

## **APPENDIX 1**

### **Extract of Executive Board and Executive Board Sub Committee Minutes Relevant to the Children and Young People's Policy and Performance Board**

#### **EXECUTIVE BOARD MEETING HELD ON 16 OCTOBER 2008**

##### **EXB 59 STANDARD SCHOOL YEAR JOINT CONSULTATION WITH GREATER MERSEYSIDE LOCAL AUTHORITIES**

The Board considered a report of the Strategic Director – Children and Young People providing information regarding a proposed joint consultation with the Learn Together Partnership to implement a standard school year from September 2010.

It was advised that the standard school year, which was championed by the Local Government Association (LGA), required splitting the school into six terms of roughly equal length, fixing them regardless of the Easter celebration. The benefits of this were outlined for Members' consideration.

In May 2008, Liverpool City Council had tabled a proposal at the Greater Merseyside Directors of Children's Services meeting to conduct a joint consultation across all Greater Merseyside Local Authorities (LAs) to implement this change. The Directors present agreed in principle to this proposal, which was outlined within the report, and Liverpool City Council was piloting this system for the 2009/10 academic year.

All Local Authorities in the Learn Together Partnership had been invited to be part of the joint proposal. At Halton's request, Cheshire had also been invited. The Partnership agreed that each LA would co-ordinate its own consultation based on agreed documentation and timescales, and a consultation letter had been drafted for all LAs involved to use. This would be headed with Halton's logo and have a proforma for stakeholders to return. The consultation process would begin week commencing 3<sup>rd</sup> November with a co-ordinated press launch, and close on 18<sup>th</sup> December 2008.

**RESOLVED:** That Halton participates in the joint consultation process.

#### **EXECUTIVE BOARD MEETING HELD ON 6 NOVEMBER 2008**

EXB68

## POST 16 EDUCATION WITHIN A 14-19 CONTEXT - KEY DECISION

The Board considered a report of the Strategic Director – Children and Young People providing an outline of the proposed plan for the delivery of Post 16 education within a 14 to 19 context.

It was advised that Halton Borough Council (HBC) and the Learning and Skills Council (LSC) were required to ensure that plans were in place for the effective delivery of 14 – 19 education. Both organisations were responsible for securing sufficient provision in the Borough to meet the new educational entitlements and the ambition to raise the participation age in education. There were a number of key drivers of this new planning framework and these were outlined within the report for Members' information.

It was proposed that a Collegiate model be developed for the delivery of Post 16 education, which would be sited within the 14 – 19 framework. The Local Authority would commission provision through the Collegiate model. The partnership of Riverside College, secondary schools, work based learning providers, together with Halton Council, would then be in a position by 2013 to deliver the national entitlement. This would include vocational elements, AS/A Levels, International Baccalaureate and the new Diplomas.

The Collegiate would oversee the strategic development of the Borough-wide offer for Post 16 education within the 14 – 19 framework and two Collaboratives, one in Widnes and one in Runcorn, would be formed to oversee specific developments of Post 16 education within each learning community.

Delivery was based on the assumption that Riverside College, all secondary schools, special schools, and work-based learning providers would be centres for 14-19 learning, carrying equal status and working within a collaborative to deliver the "Halton offer" to young people.

Further information was provided in the report regarding the fundamental framework, the national context, the local context, the consultation process that had been undertaken, and the role of the Local Authority and relationships with stakeholders. It was advised that the Collegiate approach required alignment of LSC and Building Schools for the Future (BSF) capital investment, and the Collegiate would critically inform the Council in its future Commissioning role under the Machinery of Government transferred LSC responsibilities to the Council in 2010.

The Board noted the work that had gone into establishing this model, which would build on the excellent attainment levels achieved by schools in the Borough in recent years, and extended thanks to all those involved including head teachers, the College and Principal, and relevant officers within the Borough Council.

#### Reason for the Decision

There was a pressing requirement to agree provision for Post 16 education with a 14 – 19 context in Halton. As part of the developing BSF programme, and the Primary Capital Programme, a review of Post 16 education within a 14 to 19 context had to be undertaken.

#### Alternative Options Considered and Rejected

None. This was a requirement for the BSF and Machinery of Government programmes.

#### Implementation Date

The Collegiate and two Collaboratives would form as soon as approval was granted, building on the preparatory meetings to date. Implementation of the full model would commence September 2010.

RESOLVED: That

- (1) the Collegiate model be approved as the delivery mechanism for Post 16 education within the 14 – 19 curriculum in Halton;
- (2) the Widnes and Runcorn Collaborations within the Collegiate Model be approved; and
- (3) the design of the model be delegated to the Collegiate Strategic Board.

EXB69

#### SPECIAL EDUCATION NEEDS REVIEW - KEY DECISION

The Board considered a report of the Strategic Director – Children and Young People which completed the review of Special Educational Needs (SEN) provision in Halton.

It was noted that the Local Authority had been undertaking a review of SEN provision within the Borough for a variety of reasons, which were outlined in detail within the report. A number of stages to this review had taken place which included:

- 2005 Review of SEN Unit Provision;
- strategic review of Autistic Spectrum Disorder Provision in Halton (28<sup>th</sup> August 2008); and
- a local analysis of need.

The present provision of units in Primary and Secondary mainstream schools was outlined in Appendix 1 to the report.

Halton's aim was to ensure that "Pathways" for learning for SEN pupils would be personalised to meet individual and family needs. This would involve the current SEN Unit Provision across all key stages being re-designed to provide flexible provision within a mainstream school, or early years setting, that enabled the learner to spend as much time as possible in the mainstream part of the school, depending on the needs of the individual pupil. When it had been shown through assessment that the pupil's needs could not be met in a mainstream school, alternative provision would be sought. Prior to this decision there would be an expectation that "reasonable adjustments" would be made using the totality of resources made available to the mainstream school.

Members were provided with information regarding the proposed consultation to take place with primary and secondary schools. Within both primary and secondary provision, joint working with all areas of Children's Services, including health, would provide a wrap-around provision for children and families.

The Board noted that provision for SEN within mainstream units did not currently match the needs of the Borough and young people: the present provision for units within schools did not provide value for money due to the number of surplus places. This proposal meant that money would be prioritised in the right direction to ensure everyone in SEN had their needs met; ie this was not about a reduction in resources, they would simply be re-distributed to better reflect/match current and emerging need.

#### Reason for Decision

At present, there were surplus places within mainstream units. Mainstream SEN units were not matching the present and future requirements of the Borough. As part of the developing Building

Schools for the Future (BSF) programme and the Primary Capital Programme a review of SEN unit provision needed to be undertaken.

#### Alternative Options Considered and Rejected

An alternative option was to leave the provision as it was. However, this would potentially leave the Council vulnerable to challenge.

#### Implementation Date

The Secondary SEN Unit Provision Review must be agreed by December 2008 and implemented during the development of the BSF programme. The Primary SEN unit provision review would be agreed February 2009 and implemented by September 2010.

RESOLVED: That

- (1) consultation on the provision for SEN units within secondary mainstream schools commence; and
- (2) consultation on the provision for SEN units within primary mainstream schools commence.

### **EXECUTIVE BOARD MEETING HELD ON 13 NOVEMBER 2008**

#### **EXB70 BUILDING SCHOOLS FOR THE FUTURE (BSF) STRATEGY FOR CHANGE (PART 2) AND BSF FUNDING - KEY DECISION**

The Board considered a report of the Strategic Director – Children and Young People providing a summary of the Building Schools for the Future (BSF) Strategy for Change (Part 2) (SfC2), seeking approval for its submission to Partnership for Schools (PfS) by 19<sup>th</sup> November 2008. The report also outlined the role and benefits of a Local Education Partnership (LEP) and requested approval to utilise this procurement route. A summary of the potential sites for capital receipts was outlined and approval in principle was sought to maximise this income to deliver the BSF programme.

A copy of the strategy had been attached to the report at Appendix A and a slightly revised version was tabled at the meeting for Members' information, together with a list of the changes that had been made. It was noted that the document described how the Authority intended to achieve its vision with its key stakeholders, and had been developed by working in partnership with Head Teachers of Secondary and Special Schools, external consultants and other key stakeholders, and through the BSF workstreams

such as ICT and Technical. In addition, each Secondary and Secondary Special School within Halton had now developed its own School Strategy for Change for inclusion in the SfC2.

In respect of the Local Education Partnership (LEP), it was advised that this was a public private partnership between the Local Authority, BSF Investments LLP (BSFI) and a private sector partner selected in open competition under the European Procurement Rules. It was a joint venture company whose primary purpose was to ensure that the BSF investment was efficiently and effectively used to deliver a transformed secondary estate.

The benefits of this route for Halton were outlined for Members' information within the report. It was noted that the LEP enabled the Authority to deliver its programme through a mix of procurement routes: Private Finance Initiative (PFI) and conventionally funded projects. This was the BSF default procurement model and the SfC2 confirmed the Authority's intention to procure BSF in this way.

Further information was also provided in respect of capital receipts that could be generated from the four sites within the Borough, which would be partially or fully vacated once the programme was complete. These sites were Chestnut Lodge School, Ashley School, part of Fairfield High School and part of the sites housing the four Grange Schools. However, prior to release of any land for capital receipts, the Authority had to consider the impact on the Unitary Development Plan and the Sports England requirements, particularly where a Section 77 request would be needed to release school playing fields. These rules restricted the availability of land for redevelopment.

It was confirmed that other opportunities arising as a result of BSF were also being considered such as the intention to have a significant positive impact on children and young people's health, particularly levels of obesity in the Borough, through the facilities and services which would be provided through secondary schools. Various issues in different localities were being examined in order that provision could be better targeted to meet local needs.

#### Reason for the Decision

A Strategy for Changes Part 2 must be completed by all authorities in the BSF programme.

#### Alternative Options Considered and Rejected

Not applicable.

Implementation Date

The Strategy for Change must be submitted to PfS by 19<sup>th</sup> November 2008.

RESOLVED: That

- 1) the Strategy for Change Part 2, attached as Appendix A to the report and revised as outlined at the meeting, be approved and the Strategic Director for Children and Young People be authorised, in consultation with the Executive Board Member for Children and Young People, to make any necessary minor amendments following this meeting prior to its submission;
- 2) the LEP model be confirmed as the BSF procurement route and a further report be requested on its potential scope;
- 3) approval be confirmed to seek permission to utilise 100% of available capital receipts on vacant secondary premises to fund the BSF Capital Programme; and
- 4) the Cross Party BSF Working Group be reconvened to develop the Strategy for Change Part 2 to inform the Outline Business Case.

**EXECUTIVE BOARD MEETING HELD ON 4 DECEMBER 2008**

EXB79 PROPOSALS FOR A GREATER MERSEYSIDE SUB-REGIONAL GROUPING TO PLAN AND COMMISSION 16-18 LEARNING AND COMMISSIONING ARRANGEMENTS - KEY DECISION

The Board considered a report of the Strategic Director – Children and Young People outlining a recommendation relating to a Sub Regional Grouping within which Halton Council could discharge its future statutory responsibilities for planning and commissioning 16-18 learning. This was part of the transfer of responsibilities from the Learning and Skills Council (LSC) in April 2010.

It was noted that the Government had announced its intention to route funding for 16-18 year old learning through Councils following the winding up of the LSC. The LSC would be replaced in 2010 by two new agencies: the Young People's Learning Agency (YPLA) and the Skills Funding Agency (SFA). The changes were subject to

legislation and were outlined in the White Paper “Raising Expectations”. Part of the transitional arrangements were to establish sub-regional groupings of councils that would co-ordinate commissioning for 16-18 learning across the appropriate area.

Locally, these new responsibilities would be co-ordinated under the auspices of Halton’s 14-19 Strategic Partnership. This Partnership brought all stakeholders together to plan 14-19 learning in the Borough and would ensure that the full breadth of provision to meet the 2013 entitlement was in place for Halton’s learners.

The Board was advised that significant preparatory work was required to ensure that the Council was ready to assume the lead commissioning role for 16-18 learning in 2010. Details were outlined for Members’ consideration, together with the basis of the recommendation for a Greater Merseyside Sub Regional Grouping for 16-18. It was noted that the other Council areas forming this proposal were Knowsley, Liverpool, Sefton, St Helens and the Wirral.

There were three proposed models to undertake the strategic commissioning through the sub regional grouping, each of which were outlined in the report. Model three had strong support from the 14-19 strategic managers to the Directors of Children’s Services, and was Halton’s preferred model at this stage, as local authorities would remain in control of their local planning and commissioning but, through sub regional collaboration, would be accountable for meeting Multi Area Agreement priorities. This would ensure that both employers’ and learner demands were met and that provision was procured locally to meet learner needs. However, the final decision would sit with the YPLA.

The Board was advised that the issue of capacity, in terms of capital to carry out the required development work, had been raised with Government Office North West. Representations had been made for additional support and it was hoped that this would be forthcoming either as staff or resource.

#### Reason(s) for Decision

To comply with Machinery of Government requirements as part of the transfer of LSC responsibilities to Councils.

#### Alternative Options Considered and Rejected



An alternative option was to form a sub group with Cheshire Councils. However, given the emphasis of working within the City Region for the reasons outlined in paragraph 3.4 of the report, this option was not put forward although key strategic linkages would be maintained with any Cheshire grouping, particularly with Warrington Council.

Implementation Date

April 2010.

RESOLVED: That

- (1) Halton's membership of a Greater Merseyside Sub Regional Group for 16-18 learning be approved in order to comply with the Council's responsibilities arising from the transfer of Learning and Skills Council (LSC) duties for 16-18 learning to the Council in 2010;
- (2) to maximise the benefits to all learners, the Greater Merseyside Group be requested to ensure that there is co-ordination of strategic planning for 16-18 learners with all neighbouring authorities; and
- (3) "Model Three" be approved for Sub-Regional Commissioning, where local authorities come together to share 14-19 plans but procure providers from within their own Council areas.