

Shaping Solihull

Summary of the Heads' Partnership Meeting Held on 28th June 2018 Manor Hotel, Meriden

Registered:	Lucy Anderton, Steve Barrett, Claire Batty, Alana Brockie, Nicki Brown, Caroline Budd, Vera Cadwallader, Julie Carter, Meghana Chaubal, Eleanor Clarke, Emma Clarke, Marie Conway, Hannah Cooper, Beverley Elliott, Kara Evans, Antoinette Fisher, Rob Fletcher, Julie Foley, Caroline Glennon, Harvi Ghudhail, Geoff Harley-Mason, Tracey Harvey, Jane Hutchinson, Jackie Jellicoe, Sue Jones, Mark Knowles, Lynda Mackay, Lesley Markham, Janet Marsh, Jane Martin, Louise Minter, Amanda Mordey, Becky Morris, Roberta Narroway, Diane Newton, Jacque Nicholls, Jacquie Poyser, Deb Purcell plus one, Chris Reilly, Dawn Russell, Rachael Russell, Simon Russell, Karen Scott, Jon Sheridan, Janette Smith, Sam Smith, Chris Sperry, Anna Sumner, Jan Symes, Jane Taylor, Lindsey Thorne, Shelley Thorp, Andy Tunstall, Becky Ward, Andrew Wilkins, Andrew Williams, Sarah Wood, Clare Young
Speakers:	Steve Fenton, Halit Hulusi, Sarah Jones, Ann Lowe, Ann Pearson, Bev Petch, Andy Simms, Paula Thompson, Wayne Tulloch
Minutes:	Jane Watts

1	<p>Schools Led Model</p> <p>Andy Simms – Headteacher, Hazel Oak School Wayne Tulloch - Director of Teaching School at HOSTA (Hazel Oak Specialist Teaching Alliance)</p> <p>AS and WT introduced the draft working model of the schools' led model proposal (see attached) and made the following points:</p> <ul style="list-style-type: none"> • Staff from the alliance schools will deliver and it is also planned to up-skill staff in mainstream partner schools to be equipped and empowered with different strategies to deliver the model. • There will be a referral system for schools which would involve evidencing the graduated approach used so far and outlining support already provided. In liaison with the Teaching School, the type of support needed would be established and options shared with the school. • There will be a joined up approach with SISS to provide a range of provision and choice. This would enable more schools to become more inclusive and retain more students with additional needs. • The model will also incorporate the new community psychology service as this develops.
2	<p>SEND Commissioning Strategy</p> <p>Ann Pearson – Team Leader, School Place Planning</p> <p>In addition to the attached Powerpoint presentation, AP made the following points:</p> <ul style="list-style-type: none"> • Slide 3 illustrates a forecast 20% growth in special schools over the next five years. There is currently a reliance on expensive out of borough specialist provision due partly to a lack of provision within the borough. Forecasts show significant growth in the number of home educated children with EHC Plans. This will be for a range of reasons including possibly lack of appropriate provision. • Slide 5 outlines the principles at the heart of the draft strategy and will be a key element for consultation. • Slide 6 lists the priorities for new provision development and views will be sought on these priorities as part of the consultation. • Slide 7: The LA needs to look at existing accommodation and how it is used. They intend to submit a bid for a Free School specialising in Autism this Summer. Also, from September 2018 Forest Oak's post-16 provision will be relocated to Solihull College – if this pilot is successful it has the potential to free up space in special schools. Mainstream schools need to be supported to be even more inclusive and processes put in place around managing parental expectations. <p>Questions were invited and these were as follows:</p> <ul style="list-style-type: none"> • How can the number of expensive out of borough placements be reduced? <i>AP responded that the trend needs to be stopped and there needs to be a focus on potentially bringing children back to the borough at key transition points.</i> • Are home educated children getting the education they need and deserve; and how this is monitored? What is driving parents to want to home educate?

Bev Petch responded that this is a concern nationally as well as locally. The DfE had issued a consultation on EHE, which includes new draft statutory guidance (April 2018). The DfE is consulting on extending LA powers, parents being required to register as EHE with the LA and the LA providing additional support for parents (albeit with no funding identified at this stage). Whilst the LA has a positive relationship with many home educators, they have minimal powers. There can be access issues where planned home visits are undertaken (usually annually, unless the education being provided is not yet suitable).

- What are we going to achieve by when and how does all this pull together to provide a cohesive strategy?
- *Paula Thompson stated that there will be a survey to ascertain schools' views around an Inclusion Strategy. Louise Minter added that the EdSEND Sub-Group will support the development of the Inclusion Strategy which should be in place by 2019. She added that whilst some schools are incredibly inclusive other schools are not.*
- Is there a plan to change the situation with educating children out of borough and what about the children already there? Does the LA attend reviews and how are places monitored?
- *LM responded that the EdSEND Sub-Group is looking at monitoring out of borough placements. The data clearly shows that the outcomes for those children are not as good as those educated in borough. However, parental expectations around funding availability need managing. AL added that there needs to be reassurance for parents with the service. Work is being carried out by the START Team on reorganising functions better and scrutinising out of borough placements with a priority for reviews.*

Jacque Nicholls summarised the following actions that were needed:

- Capacity needs building in schools so they feel confident to work with any child within the mainstream settings.
- Schools require appropriate funding to support children within mainstream settings.
- Children that are wrongly placed need to be moved back to mainstream settings; ensuring those children that need to be in special schools are in the right places.

It was suggested liaising with other LAs to manage children with EHCPs from outside the borough attending schools in Solihull. There can be difficulties in liaising with the other LA even though the legal responsibility lies with them.

3 High Needs Block Funding Pressures

Steve Fenton – Head of Business and Performance

Please see attached copy of Steve's presentation explaining the overspend in the High Needs Block due to an increase in out of borough expenditure and mainstream top-ups. Councillor Ken Meeson has authorised officers to engage in work to bring spending under control. The LA plans to actively pursue ARPs with schools as they represent good value for money.

There were no queries.

Funding for Schools with Exceptionally High Levels of EHCPs

Please see attached copy of Steve's presentation which outlines this proposal which has been approved by Ed SEND and the Finance Work Group; and was due to be put forward for approval at the next Schools Forum meeting.

Questions were invited and these were as follows:

- Are the numbers based on Census information?
The figures are based on May 2018 data drawn from pupil specific funding sheets that are shared with schools.
- How many specialist places in Solihull are full?
- *AP replied that all existing special needs provision in Solihull are full. ARPs will start opening from September 2018. With reference to slide 5 whilst the cost per child at Auckland is relatively high, this is because it is not full at the moment. Whilst it remains significantly cheaper than sending pupils out of borough this situation cannot continue.*

	<p>SF added that from 1st April 2019 schools will all be funded according to the National Funding Formula. The LA will only be able to talk to schools about top-ups and supplementary funding for schools with unusually high numbers of SEND pupils.</p> <ul style="list-style-type: none"> Professionals that deal directly with parents of SEND children need to be educated about the misconception around the £6,000 which is supposedly available in schools' notional budgets. SF responded that the correct phrase is 'for each EHCP the school is 'required to' pay the costs". LM stated that the charts do not take into account the money that is spent on 'K' pupils to enable them stay in school. Schools either set them up to fail or do their best for them which costs money. She was concerned about how schools would fund this under the new National Funding Formula as the data does not give the full picture behind a school's spending. <p>Please email any queries to Steve Fenton. Email: sfenton@solihull.gov.uk.</p>
4	<p>Alternative Provision</p> <p>Bev Petch – Head of Alternative Provision</p> <p>BP gave the group an update on AP (see attached copy of presentation) then went on to state that it would be really helpful if information about excluded children is captured well for the receiving school to avoid drift and delay in meeting the child's needs. Once excluded it feels like ties have been severed and the involvement of the referring school would be welcomed.</p> <p>Questions were invited and these were as follows:</p> <ul style="list-style-type: none"> Should the minutes of the governors' meeting be included with the passport when a child has been permanently excluded? <i>We need to explore what else there is to augment passports.</i> <p>Selwyn Calvin – Interim Headteacher at Summerfield Education Centre - added that it was encouraging to hear about the willingness for schools to be involved with induction. He agreed that information can be very patchy and they have been reverting back to schools for more information. It was then suggested that PRUs could arrange to visit schools for a transition meeting to receive information verbally and use the opportunity to raise any queries. Schools often have a vast amount of information but it is not always clear what is required.</p> <ul style="list-style-type: none"> What is the situation with Auckland Education Centre and what is the model going forward? <i>We are looking at staffing and a range of models. The consultation did not take place because the management committee wanted to talk with us further. We are looking more widely at what we need in Solihull for our primary provision in order to meet the needs of primary children.</i> What about issues now and new pupils in September? <i>One teacher and four TAs will be recruited for September and an email will be going out about a potential secondment opportunity. The management board have also been considering other services that may be able to support them in this interim position.</i>
5	<p>Vision for the Development of an EP Service</p> <p>Halit Hulusi – Principal Education Psychologist</p> <p>HH introduced an overview of his plan for the Education Psychology Service in Solihull (see attached presentation). This is an opportunity to do something different with the SISS service and for school to school support and working collaboratively. The more the Psychologist Service is able to trade, the more the service can be expanded and market analyses will be used to establish potential buy-in. In the meantime Halit is happy to be contacted via email at halit.hulusi@solihull.gov.uk .</p>
6	<p>Part-Time Timetables</p> <p>Ann Lowe – Head of SEND 0-25 Service</p> <p>In addition to the attached Powerpoint presentation, AL made the following points:</p> <ul style="list-style-type: none"> The SEND Strategy is now available on the Local Offer website. 96.8% of EHCP conversions were completed on time. Attention can now be focussed on quality and

	<p>the 20 week timescale.</p> <ul style="list-style-type: none"> • A transition engagement event will be taking place in July. • The newly formed Parent Carer Forum has been very active, attending SEND Board and Ed SEND meetings. • It is clear the banding system needs to be retained as it is necessary for decisions to be made at Panel (please see attached SEND banding document for information). Schools that will not meet need put the SEND team in a difficult position. When there is no realistic perspective of winning a tribunal there is no point in fighting it so inclusion is important. School attendance at tribunals is key to argue how they can meet the needs of the child – it is critical to argue for the child to stay in borough.
7	<p>Access Criteria for ARPs</p> <p>Paula Thompson – SISS Manager Sarah Jones – NHS Therapies Manager</p> <p>In addition to the attached Powerpoint presentation, PT and SJ made the following points:</p> <ul style="list-style-type: none"> • The draft 'Application for placement at Additionally Resourced Provision for pupils with autism' will be developed to include Yew Tree, Langley and later Alderbrook so that it is clear what each is offering and the responsibilities of the headteacher, governors, LA etc. There is a document list on the reverse of the referral form so that it is clear what information needs to be submitted. • Primary and secondary schools interested in participating in the ELKLAN pilot were invited to contact Paula Thompson (Email: pthompson2@solihull.gov.uk)
8	<p>Close</p> <p>Louise Minter closed the meeting by thanking those headteachers who would be retiring or moving on to pastures new at the end of the Summer Term. Representatives from the relevant collaboratives spoke a few words about the following headteachers who were leaving:</p> <p>Jon Kirk - Bishop Wilson CE Primary School Jane Martin – St Margaret's CE (VA) Primary School Nina Rogers – Chapel Fields Junior School</p>
9	<p>Heads' Partnership Meeting Dates 2018-2019</p> <p>9.00am-12.30pm on Thursday 22nd November 2018 at The Manor Hotel, Meriden. 9.00am-12.30pm on Thursday 28th March 2019 at The Manor Hotel, Meriden. 9.00am-12.30pm on Thursday 27th June 2019 at The Manor Hotel, Meriden.</p>

Please email any feedback about this Heads' Partnership Meeting to Louise Minter.
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