

Children's Services

Portfolio Plan 2017/18 – 2019/20

Children and Families Education and Inclusion, Special Educational Needs and Disability

July 2017



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Our Priorities and Operating Principles

Our Priorities

The Council has set four clear priority outcomes:

- ❖ Driving economic growth;
- ❖ Keeping vulnerable people safe;
- ❖ Helping people help themselves; and
- ❖ Making best use of our resources.

Operating Principles

The Council has agreed three operating principles:

- ❖ **Strategic commissioning:** using an evidence-based approach to assess and meet the needs of local people in the most effective way. We will specify and deliver appropriate services to secure the best outcomes and value for money for residents.
- ❖ **One Council:** working as a single organisation both through the processes we use, and how we work. We will work in a well connected way across Council teams so we harness all our energy and resources towards achieving our priorities and remove duplication. We will judge our success against outcomes for the whole population and the organisation (and whole local public sector) not against the interests of a particular group, team or department.
- ❖ **Strong partnerships:** recognising we are one part of a wider system, we will work effectively with partners across East Sussex and the region as well as with the wider public sector to ensure we learn from others, secure best value for money and maximise impact for our residents.

Children's Services

Portfolio Policy

Policy Overview by Lead Members

What we want to achieve

1.1 Children's Services contributes to the Council's four key priority outcomes and also has an important role to play in the development of strong partnerships to improve or maintain the outcomes for children, young people and their families across all agencies that work with children in East Sussex. Within the context of the ongoing reduction of local government funding we will use the resources we have wisely to ensure we focus on the agreed priorities.

Our key work programmes

1.2 As a local authority, we have legal obligations to provide services to our residents. These are set out in law and describe what we must do, at the minimum, to meet these obligations.

1.3 In the context of diminishing resources we will remain committed to an Early Help service which will enable us to provide support to the most vulnerable children and young people at an earlier stage, before they get into difficulties which require social care interventions. In this way we aim to achieve better outcomes.

1.4 An overriding principle in all our work is to work with the right children and families, in the right way for the right amount of time to bring about change, helping families to build resilience and coping strategies to avoid public service dependency. Individual and community responsibility will be of fundamental importance in helping us manage demand over the coming years, supported by good public health services (particularly for young children). We are working with partners to find alternative ways to fund open access youth provision and volunteers are now running open access activities in Children's Centres.

1.5 Working in partnership with schools, colleges, early years settings and providers, we are committed to improving educational outcomes for all children and young people in the county, ensuring that every child does well from the earliest years until they enter employment.

1.6 We will also work with schools and academies to be more inclusive in their support of children and young people with special educational needs and/or disabilities promoting health, wellbeing and resilience and preventing problems from developing. In particular we will focus on reducing the number of requests for assessment, the number of children with Education, Health and Care Plans and reduce the number of children placed in more expensive independent placements.

1.7 Given the scale of financial challenges, we have set out eight themes which will shape the way we work:

- We will protect, as far as possible, resources deployed in investments in preventative services to help us manage demand effectively.
- We will use strategic commissioning to challenge what we do and how we do it; we commission integrated services working closely with partner agencies.
- We will take a proportionate approach to risk; we focus effort on more vulnerable families, providing effective intervention to achieve the change required.
- We will work in partnership with Adult Social Care and the NHS for the benefit of the whole population through East Sussex Better Together (ESBT) and Connecting for You (C4Y) focusing on the benefits of integrated working.

- We will work with partners and communities to meet needs in new ways; we build capacity for settings, schools and colleges to lead their own improvement and to develop capacity in Educational Improvement Partnerships (EIPs)
- We will use demand management and forecasting to make sure we spend on the right things that make a difference, for example using data to target school intervention and continue to develop the Special Educational Needs and Disability (SEND) forecasting model.
- We will reduce costs through modern working practices, paying attention to people's needs, including making the most of the efficiency of our new social care information system, further developing integrated working and integrated systems to support this in the most efficient way.
- We will look for more opportunities to generate income for example through Buzz activity centres and the music service. We will make the best possible use of technology, including our digital services, buildings and other assets, and adopting more agile working practices.

1.8 We will aspire, within the resources available, to deliver the best possible services and minimise any negative impacts of savings including on our ability to sustain or improve performance. This is reflected in the performance targets we have set.



**Councillor Tidy
Lead Member for
Children and Families**



**Councillor Bennett
Lead Member for Education
and Inclusion, Special
Educational Needs and
Disability**

Delivering the Priority Outcomes

2.1 This section sets out how Children's Services contributes to the Council's four key priority outcomes. We will consider ways of changing our service offer including: focussing on the things we must do by law; providing good quality, cost effective in-house services and commissioning from others where appropriate, integrating services across departments, partners and other organisations; and building individual, school and community capacity to self-help.

Driving economic growth

2.2 We will contribute to driving economic growth by ensuring local people have the skills they need to succeed. We will achieve this in partnership with early years settings, schools, colleges and other skills providers, working together to improve the skills and qualifications of children, increasing the number of children making good levels of progress at school each year and narrowing the gap for all groups of children and young people vulnerable to underachievement. Our aim is to ensure that every child attends a good school. In addition, our public health and targeted early help services will help parents to care for their children in ways which effectively promote their development and well-being, so that they can make the most of their opportunities in early years education, school and college.

2.3 Working within the available resources we will work with our partners to maximise the number of children participating in education, training and in education or employment with training until they are 18 years old and work with internal and external partners to prepare children and young people for work and improve their employability and skills. To respond to the apprenticeship levy (which requires all UK operating employers, with an annual pay bill of £3million plus, to make an investment in apprenticeships (0.5% of their annual pay bill); in return, employers will access funding to help to pay for training and assessment for apprentices) we will work across the Council and with Human Resources to shape the implementation of the Apprenticeship Levy to ensure that young people are given the opportunity to develop their skills as Apprentices within our organisation.

2.4 A key priority has been to build capacity for improvement in schools to enable schools to support each other including via the development of Education Improvement Partnerships (EIPs) and securing partnerships and federations between schools.

Keeping vulnerable people safe

2.5 Targeted early help and children's social care services, together with public health services, make a significant contribution to the delivery of the council priorities of keeping vulnerable people safe and helping people help themselves. Providing effective public health and targeted early help services is key to reducing the demand for high cost social care services, thereby making best use of resources. Over the last three years we have made good progress in managing demand, as shown in the charts in section 3. While savings have to be made in these, as in other areas, we will take every opportunity to reduce the impact on demand through streamlining services and reviewing priorities carefully.

2.6 Early identification is crucial to effective safeguarding. Effective delivery of the Healthy Child programmes, including universal development reviews for all children aged 0-5, is very important. The integration of the Health Visiting and Children's Centre services has reshaped our offer to families so that we are more responsive to needs identified through these development reviews, while at the same time making the savings we need to make in the light of budget reductions. Rather than provide staff to run open access activities in Children's Centres we will be providing more tailored support where children have particular needs, for example around attachment or communication skills development. This will, of course, include continued intensive whole family support for the most vulnerable families.

2.7 One of our key outcomes is that we strengthen the current multi-agency early help and child protection system, which ensures that children and young people who are, or are likely to be, at risk of harm are identified, supported and protected. This is part of a wider multi-agency safeguarding system, underpinned by strong statutory multi-agency governance and scrutiny (by East Sussex Safeguarding Children Board). The Single Point of Advice (SPOA), which was launched in May 2016, provides a 'front door' for all referrals for children who need either early help or social care support and we are working with partners and particularly with schools to build confidence and ensure that they only refer children who really need additional help. When it's clear that a social worker is needed the SPOA will work with one of two Multi Agency Safeguarding Hubs (MASH), in Eastbourne and Hastings, which co-locate police and social work staff so that safeguarding is joined up and prompt.

2.8 We are targeting services to the most vulnerable families and helping them earlier to manage independently and find ways of coping with problems so that families can stay together. We continue to focus on achieving good quality and timely assessment work with families when they need social work support, to bring about change when there are child protection concerns and to deliver robust planning and outcomes for children who are in our care. Families that need targeted early help services will either be signposted to support or allocated promptly via the SPOA as appropriate.

Helping people help themselves

2.9 A key aim of both social care and targeted early help support is to enable families to become resilient and self sufficient so that they need only universal services in order to thrive. All our support is designed to motivate and empower families so that they can achieve this goal. Financial sustainability is a key aim and the Department for Work and Pensions employment advisers, funded through the national Troubled Families (TF) programme and co-located with family keyworkers, have been very effective in recent years in helping keyworkers and social workers get parents, and older young people, into work, or onto a pathway into work through training or volunteering. 106 adults moved from out of work benefits to paid employment under the first phase of the government's TF programme and a further 30 have moved to paid employment under TF 2 from April 2015.

2.10 Working with colleagues in Public Health, we are developing a range of parenting programmes for families to help parents increase their confidence, learn new skills and build their resilience.

2.11 The volunteering programme run by Children's Centres has been very successful and has been retained as part of the integrated Health Visiting and Children's Centre service. Linking with new initiatives around community resilience which colleagues in Public Health are promoting, we are keen to support individuals and communities to lead activities which promote health, wellbeing and economic development, for example by using Children's Centre buildings to run groups.

2.12 Inclusion, Special Educational Needs and Disability (ISEND) has an important role to play in supporting children and young people to achieve their very best, keeping vulnerable people safe and helping people help themselves. We will help children and young people with SEND achieve their ambitions and become successful adults. We will ensure that families and children are involved in the development and delivery of services, giving families more choice and control over the services they receive and providing a more personalised response. The Independent Travel Training Service is now in its third year of delivery, and trains between 20 and 24 children and young people each year. The three travel trainers work intensively with pupils across the county, accompanying them on their home to school or college journey until they have the skills and confidence to go it alone. The service has excellent feedback from recipients, their families and others who support them, and is at the same time paying for itself in saved spending on school transport.

2.13 Across East Sussex, children and young people have lower rates of attendance and higher exclusion than their peers nationally. The Standards and Learning Effectiveness Service (SLES) and the ISEND teams will work closely together with schools, Behaviour and Attendance Partnerships and EIPs to support them to identify ways in which they can develop practice and secure improvement. There will be a focus on working with schools to change the behaviour of some families so that they ensure their children are in school and on improving the quality of teaching and provision of support to ensure that children stay in school.

Making best use of our resources

2.14 We will contribute to the Council's priority outcome of making best use of our resources through strategic commissioning and consider changing our service offer in all areas to become more innovative, efficient and effective, whilst safeguarding vulnerable children and helping all children to succeed.

2.15 We will reduce management and administrative posts where possible to retain the resources available to the front line. Building on successful service change in the last three years we will continue to streamline support to families wherever possible, for example through the Family Keywork (Troubled Families) programme. We will also deliver services and provide access to services very differently in some areas, for example: by shifting routine advice to the public and professionals from phone services to web pages; by communicating with clients online when that is appropriate; by collaborating with colleagues using web tools to avoid unnecessary travel time; by learning from joined-up data across partnerships; and using technology to its maximum potential in our joint working across the service. We will maximise income generation through our traded offer with schools and reviewing fees and charges. We will also review our policies and procedures to ensure best use of resources.

2.16 We use robust evaluation, performance data and case auditing to ensure that the work with children and young people and families is effective and that we are investing in the right interventions.

Children and Families

Children's Social Care and Early Help

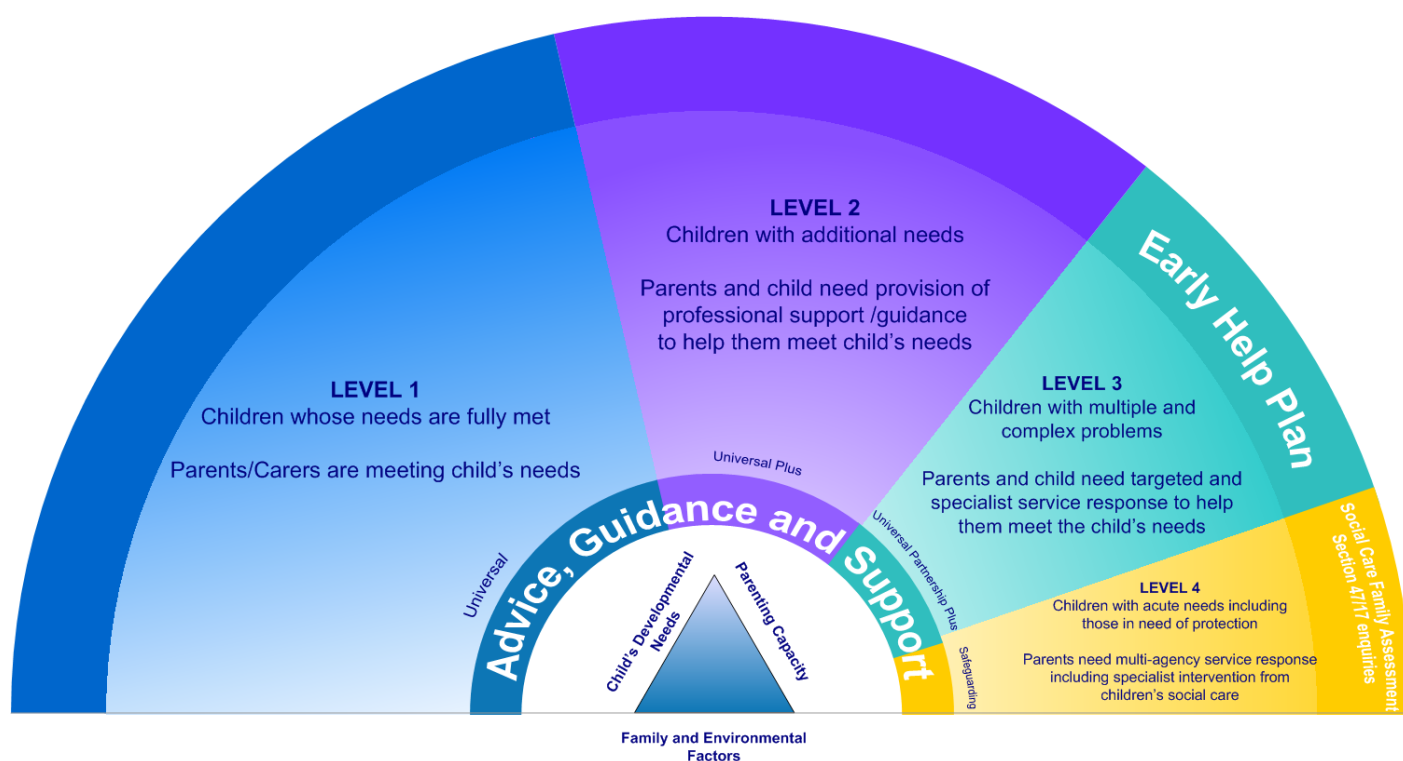
Forward Plan

What we are aiming to achieve

3.1 We have continued to maintain safe and effective services within the overall Council context of a continuing reduction in financial resources and as we move forward, when further savings are necessary, looking for different and ever more streamlined ways of doing things will be even more important. Bringing early help and social care services together into an integrated management structure has ensured that we can further develop joined up services and the way that we use the Continuum of Need to make sure that families get the right sort of help at the right time. We will be working with colleagues in Public Health to make sure that we structure and commission early help services effectively. This will include both health visiting for children 0-5 and services for children 5-19 so that we get the most cost effective and targeted services possible.

3.2 We use data and case auditing to make sure that work with families across all our services is strong and effective and benchmarking performance against other comparable authorities demonstrates that we continue to run effective services. The benchmarking charts (figures 2a, b and c) show our comparative position.

Figure 1: The Continuum of Need



Early Help Services

3.3 Integration of the 0-5 service has continued with health visitors and family keyworkers being line managed together and sharing offices where possible. This ensures the expertise of both health visitors and family keyworkers to help families who need additional support to develop their parenting skills. Getting secure performance data has been challenging because health systems don't 'talk' easily to Council systems but we are making good progress in our first year of integration.

3.4 Working with colleagues in Public Health, we are developing a range of parenting programmes for families to help parents increase their confidence and to learn new skills. We are working with colleagues in the Parish, District and Borough Councils to maintain and extend youth clubs and other sorts of services for young people. We have continued to respond positively to the Government's Troubled Families programme and linked it in to our existing services so that we have a sustainable model that works and makes a difference going forward.

3.5 We have established a Single Point of Advice (SPOA) to respond to all requests for additional support for families and to provide consultation to partners to support them to work with families more confidently and effectively. We will be looking to develop our digital offer still further, providing information and advice online for families and colleagues.

3.6 87% of respondents to the 2016/17 feedback survey agreed that things had changed for the better as a result of getting targeted support from early help services or Children's Centre keywork services.

Child and Adolescent Mental Health Service (CAMHS)

3.7 We are using the additional Government money in the CAMHS Transformation Grant to work closely with the East Sussex Clinical Commissioning Groups (CCGs) on the joint commissioning of an ambitious and expanded CAMHS for East Sussex. We will develop further and embed local services for children experiencing emotional and mental health challenges, building on early successes such as a mental health drop in for young people aged 14-25 in Hastings.

Children's Social Care

3.8 We have been working with colleagues in West Sussex County Council to explore the potential for a combined management structure for Youth Offending Services in the two authorities.

3.9 We have also been developing a more robust strategy for children who are living in households where they are being neglected and making good progress on embedding better multi agency working with colleagues in the police and health services to protect children who are at risk of being sexually exploited.

3.10 Social care intervention when children can't safely stay with their parents has been timely with the time taken to get a case through the Court process continuing to reduce in line with the Government targets of 75% of cases being completed within 26 weeks (at March 2017, 66% of court proceedings in East Sussex were completed within 26 weeks) and we continue to have lower use of legal proceedings than other similar authorities. We have been running a local version of the nationally recognised problem solving court for a year and have been commissioned by colleagues in Brighton & Hove City Council to develop this on their behalf too.

3.11 We have developed two joint teams, Multi Agency Safeguarding Hubs (MASH), with the police in the east and west of the county to streamline child protection investigations.

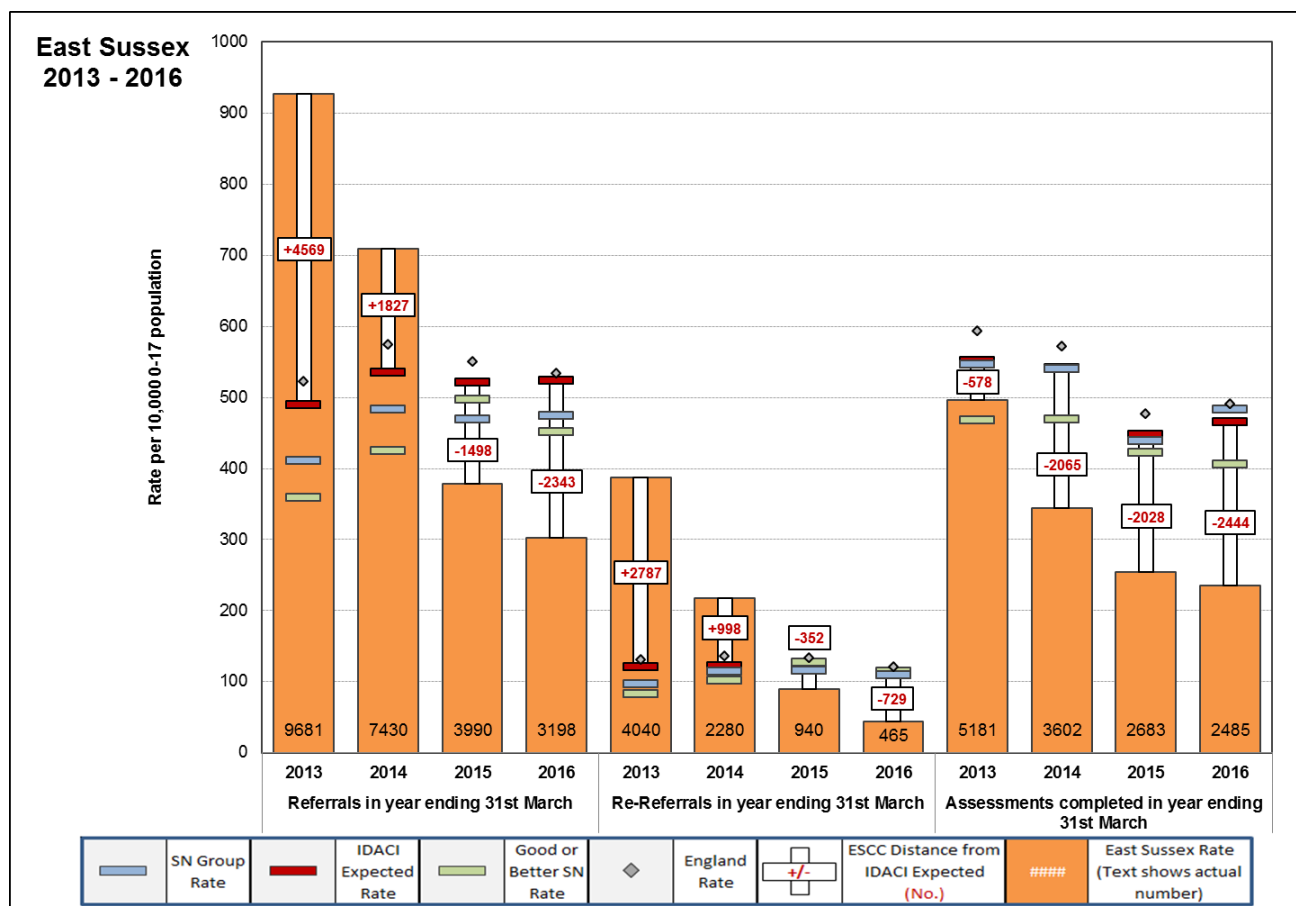
3.12 Use of Child Protection (CP) plans has reduced, however, this remains a key challenge with a rate of 45.0 per 10,000 of children with a CP plan in East Sussex at March 2017. This is above the expected Income Deprivation Affecting Children Index (IDACI) rate of 42.9, and above the rate of our statistical neighbours of 33.0. We will continue to prioritise this so that only those children for whom there is no safe alternative are made subject to this sort of plan.

3.13 On behalf of West Sussex County Council and Brighton & Hove City Council, we have commissioned the national charity Missing People to offer families across the three authorities vital support when a missing child returns home. We are managing the joint contract on behalf of our partners to ensure that Missing People will carry out return to home

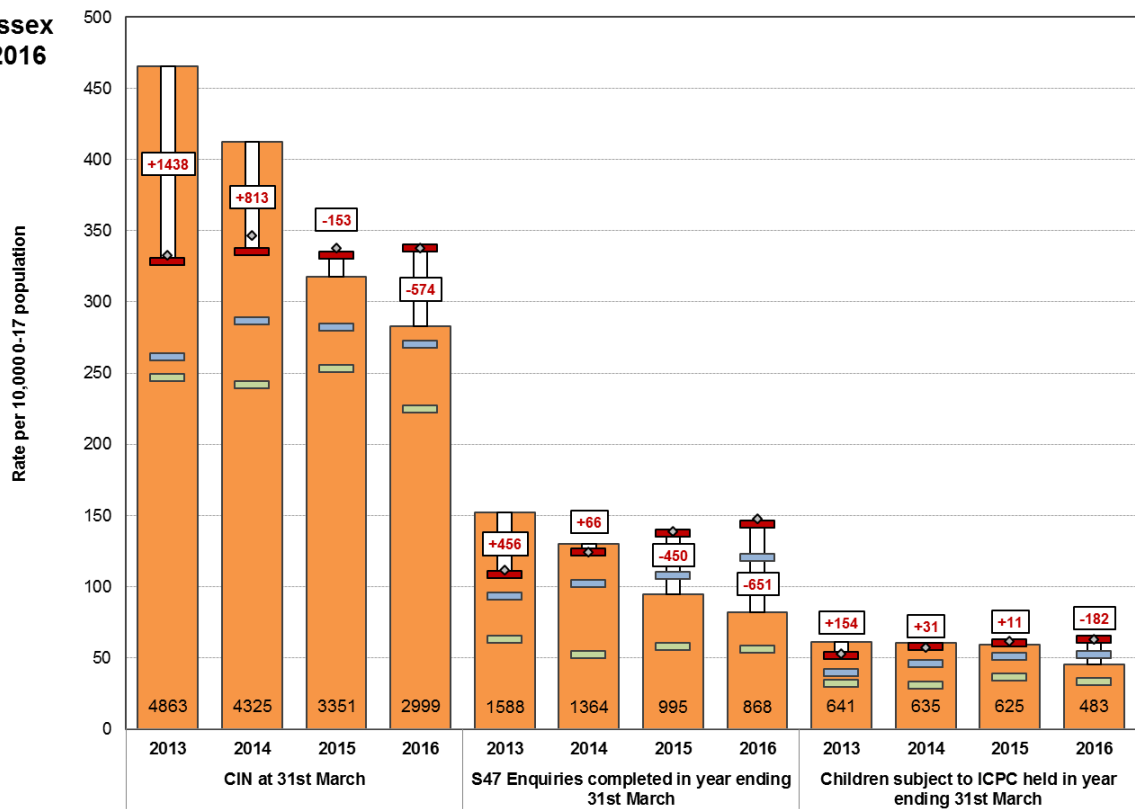
interviews with children across Sussex, giving the child a chance to talk about what happened and reducing the likelihood of them going missing again. Missing children often travel across local authority boundaries and working with our neighbouring councils and with the police allows us to share information and to keep children safe. Missing People will carry out up to 1,750 return to home interviews annually between 2016/17 and 2018/19.

3.14 At 53.3 per 10,000 in March 2017, the rate of Looked After Children (LAC) in East Sussex is now below IDACI indicators (57.2) and lower than the England average (60.3) but remains above statistical neighbours (46.8). It remains an area of budget pressure because we have a higher number of children in stable but expensive agency placements than the budget can afford. There is also increasing pressure from the numbers of young people remanded to care following a criminal offence and from ongoing numbers of young people presenting as unaccompanied asylum seekers. In response to the Government initiative to bring more unaccompanied asylum seeking children (UASC) into the UK. The Council has committed to taking the equivalent of 0.07% of the total child population, which will mean the Council caring for about 72 UASC in total. In order to address this pressure, we will continue with cost effective placement planning for LAC to ensure that the right child is cared for, in the right place, for the right amount of time and at the most appropriate cost.

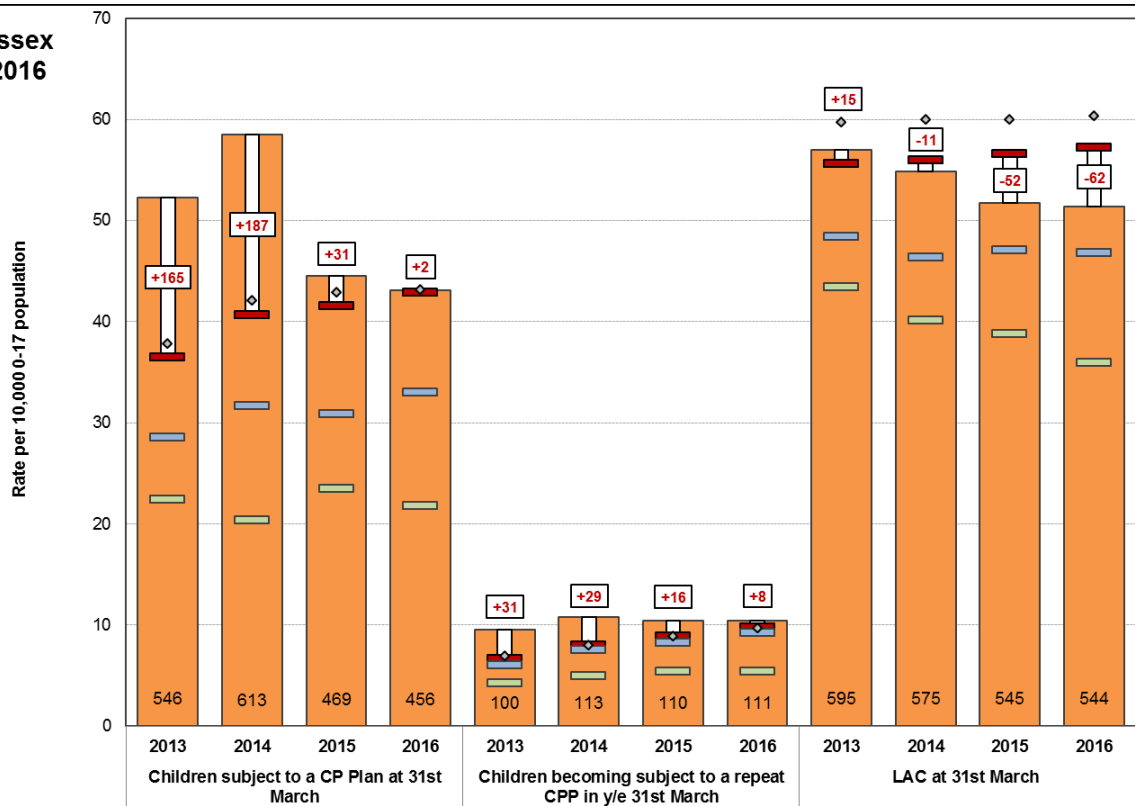
Figure 2a, 2b and 2c: comparison of performance 2012 to 2016



East Sussex 2013 - 2016



East Sussex 2013 - 2016



3.15 Recruitment of sufficient foster carers and Supported Lodgings carers is challenging at both a national and local level but proportions of children placed with our foster carers rather than with agency carers (82.7% (417/504) at Q4, 2016/17), in children's homes or out of the county have stayed high which means that we can keep our children within their communities. However, because locally and across both the South East and nationally there aren't enough foster carers to meet demand, some of our children are moving placements too often because we can't match them with foster families as effectively as we would want. Apart from our UASC, overall numbers of children in care aren't increasing but those that we are caring for are increasingly complex and challenging and the cost of external placements is rising as the market shrinks.

3.16 Our adoption performance has stayed strong for very young children who need permanence in that way. The three year average time between a child entering care and moving in with its adoptive family, for children who have been adopted was 517 days, 2013 - 16, against a national average of 558 days and we have begun work with the other two Sussex authorities and with colleagues in Surrey to develop a local South East adoption consortium to promote further efficiencies. Creative use of Fostering to Adopt placements has ensured that small children can build strong attachments as early as possible to families who will go on to adopt them if the Court agrees.

3.17 As good corporate parents we have high aspirations for the children in our care and for young people as they leave care and we set appropriately challenging targets, supporting them to achieve healthy lifestyles, succeed in education and to find work. We use a Personal Education Plan for each child to support them via their schools, social workers, foster or residential carers and via the Virtual School to make progress in line with their peers and to achieve better in school than children in care nationally.

3.18 We currently have 18 young people at university, with nine in their final year and one young person completing a Masters degree, and we are also encouraging young people into apprenticeships. This won't be possible for all young people; therefore, for those who are particularly vulnerable with complex needs, staff are constantly trying to work with them to access appropriate employment and training.

3.19 The number and range of accommodation options for care leavers and other vulnerable homeless young people remains a real challenge and although we encourage young people in care to remain with their carers, either in foster care or supported lodgings as they turn 18, we continue to need more options such as supported lodgings and other supported accommodation options, particularly for the most chaotic and challenging young people.

Performance data and targets

Performance Measures CP = Council Plan	2015/16 Outturn	2016/17 Target	2016/17 Outturn	2017/18 Target	2018/19 Target	2019/20 Target
Rate of children with a Child Protection Plan (per 10,000 children) CP	43.8 (462 children)	41	45.0 (476 children)	42.9	42.9	42.9
Rate per 10,000 (of 0-17 population) of referrals to children's social care services CP	302	<450	343.7	<462	<462	<462
Rate per 10,000 (of 0-17 population) of assessments completed by children's social care services CP	234.7	<381	361	<381	<381	<381

Performance Measures CP = Council Plan	2015/16 Outturn	2016/17 Target	2016/17 Outturn	2017/18 Target	2018/19 Target	2019/20 Target
The proportion of respondents to the feedback surveys who agree that things have changed for the better as a result of getting targeted support from Early Help or Children's Centre Keywork Services CP	90%	80%	86.5%	80%	80%	80%
Number of households eligible under the government's Troubled Families programme receiving a family support intervention CP	895	1,014	Q4: 298 YTD: 876 Cumulative: 1,771 New calculation from 2017/18	2,624 (Cumulative from start of programme) Under review with DCLG	To be set 2017/18	N/A All applicable families will be engaged by the programme by the end of 2018/19
Proportion of LAC with three or more placements during the year	10.1% (National average for 2014/15 10.0%)	To remain at or below the national average	ESCC 13.1% Nat av 2015/16 10.3%	To remain at or below the national average	To remain at or below the national average	To remain at or below the national average
Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days) CP (Adoption Scorecard)	519 days (National average 593 days)	Less than or equal to national average	ESCC 517 days Nat Av. 558 days	Less than or equal to national average	Less than or equal to national average	Less than or equal to national average
Rate of Looked After Children (per 10,000 children) CP	51.6 (544 children)	Maintain at 2015/16 rate (51.6)	53.3	57.2	57.2	57.2
Average Progress 8 score for LAC CP	New measure	Ac Year 15/16 Equal to or above the national average for LAC	Ac Year 2015/16 ESCC -1.28 Nat Av. -1.14	Ac Year 16/17 0.1 points or less below the national average of LAC	Ac Year 17/18 0.05 points or less below the national average for LAC	Ac Year 18/19 At or above the national average for LAC
Number of Care Leavers in Bed and Breakfast accommodation	2	5 or fewer at any one time placed in B&B accommoda- tion	3	5 or fewer at any one time placed in B&B accommoda- tion	5 or fewer at any one time placed in B&B accommoda- tion	5 or fewer at any one time placed in B&B accommoda- tion
The percentage of LAC participating in education, training or employment with training at academic age 16 (Year 12) CP	89%	84%	72%	80%	80%	80%
The percentage of LAC participating in education, training or employment with training at academic age 17 (Year 13) CP	78%	70%	71%	70%	70%	70%
The percentage of Care Leavers at university	22%	10%	13%	10%	10%	10%
Duration of court proceedings	New measure	60% completed within 26 weeks	66%	60% completed within 26 weeks	60% completed within 26 weeks	60% completed within 26 weeks
The proportion of women engaged with the Foundations Project post care proceedings, who do not have subsequent children removed	New measure	50%	87%	60%	50%	40%
First Time Entrants (FTE) to the Youth Justice System per 100,000 population aged 10-17	292 FTE per 100,000	Maintain a rate of less than 300 FTE per 100,000 population	256 FTE per 100,000	Maintain a rate of less than 300 FTE per 100,000 population	Maintain a rate of less than 300 FTE per 100,000 population	Maintain a rate of less than 300 FTE per 100,000 population
The proportion of children who receive a new birth review	New measure	90%	68.77%	80%	85%	90%
The proportion of children who receive a 1 year review	New measure	90%	88.84%	90%	90%	90%

Revenue Budget £000			
Revenue Breakdown	2015/16	2016/17	2017/18
Gross Budget (A)	50,708	50,966	50,700
Government Grants (B)	(2,137)	(3,148)	(3,459)
Fees & Charges (C)	(1,765)	(1,912)	(1,936)
Other Income (D)	(1,490)	(2,522)	(2,468)
Net Budget (A-B-C-D)	45,316	43,384	42,837

Capital Programme £000						
Project	Description	Total for Scheme	Previous Years	2017/18	2018/19	2019/20
House Adaptations for Disabled Children's Carers Homes	Grants awarded to enable children with disabilities to stay in their own homes. From 2011/12 this budget has been combined with the Fostering and Adoption, House Adaptations budget.	Gross & Net* 1,468	657	311	100	100**

*Fully funded by ESCC. ** Project extends beyond 2019/20.

Education & Inclusion and Special Educational Needs and Disability

Education

Forward Plan

What we are aiming to achieve

4.1 Births in East Sussex rose significantly between 2001 and 2012, but since 2012 birth rates have been falling, suggesting we are now in a downward phase of the cycle. However, in areas with significant amounts of planned new housing, demand for early years, school and post-16 places may continue to rise, even if the number of births is falling. The Education Commissioning Plan 2015-19 incorporates place planning for ages 2 – 19 and is key to ensuring all stakeholders and partners are able to work strategically and collaboratively to ensure there are sufficient, high quality education places in East Sussex.

4.2 The number of children receiving funded early years places rose from 8,900 to 10,400 between 2012/13 and 2014/15, linked to the increase in births and the extension of the offer of free early education and childcare to 40% of two year olds. The number of funded children fell slightly to 10,200 in 2015/16. The government's policy to offer 30 hours of funded childcare to working parents of 3 and 4 year olds from 2017/18 will provide a further stimulus to demand. In the period to 2018/19 we are predicting that the number of children attending state-funded primary schools in East Sussex will grow significantly to approximately 40,100 (an increase of 7% on 2015/16 figures). We expect the number of young people attending state-funded secondary schools in East Sussex, which has been falling, to now start to rise. In 2018/19 we forecast there will be around 27,500 secondary school pupils (an increase of 6% on 2015/16 figures). Numbers will then continue to grow, reflecting the higher intakes coming through from the primary phase. Numbers of 16-19 year old students educated in FE colleges in East Sussex are forecast to fall from around 8,400 in 2015/16 to approximately 7,700 by 2018/19, a decrease of 8%. However, around the turn of the decade numbers will begin to rise, as growing numbers of students come through secondary schools.

4.3 We have a statutory duty to ensure there are sufficient school places for all children in East Sussex. Between 2015/16 and 2019/20 the number of children in state funded primary schools in East Sussex is forecast to rise by 8%. The corresponding forecast increase in the number of secondary school pupils is 10%. The majority of additional primary school places have already been provided in Eastbourne, Hastings, Lewes, Newhaven, Peacehaven, Seaford, Ringmer, Wivelsfield, Rye and Hailsham through a mix of school expansions (temporary and permanent) and new schools. In the period to 2019/20 a net increase of 170 (0.4%) more primary school places will be required. In addition, a net increase of 150 (0.5%) secondary school places will also be needed. The additional places will be funded from the Schools Basic Need allocation in the capital programme. Further school places will be required beyond 2019/20 and these will be set out in future revisions to the Portfolio Plan. The above figures do not take into consideration the implications of late changes to the emerging Wealden Local Plan and its impact on education provision. As a result, we will need to be prepared to change our forecasts in the coming months, which could have place planning and budgetary implications.

4.4 We have recently developed a forecasting model for SEND pupils which forecasts that the number of school aged children with statements/Education Health and Care Plans will increase from around 2,700 in 2015/16 to approximately 3,000 by 2018/19 (a rise of 11%). We are currently working to develop strategies for managing these increases, which includes

the delivery of additional places for children with SEND. This will also form part of the next capital programme.

Standards and Learning Effectiveness Service (SLES)

4.5 The work of the SLES contributes to the Council’s priority to drive economic growth; improving educational outcomes for all children and young people in the county, from ensuring children participate in early years education and make a good start, to raising the participation and achievement of 16 and 17 year olds in education, employment or training.

4.6 While the Government has announced that it will not be bringing forward an Education Bill based on the White Paper, “Educational Excellence Everywhere”, local authorities (LAs) continue to face substantial budgetary pressures and, in 2017/18, the ending of the £600m LA Education Support grant.

4.7 We are determined that the changes in the system and uncertainty around future government policy will not divert our attention from what matters most to us all – delivering an excellent education for all of our children and young people. Since 2012, SLES has been working to develop the local market for school improvement, through commissioning new providers, facilitating school-to-school support and using outstanding school leaders and school partnerships to bring about improvement. SLES will continue to work with schools, whatever their status, to build a sustainable school-system across East Sussex that has the capacity and expertise to offer appropriate support and challenge to all schools and ensures that no school is left isolated.

4.8 We know that resources are likely to continue to reduce over the coming years and we are also looking at ways we can continue to support all schools with the key services that they might not be able to source cost-effectively from elsewhere. We are currently working with schools to develop capacity in Educational Improvement Partnerships (EIPs) and exploring whether we could set up viable trading arrangements for some non-statutory services.

4.9 The success of SLES in securing improved performance of schools in the 2015/16 academic year has built on the trend of improvement in previous years. The profile of Ofsted inspection judgements in the primary phase, which was an area for concern at the time of the 2014 Ofsted inspection of LA Arrangements for School Improvement, has significantly improved, as has the percentage of early years settings and childminders now judged good or better. The strong profile of inspection judgements in secondary and special schools and further education providers has been maintained.

Figure 3: Proportion of schools judged by Ofsted to be at least ‘good’ in the last four academic years

Type of setting	As at 31 Aug 2013		As at 31 Aug 2014		As at 31 Aug 2015		As at 31 Aug 2016	
	ESussex	National	ESussex	National	ESussex	National	ESussex	National
Early years	77%	77%	80%	80%	85%	85%	95%	90%
Primary	72%	78%	68%	81%	77%	85%	87%	89%
Secondary	85%	71%	84%	72%	82%	74%	78%	78%
Special	92%	87%	92%	90%	84%	90%	92%	93%
Post 16	45%	72%	91%	82%	89%	82%	78%*	84%*

*NB Post 16 results are as at 26 February 2016 which is the latest data available.

4.10 We continue to promote the take up of free early education entitlement for eligible two year olds. In March 2017, 86% of eligible two year olds had taken up their entitlement. Our

target is to remain above the national average based upon an eligibility target of 40% of two year olds.

4.11 We are continuing to promote partnerships between early years settings and schools to improve the transition of children into their reception year at school. The Early Years Foundation Stage (EYFS) Village Project is an initiative where maintained nursery classes and private or voluntary settings on a school site work closely with the reception class. This has helped to prepare children for school more effectively, improve the quality of provision and share assessments. The project was set up in academic year 2012/13, based on learning from the experiences of other local authorities. The Village Project is now in its fourth and final phase. Phase 1 Village schools have reported a cumulative improvement from 2013 to 2016 of 33.3%, Phase 2 reported an improvement of 44.4% over the same period and Phase 3 reported 27.7%. The highest cumulative change in one school was an 82.6% improvement in Phase 2. The average improvement across all East Sussex schools was 43.1%. This approach is now extended further into the development of Early Years Hubs for Excellence which brings together schools and early years providers within an EIP area.

4.12 Another significant strand of our work is to maximise participation in learning and improve transition to the next phase of learning/employment. When young people are making choices about staying on in education, some are vulnerable to dropping out or making poor choices. The percentage of young people participating in education, training or employment with training in 2016/17 was 96% for 16 year olds and 89% for 17 year olds, which were above both national and south east figures. In line with Raising the Participation Age (RPA) pupils who left year 11 in summer 2013 had to continue in education or training for at least a further year until June 2014. Pupils who left year 11 from summer 2014 need to continue in education or training until their 18th birthday. We have also halved the number of 18 year olds recorded as Not in Education, Employment or Training (NEET) over the last 2 years and 83% are now in some form of education training or employment. The Youth Employability Service (YES) team, which was commissioned in October 2013, is embedded and pro-active in identifying those who are vulnerable, disengaged and need support, their contract is in place until 30 September 2017.

4.13 This work is supported by the Employability and Skills Strategy which includes a strong focus on young people, including working with schools on an employer led careers strategy and aiming to increase the take up of apprenticeships in the county. A Council apprenticeship programme has also been launched to promote and increase the number of apprentices within the organisation. Further details on the Strategy and the apprenticeship programme can be found in our Resources Portfolio Plan.

4.14 Notable progress has been made in improving educational outcomes on most indicators. However, this improvement is not consistent across all groups of pupils, and there remains too much variability across the county. Some groups are not performing well in comparison to similar pupils elsewhere in the country. Through dialogue with headteachers and governors the local authority published its second Excellence for All strategy in December 2015. The strategy sets out how the local authority, in partnership with all educational providers across the county, building on the successes of the first strategy, will create a truly excellent and inclusive education system for the children and young people of East Sussex.

Figure 4: Attainment at each key stage 2013-2016 compared to the national average
(all years are academic years).

Foundation Stage - % pupils achieving a Good level of development				
	2013/14	2014/15	2015/16	Direction of travel
National	60%	66.3%	69%	↑
East Sussex	66%	74.3%	75.8%	↑

Year 1- Pupils working at the required level in phonics				
	2013/14	2014/15	2015/16	Direction of travel
National	74%	76.8%	80.6%	↑
East Sussex	69%	76%	81%	↑

Key Stage 1- % pupils achieving the expected standard 2016			
	Reading	Writing	Maths
National	74.10%	65.50%	72.60%
East Sussex	75.60%	68.90%	75.00%

Key Stage 2- % pupils achieving the expected standard 2016				
	R/W/M	Reading	Writing	Maths
National	52.3%	65.5%	72.9%	69.7%
East Sussex	49.8%	65.4%	71.8%	65.5%

Key Stage 4- 5+ A*-C GCSEs including English and maths				
	2013/14	2014/15	2015/16	Direction of travel
National	56.8%	57.3%	57%	↔
East Sussex	53.2%	56.3%	57.5%	↑

Key Stage 4 - Attainment and Progress 8 Scores 2016		
	Attainment 8	Progress 8
National	49.9	-0.03
East Sussex	49.1	+0.04

Key Stage 5 – Average Point Score Per Entry			
	2013/14	2014/15	2015/16
National (State Funded)	211.5	213.0	30.44*
East Sussex	206.5	207.9	28.55*

*Please note the new system for 2015-16 is not comparable to previous years.
The outturn listed relates to A-levels only.

East Sussex Music (ESM)

4.15 The value of music education is recognised for its important contribution to wider academic attainment and personal and social development. It offers opportunities to integrate disengaged pupils with wider school life and supports self-esteem and wellbeing. ESM currently provides individual and group instrumental tuition to over 3,000 young people in schools and at area music centres and whole class tuition to over 6,000 young people as part of the First Access programme. As part of the East Sussex Music Hub, the service works in partnership with other providers to ensure a wide range of musical opportunities are available. The music service provides a fee remission scheme for disadvantaged pupils, ensuring they can access instrumental lessons and other musical activities.

4.16 ESM is primarily funded by fees charged for lessons. It also receives a grant from the Arts Council, and a contribution from the Dedicated Schools Grant (DSG). The Arts Council grant funding has reduced significantly in recent years and the service has streamlined its management and teaching staff and introduced new ways of working, to bring it into a more financially sustainable position. However, the financial situation is still challenging, in

particular the need to remove DSG funding. Therefore the service is continuing to explore ways to reduce costs and increase income.

4.17 Martlets Music is an independent charity which has been formed to raise funds for music education from sources that local authorities cannot apply to. It takes time to raise the profile of a new charity, and fundraising is challenging in the current economic climate. However, the charity has already been successful in raising funding to support a number of projects and to provide bursaries to support the learning of minority instruments.

School Admissions and Transport

4.18 Despite the increase in pupil numbers (see paragraph 4.1 and 4.2) we aim to place as many children and young people in the school of their preference as possible. In September 2016 we achieved 86% of first preferences for primary school places and 88.55% of secondary school places.

4.19 To make the service more efficient we have been working to improve our web content and encourage 'channel shift', re-routing queries from the public to the website/email rather than the telephone, giving instant access to information rather than waiting in a queue. We have also used technology to send decision letters electronically rather than by post, giving parents earlier access to information.

4.20 Sending decisions out electronically rather than by post has enabled us to give parents information about their options for changing their school allocation at the same time as their allocation decision, enabling parents to seek alternative solutions and decreasing the number of appeals. This has reduced costs and provides a better service, particularly at primary level where appeals are unlikely to be successful.

4.21 The Home to School Transport (HTST) budget supports children's travel to school for eligible pupils. Our overriding principle is to ensure that appropriate provision is made for all eligible pupils. In order to do this we will focus on delivering our statutory transport responsibilities in the most cost-effective way working closely with colleagues in Communities, Economy and Transport (CET) who commission the transport provision.

4.22 We are currently reviewing our public rights of way and footpaths to see which of these are suitable for students to use to walk from their home to school, and could therefore make routes that are designated unsafe to walk, safe. This could have the effect of reducing transport eligibility if including such routes decreases the length of children's home to school journey below the statutory walking distance.

4.23 We will continue to implement the discretionary post 16 SEND transport policy which sets out the increased expectation that parents take responsibility for getting their child to college and ensures that transport provided by the authority is directed at the most needy. At the same time we will continue to implement strategies such as personal travel budgets and independent travel training where they are the most cost effective transport solution, giving families more responsibility and choice in how they manage their children's travel.

Inclusion, Special Educational Needs and Disability

Forward Plan

Inclusion, Special Educational Needs and Disability (ISEND)

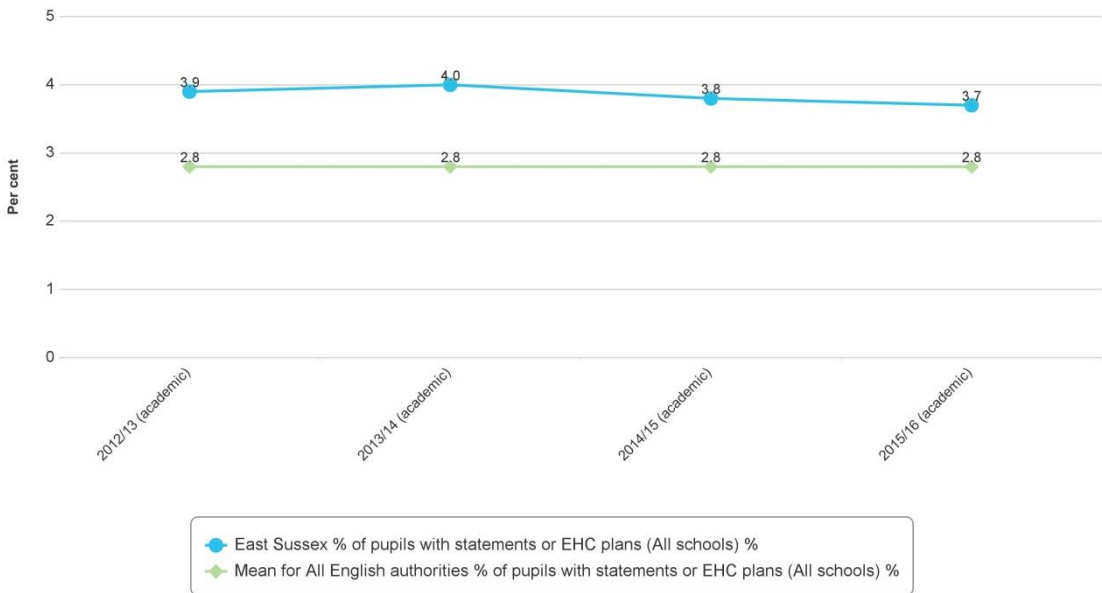
4.24 Our vision for children and young people with special needs and/or disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college; are well prepared for the next stage of their education, training or employment, are well cared for, have their health needs met, lead happy and fulfilled lives; and families are supported to be able to make decisions and have greater choice or influence in how services are delivered

4.25 The role of ISEND Services is to ensure that the Local Authority fulfils its statutory duties in relation to children and young people with Special Educational Needs and Disabilities (SEND), in line with expectations set out in the Children and Families Act 2014. This legislation has significantly shifted the way that all LAs work across the field of SEND, with a stronger focus on parental choice, provision and an expansion in responsibilities up to the age of 25, which has placed greater demands on schools and resources to support children.

4.26 Over the last 2 years, we have seen an increase in demand for requests for statutory assessment, exclusion and placements in specialist provision. This has placed significant pressure on the resources available, including the schools' High Needs Block, which mean that our priorities this year have a strong focus on developing capacity in mainstream schools to support more children with SEND, as well as looking at ways to develop more provision to respond to increasing demands, whilst building parental confidence in mainstream provision.

4.27 East Sussex has more children with Education Health and Care Plans (EHCPs) than national averages and statistical neighbours and has high levels of requests for statutory assessments.

Figure 5: Percentage of pupils with a statement or EHC Plan



4.28 The high proportion of children with EHCPs, combined with the new entitlements that have arisen from the Children and Families Act 2014 (e.g. extension of provision to the age of 25), have placed a significant financial burden on the overall schools' High Needs Block budget. In order to improve planning and development of provision for additional demands

brought about by this, we have developed a robust forecasting model for ongoing demand. Through this, we have identified ongoing pressure to the High Needs Block which we are working to manage with schools through Schools' Forum.

4.29 In addition to the above, exclusions from school across both primary and secondary schools are high and are also contributing to significant pressure in the system in terms of Pupil Referral Unit (PRU) placements and movement between schools outside normal transition times.

4.30 In meeting the demands, we have identified four priority areas which are aimed at bringing performance across the county in-line with national figures and statistical neighbours, and reducing pressure on the High Needs Block. The four priority areas that have been identified are:

- building capacity and influencing more inclusive practice in mainstream schools;
- improving parental confidence in local provision;
- robustly implementing the East Sussex post-16 pathways; and
- increasing the number of local special school places.

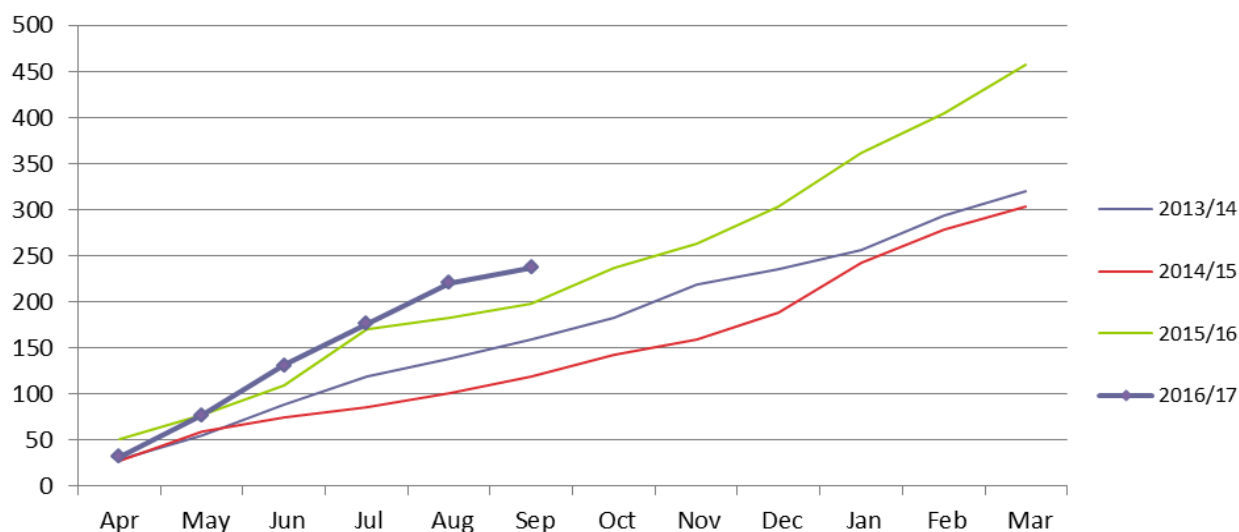
4.31 In order to ensure that effective delivery arrangements are in place across priorities, the service is organised into five service areas. These, in turn, are overseen by a governance and commissioning group (of representative stakeholders) which ensures that there are good links between the delivery teams and the ISEND strategy. The five service areas are:

- Assessment and Planning
- Children's Disability Social Care
- Intervention and Support
- Provision
- Commissioning and Business Development

Assessment and Planning Service

4.32 The Assessment and Planning Service oversees all of the statutory assessments and placement decisions for children with regard to EHCPs. Since September 2015, we have seen significant increases in the numbers of requests for statutory assessments, and demands for greater resources, both in terms of numbers of specialist placements and additional resources. Furthermore, we have seen a significant expansion of placements of children post-16, which have been brought about following the expansion of the age range through the Children and Families Act 2014.

**Figure 6: Number of requests for Statutory Assessment
(cumulative across the year)**



4.33 In order to meet the demand effectively and ensure that we are robustly implementing the post-16 strategy, the Assessment and Planning Service has been reorganised into three teams: 1) The Conversions Team, which will focus on finalising the conversions of all Statements to EHCPs in line with Department for Education timelines; 2) The 0-14 Team, which will focus on all statutory work from early years up until year nine; 3) the 14-25 team, which will focus on all statutory work for the older age-range, including post-16 placements. This reorganisation will allow dedicated staff to focus on key drivers within each of these areas and work with parents/carers and schools to maximise opportunities for achieving good outcomes for children in local provision. At 31 March 2017, 53.1% of EHCPs had been issued within 20 weeks against a target of 65%; robust plans are in place to improve performance in this area.

4.34 In order to help schools work within appropriate thresholds for support, we have developed a SEN Matrix, which identifies what support should be provided to children with SEN across the full range of needs, both within schools' budgets and through additional top-up to EHCPs. This has been well-received by schools and was identified as an area of good practice in our recent SEND Local Area Inspection.

Children's Disability Social Care

4.35 The Children's Disability Service (CDS), social work teams hold responsibility for 215 disabled children with complex needs between the ages of 0 – 15.

Team	Children In Need (CIN)	CP	LAC	CP&LAC	Total
CDS Duty and Assessment	117	-	1	-	118
CDS Family Support & LAC	62	4	31	-	97

4.36 Young people transfer to the Transition team in Adult Social Care on their 16th birthday in order to be supported through their transition into adulthood. The Transition team currently holds responsibility for 238 young people aged 16 – 25.

4.37 The focus of the CDS social work teams is a unique blend of safeguarding, support and responsibility for LAC. The current priority for the teams is the roll out of Personal Budgets to families with severely disabled children who meet the threshold for a specialist service. Of the 215 families supported by the teams, in October 2016 71 families have already received an indicative personal budget and have a Support Plan in place that is individual to their

particular support needs. All disabled children receiving a service must have a Personal Budget allocation in place by 1 April 2018. We are currently considering how these arrangements can be further streamlined to enhance early planning for children's pathway into adults, as part of the accountable care model.

4.38 The CDS social work teams and the families they work with are also supported by a range of specialist provider services: Acorns and The Bungalow, which are residential homes judged as good by Ofsted, the Direct Intervention Service which includes Outreach, Spectrum, Early Intervention and Sibling Support and After School Clubs attached to Special Schools in East Sussex.

Intervention and Support

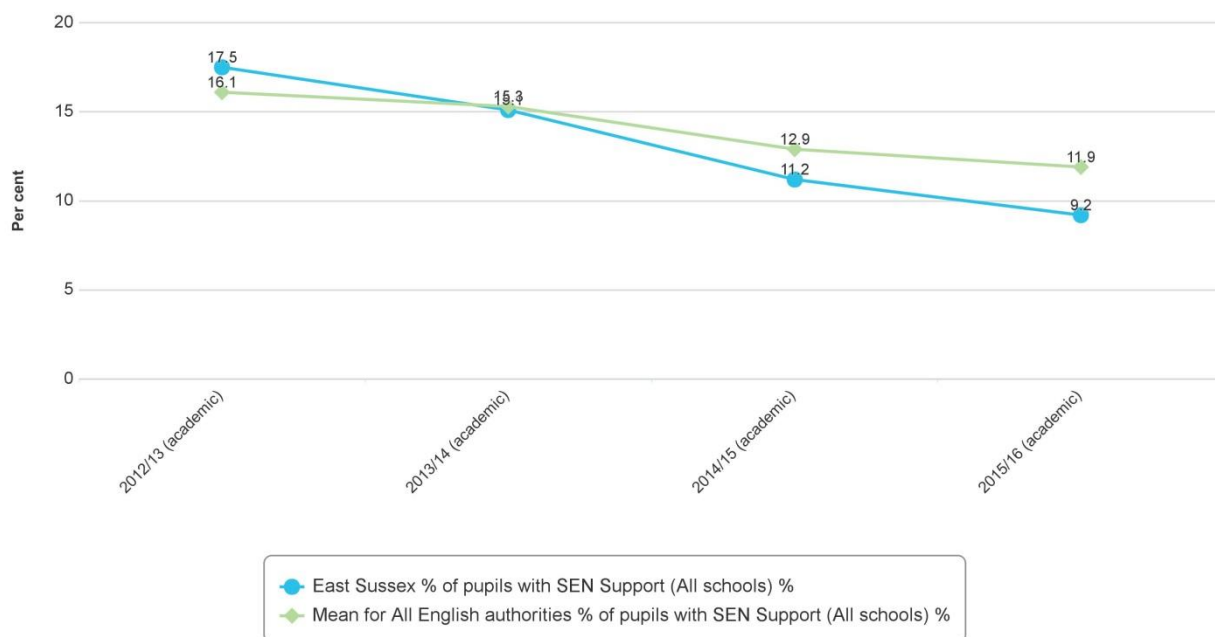
4.39 The Intervention and Support teams play a key role in broadening the capacity of schools to support children and young people with additional and special educational needs. All these teams have developed well-articulated service offers that are either provided on a statutory basis, as part of the LA's core offer (i.e. non-statutory work that is deemed essential to meet LA priorities) or on a traded basis. These offers provide a range of support to schools to meet both emerging needs and preventative work to enable children with SEND to attend their local school.

4.40 The ISEND Front Door has been in operation for over 18 months and acts as a single point of referral for schools to access specialist ISEND services. This has allowed a good co-ordination of support alongside requests for statutory assessments so that requests can be directed to the right teams in a timely manner. Over the 2015/16 academic year, almost 1700 requests for support were made to the Front Door by local schools. The Front Door was highlighted as an area of strength in the recent Ofsted/Care Quality Commission Local Area Inspection.

4.41 In addition to responding to requests through the Front Door, this year the service is developing a RAG rating tool which will bring together intelligence from across ISEND services with an aim of targeting schools where there are identified concerns for support through a multi-service offer. This will be a medium-term intervention from a range of services aimed at improving systemic issues in schools, alongside frontline practice, with an aim of improving outcomes for children and young people with additional and special educational needs and disabilities.

4.42 Despite high levels of statutory assessments, there has been a marked reduction in the number of children and young people who are identified as having SEN in schools, and receiving school support but without a statutory plan.

Figure 7: The % of pupils with SEN Support in all schools



4.43 In order to address this disparity, we are working with schools to reframe the use of school-based plans and ensure that children are appropriately identified in a timely manner so that appropriate support can be put in without the need for a statutory plan. We have created a new Additional Needs Plan, in conjunction with school staff and parents, for schools to use to ensure that children with SEND, but without a statutory plan, are appropriately supported in their local setting.

4.44 An audit of the use of delegated SEND funding was undertaken over the summer term with a group of mainstream schools to identify how schools are ensuring that resources are effectively used to support children from the delegated SEND budgets. This report has identified some areas of good practice that will be disseminated to all schools with a view to supporting both early identification and how resources can be effectively deployed to support children with SEND in their local school.

4.45 In responding to the challenges around increased exclusions, we are working closely with schools within Behaviour and Attendance Partnerships in order to identify good local solutions. We will build on the successes of the Hastings Pupil Placement Panel, set up in April 2016, which has already been instrumental in reducing permanent exclusions in primary schools across the town

4.46 Persistent absence and exclusion rates for children with SEND, both with and without a statutory plan, is being tracked more closely by ISEND and is being shared with schools via the Education Improvement Partnerships to promote a shared responsibility and solutions.

Figure 8: Attainment outcomes for SEN Support and pupils with a statement of EHCP
(all years are academic years).

Early Years Foundation Stage- % pupils achieving a Good level of development					
SEN Support	2014/15	2015/16	with a statement or EHCP	2014/15	2015/16
National	24.0%	26.2%	National	4.1%	4.1%
East Sussex	32.2%	29.4%	East Sussex	4.4%	7.4%

Key Stage 1 and 2: The introduction of new measures in 2016 means that the latest results cannot be compared to previous years. National data for 2016 is not yet available; therefore gaps with national non-SEN cannot be calculated yet.

Year 1- Pupils working at the required level in phonics					
SEN Support	2014/15	2015/16	with a statement or EHCP	2014/15	2015/16
East Sussex	39%	43.5%	East Sussex	22%	19.8%

Key Stage 1- % pupils achieving the expected standard 2016			
	Reading	Writing	Maths
SEN Support	29%	18.9%	31.5%
with a statement or EHCP	21.4%	11.9%	20.6%

Key Stage 2- % pupils achieving the expected standard 2016				
	R/W/M	Reading	Writing	Maths
SEN Support	11.6%	27.4%	30.1%	28.5%
with a statement or EHCP	5.4%	15.3%	11.9%	11.9%

Key Stage 4: In 2016 pupils with SEN Support generally performed below the national average while those pupils with Statements or EHC Plans performed better than the national average.

Key Stage 4- 5+ A*-C GCSEs including English and maths			
SEN Support	2015/16	with a statement or EHCP	2015/16
National	28.4%	National	10.2%
East Sussex	21%	East Sussex	12.4%

Key Stage 4 - Attainment 8 Scores 2016			
SEN Support	Attainment 8	with a statement or EHCP	Attainment 8
National	36	National	16.9
East Sussex	32.4	East Sussex	21.6

The Attainment 8 gap between SEN Support pupils and national non-SEN was 17.5 compared to the national gap of 13.9. The gap between pupils with a statement or EHC Plan and national non-SEN was 28.3 compared to the national gap of 33.

Key Stage 4 - Progress 8 Scores 2016				
	SEN Support	with a statement or EHCP	no SEN	all pupils
National	-0.38	-1.03	+0.06	-0.03
East Sussex	-0.46	-0.72	+0.13	+0.04

The Progress 8 gap between East Sussex SEN Support pupils and all pupils nationally was 0.43, compared to the national gap of 0.35. The Progress 8 gap between East Sussex pupils with a statement or EHCP and all pupils nationally was 0.69, compared to the national gap of 1.00

Provision

4.47 The Specialist Teaching and Learning Provision (STLP) was established in 2015 when it was recognised that there was a need to track and monitor children with EHCPs who are out of school. The STLP provides an individualised, interim package of education whilst the child is awaiting a suitable school placement. Specialist teachers all have extensive SEND

experience in mainstream and special schools. The aim is to promote accelerated academic progress, thereby enabling successful transition into the identified school.

4.48 Parents consistently report, anecdotally and via completed evaluations, that they are happy with the service as it: reduces their anxiety about their child falling behind academically; reduces their child's anxiety and improves their self-image; provides a programme of work with targets for progression; and reassures that transition into school will be successful.

4.49 All referrals have successfully transitioned into their allocated school to date and in part this is due to a reduction in the children's anxieties and an increase in confidence about returning to school.

4.50 The English as an Additional Language Service (EALS) has worked closely with East Sussex schools to identify the most vulnerable EAL pupils who require targeted support from EALS. Additional provision has been planned for and delivered in maintained schools admitting refugee children. EALS have recruited three bilingual support officers (BSOs) to ensure timely Arabic bilingual support is offered to newly arrived pupils. BSOs also support home-school liaison and offer bilingual advocacy where necessary. We will continue to build upon this work to link with volunteer groups outside of the LA to ensure a joined-up response to vulnerable families. EALS have supported 22 refugees and asylum seekers since September 2015 including two unaccompanied minors and 17 Syrian refugees / asylum seekers.

4.51 Attainment for children with English as an additional language in East Sussex is above the national average for all students at KS1 for writing and mathematics and just below the national average for all pupils in Year 1 phonics, reading and science. Progress (the rate of progress between key stages) at KS2 reading, writing and mathematics is meeting the national average for all pupils, however, attainment (the level pupils reach) is below the national average for all pupils.

Commissioning and Business Development

4.52 We have further developed the processes around strategic commissioning over the past year which means that we are in a better place to predict future need and develop services around these. We have a forecasting model which has been used to look at the ongoing pressure on special school placements and has identified where we will have pressures up to 2030.

4.53 As a result of our forecasting, we have worked with providers to look at opportunities for the development of Free Schools in order to alleviate ongoing pressure on placements. We have five applications for Free Schools across East Sussex for different areas of need (Autistic Spectrum Disorder (ASD), Social Emotional and Mental Health, Profound and Multiple Learning Difficulties and Alternative Provision) which we hope will help to reduce ongoing pressure on the High Needs Block by allowing us to place more children locally.

4.54 We have undertaken an extensive review into our externally commissioned services for ASD and Speech, Language and Communication Needs (SLCN) with a view to developing a revised offer that minimises the geographical disparity that exists within the existing provision and ensuring that there is greater equality of access for local schools. The aim of this will be to provide a robust service offer that helps schools broaden their capacity to support more children with these needs in their local community.

4.55 A range of actions are planned to improve accessibility and opportunities to make effective use of feedback to improve outcomes for children and young people with SEND. Improving presentation of information for post 16s; reviewing and developing health information; marketing the Local Offer to children, young people, families, schools, services

and partners; establishing an effective two-way feedback loop between local offer comments from schools, services and commissioners and service delivery. A Local Offer feedback group has been set up to improve the way we use and communicate feedback.

4.56 The SEN and disability advice service provides impartial and confidential information, advice and support to the parents of young people who have, or may have SEN or a disability and the service is being developed to ensure that information, advice and support is also provided to children and young people, in line with the requirements of the SEND Code of Practice. The service works with key partners in East Sussex to support children, young people and families and to improve the outcomes for children and young people. The service helps to ensure that children, young people and their families have the understanding and knowledge needed to make good decisions and participate in decision making. A digital offer is being developed to help families help themselves and build resilience. The views and experiences of service users are used to inform practice improvements and feeds into the Local Offer feedback group.

Performance data and targets

Performance Measures CP = Council Plan	2015/16 Outturn	2016/17 Target	2016/17 Outturn	2017/18 Target	2018/19 Target	2019/20 Target
The percentage of eligible 2 year olds who take up a place with an eligible early years provider CP	80.8% (National average 74%)	Above national average	ESCC 86.2% Nat av. 70%	Above national average	Above national average	Above national average
The percentage of pupils achieving a "good level of development*" at the Early Years Foundation Stage CP <i>*meeting the expected or exceeding the Early Learning Goal in all 3 prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in 2 specific areas of maths and literacy</i>	Ac year 14/15 74.3% (National average 66.3%)	Ac year 15/16 Above national average	Ac year 15/16 ESCC: 75.7% National: 69.3%	Ac year 16/17 At or above national average	Ac year 17/18 At or above national average	Ac year 18/19 At or above national average
Proportion of pupils in all schools who achieve the expected standard in reading, writing and maths combined at Key Stage 2	Ac year 14/15 80% (National average 80%)	Ac year 15/16 At or above the national average	Ac year 15/16 ESCC: 52% National: 54%	Ac year 16/17: 1 percentage point or less below national average	Ac year 17/18: 0.5 percentage points or less below national average	Ac year 18/19: At or above the national average
The percentage point gap between disadvantaged pupils achieving at least the expected standard in reading, writing and maths combined at Key Stage 2, and their peers CP	Ac year 14/15 16% (National average 15%)	Ac year 16/17 At or below the national average	Ac year 15/16 ESCC: 23% National: 22%	Ac year 16/17 At or below the national average	Ac year 17/18 At or below the national average	Ac year 18/19 At or below the national average
Average Progress 8 score for state funded schools CP <i>A Progress 8 score is a new measure of progress at KS4, introduced in academic year 2015/16. This will be calculated for each pupil by comparing their achievement (their Attainment 8 score which includes English and maths) with the average Attainment 8 score of all pupils nationally who had a similar starting point. A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.</i>	New measure	Ac year 2015/16 Equal to the national average	Ac year 15/16 ESCC: 0.04 National: -0.03	Ac year 2016/17: At or above the national average	Ac year 2017/18: At or above the national average	Ac year 2018/19: At or above the national average

Performance Measures CP = Council Plan	2015/16 Outturn	2016/17 Target	2016/17 Outturn	2017/18 Target	2018/19 Target	2019/20 Target
The gap between Attainment 8 overall score for disadvantaged pupils, and Attainment 8 overall score for non-disadvantaged pupils. CP	New measure	Ac year 2015/16 At or below the national average	Ac year 15/16 ESCC: 15.0 National: 12.3	Ac year 16/17: 1.5 points or less above the national average	Ac year 17/18: 1 point or less above the national average	Ac year 18/19 At or below the national average
The percentage of young people meeting the duty of RPA (Raising the Participation Age) by either participating in education, training or employment with training or undertaking re-engagement provision at academic age 16 (Year 12) CP	96%	97%	95.9%	95%	95%	95%
The percentage of young people meeting the duty of RPA by either participating in education, training or employment with training or undertaking re-engagement provision at academic age 17 (Year 13) CP	88.4%	88%	88.6%	88%	88%	88%
The proportion of academic age 16-17 year olds whose Education, Employment and Training (EET) situation is not known	4.5%	< 5%	0.9%	≤3%	≤3%	≤3%
Proportion of Primary schools judged by Ofsted to be good or outstanding	82.1% (National average 86.1%)	At or above the national average	ESCC 91.5% Nat av. 90.8%	At or above the national average	At or above the national average	At or above the national average
Proportion of Secondary schools judged by Ofsted to be good or outstanding	77.8% (National average 75.6%)	At or above the national average	ESCC 71.4% Nat av. 79%	5.5 percentage points or less below national average	3.5 percentage points or less below national average	At or above the national average
Proportion of Special schools judged by Ofsted to be good or outstanding	90% (National average 92.4%)	At or above the national average	ESCC 100% Nat av. 93.9%	At or above the national average	At or above the national average	At or above the national average
Percentage of annual SEND review meetings where the child gave their view and/or participated CP	90.1%	90%	83.9%	80%	85%	90%
The percentage of exclusions in primary schools per school population in that year. (i) Fixed term (ii) Permanent	2014/15 AY outturn (i) 1.42% Primary FTE (ii) 0.06% Primary PEX	Ac Year 15/16 (i) FTE ≤ 0.3% above the national average (ii) PEX ≤ 0.03% above the national average	Ac Year 15/16 (i) 1.74% Nat. Av. 14/15 (i) 1.10% Ac Year 15/16 (ii) 0.10% Nat. Av. 14/15 (ii) 0.02%	Ac year 16/17: (i) 0.3 percentage points or less above national average (ii) 0.15 percentage points or less above national average	Ac year 17/18: (i) 0.15 percentage points or less above national average (ii) 0.1 percentage points or less above national average	Ac year 18/19: (i) At or below national average (ii) 0.05 percentage points or less above national average

Performance Measures CP = Council Plan	2015/16 Outturn	2016/17 Target	2016/17 Outturn	2017/18 Target	2018/19 Target	2019/20 Target
The percentage of exclusions in secondary schools per school population in that year. (i) Fixed term (ii) Permanent	2014/15 AY outturn (i) 5.57% Secondary FTE (ii) 0.23% Secondary PEX	Ac year 15/16: (i) FTE ≤ national average (ii) PEX ≤ 0.1% above the national average	Ac year 15/16 (i) 9.68% Nat. Av. 14/15 (i) 7.51% Ac year 15/16 (ii) 0.30% Nat. Av. 14/15 (ii) 0.15%	Ac year 16/17: (i) At or below national average (ii) 0.04 percentage points or less above national average	Ac Year 17/18: (i) At or below national average (ii) 0.02 percentage points or less above national average	Ac Year 18/19: (i) At or below national average (ii) At or below national average
The percentage of children in primary schools who are persistently absent	New measure	Ac year 15/16 Establish baseline for 90% threshold	8.89%	Ac Year 16/17: 1.5 percentage points or less above national average	Ac Year 17/18: 1.0 percentage point or less above national average	Ac Year 18/19: 0.5 percentage points or less above national average
The percentage of children in secondary schools who are persistently absent	New measure	Ac year 15/16 Establish baseline for 90% threshold	13.12%	Ac Year 16/17: 1.5 percentage points or less above national average	Ac Year 17/18: 1.0 percentage point or less above national average	Ac Year 18/19: 0.5 percentage points or less above national average
The proportion of respondents to the feedback surveys who agree that things have changed for the better as a result of ISEND Provider Services	75.9%	70%	85.04%	70%	70%	70%

Revenue Budget £000			
Revenue Breakdown	2015/16	2016/17	2017/18
Gross Budget (A)	32,961	34,260	38,353
Government Grants (B)	(1,802)	(1,836)	(1,255)
Fees & Charges (C)	(3,308)	(3,876)	(3,592)
Other Income (D)	(2,081)	(1,859)	(2,684)
Net Budget (A-B-C-D)	25,770	26,689	30,822

Capital Programme £000							
Project	Description		Total for Scheme	Previous Years	2017/18	2018/19	2019/20
Core Programme - Schools Basic Need		Gross	184,691	72,529	11,575	26,763	25,981**
		Net	140,084	72,045	11,575	18,986	23,393**
Universal Infant Free School Meals	Kitchen Equipment to provide free school meals for infants	Gross	1,954	1,844	110	-	-
		Net	-	-	-	-	-
Early Years 2yr Old Grant	Government grant to provide early learning places for eligible 2 year old children	Gross & Net*	3,031	2,891	140	-	-
Schools Delegated Capital		Gross	11,784	6,927	894	859	824**
		Net	-	-	-	-	-
Mobile Replacement Programme (formerly Battle & Langton)	Replacement of temporary accommodation with permanent accommodation on the basis of condition	Gross & Net*	8,079	8,077	2	-	-
Direct to Schools Capital		Gross	257	-	257	-	-
		Net	-	-	-	-	-
School Information Hub	Replacement of Czone - the schools information intranet	Gross & Net*	230	147	83	-	-

*Fully funded by ESCC. ** Project extends beyond 2019/20.

Net Revenue Budget Summary

Net Revenue Budget £000			
Service Area	2015/16	2016/17	2017/18
Safeguarding, LAC & Youth Justice	45,316	43,384	42,837
Education & ISEND	25,770	26,689	30,822
TOTAL	71,086	70,073	73,659

<i>ESBT included above</i>	0	0	5,538
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The 17/18 Budget book shows a total of £68,757k. The difference of £4,902k relates to Schools Management and Support budgets used by CSD to support schools (for which there is no separate portfolio).