



LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY

DECISIONS to be made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability, Councillor Bob Standley

THURSDAY, 25 JULY 2024 AT 2.00 PM

REMOTE MEETING VIA MICROSOFT TEAMS

AGENDA

1. Decisions made by the Lead Cabinet Member on 23 May 2024 (*Pages 3 - 4*)
2. Disclosures of interests
Disclosure by all Members present of personal interests in matters on the Agenda, the nature of any interest and whether the Member regards the interest as prejudicial under the terms of the Code of Conduct
3. Urgent items
Notification of items which the Lead Member considers to be urgent and propose to take at the end of the appropriate part of the Agenda
4. Excellence for All Vision 2024 - 2030 (*Pages 5 - 10*)
Report by the Director of Children's Services.
5. Any urgent items previously notified under agenda item 3

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17 July 2024

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LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY

DECISIONS made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability, Councillor Bob Standley, on 23 May 2024 at Remote Meeting via Microsoft Teams

Councillors Gerard Fox and Steve Murphy spoke on item 4 (see minute 10)

6. DECISIONS MADE BY THE LEAD CABINET MEMBER ON 9 MAY 2024

6.1 The Lead Member approved as a correct record the minutes of the meeting held on 9 May 2024.

7. DISCLOSURES OF INTERESTS

7.1 There were none.

8. URGENT ITEMS

8.1 There were none.

9. REPORTS

9.1 A copy of the report referred to below is included in the minute book.

10. BURFIELD ACADEMY AND PHOENIX ACADEMY

10.1 The Lead Member considered a report by the Director of Children's Services regarding Burfield Academy and Phoenix Academy.

10.2 It was noted that there was a typographical error with the numbering of the paragraphs in section 1 of the report. This should read as follows:

- Paragraph 1.4 should read as 1.5; and
- Paragraph 1.5 should read as 1.6.

10.3 Following discussion with Members present, the Lead Member requested for the inclusion of a revised travel plan regarding the children moving to the Phoenix Academy site and the potential impact this may cause. Officers undertook to include this in the local authority's response to the consultation.

DECISIONS

10.4 The Lead Member RESOLVED:

- 1) to approve the local authority responding to Step Academy Trust's consultation on the amalgamation of Burfield Academy and Phoenix Academy, confirming that it does not object to the proposal.
- 2) to acknowledge that the final decision is not for the local authority who are consultees.
- 3) that the regional school commissioner and the Department for Education (DfE) be asked to take account of the strong feelings of the parents and pupils of Burfield and Phoenix academies as detailed in the emails and petitions submitted; and
- 4) to request that any decision by the DfE takes fully into account the emerging Wealden Local plan and current housing provisions already granted.

REASONS

10.5 The proposed amalgamation of the two schools, and the subsequent reduction in capacity in the area, would be unlikely to put pressure on school places in the short term. The proposal will mean that instead of two schools with low numbers there will be one school with pupil numbers close to their Published Admission Number (PAN). This is likely to provide educational benefits to pupils, due to the Trust being able to provide a greater breadth of curriculum, pupil support and extra curricula opportunities.

10.6 The planning issue with regard to the "Kiss and Drop" facility is seen by the local authority as a catalyst for the merger proposal and not a major reason in itself.

10.7 On the basis of the projected pupil numbers in Hailsham and surroundings areas the local authority does not object to the proposed merger.

Report to: **Lead Member for Education and Inclusion, Special Educational Needs and Disability**

Date: **25 July 2024**

By: **Director of Children's Services**

Title of report: **Excellence for All Vision 2024 - 2030**

Purpose of report: **To inform the Lead Member of the work done to update the Excellence for All vision which underpins the work of the Education Division.**

RECOMMENDATIONS:

The Lead Member is recommended to approve the content and authorise the publication of the new Excellence for All vision 2024 – 2030

1 Background

1.1 Excellence for All 2024 – 2030 (“the Vision”) (Appendix 1) sets out the future strategic development of the Council’s Education Division (“the Division”) and the work of our partners.

1.2 Previous iterations of Excellence for All have covered a 2-year period. It was identified by the local authority, and the Primary, Secondary and Joint boards in the 2021 consultation process that future versions should cover a longer period and set a longer-term vision for the education system in East Sussex. This will allow the local authority to set more ambitious goals and to provide greater flex in our programmes of work for shifts in national policy.

1.3 The Vision has been developed through a targeted consultation process and will provide schools, settings and colleges with a clear and timely message about the local authority’s areas of focus. It will also reaffirm the local authority’s role in education as champion for children and young people, especially the most vulnerable.

1.4 The Vision drives the work of the Division and is the basis for its yearly Performance Improvement Plan. It also underpins the work done on wider Council strategic documentation like the Children’s Services Department Portfolio Plan.

2 Supporting information

2.1 The Division has undertaken a targeted consultation process order to ensure that the Vision reflects the views of partners and stakeholders. This includes key input from the Joint Board, which is made up of members from the Primary and Secondary boards and is a key part of our education governance arrangements.

2.2 The consultation process provided the Division with detailed feedback and critical analysis about the proposals for 2024-2030. This has been embedded into the Vision. Throughout the process, partners have made clear that they invite this longer-term strategy work, focusing on ambitions for the future rather than operational procedures.

2.3 The Vision is centred around a collective statement: that ‘by 2030 all children and young people in East Sussex will be a part of an excellent, inclusive, and equitable education system. This

system will foster a meaningful sense of belonging from Early Years all the way to post-16 provision'. Partners have agreed that it is critical that this central statement is clear, concise, and simple.

2.4 The Vision articulates how the Division sees multi-agency working developing and evolving over the next six years. It has clarified the aim to ensure that families, children, and young people feel held and supported by the Division and schools, settings and colleges.

2.5 The vision includes a section on the ongoing commitment to co-production, which is already utilised in many areas of the Division's work. The longer lifespan of this document will allow the Division to assess its impact over a longer period.

2.6 The Vision includes a commitment to ensure the document remains live and relevant. This includes working with partners to develop a process so that progress can be measured against the ambitions set out in the Vision. The voices of young people will be central to this.

3 Conclusion and reasons for recommendations

3.1 The Lead Member is asked to approve the content and authorise the publication of the Excellence for All Vision 2024 - 2030. The Vision has already been seen by external partners and senior management in the Division. The Vision will be published in September 2024 and shared with partners and stakeholders.

3.2 The Vision represents the key ambitions that the Council and its partners share for education in East Sussex over the next 6 years. It has been developed through a thorough analysis of current educational performance data and a consultation process. The renewed Vision will provide schools, setting and colleges with a clear and timely message about the ways in which the Division will support them.

CAROLYN FAIR
Director of Children's Services

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BACKGROUND DOCUMENTS

None.

Final draft- Excellence for All Vision 2024 - 2030

Introduction

The local authority is the champion for children and young people, particularly the most vulnerable. In education, we work in partnership with schools, colleges, and settings across the system to achieve the best outcomes for all pupils in East Sussex. Education plays a vital role in the lives of children and young people and providers are at the heart of their communities.

In the last iteration of Excellence for All 2021 - 2023, we identified the need to work on a long-term vision for the education system in East Sussex which would remain relevant in the context of changes in policy and resources. This shared vision will underpin the strategic work of the Education Division and our partners, as we drive towards an ambitious set of goals for 2030. It will be critical that schools, colleges, and settings also reflect this level of ambition in their own long term strategic planning. We have a clear understanding of the areas to improve across our education system, as well as the successes that we can capitalise on. The principles set out in this vision will inform the strategic plans across our partnerships, the local authority, and our education providers. Our strong governance structures will oversee the delivery of our plans and our vision.

Our partnerships across education remain one of our core strengths. This vision will bring further cohesion to that infrastructure and will strengthen further our multi-agency partnership working across education, health, care, and economy. This is particularly important to fulfilling our set of responsibilities relating to vulnerable children and young people, including those with SEND. Our work across children's services and with our wider partners will enable families and communities to build greater independence and resilience, to support our children and young people to be successful.

This vision draws on many examples of excellence and inclusion, that we would like to see embedded across East Sussex. It also addresses the ongoing areas for development in education in East Sussex. These include variable outcomes across the county, low rates of attendance, high percentages of exclusions and rising numbers of young people who are NEET.

A collective vision

Our vision for the education system in East Sussex is that by 2030 all children and young people in East Sussex will be a part of an excellent, inclusive, and equitable education system. This system will foster a meaningful sense of belonging from Early Years all the way to post-16 provision.

Our inclusive system will be driven by outstanding leadership and scaffolded by good governance. Young people and their families will feel confident, cared for and ready to reach their full potential.

Partnerships

East Sussex has a history of strong partnership working, which will continue to evolve in line with our vision. By 2030, our partnership structures for education will ensure that excellence, inclusion, and equity are foregrounded across the system.

Our partnership working with multi-academy trusts (MATs) will be enhanced as the number of high-quality trusts in the area grows. MATs will continue to play a critical role in our

partnership infrastructure, using their resources for the benefit of all schools in the trust and for the wider education system in East Sussex.

By 2030, all small schools in the county will have joined partnerships which support them to remain sustainable. Working together in federations or as part of MATs, will enable small schools to stay at the heart of their communities. This will foster a stable and consistent sense of belonging for the children who attend them.

A system where we all belong

By 2030, there will be a consistent approach to inclusion within schools and across the county, leveraging and expanding some of the excellent practice currently in place. This consistency will ensure that if a family moved from one end of the county to another, they would still feel held and supported by the education system.

Some children and young people report that their experience of inclusion in their own schools can vary. This largely depends on how well inclusive practice is embedded within schools and how well points of transition are managed. This includes transition between phases, as well as in and out of Alternative Provision.

Some areas of East Sussex face significant challenges including historic deprivation and poor outcomes. By 2030 all settings, schools, and colleges will have fully embedded a consistent culture of inclusion. This will enable more children and young people to connect with their communities in mainstream schools, so that they can progress in their learning and develop key skills for their adult life.

This sense of belonging will extend to every part of the workforce across our education system. East Sussex will have high levels of success in recruiting and retaining skilled staff, who will belong to a vibrant and supportive network of professionals.

By 2030

This vision spans 6 years. We have identified three key areas of work to be delivered across our partnerships and through our schools, colleges, and settings:

- **The best outcomes:** by 2030 all children and young people across the county will achieve outcomes that prepare them for success at the next phase of their life. All children and young people will be given the opportunities they need to prepare for adulthood and develop the skills that allow them to transition confidently into post-16 pathways and advocate for themselves.
- **An excellent education system:** schools and families will feel confident that mainstream schools and settings are the right place for children and young people, and that inclusive, high-quality practices will ensure that their needs will be met. Schools will be rooted in the heart of their communities and reflect the communities they serve.
- **An equitable start:** by 2030 children and young people will be consistently supported by settings, schools, and their families to access the support they need to begin their education on an equal footing with their peers.

The voice of young people and families

Children, young people, and their families should meaningfully contribute to decisions about their own lives. Their engagement is central to bringing about the changes our

system needs to reach our ambitions. This includes shaping the planning, commissioning, delivery, and improvement of the education services they use. This is particularly pertinent for children and young people with SEND, and their families. Our work on this is well underway.

We will build on the successes we have had in meaningful coproduction with partners across our SEND and education communities. We will reflect on progress to ensure that young people and families feel the impact of the collective vision that we have set out here.

Taking our vision forward

New initiatives and policies from central government will influence the context in which we work, and we will discharge our responsibilities alongside the DfE who have overall responsibility for education. We are committed to ensuring this vision remains live and relevant in everything we do, and it has been developed to be agile and responsive to changes in the wider education landscape. We are keen to ensure that we continue to play a strong and consistent role in shaping the local education offer for our children and young people.

This vision will be deployed across the work of the Education Division, our school Boards and other key partners who work with children and their families. It will inform our strategic planning and decision making, guiding our work across teams and organisations. For the local authority, it will play a key role in shaping our commitment to education in the Council Plan.

We will plan together how we review our progress against these ambitions and ensure that we deliver our vision for 2030.

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