carers are fully informed of the Policy criteria to support them in making informed decisions.

## Action Plan & Supporting Evidence

**Outline of action plan:** No further action required

**Action plan evidence:**

**Changes made as a result of action plan:**

## Mitigation

**Significant risk after mitigation measures:** No

**Outline of impact and risks:**

## Review Date

**Review Date:** 12/19/2024



## Report to Policy Committee

### Author/Lead Officer of Report:

Amy Buddery, Head of Commissioning/  
Isobel Fisher, Assistant Director

**Tel: 0114 205 3831**

**Report of:** Meredith Teasdale, Strategic Director of Children's Services

**Report to:** Education, Children and Families Policy Committee

**Date of Decision:** 8<sup>th</sup> February 2024

**Subject:** 16-25 Years Supported Accommodation Service Commission

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? <b>2487</b>				
Has appropriate consultation taken place?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<i>Appendix B is not for publication because it contains exempt information under Paragraph 3 of Schedule 12A of the Local Government Act 1972 (as amended)."</i>				

### Purpose of Report:

To set out the statutory duties, provide an overview and seek approval from the Education, Children and Families Committee for the recommissioning of the 16-25 Supported Accommodation services. The original term of this framework contract was for 4 years (1<sup>st</sup> August 2019 – 31<sup>st</sup> March 2023).

On 8<sup>th</sup> November 2022, approval was given by the Education, Children and Families Policy Committee to extend the current contract for 18 months until 30<sup>th</sup> September 2024 to enable Ofsted regulation changes and framework guidelines to be put in place within existing provision.

The service is currently being delivered by a number of Service Providers who have successfully joined our contract since August 2019.

**Recommendations:**

That the Education, Children and Families Policy Committee approves the commission of a 16-25 years Supported Accommodation Service from external providers, with an estimated cost of £33.1 million over a period of 4.5 years, as set out in this report.

**Appendices attached :**

*Appendix A – Analysis of the current service and future projections*

*Appendix B – Report of Children’s Involvement team – views of the young people*

Lead Officer to complete:-	
1	<p>I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.</p> <p>Finance: Kayleigh Inman Commercial Services: Paul Rayton Legal: <i>Richard Marik</i> Equalities &amp; Consultation: Ed Sexton Climate: Kathryn Warrington</p>
	<p><i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i></p>
2	<p><b>SLB member who approved submission:</b> <i>Meredith Dixon-Teasdale</i></p>
3	<p><b>Committee Chair consulted:</b> <i>Dawn Dale</i></p>
4	<p>I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.</p> <p><b>Lead Officer Name:</b> <i>Isobel Fisher/ Amy Buddery</i></p> <p><b>Job Title:</b> <i>Assistant Director, Children &amp; Families Head of Commissioning</i></p> <p><b>Date: 22nd December, 2023</b></p>



## 1 PROPOSAL

It is proposed that the Council commission 16-25 year supported accommodation services from external providers. The estimated cost of the commission is approximately £33.1 million over a period of 4.5 years (1<sup>st</sup> October 2024 until 31<sup>st</sup> March 2029).

### Introduction and background

- 1.1 The current framework contract has been in place since August 2019 and there are 26 approved providers across 3 separate lots. During the financial year 2022 to 2023 a total of 183 young people were supported, with an average of 108 young people being supported at any one time.
- 1.2 The supported living service meets the accommodation and support needs of vulnerable young people and care leavers (16-25 years) which ensures a spread of accessible high-quality accommodation and related daily living support. This statutory duty to support Looked after Children and Care Leavers is contained in The Children (Leaving Care) Act 2000, the Children Act 1989 and 2004 and Care Leavers (England) Regulations 2010.
- 1.3 The purpose of purchasing supported accommodation is to meet the following key objectives:
- a) to ensure that young people can be supported with appropriate accommodation;
  - b) to be available 24 hours a day, 7 days a week (where appropriate);
  - c) to promote contact with family and friends (where appropriate);
  - d) to develop a mixed economy of provision to meet diverse needs; and requirements of young people;
  - e) to work in partnership with independent and voluntary sector providers to raise the quality of support available to 16+ young people; and
  - f) to support young people into independence.
- 1.4 There are currently three different types of service that are provided under the current arrangements: 24-7 group living (complex), 24-7 group living (standard) and supported tenancies with floating support.
- 1.5 24-7 group living accommodation is where a young person lives within a multi occupancy property and either has shared communal facilities or lives within a 'bed-sit' type living space within a larger building.
- 1.6 Where a young person's needs are complex, we would expect a smaller property with a higher staffing ratio to a standard group living provision.

1.7 Supported tenancies involve a young person living in community-based accommodation with floating support, sourced by providers within the private or registered social landlord rental market and supported by one to one staffing of varying levels (to be determined by the young person's Support Worker).

#### 1.8 National Standards

In 2023, the Government introduced new national standards for the registration, regulation, and inspection of supported accommodation for looked after children, aged 16 and 17 and Care Leavers, which is to be overseen by an Ofsted-led provider registration and inspection regime. Ofsted have been registering providers since April 2023 and the new national standards are mandatory from 28th October 2023, Ofsted will commence inspections in April 2024. Therefore, on 8<sup>th</sup> November 2022, approval was given by the Education, Children and Families Policy Committee to extend the current contract for 18 months until 30<sup>th</sup> September 2024.

1.9 The new National Standards are based on four key areas: -

- Leadership and Management
- Child Protection
- Accommodation
- Support

1.10 The Council's Children in Care External Placement team have worked closely with providers throughout the year giving advice and support regarding the Ofsted registration process. All providers were referred to the National Childrens Bureau, Provider Readiness Programme and from July 2023 they started monthly conversations with providers about their progress in the application process, this was increased to weekly conversations from mid-September 2023. This support was available to all providers up until the deadline of 28<sup>th</sup> October 2023, and beyond for any other providers who may wish to work within Sheffield and apply for Ofsted registration later.

1.11 In addition to this support the Council's Children in Care External Placements Team has been quality assuring all 16+ providers to establish a baseline of good quality services and to help providers become Ofsted ready. All the providers on the Council's current contract received a series of site visits and action plans to help improve quality. Numerous examples have been shared by providers who stated they believe they would not have been Ofsted ready without this QA process and the support that followed.

1.12 The majority of our current providers have now obtained Ofsted registration.

1.13 Attached at **Appendix A** is an analysis of the current service and future projections.

1.14 Commission

The current framework contract is due to expire on 30<sup>th</sup> September 2024. It is therefore proposed that the Council commission 16-25 Year supported accommodation services from external providers for an estimated cost of £33.1 million over a period of 4.5 years.

1.15 It is also the Council's intention to procure a framework contract with a number of providers to deliver the services, subject to separate Council approval.

1.16 The Service provided by external Service Providers shall be supported accommodation to young people aged 16 – 25 years of age.

1.17 There will be four individual service categories required within this commission, as follows:

- 24/7 Group Living/Semi-Independence Unit environment (Complex – High to Medium Support) – 2/3 bedded.

Service providers shall provide 24-7 group living accommodation within a setting of no more than 3 bedded to accommodate complex/challenging young people. Young people will have their own bedroom and share communal facilities (bathroom, kitchen, lounge). Young people displaying higher intensities will require a higher staffing ratio from qualified and experienced staff via bespoke support packages with 24 hours a day support.

- 24/7 Group Living/Semi-Independence Unit environment (Standard Support)

Service providers shall provide 24-7 group living accommodation which is described as a situation where a young person lives within a multi occupancy property and either has shared communal facilities or lives within a 'bed-sit' type living space within a larger building. Young people requiring less intensive level of support will have access to a group living environment with appropriate ratio of staff on site 24 hours a day.

- Supported Tenancy

Service Providers will provide community-based accommodation with floating support, sourced within the private or registered social landlord rental market and supported by 1:1 staffing of varying levels (to be determined by the young person's support worker), to achieve the aim of the young person moving onto sustainable

community living. The number of support hours to each young person will vary depending on the needs of each individual. The service provider is to ensure staffing levels can be delivered to support all young people.

- Floating Support only

Floating support is where the Service provider delivers floating support to sustain a tenancy by encouraging the development of the young persons independent living skills. Community based floating support is provided to young people requiring support to manage their accommodation. The Service provider will work predominantly with young people that are already in accommodation but are struggling to manage their tenancy.

1.18 The Service Providers, in partnership with the Council, must be committed to delivering positive outcomes for the young people to meet the objectives of the placement. Specific needs will be identified in the young person's individual Support/Pathway Plan and the Service Provider will work to achieve these outcomes.

## **2. HOW DOES THIS DECISION CONTRIBUTE?**

2.1 This decision supports the ambitions within Our Sheffield Delivery Plan 2022/23.

- Strong and connected neighbourhoods which people are happy to call home;
- happy young people who have the start they need and the future they want.

2.2 This decision will support the statutory duties under the Children Act 1989 and 2004 to prepare and support children for leaving care.

## **3. HAS THERE BEEN ANY CONSULTATION?**

3.1 Our Children's Involvement team have a team of 5 paid care experienced Voice and Influence Workers who have been commissioned to gather the views of young people around our current semi-independent external service providers.

3.2 They have put a set of questions together, are visiting key providers and are interviewing young people for their views. The findings from this exercise are included in their report which is attached at **Appendix B**.

3.3 A total of 3 homes were visited, where 7 young people was interviewed.

The key features of the consultation were:

- To use their observations of the accommodation and staff to give an insight of what it may be like for the young people through recording their experience of being in the homes.
- To conduct semi-structured interviews with individual young people. These were done without the homes staff being present. For 3 of the young people, a telephone interpreter was used on speaker phone. This was completed in the 3 homes that were identified by the commissioning team.
- To use key relevant points from the latest Bright Spots findings to add into their report.
- To speak to the Independent Advocates, who offer issue-based advocacy to all children that are in care, and care leavers, to ask them about relevant systemic advocacy issues to include additional voices in their findings.
- To reward the research participants with a £10 voucher.

3.4 This meant that they would have a wider reach in terms of young people they spoke to. It also meant that they could triangulate the data and look for areas where messages are coming up repeatedly.

3.5 There has also been regular consultation with all our current service providers, where we have invited them to Provider events which were held in November 2022, April 2023, and November 2023 where we have kept providers fully involved with any regulatory changes and discussed the timeline for the new tender exercise.

## **4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

### **4.1 Equality Implications**

4.1.1 Decisions need to consider the requirements of the Public Sector Equality Duty contained in Section 149 of the Equality Act 2010. This is the duty to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it;
- to help evidence meeting the requirements of the duty, we have carried out a full Equality Impact Assessment.

4.1.2 The Equality Act 2010 identifies the following groups as a protected characteristic:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

4.1.3 An Equality Impact Assessment will be completed to be approved by our Equalities Officer and will be maintained throughout the life of the Contract.

## 4.2 Financial and Commercial Implications

### 4.2.1 Financial

The current contract is currently delivered by a framework of providers which is due to end on 30<sup>th</sup> September 2024. The proposal is to go out to competitive tender for 4.5 years with an implementation from 1<sup>st</sup> October 2024 until 31<sup>st</sup> March 2029 with an option to extend for a further 12 months.

4.2.2 Total spend for the last financial year from 1<sup>st</sup> April 2022 to 31<sup>st</sup> March 2023 was £6 million.

4.2.3 Financial projections for 2023/2024 are currently forecast at approximately £7.37 million this includes agreed uplifts.

4.2.4 At current rates the estimated spend for the new contract of 4.5 years would therefore be approximately £33.1 million based on the anticipated cost projections of £7.37million in 2023/24. As this is a demand led arrangement the actual cost of this contract could be higher or lower than the projections dependent upon how many young people are provided with support and their complexity of needs. The cost paid to providers could, therefore, be higher than £33.1million.

4.2.5 The value of this contract means that a competitive tender process in accordance with the Public Contracts Regulations 2015 must be followed. The procurement process to be followed shall be compliant with these requirements and those of Contract Standing Orders and they will be conducted by Commercial Services with a dedicated procurement professional lead. It will also involve the Commissioning Officer from the Integrated Commissioning team.

### 4.3 Legal Implications

- 4.3.1 The Council has a duty to support and a power to accommodate looked after children and care leavers under the Children (Leaving Care) Act 2000, the Children Act 1989/2004 and the Care Leavers (England) Regulations 2010.
- 4.3.2 The arrangements to provide supported living for looked after children and care leavers in this report should go some way to meeting these statutory duties.
- 4.3.3 The contracting arrangements in this report are permitted by the Local Government (Contracts) Act 1997.
- 4.3.4 The Public Sector Equality Duty came into force in April 2011 (S.149 of the Equality Act 2010) and public authorities are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under S.149 of the Equality Act 2010 (as cited above).

### 4.4 Climate Implications

- 4.4.1 Where a service will be delivered by external partners and providers, we will aim to work with providers who align with our ambition to be a Net Zero city by 2030, through the procurement process. We will encourage providers to think about the climate impacts of delivering the service, such as use of office space, staff and client travel, energy and resource use, and opportunities to increase awareness of positive climate action, and take appropriate steps to reduce their impacts in the delivery of the service.

### 4.5 TUPE

- 4.5.1 TUPE implications shall be assessed, and the incumbent providers have been asked to advise on any potentially TUPE affected staff. This dynamic shall be taken into consideration through the procurement process. Any TUPE implications should only affect the incumbent existing and new providers, and because the service is not being brought back in-house there are no TUPE implications upon the Council other than ensuring that the Provider's comply with their obligations.
- 4.5.2 The current Service Providers have been advised to take their own legal advice on this dynamic and will be required to provide information on the Workers they believe are eligible for TUPE in the event they are unsuccessful in continuing to provide the service. This information will be made available to prospective Tenderers to allow them to accurately price their tender submission.

### 4.6 Other Implications

- 4.6.1 There are no other implications known.

## **5. ALTERNATIVE OPTIONS CONSIDERED**

- 5.1 Do nothing - which we cannot as the provision of this Service is a statutory duty; therefore, we must deliver it.
- 5.2 Deliver the service in-house – we currently do not have the expertise or capacity to deliver the service in-house.
- 5.3 Do our own tender - which would be a collaboratively procured approach on the open market, through an open tender, as this would maximise the interest and competition and thereby return the most economically advantageous tender.

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 The Council has a statutory duty under the requirements to support Looked after Children and Care Leavers as contained in The Children (Leaving Care) Act 2000, the Children Act 1989 and 2004 and Care Leavers (England) Regulations 2010.
- 6.2 The Councils existing framework contract for the delivery of the service will expire on 30<sup>th</sup> September 2024.
- 6.3 The Council wishes to re-commission the existing service for 4.5 years (1<sup>st</sup> October 2024 until 31<sup>st</sup> March 2029) with an estimated cost of £33.1 million.
- 6.4 Any re-commissioning of the service will seek the procurement and award of a 4.5-year contract in accordance with Public Contract Regulations 2015 and Contracts Standing Orders.



## **Analysis of the 16-25 Years Supported Accommodation Service**

The following is an analysis of how the service under the current framework has been performing, changes made and future projections.

### **Background**

Sheffield City Council has an urgent need to secure sufficient placements for our Children in Care 16- and 17-year-old and Care Leavers. It has been apparent that increasing demand is being driven by:

- Nationally increasing numbers of Children in Care
- Demand for in-city supported accommodation placements has increased as our 16–17-year-olds wish to remain in city.
- Increase in the number of Unaccompanied Asylum Seeking Children (UASCs) requiring a placement.
- The requirement for supported accommodation providers for 16- and 17-year-olds in care and care leavers to become Ofsted registered, regulated, and inspected. From 28<sup>th</sup> October 2023, Providers are required to have registered with Ofsted followed by a future inspection.
- The potential for some supported accommodation providers to exit the market or fail the Ofsted registration, resulting in SCC having to find alternative accommodation for our 16–17-year-olds.
- Significant competition for placements leading to increased costs as neighbouring local authorities are trying to secure similar placements in Sheffield.

Since 15<sup>th</sup> February 2022, local authorities have been mandated to accept UASC under the National Transfer Scheme, resulting in a significant growth in the number of Young Refugees looked after by Sheffield. The size of the current population is now presenting an unprecedented and growing challenge to existing resources and organisational arrangements including placement sufficiency.

As of 12<sup>th</sup> July 2023, The Children Looked After Service and Leaving Care Service support a total of 178 unaccompanied young refugees, compared to 84 young refugees in 2020.

A significant proportion of young people who arrive aged 16-17 are placed in unregulated ‘other arrangements’ (Children Act 1989, Volume 2: care planning, placement, and case review June 2015) such as supported lodgings or semi-independent accommodation – initially with high levels of support to help them navigate and establish themselves in Sheffield.

The Local Authority receive financial support for UASC and Care Leavers from the Home Office to cover the costs of accommodation and support. However, at present Home Office funding is not meeting the full cost of accommodation for UASC by Sheffield City Council.

Therefore, we obtained permission to commission a Request for Quote (RFQ) for a 5 bedded ‘block’ 24-7 Group Living Supported Accommodation in Sheffield to assist in the safeguarding process of UASCs. This block agreement was agreed for 12 months 13<sup>th</sup> September 2022 – 12<sup>th</sup> September 2023. Further approval was granted on 31<sup>st</sup> October 2023 by Childrens Commissioning SLT to extend the current agreement until 30<sup>th</sup> September 2024 to bring it in line with the current Framework contract.

We are also seeing a higher number of 18+ year olds approximately (36.5%) of current placements that remain placed with our current providers as there is limited tenancies for them to move into, which is blocking potential placements for our 16–17-year-olds.

Block commissioning with providers still meant that our 16–17-year-olds would still need to be matched to the provision and consideration given by the provider and ourselves in relation to placing alongside other 16–17-year-olds. Therefore, there is always a risk that SCC purchases placements that may not be utilised to full capacity. This risk is therefore monitored jointly by our Placement Finding team and Commissioning. Moving forward with the new service specification, we shall ensure that there is a risk share clause in the new contract based on occupancy and utilisation, so the costs can be shared between both provider and us.

A further three 5 bedded 24-7 Group Living 'block' provisions was secured in city in May 2023 (15 beds in total) to secure provision for Sheffield 16–17-year-olds as demand for placements is outstripping supply, with neighbouring local authorities competing for placements and as a contingency should any of our current providers fail to gain Ofsted registration.

#### Impact on Ofsted Registration/New National Standards

In March 2023, the Government introduced new national standards for the registration, regulation, and inspection of supported accommodation for looked after children aged 16 and 17 years, which is to be overseen by Ofsted. These new standards are based on four key areas:

- Leadership and Management (Regulation 4)
- Child Protection (Regulation 5)
- Accommodation (Regulation 6)
- Support (Regulation 7)

Our Children in Care External placements team have worked closely with all our current providers throughout this year giving advice and support regarding the Ofsted registration process. Fortnightly 16+ meetings are held, chaired by our Director of Children's Service (Sally Williams) attended by wide range of service professionals to discuss any potential issues, should any of our providers look to be failing registration.

We have identified a few grey areas, that are not fully clear in the new standards, e.g. Fire Safety Regulations, need a clearer stance from Ofsted of their expectations. Also, we have identified that we need to include additional clauses in the new specification of areas that are not currently covered, for example, the safe storage of electric bikes, damp and mould, pets not being permitted, all staff on duty having full training on how to use fire equipment.

All the new standards will be embedded in more detail into the new contract to commence 1<sup>st</sup> October 2024.

#### Consultation Survey – The Views of Care Leavers in Sheffield

A consultation exercise was conducted by Brightspots between January 2023-April 2023. Brightspots is a research project that looks at a subjective wellbeing of children in care/care leavers. Brightspots is used all over the country, idea behind it is to use children and young people's voices to change services in a way that is meaningful for them, as we want to move away from looking at statistics that are set by professionals and measure things that do not necessarily include how children and young people are feeling about their lives. Brightspots survey as therefore asked 'what is good

## Appendix A

about your life', 'what is not so good' as we need to focus on what the young person says is important to them.

This survey went out to all care leavers, we received a response rate of 28%, which we aim for a children's response rate of 30%, so just below. The bulk of responses came from young people aged 18-25 years.

### Some of the things that have been working well.

- 94% of Sheffield care leavers have a smartphone versus only 92% nationally.
- 74% felt happy with where they live which is higher than the national average.
- 93% knew who their leaving care worker was and felt that it was easy to contact them.
- 85% felt involved in their Pathway planning some of the time.

### Future projections for 16-25 Year Supported Accommodation Placement

As of September 2023, the current number of looked after children on a full care order aged 11-15 years was 170, that would potentially require a 16+ supported accommodation placement in next few years.

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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## PART A - Initial Impact Assessment

**Proposal Name:** 16-25 Years Supported Accommodation Framework Contract

**EIA ID:** 2487

**EIA Author:** Joan Foster

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**Proposal Outline:** To commission a framework of providers to deliver a 16-25 Year Supported Accommodation Service. The estimated cost of the commission is approximately £33.1 million to Sheffield City Council over a period of 4.5 years (1st October 2024 to 31st March 2029).

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**Proposal Type:** Budget

**Entered on QTier:** No

**QTier Ref:** #

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**Year Of Proposal:** 24/25

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**Lead Director for proposal:** Sally Williams

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**Service Area:** Education, Children and Families

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**EIA Start Date:** 11/12/2023

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**Lead Equality Objective:** Understanding Communities

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**Equality Lead Officer:** Ed Sexton

**Committees:**

Policy Committees

- Education, Children & Families

**Portfolio****Primary Portfolio:**

Childrens Leaving Care Service

**EIA is cross portfolio:**

No

**EIA is joint with another organisation:**

No

**Overview of Impact****Overview Summery:**

In 2023, the Government introduced new national standards for the registration, regulation, and inspection of supported accommodation for looked after children, aged 16 and 17 years and Care Leavers, which is to be overseen by an Ofsted provider registration and inspection regime. New national standards are mandatory from 28th October 2023, Ofsted will commence inspections in April 2024. Any provider that does not apply/achieve registration will be removed from our framework. The new National Standards are based on four areas 1. Leadership and Management 2. Child protection 3. Accommodation 4. Support The provisions do and will continue to provide for 16 - 18 year old care leavers. The Council has very recently agreed to recognise Care Experienced as a new equality category to be assessed in future EIAs. This proposal to re-tender for supported accommodation for care leavers directly supports and responds to the new commitment. The provisions will continue to provide for a range of service user needs. It is not a specific SEN or LDD provision, nor a mother and baby provision. The service providers will continue to meet the individual needs to young people of different racial backgrounds within the accommodation and the community. We have a high number of UASC 16-17 year olds entering the city requiring a suitable placement. The accommodation will provide places for care leavers regardless of gender, sexual orientation



and religious needs. The package of support services to young people in the accommodation will focus and lead young people towards independence including financial inclusion, social justice and cohesion. Open tendering will allow Voluntary, community and faith sector to tender for this opportunity.

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**Impacted characteristics:**

- Age
- Gender Reassignment
- Health
- Race
- Religion/Belief
- Sex
- Sexual Orientation
- Voluntary/Community & Faith Sectors
- Disability
- Partners
- Pregnancy/Maternity

**Consultation and other engagement**

**Cumulative Impact**

Does the proposal have a cumulative impact: No

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**Impact areas:**

**Initial Sign-Off**

Full impact assessment required: Yes

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Review Date: 11/06/2024

## PART B - Full Impact Assessment

### Health

<b>Staff Impacted:</b>	No
<b>Customers Impacted:</b>	Yes
<b>Description of Impact:</b>	The Service Provider must keep a record of the Young person's health, treatment, medication and development and support good overall health care as identified in the young persons Pathway plan.
<b>Name of Lead Health Officer:</b>	
<b>Comprehensive Assessment Being Completed:</b>	No
<b>Public Health Lead signed off health impact(s):</b>	

### Age

<b>Staff Impacted:</b>	No
<b>Customers Impacted:</b>	Yes
<b>Description of Impact:</b>	Out of 119 young people the age profile is: 21 young people are 16 years old 57 young people are 17 years old 37 young people are 18 years old 2 young people are 19 years old 2 young people are 20 years old 24-7 Group Living supported accommodation is predominately provided for 16-17 year olds and 18+ tend to be placed in supported tenancies where minimal support is required.

### Disability

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** Out of 119 young people currently in placement, we have 10 young people that have a disability. There may be less physically disabled young people but more with behavioural issues /neuro-diversity.

## Gender Reassignment

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** Providers along with Sheffield City Council children's social care support young people to access transgender advice and support. I can confirm that we have a few young people who are transgender. Providers always provide support to make their transition comfortable.

## Partners

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** Due to recent Government implementation that all supported accommodation providers (when placing 16 and 17 year olds) need to be Ofsted registered. This may therefore have an impact on some of our current service providers not obtaining Ofsted registration resulting in having to leave our current framework contract. It is a legislative requirement that no provider can support any 16 or 17 year old without full registration.

## Pregnancy / Maternity

**Staff Impacted:** Page 133

**Customers Impacted:** Yes

**Description of Impact:** Some of our young females whilst in placement have become pregnant. Majority of our service providers do support young people to access pregnancy/maternity advice and support. Some providers have also offered them mother and baby placements.

## Race

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** Of the 199 young placed the ethnicity is broken down as follows: A1 White British = 32, A3 Any other white british = 5, A5 Gypsy/Roma = 1, B1 White & Black Caribbean = 2, B2 White and black african = 3, B3 White Asian = 1, B4 Any other mixed background = 6, C4 Any other asian background = 24, D2 Black or Black British African 18, D3 Any other black background = 4, E2 Any other ethnic group = 23 All providers provide appropriate support to meet each young person's cultural needs. We have seen a huge increase in refugees and asylum seekers requiring a supported accommodation placement. Some of our providers have invested in translation apps to assist asylum young people with the language barriers.

## Religion / Belief

**Staff Impacted:** No

**Customers Impacted:** Yes

**Description of Impact:** Many of our current providers are instrumental in seeking support to young people to exercise their religious beliefs and practice. Some of our providers have taken them to local churches/mosques.

## Sexual Orientation

<b>Staff Impacted:</b>	No
<b>Customers Impacted:</b>	Yes
<b>Description of Impact:</b>	I do not have the figures of any young person who are LGBT, (see action below).

## Voluntary / Community & Faith Sectors

<b>Staff Impacted:</b>	Yes
<b>Customers Impacted:</b>	No
<b>Description of Impact:</b>	Some of our providers are not for profit/charities and have been one of our largest providers in Sheffield.

## Action Plan & Supporting Evidence

<b>Outline of action plan:</b>	To monitor the progress of the tender, in particular to check if the new requirements have the effect of disadvantaging any providers supporting young people in minoritised groups (e.g. race); To consider ways to gather LGBT data as part of future procuring/contracting arrangements; To review and update this EIA to inform the development of tender and post-contract awards.
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**Action plan evidence:**

**Changes made as a result of action plan:**

## Mitigation

**Significant risk after mitigation measures:** No

**Outline of impact and risks:**

## Review Date

Review Date:

11/06/2024

## Climate Change Impact Assessment Summary

<b>Project/Proposal Name</b>	16-25 Years Supported Accommodation Fram
<b>Committee</b>	Education, Children and Families
<b>Strategic Priority</b>	Fair, Inclusive and Empowered Communities
<b>Date CIA Completed</b>	18th December, 2023

<b>Project Description and CIA Assessment Summary</b>	Where a service will be delivered by external p
---	---

<b>Rapid Assessment</b>	Does the project or proposal have an impact in sections you have selected here in the assessm
<b>Buildings and Infrastructure</b>	Yes
<b>Transport</b>	Yes
<b>Energy</b>	Yes
<b>Economy</b>	Yes

[Chesterfield Borough Council Climate Impact Assessment Tool provided inspi](#)

<b>Portfolio</b>	People
<b>Lead Member</b>	Meredith Dixon-Teasdale
<b>Lead Officer</b>	Isobel Fisher
<b>CIA Author</b>	Kathryn Warrington / Joan Foster
<b>Sign Off/Date</b>	18th December 2023

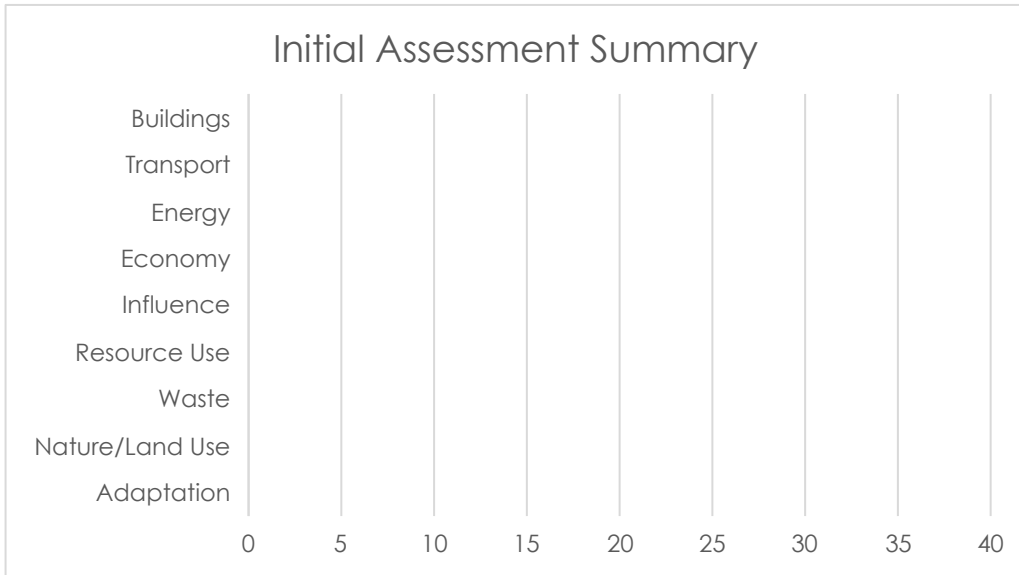
Partners and providers, we aim to work with providers who align with our ambitions

In the following areas? Select all those that apply. Only complete the relevant	
<b>Influence</b>	Yes
<b>Resource Use</b>	Yes
<b>Waste</b>	Yes
<b>Nature/Land Use</b>	Yes
<b>Adaptation</b>	Yes

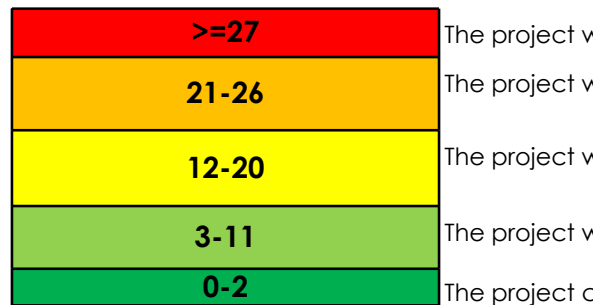
[Information for this tool.](#)



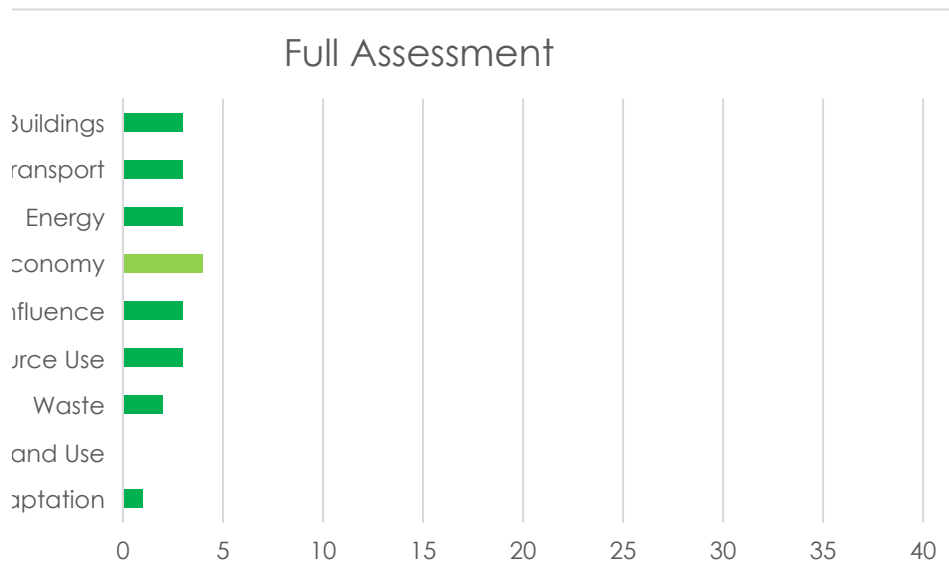
## Initial Assessment Summary



## Full Asse



## Assessment Summary



will increase the amount of CO<sub>2</sub>e released compared to before.

will maintain similar levels of CO<sub>2</sub>e emissions compared to before.

will achieve a moderate decrease in CO<sub>2</sub>e emissions compared to before.

will achieve a significant decrease in CO<sub>2</sub>e emissions compared to before.

can be considered to achieve net zero CO<sub>2</sub>e emissions.



## Report to Policy Committee

**Author/Lead Officer of Report:**

Mark Sheikh, Head of Service – Resourcing and Business Planning,

**Report of:** Meredith Dixon-Teasdale  
Strategic Director of Children’s Services

**Report to:** Education, Children and Families Policy Committee

**Date of Decision:** 8<sup>th</sup> February 2024

**Subject:** Proposed Capital Programme for 2024/25

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, what EIA reference number has it been given? <i>(Insert reference number)</i>				
Has appropriate consultation taken place?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<p><i>“The <b>(report/appendix)</b> is not for publication because it contains exempt information under Paragraph <b>(insert relevant paragraph number)</b> of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>				

**Purpose of Report:**

This report sets out the key priority areas for capital investment for the Education, Children and Families (ECF) Policy Committee and provides an overview of potential projects and priorities for the years 2024 to 2029, together with an overview of anticipated developments and challenges up to 2052.

The Committee is asked to endorse the general approach to inform the Council’s overarching Capital Strategy (which will be brought to Full Council for approval in March 2024).

**Recommendations:**

The Education, Children and Families Policy Committee is recommended to:

1. Endorse the proposals set out in this report.
2. Note that the proposals will now be included in the draft Capital Strategy to be submitted to Full Council for approval in March 2024 and, if approved:
  - a) Officers will work with Members to consult with relevant stakeholders (including with partners, staff, trades unions [if required] and in respect of equalities and climate change) on the proposals in this report to inform final project proposals;
  - b) Officers will work to develop any necessary detailed implementation plans for the proposals in this report so that the proposals can be implemented as planned; and
  - c) Approval for detailed proposals will be sought as part of the monthly capital approval cycle by the Finance Committee.

**Background Papers:**

None

**Appendices:**

Appendix 1 - Proposed Capital Strategy submission for Education, Children and Families Policy Committee for 2024/25

<b>Lead Officer to complete:-</b>	
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.
	Finance: Phil Moorcroft
	Legal: Gemma Beecroft
	Equalities & Consultation: N/A – see report
	Climate: N/A – see report
	<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>
2	<b>SLB member who approved submission:</b> Meredith Dixon-Teasdale
3	<b>Committee Chair consulted:</b> Cllr Dawn Dale
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.
	<b>Lead Officer Name:</b> Mark Sheikh
	<b>Job Title:</b> Head of Service – Resourcing and Business Planning
	<b>Date:</b> 08-02-2024

## 1 BACKGROUND

- 1.1 The Chartered Institute of Public Finance and Accountancy (CIPFA) Prudential Code for Capital Finance, which the Council must by law have regard to, includes the requirement for a Capital Strategy which:
- sets out a high-level view of how capital investment, capital financing and treasury management activities contribute to the provision of services; and
  - provides an overview of how the associated risks are managed.
- 1.2 This Council's Capital Strategy takes a 30-year view of capital investment, with a detailed 5-year Capital Programme. This includes a 10-year investment pipeline, setting out potential projects which we should prioritise for external funding.
- 1.3 This report sets out recommendations in relation to the element of the Capital Strategy related to the functions of the Council that are the responsibility of the Education, Children and Families Policy Committee.

## 2 PROPOSAL

- 2.1 Capital investment in the ECF Policy Committee area is focused on four key areas:

A. **Building condition** -The Council has a responsibility to ensure the school estate for which it is responsible (community schools) is fit for purpose. The backlog of maintenance remains significant. However, progress is being made with a programme of projects to address key issues, prioritised through a survey programme and funded by the annual Schools Condition Allocation (SCA) of capital grant funding.

The need far outweighs the funding allocated annually and continues to present a significant challenge. The maintenance backlog is estimated at £45m for 64 maintained schools.

B. **Basic need** – ensuring there are enough mainstream school places to meet demand. Prioritizing the Capital and Growth Programme is crucial to meet the Council's statutory duty of providing adequate, high-quality school places. Notable achievements in past years include state-of-the-art facilities like Oasis Don Valley, Astrea Academy, Mercia Academy, and the expanded Ecclesall Primary, which serve as examples for Sheffield's children.

C. **SEND sufficiency** – ensuring the right provision in the right place for pupils with special educational needs and disabilities. Under the 2014 Children and Families Act, the Local Authority has a statutory duty to provide sufficient school places for children and young people with special educational needs and disabilities (SEND). Since 2014, Sheffield has seen significantly increasing demand for specialist places for children and young people with SEND. Since 2018, the number of special school places in Sheffield has been increased by 20%. Additional special places are needed in the next five years. This rising demand presents key risks, include the potential for an increase in high-cost independent placements due to lack of physical capacity in Sheffield. Capital investment must be managed carefully, as the allocation from the Department for Education does not appear to be sufficient.

D. **Children Looked After** – ensuring the right facilities are in place for children in residential care. The goal is for Sheffield to support our children to achieve their full potential. Five key sufficiency principles guide this effort, emphasizing the preference for children to stay at home or be reunified with family whenever safe. Family-based care is prioritized, including foster care and adoption, and high-quality residential placements are the last resort. The strategic response aims to maximize family-based care while ensuring access to sufficient residential provision. Despite lower Children Looked After (CLA) rates compared to national and statistical comparators, there is a rise in complexity and needs among Sheffield's CLA cohort. The demand for residential placements for highly complex cases is increasing, leading to a business case for smaller, high-occupancy homes.

2.2 This report provides an opportunity for the ECF Committee to comment upon and develop the proposed Capital Strategy for its areas of responsibility. This will then form part of the Council's overarching Capital Strategy for the year ahead.

2.3 It is important that the Council moves towards a 'rolling' Capital Strategy which does not simply reflect a fixed point in time. It is therefore proposed that the ECF Policy Committee reviews its Capital Strategy regularly over the course of the year, so it considers emerging pressures and funding streams. Officers will ensure it is updated and brought back for endorsement as the year progresses.

2.4 The proposed projects for the coming year and the long-term forward look are set out in Appendix 1.

### 3 HOW DOES THIS DECISION CONTRIBUTE ?

3.1 The proposals in this report are aimed at maximising financial resources to deliver ECF outcomes to Children, young people, families and residents in Sheffield. By delivering this investment, the Council seeks to improve the quality of life for the people of Sheffield.

3.2 **Carbon Net Zero** - Our role as a Council is to reduce our own emissions and to do what we can to enable change across the city. Every potential project will have a Climate Impact Assessment completed before it is brought to Finance Committee for formal approval and we will seek to minimise the negative and maximise the positive sustainability outcomes from all our projects.

3.3 **Equality, diversity and inclusion** – The council is committed to promoting equality, diversity and inclusion. Every potential project will have an Equality Impact Assessment completed before it is brought to Finance Committee for formal approval.

3.4 As the new **Corporate Plan** emerges, we will continue to ensure that our committee and service capital priorities link and feed into the broader corporate priorities. We'll also align our capital projects with the **Sheffield City Goals** framework which aims to deliver a city where everyone, no matter who they are or where they come from, can live well and be part of Sheffield's story on terms that make sense to them.

### 4 HAS THERE BEEN ANY CONSULTATION?

- 4.1 Any required consultation will be carried out prior to formal capital approval of the schemes being brought forward to Finance Committee.

## **5. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

### **5.1 Equality Implications**

- 5.1.1 Equality Impact Assessments (EIA) will be conducted for all the endorsed proposals within this report as they are brought forward through the usual Capital Approvals Process.
- 5.1.2 EIAs (Equality Impact Assessment) are live documents and will be kept up to date as proposals are further developed and, as appropriate, consulted upon.

### **5.2 Financial and Commercial Implications**

- 5.2.1 There are no financial or commercial implications arising directly from this report as this report is not approving any individual schemes. Financial and commercial considerations will be considered for each individual project as they are brought forward through the standard Capital Approvals Process.

### **5.3 Legal Implications**

- 5.3.1 The Local Government Act 2003 sets out a framework for the financing of capital investments in local authorities. In accordance with the provision of the Act, and regulations thereunder, local authorities must have regard to the requirements set out in the Prudential Code for Capital Finance produced by the Chartered Institute of Public Finance and Accountancy (CIPFA).
- 5.3.2 The Prudential Code is a professional code of practice to support local authorities' decision making in the areas of capital investment and financing. One of the requirements of the Code is a Capital Strategy.
- 5.3.3 The recommendations in this report contribute to the process of setting a Capital Strategy but do not otherwise have any immediate legal implications.
- 5.3.4 Implementation of the specific proposals outlined in this report will require further decisions in due course, which will need to be made in accordance with the Council Constitution. It is important to note that in making these decisions, full consideration of the Council's legal duties and contractual obligations will be needed.

### **5.4 Climate Implications**

- 5.4.1 Climate Impact Assessments (CIA) will be developed for all endorsed projects within this report as they are brought forward through the usual Capital Approvals Process.

### **5.5 Other Implications**

- 5.5.1 None identified

## **6. ALTERNATIVE OPTIONS CONSIDERED**

6.1 The Council is required to both set a balanced budget and to ensure that in-year income and expenditure are balanced. Committee is invited to comment upon and endorse the current proposals to form part of the Council's wider Capital Strategy for 2024/25.

## **7. REASONS FOR RECOMMENDATIONS**

7.1 Members are asked to note the unsustainable financial position highlighted by the medium-term financial analysis presented to Strategy and Resources Committee in September 2023.

7.2 This report and its recommendations set out how capital projects can continue to be developed and delivered, despite the limited resources available and continue to deliver quality infrastructure for the people of Sheffield.



## Appendix 1

Proposed Capital Strategy submission for Education, Children and Families Policy Committee for 2024/25

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## B3 EDUCATION, CHILDREN & FAMILIES

**We want all people in Sheffield to feel safe, happy, healthy, and independent: to love living here. We want them to have access to a wide range of educational opportunities to support and enable them to achieve their full potential.**

Director: Meredith Dixon-Teasdale (Strategic Director of Children's Services)

This Committee ensures the Council supports children, young people and their families. It has six key areas of focus:

1. Giving everyone the best start in life
2. COVID-19 recovery for children and young people
3. An exemplar in children's services and support our Children Looked After to achieve their full potential
4. Delivering effective Special Educational Needs and Disabilities (SEND) services
5. Reducing exclusion in all its forms
6. Maintaining schools to ensure they are safe, warm, and dry.

Every single person in Sheffield should be able to achieve their full potential. However not all children and young people have the start in life that they deserve, and there are increasing numbers of vulnerable children whose safety we have serious concerns about. Despite huge strides over recent years, substantial educational inequalities remain in the city and are likely to have been exacerbated by the pandemic – this will be a key focus for our work.

As in the rest of the country, we face a significant and unresolved crisis in children's social care, with the complexity and demand for services increasing, an increasingly stretched workforce, and a decade-long underfunding of services by central Government.

In the longer term, we want people to be able to take charge of their wellbeing and support them to stay fit and healthy throughout their lives, so fewer people reach crisis point. That should mean more children able to live safely at home, more children who have had an excellent start in life, more people with physical and learning disabilities able to play a full part in society. This does not mean that we will stop being a council that provides excellent quality care and support for those who need it – that will always be a core part of who we are – but if we are able to make that shift it will result in fewer people needing that intensive support.

A significant element of our Capital Programme must be prioritised around ensuring the Council meets its statutory duty to provide sufficient good quality school places in environments that are fit for purpose. Over the years we have delivered state of the art education facilities, including Oasis Don Valley, Astrea Academy, Mercia Academy, and the expansion of Ecclesall Primary. These are shining examples of the new education facilities available to Sheffield children.

Our capital investment strategy is currently centred on four key areas:

- A. **Building condition** of our school estate
- B. **Basic need** – ensuring there are enough mainstream school places to meet demand
- C. **SEND sufficiency** – ensuring the right provision in the right place for pupils with special educational needs and disabilities
- D. **Children Looked After** – ensuring the right facilities are in place for children in residential care.

This section will address each of these areas in turn.

# A Building condition – maintaining our school estate

Head of Service: Mark Sheikh | Head of Business Strategy

## 1 Background and context

The Council has a responsibility to ensure the school estate for which it is responsible (community schools) is fit for purpose. The backlog of maintenance remains significant. However, progress is being made with a programme of projects to address key issues, prioritised through a survey programme and funded by the annual Schools Condition Allocation (SCA) of capital grant funding. The need far outweighs the funding allocated annually and continues to present a significant challenge. The maintenance backlog is estimated at £45m for 64 maintained schools.

It is important to maximise all capital grant funding available to the Council. This includes successful application to the Department for Education School Rebuilding Programme to rebuild Brunswick, Pipworth, Lydgate Junior, Carfield, Ballifield, and Lowfield Primary schools. The capital strategy has been amended to reflect this programme.

## 2 How do these activities contribute to 'net zero'?

The primary environmental impacts of this area centre on our key assets – buildings and transport.

The environmental impact of our school estate is a key concern for the Council. However, the high levels of both essential and backlog maintenance mean there is limited funding to also increase environmental performance. We will tackle this by seeking external grant funding wherever possible to supplement our own funds, and by considering whether we can improve the environmental performance of our buildings at the same time as undertaking repairs or planned replacements. The scale of this challenge cannot be underestimated. Further information is contained in the 'Essential compliance and maintenance' priority later in this Strategy.

### 3 Projects completed in 2023/24

	Project and value	Impact
1	Nether Green Junior Roof - £2.2m	Safe secure and water tight building
2	Waterthorpe Roof - £0.3m	Safe secure and water tight building
3	Abbey Lane RAAC Roof planks - £0.62m	Safe secure and water tight building
4	FRA Works x 4 sites - £1.6m	Fire safety enhancements to properties
5	Heating Programme x 5 sites - £1m	Warm / energy efficient buildings

### 4 Current projects already in delivery

	Project	Budget (£) (all years)	Year(s)	Outputs
1	Window and Door Replacement works 2 x sites	£0.95m	2023-25	2023-25
2	FRA Works x 4 sites	Costs TBC at feasibility stage only	2023-25	Fire safety enhancements to properties
3	Roofing works 3 x sites	Costs TBC at feasibility stage only	2023-25	2023-25

### 5 Potential investment pipeline over the next 10 years

Priority / Project	Impacts	Potential funding source(s)

1	Building Condition	Programme of repairs and upgrades to a range of schools. Maintaining schools to ensure they are safe, warm, and dry. This includes ongoing monitoring of asbestos, radon gas and RAAC.	Capital Grant – Education and Skills Funding Agency
2	School Rebuilding Programme	Programme to rebuild schools in the highest condition need. Providing new state of the art buildings that are built to meet net zero targets	Department for Education funded project
3	Pfl Expiry	Programme to revert asset control to the relevant responsible body, either Academy Trust or Local Authority, for the first 6 schools built via Pfl contract. The contracts expire in 2026.	
5	School Condition Survey Programme	Programme of ongoing school condition surveys of all maintained schools across the school estate to inform prioritisation within the capital programme.	Revenue funded

## 6 Our forward look to the 2050s

We envisage a critical tipping point in building repairs will be reached if a target baseline on mounting backlog of maintenance is not set and achieved. The condition of our school estate continues to decline, with insufficient funding to tackle the backlog of maintenance and repairs.

There is also a possibility that all schools could be transferred to Academy status.

## 7 Key challenges and how we are addressing them

	Challenge	Actions to address
1	Backlog maintenance is currently estimated at £45m for 64 maintained schools.	Prioritise repairs on a 'worst first' basis, whilst aggregating requirements wherever possible to maximise efficiency of delivery. Continue to lobby DfE for additional funding. Consider making funding requests to the Corporate Investment Fund to tackle this backlog, Opportunities for SCC Schools to be
2	Existing resources of around £3m annually are largely absorbed by reactive maintenance and essential programmes such as Fire Risk mitigation. Using current SCA allocation it	

	would take us over 12 years to fully implement lifecycle maintenance.	included in DfE funded significant refurbishment and rebuild programmes will be maximised
3	Annual reduction to the Building Condition Grant allocated to Local Authorities as more schools' transfer to Academy Status. Demands on the capital budget will also decrease proportionately. However, significant challenges relating to the condition of the primary estate remain.	



## B Basic need – ensuring sufficient mainstream places

Head of Service: Matthew Peers, Head of Commissioning – Education and Childcare, Integrated Commissioning Service

### 1 Background and context

A significant element of our Capital and Growth Programme must be prioritised around ensuring the Council meets its statutory duty to provide sufficient good quality school places in environments that are fit for purpose. In previous years we have delivered state of the art education facilities, including Oasis Don Valley, Astrea Academy, Mercia Academy, and the expansion of Ecclesall Primary.

The total funding available to support any primary and secondary expansions as outlined in the expansion strategy (approved by the Committee in July 2023) is approximately £31.8m. For the primary school projects, we estimate that approximately £2.6m will be utilised for the expansion proposals. For the secondary expansions, we cannot provide any estimates until the Capital Delivery Service have undertaken site-based feasibility studies at several schools. Assuming the costs of primary places are as initially estimated, this leaves £29.2m for secondary places. The above capital will be supplemented by any Section 106 developer contributions secured as part of the Local Plan.

Solutions to meet demand for school places may be temporary or permanent, depending on whether the demand is sustained for five+ years or only required for one or two years. Over the next five years we estimate we need to provide the following mainstream school places:

Year	Planning Area	Number of Forms of Entry	Number of Places	Funding
2024/25	5 (East)	0.5 (permanent)	105 (15 x 7)	We estimate that approximately £2.6m will be utilised for the Primary expansion proposals.
2024/25	2 (North)	0.33 (permanent)	70 (10 x 7)	

Year	Planning Area	Number of Forms of Entry	Number of Places	Funding
2024/25	1 (Southwest)	2 (permanent)	300 (2 x 30 x 5)	Assuming the costs of primary places are as initially estimated above, this leaves £29.2m for secondary places.
2024/25	5 (East)	2 (permanent)	300 (2 x 30 x 5)	

2024/25	2 (Northwest)	1 (permanent)	150 (1 x 30 x 5)	<p><b>Funding for school places up to 2024/25:</b> £9.8m of Basic Need funding for the purposes of school places expansion is due to be received by the Council this year for the creation of school places up to 2024/25. Existing commitments from this and balance brought forward from previous years leaves £5.7m available for investment. Please note: the planned expansions in 2024/25 are likely to exceed the £5.7m capital available, so funding available for future years (2025/26 onwards) will need to be utilised. We are unable to provide accurate estimates of the total Capital requirement until the Council's Capital Delivery Service have undertaken site-based feasibility studies.</p> <p><b>Funding for school places from 2025/26 onwards:</b> £26.09m of Basic Need funding for the purposes of school places expansion from has been announced. This funding would be used to support any building refurbishment, temporary or permanent expansion projects</p>
2025/26	NA	NA	NA	
2026/27	3 (North)	1 (temporary)	30 (minimum)	
2027/28	1 (Southwest)	2 (temporary)	60 (minimum)	
2027/28	7 (South)	2 (temporary/permanent)	300 (2 x 30 x 5)	
2028/29	1 (Southwest)	3 (temporary)	90 (minimum)	
2028/29	5 (East)	2 (temporary)	60 (minimum)	

Any expansions are subject to change dependent on the forecast position.

The Department for Education's formula for funding the creation of new secondary school places grants approximately £22k per place. The £29.2m that is estimated to be remaining following primary school expansions, therefore, would be expected to deliver 1,327 places. Current estimates of secondary places required are between 1,050 and 1,500, dependent on assessments into current capacity of existing sites. This would indicate that funding allocated is of a reasonable magnitude to accommodate the likely expansion requirements. However, until detailed feasibility work is completed on specific sites these figures only represent an estimate based on average costings. Once the figures for secondary expansions are confirmed, this will be presented to the Finance Committee and processed as part of the business cases for individual expansion projects as they progress.

### Primary Sufficiency

Most of our primary schools will be experiencing falling rolls and have surplus places due to a period of low birth rates. We are working with the sector to manage this decline in demand and remain sustainable. Since the 2012 peak, births have been falling resulting in an increasing number of surplus places across Sheffield's primary schools since 2015/16. This has begun to impact on some schools' budgets and continues to worsen with each year's lower cohort. Reception cohorts are expected to continue to decrease, reaching a low point in 2025/26.

However, there are some pockets of primary place deficits, especially in areas where there has been regeneration and substantial new housing development. Increased demand for Primary places in Planning Areas 2 (North) and 5 (East) as new housing developments are completed and homes occupied, means that intervention is necessary to ensure that children can access a place at a local school within statutory walking distance (2 miles) of their home. Two small projects are therefore being considered for small scale expansions to meet localised demand in these areas. Section 106 monies are available to contribute towards these

projects, however until feasibility studies are complete, we will not know if the Section 106 funding will cover all the costs, so other funding will be required.

## **Secondary Sufficiency**

Following the 2022/23 data review, forecasts are showing a sustained deficit of secondary school places from 2024/25 up until the end of the decade. This recent citywide data review forecasts another peak year in 2027/28. Increased housing developments within specific planning areas, including those within the city centre, and increasing inward migration are leading to high levels of population change throughout the forecast period.

We estimate we will need to build a minimum of approximately 7 Forms of Entry / 1,050 places (7 x 30 places x 5 year groups = 1,050) and potentially up to a maximum of approximately 10 Forms of Entry / 1,500 places (10 x 30 places x 5 year groups = 1,500) to address the forecast deficits. However, we will need to keep reviewing the data as forecasting is relatively dynamic and housing, inward migration, and other factors will influence the total number of places needed.

Without intervention, there will be a sustained shortfall of secondary school places across specific areas of the city from 2024/25 until the end of the decade and beyond. Further additional capacity, via temporary and permanent refurbishment and/or new build expansions, is needed to accommodate the demand.

- Planning Area 1 (Southwest) – approximately 2 Forms of Entry / 300 places (2 x 30 places x 5 year groups = 300) will be required from 2024/25.
- Planning Area 5 (East) – approximately 2 Forms of Entry / 300 places (2 x 30 places x 5 year groups = 300) will be required from 2024/25, rising to a one off peak of 4 Forms of Entry in 2028/29, before dropping back to 2 Forms of Entry.
- Planning Area 2 (Northwest) – approximately 1 Form of Entry / 150 places (1 x 30 places x 5 year groups = 150) will be required from 2024/25.
- Planning Area 7 (South) – approximately 2 Forms of Entry / 300 places (2 x 30 places x 5 year groups = 300) may be required from 2027/28.
- Planning Area 3 (North) – potential need for a temporary expansion of approximately 1 Form of Entry / 30 places (1 bulge class only) for 2026/27.

After 2028/29, surpluses are then forecast to develop across the city and we will need to plan for this, so we make effective use of the school estate. For example, we may seek to utilise surplus space for Post 16 or SEND provision, and there may be a capital requirement for this.

## **New Housing**

Sheffield’s Local Plan aims to deliver 2,100 new homes per year between 2019 and 2039. We need to plan for and potentially provide additional primary and secondary places where new housing developments increase the pupil yield. We will seek to maximise developer contributions where additional school places are necessary, but other funding may also be required.

## 2 How do these activities contribute to ‘net zero’?

Climate Impact Assessments are completed for all school expansion proposals. Expanding schools in areas of high demand means children can access a local school and thus reduces travel needs. The Capital Delivery Service, Finance and Commercial Services and the Sustainability Team will ensure that climate impacts are considered and mitigated wherever possible.

## 3 Projects completed in 2023/24

	Project and value	Impact
1	Silverdale School Expansion - £7.5m	Permanent expansion to accommodate additional 60 mainstream pupils per year group plus additional Post 16 and SEND places
2	King Ecgbert School Expansion - £6.5m	Permanent expansion to accommodate additional 47 mainstream pupils per year group plus additional Post 16 and SEND places

## 4 Current projects already in delivery

	Project	Budget (£) (all years)	Year(s)	Outputs
1	Manor Lodge Primary School Expansion	£1.25m	2022/23 – 2024/25	Permanent expansion to accommodate additional 15 pupils per year group
2	Wharnccliffe Side Primary School Expansion	£1.47m	2022/23 – 2024/25	Permanent expansion to accommodate additional 10 pupils per year group

## 5 Potential investment pipeline over the next 10 years

Priority / Project		Impacts	Potential funding source(s)
1	Statutory Delivery of mainstream school places	Expansion of secondary school places within the city, particularly in the East and Southwest for sustained peaks in demand. Further expansions outlined above are also being explored.  Expansion of primary school places within the city, particularly in localised hotspots of high demand.	Department for Education (DfE) / Education & Skills Funding Agency (ESFA) / Sheffield City Council  Section 106 funding to be utilised where possible
2	Post 16 Sufficiency Review	Potential consideration of capital investment to support Post 16 sufficiency depending on outcome of review.	DfE / ESFA / Council

## 6 Our forward look to the 2050s

- Local Plan ambition to deliver 2,100 new homes per year between 2019 and 2039 – we need to analyse the plans and calculate likely pupil yield as we may need to provide additional primary and secondary school places where pupil yield is increased.
- Uncertain migration patterns as a result of Brexit, climate change and continued significant global events such as Ukraine, Hong Kong and Afghanistan, impacting demand for school places.

## 7 Key challenges and how we are addressing them

Challenge		Actions to address
1	<p><b>School Places:</b></p> <p>The Local Authority has a statutory duty to provide sufficient pupil places. However, there is a risk that the Basic Need capital grant allocated to support expansion projects will be insufficient – the allocation for the city is fully committed until 2024/25.</p>	<p>An ongoing review of all pupil places.</p> <p>A review of the current 3% uplift in secondary forecasts.</p> <p>Continue to raise the profile of statutory duties and to lobby national government.</p> <p>The Local Plan has improved our opportunities to secure developer contributions through Section 106.</p>

	The DfE provide updated capital allocations annually. We are expecting the next funding allocation confirmation in Spring 2024. We will then receive the funding allocation in 2026/27.	
2	<p><b>Post 16 Capital:</b></p> <p>Following Post 16 Sufficiency Review there may be insufficient capital to intervene in the market if required.</p>	Ongoing capital discussions linked to sufficiency review and any future Post 16 capacity fund that may be implemented by DfE to support capital investment and growth of Post 16 places.
3	<p><b>Uncertain migration trends:</b></p> <p>Migration trends into Sheffield are uncertain. Changes in working patterns and the economy post-Covid, and major international events such as Brexit, Afghanistan, Ukraine and Hong Kong are all contributing to an uncertain migration picture. This may lead to different patterns than what has been experienced previously. Increasing inward migration trends to Sheffield could lead to higher than forecast pupils within the city, across all year groups.</p>	<p>Review of migration trends and population changes across the city.</p> <p>A review of the current 3% uplift in secondary forecasts.</p>

## C SEND provision – ensuring appropriate provision for children with special needs

Director: Joe Horobin, Director of Integrated Commissioning

### 1 Background and context

Under the 2014 Children and Families Act, the Local Authority has a statutory duty to provide sufficient school places for children and young people with special educational needs and disabilities (SEND). Since 2014, Sheffield has seen significantly increasing demand for specialist places for children and young people with SEND.

Since 2018, the number of special school places in Sheffield has been increased by 20%. Looking ahead, continued pressure is expected, with 300 additional special places forecast to be needed in the next five years (there are currently approximately 1500).

This rising demand presents key risks, include the potential for an increase in high-cost independent placements due to lack of physical capacity in Sheffield. Capital investment must be managed carefully, as the allocation from the Department for Education does not appear to be sufficient.

To do this, strategic work is focusing on long-term sustainable solutions, this includes focusing on mainstream, developing special free school bids to provide sustainable special school places, and improving post 16 provision.

### 2 How do these activities contribute to 'net zero'?

The primary environmental impacts of this priority area centre on our key assets – buildings and transport.

The environmental impact of our school estate is a key concern for the Council. However, the high levels of both essential and backlog maintenance mean there is limited funding to also increase environmental performance. We will tackle this by seeking external grant funding wherever possible to supplement our own funds, and by considering whether we can improve the environmental performance of our buildings at the same time as undertaking repairs or planned replacements.

For SEND, a key contributor is the significant use of buses and taxis outside the Council's own fleet for transportation for SEND pupils. These issues are being considered when identifying the location of new schools and targeting activity in mainstream – to reduce travel across the city.

### 3 Projects completed in 2023/24

	Project and value	Impact
1	Malin Bridge Integrated Resource (IR) - £0.5m	20 Integrated Resource places
2	Stannington Infant IR - £0.36m	10 Integrated Resource places
3	Greenhill Primary IR - £0.15m	12 Integrated Resource places
4	Hallam Primary IR - £0.08m	16 Integrated Resource places
5	Adaptations – £0.1m	Ensure children’s access to education

### 4 Current projects already in delivery

	Project	Budget (£) (all years)	Year(s)	Outputs
1	Special Free School 2	£0.8m (contribution to DfE delivered scheme only)	2026-27	80 special school places for SEMH
2	The Sheffield College Peaks Campus Post 16 SEND Provision	TBC (feasibility on-going)	2024-25	Up to 300 post 16 SEND places
3	Primary Integrated Resource Growth	£0.8m	2024-25	77 Primary Integrated Resource Places
4	Secondary and Post 16 Integrated Resource Growth	£1m	2024-25	73 Secondary and Post 16 Integrated Resource Places

Capital values shown are subject to change.



## 5 Potential investment pipeline over the next 10 years

			Priority / Project	Impacts	Potential funding source(s)
1	Integrated Resource and Special Led Hub Growth	Double number of IR places in the city – 300 place increase, reduce demand on special through mainstream places. Some places may be delivered via special led hubs which see a special school satellite based in a mainstream.	High Needs Capital		
2	Joint Special Free School bid with Barnsley	100 additional special school places for children with complex autism. Profile of school matched to high-cost independent settings to reduce expenditure on independent and out of area places.	High Needs Capital		
3	Alternative Provision Free School bid	100 new alternative provision school places – places will be designed to prevent exclusion and escalation of needs to settings such as Social, Emotional Mental Health special school or independent places.	High Needs Capital		
4	Relocation of Kenwood School	Need to relocate as Moncrieffe and Kenwood buildings not suitable in long-term. Impact of high quality local special school provision, possible capital receipt from Moncrieffe and Kenwood.	High Needs Capital Capital receipt		

5	Reconfiguration of Special Schools to support sufficiency	Changes in the presenting needs of children and young people with SEND mean that some special schools may need capital investment to reconfigure spaces to better meet the needs of young people and provide places.	High Needs Capital
6	Adaptations	Accessible maintained schools for children with complex needs.	High Needs Capital

## 6 Our forward look to the 2050s

It is likely that pressure relating to SEND will continue for the foreseeable future, growth in demand for SEND places is currently bucking wider trends such as falling birth rates. This doesn't appear likely to change in the immediate future.

The national policy direction in this area is unclear, The Government has produced a Green Paper, with a greater emphasis on inclusion, but the timing of implementation is not clear. A possible change of Government in 2024 may also impact on the policy direction in this area.

The legacy of Covid in relation to SEND should become fully apparent in the next few years. There is a risk of greater demand relating to SEND, due to significant periods of missed school, as well as other factors such as family loss and trauma.

Despite the uncertainty, through all our work we are looking to bring the SEND system onto a stable footing, with a clear focus on delivering sustainable, long-term schemes, whilst managing day to day pressures.

## 7 Key challenges and how we are addressing them

	Challenge	Actions to address
1	High demand for SEND places	Development of integrated resources and special led hubs to meet need earlier in mainstream settings.

		Long term sustainable developments to increase special places in a controlled manner – Free School bids, post 16.
2	Insufficient capital funding from the Department for Education	Strategic modelling of capital funding demands for next five years. Close working with corporate colleagues to identify opportunities to exploit other funding sources outside DfE to meet needs of SEND and the city.
3	Need to meet more need in mainstream.	Working with Education and Skills on Inclusion Strategy and Belonging. Working with sector to understand barriers to inclusion and address. Strategic emphasis on mainstream through developments of integrated resources.

## D Children Looked After – supporting Children Looked After to achieve their full potential

Director: Sally Williams, Director of Children and Families

### 1 Background and context

We want to be an exemplar in children’s services and support our Children Looked After to achieve their full potential. Underpinning this are five key sufficiency principles:

1. Children stay at home, wherever it is safe to do so.
2. Children are reunified with their families wherever it is safe to do so
3. Where children cannot live at home they live with connected carers
4. Only when children cannot live with connected carers they live in family-based care (foster care) which might be foster care or adoption
5. Only when children cannot live in family-based care, they live in high quality residential placements that meet their specific needs

As part of our strategic response to sufficiency, we need to maximise the use of family-based care and have appropriate access to the necessary amount of residential provision, including our own in-house residential provision. This will enable Council to meet its statutory duty ‘to secure, so far as reasonably practical, sufficient accommodation for looked after children [in their local authority

area] in order to enable a child to stay at the same school and near to family where contact can easily take place' (Section 22G, The Children Act 1989).

Nationally, numbers of Children looked after (CLA) are increasing. At the end of March 2022, they stood at 82,170 - up 2% on 2021. As a result of successful early intervention and a strong edge of care response, Sheffield has lower rates of CLA than both national and statistical comparators. We have 55 looked after children per 10,000 children, our statistical neighbours have 94 looked after children per 10,000 children and nationally the rate is 70. However, we are seeing increased complexity and need across our looked after children cohort.

There is a clear increase in demand for residential placements for children with increased complexity, who we struggle to find suitable placements for in private sector accommodation. Over the last 24 months we have experienced increasing challenge in sourcing placements for young people with a high complexity and levels of need, making matching children in larger homes unrealistic and unsafe. Young people who have high levels of complexity are often rejected by private providers as too complex, or, if accepted, there are swift placement breakdowns. The unit cost of in-house provision is heavily influenced by occupancy levels which averaged 74% in 2021/22 and 2022/23.

There is a clear business case for a change to the children's social care residential estate, moving towards smaller homes with higher occupancy rates which are able to meet the needs of our most complex children. However, challenges around the revenue costs of existing in-house residential provision make the case for prudential borrowing very challenging.

To ensure that we develop in-house provision that meets the long-term needs of Sheffield children in the complex financial climate we will:

- undertake a full assets review, looking at the disposal of existing provision which does not meet service need
- refine the current residential estate
- develop a refined workforce strategy, strategically placing children's homes close enough together to maximise workforce/management oversight to ensure best value for money.

This approach will maximise funding for any potential development opportunity, and best enable us to access prudential borrowing, external grants or the Council's Corporate Investment Fund as appropriate. Changes to our internal residential estate will be done in several stages.

## 2 How do these activities contribute to 'net zero'?

First and foremost, buildings to increase provision of children's social care residential placements within the City will reduce the need for out-of-city travel.

The main climate impacts associated with increasing Sheffield’s children’s homes residential estate are the building construction specification, including energy efficient design and impact of materials used. It is proposed to take a ‘fabric first’ approach to ensure the building envelope is as efficient as possible. Air source heat pumps will be considered for heating, which will have a significant impact on carbon emissions (especially as grid electricity decarbonises more and more over time).

We will trial methodologies to investigate the embodied carbon of materials used in construction as any design develops and understand the scope to use lower embodied carbon materials used where possible. Full Climate Impact Assessments - specifying suitable mitigation measures - will of course be conducted as projects move into more detailed business case and design.

**3 Projects completed in 2023/24**

	Project and value	Impact
1	Aldine House Improvements (Security upgrades and Corner infill) - £0.9m	Improved facilities and additional teaching space

**4 Current projects already in delivery**

	Project	Budget (£) (all years)	Year(s)	Outputs
1	2/3 bed smaller group living children’s home for young people with complex needs	£590K	22/23/24	Deliver a new build 2-bedroom children’s home that can scale up to provide support for 3 young people with additional vulnerabilities

**5 Potential investment pipeline over the next 10 years**

	Priority	Impact	Potential funding source
1	Extend current provision to open 1 bed children's home/unit on site for children with complex disabilities.	<ul style="list-style-type: none"> <li>• Ensure we fulfil our statutory duty</li> <li>• Provide much needed capacity in the estate for highly complex children and young people who require a solo placement</li> <li>• Reduce reliance on independent provision</li> <li>• Stabilise placement overspend</li> <li>• Care for young people in Sheffield, reducing out of city placements</li> </ul>	<p>Current external placement costs for residential placements for children with very complex disabilities exceed the cost of renovation of this property.</p> <p>Therefore the immediate costs will be met by the sufficiency budget</p>
2	2 bed children's home for young people with complex need.	<ul style="list-style-type: none"> <li>• Improve our placement choice for children and young people</li> <li>• Increase the number and range of local, in city care placements, including improved occupancy across existing residential estate</li> <li>• Care for young people closer to home</li> <li>• Support a return for children and young people to Sheffield in line with their Care Plan</li> <li>• Reduce reliance on independent provision</li> <li>• Stabilise placement overspend</li> <li>• Alleviate future year pressures</li> <li>• Provide stability for children and young people</li> <li>• Ensure that children and young people's Care Plans are progressing particularly in relation to step-across into fostering, with residential being an intervention not a destination</li> </ul>	<p>Department for Education (DfE) capital match funding, in conjunction with a proposal to utilising land value and identified capital funding via the Corporate Investment Fund.</p>
3	<p>2 bed placements for children with exceptionally complex needs requiring smaller group living.</p> <p>We anticipate opening one two-bedroom home in phase one. Upon completion - and review of</p>	<ul style="list-style-type: none"> <li>• Meet our sufficiency duty</li> <li>• Increase the number and range of local, in-city care placements, including improved occupancy across existing residential estate</li> <li>• Care for young people closer to home</li> </ul>	<p>Current revenue costs for in-house placements are high as a result of low occupancy rates and young people who cannot be placed in private provision – this makes the comparison of in-house and private delivery costs misleading.</p>

	<p>need and market - it is likely that we will seek to open another two bed provision during phase two.</p>	<ul style="list-style-type: none"> <li>• Support a return for children and young people to Sheffield in line with their Care Plan</li> <li>• Reduce reliance on independent provision where this does not best meet need</li> <li>• Stabilise placement overspend</li> <li>• Alleviate future year pressures</li> <li>• Provide stability for children and young people</li> <li>• Ensure that children and young people's Care Plans are progressing - particularly in relation to step-across into fostering, with residential being an intervention not a destination</li> </ul>	<p>If in-house residential delivery costs can be reduced, or if the external residential costs continue to increase, then there may be a case for prudential borrowing against savings to the placement budget.</p> <p>Alternative Corporate Investment Fund (CIF).</p>
4	<p>Loans for carers who provide family-based care, to support maintaining placements, or increasing the number of children that a carer is able to provide a placement for.</p>	<ul style="list-style-type: none"> <li>• Increase number of stable placements for young people in family-based care.</li> <li>• Reduce the use of Independent Fostering Agencies (IFAs) and residential placements where the barrier to family based care is the home</li> <li>• Maximise available beds from our current foster carer cohort.</li> <li>• Under the scheme carers may apply for a loan to extend or adapt their home to support additional foster / Special Guardianship Order (SGO) placements or prevent placement breakdown. Loans are secured as a legal charge for 5 years, after which the loan will not be repaid if conditions have been adhered to.</li> </ul>	<p>The cost of this measure is anticipated to be met by diverting funding from the placement budget by reducing the need for IFAs and residential placements.</p> <p>There may also be a case for prudential borrowing when the loan prevents an inevitable movement of the child into a residential setting.</p>

It is difficult to predict longer-term changes in the area of Children Looked After. However, we anticipate we will not be immune from the Council-wide challenges of maintaining our corporate estate and achieving net zero.

**7 Key challenges and how we are addressing them**

	<b>Challenge</b>	<b>Actions to address</b>
1	<p><b>Increased complexity</b> - there is an increased demand for placements that meet the needs of looked after children with very complex needs, including increasingly poor emotional wellbeing among young people, presenting with complex and challenging behaviours, requiring placements that provide an intensive trauma informed approach and young people with extremely complex learning difficulties and disabilities.</p>	<p>Long-term sustainable developments that provide care closer to home.</p> <p>Increased sufficiency will reduce the reliance on the external placement market.</p> <p>Ensure children in residential care have the same access to reunification opportunities as children in family-based care settings.</p>
2	<p><b>Lack of market capacity</b> - the capacity in both the in-house placements and the independent sector has not kept pace with demand. This has resulted in reduced choice of placements and therefore proportionately more young people being placed in residential accommodation and proportionately fewer children placed in foster families. This can be further impacted by providers exiting the market leaving the LA in a position to identify alternative provision at little or no notice.</p> <p>The Placements Team are searching for a high number of placements from the external sector, competing with other Local Authorities.</p>	<p>Consider development of further in-house provision realigned to meet the needs of our cohort.</p> <p>Current residential overspend to be addressed through review and realignment of staffing structures.</p> <p>A clear business case approach to capital investment will focus on ensuring the impact of any changes is effectively monitored and achieving the outcomes set out.</p>
3	<p><b>A 'dysfunctional' market</b> - the Competition and Markets Authority (CMA) report, March 22, confirms that the market in care placements has become increasingly 'broken'. It found:</p> <ul style="list-style-type: none"> <li>• a shortage of appropriate places in children's homes and with foster carers,</li> <li>• children are not getting the right care from their placement,</li> <li>• children are being placed too far away from where they previously lived,</li> <li>• children being placed away from their siblings</li> <li>• lack of placements means that high prices are often being paid by local authorities.</li> </ul>	



	<ul style="list-style-type: none"> <li>• the total income of the largest 20 providers was more than £1.6bn.</li> <li>• the top 10 children’s homes providers make up 33% of private homes</li> <li>• the top 10 providers of children’s social care placement made more than £300m in profits in the last year.</li> </ul> <p>Currently 83% of the children’s residential care market is owned and operated by the private sector.</p> <p>The recently published Independent Review of Children’s Social Care May 2022 identified</p> <ul style="list-style-type: none"> <li>• Weak Oversight - the Competition and Markets Authority (CMA) has expressed concern about the risk of unmanaged exit by large children’s home providers due to their levels of debt and dominance of the market.</li> <li>• High cost and Profiteering - the average operating profit made by private residential children’s home providers has increased over time. The CMA found that profits in the children’s residential home sector increased from £702 to £910 per child per week, between 2016 and 2020 averaging 22.6%.</li> </ul>	
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## Report to Policy Committee

**Author/Lead Officer of Report:** Patrick Butterell,  
Assistant Director, Education and Skills

**Report of:** Meredith Dixon-Teasdale, Strategic Director of Children’s Services

**Report to:** Education, Children and Families Policy Committee

**Date of Decision:** 8<sup>th</sup> February 2024

**Subject:** Education, Children and Families Committee Climate Statement

Type of Equality Impact Assessment (EIA) undertaken	Initial <input checked="" type="checkbox"/> Full <input type="checkbox"/>
Insert EIA reference number and attach EIA	EIA ID: <b>2455</b>
Has appropriate consultation/engagement taken place?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below: -	
<p><i>“The (<b>report/appendix</b>) is not for publication because it contains exempt information under Paragraph (<b>insert relevant paragraph number</b>) of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>	

### Purpose of Report:

The Committee Climate Statements:

1. Respond to the Annual Climate Progress Report 2022/23 in a timely manner.
2. Restate the cross-party council commitment to taking what action we can to address the climate emergency, adapt our city and council for a changing climate and reduce emissions to achieve our ambition to be a net zero city and council by 2030.
3. Increase understanding of the impact climate change will have on committees, the opportunities that tackling climate change offers, and the contribution to climate and net zero action each committee is currently making and needs to make moving forward.

**Recommendations:**

On the back of the decision taken by the Strategy and Resources Policy Committee at its meeting held on 13 December 2023, the Committee is recommended to:

(a) consider and, if not previously agreed, agree (with or without amendments) their respective statement to ensure that the proposed actions contained in such statement are reflected in their Work Programme.

**Background Papers:**

- 10 Point Plan on Climate Action
- Our Council and The Way We Travel Decarbonisation Routemap
- Annual Climate Progress Report 2022/23
- Sheffield City Council Constitution of 6 Sep 2023

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed.	Finance: Kayleigh Inman (26/01/24)
		Legal: Louise Bate
		Equalities & Consultation: Ed Sexton
		Climate: Mark Whitworth
	<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>	
2	<b>SLB member who approved submission:</b>	Kate Josephs, Chief Executive
3	<b>Committee Chair consulted:</b>	Councillor Tom Hunt, Leader / S&R Chair Councillor Dawn Dale
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	<b>Lead Officer Name:</b> Patrick Butterell	<b>Job Title:</b> Assistant Director for Education and Skills
	<b>Date:</b> 23/01/24	

## 1. SUMMARY

- 1.1 The climate emergency is one of the biggest challenges we will face as a city, region, country and global community. It is acknowledged that achieving net zero by 2030 is going to be extremely challenging but publication of the Annual Climate Progress Report (approved by Transport, Regeneration and Climate Policy Committee 11<sup>th</sup> December 2023) has highlighted the scale of the challenge in the public domain.
- 1.2 The report shows while action is being taken and progress is being made in some areas or work, we have not reduced emissions at the pace and scale required to meet our 2030 target. It is clear that to achieve this target and to stay within the city's Carbon Budget, urgent action is needed at a scale not seen before, and maintaining an ambitious target is important in funding discussions and to enable robust policy frameworks to be developed.
- 1.3 Sheffield is not unusual amongst local authorities in the position in which we find ourselves. The Committee on Climate Change reported in summer 2023 that the lack of investment and consistent policy supporting the UK's legally binding target of achieving net zero by 2050 means that UK is at risk of missing its 2050 target and the announcement from Government in September 2023 to delay key climate change related legislation exacerbates this. We face a period of increased uncertainty around the policy levers that will be available in the coming years to support us to deliver our climate action at pace and at scale. We are working closely with other leading local authorities to both seek to influence government to make the policy changes needed to escalate our activity, and to explore options for seeking investment.
- 1.4 Further to this, significant additional resources from central government will be required to help us to meet our ambitions and realise the opportunities that climate action brings. We will continue to work with government and the Mayoral Combined Authority to influence this.
- 1.5 While the Sheffield City Council Constitution requires all committees to take climate into consideration in decision-making, we think it would be helpful to clarify the impacts that climate change will have on committees, the opportunities that tackling climate change offers and the role that all committees can and need to make towards Sheffield achieving its climate and net zero ambitions if we are to succeed.
- 1.6 The Committee Climate Statements:
1. Publicly respond to the report in a timely manner.
  2. Restate the cross-party council commitment to taking what action we can to address the climate emergency, adapt our city and council for a changing climate and reduce emissions to achieve our ambition to be a net zero city and council by 2030.
  3. Increase understanding of the contribution to climate action that each committee is currently and need to make moving forward.

- 1.7 The statements set out (1) our commitment to addressing climate change, (2) how climate change relates to our committees, and (3) how it relates to each of our specific policy committees.
- 1.8 ‘Our commitment to addressing climate change’ reiterates the cross-party and council-wide commitment to taking what action we can to address the climate emergency, adapt our city and council for a changing climate and reduce emissions to achieve our ambition to be a net zero city by 2030. It also states a commitment to requiring services to plan for adapting to the changing climate.
- 1.9 ‘How climate change relates to our committees’ reiterates the constitutional requirement for all committees to consider climate, and outline of the specific committees for which further content has been developed.
- 1.10 ‘Our commitment to addressing climate change’ and ‘How climate change relates to our committees’ statements were approved by Strategy and Resources Policy Committee at its meeting held on 13 December 2023. A decision/approval of these sections is not required by this committee.
- 1.11 ‘How climate change relates to each of our specific policy committees’ contains a specific statement from the Education, Children and Families Policy Committee. These statements set out the following against the committees remit:
- Related or relevant City/Sector/Council emissions.
  - Impacts of climate change and benefits of acting.
  - How the committee can contribute and support climate action through decision-making.
  - Key actions on the current committee work plan and council service plans that strongly support climate/net zero.
- 1.12 The vast majority of the action that is required to tackle climate change will have benefits beyond reducing carbon emissions and so the content of the statements also draw attention to the socioeconomic, health and wellbeing and other benefits to taking action on climate change.

## **2. HOW DOES THIS DECISION CONTRIBUTE?**

- 2.1 In 2019, the council declared a climate emergency and set an ambitious target to become a net zero city and council by 2030. Our vision and the actions we are taking have been further set out in the ‘10 Point Plan for Climate Action’ and the ‘Our Council and The Way We Travel Decarbonisation Routemaps’.
- 2.2 The Council Plan 2024/25 went to the Strategy and Resources Committee on 13th December 2023, and sets out our mission and purpose to focus on “people, prosperity and planet” in everything we do. The plan was endorsed and is now subject to consultation, will be coming back to the Strategy and Resources Committee in February and then on to Full Council for full approval.

2.3 The statements will support action within the local authority and city to make progress towards net zero and to adapt to climate change by increasing understanding of the contribution to climate action that the Education, Children and Families Policy Committee is currently making and need to make moving forward through decision-making.

### **3. HAS THERE BEEN ANY CONSULTATION?**

3.1 The Education, Children and Families Policy Committee climate statement is for information only and does not explicitly require consultation.

3.2 We held a Climate Summit event in November 2022 to bring together a wide range of organisations across the city to start exploring the action needed on climate change.

3.3 Climate has been a strong theme in the City Goals consultation.

3.4 Individual decisions of the Education, Children and Families Policy Committee are either currently subject to the relevant consultation or will be in the future.

### **4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

#### **4.1 Equality Implications**

4.1.1 It is widely recognised that climate change will have a more negative effect on people with protected characteristics, particularly people living in poverty, people with some long-term health conditions and disabilities and people from ethnic minorities, who are disproportionately likely to both experience disability and poverty. Young people are also acutely impacted, both due to climate anxiety now, and by being more impacted by climate change throughout their lifetimes.

4.1.2 The transition to a net zero society is happening independently of any decision of Sheffield City Council, but the local authority has an ambition to reach net zero by 2030, well ahead of the national target, and this creates additional challenges. The Council has a key role to play in ensuring that the transition happens in a way which ensures both climate justice and social justice.

4.1.3 The statements also draw attention to the socioeconomic, health and wellbeing and other benefits to taking action on climate change, increase understanding that failing to act to address climate change will likely result in wider and greater inequality, and that activity taken to address climate change can also address social justice to deliver strong co-benefits.

4.1.4 We are committed to ensuring that our action on the climate emergency is grounded in our values of promoting equality, diversity and inclusion for all. A full Equality Impact Assessment has been undertaken alongside the creation of the 10 Point Plan for Climate Action in 2022, as well as initial assessment for the Our Council and The Way We Travel routemaps.

- 4.1.5 An initial assessment has been undertaken on the Committee Climate Statements (2455). As decisions are made on specific decisions, full Equality Impact Assessments will be prepared where appropriate for individual decision and actions and was not required on the composite of Committee Climate Statements.
- 4.1.6 We further consulted with the Equalities and Engagement service in relation to each of the specific committee statements who confirmed that the EIA 2455 remains appropriate at this stage on the basis that decisions are made on specific decisions, full Equality Impact Assessments will be prepared where appropriate for individual decision and actions and a further Equality Impact Assessment was not required at this stage.
- 4.2 Financial and Commercial Implications
- 4.2.1 There are no financial and commercial implications arising directly from this report.
- 4.3 Legal Implications
- 4.3.1 There are no legal implications arising out of this report. There may be legal implications arising from decisions and actions arising from the implementation of proposals, and these proposals and their legal implications will be the subject of further reports where required.
- 4.4 Climate Implications
- 4.4.1 The Statements in themselves do not increase, maintain or reduce GHG emissions against any of the categories. However, they restate our climate commitments amidst a challenging time, commit to developing council-wide service climate adaptation plans, and include an overview of and commitment to the decisions that committees intend to take to support and accelerate net zero and climate action at pace and scale.
- 4.4.2 By communicating commitment and increasing understanding of how the Education, Children and Families Policy Committee can support delivery of those commitments at pace and scale through decision-making, it is considered that if utilised, they have the potential to contribute to large reductions in emissions and increased climate action at pace and scale over the coming years and support an overall moderate decrease in emissions and climate adaptation for the future.
- 4.4.3 It is important to note however that realisation of climate benefits is reliant on future decision-making being in line with the commitments outlined.
- 4.4.4 Decisions are made on specific decisions and action, and initial/full Climate Impact Assessments will be prepared where appropriate for individual decision and actions.



## 4.5 Other Implications

### 4.5.1 Human Resources

4.5.1.1 There are no HR implications arising directly from this report, however there may be HR implications arising from decisions and actions arising from the implementation of proposals.

4.5.1.2 We need actions that support the council to become a climate competent organisation, employees to become carbon literate, to include our position in induction and in job roles and descriptions, and it is clear that the action that is needed to make both the Council and city net zero will require employees across the organisation to play their part. As time goes on, retraining is likely to be needed for employees, including those in roles working with technology that becomes obsolete.

4.5.1.3 Proposals and their HR implications will be the subject of further reports where required.

### 4.5.2 Public Health

4.5.2.1 There are no public health implications arising directly from this report, however there may be public health implications arising from decisions and actions arising from the implementation of proposals.

4.5.2.2 The climate emergency is recognised by the Director of Public Health as a public health emergency. Climate change is the greatest global health threat facing the world in the 21st century, but it is also the greatest opportunity to redefine the social and environmental determinants of health. It threatens to undermine the last 50 years of gains in public health, intensifying heatwaves and extreme weather events, worsening flood and drought, altering the spread of infectious diseases, and exacerbating poverty and mental ill-health. However – and crucially - the response to climate change brings immense benefits for human health in Sheffield, with the potential for cleaner air, healthier diets, and a more liveable city.

4.5.2.3 Across all the work that we do to mitigate and adapt to climate change, it will be important to understand where our actions might widen inequalities and then act to mitigate against that widening of inequalities, for example, through provision of additional support to those people that are most impacted by the effects of climate change.

## 5. **ALTERNATIVE OPTIONS CONSIDERED**

5.1 Not providing committee climate statements considered due to the resource required to collate.

5.2 Providing more detailed Committee Climate Statements that provided an overview of strategic climate goals, with each Chair then reading the committees statement publicly at their respective committee meeting following release of the report.

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 It is important that the response to the Annual Climate Progress Report is open and transparent in setting out the challenges which the local authority faces in making progress and clarifies future expectations on the part we all have to play in addressing climate change.
- 6.2 Committee do not currently have specific strategic goals for climate. The process required to develop these, and have the statements approved to be read at each committee meeting meant that option 5.2 was not feasible with the available resource and timeframe.

Sheffield City Council  
**Our Statement of Climate  
Commitments**

**December 2023**



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# Our Commitment to Addressing Climate Change

On 11<sup>th</sup> December 2023, the Transport, Regeneration and Climate Policy Committee approved the first Annual Climate Progress Report since Sheffield City Council declared a climate emergency in 2019 and set an ambitious target to be a net zero city by 2030.

This report highlighted that progress has been made, however it is not at the pace and scale needed to meet our 2030 target:

- 12.03% reduction in Sheffield City CO<sub>2</sub>e emissions between 2017 and 2021
- 3% reduction in Sheffield City Council CO<sub>2</sub>e emissions between 2019 and 2022
- Sheffield is expected to exceed its recommended carbon budget for 2018-2022

The climate emergency is one of the biggest challenges we will face as a city, region, country and global community. Following the announcement from Government in September 2023 to delay key climate change related legislation, we face a period of uncertainty around the policy levers that will be available in the coming years to support us to deliver our climate action at pace and at scale. Further to this, significant additional resources from central government will be required to help us to meet our ambitions and realise the opportunities that climate action brings. We will continue to work with government and the South Yorkshire Mayoral Combined Authority to influence this.

We, as elected Members, wish to restate our support and commitment to the targets that Sheffield has set around addressing climate change. We remain committed to tackling challenges that can be addressed by this council, using the opportunities and levers that are available to us. We also commit to developing council-wide climate adaptation plans within each of our service areas. By working together with Sheffield's communities, businesses, institutions and partner organisations to reduce our carbon emissions and adapt to our changing climate, we can minimise the impact of change, realise the widespread benefits of investing in homes and new technologies, and address issues around social justice.

## How Climate Change Relates to Our Committees

It is stated in the Sheffield City Council Constitution under the council functions of each committee that 'when devising policy, evaluating service delivery and taking decisions the committee must consider...climate and biodiversity'. In relation to climate change, each of our committees' work is impacted and affected by other

committees' decisions, and we will only succeed if we take a cross-committee approach to climate action.

The following pages set out how climate change relates to the nine policy committees and highlights key activity on the current work plans and service plans that support net zero and address climate change.

# Policy Committee Statements

## Education, Children and Families Policy Committee

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As set out in the Our Council Decarbonisation Routemap, this Committee acknowledges that whilst children and families in our city who already experience disadvantage have contributed the least to greenhouse gas emissions, they will be most impacted by it and be least able to adapt to it, especially those living in poverty and in deprived communities and those with health issues.

Our maintained schools accounted for 4,425t/CO<sub>2</sub>e in 2022, a reduction of 36% from the council's emissions baseline year of 2019. Emissions from our maintained schools account for 46% of our non-domestic estate emissions or 3% of the council's overall emissions.

As a result of climate change in Sheffield, the following impacts will be experienced by our citizens:

- an increase in heat related illnesses and reduced well-being during extreme weather, leading to an increase in loss of life
- increased costs for food, utilities and other goods and services, increasing the number of children living in poverty
- impact on educational provision during extreme heat events as seen in the summer of 2022.

This committee commits to ensuring climate change and decarbonisation is at the heart of our decision making when designing our policies, support and service provision to children and their families and our looked after children. This will:

- enable the decarbonisation of our school estate and residential settings ensuring our children and young people have access to quality school environments and homes in which they feel safe to learn and live and develop the skills to reach their full potential
- ensure we're meeting our primary objective in promoting and enhancing the rights, wellbeing and safeguarding of all our children
- ensure that our learning and skills policy, programme and intervention work support climate change education and develops the skills required for our future workforce and low carbon economy
- ensure our work aligns to the Department for Education's (DfE) sustainability and climate change strategy
- give consideration of every opportunity for investing in renewable energy projects on council land and buildings to generate energy and income.

### Key Actions

1. Draft School Improvement	Ensure sustainability and climate education is embedded into school improvement. Encouraging the implementation
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Framework 2023-2024	of the DfE's Sustainability and Climate Change Strategy and supporting schools with their climate action plans by 2025.
2. Children and Families Sufficiency Strategy	This Strategy will set out our approach to ensuring our looked after children are placed within Sheffield as priority as this is in their best interest. This will also ensure that children and their social workers are having to travel less for appointments and contact sessions, helping to reduce our travel related emissions. In seeking options for new residential settings, we will look for opportunities to install renewable energy and refurbish any acquired properties to ensure their energy efficiency and reduced operational costs.
3. Belonging Framework	The Belonging Framework will ensure that everything we do is focussed on developing and deepening children and young people's sense of belonging. This will lead to sense of pride of the places they call home and may in time lead to children going to school and socialising in their community, reducing the need for travel.
4. Renewable energy projects	We will work with other policy committee areas to identify opportunities and funding for renewable energy projects.
5. School transport	We will work with other policy committee areas to ensure a sustainable school transport service.





## Report to Policy Committee

Author/Lead Officer of Report: Joe Horobin

Tel: 01142 735891

**Report of:** Director of Integrated Commissioning

**Report to:** Education, Children and Families Policy Committee

**Date of Decision:** 8 February 2024

**Subject:** The Childcare Reforms (Spring Budget 2023)

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? 2505				
Has appropriate consultation taken place?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<i>"The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended)."</i>				

### Purpose of Report:

The purpose of this report is to provide Members with an overview of the Childcare Reforms announced in the Spring Budget 2023, seek approval for the Local Authority's next steps in delivering the requirements of the Childcare Reforms and seek delegations for the agreement to proceed to develop delivery plans in accordance with the Department for Education guidance and implement these.

**Recommendations:****Members are requested to:**

- 1) Note the contents of this report regarding childcare provision and the Childcare Reforms announced in the Spring Budget 2023.
- 2) Approve the Council proceeding to develop the Extended Entitlement Delivery Plan and the Wraparound Delivery Plan as set out in this report.
- 3) To the extent that they require decisions not covered by existing officer delegations, delegate authority to the Strategic Director of Children's Services to:
  - a. agree and implement the Extended Entitlement Delivery Plan as set out in sections 2.4 and 4 of this report;
  - b. agree and implement the Wraparound Delivery Plan (subject to Department for Education's approval), as set out in sections 3.4 and 4 of this report;
  - c. allocate grant awards above £50,000 from the Wraparound grant funding of £2.678m where set out in the Wraparound Delivery Plan and in accordance with section 4.5.2 of this report; and
  - d. agree the strategy for the allocation of the capital Childcare Expansion Grant of £849,000 for Extended Entitlement and Wraparound Care provision prior to allocations being submitted for approval by the Finance Committee (as part of the Local Authority's Capital Approvals Process) as set out in section 4.5.3 of this report.
- 4) Note the decisions at 3) above will only be exercised by the Strategic Director of Children's Services pursuant to the Childcare Reforms Governance Board's process as set out in section 5 of this report.
- 5) Note that the Local Authority Delivery Support grant of £102,000 is to be retained centrally by the Local Authority, in accordance with the grant terms, to cover administrative costs for the implementation of the Extended Entitlement Delivery Plan as set out in section 4.5.1 of this report.
- 6) Note that £294,000 (11%) of the Wraparound grant funding is to be retained centrally by the Local Authority, in accordance with the grant terms, to cover administrative costs for the implementation of the Wraparound Delivery Plan as set out in section 4.5.2 of this report.
- 7) Note that a further update paper on the Childcare Reforms will be presented at a future Committee.

**Background Papers:**

None

**Appendices:**

- Appendix 1 (page 18) - Wraparound key dates Department for Education

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.	Finance: Kayleigh Inman and Mark Wassell
		Legal: Daniel Woolnough / Rahana Khalid
		Equalities & Consultation: Bashir Khan
		Climate: Kathryn Warrington
<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>		
2	<b>SLB member who approved submission:</b>	Joe Horobin
3	<b>Committee Chair consulted:</b>	Dawn Dale
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	<b>Lead Officer Name:</b> Matthew Peers	<b>Job Title:</b> Head of Commissioning
	<b>Date:</b> 19/01/24	

## **1 THE CHILDCARE REFORMS**

The provision of good quality childcare provides a raft of social and economic benefits to families and both the current and future economy, ultimately ensuring that children get the best start in life. Research by the New Economic Foundation found that investing in children in their earliest years is one of the highest-returning investments a government can make. Therefore, early years provision has an important role to play for Sheffield to reduce inequalities and fulfil the city's economic potential.

### **1.1 The Childcare Reforms**

1.1.1 The Childcare Reforms were announced in the Spring Budget 2023 and include a range of measures, with two central childcare programmes:

- Extended Entitlement
- Wraparound Care

1.1.2 The underlying aim of both the programmes referred to above is to improve economic performance and productivity. Through these programmes, the Government is seeking to increase childcare provision, to enable more parents/carers to access work, or return to the labour market after having a child.

1.1.3 The Childcare Reforms are being introduced in phases:

- Extended Entitlement – the first changes come into effect in April 2024 and by September 2025 all changes will be in effect (see paragraph 2.2).
- Wraparound Care – this will be rolled out from September 2024 and by September 2026 all changes will be in effect (see paragraph 3.2).

1.1.4 The following do not form part of the Recommendations. In addition to the two focus areas referred to above, the Government also announced:

- To increase childminder numbers and choice and affordability for parents/carers, childminder start-up grants of £600 will be piloted from Autumn 2023 for those who sign up to the profession, rising to £1,200 for those who join through an agency.
- To support settings changes to staff-to-child ratios from 1:4 to 1:5 for two-year-olds, to allow greater flexibility in delivery and childcare (providers can apply discretion).
- To support parents/carers to offset childcare fees, Universal Credits for childcare cost will increase to a maximum amount of £951 for one child and £1,630 for two children.

1.1.5 The Childcare Reforms present significant challenges and opportunities for the Local Authority and its partners. A “One Council” approach is needed to successfully deliver this far-reaching agenda.

## **1.2 Local Authority Statutory Duties – Childcare**

- 1.2.1 The Childcare Reforms should be considered alongside the Local Authority's existing statutory duty under Section 6 of the Childcare Act 2006 to, as far as reasonably practicable, ensure that there is sufficient childcare for working parents/carers, or parents/carers who are studying or training for employment, for children aged 0 to 14, or up to 18 for children with special educational needs and disabilities.
- 1.2.2 The Childcare Act 2006 sets out a clear role for the Local Authority when intervening in the market to ensure sufficient places are available. The Local Authority will make decisions on whether to intervene in the market based on evidence of unmet demand. When the Local Authority identifies a shortfall of capacity it will consider providing additional places, either through the expansion of existing provision, or through commissioning new provision.

## **2 EXTENDED ENTITLEMENT**

### **2.1 Extended Entitlement – Current Position**

- 2.1.1 There are 371 private, voluntary, and independent nurseries, childminders, and school nurseries in Sheffield. All parents/carers are entitled to 15 hours of funded childcare per week for 3- and 4-year-olds for 38 weeks of the year.
- 2.1.2 Qualifying families are entitled to 30 hours of funded childcare per week for 3- and 4-year-olds for 38 weeks of the year. In addition, some eligible 2-year-olds are entitled to up to 15 hours funded childcare based on a specific criterion, but generally these are the most vulnerable children and those from families on the lowest income.
- 2.1.3 Take-up for the universal 3- and 4-year-old entitlement in spring term 2023 was 92%, whilst take-up for eligible 2-year-olds was 70%. The Extended Free Entitlement gives eligible working families the opportunity to access up to an additional 15 hours of government funded early education provision over the 15 hours Universal Free Entitlement, equating to 30 hours of funded childcare per week in total. The Extended Free Entitlement for 3- and 4-year-olds was introduced in 2017. Take-up has been increasing and in Spring 2023 stood at 39%.
- 2.1.4 Currently 91.7% of group care providers are good and outstanding and approximately 79% of childminders are good and outstanding.
- 2.1.5 Within Sheffield, approximately 699 children are registered as having special educational needs support requirements whilst 183 have an Education, Health and Care Plan. The majority of these children are at ages 3- & 4-year-old. Children within early years education should have their special educational needs met by their settings, who should have arrangements in place to identify this and promote equal opportunities. This is monitored through the statutory framework for children's early education aged 0 to 5 years, The Early Years Foundation Stage, which provides standards for all children's learning (including those with additional needs), development and care in early years settings.

## 2.2 Extended Entitlement – Childcare Reforms

2.2.1 The focus of the Extended Entitlement programme is the introduction of 30 hours of funded childcare for children over the age of nine months. Children will be eligible for this the term after they turn nine months. This will be introduced to qualifying families in England where each parent's/carer's earnings are under £100k per year and at least £167 per week (equal to 16 hours at the National Minimum or Living Wage).

2.2.2 The 30 hours of funded childcare will be rolled out in phases:

- **Phase 1: April 2024** – 15 hours of childcare over 38 weeks of the year made available to eligible parents/carers of two-year-olds.
- **Phase 2: September 2024** – 15 hours of childcare over 38 weeks of the year made available to eligible parents/carers of 9-month to 3-year-olds.
- **Phase 3: September 2025** – 30 hours of childcare over 38 weeks of the year made available to eligible parents/carers of 9-month to 3-year-olds.

## 2.3 Extended Entitlement – possible impact of increased Extended Entitlement

2.3.1 A forecast methodology has been developed to estimate demand for the Extended Entitlement of places for 2-year-olds. It is forecast that there will be between 2,068 and 2,169 2-year-olds taking up the Extended Entitlement in April 2024, an increase of over 100%.

2.3.2 It is important to note that there are a range of factors which influence forecasting including:

- The general population of 2-year-olds fluctuating.
- The number of working families eligible for the new Extended Entitlement.
- How parents/carers will react, for example some parents/carers may consider that their 2-year-olds are too young for formal childcare.
- The level of informal childcare that parents/carers continue to use.
- Type of childcare available.

2.3.3 Consequently, there is a margin for error which cannot be quantified, apart from applying the current assumptions made on take-up of the current 30 hour offer for 3- and 4-year-olds. To help mitigate this, three different scenarios have been modelled to produce the forecast figure. Alongside forecast demand, supply of places has also been reviewed, which indicates that there is capacity for approximately 2,070 new two-year-old places from April 2024. Therefore, there appear to be sufficient places to accommodate the April 2024 demand for Extended Entitlement. However, if demand is significantly higher than forecast, this would pose a significant challenge. Demand and supply will continue to be monitored to oversee this risk.

- 2.3.4 Forecasting is under development for the changes in Phase 2 in September 2024 and Phase 3 in September 2025. As this is a new provision, current forecasting methods need to be revised to effectively assess the potential demand for these changes.
- 2.3.5 The Local Authority is required to produce an annual childcare sufficiency assessment, measuring existing childcare provision and mapping supply, demand, and gaps in the childcare market. The 2023/24 childcare sufficiency assessment has now been prepared and will help inform the roll out of Extended Entitlement.

## **2.4 Extended Entitlement – Delivery Plan**

This section 2.4 comprises the “**Extended Entitlement Delivery Plan**”:

- 2.4.1 The first phase of the Government’s programme commences in April 2024 when all eligible two-year-olds will be able to access up to 15 hours of childcare over 38 weeks of the year. Parents and carers have been able to apply from 2 January 2024 in readiness for this.
- 2.4.2 The Local Authority will work with childcare providers as set out in the statutory guidance to deliver the Government’s ambition. The Local Authority is working with childcare providers to explore what support the sector will need to expand to create the additional places required as the programme rolls out further to include younger children from September 2024 with the increase to 30 hours from September 2025. This will feed into the Extended Entitlement Delivery Plan that is to be prepared for approval under delegation.
- 2.4.4 The Local Authority Delivery Support grant (£102,000) will support the Local Authority’s programme and delivery costs associated with the Extended Entitlement roll out (see sections 4.5.1 and 6.2 for more details). In addition, part of the capital Childcare Expansion Grant (£849,000) will support the delivery of the Extended Entitlement Delivery Plan (see section 4.5.3 for more details) and new Extended Entitlement funding of £14.743m is forecast to be paid to the Local Authority via the Dedicated Schools Grant (see section 4.5.4).
- 2.4.5 It is requested that the Committee delegates to the Strategic Director of Children’s Services to agree and implement the Extended Entitlement Delivery Plan once it has developed and finalised.

## **3 WRAPAROUND CARE**

### **3.1 Wraparound – Current position**

- 3.1.1 There are currently 136 primary schools across the city, with approximately 4,000 breakfast club places and 3,500 after school club places. 127 primary schools are offering some form of before school and after school childcare either run by the school or by a private, voluntary, or independent provider. However, only 33 primary schools provide a full wraparound care offer between 8am-6pm. There are 44 primary schools who do not offer any after school provision and 9 schools have no breakfast club.

3.1.2 The Local Authority intends to undertake surveys of parents/carers of children with special educational needs and disabilities to understand potential demand and use this to support forecasting methodology going forward. This information will also be included within the delivery plan.

### **3.2 Wraparound Care – Childcare Reforms**

3.2.1 The Government announced the investment of £289 million in start-up funding to increase the supply of wraparound care in primary schools. This programme will enable schools, childcare providers and local authorities to test flexible ways of providing childcare and gather evidence of what works.

3.2.2 All children of primary school age (Reception to Year 6 inclusive) should be able to access wraparound care between 8am and 6pm, Monday to Friday in term time by 2026, which will begin to be rolled out from September 2024. The aim is for this provision to be self-financing/sustainable by September 2026. This includes families whose child may have special educational needs or disabilities, whether they attend a mainstream or special school.

3.2.3 It is important to note that parents/carers will still be expected for pay for wraparound care with the support of existing Government subsidies (Tax Free Childcare and the childcare element of Universal Credit).

### **3.3 Wraparound Care – Possible impact of increased Wraparound Care**

3.3.1 Surveys of parents, carers, schools and private settings were undertaken in summer 2023 to understand the current position. 70% of parents/carers who responded (108 responses) wanted more childcare and said it would help them to work or train. 55% of those accessing wraparound care cited issues with access to current provision due to place shortages.

3.3.2 Forecasting methodology for Wraparound Care is currently under development with the Performance and Analysis Service, as this is an entirely new area of activity. It is envisaged that demand will increase slowly as parents who already access informal childcare may continue with their current arrangements. The Local Authority intends to consult parents at a school level to understand potential demand and use this to support forecasting methodology going forward. This will include consultation with parents/carers of children with special educational needs and disabilities to assess what the demand might look like. It is important that this is part of a wider strategic plan and considers how practically any childcare can be offered, considering issues such as home school transport and availability of staff to deliver childcare in specialist settings.

### **3.4 Wraparound Care – Delivery Plan**

This section 3.4 comprises the “**Wraparound Delivery Plan**”:

3.4.1 The Local Authority agreed to comply with the terms of a memorandum of understanding in November 2023 relating to the Wraparound grant funding of £2,678,000. The memorandum specifies that the Local Authority must use the funding to:

- expand existing wraparound childcare provision; and / or



- introduce provision where wraparound childcare provision does not exist.

3.4.2 The Local Authority has a specific role as set out in the memorandum of understanding, specifically in relation to the acceptance of the programme funding for wraparound care. This includes putting in place a robust Governance structure, alongside mapping of existing provision, and understanding demand and analysing the gaps. In addition, there are other key conditions which include:

- communicating with the sector and all stakeholders to raise the profile of wraparound care and seek their engagement.
- working with and supporting providers to expand or set up new provision, ensuring quality and safeguarding standards are met.
- developing application criteria and processes for allocation of funding to schools and providers.
- developing systems for monitoring spend and collection of data.
- promoting wraparound care to providers and parents/carers.
- promoting Government subsidies (Tax Free Childcare and the childcare element of Universal Credit).

3.4.3 The above and information from section 3.3 will feed into the Local Authority's proposed Wraparound Delivery Plan, which must be submitted to the Department for Education who have provided the Local Authority with specific submission dates over the course of the next two years (see appendix one). The plan will include the approach the Local Authority will take to implement the reforms and report on the capacity being proposed to deliver the programme, alongside outlining how funding will be allocated and information and advice for parents/carers will be provided. The Local Authority will also need to demonstrate how ongoing monitoring of supply and demand and quality assurance of provision will be undertaken. This plan will be monitored throughout the 2-year implementation phase and will be evaluated nationally to measure impact. The Local Authority will work with schools and providers to develop area delivery plans based on assessed supply/demand in each of the seven school planning areas. Business cases will be submitted to the Childcare Reforms Governance Board to consider against.

3.4.4 Wraparound grant funding (£2,678,000) will support the Local Authority to implement the Wraparound Delivery Plan (see sections 4.5.2 and 6.2 for more details). In addition, part of the capital Childcare Expansion Grant (£849,000) will support the delivery of the Wraparound Delivery Plan (see section 4.5.3 for more details).

3.4.5 It is requested that the Committee delegates to the Strategic Director of Children's Services to agree and implement the Wraparound Delivery Plan (subject to Department for Education's approval of the Wraparound Delivery Plan).

## 4 DELIVERY PLAN FOR THE CHILDCARE REFORMS

- 4.1 The implementation of such an ambitious programme as the Childcare Reforms cannot be underestimated. Creating additional childcare places is dependent on several factors which all must be synchronised to achieve the desired outcome. Childcare providers whether schools or private, voluntary, or independent providers require good, qualified staff. This is dependent on the hourly rate of pay being adequate to enable them to attract good, qualified, experienced staff. Increasing the number of places available, is reliant on the premises either being re-organised or expanded which is dependent on capital funding being made available, and planning applications being approved. Additionally, ensuring that demand for the places exists is dependent on effective communications to raise parents' and carers' awareness of what they can access and stimulate take-up.
- 4.2 Due to time pressures and complexity of the coordination of each element when considering intervening in the childcare market the Local Authority has set out some high-level principles that has been previously consulted on and agreed. These are that the Local Authority will:
- **develop and sustain high trust relationships**, building on previous successes to strengthen the quality of our policy making practice and make changes in partnership and in consultation with our key stakeholders.
  - **use** local knowledge and intelligence (e.g. data and feedback) to ensure that schools and providers are of the **right size and in the right location to meet demand** for places.
  - ensure that provision is **sustainable and well placed** to deliver a **high-quality education** that meets the needs of the local community and makes **best use of public funding**.
  - **promote educational inclusion** and focus on preparing children for transitions and independence.
  - **exploit opportunities for innovative practice when developing proposals** to support sustainability and value for money by linking different services together.
  - **assess wider impact** where any new schools are being developed by considering the impact on other schools and providers and the impact of early education, childcare and post 16 provision. This also extends to assessment of equalities and climate impact of any proposals.
- 4.3 These overarching principles will be applied when the Local Authority determine how any grant funding will be allocated to achieve delivery of the Childcare Reforms.
- 4.4 In June–July 2024 the Department for Education is set to confirm approval of the Wraparound Delivery Plan.
- 4.5 In order to assist with implementing the Childcare Reforms the Local Authority expects to receive the following amounts:

#### 4.5.1 Local Authority Delivery Support grant (revenue) (£102,000)

The Local Authority accepted the terms of a memorandum of understanding and became the accountable body for the Local Authority Delivery Support grant in October 2023.

The grant is to be used by the Local Authority to meet programme and delivery costs associated with the Extended Entitlement roll out. Further details of this are set out in section 6.2 of this report.

#### 4.5.2 Wraparound grant (revenue) (£2,678,000)

Following an Extreme Urgency decision taken by the Strategic Director of Children's Services on 16 November 2023, the Local Authority accepted the terms of a memorandum of understanding and became the accountable body for the Wraparound grant.

Additional details about the terms of the memorandum of understanding and how the grant monies are to be used are detailed in sections 3.4 and 6.2 of this report.

£294,000 (11%) of the Wraparound grant is to be retained centrally to support the implementation of the Wraparound Delivery Plan. The remaining grant monies of £2,384,000 will be distributed to schools, private, voluntary, and independent providers, and childminders to develop new and expand existing Wraparound provision.

It is requested that the Committee delegates to the Strategic Director of Children's Services to allocate grant awards above £50,000 from the Wraparound grant funding of £2.678m where set out in the Wraparound Delivery Plan. Any grant awards under £50,000 will be made under an Officer decision and not fall within this delegation.

#### 4.5.3 Childcare Expansion grant (capital) (£849,000)

Finance Committee approved acceptance and became the accountable body for the Childcare Expansion grant in January 2024.

The grant is intended to support the Local Authority in delivering Extended Entitlement and Wraparound Care provision.

The strategy for the allocation of the capital Childcare Expansion Grant needs to be agreed by the Education, Children and Families Policy Committee before allocations can be approved by the Finance Committee as part of the Local Authority's Capital Approvals Process.

It is requested that the Committee delegates authority to the Strategic Director of Children's Services to agree the strategy for the allocation of the capital Childcare Expansion Grant of £849,000 for Extended Entitlement and Wraparound Care provision.

#### 4.5.4 Extended Entitlement funding (£14.743m)

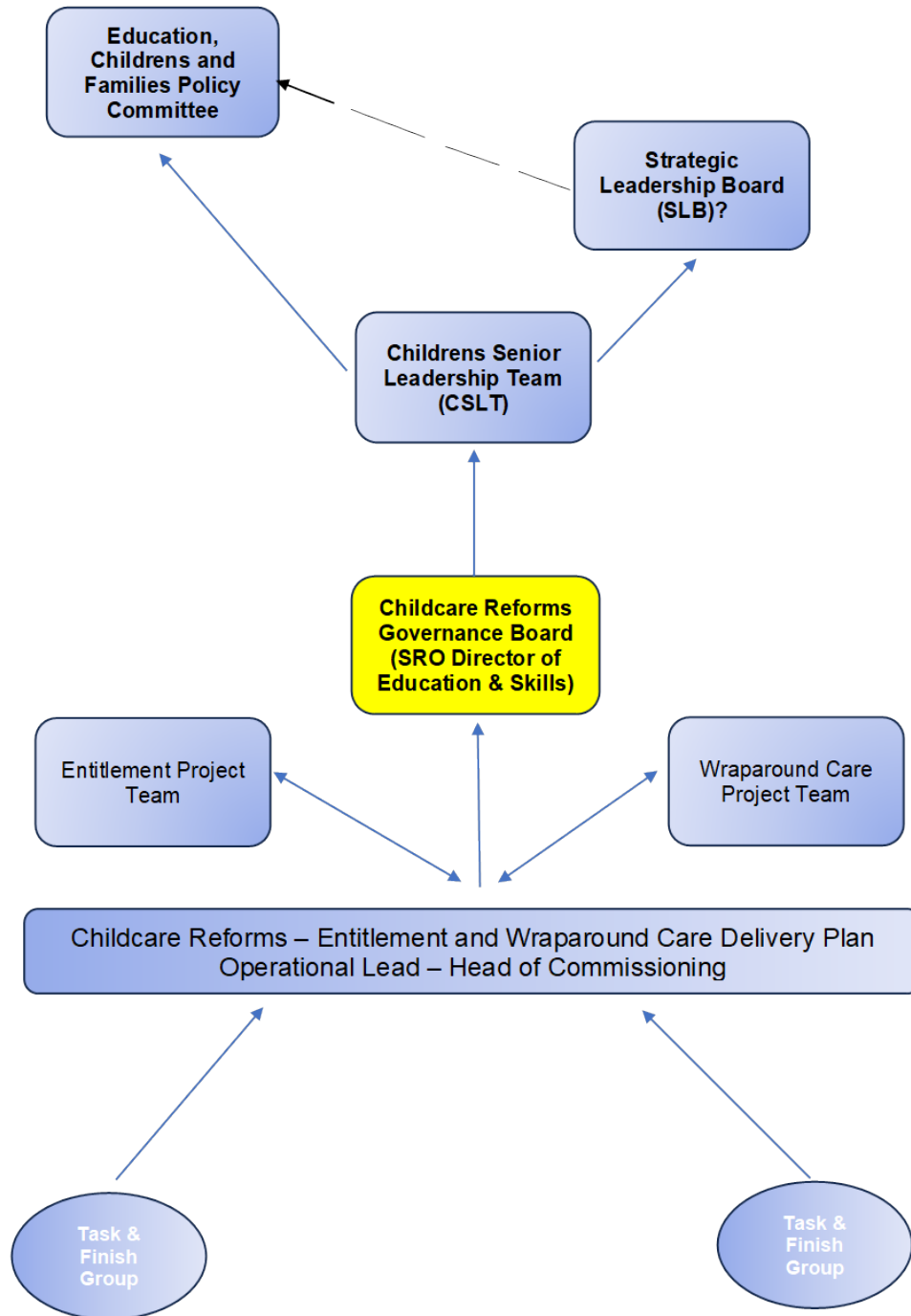
The new Extended Entitlement funding forecast for the Local Authority totalling £14.743m is paid to the Local Authority via the Dedicated Schools Grant (DSG). This is in addition to the £37m that Sheffield was allocated in 2023/24 for the current take-up of 2-,3-,4-year-olds who take-up 15 or 30 hours.

DSG funding is paid to the Local Authority based on an estimate of part time equivalent pupil numbers for both 3&4-year-olds and the two new funding streams targeted at working parents of 2-year-olds and under. The final DSG funding allocation paid to Sheffield for 2024/25 will not be published and finalised until July 2025. All DSG funding is approved by the Sheffield School Forum annually in their February meeting.

All DSG funding paid to early years providers must adhere to the Department for Education's annual published operational guidance. A consultation was held with Sheffield Early Years providers (07/12/2023 to 19/12/2023) on the new extended entitlement funding and the funding proposal to apply consistency across all age ranges. The outcome of this consultation will be shared with the Early Years Working Group, subgroup of the School Forum, and their feedback will be shared with the Sheffield School Forum in February 2024.

## **5 CHILDCARE REFORMS GOVERNANCE BOARD**

- 5.1 The Childcare Reforms Governance Board has been set up with membership from Heads of Service across the directorate to oversee the Extended Entitlement Delivery Plan and the Wraparound Delivery Plan (including the allocation of the various grants referred to in this report).
- 5.2 The Board will support the Strategic Director in their role and will maintain effective oversight of the Extended Entitlement Delivery Plan and the Wraparound Delivery Plan to ensure the Childcare Reforms measures are delivered, including making recommendations to the Strategic Director.
- 5.3 Once the Childcare Reforms Governance Board has made a prior recommendation to the Strategic Director of Children's Services, the Strategic Director will be able to use the powers delegated by the Committee as a result of this report and as set out in point 2) of the Recommendations.
- 5.4 The proposed governance board structure set out below shows the Director of Education and Skills is the SRO who is responsible for the localised ownership and responsibility of decision making, including chairing the Board. The Head of Service of Education / Special Educational Needs and Disabilities Commissioning is the operationally responsible lead of the Childcare Reforms and accountable for reporting to the SRO.



## 6 RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

### 6.1 Equality Implications

6.1.1 Decisions need to consider the requirements of the Public Sector Equality Duty contained in Section 149 of the Equality Act 2010. This is the duty to have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

6.1.2 The Equality Act 2010 identifies the following groups as a protected characteristic: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

6.1.3 An Equality Impact Assessment has been carried out and highlights that the Government’s Childcare Reforms and adoption by the Local Authority of the new childcare entitlements, primarily impacts the children and young people in the 9-months to under 3-year-old age group for pupils within the early year cohorts. This will include Black and Minority Ethnic pupils and those with special educational needs and disabilities. The impact will also be felt by different communities and localities. Expansions at childcare settings will also impact on other factors such as climate, transport, ecology etc. within a specific planning area.

## 6.2 Financial & Commercial Implications

6.2.1 Table 1 below summarises the new / additional funding coming into the Local Authority to support the Government’s Childcare Reforms:

<b>Table 1: Childcare Reforms</b>	<b>£</b>	<b>Approval Details</b>
1. New: Wraparound Grant (revenue)	2,678,000	Grant terms accepted in November 2023
2. New: Local Authority Delivery Support Grant (revenue)	102,000	Grant terms accepted in October 2023
<b>Total: New Grant Funding (Revenue)</b>	<b>2,780,000</b>	
3. New: Childcare Expansion Grant (capital)	<b>849,000</b>	Grant acceptance going before Finance Committee on 23 January 2024
<b>Total: New Grant Funding (revenue + capital)</b>	<b>3,629,000</b>	

### 6.2.2 1. New: Wraparound (Revenue) Grant (£2,678,000)

The Local Authority’s Wraparound Grant funding has previously been approved to accept and the funding allocation / profile is as follows:

<b>Table 2:</b>	<b>£</b>
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<b><u>DfE: Wraparound Grant Allocations</u></b>	
2023/24	25,000
2024/25	1,813,000
2025/26 (provisional – TBC)	840,000
<b>Total: Grant Funding (5 terms)</b>	<b>2,678,000</b>

Whilst the Wraparound memorandum of understanding is quite detailed, it does allow the Local Authority to centrally retain up to 11% (£294,000) for admin, capacity planning etc with the remaining programme grant (£2,384,000) distributed to schools, private, voluntary, and independent providers, and childminders to develop new and expand existing provision.

The Local Authority will work with schools and providers to develop area delivery plans based on assessed supply/demand in each of the seven school planning areas. Business cases will be submitted to a panel to consider against set criteria/principles (as per this report).

## **2. New: Local Authority Delivery Support Grant (£102,000)**

In addition, a new Delivery Support Grant of £102,000 has been paid to the Local Authority and is to be retained centrally to build capacity to support the additional workload of processing for the Extended Entitlement roll out from April 2024.

It is proposed to combine the Delivery Support Grant (£102,000) with the centrally retained element of the Wraparound grant (£294,000) to give a total planning / administrative budget of (£396,000).

## **3. New: Capital Grant – Childcare Expansion (£849,000)**

The Local Authority's Childcare Expansion Grant funding of £849,000 (23/24) has previously been approved to accept by Finance Committee. The funding is to support the Local Authority in delivering the expansion of the 30-hours early years entitlement for working families and wraparound provision in primary schools.

The Childcare Expansion Capital Grant is allocated on the likely take-up of the expanded 30 hours offer in eligible children and the number of state-funded mainstream primary schools in Sheffield not offering any existing wraparound provision or only offering before/after school provision. The grant is to be used to expand provision to increase childcare capacity e.g. for extensions, refurbishment etc.

An application process will be set up for childcare providers and schools to submit business cases for a panel to consider against criteria/principles as outlined in this report. Final decisions on allocations will be made via the Resource and Strategy Committee as part of the Local Authority's Capital and Programme Board process.

### **6.2.3 New Hourly Rates: Extended Entitlement (£14.743m)**

In addition to the new grant funding allocations outlined in Table 1, subsequent to the implementation of Childcare Reforms, the Local Authority anticipates receiving

Dedicated Schools Grant funding for early year providers offering Extended Entitlement. Based on the indicative allocation provided by the Department for Education, these allocations are presently estimated to be £14.7 million for the fiscal year 2024/25. This allocation comprises a £14 million for Extended Entitlement, with an additional £0.7 million earmarked for supplementary pupil premium for 2-year-olds and disability access fund funding.

It is pertinent to highlight that the indicative allocation for early year providers is contingent upon the actual uptake of provision. Table 3 summarises the national average hourly funding income rates payable to local authorities for 2024/25 (NB: Sheffield receives a lower hourly funding rate than the Government’s quoted national average rates).

<b>Table 3: Provider Hourly Funding Rates (24/5)</b>	<b>DfE: National Average £</b>	<b>Sheffield £</b>
<b>Under 2-year-olds</b>	<b>11.22</b>	<b>10.85</b>
<b>2-year-olds</b>	<b>8.28</b>	<b>7.95</b>
<b>3- and 4-year-olds</b>	<b>5.88</b>	<b>5.56</b>

**6.2.4 Financial Management of the New Grants**

Regarding the new grant funding both revenue (£2,678,000) and capital (£849,000) a number of issues will need to be considered and a financial framework developed to ensure efficient and effective financial management:

- To agree tasks and timetables and co-ordinate component parts of the project as required by the funder grant(s) terms and conditions.
- Agree and approve the grant funding methodology / allocations.
- Agree a financial framework with third parties for paying / monitoring grant monies and avoid duplicate / cross funding of existing provision.
- Determine the need for developing additional back-to-back grant agreements with each third party for both revenue grant and capital grants.
- Grant Monitoring returns, year-end Statements of Grant Usage etc. from all parties and Audit sign off.
- Development of a meaningful grant exit strategy to ensure that there are no ongoing, unfunded costs once the grant funding has ended.

**6.3 Legal Implications**



- 6.3.1 The details outlined in this report will support the Local Authority to meet its statutory duties under the Childcare Act 2006. These duties are referenced in the main body of the report.
- 6.3.2 Section 6 of the Childcare Act 2006 requires local authorities to secure, so far as reasonably practicable, sufficient childcare for children in their area to enable parents/carers to take-up or remain in work or undertake education or training to obtain work.
- 6.3.3 The forthcoming amendments to the Childcare (Free of Charge for Working Parents/Carers) (England) Regulations 2022 will place a duty on local authorities to provide free early years entitlements places for children eligible for the extended 30 hours entitlement from the term after they reach the age of 9-months age eligible until the child starts school.
- 6.3.4 This report sets out that the Extended Entitlement Delivery Plan and the Wraparound Delivery Plan will be finalised once the further steps and monitoring outlined in this report have taken place, including the Department for Education approving the Wraparound Delivery Plan. Therefore prior to implementing the finalised Delivery Plans, the Local Authority should be able to ensure that it is meeting its statutory duties and can effectively implement the Childcare Reforms.
- 6.3.5 It should be noted when allocating any grant funding and entering into funding agreements, any key Government grant terms should be flowed down to the grant recipients, including a consideration of any Subsidy Control implications under the Subsidy Control Act 2022.

#### **6.4 Climate Implications**

- 6.4.1 A Climate Impact Assessment has been carried out and highlights that a possible negative climate impact of the Government's Childcare Reforms and adoption by the Local Authority of the new childcare entitlements could be more people using private vehicles and increased congestion due to more people being in work.
- 6.4.2 However, an increase in the amount of wraparound care in schools could reduce the number of journeys made transporting school aged children to different residential and childcare settings to meet their before and after school care needs. This childcare will be available locally and could reduce the number of longer journeys if there are fewer arrangements with relatives and childminders who live further away from children's schools.
- 6.4.3 The Local Authority promotes the use of active transport, such as walking or cycling, and the use of public transport over private vehicles. However, it is still likely that an increase in people working will lead to an increase in private vehicle use.
- 6.4.4 If private, voluntary, and independent settings plan to expand their sites to accommodate an increased number of children attending their setting, they will be responsible for arranging this and making any necessary planning applications. The Local Authority's Planning Team would review these and seek to approve applications that have minimal negative climate impact, or even a positive climate impact.

## 6.5 Other Implications

### 6.5.1 Human Resources Implications

The work required to deliver the Government's Childcare Reforms spans across the Local Authority, including Integrated Commissioning, Education and Skills, Neighbourhood Services – Communities, and Employment, with several teams responsible for their implementation. These include:

- Education and Childcare Commissioning Team
- Early Years Foundation Stage Quality Improvement Team
- Early Years Census Team (Performance and Analysis Service)
- Early Years Funding Team
- Family Hubs & Start for Life Team

### 6.5.2 Recruitment and Retention of staff

6.5.2.1 It is both reported at a national level and local level that staffing is now seen as the main challenge for the sector with some providers in Sheffield only just meeting the ratios of workers to children required. In Sheffield, nurseries have a staff turnover rate of 24%, compared to a national average of 15-18% a year. Over the last 10 years the number of childminders has halved and the sector reports that experienced skilled staff have left for better paying jobs in other areas.

6.5.2.2 This means there is a risk that providers cannot meet an increase in demand.

## 7 ALTERNATIVE OPTIONS CONSIDERED

- 1) **Do nothing** – this is not a viable option as the Local Authority would be in breach of its statutory duty to ensure that there is sufficient childcare for working parents/carers, or parents/carers who are studying or training for employment, for children aged 0 to 14, or up to 18 for children with special educational needs and disabilities. Doing nothing would mean that the Local Authority's existing childcare provision will be insufficient to meet the demands of the first phase of the roll out, which comes into effect in April 2024 (parents/carers are able to apply for this from 2 January 2024) as well as the second phase which is to be implemented in September 2024.
- 2) **Proceed to implement the Childcare Reforms** – as set out in the Recommendations section of this report. This option allows the Local Authority to start the implementation process, meet its statutory duties and be compliant with the Government's requirements.

3)

## 8 REASONS FOR RECOMMENDATIONS

Due to the short timescale for the implementation of the Childcare Reforms programme it is proposed that the Local Authority proceeds to implement option 2 above. By agreeing the approach to deliver the Childcare Reforms, as set out in this report, this will enable the Local Authority to commence the implementation process whilst the Extended Entitlement Delivery Plan and the Wraparound Delivery Plan are being finalised, which will ensure timely compliance with the Government's requirements. Further updates will be provided to the Committee in a future report.

### Appendix 1

#### Wraparound key dates Department for Education

<b>October 2023</b>	<b>Local authority allocations</b> and grant determination letter published <b>MoU</b> issued to local authorities
<b>November 2023 onwards</b>	Local authorities sign and return the MoU to DfE
<b>December 2023</b>	<b>Grant payment 1 FY 2023-24</b> – local authority capacity funding paid when MoU signed
<b>23 February 2024</b>	Local authorities submit local authority <b>capacity plan</b>
<b>May 2024</b>	<b>Grant payment 2 FY 2024-25</b> – local authority capacity funding paid once capacity delivery plan approved
<b>7 May - 14 June 2024</b>	Window for local authorities to submit <b>local authority programme delivery plan</b>
<b>June 24 – July 2024</b>	DfE confirm local authority programme delivery plan approval and <b>grant payment 3 FY 2024-25 made</b>
<b>21 February 2025</b>	Local authorities submit <b>local authority programme delivery plan update 1</b>
<b>May 2025</b>	<b>Grant payment 4 FY 2025-26</b> – programme funding paid once delivery plan update approved
<b>November 2025</b>	Local authorities submit programme <b>local authority delivery plan update 2</b>
<b>April 2026</b>	<b>Grant payment 5 FY 2025-26</b> – final programme funding paid in arrears upon completion of final reporting requirements



## PART A - Initial Impact Assessment

**Proposal Name:** Childcare Reforms 2023 EIA

**EIA ID:** 2505

**EIA Author:** Clara Green

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**Proposal Outline:**

In March 2023 the Department for Education announced plans to extend funded childcare to support more parents returning to work after their parental leave ends or entering the workplace for the first time: · From April 2024, working parents of two-year-olds\* will be able to access 15 hours of funded childcare per week. · From September 2024, working parents of children over 9 months of age\* will be able to access 15 hours of funded childcare per week. · From September 2025, working parents of children from 9 months\* will be entitled to 30 hours funded childcare per week until they commence school. · 8am-6pm wraparound childcare will be rolled out in September 2024, and the Government expect that by September 2026, all parents will be able to access wraparound care, either from their school or other provider. Parents will be expected to pay for this. \*All entitlements commence the term after the child reaches the

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**Proposal Type:** Budget

**Entered on QTier:** No

**QTier Ref:** #

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**Year Of Proposal:** 24/25

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**Lead Director for proposal:**

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**Service Area:** Integrated Commissioning

EIA Start Date: 19/12/2023

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Lead Equality Objective: Break the cycle and improve life chances

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Equality Lead Officer: Bashir Khan

## Decision Type

Committees: Policy Committees

- Education, Children & Families

## Portfolio

Primary Portfolio: Children's Services

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EIA is cross portfolio: No

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EIA is joint with another organisation: No

## Overview of Impact

Overview Summary: The Childcare Reforms primarily impact children in the 0-11 age group, which will include children from ethnic minority groups and children with Special Educational Needs and Disabilities (SEND), and the parents/carers of these children.

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Impacted characteristics:

- Age
- Carers
- Cohesion
- Disability
- Health
- Parents
- Poverty & Financial Inclusion

## Consultation and other engagement

## Cumulative Impact

Does the proposal have a cumulative impact:

Yes

Ongoing Consultation with Early Years Providers activities to include Focus Groups with all stakeholders, to include parents and carers.  
<https://www.sheffield.gov.uk/schools-childcare/childcare-free-early-learning/childcare-sufficiency-assessment>

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Impact areas:

Across a Community of Identity/Interest, Year on Year

## Initial Sign-Off

Full impact assessment required:

Yes

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Review Date:

11/01/2024

## PART B - Full Impact Assessment

### Health

Staff Impacted:

No  
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Customers Impacted:

Yes

Description of Impact:

Name of Lead Health Officer:

Comprehensive Assessment  
Being Completed:

Public Health Lead signed off health  
impact(s):

## Age

Staff Impacted:

Customers Impacted:

Description of Impact:

## Carers

Staff Impacted:

Customers Impacted:

Description of Impact:

## Care Experienced

Staff Impacted:

Customers Impacted:



Description of Impact:

## Cohesion

Staff Impacted:

Customers Impacted:

Description of Impact:

## Disability

Staff Impacted:

Customers Impacted:

Description of Impact:

## Partners

Staff Impacted:

Customers Impacted:

Description of Impact:

## Poverty & Financial Inclusion

Staff Impacted:

Customers Impacted:

Description of Impact:

## Pregnancy / Maternity

Staff Impacted:

Customers Impacted:

Description of Impact:

## Voluntary / Community & Faith Sectors

Staff Impacted:

Customers Impacted:

Description of Impact:

## Action Plan & Supporting Evidence

Outline of action plan:

Action plan evidence:

Changes made as a result of action plan:

## Mitigation

Significant risk after mitigation measures:

Outline of impact and risks:

Review Date

Review Date:

11/01/2024

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## Report to Policy Committee

**Author/Lead Officer of Report:** Isobel Fisher,  
Assistant Director, Children & Families

**Tel:** 07557755548

**Report of:** Meredith Dixon-Teasdale, Strategic Director of Children's Services

**Report to:** Education, Children and Families Policy Committee

**Date of Decision:** 8<sup>th</sup> February 2024

**Subject:** Corporate Parenting Strategy 2023-26

Type of Equality Impact Assessment (EIA) undertaken	Initial <input checked="" type="checkbox"/>	Full <input type="checkbox"/>
Insert EIA reference number and attach EIA	2507	
Has appropriate consultation/engagement taken place?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the report contain confidential or exempt information?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-</p> <p><i>"The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended)."</i></p>		

### Purpose of Report:

Corporate Parenting is the term used in law to describe the collective responsibility to provide care for and support children in our care and our care leavers to ensure they have every opportunity to reach their full potential.

The Corporate Parenting Strategy 2023-26 demonstrates the Council's commitment to ensuring that the life chances of every child and young person in its care are improved in line with their peers. We will act as strong advocates to ensure their needs are met in the best way possible, and to prioritise access to resources. We believe that every child and young person in Sheffield should have the best possible start in life and the opportunity to thrive. We want to ensure that care experienced children and young people receive the right support, at the right time and in the right place.

When providing a service for our children and young people in care, we will challenge ourselves by asking, '*would this be good enough for my child?*'.

This strategy outlines our commitment to ensure that children are at the centre of our practice, that they feel safe and secure, have stability in their lives, that they are emotionally well and that we help them to achieve their full potential by supporting them in fulfilling their ambitions and aspirations.

**Recommendations:**

The Education Children and Families Policy Committee is recommended to

1. Approve the Corporate Parenting Strategy 2023-26 as set out at Appendix 1.

**Background Papers:**

None

**Appendices:**

Appendix 1 - Corporate Parenting Strategy 2023-26

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed.	Finance: <i>Kayleigh Inman</i>
		Legal: <i>Patrick Chisholm</i>
		Equalities & Consultation: <i>Bashir Khan</i>
		Climate: <i>Kathryn Warrington</i>
<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>		
2	<b>SLB member who approved submission:</b>	<i>Meredith Dixon-Teasdale</i>
3	<b>Committee Chair consulted:</b>	<i>Cllr Dawn Dale</i>
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	<b>Lead Officer Name:</b> <i>Isobel Fisher</i>	<b>Job Title:</b> <i>Assistant Director, Children &amp; Families</i>
	<b>Date:</b> <i>23/01/24</i>	

## **1. PROPOSAL**

- 1.1 'Corporate Parenting is the term used to refer to the responsibility of the council, to provide the best possible care and protection for children and young people who are 'looked after'. At the core of this responsibility is the moral duty to provide the kind of support that any good parents would provide their own children. This includes enhancing the quality of life of looked after children as well as simply keeping them safe.' - House of Commons Children, Schools and Family Committee March 2009.
- 1.2 In February 2018 the Department for Education published Statutory Guidance for Local Authorities for applying Corporate Parenting Principles for children in their care and care leavers. As corporate parents, elected members and council officers have a statutory responsibility for the wellbeing of looked after children. Elected members play a large part in holding officers and partners to account as well as being proactive in the corporate parenting role themselves.
- 1.3 This Corporate Parenting strategy describes how the local authority and its partners, such as housing, health services, police and schools, will act as 'responsible parents' to children and young people living within their care. Effective corporate parenting requires everyone involved to recognise their role as corporate parents and understand what they can contribute to enable us to be the best corporate parents we can be to all children and young people in our care.
- 1.4 When providing a service for our children and young people in care we should always challenge ourselves by asking, 'would this be good enough for my child?'. It is our responsibility to make sure that children and young people for whom we are responsible feel safe and secure, have stability in their lives, and that they are supported to achieve their full potential and fulfil their ambitions and aspirations.
- 1.5 This strategy demonstrates our commitment to ensuring that the life chances of every child and young person in our care are improved in-line with their peers. This requires us all to be strong advocates to ensure their needs are met in the best way possible, and to prioritise access to our resources, in order to improve outcomes of children and young people in care and care leavers

## **2. HOW DOES THIS DECISION CONTRIBUTE ?**

- 2.1 The Committee's endorsement will allow the local authority and its partners to deliver the key aims for care experienced children and young people to:
- a) To help develop their relationships and their sense of belonging
  - b) To keep them healthy
  - c) To support them in their education and to develop their social skills
  - d) To give them a voice and ensure they understand their history and journey
  - e) To provide stability and promote resilience
  - f) To keep them safe and free from bullying and discrimination due to their care status



### 3. HAS THERE BEEN ANY CONSULTATION?

- 3.1 Key to children and young people's voice in Sheffield is the Bright Spots survey. The Bright Spots programme is a partnership between Coram Voice and the University of Oxford, funded by the Hadley Trust. It supports local authorities to systematically consult with and listen to the looked after children and care leavers, about the things that are important to them. The surveys also include some core well-being measures that are used in other national surveys so that we can compare the wellbeing of looked after children and care leavers to the wellbeing of children and young people in the general population.
- 3.2 This Corporate Parenting Strategy 2023-26 is fundamentally based on the findings of the 2023 Bright Spots survey. Two surveys were conducted with children looked after (Your Life, Your Care) and care leavers (Your Life After Care). Bright Spots identify four domains that are important to children and young people. Our corporate parenting priorities in the Strategy are based around these domains. We have added a fifth domain which focusses on improving the experience of carers so they are best placed to provide a nurturing home:

**Priority 1:** Relationships – the people in your life

**Priority 2:** Resilience – parity of opportunity growing up

**Priority 3:** Rights – entitlements, voice and participation

**Priority 4:** Recovery – being and feeling healthy and happy

**Priority 5:** Caring for those that care: Children and young people are nurtured by carers and workers who are well-resourced, valued and supported.

### 4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

#### 4.1 Equality Implications

4.1.1 Decisions need to consider the requirements of the Public Sector Equality Duty contained in Section 149 of the Equality Act 2010.

4.1.2 This is the duty to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

4.1.3 The Equality Act 2010 identifies the following groups as a protected characteristic: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation. Also identified and considered is care experience which is now treated as a protected characteristic in Sheffield.

4.1.4 An equality impact assessment has been carried out. The Corporate Parenting Strategy sets out how the Council will fulfil its role as a Corporate Parent and meet its statutory duty by ensuring that all our children and young people in and leaving care in Sheffield are given the best life chances in line with their peers in the general population, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief or sex and sexual orientation.

## 4.2 Financial and Commercial Implications

4.2.1 Where there is a need for the Council to commission services from third party organisations to deliver the Strategy, this must be done in compliance with the Council's own Financial and Procurement Procedure Rules and the Public Contracts Regulations. Early consideration needs to be given in the development of any commissioned services to ensure the chosen delivery vehicle includes the flexibility to meet the requirements of the Strategy.

## 4.3 Legal Implications

4.3.1 *'Corporate Parenting is the term used to refer to the responsibility of the Council, to provide the best possible care and protection for children and young people who are 'looked after'. At the core of this responsibility is the moral duty to provide the kind of support that any good parents would provide their own children. This includes enhancing the quality of life of looked after children as well as simply keeping them safe.'* (House of Commons Children, Schools and Family Committee, March 2009).

4.3.2 In order to thrive, children and young people have certain key needs that a good parent generally meets. The Children and Social Work Act 2017 introduced a set of Corporate Parenting Principles for looked after children and care leavers up to the age of 25 that set out Corporate Parents should undertake:

- a) To act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people;
- b) To encourage those children and young people to express their views, wishes and feelings;
- c) To take into account the views, wishes and feelings of those children and young people;
- d) To help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
- e) To promote high aspirations, and seek to secure the best outcomes, for those children and young people;
- f) For those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
- g) To prepare those children and young people for adulthood and independent living.

4.3.3 Section 10 of the Children Act 2004 sets out the responsibility to make arrangements to promote co-operation between 'relevant partners' with a view to improving the well-being of children in their area. This should include arrangements in relation to looked-after children and care leavers. Section 10(5)

of the 2004 Act places a duty on relevant partners to co-operate with the local authority in the making of these arrangements, therefore promoting and ensuring a joined-up approach to improving the well-being of children in their area.

#### 4.4 Climate Implications

4.4.1 No direct climate implications arise from this report. The Sustainability and Climate Change Team has been consulted and are in agreement no further action is required on CIA.

#### 4.5 Other Implications

There are no specific other implications for this report

### 5. **ALTERNATIVE OPTIONS CONSIDERED**

5.1 Alternative option not to approve the new Strategy, is rejected. This would mean the Council does not have an accurate and up to date strategy that sets out its commitment in line with the corporate parenting duty. Governance of the delivery of the strategy will not be articulated and understood and may result in failure to escalate issues as they arise.

### 6. **REASONS FOR RECOMMENDATIONS**

6.1 Approval of Corporate Parenting Board to undertake the monitoring and oversight of progress against the delivery plan, and annual review of the aspirations, will ensure consistent oversight of the delivery of the strategy and escalation as appropriate if issues arise.

6.2 We are accountable for the delivery of our strategy to:

- Sheffield Children in Care Council and Sheffield Care Leavers' Union
- Young People's Reverse Scrutiny Panel
- Sheffield Corporate Parenting Board

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# A brighter future

## **DRAFT - Community Parenting Strategy for Looked after Children and Care Leavers 2023-2026**

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Our commitment - A place where all care experienced children and young people belong and can build a successful future.

Sheffield City Council and Partners

## Foreword

Councillor Dawn Dale – Chair of Education, Children and Families Policy Committee

Kate Josephs – Chief Executive

Meredith Dixon Teasdale – Strategic Director of Children’s Services

## Young Person’s Foreword

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As care-experienced young people we like that you are using the Bright Spots voices from care-experienced children and young people.

As a team we have been involved in doing the Bright Spots research (promoting and taking part). We are using the Bright Spots research in all the work we do to ask professionals to improve and change the way we do things in Sheffield.

We are looking forward to working alongside you and partners to co-produce the plans and help you to identify the priorities.

We will be scrutinising your progress at our regular scrutiny panel meetings.

As Voice and Influence Workers we want to ensure that:

- All care-experienced children and young people know about community parenting and what it can do for them
- Care-experienced children and young people are able to attend Community Parenting Meetings

## Introduction – Together we get things done

### Welcome to the Sheffield's Community Parenting Strategy 2023-2026

'Corporate Parenting' is the term used in law to describe our collective responsibility to care for, love and champion our children in care and our care leavers to ensure they have every opportunity to reach their full potential as they grow up in our family. In Sheffield we are committed to taking a citywide approach to improving outcomes for our children in care and our care leavers. Therefore, in our latest strategy we refer to Corporate Parenting as Community Parenting wherever applicable.

We are proud to have long-standing support from our key partners, voluntary and community organisations and businesses in the city. Together we have embraced the responsibility to act as extended corporate family to care experienced young people. This collective approach is really important as it allows us to be the best corporate and community parents, we can be for our care experienced children and young people.

This strategy is part of a broad range of activity that supports our shared aim to improve provision for our care experienced children and young people. The alignment of the Community Strategy with the Council Plan 2024 – 2028 and City Goals creates a shared understanding about our priorities and a whole-city approach to Community Parenting particularly Outcome 1 – **“A place where all children belong, and all young people can build a successful future”**. The Council Plan is rooted in the values of our organisation which firmly place people at the heart of everything that we do and plays a vital role in helping Sheffield to achieve its new City Goals.

The Community Parenting Strategy also works alongside the “Placement Sufficiency Strategy for Looked After Children and Care Leavers 2023 – 2025”

## Our Children and Young Peoples Voices - Participation in Sheffield is a strength” Ofsted, 2023

We are committed to seeking the voices of care experienced children and young people, who are the experts in their experience. Their voice is at the heart of service design, delivery and evaluation, including democratic decision-making.

We will continue to listen, hear what is being said and take action to improve the lives of this group of children and young people. We are committed to feeding back to young people to ensure they know how their input has changed the way we support them.

We have lots of ways to make sure that we regularly hear the voice of children in care and care leavers. The Bright Spots programme supports us to listen to the children in care and care leavers about the things that are important to them. The surveys include some core well-being measures which can be used to compare the wellbeing of children in care and care leavers to the wellbeing of children and young people in the general population. This strategy is based around the findings of the 2023 Bright Spots survey.

In addition to the Bright Spots survey, we have a Sheffield Children’s Involvement Service who consistently support care experienced children and young people to have a voice as individuals in their own lives and as collective groups of care experienced children and young people in service planning, delivery and evaluation.

The Create and Change model includes opportunities for children in care and Care Leavers. The groups are:

- Little Children in Care Council (Little CiCC): ages 7 – 11,
- Children in Care Council (CiCC): ages 12 – 17
- Sheffield Care Leavers’ Union (SCLU): ages 18 – 25.
- Sheffield’s Voice and Influence Team consists of five care experienced workers employed by Sheffield City Council to creatively gather the views of other care experienced children and young people across the city. They represent these voices to ensure they are heard, and changes implemented at both a delivery and strategic level.
- Young People’s Reverse Scrutiny Panel consists of care experienced young people who hold managers to account for implementing responses to the Bright Spots findings.



## Our Strategic Priorities

Bright Spots identify four areas called 'domains' that are important to children and young people, their well-being and progress. In Sheffield we have based our Community Parenting priorities around these domains so that we focus on children and young people's priorities and experience. We will then use children and young people's priorities and experience to develop policies and practices which support young people throughout their journey through care.

We have added a fifth priority which focusses on improving the experience of carers so they are best placed to provide a nurturing home.

Priority 1: **Relationships – the people in your life**

Priority 2: **Resilience – parity of opportunity growing up**

Priority 3: **Rights – entitlements, voice and participation**

Priority 4: **Recovery – being and feeling healthy and happy**

Priority 5: **Caring for those who care: Children and young people are nurtured by carers and workers who are well-resourced, valued and supported**

The strategy shows our strategic intent for care experienced children and young people.

A detailed annual Community Parenting business plan will be co-produced with our young people and widely consulted on through our community parenting governance structure and we will use this to implement our strategy and make sure that we are making an impact.

## Priority 1 : Relationships

- **Feeling like I belong**
- **The people I love**

**This includes voices relating to connections, trust and belonging.**

Community and loving relationships are essential to good health and wellbeing. To develop well, children and young people need to be loved, supported and cared for within a family, and by the communities around them. They need to have opportunities to learn, to play, be active and build loving relationships and to develop their personal and social skills. They need to see themselves in the world around them and feel able to express themselves.

**What we, as corporate parents, want for our children and young people**

We will secure permanence and belonging for children. We will support and help strengthen the relationships that are important to children and help them stay connected to those that they love throughout their childhood and into adulthood.

We want to support children and young people to be able to develop and sustain positive and healthy relationships and support networks they need throughout and beyond their care journey with us.

Sheffield's children and young people see themselves, their histories, cultures and identities reflected in their city. Sheffield is a cohesive and diverse city and we want our children and young people to access and feel that they belong to communities and cultures and feel safe to express themselves.

## **What our children and young people are telling us?**

The Brightspots survey identified several areas where children in Sheffield experience were doing significantly better than children in other LA's or the general population: - in relation to having trusted adults in their lives, feeling trusted, feeling settled and positive.

However, 10% of children and young people (4-17yrs) did not have at least one really good friend, compared to 3% of their peers in the general population. For care leavers this problem appears to be worsening. More care leavers (20%) did not have a really good friend compared to their peers (2%) in the general population and young people (13%) in Sheffield.

## **What's working well?**

We have a Family time service that is child-centred in its approach to supporting connections between children and their birth families.

We have a Staying Connected programme with 3 broad objectives – working with foster carers in supporting family time, developing ways of 'natural' sibling contact at shared activities and supporting with extended family members.

Our Staying Close project for young people leaving residential care supports them to build resilience and feel a sense of belonging to the local community.

We have a highly regarded Independent Visitor Scheme which supports children and young people to develop a friendship with a trained adult and to enjoy activities together.

## **Priority Areas**

Ensure that relationships are central to all our policies and procedures to support care-experienced children and young people as having meaningful relationships is central to good health and wellbeing.

Develop new interventions to tackle loneliness and isolation in adult life and support the development of loving relationships.

Protect, promote and where necessary rebuild family and community connections and help those young people for whom we are responsible to understand their personal history.

Develop "Staying Connected action" plan to improve young people's experience of Family Time.

Develop a “Welcome to Sheffield” to support Young Refugees to feel they belong in Sheffield.

**If we get it right, what will children and young people say?**

I enjoy the right amount of positive time with my family and friends.

I have friends and I am involved in a range of leisure activities that I enjoy.

I feel like I belong to a community, I feel confident happy with myself.

**Link to City Goals**

**A Sheffield of Thriving Communities and • A Connected Sheffield • A caring and diverse Sheffield • A Sheffield for all generations**

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**Priority 2 : Resilience - Living independently**

- My school, education and employment
- My future - developing the skills I need for adult life
- My home
- What I enjoy

**This includes voices relating to stability, school, education, employment and living independently.**

**What we, as corporate parents, want for our children and young people**

Our care experienced children and young people are well prepared for adulthood and independent living.

We will champion and support young people as they leave our care and start to live independently, doing everything we can to make sure they are set up for life.

We want all children and young people to fulfil their aspirations and potential. With schools, businesses, and other partners we will link education, skills, and business investment into career pathways for every neighbourhood, including using our weight as an anchor institution to grow apprenticeships in Sheffield.

Children and young people have the right care and support, at the right time and in the right place and can access high quality care within our city. Young people can live in areas they have a connection to and feel safe in.

### **What our children and young people are telling us?**

The Brightspots survey identified several areas where children in Sheffield experience were doing significantly better than children in other local authorities – including being taught life skills, feeling positive about their future, feeling their lives were getting better, feeling safe where they lived, having fun at the weekends and their carers showed an interest in their education.

However, a higher percentage of young people reported they did not like school 13% (4-7yrs), 8% of children (8-11yrs), 32%(11-17yrs) did not like school compared to 13% of young people looked after in other local authorities.

**Bullying** in schools was reported to be an 46% of children (8-11yrs) and 24% of young people (11-17yrs) felt afraid of going to school because of bullying,

**Digital connectivity** 9% of 11-17yrs in Sheffield 12% of care leavers did not have access to the internet where they lived.

28% of Care Leavers reported that they were experiencing financial difficulties, limited budgets, debt and struggling to budget. compared to their peers (9%) in the general population, and care leavers (20%) nationally. 48% of care leavers in Sheffield indicated that they were not in education, training or employment; 37% greater than their peers in the general population.

### **Priority Areas**

All young people should have internet access to support education, connections and access to information.

Hold high aspirations and close the attainment gap for children in care. Increase the proportion of care leavers in education, training and employment.

Investigate the high levels of reported bullying and unhappiness with school and create an action plan from the findings.

Start preparation for independence and develop effective support networks earlier, alongside a strong focus on progression constantly monitoring and promoting young peoples progress.

Develop clear procedure in relation to Council Tax payments and exemptions to prevent Care Leaver developing avoidable debt.

### **If we get it right, what will children and young people say?**

I like my school, I feel safe, I have high aspirations for my future and the support I need to achieve my dreams.

I am confident I can manage living independently, I have a good support network if I need a bit of help.

I am working and I earn enough to pay my bills and enjoy a good social life,

I have some choice in where I live and the type of accommodation, I live in. It feels like home, and I feel safe where I live.

**City Goals - A creative and entrepreneurial Sheffield - A Sheffield for all generations'**

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## **Priority 3: Rights - entitlements, voice and participation**

**In this section we are talking about...**

- **My rights and entitlements**
- **A sense of self and a voice in my care**
- **Feeling safe**

**This includes voices relating to what I'm entitled to, having my voice heard and acted on and my right to be safe.**

**What we, as corporate parents, want for our children and young people**

Children and young people in our care are routinely engaged, have a real say in their own lives and we always consult them about changes to services and support.

Young people in our care are informed of their rights, entitlements and have access to advocacy to ensure they receive them.

Children and young people feel safe in their home, in their school and in their communities. They feel safe from stigma and discrimination and feel confident about who they could speak to if they have worries.

Children and young people are encouraged to consider becoming involved in our Create and Change groups and other participation opportunities for peer support and friendships.

### **What our children and young people are telling us?**

25% of young people reported that they did not have a say in the decisions made about their life compared to 14% of young people in other Local Authorities. Children and young people want access to an independent advocate who can help them make their voice heard or make complaints, and they would timely, age-appropriate responses.

They want to feel safe and free from stigma and discrimination.

Young people with low well-being tended to report feeling unhappy with being in care. They reported that adults did things that made them feel embarrassed about being in care, and they did not feel included in the decisions made about their lives.

Children and young people don't want to face stigma or discrimination in their lives because of their care status.

### **What's working well?**

We have a 'child-focused, stable, consistent and skilled workforce, who share senior leaders' commitment to supporting children to remain living within their family network if possible' (Ofsted, 2023)

Training and resources are well developed and delivered to support young people understand their plans and have their voices heard and acted upon.

Children and young people benefit from the support of a strong well trained children's involvement team, including independent visitors, advocacy and a range of groups. Their views inform service development and delivery.

### **Priority Areas**

Develop a clear communication strategy to ensure all care experienced children and young people are kept informed of entitlements, events, opportunities, activities and how to get additional support if required.

Make sure that the language that is used in relation to care experience young people by professionals reduces stigma and promotes respect.

We will have a dedicated co-production strategy for care experience children and young people so that they have a defined role in designing, developing and commissioning services.

We will ensure that young people feel more involved in decisions made about their lives at every opportunity.

We will improve processes for listening to young peoples experiences particularly if they have been “missing” from care.

**If we get it right, what will children and young people say?**

I feel respected, safe, listened to and valued.

**City Goals • A caring and diverse Sheffield • A Sheffield for all generations**

## **Priority 4: Recovery– being and feeling healthy and happy**

**Feeling physically and emotionally healthy**

**Children and young people understanding their care journey have a strong sense of self.**

**This includes voices relating to feeling like I matter, that people care about what I think and feel.**

**What we, as corporate parents, want for our children and young people**

Sheffield is a diverse city, this is reflected in the children in our care, and we recognise the responsibility we hold to ensure that children to understand their history and their care journey.



We want our children to have the opportunity to get involved in things that matter to them to be healthy and active, and to be supported in their friendships.

Children should receive timely access to assessments and support their recovery for the care and pre-care experiences.

### **What our children and young people are telling us?**

Brightspots survey identified considerably higher number Sheffield young people reported that they had the same social worker for over a year, that knew and trusted their social worker and had they believed their carers noticed how they were feeling.

A significantly high percentage of children understand why they are in care compared to children in other local authorities.

86% of young people in Sheffield were happy with their appearance.

5 children under 11 and 9 over 11 reported feeling slightly unhappy.

A higher number of Care Leavers in Sheffield reported high anxiety, feeling life things they did were not worthwhile, low life satisfaction and low levels of happiness than their peers and the general population.

### **Priority Areas**

Improved access and timely access to support for emotional health for care experience young people.

Improved and early support to plan for fulfilling adult lives.

Work with local businesses, partners and third sector organisations to enhance opportunities leisure, social and health activities for care experience children and young people.

### **If we get it right, what will children and young people say -**

I am feeling positive about my life, it has purpose and I have the support I need to recover from my care journey.

I have an opportunity to try new activities, meet new friends develop new skills and feel confident and healthy.

**City Goals • A creative and entrepreneurial Sheffield • A Sheffield for all generations • A Sheffield of Thriving Communities**

## Priority 5: Caring for those who care: Children and young people are nurtured by carers and workers who are well-resourced, valued and supported.

### What we, as corporate parents, want for our children and young people

Children and young people are nurtured by carers and workers who are well-resourced, valued and supported.

Carers feel supported and skilled to provide stability for young people manage through difficult times.

### What our children and young people are telling us?

Sheffield children tell us they want “a stable home, built in love” in Sheffield where they feel they belong and can maintain connections with schools, clubs, friends, family and significant people.

### Priority Areas

We will ensure that Sheffield City Council creates the best environment for carers to provide care and support to looked after children and care leavers so that people want to foster for Sheffield

We will provide opportunities for connection, belonging and support for children, young people, carers. We will run a programme of social events, refresh our training offer and review the “mockingbird programme” to see what areas of good practice could shared with the wider fostering community.

We will recognise and reward family-based carers for the important work they do; through reviewing our allowances and fees structure to ensure equity and fairness.

Work across the city with partners, local business, voluntary, community and promote a fostering friendly city and to demonstrate our value and appreciation to all our staff and carers across the city.

We will have a dedicated co-production strategy for carers so that they have a defined role in designing, developing and commissioning services including the wider representation of the whole provider sector.

### **If we get it right, what will children and young people say?**

I feel like I belong, I am happy, connected and have a strong support network to help me succeed in adult life.

**City Goals • A caring and diverse Sheffield • A Sheffield for all generations**

## **Accountability and Governance**

In order to implement and deliver our strategy we have structures in place to monitor impact against the principles of the strategy, the processes that we have identified that we need to change, and performance against a range of agreed indicators. This will be monitored at the following strategic boards:

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- Sheffield Community Parenting Board
- Sheffield Young People's Reverse Scrutiny Panel
- Children Young People and Family Support Scrutiny Committee

To make sure that we continue to listen to what our children and young people say will measure our progress against both our objectives by monitoring key performance data reported regularly to Community Parenting Board and through the feedback we receive from our children in care and care leavers about their experiences.

## How will we implement the strategy?

Annual corporate parenting business plan, which clearly sets out clear annual priorities and measures is co-produced with Reverse Scrutiny Committee

Lead Officers and Members of Priority Groups are identified and take responsibility for their priority actions and report progress regularly to Reverse Scrutiny Panel

Reverse Scrutiny Committee provide feedback to Corporate Parenting Board in relation to progress and escalate any delay or challenges. Corporate Parenting Board to agree a Forward Plan for detailed updates.

Plans are refined and refreshed on an annual basis in collaboration with corporate parenting board and wider care experience population.

## **Appendix 1 - This strategy is part of a broad range of local and national activity that supports our shared aim to improve provision for children in care and care leavers including:**

- Children and Social Work Act 2017 (Section 1) sets out seven corporate parenting principles which local authorities must have regard to for children looked after or care experienced young people.
- In February 2018 some DFE guidance for local authorities called 'Applying corporate parenting principles to looked-after children and care experienced young people' was published'.
- The Independent Review of Children's Social Care was published in May 2022. The review examined the needs, experiences and outcomes of the children supported by social care and put forward recommendations for changes.
- In December 2022 Ofsted announced the introduction of a new judgement for care experienced young people to the framework for inspecting local authority children's services (ILACS). The new judgement will focus on experiences and progress of care experienced young people. This will include consideration of whether local authorities are making good decisions for care experienced young people, and what they are doing to support them into adulthood.
- In February 2023 the UK government published its implementation strategy and consultation called 'Stable Homes, Built on Love'. The strategy responded to the independent review and concentrated on how to provide nurturing, stable and loving homes for children in care and care experienced young people.

### **Local Context**

- A multi-agency Corporate Parenting Board chaired by the Cllr Dawn Dale.
- Placement Sufficiency Strategy for Looked After Children and Care Leavers 2023 – 2025
- The council's overarching Council Plan 2024 – 2028 particularly Outcome 1 – "A place where all children belong, and all young people can build a successful future". Our Values and City Goals
  - A range of Children Involvement activities to ensure that the voices of young people remain central to our work. Including our Brightspots surveys, advocacy and independent visitors, Care Experience Voice and Influence Team, Children in Care Council and Sheffield Care Leaver Union.
  - Fostering Forum
  - The Virtual School working with schools, colleges, training providers, education settings and children's social care to improve educational outcomes.

- A dedicated multi-agency psychological services for looked after children (MAPS) and Looked After & Adoptive Children's Health Team
- Staying Close Project – supporting young people moving on from residential care to independence.
- Staying Connected Project – Improving opportunities for care experienced children and young people to strengthen relationship and spend time with family and significant people in their networks.
- Mockingbird Fostering Hubs
- Sheffield's Race Equality Commission (REC) report was launched 14th July 2022.
- The Sheffield City Council decision in December 2023 to treat "Care Experienced" as if it were a protected characteristic.
- Our local offer for care leavers

## PART A - Initial Impact Assessment

**Proposal Name:** Corporate Parenting Strategy 2023-26

**EIA ID:** 2507

**EIA Author:** Isobel Fisher

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**Proposal Outline:**

Corporate Parenting is the term used in law to describe the collective responsibility to provide care for and support children in our care and our care leavers to ensure they have every opportunity to reach their full potential. The Corporate Parenting Strategy 2023-26 demonstrates the Council's commitment to ensuring that the life chances of every child and young person in its care are improved in line with their peers. We will act as strong advocates to ensure their needs are met in the best way possible, and to prioritise access to resources. We believe that every child and young person in Sheffield should have the best possible start in life and the opportunity to thrive. We want to ensure that care experienced children and young people receive the right support, at the right time and in the right place. When providing a service for our children and young people in care, we will challenge ourselves by asking, 'would this be good enough for my child?'. This strategy outlines our commitment to ensure that children are at the centre of our practice, that they feel safe and secure, have stability in their lives, that they are emotionally well and that we help them to achieve their full potential by supporting them in fulfilling their ambitions and aspirations.

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**Proposal Type:** Non-Budget

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**Year Of Proposal:** 23/24

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**Lead Director for proposal:** Sally Williams

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**Service Area:**

Children & Families  
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EIA Start Date: 20/12/2023

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Lead Equality Objective: Break the cycle and improve life chances

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Equality Lead Officer: Bashir Khan

## Decision Type

Committees: Policy Committees

- Education, Children & Families

## Portfolio

Primary Portfolio: Children's Services

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EIA is cross portfolio: No

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EIA is joint with another organisation: No

## Overview of Impact

### Overview Summary:

This proposal will have a positive impact on our looked after children and care leavers who come from a range of backgrounds. Our Corporate Parenting Strategy has been designed around feedback from our children looked after and care leavers and sets about how we will continue to provide Outstanding services for our children and young people. This will help contribute to better longer term outcomes for this cohort. The use of robust performance and quality assurance information as a result of the strategy will enable us to measure the impact of the work we will do over the next 3 years.



Impacted characteristics:

- Disability
- Health
- Poverty & Financial Inclusion
- Race
- Religion/Belief
- Sexual Orientation
- Sex
- Other

## Consultation and other engagement

## Cumulative Impact

Does the proposal have a cumulative impact: Yes

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Impact areas: Across a Community of Identity/Interest

## Initial Sign-Off

Full impact assessment required: No

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Review Date: 20/12/2023

## Action Plan & Supporting Evidence

Outline of action plan:

Action plan evidence:

Changes made as a result of action plan:

## Mitigation

Significant risk after mitigation measures:

Outline of impact and risks:

## Review Date

Review Date:

20/12/2023



## Report to Policy Committee

**Author/Lead Officer of Report:** Rose Ward, Head of Service – Special Educational Needs / Disability

**Tel:** 0114 273 6630

**Report of:** Meredith Teasdale (Strategic Director Children’s Services) and Andrew Jones (Director Education and Skills)

**Report to:** Education Children and Families Policy Committee

**Date of Decision:** 8 February 2024

**Subject:** Special Education Needs / Disability (SEND) & Alternative Provision (AP) Area Self Evaluation Framework (SEF) – update to committee.

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? 2528				
Has appropriate consultation taken place?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<p><i>“The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>				

**Purpose of Report:**

This report is to provide an overview to the Education Children and Families Policy Committee of the Special Educational Needs / Disability (SEND) and Alternative Provision (AP) Self Evaluation Framework.

**Recommendations:**

It is recommended that the Education Children and Families Policy Committee:

- Note the overview of the Special Educational Needs / Disability (SEND) and Alternative Provision (AP) Area Self Evaluation Framework and expected updates.

**Background Papers:**

None

**Appendices:**

Appendix 1 - Area SEND and AP Self Evaluation

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.	Finance: Kayleigh Inman
		Legal: Nadine Wynter
		Equalities & Consultation: Bashir Khan
		Climate: Kathryn Warrington
	<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>	
2	<b>SLB member who approved submission:</b>	Meredith Teasdale
3	<b>Committee Chair consulted:</b>	Cllr Dawn Dale
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	<b>Lead Officer Name:</b> <i>Rosemary Ward</i>	<b>Job Title:</b> <i>Head of SEND</i>
	<b>Date: 16 January 2024</b>	

## 1. PROPOSAL

- 1.1 An Area Special Educational Needs / Disability (SEND) and Alternative Provision (AP) Self Evaluation Framework (SEF) is a requirement set out in the Area SEND and AP Ofsted framework. (New framework released January 2023)

The SEND & AP Area SEF must:

- Be submitted to Ofsted in the first 24 hours of the area receiving notification of an Area SEND Ofsted and CQC Inspection.
- Evidence the progress towards the 11 areas identified within the Ofsted Framework, as well as improvement plans for the year ahead.
- Show an improvement journey with children and young people at the heart of all that we do.
- Reflect how the partnership of Education, Health and Care works collaboratively to support children to achieve positive outcomes and their desired aspirations for their future.

The current area SEND & AP SEF is a live document, it is not expected to be a final version, and should move, develop, and keep up to date with the transformational journey Sheffield SEND is taking.

The SEF should be supported by an Area Data Dashboard which must be based upon the expectations set out in the Annex A, list 1 & 2 documents outlined within the Ofsted framework. A 'Key Lines of Enquiry' document should evidence that 'we know ourselves well' that we know areas of vulnerability and have detailed through the SEF how these areas will be addressed.

## 2. HOW DOES THIS DECISION CONTRIBUTE?

- 2.1 The area SEND & AP SEF is all about how the Local Area works to meet the needs of children and young people with SEND. The 11 areas are:

### 1. **Children and young people's needs are identified accurately and assessed in a timely and effective way**

For the children of Sheffield, this includes:

- 85 – 95% of our youngest children being seen by their health visitors in a timely way through their ages and stages of development.
- A Graduated Approach to identification and support for needs being in place through settings and schools.

A key area of improvement has been identified:

- Reviewing the capacity and reach within SEND Advisory and Therapy Services, including developing a local approach to assessment and response.

### 2. **Children, young people, and their families participate in decision-making about their individual plans and support.**

For children, young people, and their families in Sheffield, this includes:

- Access to independent advice available through the Local Offer website, SENDIASS, Information, Advice and Guidance to help inform what is available and the support that can be accessed.
- A graduated approach with children and young people at the heart, with children, young people and their family regarded as the experts and has their voice first.
- Joint Assessment Meetings being introduced, with children and young people at the

centre of their joint assessment.

A key area of improvement that has been identified:

- A more relational approach through the statutory education, health, and care needs assessment process, which will also include ongoing support for implementation of Education, Health, and Care Plans, through a 'Team Around the Child' approach.

### **3. Children and young people receive the right help at the right time.**

For the children and young people of Sheffield, this includes:

- Continued access to free at the point of access early help services, which span Family Intervention, SEND Advisory, Family hubs and Educational Psychology (\*not an exhaustive list)
- A multiagency approach, aiming for the right support, from the right people with the right expertise at the right time – this is supported by the early help training offer, which gives all practitioners the opportunities to increase their knowledge and expertise.

A key area of improvement has been identified:

- Ensuring we have the right response to children and young people waiting for / have been assessed for Autism and Attention Deficit Hyper-Activity Disorder (ADHD) supporting children to belong in their local school and local area.

### **4. Children and young people are well prepared for their next steps and achieve strong outcomes.**

For the children and young people of Sheffield, this includes:

- Always having chance to speak about the future, using the best practice of Preparation for Adulthood (PfA)
- We have heard from young people through the SEND-ing Voices Group, Kidz charity surveys and our young people's attendance at Committee, who have told us:
  - We want to be heard and be independent – we can speak for ourselves.
  - We want to work.
  - We want to have friends.

This is now the focus of the SEND Partnership.

A key area of improvement has been identified:

- Ensuring the right opportunities are available for young people post 16, so aspirations can be achieved through education – further education, work experience, supported internships and supported employment opportunities.

### **5. Children and young people are valued, visible and included in their community.**

For the children and young people of Sheffield, this includes:

- SEND youth Groups developing across the city, lead by an upskilled youth team workforce who have accessed training across areas of SEND.
- A greater emphasis on the importance of community through the preparation for adulthood discussion.

A key area of improvement has been identified:

- Increasing the youth voice into governance structures to allow us all to hear what young people need from us.
- More 'regulation spaces' being develop across communities.

### **6. Leaders are ambitious for children and young people with SEND.**

We have set out an ambition through the Inclusion and Early Help Strategies that we have all signed up to:

'Sheffield will be an inclusive city where we work together to ensure that all children and young

people get the right support the right time so that they can live a happy and fulfilled life.’

We are also working to ensure the Belonging Framework allows children and young people to be in a loving home with access to their local schools, positive links into the communities and feel part of the city.

A key area of improvement has been identified:

- To ensure this feels like and is a lived reality for our children, young people, and their families across the city.

## **7. Leaders actively engage and work with children, young people, and families.**

Sheffield has a strong Parent Carer Forum who are a key partner in the SEND Transformation journey. Through the State of Sheffield Survey and You Said We Did response, we hear from parents and carers about improvements, and remaining challenges, which helps to inform priority areas of improvement.

Children and young people are great at letting us know what they want and need from us. Our expanding young person group of SEND-ing voices have been to committees, boards and visited the SEND Teams and Managers to tell us what their own experiences have been. Their voices are used to structure how we work to improve ongoing areas of challenge.

A key area of improvement has been identified:

- To ensure child and young person voice is always present in all decisions that are made.
- We demonstrate how what we have heard is being used to shape how we work better into the future.

## **8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area.**

Due to the strength in the data, we have across the SEND partnership, which is developed from child level information, we know the needs of children and young people across the city. This data has highlighted the rising needs of our children, young people and families around Autism and ADHD. This has informed the joint approach across the Education, Health and Care partnership to prioritise the Great Start and meeting the needs of children with neuro diverse profiles in their local school, ensuring they have access to their local community.

A key area of improvement has been identified:

- Further develop the Annex A lists 1 & 2 to ensure we all work to ‘one version of the truth’ in data, which will bring even greater collaboration when it comes to being able to meet the needs of all children and young people with SEND in their local area.

## **9. Leaders commission services and provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision.**

With the development of the Integrated Care Boards, we have shared place based priorities for the area. This allows strategic commissioning to take place at a local level.

A key area of improvement has been identified:

- Focusing on Family Hubs – ensuring families have access to support in their local area.
- Continued focus on preparation for adulthood, understanding what children, young people and their families need into the future and their aspirations - A focus on support-based commissioning.

## 10. Leaders evaluate services and make improvements.

The commissioning cycle in place, includes a review process which works to performance manage and make improvements across commissioned services.

Each local area, portfolio and directorate has a performance management structure which identifies areas of great practices and areas of improvements.

The Area SEND Partnership is focused on a continual improvement journey with areas of transformational change and ongoing improvement.

## 11. Leaders create an environment in which effective practice and multi-agency working can flourish.

As a partnership we create effective practices based in multi-agency working arrangements by:

- Having a shared co-production charter.
- Shared decision-making arrangements.
- An Approach to 'Team Around' which includes, child, family, school, and locality level.

**The current content outlined within this report is from the last quarter review. The next review of the SEF is due In February 2024. During this review, the work being completed with IMPOWER, and the priorities confirmed through the Children, Young People Delivery Group will be included.**

## 3. HAS THERE BEEN ANY CONSULTATION?

3.1 A SEF is a Self-Evaluation, therefore doesn't have a consultation process attached. However, feedback is taken on the effectiveness of the SEF from Parent Carer Surveys, Feedback, and data.

Children and young people have been consulted on the priorities that have been included and have been the focus of the ongoing transformation and improvement work.

The Sheffield Parent Carer Forum have worked through the established Governance arrangements to bring the parent / carer and family voice into the SEF.

As the Professional Zone of the Local Offer becomes live from May 2024, the Area SEND and AP SEF will be a published document. A feedback function on the Local offer will provide the opportunity for a broader audience to provide feedback on the accuracy of the Self Evaluation Framework.

## 4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

### 4.1 Equality Implications

4.1.1 An Equality Impact Assessment has been carried out on the SEND & AP SEF which sets out the position of SEND in Sheffield as well as priorities for the next year. The self-assessment itself sets out the impacts on SEND young people and the actions to support them. We have data on the profile of the SEND cohort in Sheffield.

### 4.2 Financial and Commercial Implications

4.2.1 There are no direct financial implications arising.

### 4.3 Legal Implications

4.3.1 There are no direct legal implications arising from this update

### 4.4 Climate Implications

4.4.1 There are no direct climate implications arising, but we will ensure support services are



delivered in the locality to avoid need for travel where possible.

#### 4.4 Other Implications

4.4.1 There are no other implications to be considered.

### **5. ALTERNATIVE OPTIONS CONSIDERED**

5.1 No alternatives have been considered as the SENDAP SEF is a statutory document as outlined in the SENDAP Area inspection framework.

### **6. REASONS FOR RECOMMENDATIONS**

6.1 This is a statutory document owned by the SENDAP Area Partnership. We have agreed this is a true reflection of the current and planned work happening across SEND and AP in the city.

Education, Health, Care, Communities, Children, Young People and Families as well as data highlights this document is addressing priorities from 2023 and will be updating for priorities for 2024 by February.

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## Sheffield SEND Partnership Self-Evaluation 2023-2025

### Sheffield context

Sheffield is a core city with a diverse population of 557,000. There are areas of affluence in the south and west of the city, and significant deprivation condensed into the north and east. Sheffield is the 57th most deprived Local Authority in England.

17.4% of pupils in our maintained schools (14,500) have special educational needs and/or disabilities (SEND).

- 3.3% of pupils have an Education, Health, and Care Plan (EHCP) compared to the England average of 4.0%.
- 14.1% of pupils are on SEN support, compared to the England average of 12.6%. (Comparison data from School Census 2022).

The number of EHCPs we maintain is rising rapidly. At the end of February 2023, it was 4,771 – an increase of 684 (17%) compared to end of February 2022. In 2020/21 we carried out 674 EHC needs assessments, compared to 1,018 in 2021/22 - an increase of 51%.

51% of our children and young people with EHC Plans are placed in mainstream schools or settings, and 38% in special schools. This closely aligns to the average across all English metropolitan boroughs of 52% and 38% respectively. The mainstream figure includes 6.9% of children and young people placed in resourced provision/SEN units within mainstream, which is almost double the average of 3.7% across English metropolitan boroughs. (Data from 2021/22 academic year).

28.8% of young people with an EHC Plan are known to social care in Sheffield (as of March 2023). Comparison data from LG Inform (21/22) shows:

- Sheffield has a higher proportion of looked after children on SEN support or have an EHC Plan (32.6% and 28.8%) compared to the average across all English metropolitan boroughs (28.8% and 27.6%).
- Sheffield has a comparable proportion of Children in Need who are on SEN support but a lower proportion who have an EHC Plan (22.4% and 18.8%) compared to the average across all English metropolitan boroughs (22.3% and 22.2%).

In Sheffield, we have a shared commitment and vision to improving the lives of children and their families. These are set out in our Early Help and Inclusion Strategies.

- 'Children and young people are safe and supported to achieve their full potential' (Early Help Strategy).
- 'Sheffield will be an inclusive city where we work together to ensure that all children and young people get the right support at the right time so that they can live a happy and fulfilled life.' (Inclusion Strategy).

The support and challenge to deliver our Inclusion Strategy is through our Inclusion Improvement Board.

**Priority 1. Children and young people’s needs are identified accurately and assessed in a timely and effective way.**

- a) **Children and young people are accurately identified as having special education needs and / or a disability.**
- b) **Children and young people’s needs are identified in a timely way, so to prevent needs from escalating.**
- c) **Practitioners assess the strengths and determine the aspirations of the child and young person alongside their individual needs.**
- d) **The criteria for carrying out assessments of needs and for accessing services and support are understood and the application of the criteria improves outcomes.**
- e) **Timely referrals are made to the other services and agencies where necessary.**

In Sheffield children and young people benefit from assessments in a timely way and from the earliest opportunity. Babies’ needs can be identified as early as birth and/or through the health and development reviews, which are within the delivery of the Healthy Child Programme. SEND Ambassadors (in the Health Visiting and School Nursing service) support the identification of emerging needs and ensure families, with their young children, enter the right pathway of care, help and support. The Explore Learn and Play pathway has been effective in supporting parents to help their children to reach their developmental milestones.

Sheffield performs well and above the England average for developmental reviews:

<b>Data for latest published Quarter 2 - 2022/23</b>	<b>Sheffield %</b>	<b>England average %</b>
Percentage of births that receive a face to face New Birth Visit (NBV) within 14 days by a Health Visitor	85.9	80
Percentage of infants who received a 6-8 week review by the time they were 8 weeks	89.3	79.6
Percentage of children who received a 12 month review by the time they turned 12 months	94.5	71.1
Percentage of children who received a 12 month review by the time they turned 15 months	96.8	81.5
Percentage of children who received a 2-2½ year review	94.7	74
Percentage of 2-2½ year reviews completed using ASQ-3 (Ages and Stages Questionnaire)	96.3	92.9

Within education settings across the city, the graduated approach is firmly embedded as is multi-agency working. The Sheffield Support Grid (SSG) is being used as a tool to show how agencies can help and support children according to their identified level of need. The SSG is also clear on where the threshold may be for a statutory Education, Health and Care Needs Assessment, (EHCNA). We know, from Sheffield Parent Carer Forum (SPCF) feedback, that parents don’t always understand or have not had the opportunity to understand the SSG which can result in parents requesting an EHCNA before the Graduated Approach is in place. Early Help and Safeguarding needs, when identified, are done so using the Threshold of Need. The response from the Sheffield Safeguarding Hub has been recognised within the ILACS Outcome as offering robust assessment in and out of hours for children in need of support and protection. The response to families continues to be strengths based, introducing the ‘promoting conversations’ approach rather than a referral-based approach.

We know from children and families’ feedback that the Signs of Safety (SOS) Strengths based approach is empowering and far more effective for families than other previously used deficit models. We also know that we haven’t embedded this consistently within the SEND partnership.

As a result of this cross partnership working, what can now be seen in the graduated approach paperwork is the SOS model against the four preparation for adulthood (PFA) outcome areas.

The MyPlan (graduated approach assessment document) has been replaced by the Extended Support Plan where the focus is not just on a child or young person's needs but on the support they require, empowering them into adulthood. Early feedback from these changes are being captured and reported by the Sheffield Citywide SENCOs in case studies. Quotes include:

- Young Person: 'I was allowed to say what I needed to say.'
- Parent: 'I felt empowered as the expert for my son.'
- School: 'A positive meeting, which gave us chance to think holistically and not just about SEND, I will be using this model in all future meetings.'

More feedback and case studies will be captured as this rollout continues.

Like many areas, Sheffield has seen a rise in the number of requests for Education, Health and Care Needs Assessments (EHCNA). (February 2020, 534 requests, February 2023, 1213, requests). The rising EHCNAs has meant the Educational Psychology Service (EPS) has struggled to keep up with the demand. A recent further investment in the EPS has increased the full time EPs by 7 (to 17) and by 10 Assistant EPs (to 12). This should, over 2023, see the waiting time for EHCNA advice from an EP become timelier, resulting in increased compliance against the statutory 20 week timescale. (33% in February 2023).

The quality of EHC Plans continues to rise. This is evidenced through the quality assurance process which takes place prior to plans being issued to parents. Results from Sept 2022 show 80% (up from 33% at the same point of 2022) of all EHC Plans were fully compliant and of good quality before being sent to parents. This is further evidenced by 97% of parents reporting that their experience of the 20 weeks EHCNA process (via a 3-question survey from SENDSARS) has been positive.

We know from audit activity linked to the Accelerated Progress Plan (APP) that Annual Reviews are not always seen as the entire cycle and are heavily based on the content and attendance at meetings. We have further evidenced that not all relevant agencies are able to contribute and attend the Annual Review Meetings.

Work is underway, linked to the APP about the annual review cycle and meetings, this has resulted in:

- The Extended Support Plan (updated MyPlan) is starting to be used as the supporting document for large outcomes in the EHC Plan to be smaller steps, so the review cycle builds evidence leading into the annual review.
- Practice Guidance is in draft for annual reviews to be strengths based and interactive in practice.
- New meeting structures, based on the SoS model with children and young people designing their reviews, are soon to start in a trial with one of Sheffield PMLD special schools.

### Provision and onward Referrals

As part of the Graduated Approach our city runs assessment, provision and moderation on a Locality Model which includes multi-agency panels based in each geographical area. The panels have attendees from across the partnership, but their configuration may be different across the city dependent on the prevalence of needs. This panel approach enables multi-agency:

- Working
- Assessment of need – information sharing
- Moderation
- Identification of further provision / referral for young people

We know working in this way is beneficial for children and young people. We know this through our Inclusion Tracker data.

At the point of evaluation, the data shows:

- 75% of children had improved attendance at 4 months and 70% at 8 months.
- 30% of children had a suspension prior to the discussion - this dropped to 24% 4 months after and 12% at 8 months.
- Only 1% of children have moved to special school following discussion at panel.
- Schools bringing children to the panel would usually envisage they are at the threshold for an EHCNA. The data shows this multi-agency approach has prevented 56% children escalating through to an EHCNA/P.

We know that not all children's needs will be identified early enough and we know assessment and provision may be needed without other services having first identified the needs of young people. On this basis, the Section 23 referral process is now active.

### What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?

#### **Inclusion Model Development:**

The Sheffield Inclusion Model is being developed as a co-ordinated delivery model to address the challenges of inclusion across Sheffield. The model is a delivery priority of the Children and Young People's delivery group.

Within the next 12 months we will complete the pilot work at all 'team around' levels and seek to roll out citywide. We will also build further on the model through developing an approach for:

- Team Around the Early Years
- Team around the specialist provision (including specialist hubs in mainstream school)

The Inclusion model will improve the experience and outcomes of children and young people with SEND by ensuring that there is:

- A consistent approach to person centred working that is understood citywide and removes individual child cliff edges, reducing opportunities for issues to fall through gaps and will embed the 'tell it once' approach as families move in and out of additional agency support through the 'team around the family.'
- A relationally driven partnership around each setting through a 'Team around the school' that addresses whole school issues that are barriers to inclusion and effective SEND support.
- Locality-based teams that ensures that where there is additional expertise required to support a child to succeed it comes from the 'Team around the locality'.
- A citywide approach to ensure consistent statutory decision making and strategic change through the 'Team around the city.'

The model brings together the vision and commitments within the Inclusion Strategy and Early Help Strategy in providing the right support, at the right time, in the right place.

### Advisory Services Review:

Over the next 12 months, we will:

- Relaunch the NHS Therapy review, which will focus on Locality working and meeting the needs of children locally.
- Run the review of the Local Authority SEND advisory services which will also focus on a locality model, with citywide CPD opportunities.
- Reduce the need for agency and locum Educational Psychology by streamlining the advice for EHCNA from the EPS
- Further investment within the Autism Social Communication Team and resources / training and expertise via:
  - Studio 3
  - Autism Education Trust
- Ensure that expertise exists within the city to address SEMH needs in the classroom, reducing routes to suspension and exclusion.

### 0-5 SEND

- Multi-Agency Early Years Assessment Nurseries – 6 weeks assessment, based upon the success of the UCAN model
- Portage Plus – building on the national portage model for children aged 3-5 years with communication and interaction difficulties
- EY Citywide SENCO's – working alongside the citywide SENCOs
- EY SEND consultation meetings – to discuss the needs of children within setting prior to any referrals being made.

### Educational Psychology

The statutory needs assessment advice reports are affecting the EPS' capacity to be able to fulfil their trading offer and preventing escalation to statutory assessment. Due to this, a review of the most effective elements of the service has been undertaken and over the next 12 months the service will work to ensure:

- Advice giving - 'stay in your lane' - the EPs will give advice for each EHCNA, but this will in addendum to the specialist teachers for a child's broadest area of need, reducing the input from the EPS, but not the effectiveness of their advice.
- A Joint Assessment Approach will be taken, with the Assistant EPs taking more of a lead as they are trained to do so, allowing the EPs time to input their advice in a joint assessment.
- The EPS will define their training offer, and this will become a citywide offer rather than a school-by-school demand led offer – it will focus on the citywide priorities:
  - EBSA / ELSA
  - Restorative Practice
  - Emotion Coaching
  - Positive Behaviour Solutions

### 0-19 health services

- Develop, embed, and sustain the Locality Support Groups across each locality.
- Continued CPD for the SEND Ambassadors running a cascade model to the health visiting services.

#### **Childrens Early Help review:**

- Introducing real-time performance reporting of early help reach and effectiveness with new high-level KPIs supporting delivery plan requirements.
- Make the changes required to improve data maturity to enable a real-time view of Service and individual intervention level effectiveness/ROI.

#### **Integrated Front Door for Early Help and Child Protection**

From April 2023, a team member from the Special Needs Inclusion Playcare Service (SNIPs) will be established within the screening Hub to help remove stigma away from speaking with a social worker in a time of need. Children who are identified at a transition age (approaching adulthood) within these screening processes will have additional conversations to ensure the right assessment is offered at the right time and could lead into an assessment under the social care transition team.

#### **Annual Reviews**

As acknowledged in our previous SEF (the WSOA SEF), there is a need for the annual review training to be reviewed. The ongoing work associated to the current APP has allowed models of best practice to be identified prior to the review of the training offer.

Now the paperwork is in place, with PFA and strengths-based practice embedded, the training will be reviewed by SENDSARS, citywide SENCOs, SPCF, Children and Families colleagues and the DCO. This will then be updated and disseminated across the partnership.



**Priority 2. Children and young people and their families participate in decision making about their individual plans and support.**

- a) Children and young people access impartial advice and support that enable them to make informed choices about their future.
- b) Children, young people, and their families are supported to understand their rights and make choices and contribute to decision making about their plans and support.
- c) Children and young people understand their plans and support, including intended outcomes and why some changes are not possible.

Children, young people, and their families in Sheffield can access impartial advice through different routes, including:

**The Local Offer website**

The Local Offer website in Sheffield has undergone a transformational change over the past 12 months. This has resulted in a significant increase in use, from just over 3,000 web hits in April 2022, compared to more than 11,000 in March 2023.

**SEND Information and Advice Service (SENDIAS)**

2,679 families have been supported by SENDIAS in the year up to end of March 2023. The service received almost 1,650 new referrals from Sept 21 to Aug 22, an increase of 11% to the previous year. We know demand has increased since then and as a result, the Integrated Care Board (ICB) has invested an additional £82k to enable SENDIAS to support more families and to work directly with more young people and empower them to be heard.

SENDIAS receives positive feedback from the families and young people it supports. In 2022, 83% providing user feedback rated the service as helpful or very helpful and 84% respondents also said they would recommend the service to other parents. From the feedback received, the service has further developed its offer in relation to providing information and signposting at every initial point of contact, parent information sessions, webinars and an updated website. All initial referrals are responded to within three working days.

**Careers, Information, Advice and Guidance Services (CIAG)**

2,356 young people have been supported by the CIAG services in Sheffield, since September 2022. 226 of those young people have known SEND.

CIAG is working alongside Lifelong Learning & Skills and SENDSARS to reduce the number of young people with EHC Plans whose post 16 destination is 'not known.' This is helping youth services to support those individuals back into education, employment, or training. Figures for 16–18-year-olds with an EHCP whose destination is not known have gone from 310 at the end of September 2022, to 39 at the end of February 2023. Our September figures benchmarked well against other groups – 17% of young people aged 16-17 with EHC Plans were NEET or activity not known, compared to 37% across England.

All teams within Community Youth Services (including CIAG) have received CPD to ensure everyone has skillsets to enable any young person with SEND to engage with the offers made from Youth Services. From January 2023, a training and development programme for staff commenced. This includes neuropsychology, motivation/decision making, motivational techniques, models of guidance and coaching.

### Senior navigators at the ICB

Since the Senior navigator service was set up, it has supported 56 children and young people with autism and/or a learning disability. This support has prevented an admission to a mental health inpatient unit. 48 children and young people supported through the Senior Navigators who are recorded on the Dynamic Support Register.

The service helps children and young people, and their families, take part in decision making about their individual plans and support. Young people have told us they welcome this: “Thank you for asking me what I want”; “thank you for coming with me, you make it easier, and you make it fun”, “thanks for going through things, you guys are doing an amazing job, “it is really appreciated being able to WhatsApp message you. It is safe and helps me with my dyspraxia”. Parents have also noted the support has helped empower them and helped them advocate for their children.

The Care Education and Treatment Review is closely linked to the Senior Navigator Service and is supported by a Clinical Lead. There has been a total of 3 CETR’s for young people under 25 (November 2022- March 2023) and 5 Enhanced MDTs for young people (25th January 2023 to March 2023). The outcomes of these reviews have provided support and alternative options to hospital admission, allowing individuals to remain supported in their community. We have children and young people in Sheffield who have not met the criteria for a CETR who have benefitted from an independently chaired enhanced Multidisciplinary Team (MDT) Meeting. These follow a similar format to the CETR’s. No young person who has benefitted from the enhanced MDT have required a hospital admission.

Sheffield has a co-production charter which works from service design through to individual plan design. Across the partnership this is well embedded and co-production is an expectation at all levels, including for individual plans and support.

Sheffield SEND Statutory Assessment and Review Service (SENDSARS) feedback from children, young people, and their families about the EHC needs assessment process indicates that 100% of respondents felt listened to and their views were included in the EHC plan. Feedback includes: “This was done really well, not everyone has always listened and reflected my child’s views so well in the past.”

Child, young person, and family voice are embedded in the standards of Quality Assurance Processes across the partnership and as a quality standard in the EHC plan multi-agency audit process.

- The quality assurance process feedback shows all advice intended for an EHCNA/P has family and young person voice included.
- A recent PFA focussed audit showed an improved overall judgement from 30% (June/July 22) to 64% (Jan 23), with a similar increase on the specific quality standard about the views, interests and aspirations of the children, young people and parent carers being represented.

As a SEND partnership, we need to do more to enable children and young people to participate in decision making about their individual plans. Our SENDing Voices youth group have told us their voices are not heard, and this is reflected in the Young People’s transitions and local offer survey (2022).

We have responded to this feedback by:

- Raising the profile of PFA and embedding it as a shared framework across the partnership. We recently collaborated with DfE and NDTi in the offer of training and conferences. These have been impactful on staff (who provided 99% positive feedback) to ensure they understand how to empower and enable young people to achieve their own future aspirations.
- Updated support plan documents (including the new Extended Support Plan described under priority one) to focus on the four PFA outcome areas and capturing children and young people’s views.
- Amending the annual review process meetings to be more with and for young people, focused on PFA through all ages and stages, interactive and child centred (see Priority 1 for actions).
- Increased engagement with children and young people with SEND (described under Priority 7).

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

**Local Offer:**

Over the next 12 months, to continue to raise awareness of the Local Offer and improve its effectiveness, we will:

- Engage with children and young people on developing an area dedicated to them, with them, if this is what they want.
- Create promotional materials to be displayed in education settings, GP surgeries and community buildings.
- Continue to reduce the reading age of advice content so that it is accessible for the intended audience.
- Invest in an accessibility add-on for the web platform. This will provide increased functionality for those with learning difficulties, dyslexia, visual impairments and for those whose English is not their first language.
- Create a Professionals Zone on the Local Offer for a one stop shop for resource.

**Youth Services:**

- In May 2023 a consultation exercise will be launched asking young people what they need from the Information, Advice and Guidance (IAG) service. Involving workshops in schools alongside a broader survey questionnaire.
- Increased staffing resource and greater engagement with the community and voluntary sector to work with young people with SEND who are not in employment, education or training (NEET).

**Utilising child voice training:**

We will, working alongside young people, update our child voice training.

Our SENDing Voices youth group is working on short films to say what messages they want professionals to hear. These will be shared widely across the SEND partnership and included in the child voice training.

### **Extended Support Plan (updated MyPlan)**

The Extended Support Plan will be used as the document for the Graduated Approach and as the supporting document to the EHC plan - breaking down long term outcomes into smaller steps of achievement.

The Extended Support Plan will move to being the annual review submission rather than the AR document being a standalone isolated document from all other assessments / paperwork once completed, the annual review training will be reviewed and revised alongside young people as identified in priority 1.

### **EHC Needs Assessment – child centred planning:**

Over the next 12 months SENDSARS will:

- Ensure all families, children, young people, parents, and carers have been part of a discussion regarding the agree to assess and agree to plan.
- Over this year, face-to-face meetings with young people and their families (where appropriate) will take place, starting with young people who are considering their post 16 provision. This will ensure all voices are heard in the production of the EHCNA and Plans.

### **Senior navigators**

Future activity includes additional recruitment to the team and delivery of the action plan (developed March 2023) including better obtaining user voice that will set outcomes much earlier in the child or young person's journey.

To continue to develop the Dynamic Support Register to promote earlier intervention and support, enabling young people to live in the least restrictive environments and closer to home.

### **Childrens continuing care:**

Over the next 12 months, the service is developing an outcomes-based commissioning approach for bespoke packages of support by 2024. This is in line with the planned increase of personal health budgets within the NHS long term plan. A personal health budget handbook will be developed offering families the support they require to achieve their young person's desired outcomes. This follows the publication of the PHB quality framework (Feb 2023).

**Priority 3. Children and young people receive the right help at the right time.**

- a) **Children and young people receive the right help at the right time.**
- b) **Plans and support are regularly reviewed and updated to reflect changes in children and young people’s skills, independence, understanding and other factors in their lives, including reduced support in line with reduced need where appropriate.**
- c) **The wider needs of the child or young person’s families are considered and barriers to learning and participation are addressed.**

Sheffield has always prioritised Early Help for children, young people, and families. We know from data provided in the Early Help data dashboard that early help has prevented escalation into statutory social care services for 91% of families. ((Q3, 2022–23).

Sheffield has a vision and commitment to deliver effective multi-agency working at child, school, locality, and city level to ensure that children, young people, and their families have access to the right help, at the right time and in the right place.

There is already success in this area:

- Over 1,000 families have been supported by a ‘Team Around the Family’ (September to December 22).
- Locality Stage 1 Panels have heard from 86 schools across the city who have asked for help and support for children. (September 22 to end March 23).
- More than 117 children and young people at risk of permanent exclusion have been supported by a multi-agency response at our Primary and Secondary Inclusion Panels. This prevented permanent exclusion in 90% of cases. (September 22 to end March 23).
- Citywide Education, Health and Care Panels have supported 16 children to reintegrate into mainstream school through Fair Access. 45 children who came to panel for a decision on an EHC needs assessment and were found not to require one have received extra support via the citywide SENCOs through a graduated approach.

Ongoing work in this area includes:

- **Use of £5.2m DfE funding for our Family Hub and Start for Life programme** to ensure a universal, community-based offer that can bend and flex to the needs of local communities. This funding is over 3 years to enhance existing family centre universal services and develop a family hub network. Sheffield is one of 75 top tier local authorities to receive this funding, and one of 12 trailblazer programmes across the country.
- Work across the partnership to make Sheffield a **Trauma Aware and Informed City**. Significant training has taken place, 110 primary schools and 18 secondaries have one or more fully trained members of staff (who attended an 11-day intensive school practitioner course). In addition, more than 5,500 members of staff across health, social care, safeguarding, housing, probation, voluntary services including young carers, domestic abuse, churches etc. have been trained in a brief overview of Trauma Informed practice.
- Delivering **Mental Health Support Teams (MHSTs) in Schools** currently covering 33% of the child and young person population with two further teams planned from January 2024 which will enable further impact across the city. Sheffield schools scored above national and regional benchmarks on 43 out of the 47 markers included by the DfE as part of the independent monitoring of impact.
- Review of services such as **Speech and Language, Neurodevelopment (including sensory) and Community Paediatrics** with a view to them being delivered in localities and being based more in schools, ensuring children and young people have their needs met in the right place and at the right time.
- Development of a school link worker role within the **Family Intervention Service** – 3,426 families have been supported through this offer, which resulted in:
  - 688 referrals to a parenting programme.

- 425 referrals for an Intervention worker from the core teams.
- 2,796 were closed due to no further action needed.

- **Parenting Hub** SEND offer supports parents for children aged 3 to 18 and provides a range of parenting support.

Since April 22 the parenting hub has supported over 700 parents, 317 were parents of children with SEND.

*'My relationship with my son is improving, we lost our bond and we are now regaining this in our relationship. I am now talking more with my husband and sharing strategies, working together more as a team. I am now able to better explain things to my other children so they don't resent their brother and can understand some of the needs behind the behaviour.'*

- **SEND Advisory** services work alongside education providers to ensure educational settings can engage in robust CPD opportunities. These opportunities are consistently receiving positive feedback with 97% of all participants feeding back that the training has been good/very good and 87% will change their practice because of the training. (Training using Autism Education Trust resources).

*'The 3 days training were excellent. The course developed my own subject knowledge and then the structure of the materials and the valuable discussions, workshops and dialogue we had over the 3 days has enabled me to feel confident to share these materials with my staff at school.'*

Of the 1,358 children supported by the Autism Social Communication team since September 2022, 68% saw a rise in their attendance in school with 39% hitting 100% attendance.

- **Annual Reviews** - Every term the SEND statutory assessment and review service (SENDSARS) issue lists to schools of all children who require their annual review to take place that term. Where those reviews are not returned within timescale, schools are contacted by a member of SENDSARS to ensure the review has taken place and paperwork is submitted. Where this hasn't happened, SENDSARS will ensure the school or education provider has a date for the annual review booked in.

When children are not in an educational provision (EHE, EOTAS, NOR or NEET), SENDSARS take the lead in ensuring those reviews are planned and completed with the relevant professionals.

77% of EHC Plans are reviewed every 12 months across the city, with 67% requiring changes at the point of annual review. Data shows:

- 86% of amendment notices are sent in 4 weeks.
- 90% of amended final plans are sent in 12 weeks.

We monitor the effective of the help and support offered across the partnership by:

- Children's services Performance clinics – activity and impact data.
- Parental feedback – surveys, questionnaires, and complaints.
- Audit and Quality Assurance processes across the partnerships (multi-agency audit)

- Healthy Minds Surveys in schools (Mental Health and Emotional wellbeing)
- Youth Voice – including through our SENDing Voices advisory group and Youth Council.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

**Inclusion Model – see priority 1**

**Family Hubs:**

- An enhanced Start for Life service offer.
- Transformation in the design and delivery of services.

**Extended Support Plan (updated MyPlan) and Early Help assessment** (more information in priority 2)

Work has been ongoing to ensure support to families is across the partnership. The documentation needs to support this.

- Citywide SENCOs and Family Intervention services are to review current paperwork and ensure this is streamlined and complementary.

**Advisory Therapy Service Review of barriers to education**

The Advisory Services review has multi-agency workstreams that are looking at specific areas. These have been prioritised in accordance with the most prevalent needs of the children and families we are working with across the partnership, and have focused on:

- Emotionally Based School Avoidance (EBSA)
- Masking and Autism Burnout
- Purchasing and rolling out the AET materials
- Speech and Language therapy

Over the course of the next 12 months focus will be on Social Emotional Mental Health to ensure we have a robust graduated approach in this area.

**Step Up – Step Down**

Taking from the good practice of the Social Care and Early Help process of step up and down, we will better define this for the graduated approach.

The Head of SEND will work with school leaders, citywide SENCOs, NHS colleagues, DCO, and care colleagues using the SSG to help define a step up and down process.

This will include how we take an approach to ceasing EHC Plans, including a celebratory approach of a young person reaching their outcomes, no longer requiring provision, and / or moving to the next phase of their life.

Final production to be ready for dissemination through the Inclusion Taskforce in the Autumn term, 2023.

### Designated Social Care Officer

Historically Sheffield has not had a Designated Social Care Officer in post, this has now been agreed.

The next steps are:

- Agreement of the job description (with recommendations from CDC) – completed.
- Pay and Grading panel to determine level the role will be paid at.
- Joint recruitment process across Education and Skills and Social Care.

### Annual Reviews and work with Talbot Special School

To bring a model of good practice to Annual Reviews for children with EHC plans, ensuring young person lead, aspirations, skills, barriers, and holistic needs are considered, the Local Offer communications officer and Service Manager for SENDSARS will be working with one of our secondary PMLD secondary schools and their children to ensure their annual reviews are planned with and for them.

Findings will be formulated, included in the planned annual review guidance, and the young people speaking about their experience (with consent) will be included in revised training for annual reviews.

**Trauma Informed and Mental Health Support Teams** - providing early help and prevention for children and young people with SEND within school settings that are tailored to the needs of individual children and schools

- Expansion of the current Mental Health Support Teams in Sheffield schools- further award of two additional teams to Sheffield, extending the reach to 50% of the child population.
- Integration of the existing offer of MHST, Whole Schools Approach (Healthy Minds) and Trauma Informed Schools – developing the schools'-based culture of Trauma informed and mental health awareness.
- Healthy Minds will offer continued professional development for school staff supporting mental health and emotional wellbeing and access to online support and targeted training around areas of need
- Expansion of offer of targeted eating disorders training in schools, provided by SYED.



**Priority 4. Children and young people are well prepared for their next steps and achieve strong outcomes.**

- a) The outcomes that are the most important to the children and young people and their parents and carers are understood and planned for.
- b) Support and plans reflect children and young people’s ambitions and extend beyond required levels of support (such as the number of hours of support from a particular service) to focus on the planned outcome.
- c) Children and young people are supported before and during any point of transition, including when they will no longer be eligible for a service.
- d) From an early age, children and young people develop knowledge, skills and behaviours necessary to prepare for greater independence and adulthood, including the areas of further and higher education, employment, more independent living and good health, positive relationships and participation in society.

In Sheffield we have co-produced Transition Principles which set out what should be happening at the point of each transition for children and young people. There is more to do to ensure these are followed and children and young people with SEND are effectively supported during transitions. Significant work has taken place in the past year under our Multi-Agency Transitions Accelerated Progress Plan.

**PFA – Ages and Stages**

The work undertaken through the APP has enabled the partnership to arrive at the shared vision and aspiration that PFA is embedded from the earliest opportunity and will form the basis of the conversations and support with all families at every age and stage.

**Outcomes and aspirations**

We are working, across the partnership, to better understand and focus on the outcomes most important to children and young people with SEND, and their families. Engagement with young people, including through SENDing Voices and the young people’s Transitions and Local Offer survey, have helped the partnership understand what is important.

To ensure outcomes and aspirations are considered at all ages and stages, outcomes are linked to PFA, the partnership has:

- Updated support plan documents (Extended Support Plan, EHC Plans, and annual reviews) to specifically cover all four PFA outcome areas.
- Rolled out Extended Support Plan training (PFA focus) – attended by over 70% of primary schools in Sheffield and over half of secondary schools –and has been offered to health and care partners.

Feedback shows 94% agreed or strongly agreed that the Extended Support Plan training was relevant to their needs and the materials provided were helpful. Feedback received so far about the Extended Support Plan includes:

- From a young person (case study): “I said everything I mostly wanted to say. I thought it was helpful.”
- From their mum: “We covered quite a few areas... She covered the area about friendship and trying to get help... Things have got done, it's brilliant.”

PFA conferences and training have been facilitated across the city, these have been well attended, and received across the partnership. Approximately 120 people attended PFA conference days in March. 98% giving feedback said it would have a positive impact on their practice and 92% said they will do something differently because of attending.

The PFA focused work is starting to impact, and the results of the PFA focused audits of EHC Plans and Annual Reviews show overall improvements in this area. We are currently seeking more feedback from young people and their families to inform our understanding through lived experiences.

**% of outstanding and good scores**

Audit measure	June/July 2022	Jan/Feb 2023
Overall judgement of audit	30%	64%
QS6 – Preparation for adulthood	27%	51%

**Support before and during transition, including when children and young people will no longer be eligible for a service**

Our Inclusion and Attendance Specialists are successfully embedded into the Early Help partnership in Sheffield. They support educational transitions through a key working approach.

Transition	No of children and young people supported since team inception (2019)	No of children and young people currently being supported within pathway (end March 23)
From Nursery into Primary School (School Readiness Pathway)	566	69
From Primary into Secondary School (Primary Pathway)	533	84
From school into Post 16 (PFA Pathway)	466	75

Feedback from families supported through the above pathways includes:

- 89% have seen positive changes for them and their family (58% a lot, 31% some).
- 95% felt their views were heard and included in the support offered (92% all of the time, 3% some of the time).

**Social Care**

Two new teams are now in place, to ensure transition between children and adult services is a purposeful planned move and young people and their families understand what is available to them. The services work across children and adults social care and across education and health, to ensure a joined-up approach to transition to adulthood.

Data shows more young people are being supported with their social care transitions and at an earlier point.

What	March 2022	March 2023	What this means for social care transitions
Length of time a contact (referral) form was open	43 days	4.5 days	The team are responding in a much timelier way to new referrals/contacts. We are processing and screening new referrals more quickly.
Current open cases (individuals allocated)	161	247	The teams have expanded and increased workforce, so we are able to complete direct work with more young people and their families. This means that more people are being supported.
Age of people we are working with	18-25	16-25	13% of all total allocations are now under 18.
Length of time when people are being allocated prior to them turning 18.	0	4 months min*	This gives adequate time to assess someone's needs prior to them turning 18 and to look at support options in adulthood. *This is the minimum time – i.e. some people who are 18 in 6 months or more are already allocated if they have more complex needs.

Feedback from a mum of a young person being supported includes: *"I have been happy with the support A has received. There is a lot of improvement, and he is confident and before he never used to want to go out and stare out of the window. Now he wants to go out and feels he is a normal person, and he can do what ever he wants."*

### Information

Across the system, we are improving our information offer to help young people and their families know what support and opportunities are available to them.

Our **Local Offer** website and user figures are improving - we had more than 11,000 web hits in March 2023 compared to just over 3,000 in April 2022, with almost 1,000 of these looking at future planning and PFA. The **Health Transition Passport** has links to the local offer as well as developed tools that support cross service transitions.

The **Transition Guide** is in development to let children, young people and families know what happens as they move across services and between education, health, and care, including when they are no longer eligible for support. We are co-producing these resources (see Priority 7).

Young people are supported to develop skills to prepare for more independence and adulthood. This includes:

- Raising awareness and encouraging take up of **annual health checks** for young people with learning disabilities age 14+. We have achieved a significant increase in take-up amongst young people with a learning disability – 71% of 14-17 year olds and 83% of 18-25 year olds at the end of March 2023, compared to 48% and 58% at the end of March 2022.
- Educational offers including; enhanced engagement in **work experience**, a new and improved **Supported Internship**, engagement in **“Better Learners Better Workers” and the Big Challenge**” which are entrepreneurship and workplace engagement opportunities.

- Travel Training – 20 young people have been supported this year with further plans to enhance the reach and resource for the team.
- Skills Builder- is a set of 8 easily recognised skills commonly used in the workplace and they help to introduce a common language around skills for work. Special schools in Sheffield have been encouraged to adopt these skills and most are now embedding them into their career’s programmes. 2 special schools have benefitted from additional investment to join their Accelerator programme, supporting the roll out of the use of the skills across the whole curriculum as a whole organisation approach.  
Sheffield City Council uses Skills Builder within its own programmes, such as the [BiG Challenge Enterprise Competition](#). This has helped to improve inclusivity in the programme and this year saw winning teams from Seven Hills and Holgate Meadows schools.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

**Accelerated Progress Plan – plans to further embed and sustain:**

- Improvements to social care transitions - **improved information for young people and families**, this will continue, and the increased social care transitions capacity will become a permanent arrangement.
- **Information for children, young people, and families** will continue to improve, including through the new permanent Local Offer officer post.

This includes:

**Improving engagement with young people** through young people’s groups, SENDing Voices, alongside Community Youth Services. Our engagement will increase as we recruit to the new commission. This will include a new SEND youth worker (recruitment is currently ongoing) and two youth influence roles (for young people with SEND).

**Transitions Guide** – we will finalise and promote the Transitions Guide (starting from April once we have a designed version). In April we are also discussing the guide with young people. We will find out what information they want and in what format, so we can develop information specifically for young people.

- We will continue to **embed Preparation for Adulthood** across the SEND partnership, this will include:
  - Further training to follow on from the PFA training in January, March, April, and May. Specific Early Years focus, whose PFA training offer will be confirmed and promoted from the summer term 2023.
  - **Regional conference days** being led by Sheffield and NDTi for schools and SEND Partners.
  - Further embed the updated **multi-agency documents** to support children and young people with SEND – the Extended Support Plan (updated MyPlan), EHCP and the annual review template.
  - Our work to **increase supported internships** will be enhanced through our involvement in the three-year Internships Work programme.

**Transitions support**

The Sheffield Inclusion Model (priority 1) has been developed to support the effective identification of children and young people with SEND who may require an enhanced transition package. The Team around the School way of working is being piloted in 10 schools as part of this, and we will evaluate the pilot within the next 12 months.

### Transition documents

Both our hospital/clinical services and education providers require effective tools to aid transition. In the next 12 months we will:

- Create and embed the use of a **Sheffield Transition Passport** for all children that have any form of need, that ensures the right information is shared at each academic transition point from early years through to post-16 education. This will bring together interdependencies across areas such as SEN, safeguarding and academic needs that all need to be in place for success.
- Sheffield Teaching Hospitals is re-launching the use of the **hospital passport** to support communication, as a direct result of patient feedback.
- The DCO is supporting **enhanced record keeping** and sharing by embedding PFA information and conversation prompts within SystemOne. Records can be printed out and shared with education, skills providers and other professional groups with consent, and will be increasingly developed and used over the next year.

We will continue the development of **transition pathway documents** across the partnership. These will provide information about the transition from one service to another, including when a service ends and / or a young person is no longer eligible. We have engaged with young people to inform the development and documents are being produced for roll out from May 2023.

### Increased employment support

We will continue to work to increase supported employment opportunities including through the Internships Work programme. Our largest provider, The Sheffield College, is developing a supported internship for academic year 23/24.

### Post 16 education provision

We will continue working to develop a post 16 hub, opening in September 2024. This will facilitate an extra 100 post 16 education places, with scope to expand. The offer will have a strong focus on employment, independent living, and life skills. We are currently working with a range of stakeholders to develop this proposal further.

**Priority 5 Children and young people with SEND are valued, visible and included in their communities.**

- a) Children, young people and parents and carers understand what community activities are available.
- b) Children and young people are supported to participate where appropriate in activities and make friends and develop positive relationships.
- c) Children and young people are supported to develop their confidence, resilience, and knowledge so that they can participate in universal and specialist activities as appropriate.

We know young people want to be included in their communities. They have told us: ‘We want people to speak with us,’ ‘don’t worry about asking us the wrong things,’ ‘we want to have friends and have fun.’

Through PFA audit activity we know the PFA conversation is improving, however the Community outcome remains the 3<sup>rd</sup> least likely area of 4 to be discussed in depth.

Work has been undertaken to ensure the priorities of children and young people are reflected in their plans that support them:

- PFA conferences for leaders, managers, and practitioners – facilitated and supported by NDTi focused on the importance of having a community to engage with.
- Updated the local offer to ensure community and friendships are key areas (impact - evidence Local offer hits rising)
- Ensuring all areas of PFA are included in the EHC plan, Annual Review documentation as well as advice reports.
- The extended support plan training focuses on PFA and extending outcomes to ensure they are relevant to children and young people.
- 247 Grid Training for staff to ensure they have tools to use when supporting young people regarding their adulthood, where access to the community is a key area for consideration.



**Information sharing**

- Information about activities in local communities is shared frequently through the newly established SEND Facebook group (990 members).
- The Local Offer Officer has access to the App ‘Nextdoor’ to ensure local activities are shared with local communities.
- SPCF run events for families to attend and their website contains links to the groups and activities young people can join and attend.  
<https://sheffieldparentcarerforum.org.uk/information/leisure/>
- SPCF runs themed community events for families to attend with key stall holders sharing information. The last event was themed to PFA and had 140 people attending. 100% of parents who filled out the evaluation form stated the stalls and information available were good or very good.
- SPCF also runs summer events in local parks for families enjoy fun activities and use the time to speak with services and professionals who are also in attendance.

### Community Youth Services

- The Youth Voice and Influence Service is a key part of our Accelerated Progress Plan and has been actively engaging young people in a broad consultation about Youth Voice. This has led to the development of a youth voice group 'SENDing Voices'. The group has worked with a film maker to produce a short film/advert to promote their group and gather more members.
- The Community Youth Team offers one-to-one targeted support through referrals for young people who struggle with positive community engagement. The offer works well for young people and provides an opportunity to access support from Primary Mental Health (through signposting) and Speech & Language (through commissioned support) at a time when they need it the most.
  - 2 days of SALT time is commissioned by CYT. This allows the young people they work with to access communication assessment, recommendations, and advice with greater flexibility than currently possible in mainstream services.
  - In 21/22, 119 referrals were made to the commissioned service – 51% (61) went on to full assessments and 31% (37) closed following triage. (The remaining young people were already receiving input from other SLT NHS services).
  - Of the young people who had a full assessment, 90% (45) were found to have additional needs and of those young people, 17 had previously been known to Speech and Language Therapy services. This means that 62% had previously unidentified and unsupported additional needs.
  - Feedback is positive, including from families and the CYT team: SALT enables me to link into the realms of Emotional Health – Well-Being and Social Communication Issues which are sometimes the underpinning factor to the behaviors and attitudes of our young people.
  - The commission for 23/24 has increased to 3 days a week of SALT time from 2 days the previous year.

Universal Youth Services have seen investment, which has increased the resource at the frontline. All staff receive relevant and necessary training around SEND and this correlates with an emerging increase in young people who have SEND attending mainstream youth clubs.

Young people from the SEND youth clubs are currently volunteering, and work is ongoing to encourage them to access the Level 2 Youth Work Course offered by the council to enable their access to upcoming flexible work in the city youth sector.

### Continuing care

Children Continuing Care Nurse Assessors work in partnership with children, young people, their families, and services to develop support plans that meet children and young people's needs and aspirations of integrating into community provision.

From this partnership work, tripartite funding is requested that includes resources that better enable access to and participation in the community. Budgets are there to ensure that a personalised approach is embedded and includes access to settings that promote making and maintaining friendships and building social skills. 48 families have used personal health budgets to build high functioning packages of support that have achieved independence for the child and their family. There is a growth in the request for personal health budgets, showing appetite for a more personalised approach to care when considering, health, care and education that allows integrated delivery.

### Occupational Therapy Services

A large part of the service offer considers personal achievements and aspirations for children and young people and their families. Community access is often a Therapeutic outcome commonly included within the outcomes for children and young people – further work is being completed with practitioners to ensure there is the capacity to achieve this outcome with young people.

**Senior Navigators**

The Senior Navigator offer evidences action planning around community access, access to activities and developing relationships. Commonly this provision is used to develop a working relationship between the young person, navigator, and the family to create high levels of engagement. Evidence gathered through case work shows that confidence, and resilience is increased as community participation increases.

**We continue to monitor the impact in this area by:**

- The ongoing audit and quality assurance group – community engagement will be a key theme within the audit cycle to bring priority to this area.
- The continuation of links to Youth Services and Young Person voice groups.
- Local Offer hits – the Local Offer (communication and co-production) working group will continue to engage with children, young people and their families to ensure the Local Offer has the right, relevant and accessible information about community activities and engagement opportunities for young people.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND**

**Promoting the importance of friendships and community**

Using the information provided by NDTI, audit feedback and SENDing Voices, further training and conference opportunities will include community and friendships as an area of focus. This includes:

- SENDCO network briefings – monthly
- Autism Conference – July 2023
- SEND Conference – June 2023

**Therapy Commissioning**

Occupational Therapy leaders have begun discussions with Commissioners to expand the services to allow them more opportunity to develop community links for and with the children and young people they work with. (Therapy Review).

**Local Offer development**

- We will have ongoing engagement with young people, including through SENDing Voices and ChilyPEP (Children and Young People's Empowerment Project), to gather young people's views on the Local Offer content.
- We will run Local Offer Live events across the city during academic year 23/24

**Audit and Quality Assurance**

Community and friendships will be included in the forward planner for 2023 audit and quality assurance focus to track the impact of the input into this area. This will cover EHCNA advice reports, EHC plans and annual reviews - learning will be taken and included in the relevant Service Improvement plans.

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### Youth Services

- Increase youth forums to talk to young people about what adulthood looks like for them and work to address the concerns raised – feedback to the Inclusion Improvement Board.
- Community Youth Services will continue working to ensure youth provision is accessible and offers sensory safe environments.
- Further advice and guidance will be sought from Child Development and Neuro-disability Services to ensure the youth offer is appropriate and accessible for all young people with SEND.
- Alongside the peer role model approach and following Youth Service re-design, we will work with Local area committees, neighbourhood action groups and businesses to advocate and support the inclusion of young people with SEND.
- A continuation of the full CPD training programme across the service to ensure all practitioners have the same levels of competencies when working with young people with SEND. Young people with SEND can then have the confidence that their needs will be met no matter which youth club / community provision they are accessing.

**Priority 6 Leaders are ambitious for children and young people with SEND.**

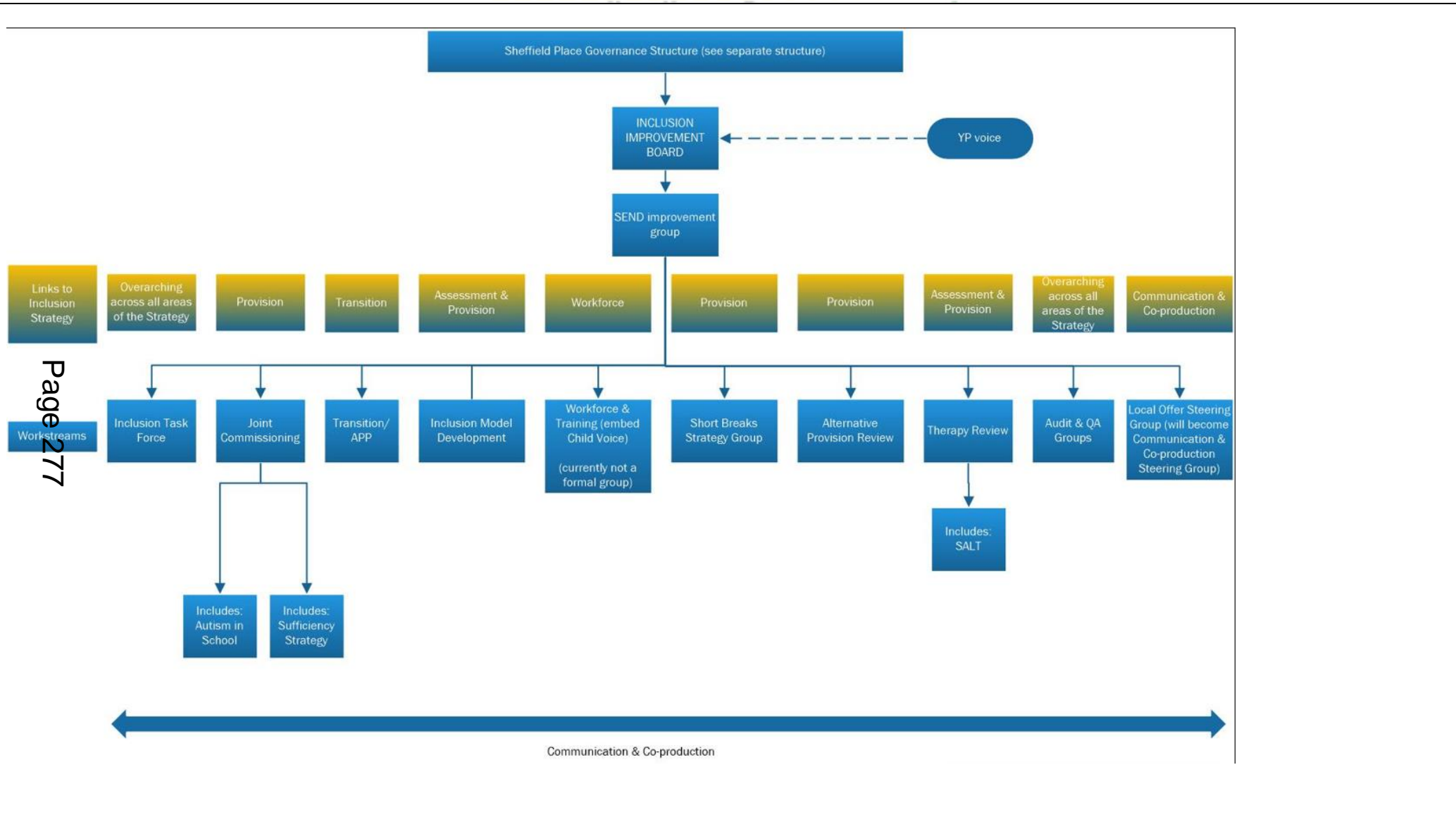
- a) Leaders have an ambitious strategy that defines the shared outcomes they will work collectively to achieve for all children and young people with SEND, and they embed an aspirational culture of high expectations and quality across services and provision.
- b) Leaders understand their responsibilities and accountabilities, including their statutory duties and their individual responsibilities in the wider area strategy
- c) Responsibilities are delegated in line with leaders' legal duties and there is strong oversight of these resulting activities.
- d) Processes for making decisions are structured so that the leaders responsible can swiftly agree to changes that are required to improve services.
- e) **Leaders challenge themselves and each other to improve experiences and outcomes for children and young people with SEND.**

Sheffield Leaders are ambitious for children and young people with SEND, the Sheffield Inclusion Strategy and Early Help Strategy share a vision, that sets out this ambition, both strategies have been coproduced, and run until 2025. The vision is:

**'Sheffield will be an inclusive city where we work together to ensure that all children and young people get the right support at the right time so that they can live a happy and fulfilled life.'**

We are implementing the Inclusion Strategy and its five commitments: Assessment, Provision, Transition, Communication and Workforce, with oversight from our Multi-agency Inclusion Improvement Board. The Board also has oversight of our Transitions Accelerated Progress Plan (APP). Leaders across the partnership provide support, challenge, and hold each other to account at the regular board meetings. These have resulted in leaders having a better understanding of each other's responsibilities and the challenges associated with improving the experience and outcomes for our children and young people. It has also resulted in citywide agreement that continuing the work to embed Preparation for Adulthood will be one of the four Healthcare Partnership priorities for the Children and Young People's Delivery Group in 2023/24. (See Priority 9 for more information).

Further to the APP, the SEND improvement programme is committed to driving the priorities as detailed in our governance structure and workstreams that align to the Inclusion Strategy.

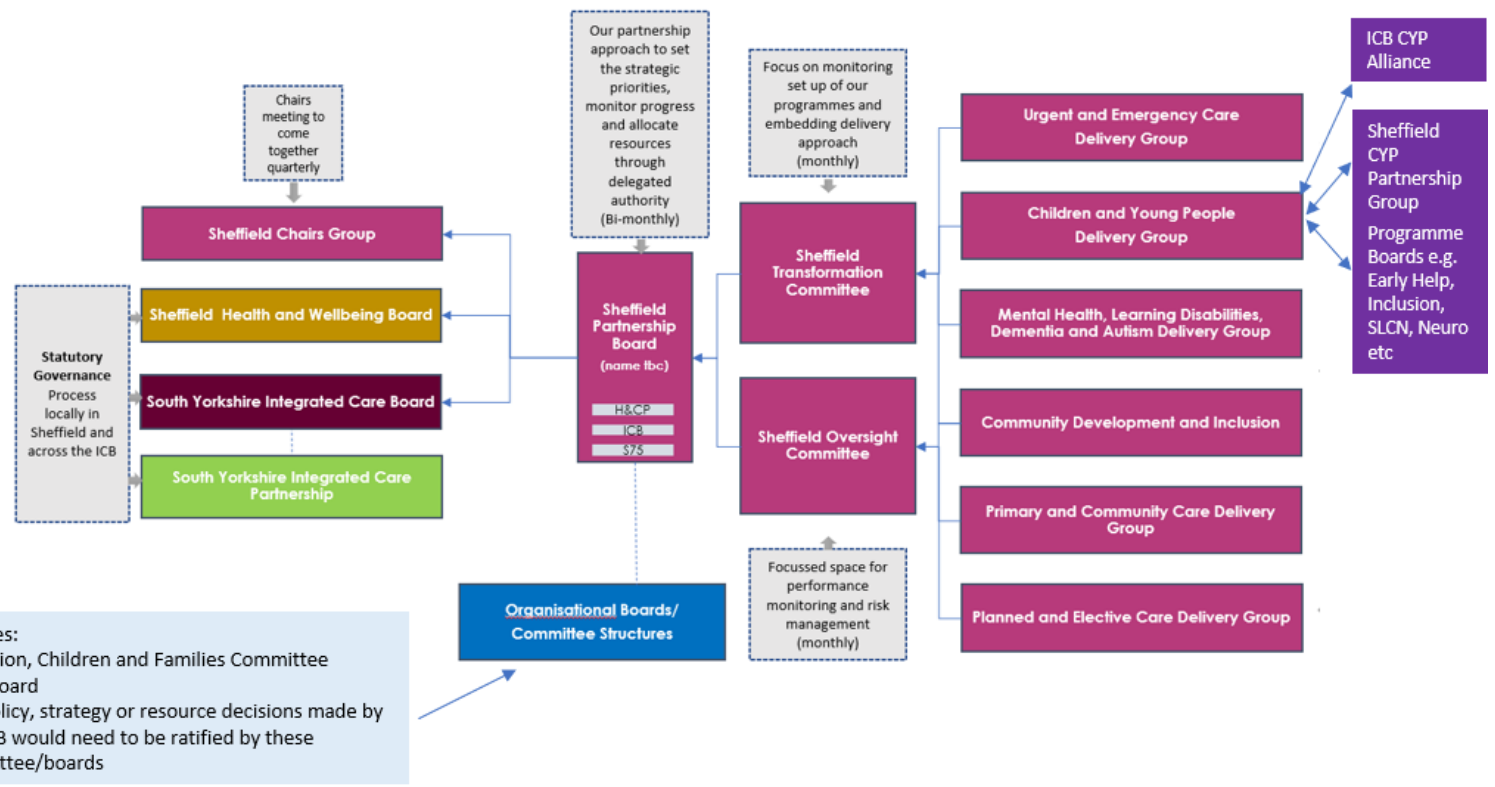


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The new Place governance structure is beginning to ensure that responsibilities for SEND across the whole system are delegated appropriately with strong system oversight across all levels of accountability.

## Sheffield Place Framework : Governance Structure

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The DCO has worked closely with executive health leaders to ensure they understand their statutory duties regarding SEND. The governance structure, shown has been developed to enable oversight of risk and thematic reviews of need and inequalities, in accordance with those duties. The South Yorkshire ICB – Sheffield Place has a named leader for SEND, as do all providers who have duties relating to SEND.

Evidence of the impact of this includes:

- Leaders within our hospital providers understand and are committed to meeting the needs of children and young people with SEND. They are engaging with the LA and ICB in the continued development of services that seek to improve outcomes and reduce health inequalities. (e.g Neuro-Disability Transformational programme).
- SEND has been the top scoring area for investment within joint commissioning priorities for which significant funding has been secured to deliver services that will directly influence better outcomes for children and young people with SEND. (Priority 9)
- Actions being taken when risks are escalated. For example, the DCO presented risks to the South Yorkshire ICB’s Quality, Improvement, Patient Experience and Performance Committee that has resulted in executive support for a deep dive in learning disability identification.

### Performance management and decision making

Across the SEND partnership, there is a robust approach to performance management. Each area has its own internal processes for monitoring and responding to performance with data outcomes reviewed through the Inclusion Improvement Board.

The same is true of decision making across the partnership. There are times when decisions can be made internally in the area in which it effects, and times when decisions must be taken as a partnership agreement.

Children, young people, and family feedback is an expectation across the governance, performance management and decision-making structures, meetings, and boards. We recognise further improvements are needed in this area. We tend to consult with young people on decisions we are looking to make and wanting their views on, rather than an organic process of hearing from young people and responding by shaping services to their voices.

### What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?

#### Children and Young Person Voice:

Following the review of the Inclusion Board (October – December 2022) we strengthen the influence of children and young people’s voice, from April – June, we will raise the following:

- ‘How does your area hear young person voice and use this to shape the services, commissions and responses across the area partnership?’
- ‘How do you feedback to children and young people the changes that are made because of their voice and experiences?’
- The Communities Directorate will facilitate youth voice into the Board via our SENDing Voices group and Youth Council.
- A request of education partners will be made to ensure reporting from children and young people supported in education are heard through questionnaires and surveys.

These activities will be completed by July 2023 with a view to formalising child and young person voice into the terms of reference from September 2023. This will bring consistency to youth voice entering the governance structure and feeding into service delivery, commissioning, and the future transformation of services.

**Delivering priority commitments:**

We will continue to deliver our Inclusion Strategy, including embedding improvements introduced through the APP into business as usual. This includes by continuing to:

- Train the workforce (health, care, education and Voluntary, Community, Faith Sector) in preparing for adulthood.
- Improve the communication and accessible information for children, young people and families around how to prepare for adulthood.

**Leader commitments:**

By July 2023 executive leaders and provider leads in Health will have job descriptions that define their duties in regard to SEND. The DCO is working on this nationally with NHSEi to develop these.

**Ensuring SEND is everyone's business**

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- Co-produced 'SEND the Basics' Training is being recorded in April and will be disseminated from May 2023.
  - The training will be used within the Early Help Training offer, SEND, Inclusion, health, and care training offers.
  - Throughout June – July 2023 there are plans to work with an Academy Trust to pilot work with schools to ensure they can have access to all sessions via education platforms.
  - Further work with HR will ensure these sessions form part of the mandated induction expectation across all levels of delivery and management.

**Priority 7 Leaders actively engage and work with children, young people and their families:**

- a) Leaders consider the specific needs of groups of children and young people with SEND and how best to engage them in co-production.**
- b) Leaders ensure that decisions relating to services are appropriately shaped by children and young people’s needs, experiences, ambitions, and outcomes.**
- c) Leaders give feedback to children, young people and parents about changes they have made to their areas services and explain where change is not possible and why.**

In Sheffield we have a Co-production Charter which sets out how we will engage with children, young people, and families. Co-production is central to our SEND improvement work.

We work closely with Sheffield Parent Carer Forum (SPCF) who are a strategic equal partner. SPCF are represented at all levels of SEND governance and are involved in multi-agency improvement work across the partnership. This includes the Transitions Accelerated Progress Plan, which was developed in co-production with SPCF, who are integral participants in the workstreams and strategic steering group.

SPCF’s involvement in improvement work across the SEND partnership enables us to understand the views of more than 2,350 full members (parents and carers) and more than 300 professional members. Parent carer members are representative across all areas of the city. The Forum also reaches more parents than their members, through 1 to 1 peer support services, peer support groups in different communities, parent groups in 15 mainstream secondary schools through the Autism in School project, social media, conferences, and events. Subgroups include education, transition, and Speech and Language Therapy. From April the Forum will also run regular adoption/foster carers group, including special guardians and kinship carers.

The Director of Children’s Service has consistently maintained bi-monthly parent group meetings with the SPCF, the feedback from these meetings has positively influenced the Local Offer development, including the appointment of a dedicated Local Offer Officer role. Also positively influencing the short breaks steering group and SEN transport availability.

We actively engage parents, carers, children and young people through surveys, events, and newsletters. We recently set up a SEND Facebook group which gained almost 1,000 members in its first month. Our top post received over 10k views due to members sharing wider than the group. A snap poll recently found 96% thought the group was useful, and 4% not useful.

We engage with children, young people, and families to coproduce improvements. For example:

- Feedback, insight and lived experience of children and young people with SEND and their parent/ carers has been central to developing the Place Based priorities agreed by the Health and Care Partnership, the ICB Sheffield Place and Sheffield City Council.
- Our Short Break Strategy Group was developed to ensure strategic engagement and co-production with SPCF in agreeing the priorities to further develop short break services for disabled children and their parents/ carers. Key developments include;
  - Co-producing the revision of the Short Breaks Statement in line with the Sheffield co-production charter.
  - Extending the timescale for spending the short breaks grant enabling parent carers to have a more flexible approach to meeting the needs of their children.

- Commissioning a befriender service as part of our short break offer and specific community activities provision for young people with SEND aged 16-18 years, based on young people's aspirations. (The tender for the latter is in the process of being commissioned).
- Children and young people at alternative provision (AP) helped shape our recent AP free school bid to the DfE – we will engage further in the design through to opening (if successful) to make sure new AP provision meets their needs.
- We have produced our SEND Transitions Guide in co-production with SPCF and held a focus group with parents and carers. We acted on feedback and are soon to meet the group again to tell them what changed because of their feedback and gain their views on the designed guide.
- Children, young people, and parent carers are coproducing improvements to the Local Offer website.
- Engagement with children and young people about social care support, including those with additional needs, influences strategic decisions and improvements. For example, our Children in Care Council and Sheffield Care Leavers' Union jointly took over our Corporate Parenting Board and delivered a session about the lived experience of care experienced children and young people, gaining promises about what attendees will now do differently, which we followed up three months later.

### Increasing engagement

We have identified, as a partnership, that we need to particularly increase our co-production with children and young people. We have increased capacity for this through:

- An 18 month commission with Community Youth Services.
- An additional £82k investment from the ICB for the SEND Information, Advice and Support service (SSENDIAS), to support more families and work directly with more young people. (Part of the funding will enable a new Youth Worker post).
- A permanent Local Offer officer post to raise awareness of the Local Offer and ensure it is more responsive to local needs. Parent carer feedback directly led to this role being created.
- The youth commission runs until March 2024. It has enabled the set-up of the young people's advisory group, SENDing Voices, and is soon to see a new SEND Youth Worker and Young Influence roles filled by young people with SEND.
- Feedback through the increased engagement has already informed the development of transition pathway information and we are soon to give feedback to the group about the changes made because of their views.
- Young people involved have told us they value the engagement. One said: "I am looking forward to the year as a group, I think it is the best thing that has happened to me in a long time."

From a health perspective, the position is still evolving. Practitioners ensure that the views and aspirations of our children and young people are captured through assessment and associated planning, but it's acknowledged there are underdeveloped mechanisms for robustly collecting and using patient voice across the city. Most activity is led by the Local Authority and education providers, and more work is needed to support health services in collecting and sharing children and young people's views to inform service redesign, transformation, and improvement work. This will develop as the Inclusion Board embeds youth voice as part of the terms of reference.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**



Over the next 12 months we will:

- Increase the influence of children and young people's views as part of our multi-agency governance structure and use them more robustly to inform strategic decisions and improvement work. (See Priority 6).
- Fully recruit to our 'SEND youth voice commission' (see above).
- Use the views and experiences of parents, carers, children and young people to inform our workforce development.
  - Young people from SENDing Voices are producing short films of messages they would like to share with the professionals working with them. We will share these widely across the SEND partnership and also build them into our forthcoming multi-agency Voice of the Child training.
  - We have worked with SPCF in co-production to develop SEND The Basics training which will be rolled out across the partnership from May 2023.
- Increase activity to provide feedback to children, young people and families about what we have changed as a result of them giving their views. This includes through SENDing Voices, the local offer annual You Said We Did report and SPCF's State of Sheffield survey which is soon to report.
- Expand the remit of our Local Offer working group so it becomes the SEND communication and co-production steering group. This will amalgamate the ongoing work from our Accelerated Progress and expand the membership to include broader representation across the SEND partnership (from June). The group will help coordinate a longer term plan of co-production activities. Forthcoming activity includes:
  - Youth workshops on the Transitions Guide and Local Offer website (April and May).
  - Parent and carer workshops to inform the development of the Local Offer website. (Currently being planned with SPCF).
  - A survey of parents and carers about the 0-5 SEND service (Ongoing)
- Help ensure links are made to existing pieces of work where children, young people and family feedback is already gathered. For example, from the Autism in School project across 15 mainstream secondary schools in Sheffield.
  - Working with the PCF to utilising the 'State of Sheffield' survey to ensure we use the feedback into service improvement plans, ensuring we have used this to the best effect in future planning and response. (as detailed above)

**Priority 8 Leaders have an accurate, shared understanding of the needs of the children and young people in their local area.**

- a) Leaders gather accurate, timely information about children, young people with SEND in their local area and monitor changing needs of the population, including using the perspectives of children, young people and families.
- b) Leaders understand the experiences and outcomes of children and young people with SEND in their area, their background, identities, including barriers to them accessing support and their needs and strengths.
- c) Leaders share information across education, care and health services so they can learn from different perspectives and approaches.

Our Health and Well Being strategy demonstrates a shared understanding of high level priorities and ambition to meet the needs of children and young people across the city. The first three ambitions (see diagram) are to ensure every child has the best start in life, is included in their education and experiences a successful transition to independence with a key theme throughout to reduce inequalities.

These ambitions are underpinned by the Great Start In Life Strategy, School Readiness Review, and Inclusion Strategy, which set out more detailed plans and commitments for how we are going to deliver and commission services for children, young people and their families.

Sheffield is data rich with a range of metrics collected and used across the partnership that ensure leaders understand the changing needs of the population and any emerging risks or gaps. These include:

- An extensive 'Inclusion Dashboard', demonstrating where we are seeing increases and decreases of educational engagement, needs assessments, SEND Placements and health service waiting time data. This also includes the national and core cities comparisons, and enable cross partnership planning and integrated commissioning arrangements through the identified governance arrangements (Priority 6).
- The 'Exclusion In All Its Forms' dashboard which helps the targeting of help and support for education providers across the partnership, linked to the Inclusion Model development. (Priority 1).
- Qualitative feedback from children, young people and families through regular engagement and youth voice captured through the Youth Council and SENDING Voices group.
- SPCF meet directly with leaders from the Local Area and feedback on parent/carer voice.
- Contract monitoring, performance reports, audits and quality assurance processes across education, health and care all provide vital feedback to inform the partnership of changes across the city including the experiences of children young people and their families.



- Part of the audit and quality assurance process is to ensure young person voice is heard and service effectiveness is considered upon the basis of the young people’s feedback. Feedback is gathered from the youth groups, but also gathered through Snap surveys on social media and through our education providers.

Oversight of the key strategies, performance data and transformational work is through our place-based governance structures (which have been revised following the inception of the ICB) – see priority 6 governance structures.

We monitor child, school, locality and city level data and have a good understanding of needs and provision at an individual and service level. Practitioners understand the diverse range of needs they are supporting across the different areas of the city as the majority of our services work within the defined locality model.

We need to do more to collate and aggregate this data at a strategic level to collectively inform decision making and policy.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

- Further embed and strengthen our partnership arrangements and shared understanding of SEND in the city through our revised governance structures.
- Expand communications with children and young people through our developing Local Offer group as it expands its remit. For example, to include communication and co-production regarding transition/PFA improvements initiated through our Accelerated Progress Plan.
- Move more towards collection and monitoring of outcome data rather than activity data. Ensuring we are analysing the information for impact purposes and sharing this effectively across the partnership.
- Utilise more children, young people, and family voice and feedback in helping leaders understand experiences and outcomes. (See Priority 9).

**Priority 9 Leaders commission services and provision to meet the needs and aspirations of children and young people:**

- a) Services and systems have been designed around the needs of children and young people and are informed by evidence of what works in achieving good outcomes.
- b) Joint commissioning arrangements enable partners to make best use of all the resources available to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way.
- c) Leaders understand that children and young people with SEND may be more vulnerable to abuse and ensure that this is carefully considered when commissioning and evaluating services.
- d) The local authority identifies children and young people's needs accurately and arranges suitable full-time educational provision to meet the needs of children or young people who require alternative provision as early as possible, for example, ensuring that full-time education for children and young people who have been excluded begins no later than the sixth day of the exclusion
- e) The local authority ensures that there are intervention plans for each child and young person in alternative provision, including clear objectives and plans for their next steps, such as returning to mainstream education.
- f) Joint commissioning arrangements meet the local area's statutory responsibilities for identifying, assessing and meeting needs.

Our joint commissioning arrangements have been further developed and revised following the implementation of Integrated Care Boards and a greater focus on collaborative and shared place-based priorities. This enables a more integrated, systematic way of working to improve outcomes for children and young people with SEND and their families. This is in the context of increasing need and complexity within the city, as evidenced by referral rates in some services doubling over the last year e.g. CAMHS and specialist eating disorder services. There are planned waiting list initiatives for 2023/24 and financial investment aimed at positively impacting on waiting times.

The Children and Young People's Delivery Group is part of the revised governance for Sheffield Place, to oversee and champion the place-based priorities for children and young people. The Delivery Group is jointly chaired by the Director of Children's Services and the Children and Young People's Clinical Director, ICB. From a voice perspective the membership includes the Parent Carer Forum and the Children and Young People's Network. The place-based priorities are:

1. Empower parents/carers to support their children and young people (Early Help)
2. Expand the Inclusion Model and integrate health services within this, further roll out of the Inclusion Locality Model
3. Preparation for Adulthood (Transitions)
4. Increase focus and accountability across the system, streamlining governance arrangements and further develop and progress integrated ways of working and approaches

Additionally, the All-Age Mental Health, Learning Disability, Dementia and Autism (MHLDDA) Delivery Group is co-chaired by the Clinical Director for Mental Health, in SY ICB Sheffield Place and a VCF Senior Lead and oversees the agreed place-based priorities for positive emotional health and wellbeing and mental health transformation that includes a specific emphasis on children and young people and also a wider all age approach. The priorities are:

- Agree and oversee the plans to tackle the waiting times for CAMHS
- Design an integrated, holistic approach to children and young people's mental health and social care

- Deliver the commitments of the Autism Strategy and refine the diagnostic pathway for neurodevelopment
- Recommission learning disability community services - all age approach
- Continue to grow and develop the VCSE sector, working together to address health inequalities – all age approach

Our joint commissioning and place-based priorities are informed by:

- Citywide data on health, population and socioeconomic areas, this data can be distilled into geographic areas to inform locality working and service delivery.
- Joint Strategic Needs Assessments (JSNA)
- Our partnership outcomes; safe and nurtured, **children and young people are safe**, secure and nurtured within their own home, **safe communities**, children and young people are safe and supported in their community so that they are not at risk of harm, **good health**, children and young people have good physical health, **emotionally healthy**, children and young people are resilient and emotionally healthy, **engage in education and activities**, children and young people access their education, employment and their local community- with the overarching outcome of **children and young people with additional needs receive appropriate support in a timely manner**.
- Children and young people's lived experience
- Interface with inclusion and SEN processes, enabling day to day intelligence and caseload data
- Sheffield Parent Carer Forum (SPCF) and wider partnerships including the Inclusion Taskforce. Greatest needs data quilt
- Child level data, service monitoring activity, consultation, focus groups and surveys.

The routes of information are collated, jointly reviewed, and utilised to develop and inform our plans and priorities for the city.

We know the following about the impact of our joint commissioning arrangements:

- We have a number of indicators monitored through the Early Help data dashboard such as number of 16+ year olds with an EHCP, permanent exclusions of children and young people with SEND.
- Children are receiving better access to our Pupil Referral Unit that they were pre-pandemic. Absence has reduced since 2019 from 50.8% absence to 33.8% absence in 2021. Currently attendance sits at 68% for 2022/23 year to date. In-year absence in 2018 was 36.2% but is now at 30.9%. In-year persistent absence was 78% in 2018 but is now at 74.5%.
- We have increased the number of medical alternative provision places from 70 to 100.
- The Ofsted inspection of Becton School in March 2022 identified that 'more than half the pupils show massive improvements in how many days they regularly attend school.'
- Professionals and parents have improved access to online, co-produced Autism and Speech, Language and Communication resources to help them better understand and meet the needs of children and young people.
- Families of autistic young people are receiving valued peer support services provided by the Sheffield Parent Carer Forum.
- More children with specialist needs are being educated within the city due to a 25% increase in the number of specialist places available in Sheffield and our below average use of ISP placements versus comparable areas.

- We have opened a new special school, Discovery for Key Stage 2 to 4 children, and young people with complex communication/interaction and SEMH needs.
- 76 more children are receiving support in their local mainstream school through the development of 7 new integrated resources.
- Increased resources have been and are being secured through the joint commissioning arrangements and these are being invested in the greatest areas of need. For example, Autism in Schools and Speech and Language Legacy projects, which have provided training and peer support networks for schools, parents and children and young people, have evaluated very well with all groups.

To understand the impact of our joint commissioning arrangements we undertake the following:

- For integrated resources we are undertaking annual monitoring arrangements to review impact. Through this activity we look at case studies, attendance rates and onward destinations of learners. Further development in this space is needed (see next 12 months).
- In special schools, the impact of these places on young people is captured via annual reviews and achievement of outcomes in EHC Plans.
- In some areas we have a rolling process of assessment and audit, e.g. of EHCPs, repeating surveys such as Healthy Minds.
- Attendance data within Local Authority commissioned Alternative Provision is monitored through regular attendance reviews and as part of our attendance improvement work.
- All children in receipt of an EOTAS package to meet their needs are open to an Inclusion and Attendance key worker to ensure that the package of provision is effective.
- Where children are supported to access Local Authority part time Alternative Provision, an action plan is put in place as part of the Primary Inclusion Panel or Secondary Inclusion Panel to ensure that it forms part of a co-ordinated plan.
- Attendance of children accessing unregulated alternative provision via the Sheffield AP framework is recorded daily via a local authority system that is also available to schools.
- We co-produce several of our transformation programmes and service reviews with children, young people and families and use their regular feedback to inform and shape our plans, for example through the Autism in Schools project and our SENDing voices group.

### Alternative Provision:

Whilst the Pupil Referral Unit (PRU) remains a school that requires improvement, the September 2022 Ofsted monitoring visit found that the 'strategy of introducing the 'bases' approach has led to a marked improvement in attendance. In addition, it is clear that pupils are beginning to respond positively to the richer and more ambitious subject curriculum. You are taking effective action to further improve pupils' attendance.'

A rapid increase in children who are medically too ill to attend school has led to an increase in the commission for our medical Alternative Provision, now providing up to 100 places. The implementation of an 'Education for children who cannot attend due to health needs' policy statement and a revised model of admission to the provision has ensured that the local authority has tighter grip on the education provision commissioned and delivered for those with medical needs. Children are supported earlier through attendance work.

Too few young people successfully reintegrate from either the PRU or medical Alternative Provision. Whilst clear pathways are in place to aid reintegration, too few children are supported to return to a mainstream school.

Also linked to Priority 7 – there is a developed mechanism in place, through a contract with youth services to speak with children and young people upon significant changes within commissioning activities.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

At a strategic level, the city’s Healthcare Partnership (HCP) group has agreed four high level transformational priorities for children and young people in 2023/25, all of which will support children and young people with SEND and their families:

1. Empower parents/carers to support their children and young people, (Early Help) Transformation of Family Hubs as part of trailblazer status, improve support to meet the needs of neurodiverse children, young people, and their families, transform the short break offer for disabled children and young people.
  2. Expand the Inclusion Model and integrate health services within this, further roll out of the Inclusion Locality Model, transform the health service community offer into school localities and primary care networks, develop enhanced support for children who are looked after to enable more looked after children and young people to be cared for in local provision reducing the need for external placements and children and young people being placed at a distance.
- Preparation for Adulthood (Transitions), enhanced training and awareness in preparation for adulthood, further develop and improve information, advice and guidance and continue to progress the SEND Accelerated Action Plan.
- Increase focus and accountability across the system, streamlining governance arrangements across the city and further develop and progress integrated ways of working and approaches.

This will result in:

- More services being delivered using the proportionate universalism approach to ensure that the city is improving the outcomes of those with greatest need whilst meeting need early and at the point of presentation.
- Community Paediatrics, Therapies and Health Care Assistants being integrated into the Inclusion Model.
- Refresh of our sufficiency plan, setting out our longer-term strategic intent.
- We will continue to progress further development of specialist places including opening two new special schools (2024 and 2026/2027) and the development of a post 16 employment/life skills hub (2024).
- We will continue to grow our integrated resources, with an ambition to double the number of places in the city by 2027 (a 300-place increase).
- We will undertake further work to improve our capturing of experience and outcomes for our integrated resources. This will inform further strategic activity.
- We will progress an Early Years element to the wider SEND plan aligning Building Successful Families and Family Hub transformation activity.

- We will monitor progress of training for CAMHS and other mental health staff around duties for working with people with SEND and improving reasonable adjustments and associated impact on Children, young people and families.
- We will implement the children young people Emotional Wellbeing and Mental Health Delivery Plan for 2023-24.
- We will improve data quality and data sharing across the system.
- Develop a Short Breaks Market Position Statement to further stimulate the market in providing a greater choice of and access to short break services for disabled children and their families.
- A commissioning exercise is underway to provide additional short break opportunities for young people aged 16-18 based on their feedback and aspirations. The intention is to provide a wider range of activities designed to increase independent living skills, prepare young people for adulthood and provide a wider range of socialisation opportunities.
- We will develop a targeted 18-25 offer for young people who need to access mental health support in early adulthood, aimed at improving their journey through recovery towards thriving.

#### Alternative Provision model

As part of our Alternative Provision (AP) model delivery plan, we will consider sufficiency of local authority commissioned Alternative Provision, including for those who are medically too ill to attend and those excluded from school. Specifically, we are seeking to develop a 'step out' model for those at risk of exclusion.

The AP model delivery plan will develop a more detailed expectation around intervention plans, we will understand the strengths and needs of these plans and how they fit with the Extended Support Plan and EHC Plan, recognising the increased numbers of children with SEND who access Alternative Provision.

- Ensure a 'Team around the School' is in place, starting with the Sheffield Inclusion Centre, that takes an 'Admissions, Review and Reintegration' approach that ensure that each provider has a clear plan of how they will effectively support children and young people throughout their journey in AP.

#### Education other than at School

A small number of children with EHC Plans have an agreed EOTAS package, overseen by the Local Authority. In the coming months we will build on the current review of oversight and engage further with children, young people and families, to ensure we are clear on the entry into EOTAS and academic journey through to post 16.



**Priority 10 Leaders evaluate services and make improvements**

- a) Leaders jointly evaluate whether their services and provision are improving outcomes for children, young people with SEND, not only whether children and young people have received the services.
- b) Leaders monitor whether there are sufficient services and provision to meet the needs and aspirations of the children and young people in their area and take appropriate action as a result.
- c) Leaders use information from a range of sources in their evaluation, including feedback from representative groups, children and young people using services and data relating to outcomes to improve their services and provision.
- d) Leaders have established clear processes to enable services and providers to evaluate and improve their provision regularly.
- e) The local authority evaluates how well the alternative provision it commissions is improving outcomes for children and young people and takes action if needed.
- f) The Local Authority maintains strong oversight arrangements for alternative provision it commissions, including oversight of each alternative provision's safety and suitability and in particular of alternative provision that are not registered as schools.

Through Priorities 6 to 9 we have covered how we engage with children, young people, and families to understand if we are improving outcomes. We have covered the data we use to measure impacts and further activities that will strengthen the experiential feedback and how we review the current commissioning and delivery services to support increasing needs.

As demonstrated through the governance arrangements outlined in Priority 6, regular meetings take place to evaluate service delivery and impact for children and young people with SEND across the partnership.

Further to this, leaders across children's services have visited every special school, integrated resource, and most mainstream schools across the city to discuss provision and delivery issues. As a leadership team we all maintain regular contact with education leadership regarding:

- Sufficiency and capacity
- Children's experiences, SEND and safeguarding
- Immediate feedback on improvement work, sufficiency, and capacity.

The Children's Services Leadership Team hold weekly meetings with Head Teachers to:

- Discuss educational issues and emerging trends
- Deploy resource to support improvement based upon joint evaluation.

Leaders are pro-active in engagement with children, young people, and their families, including the Director of Education meeting more than 30 parents in the last quarter to discuss the impact and delivery of SEND services. This also allowed opportunity for the negotiation of solutions and mitigation of risk for vulnerable children. These discussions have also helped inform and develop strategies to better meet individual needs of children.

Capacity and sufficiency of offer are continually monitored and assessed by leaders using information, data and voice provided by children and young people, parents and carers, school leaders and employer groups. This has resulted in improved and improving offers, including:

- Enhanced engagement in work experience, a new and improved Supported Internship, engagement in “Better Learners Better Workers” and the Big Challenge” - entrepreneurship and workplace engagement opportunities.
- The development of a focused partnership with The Sheffield College and Lifelong Learning and Skills to develop a joint delivery concept.
- The S&LT steering group and review – agreeing additional investment for increased assessment capacity to reduce escalation.
- CAMHS – agreed additional assessment investment and capacity for a timelier response to children and families in need of therapeutic intervention.
- The SEND Advisory Service Review.
- The Neuro-developmental pathway review – agreed investment for the assessment pathway to reduce waiting times.
- Early Help Review.

Delivery services conduct quality assurance, audit, deep dive learning opportunities, joint assessment reviews, learning walks, themed reviews, and curriculum reviews as part of their performance processes. These feed into service performance clinics, director level oversight performance clinics, strategic reviews, and analysis to measure the quality of each service and informs continual improvement plans.

Service Improvement Plans are part of the expectations for all areas of work across the partnership. These improvements plans must demonstrate how user experiences are informing service developments and how the effectiveness and impact is being monitored. Every Directorate has key priorities that feed into the outcomes identified in the city ‘One Year Plan’ in which SEND is included:

‘Deliver effective, person-focused SEND services,

- We will build better relationships with parents, deliver EHCPs within timescales, increase SEND places across the city and improve the transition to adulthood for more learners.’

Every area has their own performance management arrangements and are collectively held to account through the performance and delivery board outlined through the governance arrangements.

Alternative Provision in Sheffield is monitored through an Approved Provider Framework. When an Alternative Provision is unregistered, the framework allows the local authority to complete due diligence checks, including quality and safeguarding, before any child is allocated a place (21 Secondary and 10 Primary Providers). SLAs and contracts are used for all providers to ensure ongoing expectations are clear.

The Inclusion Centre – AP Free School have performance oversight through Ofsted, their School Improvement Partner, Management Committee, Officers Meetings and Support and Challenge Meetings. These work towards improving the weaknesses found during their Ofsted Inspection and subsequent monitoring visits which measured the Centre as requiring improvement – improvements have been identified in subsequent monitoring visits.

Further work is needed to address the disjointed nature of Alternative Provision offer across the city, this has been identified through the data oversight, feedback from schools, parents/carers, and young people's outcomes. Action has been taken to understand need, demand and what the structure should look like to allow children to achieve their best outcomes.

The local authority uses the Inclusion Tracker to ensure all Alternative Provision arrangements are recorded for individual children. This allows oversight of the benefits and impacts of the provision.

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

**Alternative Provision model**

Develop our AP offer and oversight:

- Establish a multi-agency Development Group who will work on 'what consistent best practice and high-quality provision across all AP will look like.'
- Develop the new 3-year AP framework for unregistered provision, building on our previous focus of providers having suitable safeguarding and quality checks, embedding a common practice across all AP.
- Further develop the quality elements of our provision using the IntegratED Alternative Provision quality toolkit.
- Robust recording of agreements for the use of AP and the outcomes that should be achieved for all children in attendance.

**Therapy and Assessment**

Over the next 12 months, leaders will monitor through the governance arrangements (Inclusion Improvement Board) the impact of the system wide actions linked to the therapy review and investments expecting to see reduced waiting times and improved outcomes for children and young people.

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**Priority 11 Leaders create an environment for effective practice and multi-agency working to flourish.**

- a) Processes and systems are set up to support practitioners to work together and share appropriate information in a timely manner, including strong systems for identifying and responding to risks to children and young people with SEND.
- b) Leaders ensure that practitioners are clear on their individual roles and how they can best work together to improve outcomes for children and young people.
- c) Leaders ensure that practitioners have the appropriate skills to understand children and young people’s needs and aspirations, and to create an inclusive environment.
- d) Leaders encourage practitioners working together to focus on the child or young person, identifying alternative solutions when existing options do not meet needs and aspirations effectively.
- e) Leaders ensure that practitioners working with children and young people with SEND have the right knowledge and skills to reduce the risk of harm, and understand that children and young people with SEND may be more vulnerable to abuse, neglect and exploitation.

Sheffield takes a strong multi-agency approach to identifying risks and protection for all children across the city. This has been recognised in the ILACS Good outcome for Children and Family Services. (July 2019).

**Inclusion Model – a ‘Team Around’ approach:**

At all levels across the partnership multi-agency working is embedded. The inclusion model demonstrates this effectively.

1. Team Around the Family – defined as a multi-agency response to family’s identified needs. A model of step in and step out operates for family’s who may live through and with temporary or long-term interruptions in their lives that require a multi-agency response of short- and long-term intervention.
2. Team Around the School – defined as a school led process supported by a team of multi-agency professionals. Meetings happen on a regular basis that develop strong local relationships. A focus on optimising whole school and cohort specific support that ensures improved outcomes for children.
3. Team Around the Locality – defined as an expert multi-agency panel consultation and advice in the seven localities across the city. The aim is to remove barriers to education for vulnerable pupils and ensure the holistic needs of children are met, where other approaches have not worked.
4. Team Around the City – defined as a core team of senior practitioners from across the partnership with decision making responsibilities that include statutory and other city-wide processes. This may include funding, placement allocation and access to resources that support children and young people to access education.
5. Team Around the Early Years – this is an emerging model of support designed around the private and voluntary sector of nurseries and childminders, helping them to access CPD and appropriate advice from a multi-agency team and panel within their local area.
6. Team Around the Specialist Approach in Mainstream – this is a developing model working with schools who have identified children with complex needs who require wrap around support from across the partnership, this involves specialist and targeted work based on the SCERTs approach with support from S&LT, Autism Social Communication Team, Special School outreach, Care and Inclusion colleagues for a Team Around the Family.

Further to this, the Governance arrangements from workstreams supporting the partnerships at the operational level through to the ICB Sheffield place framework governance structure allows multi-agency work to flourish.

### **Integrated Front Door for Early Help and Child Protection:**

The electronic IT systems available to practitioners across the partnership are not yet linked, however the partnership arrangements beyond IT systems are set up to ensure the best links and responses to families. Work is underway to bring systems together through a re-tendering process.

The Sheffield Safeguarding Hub operates as an Integrated Front Door for Early Help and Child Protection. This is a multi-agency team responding to requests for help across the partnership. The Hub represents the SEND partnership input into decision making as this is shared across Education, health and care for all referrals received. Our models of operation are supported by clear information sharing protocols that allow information to be shared safely across the partnership to protect and help children and young people.

### **Training:**

Practitioners across the partnership have access to a range of CPD, which includes the Safeguarding Training Offer from the Sheffield Children Safeguarding Partnership. A 3 month induction for all staff across the partnership takes place and includes training for:

- Safeguarding,
- SEND
- Partnership working
- GDPR and information sharing.
- Health and Safety

### **Inclusion Taskforce (ITF)**

The multi-agency group are responsible for SEND and inclusion training available to practitioners that supports the help and protection of children and young people.

### **The role of the Designated Clinical Officer**

The DCO offers a rolling programme of training to health services including regular 'clinic' drop-in session for professionals, where support and advice is provided. The DCO has worked with health services to develop their own internal QA processes and also provides oversight and input at wider EHCP process level. We have an EHCP Nurse Assessor role, who works with the DCO, providing quality assurance of health advice, training, advice and support to health practitioners in developing and providing high quality and timely information to support the EHCP process.

Other parts of the DCO's role includes:

**Transforming Care** - through proactive monitoring meetings support for children and young people who have needs under transforming care and who have escalating need/blockages in their provision can be discussed. This is closely linked to the Dynamic Support Register and risk registers held by CAHMS.

The panel has been running since 2019. It has led to improved working practices and, although there is no direct evidence to support better outcomes for children and young people, we know it has mobilised otherwise difficult cases within health, education, and care regardless of whether the child has an EHCP.

**Consultations** – Through the completion of a short referral form, children are brought to the attention of the DCO for advice and guidance on who within the NHS can best meet the identified need. This is also an opportunity to manage any risks that may be arising and find best possible solutions.

**Engagement Meetings** – Clinical Nurse Specialists and Therapy Services have engagement meeting with the DCO where SEND is discussed and information about LA services is shared. This has allowed for greater understanding across the NHS workforce and encourages multi-agency working. This has been the driver behind the use of Family Hub for assessment purposes, linking services to community provisions.

**Supervision Arrangements**

Across the partnership there are agreed supervision arrangements, all practitioners within the partnership have access to professional and personal supervisions. These sessions allow practitioners to discuss their roles, responsibilities, CPD, multi-agency working and performance. It is also an opportunity to discuss referrals, case work and gain an understanding of how to move support for a family forward. Every practitioner has access to at least monthly sessions, with many able to access fortnightly structured sessions and peer supervision through online platforms, or office dialogue.

As a partnership we can ensure effective working practices and multi-agency working through ongoing:

- Effective, regular supervision – clinical, case, and personal
- Personal Development Reviews – a time to reflect on practice and performance.
- Multi-agency audits and quality assurance process, both interdepartmental and multi-agency
  - Information sharing agreements.
  - Shared initiatives – Inclusion Model

**What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?**

**System Procurement:**

By 2025 the Local Authority will have procured a new case management system for education services within the Authority. The requirements of the system procured will be that it links to the Care system of Liquid Logic.

The system will also ensure there is the capability to build digitised EHC Plans and portals for document submissions.

**The role of the DCO:**

Over the next 12 months the new practitioners working with the DCO will come into post. This will allow opportunities for joint casework across the partnership and release the DCO into strategic development work.

The DCO will continue to deliver the training across NHS colleagues and raising the awareness of SEND and multi-agency working.

**Priority 12 Alternative Provision**

- a) Inspectors will use the evaluation criteria to evaluate the local authority’s commissioning and oversight of alternative provision for all children and young people in placements directly commissioned by the local authority. This includes evaluating how the local authority ensures that placements: meet the needs and aspirations of children and young people; provide the support they need; prepare them for their next steps; and enable them to feel valued and included in their community. Inspectors will consider whether the local authority’s use of unregistered and online provision is lawful and appropriate to children and young people’s needs.
- b) Inspectors will gather evidence to help evaluate the experiences and outcomes of children and young people with SEND in local authority-commissioned alternative provision. Where local authorities work with schools or trusts to commission and oversee placements, inspectors may gather and evaluate evidence about the local authority’s role. In graded education inspections, we look at the experiences of pupils in alternative provision commissioned directly by schools.
- c) Section 19 of the Education Act 1996 places a duty on local authorities to arrange alternative educational provision in school or elsewhere ‘for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education’. The education provided under section 19 should be full time (unless medical needs make this impossible) and suitable for the child, taking account of their age, ability and special educational needs (if any).

As outlined in Priority 10, work is being undertaken to ensure we have one single coherent plan and oversight of AP across the city. This includes:

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- Registered AP - Sheffield Inclusion Centre (6<sup>th</sup> day provision for children receiving permanent exclusion from school)
- Further AP free school development (exclusion, reintegration and step out)
- Becton School – Chapel House - Medical AP (children identified as too unwell to attend school)
- Unregistered AP (re-engagement / vocational)
- School commissioned AP.

Sheffield has a well-established network of **unregulated Alternative Provision** that has evolved over time. The LA ensures effective safeguarding checks, observations of Teaching and Learning and monitors daily attendance at providers on the framework.

The Progressions Team supports the matching of placements meaning that children’s needs are known and that they are appropriately placed. Children attending unregulated AP tell us that it provides them a safe place for learning where they feel valued and feel they get a fresh opportunity to learn. (Summarised from responses to consultation gathered through providers, 2022).

Sheffield has one **registered Alternative Provision – Sheffield Inclusion Centre (SIC)** who are commissioned for 250 places to deliver the 6th-day provision for children excluded from school. As detailed in Priority 10, SIC is currently RI under Ofsted judgement. The improvement works, as detailed in Priority 10, can demonstrate improving attendance (reduced absence 50.8% 2019 - 33.8% 2021) with 68% being the current year to date attendance figures. It can be demonstrated that post-16 education engagement is improving from 68.8% in 2019 to 70.2% in 2022.

Sheffield Inclusion Centre are commissioned to deliver outreach provision, this is short term AP based on Nurture Principles. The impact tracker demonstrates over 3 terms, this provision is effective in reducing the likelihood of suspension for 100% of the children who attend. (2022)

Sheffield commissions 100 places at **Becton School via Chapel House, to meet duties related to children medically too ill to attend**. The 'Health Needs in School' policy now exists that identifies how children should be supported prior to accessing medical AP and how the medical AP offer should be implemented. As referenced in Priority 9, attendance improves for children who access Becton School. Average attendance exceeds national benchmarks for medical needs education. 71% of children had improved attendance by 20% or more since starting at provision. (2022)

Only 2 of the Y11 leavers in 2022 went on to be NEET from this provision. 95% of leavers had places secured at FE, training or entered employment. Entry and exit meetings are held fortnightly to ensure children most in need have access to the provision and those who need to re-enter their mainstream school can do so, supported by a reintegration plan. Commissioning arrangements have ensured the SLA is in place with KPIs identified regular monitoring meetings in place to ensure these are met.

We know through our oversight of data, regular meetings and contract monitoring that too few children are reintegrated from AP across the city.

- 27% of young people accessing Chapel House were reintegrated to mainstream school, 20% transitioned to special school and the remainder left following Year 11 or left city.
- 4.8% of children accessing SIC have been reintegrated this year – although plans to increase numbers of reintegration are in place.

Over the last 12 months we have spent time reviewing the AP offers and we are able to consult on the new implementation vision, which is in line with the SEND and AP Green Paper Improvement plan 'intervention not destination.'

### What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?

#### Alternative Provision model

A development group (as referenced in priority 10) is being put in place to drive this work forward, backed by a project management approach. A critical focus will be on clear communication of what we are trying to achieve.

- Medical - provision that delivers alongside a clear treatment plan for those who are medically unable to attend school.
- Exclusion – Provision for children excluded from school focused on supporting behavioural change and re-integration to a future full-time placement or post-16 education.
- Vocational – Creation of a vocational offer that sits alongside the school-based curriculum that is qualification led and supports transition to post-16 education.
- Intervention & assessment – Short term, part time, targeted provision that assesses or addresses needs, enabling a reduction in risk of exclusion.
- Key stage 1-3 full time provision – Provision focused on assessing and meeting needs that supports effective transition back to school with the skills in place to manage the curriculum. Provision is likely to be over an extended period. Pupils would remain dual registered ensuring a link to their home school for reintegration.



- Key stage 4 full time provision – Provision focused on assessing and meeting needs that supports effective transition into post-16 education with the skills in place to manage the curriculum. Provision is likely to be until the end of Year 11. Pupils would remain dual registered ensuring a link to their home school for possible reintegration or access to elements of the curriculum.
- Step out – Short term, full time step out provision to address potential excludable issues, for example drug use, offensive weapons, violent behaviour. Ideally this should be up to 6 weeks. Within the provision there should be effective assessment of the risks of exclusion.
- Engagement – Provision for learners who are at a point where they are unable to engage with a formal learning environment, focused on enabling them to get ready to learn.

The Alternative Provision development plan seeks to ensure tighter grip on the offer citywide, better understanding of what is needed and what works and ultimately better outcomes, measured through a reduction in exclusions in all forms and evidenced through our inclusion tracker. As part of this work, we will:

- Review how Alternative Provision is funded. This citywide funding review will make recommendations on future cost of Alternative Provision that seeks to incentivise the use Alternative Provision as part of a clear plan of inclusion prior to the requirement for statutory intervention.
  - Review, through consultation with schools, the potential sufficiency demands against each part of the system. This will ensure that we have sufficient appropriate placements for the city in the coming years.
- Continue to ensure that our AP offer is being developed, including through the two bids we have submitted for Alternative Provision Free Schools.
- Procure a new 3-year framework from which to contract AP providers. As part of this we will develop a wider training offer for providers that ensures effective safeguarding and trauma informed interventions are in place.
- Look at how we can create capacity for upstream support, linking with work to review our advisory service offer, so that we have appropriate SEMH interventions available to school to support children who may be at risk of exclusion.

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## PART A - Initial Impact Assessment

**Proposal Name:** SEND SEF

**EIA ID:** 2528

**EIA Author:** Rosemary Ward

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**Proposal Outline:** To provide an update to the Children and Families Committee on the Special Educational Needs & Disabilities, Alternative Provision Area Self Evaluation Framework.

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**Proposal Type:** Non-Budget

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**Year Of Proposal:** 23/24

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**Lead Director for proposal:** Andrew Jones

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**Service Area:** Education and Skills

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**EIA Start Date:** January 15, 2024

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**Lead Equality Objective:** Leading the city in celebrating and promoting inclusion

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**Equality Lead Officer:** Bashir Khan

### Decision Type

**Committees:** Policy Committees

## Portfolio

Primary Portfolio:

Children's Services

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EIA is cross portfolio:

No

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EIA is joint with another organisation:

No

## Overview of Impact

Overview Summary:

The SEND Self Assessment sets out the 2023 position of SEND in Sheffield as well as priorities for the next year and is itself an equality analysis of SEND in Sheffield. The self assessment sets out the impacts on SEND young people and the actions to support this cohort. We have data on the profile of the SEND cohort in Sheffield.

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Impacted characteristics:

## Consultation and other engagement

## Cumulative Impact

Does the proposal have a cumulative impact:

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Impact areas:

Full impact assessment required:

No

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Review Date:

January 15, 2024

## Action Plan & Supporting Evidence

Outline of action plan:

Action plan evidence:

Changes made as a result of action plan:

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## Mitigation

Significant risk after mitigation measures:

Outline of impact and risks:

## Review Date

Review Date:

January 15, 2024

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## Report to Policy Committee

### Author/Lead Officer of Report:

Meredith Dixon-Teasdale, Strategic Director of Children's Services

**Report of:** Meredith Dixon-Teasdale, Strategic Director of Children's Services

**Report to:** Education, Children and Families Policy Committee

**Date of Decision:** 8<sup>th</sup> February 2024

**Subject:** Update report from the Strategic Director of Children's Services

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, what EIA reference number has it been given? <i>(Insert reference number)</i>				
Has appropriate consultation taken place?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<i>"The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended)."</i>				

### Purpose of Report:

The paper provides a Strategic Director's update on the performance and governance of Children's services, including progress in meeting DCS (Director of Children's Services) accountabilities and delivering on our statutory requirements. It also provides an update regarding progress in relation to the Council's Delivery Plan, key strategic events and issues on the horizon.

### Recommendations:

It is recommended that Education Children and Families Policy Committee:

1. Notes the Strategic Director of Children's Services report and agrees key activity for the coming months.

**Background Papers:**

Statutory guidance on the roles and responsibilities of the Director of Children’s Services and the Lead Member for Children’s Services

<b>Lead Officer to complete:-</b>	
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.
	Finance: Kayleigh Inman (24/01/24)
	Legal: Nadine Wynter (25/01/24)
	Equalities & Consultation: Climate:
<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>	
2	<b>SLB member who approved submission:</b> <i>Meredith Dixon-Teasdale</i>
3	<b>Committee Chair consulted:</b> <i>Councillor Dawn Dale</i>
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.
	<b>Lead Officer Name:</b> <i>Meredith Dixon-Teasdale</i>
	<b>Job Title:</b> <i>Strategic Director, Children’s Services</i>
<b>Date:</b> 25/01/24	



## **1. PROPOSAL**

**1.1** This report starts with recognition and gratitude for all those working in children's and education system, who continue to work together to ensure our children and young people are safe, healthy, attaining and moving towards an independent adulthood.

### **1.2 Leadership and Partnership**

I have continued to establish good working relationships with Leaders across the system who work for or with children, young people and their families. I continue to lead on a number of Partnership Boards and also to attend others to ensure advocacy for children and young people.

On the 8<sup>th</sup> January 2024 I presented with Kate Josephs to Leaders in Education at a Learn Sheffield event. This was an opportunity to both set out the City Goals, the Council Corporate plan and our areas of priority over the coming few years. These are ensuring that children and young people are in school and attending and supporting our schools with the increase in of children with neurodiversity and social emotional and mental health issues. We are also looking at focusing on communication and speech and language development.

I have also met with Stephen Betts and had a very productive working afternoon looking at our areas of priority and areas of focus we want to collaborate on. This will feed into the Sheffield Education Strategy we are looking to work on over the coming year.

I also attended the Education Strategy Partnership where we focused on how the right group of leaders in the education system could work in partnership to help deliver elements of the City Goal. The initial focus for the group whilst developing the Governance and Strategy based on the City Goals once agreed is attendance and how we reaffirm the social contract with families about the importance of being in school every day and engaging with a curriculum which ensures the feeling of belonging.

I continue to work with health colleagues through the Children's Delivery Group and Health Care Partnership to both look at joint commissioning services and also raising the profile of children and young people's needs in the health system. Our priorities for the coming few years are: Best Start in Life; Neurodiversity, SEMH and Speech Language and Communication; and how we share risk and resource to ensure our children with most complex needs are placed in a local home in Sheffield. A recent and relevant issue which we are working together on to support individual children and schools is the scarcity of ADHD medicine which is having a profound impact for a significant number of our children and young people.

Exciting work about how we engage with our children and young people around Belonging is being planned and we hope to be able to showcase some exciting work at a future Policy Committee meeting. The Belonging Framework is how we create a common vision and language to talk about how our children and young people belong in a loving family, in a local school that supports them, in a community that listens to and respects them and in a city that champions them.

Work on Race Equality is ongoing. We had a successful inspection of Aldine House which moved us from inadequate to requires improvement which shows the journey we are taking to improve our focus on children in our homes. Feedback from the inspection was particularly impressed with our work on equality and diversity which again helpfully shows

our focus on this area and on addressing inequalities. The next meeting of the Education Race Equality meeting is taking place this term.

### **Over the coming months**

I will continue to develop relationships and work to ensure that we have a common vision and plan for the children and young people in our city linked to the Our City Goals work. I will also continue to be a key advocate for all our children and young people. I am striving to be a clear visible leader where my mantra is that children and young people should belong in a loving family and stable home, they should belong in their local school, be a valued part of their local community where they are listened to and are key to decision making and are celebrated for the dynamism and innovation as key residents in the City of Sheffield

## **1.3 Children and Families Commissioning**

### **1.3.1 Quality of placements for children who are Looked After and Care Leavers**

The monitoring of external providers who provide residential care for our children who are looked after is a key element of the maintain and sustain workstream within our placement sufficiency strategy. The External Placements Commissioning team are responsible for undertaking quality assurance monitoring visits to our contracted providers. This continuous process of quality assurance provides assurance on the quality of care being provided.

Quality assurance visits are undertaken to all providers and the team offer enhanced visits and will work restoratively with providers and offer on-going support if a provider is judged 'requires improvement' or 'inadequate' by Ofsted. In the event of safeguarding concerns or an inadequate judgement Children's Social Care will be immediately informed, and the Action Planning process will be implemented.

In the period February 2023 – January 2024 a total of 63 External Residential Providers were visited by Commissioning Officers. This includes visits to children in specialist residential settings for children with complex needs and disabilities identified as being in scope of the National Review. The furthest provider visited was 150 miles from Sheffield. Visits were prioritised by age of child placed, Ofsted rating, social care concerns or new providers. Regulation 44 & 45 Reports are also now reviewed offering additional intelligence for visit planning.

In respect of semi independent provision the team have visited 18 providers most of whom have had multiple visits to support with service improvement in preparation for Ofsted registration. All of the 16+ accommodation is either in Sheffield or within close proximity to the City.

### **1.3.2 Regulations for providers of supported accommodation for children who are Looked After**

From October 2023, all providers of supported accommodation for children who are looked after or care leavers up to the age of 18 have to be regulated by Ofsted. The application process has three stages (stage 1: application, stage 2: references and checks, stage 3: site visits and fit person interviews) providers were required to complete stage one before 28<sup>th</sup> October 2023. Ofsted are aiming to register providers before April 2024 when the new graded inspection regime for supported accommodation will come into effect.

In Sheffield we currently have young people placed with 13 providers on the 16+ Supported Accommodation Framework. All 13 providers have successfully completed stage 1, two providers are at stage 2 and have not yet been allocated an inspector. Six providers have been allocated an inspector but have not yet had site visits/fit person interviews. Two providers have had their site visits and are awaiting a decision from Ofsted. Three providers have been successfully fully registered.

Throughout 2023 the External Placements Commissioning and Children's Commissioning Team have supported providers to understand the registration process and complete stage 1 of the process. From November 2023 weekly panel meetings have been held jointly with Children's Social Care to assess provider progress and co-ordinate support to all providers with the remaining stages of the process. The meetings are chaired by the Director of Children and Families. The External Placements Commissioning Team have carried out site visits and produced reports / action plans for all providers with placements. Progress has been RAG rated and co-ordinated action is taken to support providers to make improvements and better understand the regulations before Ofsted site visits take place.

## **1.4 Safeguarding**

### **1.4.1 Early Help Assessment**

We have developed a new Early Help Assessment designed to be the main assessment tool for the Sheffield Early Help System. There has been a long-standing ambition to create one Early Help Assessment form to be used as the main assessment tool across the Sheffield Early Help System. Following consultation with multi-agency partners, we now have a new form agreed and ready to use. It will replace the FCAF, the Early Help Part 1 form and many other assessment and referral forms.

The SEND Graduated Response is also evolving to incorporate the Early Help Assessment. The current Extended support plan is being replaced with the "Early Help SEND Assessment" which is essentially a two-part document, with Part 1 being the new Early Help Assessment and Part 2 being the essential additional elements of the Extended Support plan. Citywide SENCOs will be providing coaching sessions for locality SENCOs to support with this transition.

#### **The benefits of the new Sheffield Early Help Assessment are:**

- Will reduce bureaucracy for frontline workers who identify additional support needs for children & families.
- The new assessment form should produce better quality referral information for targeted early help services.
- Families should not need to have multiple assessments to complete slightly different referral forms for early help provision – in line with Trauma Informed principles.
- More trauma informed design and with prompt to identify young carers and significant events impacting on the child/family.
- Signs of Safety based format spanning education, health & care, family & community factors.
- Specific section for child's voice including asking their view on their hopes & wishes for the future.

## **1.4.2 Residential Service**

The work on the DfE New Build 2 bed children's home continues in partnership between Children's Services and CDS, and the planning application has now been submitted. There have been some slight changes to where the new build will be situated on the Rushey Meadows site due to some of the trees but, this has been resolved. Communication about the new build has taken place with Holt House School and Ofsted. The timeline for completion is Feb 2025, with the building work due to commence Summer 2024. The home's statement of purpose will be for 2 children/young people to reside there.

Our children's homes are coming to the end of the Ofsted Inspection cycle (March) and currently have just two inspections outstanding and a monitoring visit. We will then move into the next inspection cycle which we welcome as we are keen to show how the development work over the last year across all the homes will be embedded.

Since Autumn Mulberry Lodge has re-opened as a Short Break home. This has been a fantastic development for our children and families in Sheffield. The home has undergone some renovation work, with new bathrooms and flooring being fitted. The bedrooms have been decorated to a lovely standard which each room having a different theme which the children can choose. Children have now started to access respite and they enjoyed a lovely Christmas party in December. There are on-going plans for Rushey Meadows to re-open as short breaks this year.

## **1.5 Short Breaks**

The Short Breaks Framework Agreement has been extended for 12 months to March 2025. Upscaling activity has commenced, with 40 additional places being secured through existing Providers and this has reduced the waiting list to around 10 children. There are 12 current providers on the Framework, with 2 new Providers joining next month. This will create at least 20 additional places aimed at further reducing the waiting list, providing capacity for new referrals and offering some children an enhanced package based on need.

Work is required to take place alongside education to ensure that short breaks and Alternative education provision is being looked at in conjunction with each other.

Continuing health care needs to be examined and the tripartite funding agreement needs to be reviewed.

Transitions with children with mental health need to have a clear pathway. Developing a working group to look at this.

## **1.6 Race Equality**

Children's Services have an anti-racist action plan and subgroup who meet on a monthly basis with representatives from across Children's Services. We have a plan in place for Race Equality Week and starting from the 5<sup>th</sup> February all services will be taking part in the 5 day challenge. There are various ways this will be delivered. In Children and Families, it will be cascaded down via Service Managers to be delivered in smaller team groups as feedback from last year identified this as working better than larger groups. Education will be leading on how it is delivered in their area.

**Other upcoming actions:**

- The Fostering Service are identifying a provider to work specifically with the service (including foster carers) to deliver training around anti-racism and cultural competence.
- The Family Intervention Service have a day set out Tuesday 7<sup>th</sup> May with an identified facilitator looking at anti-racism and how to become an ally.
- Residential managers will be going around to the individual homes to do the 5-day challenge with staff groups.
- Mentorship – we are exploring working with Nottingham university to provide mentorship training however we are also looking at what is being delivered by the rest of the council around mentorship.

**Plans to be completed by March 2024:**

- Interviews with BAME staff in area of social work where they are underrepresented and interviews with staff from BAME background where they are in managerial positions.
- Experiential days to start February 2024- for staff to come and work in areas they may not have generally applied for to experience what it would be like working in this field.

**1.7 Educational excellence**

Pat Butterell, Assistant Director of School Effectiveness at Sheffield Council, and Bob Cuff, School Advisor have been actively engaging with schools on a regular basis, fostering positive relationships both directly within schools and through the Learn Sheffield initiative. Meanwhile, Bob has been dedicated to advancing the cause of the Race Equality Commission (REC) and is actively involved in a project aimed at supporting BAME school leaders. Additionally, Bob has been collaborating with the Chamber of Commerce and the Sheffield universities to enhance representation at the school governance level.

Addressing attendance challenges remains a top priority, and collaborative efforts with Learn Sheffield have led to the development of city-wide strategies. We are pleased to note that the Department for Education (DFE) has expressed a keen interest in joining our efforts to tackle attendance issues.

**Over the coming months**

We will be undertaking a full review and working with Learn Sheffield and schools to assess how we continue to improve attainment and opportunities.

**1.7.1 Lifelong Learning and Skills – post-16 and adult education.**

Within the Education Directorate, our council run post-16 SEND education provision at Sheaf Training was inspected as part of Lifelong Learning and Skills (LLS) in May 2023. We received a "Good" report for this whole service, however Sheaf Training and our Adult Learning provision (FACES) were both identified as providing Outstanding education provision to some of the most vulnerable young people and adults in the city.

Sheaf Training enrolled 172 learners in September 2023 with complex needs and SEND, whilst our LLS Apprenticeship team supported and taught 191 apprentices during 2022/23. Family, Adult and Community Education, through direct delivery teaching and working with

subcontracted community organisations, recorded 2,776 enrolments onto adult or community learning courses during 2022/23 and a further 676 enrolments onto the national adult numeracy based “Multiply” programme. LLS continues to work closely with SYMCA, colleagues in Opportunity Sheffield and in other areas of the Council to develop learning and progression pathways for young people post-16 and for adult learners.

## 1.8 Early Years Overview

We continue to maintain an overview of the quality of provision both for the Early Years and Schools sectors. Clearly, funding to the sector is a key factor which underpins quality of provision and sustainability of the workforce.

### 1.8.1 Overview of PVI (Private, Voluntary and Independent) settings and Ofsted grades (as of 11/1/2024)

Current Group Care settings = 122 (including 2 maintained Schools) Childminders = 190

Ofsted Grade	Outstanding	Good	Require improvement	Inadequate	Newley registered	Met	Not met	Agency childminders
Group care Providers	22	90	2	1	7			
Child-minders	12	140	2	1	14	22	0	9 - @ home childcare 6 – Tiney Community

Group care providers – The 7 newly registered settings are made up of 4 new registrations and 3 re-registrations.

Childminders – Included in the figures above are 21 childminders who are on the early years register but are either not minding early years children at the moment or have no early year’s children on their register at the moment. 4 childminders are not receiving support or engaging with Local Authority – they are not FEL (Funded Early Learning)

The Quality Improvement Team monitor this by contact calls as well as working with Ofsted and Childcare Planning, sharing updates of resignations or information shared by the provider. There are 5 childminders who have informed us they may retire or de-register with Ofsted this year.

One funded place for every childminder, nursery, and school across the city to access the 'Understanding the Needs of Babies and Young Children with Special Educational Needs and Disability SEN (Special Educational Needs) Level 2 Qualification' has been offered and our first cohort of learners have begun their training. We have 3 members of the Early Years Quality teams licenced to deliver this training to support the sector with the increasing SEND demand within settings. We are also funding 13 places on the Level 3 SENCo Award Qualification to the PVI sector. We have 1 member of the team licenced to deliver this qualification (this is our 8th cohort of delivery since 2019).

To support early years practitioners, teachers and professionals across the city Speak up for Sheffield free training is being delivered by Community Early Years Practitioners at least 3 times per term applying different delivery models to suit all sectors. The Introduction to training sessions help practitioners to understand brain development in relation to Speech, Language and Communication skills on a universal level. A record of setting attendance is kept and maintained, since the launch of the training in 2020, 255 early years professionals have accessed this training. To further develop practitioner knowledge and therefore enhance the outcomes for all children, the Speak up for Sheffield Language Champions is

delivered over a 6-month period, looking at specific language difficulties and disorders, it explores the impact of the environment and shares strategies for practitioners to put in place. The training also supports the identification of speech, language and communication needs and appropriate onward referrals.

### 1.8.2 Overview of school early years settings and Ofsted grades (as of 11/01/24)

2 schools with EYFS requiring improvement are continuing to decline support from the Early Years Quality and Access Team, choosing to work with their academy quality improvement networks. These two schools were inspected by Ofsted November / December 2023, yet I have no knowledge of the Early Years inspection outcome.

1 school is receiving bespoke support since receiving their requires improvement grading. The school have accessed whole staff training, support, and action planning for their EYFS lead and have regular contact calls and visits from their allocated Quality and Access Officer. The school are accessing training for their team to access through our traded service subscription.

2 schools who were in an Ofsted category have converted to academy status, however they are still receiving long arm support from our team and are subscribed to the traded service subscription.

All schools have an allocated Quality and Access Officer who contacts them termly to check in and offer support if needed outside of the traded subscription offer, however due to retirement we have 1 vacancy to fill by April 2024.

Current workload being carried out by EY Quality, Access and Moderation Manager and 1 EY Quality and Access Officer.

EYFS Leads and coordinators across the city are engaging well with us, they are more informed of the Early Years Quality and Access team offer, we have carried out more face-to-face visits therefore developing relationships between us and schools. Attendance on training and briefings has increased and information is being shared regularly with the sector (for example, LA specific information, local and national headlines as well as opportunities and key messages from the DfE).

Our own High Needs post-16 education provision at Sheaf Training was inspected as part of Lifelong Learning and Skills in May 2023 and within a Good report, was identified as providing Outstanding education provision.

### 1.8.3 Early Years Good Level of Development 2022/23

Sheffield headline data.	National headline data.	Comparison (Sheffield to National)
Good Level of Development (GLD) 64.9%	Good Level of Development (GLD) <b>67.2%</b>	<b>-2.3%</b>
Highest Scoring area – Physical Development – Gross Motor 94.3%	Highest Scoring area – Physical Development – Gross Motor <b>92.1%</b>	<b>+2.2%</b>
Lowest Scoring area – Literacy – Writing 68.9%	Lowest Scoring area – Literacy – Writing <b>71%</b>	<b>-2.1%</b>
Boys – 58.5%	Boys – <b>61%</b>	<b>-2.5%</b>

Girls – 71.2%	Girls – <b>74%</b>	<b>-2.8%</b>
Disadvantaged – 48.9%	Disadvantaged –	<b>NA</b>
EAL – 50.4% / not EAL –69.8%	Known or believed to be other than English <b>69%</b> First language known or believed to be English – <b>62%</b> /	<b>EAL – -18.6%</b> <b>Not EAL - +7.8%</b>
SEN – School Support – 22.7% / EHCP – 2.8%	SEN – SEN Support – <b>24%</b> / EHCP – <b>4%</b>	<b>SEN support – -1.3%</b> <b>EHCP – -1.2%</b>

### Regional headlines

Yorkshire and Humber – 66.8% (+ 2.3% from 2021/22)

#### 1.8.4 What are we doing to support schools this year?

Specific areas of training linked to results

- Maths based training (e.g. Making Maths Marvellous, maths all around us)
- Literacy based training (e.g. drawing club, mark making to writing, squiggle me into a writer)
- Stepping into English EAL focus
- Reception Assessment Networks
- EAL Champions – funded
- Level 2 SEND Qualification Understanding Babies and Young children with SEND (funded place for every early years provider to access)
- Focus on ELG (training delivered earlier to raise awareness and understanding) - New to EYFS Profile (delivered earlier and both online and face to face)

Allocated Quality and Access Officers

- EYFS Coordinator / lead mailing list
- EYFS Briefings with standing agenda items – transition, assessment, safeguarding, training updates
- Reception Assessment Networks

#### 1.8.5 Early Years Childcare Reforms

The Childcare Reforms were announced in the Spring 2023 Budget and include a range of measures, with two central programmes:

- Extended Entitlement
- Wraparound Care

Currently, parents who work more than 16 hours a week and earn less than £100,000 are entitled to 30 hours a week funded childcare for children aged 3-4.

- From **April 2024**, working parents of 2-year-olds will be able to access 15 hours of free childcare.
- From **September 2024**, 15 hours of free childcare will be extended to all children from the age of 9 months.



- From **September 2025**, working parents of children under the age of 5 will be entitled to 30 hours free childcare per week

The Wraparound Programme aims to ensure that all children of primary school age (Reception to Year 6 inclusive) receive wraparound care between 8am and 6pm, Monday to Friday in term time, where demand is evidenced.

The underlying aim of both these programmes is to improve economic performance and productivity by enabling more parents/carers to access work, or return to the labour market after having a child.

The Local Authority considers the reforms an invaluable opportunity to improve outcomes for Sheffield children. Early Years are critical for a child's development and children who use a Funded Early Learning place show greater levels of achievement in their school years. Through play activities children benefit by learning language, developing physical and social skills and being prepared for the routine of going to school.

## 1.9 Measles Outbreak

As members will be aware, in November and December 2023 we had cases of measles linked to a school in North Sheffield. Measles is a very infectious disease with potentially serious health consequences. There are also significant issues for school attendance if an outbreak escalates as children can be asked to stay away from school. We can see from the West Midlands (where they are currently have a significant measles outbreak) that this can lead to serious ongoing issues for health and education.

In Sheffield we have successfully contained the outbreak though intensive work between our Council Public Health Team, UK Health Security Agency, the school, colleagues from Sheffield Children's hospital, Primary Care and wider partners. The Mass Vaccination Plan was activated promptly by the Director of Public Health and system partners across health and education delivered additional vaccination in the school in a coordinated and successful way which will have prevented further cases.

Public Health have worked over a number of years to have cross-system plans for these scenarios. Public Health Grant funding is set aside for these eventualities so that we can respond promptly to protect the health and education of our children and young people. Our schools often have trusted and long-standing relationships with the families and communities they serve and in this situation that was a valuable and important part of reducing the ongoing spread of this measles outbreak.

## 1.10 Special Educational Needs

- 1.10.1 The area of SEND has been on a significant improvement journey since the Ofsted of 2018 where seven areas of significant weakness were identified. In 2022 the Ofsted revisit evidenced that six out of seven areas of weakness had made sufficient progress, with a seventh area of multi-agency transitions deemed to have made insufficient progress. This led to the Accelerated Progress Plan linked to Multi-Agency Transitions. This was monitored by the Department for Education from May 2022 until May 2023 when the Sheffield SEND Partnership was stepped down from monitoring, due to the demonstration of multi-agency working and accelerated progress in the area.

From June we have been working on the SEND partnership improvement programme, in line with the new Area SEND and AP Ofsted Framework as released in January 2023.

The Self Evaluation Framework has been discussed at the committee and does show the priorities we are working on both strategically and operationally. Due to the speed of the transformation the SEF is undergoing a significant update in line with recommendations from the Children Young People Delivery Group and clear priorities on Early Years, Neuro-Disability and considering our most complex children.

We have seen success in the work that we are doing on taking a relational approach across Statutory Assessment, this includes:

- The introduction of a Joint Assessment Process which puts children and families at the heart of assessment and allows a 'tell it once approach' – this approach is gaining momentum and receiving positive feedback from families who are feeling empowered and heard.
- The Joint Assessment Process has also reduced the waiting times for Educational Psychology, reducing the cost to the council and also helped to increase the 20 weeks compliance from 30% - 80% over the last 3 months – this should be a sustainable model.
- The support that is being delegated from needs assessment decisions is helping more children to be supported within a graduated approach, which has seen a reduction in the number of needs assessments coming through.

More work is needed in this space and is being supported and motivated by:

- The consultation report which shows the need for change and makes appropriate recommendations, feeding into
- The work we are completing with IMPOWER linked to transformational change in this space, linked to joint decision making, including transport, how we support our children with neurodiversity and SEMH and introduce the Valuing SEND Tool to change the conversation.

We are clear we need better relationships in this space across the partnership and with children, young people, and families.

We need to enable education providers from 0-25 to support children and young people to achieve their outcomes and aspirations which will come through the maturing SEND Transformational Change Programme.

## **2 HOW DOES THIS DECISION CONTRIBUTE?**

- 2.1 This gives line of sight to committee members about activity being undertaken in children Services, specifically the work being undertaken by the DCS and priorities for the next period between committees.

## **3 HAS THERE BEEN ANY CONSULTATION?**

- 3.1 The purpose of this report is to provide an update in relation to Children Services.
- 3.2 Consultation is undertaken during the development of proposals for the budget and implementation of proposals for the budget as appropriate.
- 3.3 An overall approach to coproduction and involvement is also a key element of the delivery plan, ensuring that the voice of our children and Young People is heard and young people are happy who have the start they need for the future they want.

## **4 RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

**4.1 Equality Implications**

4.1.1 Reducing risk of committee members not being aware of the activity undertaken in children Services. Providing clarity and purpose and ensuring assurance whilst highlighting any risks

**4.2 Financial and Commercial Implications**

4.2.1 No financial and Commercial implications

**4.3 Legal Implications**

4.3.1 No legal implications as no formal policy and proposals

**4.4 Climate Implications**

4.4.1 No Climate implications

**4.5 Other Implications**

4.5.1 There are no specific other implications for this report

**5 ALTERNATIVE OPTIONS CONSIDERED**

5.1 Not applicable – no decision or change is being proposed

**6 REASONS FOR RECOMMENDATIONS**

6.1 This report provides an update regards Children’s Services activities for Members.

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