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Friday 22 May 2015

Notice of Meeting

Dear Member

Cabinet

The **Cabinet** will meet in the **Council Chamber - Town Hall, Huddersfield** at **4.00 pm** on **Tuesday 2 June 2015**.

This meeting will be live webcast. To access the webcast please go to the Council's website at the time of the meeting and follow the instructions on the page.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read "Julie Muscroft", on a light-colored background.

Julie Muscroft

Assistant Director of Legal, Governance and Monitoring

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

The Cabinet members are: -

Member

Councillor David Sheard
Councillor Jean Calvert

Councillor Steve Hall
Councillor Erin Hill
Councillor Viv Kendrick

Councillor Peter McBride
Councillor Shabir Pandor
Councillor Cathy Scott
Councillor Graham Turner

Responsible For:

The Leader
Statutory Responsibility for Children and Children's
Services - Family Support and Child Protection
Place - Planning and Highways

Health, Wellbeing and Communities - Wellbeing and
Integration, Commissioning and Health Partnerships
and Public Health

Place - Investment and Regeneration
Childrens Services - Schools
Place - Streetscene and Housing
Resources

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Committee

To receive apologies for absence of Members who are unable to attend this meeting.

2: Interests

1 - 2

The Councillors will be asked to say if there are any items on the Agenda in which they have disclosable pecuniary interests, which would prevent them from participating in any discussion of the items or participating in any vote upon the items, or any other interests.

3: Admission of the Public

Most debates take place in public. This only changes when there is a need to consider certain issues, for instance, commercially sensitive information or details concerning an individual. You will be told at this point whether there are any items on the Agenda which are to be discussed in private.

4: Deputations/Petitions

The Committee will receive any petitions and hear any deputations from members of the public. A deputation is where up to five people can attend the meeting and make a presentation on some particular issue of concern. A member of the public can also hand in a petition at the meeting but that petition should relate to something on which the body has powers and responsibilities.

Any Member of the Public wishing to make a deputation is required to give notice in writing to the Assistant Director – Legal, Governance and Monitoring at least 24 hours prior to the start of the meeting.

5: Public Question Time

The Committee will hear any questions from the general public.

6: Member Question Time

To consider questions from Councillors.

7: Capital Funding of Highway Maintenance

3 - 12

A report noting the changes in DfT grant funding for highway maintenance and seeking approval of the proposed prioritisation method for streets for repair.

Wards: All

Officer: Graham Mallory: - 01484 221000

8: Return to Statutory Provision in School Transport 13 - 16

A report providing a summary of the first phase public consultation on the return to statutory provision in school transport.

Wards: All

Officer: Michael Bunting: 01484 221000

9: Kirklees Cares - Transformation Challenge Award project 17 - 22

A report presenting the 'Kirklees Cares' project, which will help some of the most vulnerable young people in the district by using a new approach to supporting care leavers.

Wards: All

Officer: Bev Paris: 01484 221000

10: Proposal to change the upper age range of Ravenshall School from 16 to 19 years. 23 - 52

A report setting out the outcomes from the non-statutory consultation on the proposal to change the upper age range of Ravenshall School from 16 to 19 years.

Wards: All

Officer: Jo-Anne Sanders: 01484 221000

11: Representations received from the published statutory notices on proposals affecting specialist provision for children with special educational needs. 53 - 130

A reporting advising members on the outcome of the statutory processes for the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School and seeking approval of the statutory proposals.

Wards: All
Officer: Mandy Cameron: 01484 221000

12: Early review of 2014-15 Council General Fund revenue outturn 131 - 136

A report seeking endorsement of capital funding and revenue reserves proposals.

Wards: All
Officer: Eamonn Croston: 01484 221000

13: Corporate Performance Report - Quarter 4, 2014-15 137 - 164

A report providing an overview of the Council's performance in relation to the Corporate Plan and Service Delivery Plans for 2014/15 as at the end of Quarter 4..

Wards: N/A
Officer: Clare O'Regan: 01484 221000

KIRKLEES COUNCIL			
COUNCIL/CABINET/COMMITTEE MEETINGS ETC			
DECLARATION OF INTERESTS			
Name of Councillor			
Item in which you have an interest	Type of interest (eg a disclosable pecuniary interest or an "Other Interest")	Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]	Brief description of your interest

Signed: Dated:

NOTES

Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

- (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
- (b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.



Name of meeting: Cabinet
Date: 2nd June 2015

Title of report: Capital Funding of Highway Maintenance

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes
Is it in the <u>Council's Forward Plan</u> ?	Yes
Is it eligible for "call in" by <u>Scrutiny</u> ?	Yes
Date signed off by <u>Director</u> & name	Jacqui Gedman - 21 May 2015
Is it signed off by the Director of Resources?	David Smith - 20 May 2015
Is it signed off by the Assistant Director - Legal & Governance?	Julie Muscroft - 20 May 2015
Cabinet member <u>portfolio</u>	Place (Investment and Housing)

Electoral wards affected: All
Ward councillors consulted: N/A

Public or private: Public

1. Purpose of report

To inform Cabinet of changes in external grant funding for highway maintenance, the potential impact upon the development of the road maintenance programme and a revised prioritisation method for streets for repair within the Unclassified Road programme.

2. Key points

- 2.1** In January 2014 the DfT announced a review of how the six year national funding package of £5.853 billion for highway maintenance in England (outside London) was allocated. The outcome of that review is that DfT grant allocations for highway maintenance will change for 2015/16 and future years. Critically the funding package has been top sliced to create two new funds over and above the traditional needs element that are subject to bids and assessments for an authority to attempt to get some of the top-sliced funding

back and reduce the cut. Furthermore the basic needs element is now determined on asset count rather than condition so is no longer directed where the need is greatest.

- 2.2** The Department for Transport (DfT) Highway Maintenance Allocation supports the maintenance of roads, street lighting and structures. Since 2006 distribution of the grant has been determined on a 'needs' formula relating to highway asset inventory and condition.

From 2015/16 this needs based calculation of grant to each Authority is replaced by three elements:

i. Needs Element

A revised needs element based on asset inventory count with no reference to condition. This grant (£4.7bn) is set for years 2015/16 to 2017/18 and indicative for 2018/19 to 2020/21. (They are indicative for later years, pending a review of base asset data)

The needs allocation, accounts for, by far the largest proportion of the funding (80%) with the formula comprising information on key highway asset types such as road length, bridges, street lighting and cycleways. The revised needs grant element to Kirklees is now:-

	Firm Allocation					Indicative Allocation		
Year	2010/11	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Kirklees	£6,724k	£5,333k	£6,116k	£5,607k	£5,437k	£4,921k	£4,921k	£4,921k

ii. Incentive Element

An incentive element dependent on an Authority's pursuit of efficiencies and its use of asset management practices. (£578m).

Every authority will have the opportunity to regain some of the top sliced funding through the incentive element phased in over three years from 2016/17. Highway Authorities have to complete a self-assessment of their efficiencies and use of asset management practices by autumn 2015. This assessment will result in placement as a band 1, 2 or 3 Authority and then the adjusted allocations from that part of the fund will follow. The aim is to promote continual improvements in delivery and management efficiency and evidencing this year on year, will be part of each Local Authority's self-assessment. An Authority that cannot demonstrate this by 2020 will receive no "incentive element" of the total funding.

Kirklees, along with other WY districts, are working to ensure we meet band 2 criteria by autumn 2015 and band 3 criteria by autumn 2016 so that we can maximise our incentive element allocation through this process and regain the top sliced funds which, in Kirklees, is worth a maximum £1,025k a year from 2018/19.

Year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Band 1	100%	90%	60%	30%	10%	0%
Band 2	100%	100%	90%	70%	50%	30%
Band 3	100%	100%	100%	100%	100%	100%
Kirklees 100% incentive element	0	£339k	£509k	£1025k	£1025k	£1025k

Any reduction in grant through the incentive element will be returned to the needs element and distributed nationally

With 100% incentive element the total grant to Kirklees is as follows:

Year	Firm allocation			Indicative allocation		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Kirklees needs + incentive elements	£6,116k	£5,946k	£5,946k	£5,946k	£5,946k	£5,946k

iii. Challenge Fund

A competitive Challenge Fund element where Authorities can bid for major maintenance projects (£575m over 6 years).

The Challenge Fund has been set up, to address ageing infrastructure, which may now be nearing the end of its lifecycle, has reached the end of its lifecycle earlier than originally envisaged, or which has deteriorated due to recent severe weather events.

This Challenge Fund enables local highway authorities in England to bid for funding from the top sliced budget from the government for major maintenance projects that are otherwise difficult to fund through the normal allocations they receive.

Bidding will be in two tranches. The bid for the first tranche of funding for 2015/16 to 2017/18 had to be submitted to the DfT by 9th February 2015. Details of Kirklees bids are given below.

A second tranche of bids will be submitted in 2017/18 for the period 2018/19 to 2020/21.

- 2.3** Kirklees submitted two bids for additional grant funding through the Challenge Fund. Bids had to be a minimum of £5m, (hence one submission is in collaboration with City of Bradford) and bidding Authority needed to contribute at least 10% of local match funding.

A bid for £6.35m funding to revitalise Huddersfield Town Centre through an extensive programme of road surfacing, lighting, drainage and network management works was not successful.

A bid for £1.920m as Kirklees share of a scheme to reconstruct retaining wall structures in Bradford and Kirklees was successful. This was the only successful scheme amongst those submitted by West Yorkshire Authorities through the West Yorkshire Combined Authority (WYCA). Across England 31 bids were successful. The additional grant element of this scheme is £1.600m with the balance of £0.320m met from the Needs element of the Maintenance grant.

2.4 The DfT calculation of the needs element of maintenance grant for Kirklees in 2015/16 is as follows:

	England	Kirklees	% of England total	England total allocation £'000	Kirklees allocation £'000
A Roads	29,505.9 km	230.5km	0.78%	247,527	1,934
B/C Roads	82,034.2 km	239.5km	0.29%	247,527	723
U Roads	166,334.9 km	1,444.3km	0.87%	247,527	2,149
Subtotal for roads					4,806

Roads					4,806
Bridges	52,386 no	377 no	0.72%	138,615	998
Lights	3,308,593 no	52,219 no	1.58%	19,802	313
15/16 Total allocation				901,000	6,116

The impact of the changes is significant upon structures, because the calculation uses simple criteria of bridge numbers rather than a consideration of bridge numbers requiring strengthening or major maintenance works. The revised calculation does not benefit Kirklees which has a number of structures requiring strengthening or major maintenance. Indeed the result of the new calculation is a loss of £1.2m from the structures budget.

2.5 Kirklees is able to determine its own distribution of the grant to reflect local need and its own investment in the highways asset. However the changes in grant allocation signify a new emphasis in the distribution of funding, encouraging the take up of asset management principles and the adoption of highways maintenance efficiencies and this emphasis cannot be ignored in determining local distribution as it risks loss of the incentive grant.

In determining the distribution of the grant we have increased the allocation to bridges to allow the bridge strengthening programme to continue and to make provision for works to maintain retaining walls. Kirklees has over 400km of structural retaining walls, this is above average due to the topography of the land yet the DfT calculation does not consider this.

Proposed Capital Plan 2015/16	£'000
Roads	4,400
Structures / Bridges	1,403
Lighting	<u>0,313</u>
Total	6,116

Over and above the grant allocation the approved baseline Highways capital Plan includes £2,425k of Kirklees Capital borrowing within road surfacing programmes.

- 2.6** A report to Cabinet on 3rd June 2014, gave detailed information on the District's roads and the allocation of capital funding for repairs to our unclassified roads. The approved recommendation was that the Council's own road repair capital monies fund an Unclassified road budget for 2015/16.

This enables DfT grant to fund road repair programmes on our Classified roads as follows.

Proposed Capital Plan 2015/16	£'000
Principal A Roads	2,000
Roads Connecting Communities (B,C roads)	<u>2,400</u>
Total	4,400

This is an investment in roads linking our towns, villages and key employment areas as they have the largest and heaviest HGV usage. This level of investment manages the backlog of repair on these roads at current levels, enabling us to maintain the reported National Performance Indicators for backlog of repair and achieve LTP targets.

- 2.7** The investment in roads now totals

Proposed Capital Plan 2015/16	£'000
DfT grant	4,400
Kirklees Capital	<u>2,425</u>
Total	6,825

This level of investment has to be considered in light of the following key facts regards road condition as included in the 3rd June 2014 report to Cabinet

- Back-log of repairs (Kirklees) **£75m**
- Estimated time to clear back-log **10 years**
- Annual average budget shortfall **£9.5m**
- Frequency of road surfacing (all classes) **82 years**

These figures are increasing year on year and we are in effect only able to manage deterioration rather than improvement of the road network. The state of our adopted network will continue to worsen. This in turn will lead to reduced public satisfaction and an increased numbers of complaints

In order to maintain roads in their current condition an investment of £16.7m per year is needed compared with the following historic investment:

Year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
DfT grant for roads	5,100	4,600	4,500	4,800	4,600	4,400
Additional DfT grants				1,019	1,925	
Kirklees Capital for roads	2,425	2,425	2,425	2,425	2,425	2,425
Total £'000	7,525	7,025	6,925	8,244	8,950	6,825

With DfT grants targeted at maintaining the key classified roads the Kirklees capital is the only funding directed at the 1,450km network of local unclassified roads. Without this funding such roads would be in serious decline.

Unfortunately, the public's expectation of pot-hole free roads on the streets where they live, or on less used local roads, is not achievable in the foreseeable future with the reduction in overall council budgets.

2.8 The report to Cabinet on 3rd June 2014 determined the following for the allocation of the Unclassified road budget in 2015/16:-

- the Local Community Roads budget and the ward members schemes budget are combined into one Unclassified Roads budget;
- individual ward allocations from the ward member's budget are stopped and instead ward councillor's views are sought on the relative road repairs priorities for their ward – as outlined in the flow chart shown in Appendix 1, attached;
- indicative split of funding for the Unclassified road programme for 2015/16 is to be considered further, with future allocations targeted at the worst wards, based on a multitude of factors including need;
- as all Council expenditure is being closely scrutinised and it is critical that available resources are only targeted at the most appropriate needs, that the Unclassified Road budget is only spent on either adopted roads or pavements;
- that a sum of £250,000 will be set aside within the Unclassified Roads budget for spending on the most used pavements in the district – to help address this worsening problem.

In 2014/15 the Unclassified roads programme, supplemented by additional DfT funding following the wet winter of 13/14, targeted the roads that have strategic importance. 7 such roads were resurfaced and 10 others prepared for surface dressing. This has been successful but there is still much to be done to improve these strategically important roads.

It is proposed that in 2015/16 and 2016/17:-

- the Local Community Roads budget and the Ward members schemes budget are combined into one Unclassified Roads budget;
- a prioritised list of roads to resurface, that reflects the asset management need will be prepared for each District Committee which will include officer recommendations. The Districts Committees will have the opportunity to add roads that they feel should be a priority for resurfacing and consider relative usage, all in the context of applying asset management principles that are essential to minimise reductions in the incentive grant. District Committee will establish and rank a forward programme for Cabinet approval – as outlined in the flowchart shown in Appendix 2 attached.

It is probable, dependent upon the roads selected, that the budget will fund 15 to 20 roads per annum.

- The available budget to each District Committee, will reflect parking income by district.
- as all Council expenditure is being closely scrutinised and it is critical that available resources are only targeted at the most appropriate needs, that the Unclassified Road budget is only spent on either adopted roads or pavements;
- that a sum of £250,000 will be set aside within the Unclassified Roads budget for spending on pavements where the condition presents a risk to the Council in terms of the potential for accidents and subsequent claims.

3. Implications for the Council

The delivery of the Capital Programme can be delivered within existing legal, financial, human resources and information technology framework.

4. Consultees and their opinions

Strategic Finance, the Capital Delivery Board and Assistant Director's Group, have been consulted and are in agreement with the contents of this report.

5. Next steps

Highways will develop a programme of schemes for implementation through the Highway Capital Plan 2015/16 and 2016/17 to be presented in a report to Cabinet in July/August.

6. Officer recommendations and reasons

That Cabinet note the changes in DfT grant funding for highway maintenance and approve the proposed prioritisation method for streets for repair as set out in paragraph 2.8 of this report.

7. Cabinet portfolio holder recommendation

The portfolio holder, Councillor Steve Hall, agrees with the content of the report and is happy for it to proceed to Cabinet.

8. Contact officer and relevant papers

Graham Mallory
Group Engineer – Highways & Operations

Tel: 01484 221000
Email: graham.mallory@kirklees.gov.uk

9. Assistant Director responsible

Joanne Bartholomew
Assistant Director - Place

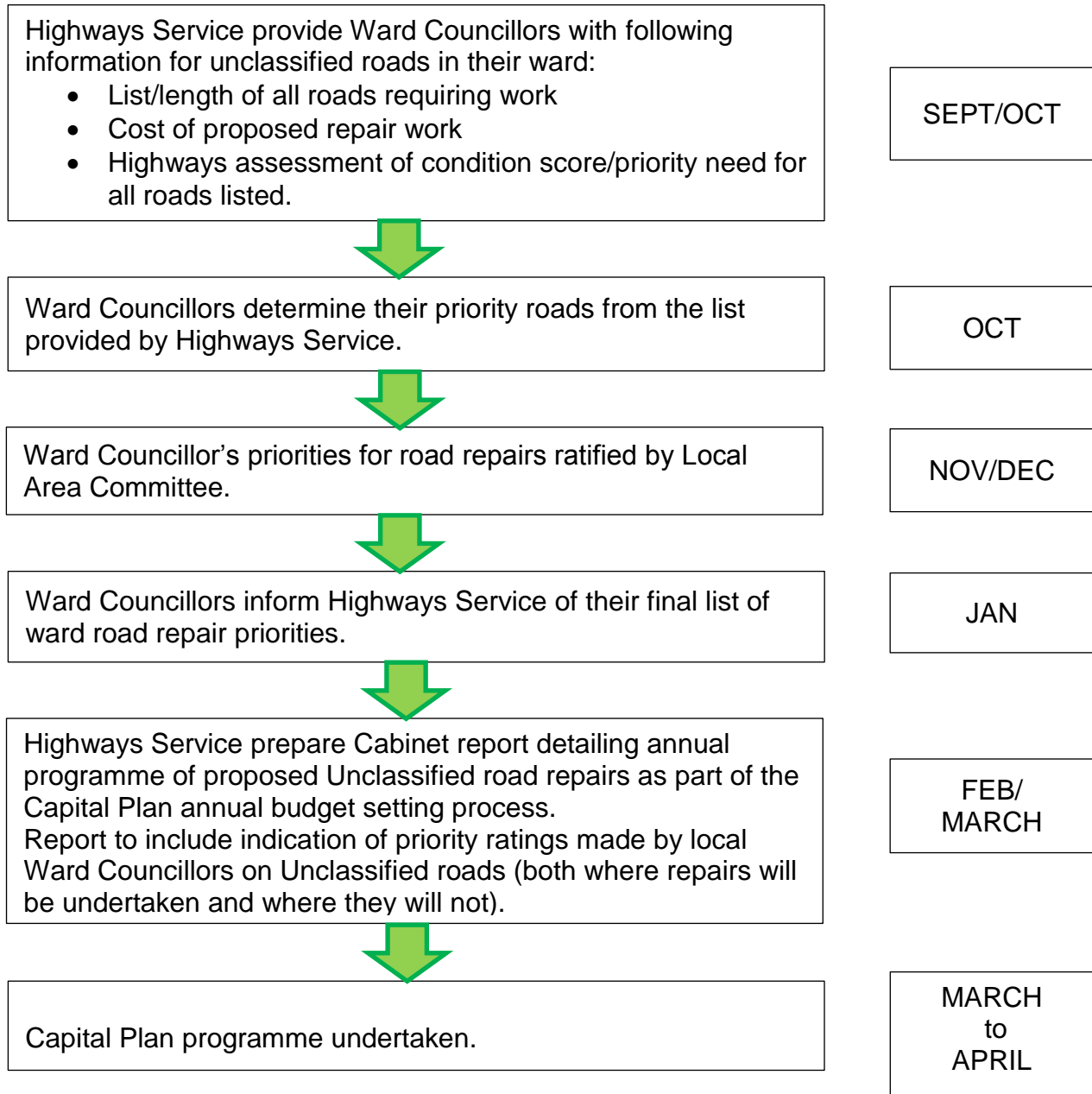
Tel: 01484 221000
Email: joanne.bartholomew@kirklees.gov.uk

10. Background Papers

- a) Report to Cabinet - 3rd June 2014

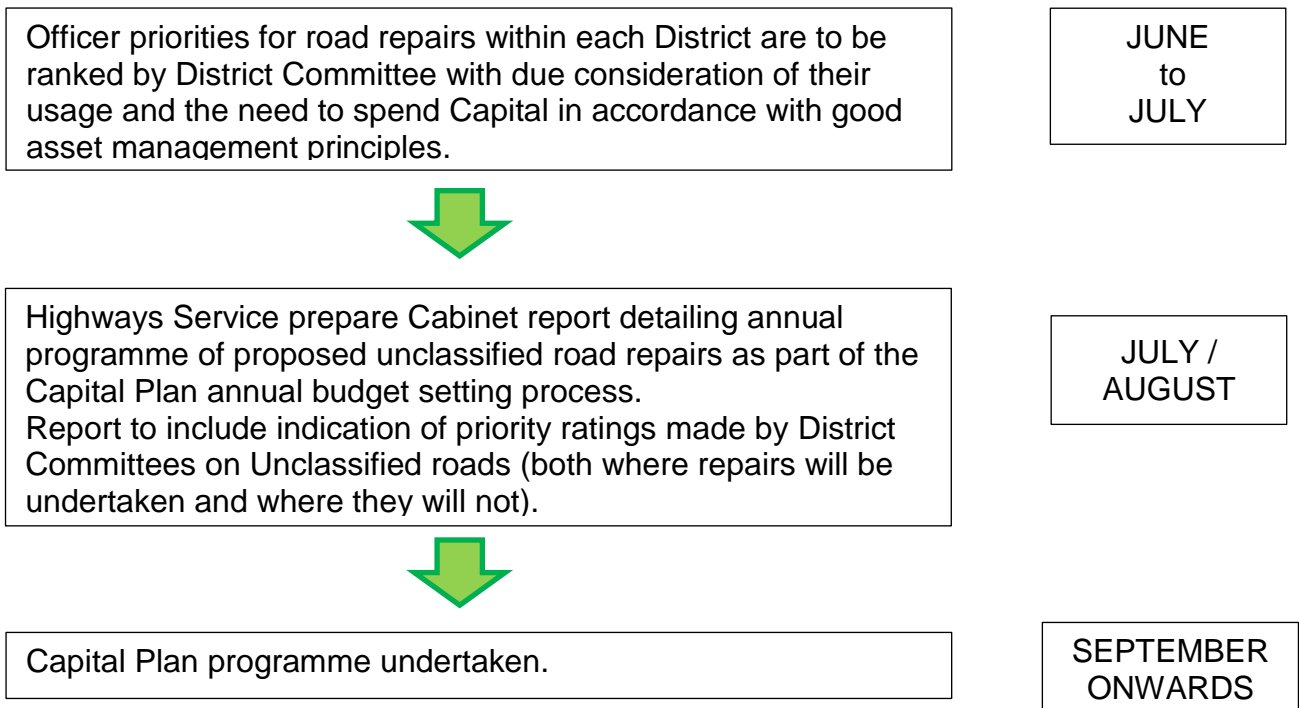
Appendix 1

Existing Unclassified Road budget prioritisation flow chart as approved 3rd June 2014



Note: if ward priorities have not been agreed by the January deadline and Highways Service informed of such, then the Cabinet report will be submitted without ward input.

Appendix 2**Proposed Unclassified Road budget prioritisation flow chart for 2015/16 onwards****For approval 2nd June 2015**





Meeting: CABINET – 2nd June 2015

Title of report: RETURN TO STATUTORY PROVISION IN SCHOOL TRANSPORT

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes – this will have a significant effect on two or more wards
Is it in the Council's Forward Plan?	It is included in the CSR Budget proposals
Is it eligible for “call in” by Scrutiny?	Yes
Date signed off by <u>Director</u> & name	Jacqui Gedman - 20 May 2015
Is it signed off by the Director of Resources?	David Smith - 14 May 2015
Is it signed off by the Assistant Director - Legal & Governance?	Julie Muscroft - 21 May 2015
Cabinet member portfolio	Cllr Graham Turner

Electoral [wards](#) affected: All

Ward councillors consulted: Cabinet Meeting – 27th January 2015

Public or private: Public

1. Purpose of report

This report seeks to provide a summary of the first phase public consultation on the return to statutory provision in school transport. This consultation invited views on the proposal to remove from the council’s Policy for Home to School Transport Arrangements, the provision of transport assistance where children travel to a school chosen because of a parent’s or a child’s religion or belief.

The report also seeks to show the possible impacts that removing this assistance will have on school admissions and relevant local transport networks.

2. Key points

- 2.1 Kirklees Council currently provides transport assistance to 456 pupils choosing to travel to a school based on religion or belief.

- 2.2 Neighbouring authorities have previously implemented a removal of transport based on a parent's or child's religion or belief with support from a majority of the public. Removal therefore would place us in line with those authorities.
- 2.3 The total cost for this assistance is £116k per annum.
- 2.4 The public consultation attracted 926 responses from interested parties and residents in Kirklees.
- 2.5 72% of everyone that took part agreed that the council should end free travel to faith schools.
- 2.6 22% of everyone that took part disagreed that the council should end free travel to faith schools.
- 2.7 83% of Kirklees residents agreed that the council should end free travel to faith schools.
- 2.8 Returning to a statutory provision will remove the risk of requests for transport provision in the future from people of other religions and beliefs.
- 2.9 Home to School Transport has a budget savings target of £455k in 2015/16.
- 2.10 The total indicative saving is £111k per annum.¹
- 2.11 The Council's duties and legal responsibilities, with regard to school transport are helpfully summarised in statutory guidance issued by the Secretary of State. The Council is required to have regard to this guidance in formulating its policies. The Guidance is annexed to this report. Cabinet Members should particularly have regard to paragraphs 38-42, which deal with religion and belief. Section 509AD of the Education Act 1996, requires local authorities to have regard to religion or belief in exercise of its functions; and so this is something that the Council must take into account in deciding what arrangements to make. That is not to say that the Council is legally required to make any prescribed arrangements for travel to faith schools (save in a small range of very specific circumstances, that would be 'built in' to any new policy).

3. Implications for the Council

3.1 Implications for School Admissions

- 3.1.1 An analysis is currently being conducted by the School Organisation & Planning Team in order to produce a list of the nearest schools with available places for the 456 children currently in receipt of transport assistance to faith schools. This will demonstrate the possible impact

¹ initially this figure will be less if a phased removal is implemented

on school admissions in the event parents decide to remove their child from their current school.

- 3.1.2 Data to show the distance each child would have to travel to his/her nearest school with an available place will form part of the analysis.
- 3.1.3 The results of this analysis will enable us to calculate what percentage of the indicative savings can be realised (as some children may still be eligible under distance).

3.2 Implications for the Transport Network

- 3.2.1 The West Yorkshire Combined Authority (WYCA – formerly known as Metro) has confirmed that the removal of transport assistance to pupils attending schools based on their religion or belief will not have any impact on the transport network provision.
- 3.2.2 The network would be retained (subject to the usual efficiency savings) and the only difference would be that pupils would be required to pay a fare.
- 3.2.3 The K3 statutory bus to St John Fisher will become a socially necessary route funded by the WYCA.

3.3 Implications for faith schools

- 3.3.1 It is impossible to say what percentage of parents of the 456 pupils will choose to move their child to the nearest qualifying, available school, and therefore the impact on attendance to the relevant faith schools is inestimable.

3.4 Other implications

- 3.4.1 Early indications show that most of the 456 pupils will fall under the qualifying distance and will therefore not be entitled to transport support in the future, thus realising the majority of the £111k savings.

4. Consultees and their opinions

This report is presented to Cabinet for information and discussion. It has been prepared consequent to the following consultations:

- Public consultation (2nd February 2015 – 2nd April 2015)
- Mandy Cameron, Deputy Assistant Director, Learning and Skills
- Gill Ellis, Assistant Director, Children and Young People and follows
- Cabinet meeting of 27th January 2015.

5. Next steps

Cabinet members are invited to approve one of the following management actions:

- 5.1 Make no change to the Policy for Home to School Transport Arrangements and continue to provide transport assistance to current and new children that travel to a school chosen based on a parent's or a child's religion or belief.
- 5.2 Phased removal (1): Implement a year-by-year phased removal of transport assistance based on a parent's or a child's religion or belief beginning in September 2016. The majority of savings would be realised in the first five years but the full effect would take 12 years.
- 5.3 Phased removal (2): Implement a year-by-year phased removal of transport assistance based on a parent's or a child's religion or belief beginning in September 2016 and remove transport assistance when a child changes school. All of the savings would be realised in the first five years.
- 5.4 Remove the provision of all transport assistance to current children that travel to a school chosen because of a parent's or a child's religion or belief from September 2016 (the whole of the £111k saving would be realised in academic year 2016/17).

6. Officer recommendations and reasons

That the next steps in this report are considered for a decision.

7. Cabinet portfolio holder recommendation

Cllr Graham Turner, notes the results of the consultation and recommends to Cabinet, 5.4 as a method of implementation.

8. Contact officer and relevant papers

Officers:

Michael Bunting – Passenger Transport Manager – Physical Resources and Procurement (PRP)

Papers:

Kirklees Council's Policy for home to school transport arrangements for 2014-2015

The stat guidance is at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/331654/Home_to_school_travel_and_transport_statutory_guidance.pdf

9. Assistant Director responsible

Joanne Bartholomew, Assistant Director – PRP

Gill Ellis, Assistant Director – Children and Young People - Learning



Name of meeting: Cabinet
Date: 2nd June 2015

Title of report: Kirklees Cares – Transformation Challenge Award project

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes This is a two year programme funded by a grant of £400k from the Transformation Challenge Award to develop a peer mentoring service and other support for care leavers. Long-term the approach is expected to produce savings to the LA and other public agencies.
Is it in the Council's Forward Plan ?	No
Is it eligible for "call in" by Scrutiny ?	Yes
Date signed off by <u>Director</u> & name	Alison O'Sullivan – 18 th May 2015
Is it signed off by the Director of Resources?	David Smith – 21 st May 2015
Is it signed off by the Assistant Director – Legal, Governance & Monitoring?	Julie Muscroft – 21 st May 2015
Cabinet member portfolio	Children & Young People

Electoral [wards](#) affected: ALL
Ward councillors consulted:

Public or private: Public

1. Purpose of report

This report describes the 'Kirklees Cares' project, which will help some of the most vulnerable young people in the district by using a new approach to supporting care leavers. Kirklees Cares will create a new peer mentoring service for care leavers, along with making other service improvements, and highlights the council's commitment to this group of young people. . The project is funded via a £400k grant, which the council successfully gained from the Department for Communities and Local Government as part of the Transformation Challenge Award (TCA). Kirklees Cares is also closely linked to the council priority of early intervention and prevention – providing support at an early stage so that people are less likely to need acute services in the

future. This is an innovative piece of work which will have a wide range of benefits. It is designed to transform the outcomes of people who are making the difficult transition into a more independent lifestyle after being a looked after child/young person.

2. Key points

- 2.1) In November 2014, the council was successful in a bid for £400k to the Transformation Challenge Award (TCA) to develop an innovative approach to services for care leavers – Kirklees Cares, in partnership with West Yorkshire Police. This funding was made available to support English local authorities in transforming their operation, make changes to their business processes and work with the wider public sector to improve services for local people. Projects were expected to demonstrate business re-engineering, service redesign and innovative thinking.
- 2.2) Children and young people who have been in care have often had a difficult start in life. Compared with the general population, they are more likely to face a number of challenges. National research shows that children in care and care leavers account for less than 1% of the total population but 20% of young homeless people, 24% of the adult prison population and 70% of sex workers. In addition, care leavers are half as likely to be in education, employment or training (EET) at 19 than the general population, less likely to be in higher education (6% at 19 compared with 30% for the general population) and four times as likely to become young mothers. They are also more likely to misuse drugs and alcohol with a third engaged in substance misuse within a year of leaving care. Kirklees Council already has a wide range of services to support care leavers and help them move into education, employment and training. As a result, local care leavers tend to achieve better outcomes than the national average. However, very importantly, the new TCA funding will enable us to build on our existing good practices.
- 2.3) The Kirklees Cares project seeks to improve outcomes through a number of routes:
 - A new model for leaving care services, integrating voluntary peer and practical support with our existing Looked After Children & Care Leavers Service.
 - Partnerships with the private sector to provide advice and services to care leavers on a pro-bono basis.
 - Ensuring mobile connectivity for care leavers.
- 2.4) The aim of the project is to increase resilience and improve outcomes – a flexible and responsive approach that can stop problems escalating to a crisis.
- 2.5) The benefits of the approach are expected to be:
 - Access to a mentoring scheme in which care leavers can receive dedicated peer support from someone who has been through the

care system. As the mentors themselves have experience of being in care, they will be able to empathise with the young people, understand the real experience of leaving care and understand the kinds of support that can really make a difference.

- Access to a wide range of practical support by linking with volunteer advisors (drawn from council staff with specific skills and expertise valuable to everyday living)
- Access to pro bono support from private sector partners
- Increased resilience, leading to improved outcomes and life chances
- Reduced likelihood of being a victim of crime or exploitation.
- Increased resilience, improved life chances and outcomes

2.6) This project is part of our service development, working towards fulfilling the council's 'Community Commitment' that all young people leaving council care will be in employment, education or training.

3. Implications for the Council

3.1) The costs and projected outcomes of the project have been analysed using the [New Economy CBA Tool](#). The results are as follows:

- Net present budget impact: -£291,668.27
- Payback period: 5 years

3.2) There are expected to be savings across a number of public sector organisations. Using the CBA tool, potential cashable savings by each partner have been calculated to be:

	LA	NHS	Police	Probation	Courts/ Legal Aid	Prisons	Other
Short term cashability savings (£k)	91	101	19	-	5	6	4
Large scale cashability savings (£k)	164	253	38	3	11	15	11

3.3) We will refine the modelling of the impact to partners over the initial period of the project, based on robust analysis of the project in its set up and delivery phases. We intend to reach early agreement in principle on a cost recovery mechanism with partners, the detail of which will be informed by this analysis.

3.4) The expenditure related to grant award is expected to be apportioned as shown in the table below:

Cost category	Predicted costs
Programme management	£100k
Facilitated co-production	£10k
Selection, vetting, training of peer and practical support	£75k

Peer incentives and expenses	£10k
Ethnographic research	£75k
Venues and activities	£10k
Smartphones	£60k
App development	£30k
Data and evaluation	£20k
Auntie Pam's advice / consultancy support	£10k
TOTAL	£400k

- 3.5) Benefits to local people arise through reduced costs to local public service providers, enabling those resources to be channelled into other local priorities.

4. Consultees and their opinions

- 4.1) The project design and model of delivery has been developed with the Children in Care Council. The Children in Care Council is a way that children and young people who are looked after by Kirklees Council can have an influential voice in the things that really affect their lives
- 4.2) Auntie Pam's – a nationally recognised support service for mums-to-be, based in Kirklees – have provided advice in the development of the project plan and will be part of the project going forward in order to provide advice and guidance in the development of a mentoring service.

5. Next steps

- 5.1) Set up phase (April 15 – Sept 2015):
- Recruit a programme manager and set up the programme management
 - Establish the training programme, matching process, support mechanism and review/evaluation process
 - Recruit and train volunteers and private sector pro bono partners
 - Sign up looked after children and care leavers
 - Workshops – to clarify expectations and operational issues
 - Design ethnographic research methodology approach
 - Establish evaluation and data model, including establishing the local baseline
 - Agreement on cost recovery and sustainability model
 - Mobile app developed, tested and refined
- 5.2) Delivery phase (Oct 2015 – onwards):
- Current LAC (age 15+) and new care leavers accessing peer support
 - New care leavers accessing practical support

- New care leavers accessing pro bono support from private sector partners
- Ethnographic research being used to adapt and refine the model
- Real time intelligence on emotional, health and wellbeing being used to sharpen focus on targeted support and intervention
- Impact and outcome evaluation

6. Officer recommendations and reasons

- 6.1) That Cabinet note the contents of the report and the expected benefits of the approach to care leavers and the council's community commitment that all young people leaving council care will be in employment, education or training.

7. Cabinet portfolio holder recommendation

Children and young people who have been in care have often had a difficult start in life. We do everything we can to support them and this work is another step in enhancing their life chances.

They will be helped by adults who have also experienced being in care and who understand the unique challenges they face and the kinds of support that will have the greatest benefits.

There are over 600 looked after children and young people in Kirklees, of whom more than 60 will reach their 18th birthday and become care leavers in the current year.

The council also works with 225 young adults, aged 18 to 21, who have already left care but are still being offered support via dedicated personal advisers.

We are strongly committed to supporting this vulnerable group of people. Kirklees Cares is an excellent, innovative project and will make a real difference in many local lives.

8. Contact officer and relevant papers

Bev Paris – Head of Corporate Parenting
bev.paris@kirklees.gov.uk

9. Assistant director responsible

Paul Johnson – Assistant Director, Family Support and Child Protection
paul.johnson@kirklees.gov.uk

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Name of meeting: Cabinet

Date: 2nd June 2015

Title of report: Report on the outcomes from the non-statutory consultation for Members consideration on the proposal to change the upper age range of Ravenshall School from 16 to 19 years.

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes – this impacts on all wards across Kirklees
Is it in the Council's Forward Plan ?	Yes – January 2015
Is it eligible for “call in” by Scrutiny ?	Yes
Date signed off by <u>Director</u> & name	Alison O’Sullivan 18.5.15
Is it signed off by the Director of Resources?	David Smith 20.5.15
Is it signed off by the Acting Assistant Director - Legal & Governance?	Julie Muscroft 20.5.15
Cabinet member portfolio	Childrens Services Councillor Shabir Pandor

Electoral [wards](#) affected: All wards

Ward councillors consulted: All councillors have been provided with a copy of the consultation document as part of consultation process.

Public or private: Public

1. Purpose of report

The report sets out the outcomes from the non-statutory consultation for Members consideration on the proposal to change the upper age range of Ravenshall School from 16 to 19 years. This proposal is not to establish a general sixth form provision that would be available to all year 11 students on roll at Ravenshall School. This is because a detailed analysis of the needs of the key stage four cohorts for children and young people with complex needs attending Ravenshall School, but also

Longley School and Lydgate School, evidenced that the majority of these children and young people were able to make a successful transition to alternative provision at the end of year eleven. It is expected that those students would continue to leave Ravenshall School at age 16 because they are ready to make the transition. The post-Year 11 places, those which were the subject of the consultation, would continue to be available for students who were not yet ready to leave Ravenshall School.

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APPENDICES

Appendix A - Distribution List for consultation document.

Appendix B - Consultation Document

Appendix C - Detailed feedback received in response to consultation by stakeholder and notes of a joint consultation meeting with the governing body and staff of Ravenshall School.

2. Summary

A four week non-statutory consultation was carried out with all key stakeholders to gather views about Kirklees Council proposal to:-

- Change the upper age range of Ravenshall School from 16 to 19 years.

The proposal has been designed to enable the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of particularly vulnerable young people to be made permanent. This would require a school re-organisation proposal to change the age range of the school from 16 to 19 years.

As the consultation document made clear, this proposal is not to establish a general sixth form provision that would be available to all year 11 students on roll at Ravenshall School. This is because a detailed analysis of the needs of the key stage four cohorts for children and young people with complex needs attending Ravenshall School, but also Longley School and Lydgate School, evidenced that the majority of these children and young people were able to make a successful transition to alternative provision at the end of year eleven. It is expected that those students would continue to leave Ravenshall School at age 16 because they are ready to make the transition. The post-Year 11 places, those which were the subject of the consultation, would continue to be available for students who were not yet ready to leave Ravenshall School and other special schools who had been identified as requiring some additional support in order to be ready for transition to Kirklees College or an alternative setting.

It is important to note that, as the proposal is not to establish a general sixth form, the decisions about which students are able to remain, or are offered a place, at Ravenshall School beyond Year 11 would continue to be made by the SEN Assessment and Commissioning Team which is part of the Local Authority.

A final decision on eligibility criteria, to determine which students are offered a post-Year 11 place, has not yet been made, eligibility criteria is still in the process of being developed. However, certain criteria have been used successfully at the pilot provision since 2011. These criteria have included academic attainment and progress, and measures of vulnerability. It is expected that these criteria would remain similar in future.

The number of places available in the post 16 provision will be determined shortly and is likely to be similar to the current number of 8 places.

From over 1,600 consultation documents circulated, 126 responses were received. Responses have been received from parents and carers, governors, staff, pupils, and other respondents. A meeting to discuss the proposal was held with the governors and staff at Ravenshall School. Two drop-in sessions were held during the non- statutory consultation period, these were held at Ravenshall School on the 17th March 2015 and at Huddersfield Town Hall on the 26th March 2015. These sessions were designed to support parents and carers in completing consultation response

forms and also provided an opportunity for parents and carers to discuss the proposal with officers from the Council's Learning Service.

3. Introduction

Ravenshall School have been running a pilot provision, working with a small number of vulnerable disabled young people with complex needs, helping them prepare for adulthood, since September 2011. It is proposed to formalise this arrangement by increasing the age range of the school from 16 to 19 years through a statutory school re-organisation proposal. Since 2011, the pilot provision has achieved successful outcomes for those students who were eligible to stay at Ravenshall beyond age 16. The proposal is to make this provision permanent, so that eligible students can continue to benefit. The places would not be available to all students but would cater specifically for those who were not yet ready to move on to college.

Therefore, the proposal under consultation is to change the upper age range of Ravenshall School from 16 to 19 years.

4. Background

In 2010, an independent report looked into the routes of progress for young people with special educational needs (SEN) in Kirklees. The report highlighted issues affecting a small number of young people moving into further education at 16 years of age. The report made the following recommendations:

- Special Schools and Kirklees College should continue to work together to develop better transitional arrangements for these young people.
- Parental concerns about these young people being vulnerable in large settings should be taken into account.
- The availability of placements, other than at Kirklees College, for those children and young people needing significant support should be considered along with providing greater choice for parents.

4.1 The existing provision

The existing pilot provision was created at Ravenshall School, in partnership with Kirklees College in September 2011. The focus has been on helping a small number of young people prepare for adulthood. This has included personalised support such as worked based learning, access to leisure activities, independent living and work within the local community. The provision has been successful.

4.2 The benefits of changing the upper age range at Ravenshall School

- A small number of young people would benefit from a more personalised way of moving into further education in a smaller, more nurturing environment.
- The school would continue to work in partnership with Kirklees College and other special schools.

4.3 Cabinet approved for non-statutory consultation

On 10th February 2015 Cabinet members authorised officers to develop plans for a non-statutory consultation proposal to change the age range of Ravenshall School from 16 to 19 years.

4.4 Equalities Impact Assessment

An initial Equalities and Community Cohesion Impact Assessment (EIA) has been carried out on the proposals, this initial assessment shows that implementation of the proposals would have little if any adverse impact.

There are no changes to the EIA following non-statutory consultation, although this would continue to be revised as appropriate in light of any further matters being raised, should the completion of the subsequent stages of the statutory process be approved by Cabinet.

5: Consultation methodology

5.1 A non-statutory consultation took place between 9th March and 3rd April 2015. Consultation documents were written and produced with due regard to 'The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013' and with reference to the detail contained in the cabinet report from the 10th February 2015 consultation documents were made widely available. The consultation is a non-statutory consultation because there is no legally prescribed pre-publication consultation period.

Consultation documents were sent to the families of pupils at Ravenshall School. Documents were also sent to all Ravenshall School staff at the school and via royal mail to Ravenshall School governors. Copies of the consultation document were also sent families of children and young people attending all other Kirklees Special Schools. All staff and governors from these schools also received a copy of the consultation document. Consultation documents were also sent to Kirklees schools with specialist resource provisions, all elected members, trade union representatives, faith groups, neighbouring Local Authorities, local community groups and to interested officers from across the Council. The consultation document was also made available on the Council's website, at each of the consultation events and by request. A complete list of distribution is attached at Appendix A.

Discussion on the proposal and consultation were held with Parents of Children with Additional Needs (PCAN). PCAN is an independent, parent led forum for all parents and carers of children and young people (aged 0-25 years) with additional needs in Kirklees.

During the consultation period more than 1,600 documents were distributed either via royal mail, schools or at consultation events. The documents and an online response form were available throughout the consultation period on the Kirklees webpage: www.kirklees.gov.uk/schoolorganisation

5.2 The consultation material consisted of the document included in Appendix B. - "Non Statutory consultation on proposal to change the upper age range of Ravenshall School from 16 to 19 years". The consultation document outlined why the Council wants to increase the age range of Ravenshall School. The document detailed the proposals and had a response form that was designed to enable qualitative feedback, and questions to ascertain the type of stakeholder responding. Response forms could be completed in writing or electronically on the Council website. In addition, individuals and groups were encouraged to feedback any

additional views either via email or letter. A 'Freepost' address was available for returning paper forms and/or letters to maximise the opportunities for receiving feedback to the proposals.

5.3 Consultation 'drop-in sessions' for parents/carers and members of the community were held in both North and South Kirklees. The meetings were planned to enable individuals to speak with officers about the proposals in more detail (and in particular about the potential implications for them as individuals and their families). Parents and carers and members of the community were invited to attend either of consultation sessions.

Table 1 : Count of attendees at drop in events			
Date	Venue	Time	Number of attendees
17 th March	Ravenshall School	1pm – 6pm	60
26 th March	Huddersfield Town Hall	10.30am-12.3pm	1
Total			61

A meeting for staff and governors was held at Ravenshall School during the consultation period. Notes of this are detailed in Appendix C.

6. Response to consultation

Attached at Appendix C is a comprehensive report which details the responses received to the consultation and is organised by stakeholder.

6.1 Analysis of responses received

Table 2 : Count of responses received	
E-mail	0
On-line form	13
Response Sheet	113
Letters	0
Total	126

126 responses were received via the methods shown in Table 2 above from the range of respondents shown in Table 3 below. (Note: Some respondents are counted more than once in the main tables of responses by stakeholder, if they have declared more than one category).

Q1) Do you support or oppose the proposals to change the upper age range of Ravenshall School from 16 to 19 years

Table 3 Type of respondent		
Respondent	Number of responses	% of responses
Parents/Carers	76	59
Pupils	4	3
Staff Members	32	25
Governors	7	5
Local Residents	1	1
Other	4	3
Not Stated	5	4
	129	

Some respondents have classified themselves as belonging to more than one stakeholder group and have therefore been counted in more than one group.

Table 3 shows 59% of responses were from parents and carers, and 25% of respondents were staff mainly from Ravenshall School, but also from other special schools. 5% of the responses were received from governors. A relatively small number of responses were received from other stakeholders as shown in the table.

6.1.1 Summary of respondents by response type

Q1) Do you support or oppose the proposal relating to Ravenshall School?

Table 4 Summary table by response type	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	Total
	113	6	4	0	2	1	126

6.1.2 Responses from parents and carers

Table 5 Responses of parents and carers with children and young people attending	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total	
Castle Hill – A Specialist College for Communication & Interaction	1	1			1		3	4%
Fairfield School		1					1	1%
Longley School	2		2				4	5%
Lydgate School	5						5	7%
Ravenshall School	51	2					53	70%

Not stated	8		1		1		10	13%
	67	4	3		2		76	
Total	88%	5%	4%		3%			

Table 5 shows the distribution of responses from parents and carers (rounded up to nearest whole number). The vast majority of responses, 93% supported or strongly supported the proposal. 4% of respondents neither supported or opposed the proposal and 3% of respondents strongly opposed the proposal. The table identifies that in total 76 responses were received from this stakeholder group with 70% of these responses coming from parents and carers with children and young people attending Ravenshall School.

6.1.3 Responses from governors

Table 6 Responses from individual governors at	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total	
Castle Hill – A Specialist College for Communication & Interaction			1				1	14%
Ravenshall School	4						4	57%
Not stated	2						2	29%
Total	6		1				7	
	86%		14%					

Table 6 shows the distribution of responses from individual governors. In total 7 responses were received. 4 of the 7 responses came from governors at Ravenshall School who were strongly supportive of the proposal.

6.1.4 Responses from staff

Table 7 Responses from individual staff at	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total	
Fairfield School		1					1	3%
Lydgate School	4						4	13%
Ravenshall School	23	1					24	75%
Not stated	3						3	9%
Total	30	2					32	
	94%	6%						

Table 7 shows the distribution of responses from individual staff. It can be seen that of the 32 responses received a 100% of these respondents either strongly supported or supported the proposal.

6.1.5 Responses from other respondents (including residents)

Table 8 Responses of other respondents	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total	
Local resident	1						1	20%
not stated	4						4	80%
Total	5						5	
	100%							

Table 8 shows the distribution of responses from other respondents (including residents). Of the five responses received, all respondents strongly supported the proposal.

6.1.6 Response from children and young people

Table 9 Responses from children and young people attending	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total	
Ravenshall School	2	1				1	4	100%
Total	2	1				1	4	
	50%	25%				25%		

Table 9 shows the distribution of responses from children and young people attending Ravenshall School. The table shows that 3 of the four responses received from either strongly supported or supported the proposal.

6.2 Key themes from the consultation responses. All responses and notes of meetings are included in full in Appendix C. The responses and feedback received during the consultation from written responses and consultation sessions have been summarised in the sections below under key themes along with an officer commentary on the issues raised. Some responses include helpful advice and information that would inform the on-going process should the proposal be approved.

6.2.1 Increased continuity for children with special educational needs	
Summary Responses	Officer Commentary
A large number of respondents who strongly supported or supported the proposal view the proposal as a positive opportunity to continue to support children and young people in a secure environment where they feel safe and have a very good relationship with staff at the school which would continue until the age of 19.	The proposal does provide the opportunity for increased levels of continuity for those children and young people not yet ready to progress to a larger learning environment. This provided the rationale for establishing the pilot provision that has proved to benefit those children and young people that have accessed it.

<p>One of the key reasons identified was that respondents felt that some children and young people would struggle to adapt to a larger new environment.</p>	
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6.2.2 Successful transition to adulthood	
Summary Responses	Officer Commentary
<p>A large number of respondents highlighted that the proposal would help some children and young people who have not yet developed an appropriate level of social and emotional maturity to engage in post 16 learning at another setting. Therefore providing an extended opportunity at the school to develop crucial life skills at their own pace that would provide a wide range of benefits and enable them to make a successful transition to adulthood.</p>	<p>Meeting the needs of these vulnerable children and young people and making sure that they are fully prepared for adulthood is of primary importance. The proposal aims to make permanent the existing pilot provision that would provide some children and young people in future cohorts the same opportunity to progress and develop at a pace that is appropriate for them.</p>

6.2.3 The quality of education provided at Ravenshall School	
Summary Responses	Officer Commentary
<p>Many respondents who strongly supported or supported the proposals highlighted the quality of education provision at the school, giving them high levels of confidence in the schools ability to continue to support their children and young people, beyond the age of 16.</p>	<p>The focus of the provision has always been to ensure that the young people who attend can move on to other options as quickly as possible. This approach would continue.</p>

6.2.4 Transport	
Summary Responses	Officer Commentary
<p>A relatively small level of clarification was sought respondents regarding whether transport would be provided for children attending the proposed</p>	<p>The aim of the provision is to build independence skills in the students who attend. Every effort would be made to ensure that these young people were able to travel</p>

provision.	independently.
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6.2.5 Impact on other schools

Summary Responses	Officer Commentary
A relatively small level of concern was raised from respondents about the impact the proposal could have at another special school.	The provision at Ravenshall School is aimed at a small and specific group of young people who with some additional support will be able to progress to other options in adulthood. It would not be appropriate for these young people to attend another special school.

6.2.6 Eligibility criteria

Summary Responses	Officer Commentary
<p>A lack of clarity emerged over eligibility for the provision. Many respondents identified the positive opportunities the proposal would provide, however it is unclear as to whether or not the majority of respondents (particularly parents and carers) clearly understood that the proposal does not provide a post 16 provision that all year 11 students could access.</p> <p>Respondents who did acknowledge that the proposal was designed to meet the needs of a small group of children and young people that were not ready to make the transition to an alternative post 16 setting, other forms of learning or work, sought clarification on what the eligibility criteria would be.</p>	<p>Criteria would be established that made eligibility for entry into the provision clear. These would be shared with all stakeholders. The consultation document made clear that the proposal is not to establish a general sixth form, but further work is being undertaken to ensure stakeholders fully understand who would be eligible for a place.</p>

6.2.7 Lack of post 16 provision in the area

Summary Responses	Officer Commentary
Respondent who supported the proposal identified a lack of suitable post 16 provisions available in Dewsbury.	This provision would be open to any young person who met the criteria.

7. Conclusions to be drawn from the non-statutory consultation

The main conclusions to be drawn from the consultation are:

The majority of respondents supported the proposals to change the upper age-range of Ravenshall School from 16-19 years. Respondents identified a range of benefits that are aligned with the objectives of the proposal. These have been summarised in the previous section of this report.

For the complete detail of stakeholder responses please see Appendix C.

8. Implications for the council

8.1 Council priorities

Council policies affected by this proposal include the Children & Young People Plan. The proposals will support the Council priorities which are to;

- **Enhance life chances for young people:** Working in partnership to improve health and educational attainment to enable them to reach their full potential. The proposals offer the opportunity to continue to improve and enhance the overall educational opportunities and achievements of young people in Kirklees.
- **Support older people to be healthy, active and involved in their communities:** Focusing on preventative work, while empowering those with long term conditions to live independent lives to the full and be in control of making their own decisions.
- **Business growth and jobs:** Creating the right conditions for business to sustain the Kirklees economy, facilitating investment in skills, jobs and homes and providing pathways into work.
- **Provide effective and productive services:** Ensuring services are focused on the needs of the community and delivering excellent value for money.

8.2 Human Resources implications

There are human resources implications resulting from these proposals. Should the proposals be agreed officers would work with the governing bodies and head teachers regarding any revision to structures to provide professional and technical support. Following this, consultation would need to be held with staff and recognised Trade Unions. It is anticipated that this work could be done within the required timescale.

8.3 Financial Implications

Special school places are funded from the “high needs block” of the Dedicated Schools Grant (DSG) and the number of places now has to be formally agreed with the Education Funding Agency (EFA) each year. The Council would have to apply to the EFA for place funding to the value of £10K per place. The number of places to be provided in the proposed permanent provision will need to be confirmed with the EFA should the proposals be approved.

Schools also receive ‘top-up’ funding on a per pupil basis which relates to standard support needs and the school setting. Should the proposal be approved for implementation then the DSG would be required to provide the required level of additional ‘top-up’ funding.

Capital

There will not be any capital implications arising from proposal to increase the age range of Ravenshall from 16 to 19.

8.4 Information technology (IT) implications

There are no IT implications in relation to this report.

9. Consultees and their opinions

The consultation has engaged with a wide range of interested parties including; families of pupils, school staff, governors, healthcare professionals, members of the community and elected members. The full range of stakeholders that were provided with consultation materials is detailed in Appendix A.

10. Next steps

The table below shows the next steps and indicative timescales involved in the should cabinet approve the officer recommendations

Table 9 – Steps of the statutory process and indicative timescales*	
Activity	Date
Cabinet consider report on consultation outcomes and decide next steps	June 2015
Publication of notices and representation period	September 2015
Decision by Cabinet (within 2 Months)	October 2015
Implementation starts from	September 2016 *

*Timescales are indicative and are subject to change

11. Officer recommendation and reasons

Members are requested to:

Note the feedback in response to the non-statutory consultation and the officer commentary that address the issues that have been raised. Approve that officers publish the statutory proposal and notice to:

- Change the upper age range of Ravenshall School from 16 to 19 years.

Note the next steps and timescales for the subsequent stage of the statutory process and that a final decision would be required by Cabinet as the decision maker following the representation period.

12. Cabinet portfolio holder's recommendations

As the Cabinet Member for Schools I endorse the recommendations set out by officers in the previous section of this report. Consideration will be given to any further material matters that are brought to Cabinet's attention in advance of, and during, the Cabinet meeting on 2nd June 2015 and will make my final, oral, recommendations at the end of the discussion of this item at the meeting.

I welcome the responses received as part of the consultation and appreciate the time taken by parents and carers, school staff, governors and other interested parties who have taken the opportunity to feedback their views, and, would like to acknowledge the support from the group Parents of Children with Additional Needs (PCAN) in facilitating engagement with parents.

I have taken time to consider carefully all the views that have been expressed and am grateful for those who have engaged and contributed their comments and suggestions.

As has been made clear this proposal is not to establish a general sixth form provision at Ravenshall School, but rather to make permanent the existing pilot provision that was established in 2011 in partnership with Kirklees College, for a small number of particularly vulnerable young people to support their transition and progression into adulthood. I note and welcome the work that is being undertaken to determine and make clear the eligibility criteria, to determine which students are able to remain, or are offered a place, at Ravenshall beyond Year 11 and acknowledge that offers of places will continue to be made by the Local Authority.

For this reason I agree that the next step of the process, which is publishing statutory proposals and enabling a final period of representation, should be approved.

13. Contact officers

Jo-Anne Sanders
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Tel: 01484 221000
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Mandy Cameron
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Assistant Director
Gill Ellis
Assistant Director for Learning and Skills
Directorate for Children and Adults
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14. Background papers

- Research into Post 16 Progression Routes for Young People with Special Educational Needs in Kirklees
- Cabinet Report: 10th February 2015 Proposal to change the upper age range of Ravenshall School from 16 to 19 years.

Appendix A: Consultation distribution list

Kirklees Council Officers	Chief Executive Director for Economy Skills and the Environment Director for Resources Director for Children and Adults Director for Communities, Transformation and Change Director for Commissioning, Public Health and Adult Social Care Assistant Director for Learning Assistant Director for Commissioning and Health Partnerships Assistant Director for Family Support and Child Protection Assistant Director for Social Care and Wellbeing for Adults	Adrian Lythgo Jacqui Gedman David Smith Alison O'Sullivan Ruth Redfern Richard Parry Gill Ellis Keith Smith Paul Johnson Sue Richards
Kirklees Learning service	School Governor service	
Ward members for	All Ward members	
Dioceses	Diocese Of Leeds Diocese Of Wakefield	
Further Education Colleges	Greenhead College Huddersfield New College	Kirklees College
Kirklees Human Resources	Head of HR HR manager	
Kirklees Information, Advice and Support Service (SEND)	Choice Advice	
University	University of Huddersfield	
MPs	Jason McCartney MP Simon Reeve MP	Barry Sherman MP Mike Wood MP
DfE	School Organisation Unit	
Neighbouring LAs	Barnsley Council..... Calderdale Metropolitan Borough Council..... Calderdale Metropolitan Borough Council..... City Of Bradford Metropolitan District Council..... City Of Bradford Metropolitan District Council..... Leeds City Council..... Leeds City Council..... Oldham Council..... Wakefield Metropolitan District Council..... Wakefield Metropolitan District Council.....	School Organisation School Organisation Director Of children's Services Director of children's services Principle research & policy Director of children services Education Leeds Assistant Executive Director Director Of children's Services School Organisation
The Children's Trust Board Members	Calderdale & Hudds NHS Foundation Trust Kirklees Active Leisure National Children's Centre Calderdale & Kirklees Careers Primary Pupil Referral Service The Mid Yorkshire Hospitals NHS Kirklees University of Huddersfield West Yorkshire Police	West Yorks Fire & Rescue Authority Kirklees College North Kirklees Clinical Commissioning Group Clinical Commissioning Group Children & Adults Services Locala Community Partnerships Job Centre Plus South West Yorkshire Partnership NHS West Yorkshire Probation Trust
Professional Associations and Unions	AEP ASCL ASPECT ATL GMB NAHT	NASUWT NUT UNISON UNITE VOICE THE UNION
Parents and carers of pupils at	Longley School Lydgate School Castle Hill: A Specialist College for Communication and Interaction Fairfield School	

	Nortonthorpe Hall School Ravenshall School
Governors and staff at	Longley School Lydgate School Castle Hill: A Specialist College for Communication and Interaction Fairfield School Nortonthorpe Hall School Ravenshall School
Schools with resourced provision Head, Chair of Governors and display	Ashbrow School Carlinghow Princess Royal Junior Infant and Nursery School Dalton School Flatts Nursery School Headlands Church of England Voluntary Controlled Junior, Infant and Nursery School Honley High School Lowerhouses CofE (Voluntary Controlled) Junior Infant and Early Years School Moldgreen Community Primary School Moor End Academy Nether Hall Learning Campus High School Newsome High School and Sports College Rawthorpe Junior School Rawthorpe St James CofE (VC) Infant and Nursery School Royds Hall High School Thornhill Junior and Infant School Thornhill Community Academy
Independent/Non-maintained special schools in Kirklees	Holly Bank School The Oaks
All primary schools in a 2 mile radius Head + Chair of Governors	Boothroyd Primary Academy Carlton Junior and Infant School Crossley Fields Junior and Infant School Crowlees Church of England Voluntary Controlled Junior and Infant School Diamond Wood Community Academy Earlsheaton Infant School Eastborough Junior Infant and Nursery School Headfield Church of England Voluntary Overthorpe CofE Academy Pentland Infant and Nursery School Ravensthorpe Church of England Voluntary Savile Town Church of England Voluntary St John's Church of England Voluntary St Joseph's Catholic Primary School (Dewsbury) St Paulinus Catholic Primary School Thornhill Lees Church of England Voluntary Westmoor Primary School
High schools in a 3 mile radius Head + Governors +staff and display	Castle Hall Academy Trust Heckmondwike Grammar School Manor Croft Academy Ossett Academy and Sixth Form College Spenn Valley High School St John Fisher Catholic Voluntary Academy The Mirfield Free Grammar and Sixth Form Westborough High School
Libraries	All Libraries
Health Centres	Batley Health Centre Cleckheaton Health Centre Dewsbury Health Centre

	<p> Elmwood Health Centre Fartown Health Centre Golcar Clinic Kirkburton Health Centre Marsden Health Centre Mill Hill Community Health Centre Oaklands Health Centre Princess Royal Health Centre Ravensthorpe Health Centre Skelmanthorpe Health Centre Slaithwaite Health Centre Heckmondwike Health Centre </p>
Community Centres	<p> ADD/ADHD Support HSGA - Huddersfield Support Group For Autism North Kirklees Autism Support Group & Friends Huddersfield Down Syndrome Support Group Kirklees Deaf Children's Society Service for Children with Sensory Impairment Huddersfield Actionnaires (Action for Blind people) </p>



About you

This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by any of the information that you provide.

I am a: (please tick ✓ and complete all those that apply to you)

<input type="checkbox"/> Parent/carer	Your child's/children's school/s:
<input type="checkbox"/> Pupil	Your school:
<input type="checkbox"/> Governor	Your school:
<input type="checkbox"/> Member of staff	Your school:
<input type="checkbox"/> Local resident	Please tell us:
<input type="checkbox"/> Other	Please tell us:

How would you describe your ethnic origin? (Please tick ✓ one box)

White	Asian or Asian British	Other ethnic group
English/Welsh/Scottish/ Northern Irish/British <input type="checkbox"/>	Indian <input type="checkbox"/>	Arab <input type="checkbox"/>
Irish <input type="checkbox"/>	Pakistani <input type="checkbox"/>	Other <input type="checkbox"/>
Gypsy or Irish Traveller <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	(Please write in)
Any other White background <input type="checkbox"/>	Chinese <input type="checkbox"/>	
(Please write in).....	Any other Asian background <input type="checkbox"/>	
	(Please write in).....	
Mixed	Black or Black British	
White and Black Caribbean <input type="checkbox"/>	Caribbean <input type="checkbox"/>	
White and Black African <input type="checkbox"/>	African <input type="checkbox"/>	
White and Asian <input type="checkbox"/>	Any other Black background <input type="checkbox"/>	
Any other Mixed background <input type="checkbox"/>	(Please write in).....	
(Please write in).....		

Please write in your postcode:

(We will not use this information to contact you)

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Non Statutory consultation on:
Proposal to change the upper age range of Ravenshall School from 16 to 19 years

Please tell us your views on our proposal

This document tells you the reasons that Kirklees Council is making this proposal. It also explains how the decision making process works.

Please take time to read it and let us know your views. Comments can be made on the response form at the back of this booklet.

The closing date for responses is
3 April 2015

Why are we making this proposal?

Background

In 2010, an independent report looked into the routes of progression for young people with special educational needs (SEN) in Kirklees. The report highlighted issues affecting a small number of young people moving into further education at 16 years of age. The report made the following recommendations;

- Special Schools and Kirklees College should continue to work together to develop better transitional arrangements for these young people.
- Parental concerns about these young people being vulnerable in large settings should be taken in to account.
- The availability of placements, other than at Kirklees College, for those children and young people who need significant support should be considered, along with providing greater choice for parents.

Further work identified a small number of young people who did not yet have the appropriate social and emotional maturity to engage in post 16 learning at another setting. It said these young people would benefit from a more personalised way of moving into further education. This would be through a smaller, more nurturing environment.

To meet this need, temporary provision was created at Ravenshall School, in partnership with Kirklees College, in September 2011. The focus has been on helping a small number of young people prepare for adulthood. This has included personalised support, such as work-based learning, access to leisure activities, independent living skills and work within the local community. The provision has been successful.

The proposal

Kirklees Council proposes that this provision for a small number of particularly vulnerable young people is made permanent. This would require a change to the upper age range of Ravenshall School from 16 to 19 years.

The provision would continue to work in partnership with Kirklees College and other special schools. It would continue to offer the right personalised package of support for this group of young people to move on to further education and other activities as soon as they are ready.

This proposal is not to establish a general sixth form provision that would be available to all Year 11 students at Ravenshall School, it is our expectation that the majority of young people will attend Kirklees College as they do now.

What happens next?

This consultation is open between **9 March - 3 April**. During that time, you can express your views in writing, online or in person at the consultation events.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet (the council's main decision making body). They will then decide whether to move to the next stage. This would mean the publication of legal notices and another chance to view the proposal and comment on this before a final decision is made.

The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Activity	Date
Non-statutory consultation	March-April 2015
Feedback reported to Cabinet and approval to next stage*	May 2015
Publication of notices and representation period*	May-June 2015
Final decision by Cabinet (within 2 months)*	July 2015
Implementation starts*	September 2016

*Subject to scheduling of Cabinet meetings which means dates might change

Consultation events

All the following informal 'drop-in' events are open to everybody: families of pupils attending the school, other members of the community and anyone who would like to hear more and discuss the proposal. Officers from the council will be present to answer questions and hear your views.

Anyone is welcome to attend any of the events. Anyone who would like some help in taking part in the consultation will receive it. Please come along and see us any time between the times below.

Date	Venue	Time
17 March	Ravenshall School	1pm -6pm
26 March	Huddersfield Town Hall - Meeting Room 1	10:30am- 12:30pm

In addition to these events, there will be separate opportunities for consultation with staff and governors. Kirklees Council wants to know what you think.

Alternatively, you can complete the response form at the back of this document.

Response Form

Please send this form or a letter to:

- By post:** FREEPOST, Kirklees Council, RTBS-CYHU-LSEC, School Organisation and Planning Team. (Postage is free; you do not need a stamp)
- In person:** At one of the consultation drop-in sessions or hand it in to the school.
- Online:** You can also take part in the consultation on our website: **www.kirklees.gov.uk/schoolorganisation**
- Email:** Please note that you can contact us via email should you have any queries regarding this proposal. Please send your emails to **school.organisation@kirklees.gov.uk**

Please make sure you respond by **3 April 2015** to ensure that your views are heard.

Your views

Q) Do you support or oppose the proposal to change the upper age range of Ravenshall School from 16 to 19 years of age?

Please ✓ tick one of these boxes.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.



Responses from parents / carers from Ravenshall School	
Strongly Support	<ul style="list-style-type: none"> • Ravenshall is a special school for children with complex needs. Lately, the needs of many of these children is extremely complex and many are not able at 16 to leave a school environment to go to college and giving them that extra two years boosts their self-esteem and enables them to mature enough and ready themselves for that move. The children at Ravenshall are in the main behind their mainstream peers in maturity, education and social skills by several years and there are not enough places at other settings for them. It is proving to be a very successful resource and it has my full backing. I know other parents feel exactly the same • Because pupils settle here and it's a good environment and staff know them well • This will give pupils more time at the school to learn • Will there be taster course for collage? • Children don't know their career paths what's available to them and some need longer to gain a "C" in GCSE's. A longer term at school gives a growing person time to do this • My child will very much have an advantage staying at Ravenshall School after 16 years old as X would not be able to cope in a main stream college so his education will finish at 16 if he could not stay at Ravenshall School till 19 • It's a good thing because they will get further education instead of sitting round at home • This will be good for my child, to have a place at Ravenshall. This is good as we know the staff and children are happy at the school. • Pupils have more time to learn • Really good school has helped my son. My Son doesn't deal well with change • The school has the staff and resources required to best suit the needs of the children. The Children are happy and confident here, and I feel this would benefit any future learning • Not all children are able to manage in a "mainstream" school. As there age range for leaving school, has change there needs to be provision for children who would struggle. • My Boy is in Year 10 so next year is his last year and I'd like him to stay here. He has got autism. It's a familiar safe environment and he will benefit life skills programme. • This will allow children to understand and progress to learning and develop skills for future education and will also provide them with skills for the future. • It will give children extra support and education and help them progress into the next stage of their education or employment • This will give the young people more support at the school • Would be difficult to take my child to collage, he has transport at this school. Would he get transport to college? My child wants to learn and I would like him to stay at the school. I don't drive and transport is an issue so if he doesn't get a place at school how will I get him to college? • The school will get more support until they are 19. The school will support them with their reading and writing. There are not many places that children with special needs get the support for education this is an opportunity for post 16. • This will help pupils that need the extra time at school until they are 19 years old

	<ul style="list-style-type: none"> • If post 16 is in the same school, this will be a lot better as pupils know staff, layout of the school and feel safe in the school • We would find that a 6th form would allow continuity at school for our son. The 6th form provision would also enhance a brilliant school • Because it will give the children a better start in life if they stay on in school • I think it's a good idea, they are used to the teachers so stability is good for them and helps with their education • I know my son will not be ready to get a job or live independently at this age but having help so he can learn life skills will be a huge impact in helping him and allow me a peace of mind that there is someone there. Best thing I have done is send my son to this school. I found huge improvements in his education and social skills that know he can still have this level of support at the age 16-19 is the best feeling. I know that teachers here will always have his best interests at heart and have the skills to help him • For everyone rather than a selected few. If you are in a special school you are there for a reason • My child would not settle in college so welcome the upper age range. Happy with the support from the school • If stay at Ravenshall this will give them more time to learn. Also got friends at the school. College is big and this will be good to stay at school as they now the lay out of the school, staff and where the toilets are. In the school they have staff that know them. Going to new place they may get scared. Pupils know everyone in school. • this will be good for my child in the long term • My daughter, due to her disability would benefit from this in her later teens. Because little is known about Trisomy 9 Mosaicism Development in teenage years can either be lost or slow. If at the age of 16/17 my daughter needs further help both educationally and mentally then we would like this to be at Ravenshall • Would love to send my child. My child has made lots of progress and will continue to exceed if the proposal goes ahead • Ravenshall School has provided first class education, stability, safety, activities suited to our child's needs. It would benefit our child to stay at school as college would be difficult with the needs she has. We would be delighted if our child is able to stay until 19 years of age. We strongly support this proposal. The needs of our children are paramount • I strongly support because it is the most appropriate school for us because this is the right way for our children that they would benefit from moving into further education • I think my child and other children will be in a better environment at Ravenshall until they are 19 years of age. There will be less change to deal with and my child finds it particularly difficult to integrate I think he would feel happier and safer staying at Ravenshall • My son is autistic and doesn't cope with change and the world very well. The thought of him leaving school next year and onto college worries me as I know he isn't ready mentally and physically ready for this and by staying on at a school he is familiar with as well as the people, would benefit him enormously to be able to further his education • Ravenshall is a brilliant school. There are only two schools in Kirklees for children with complex needs. Children with special needs need continuity and are still very vulnerable and may not be ready for the outside world at 16. Post 16 is a brilliant idea and Ravenshall is a fantastic school so it makes sense to keep it here!
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	<ul style="list-style-type: none"> • I have decided this because this would help children at Ravenshall to extend on their education. Therefore, allowing them to gain more knowledge in their studies. In the long term this would prepare children with learning difficulties for future work placements or even higher education. Therefore giving the children a chance to go to university or higher education and preparing them for the right skills and knowledge for work placements. • My son who's autistic and profoundly deaf, who goes to Ravenshall school and its best for my son, he feel comfortable in this school and also the teachers know what needs he has, so there should be more support like for the pupil and parents what if the pupil wants more of sixth form they should have more choices for them to stay on. Thank you • Having a child who has attended Ravenshall for 4 years and having worked in the Post 16 provision for the past 2 years, I have first-hand experience of the wonderful work the school does. My family life has improved no end due to the happiness and security my son feels in this school. I have seen the Post 16 students flourish due to the experiences the provision provides them with. As a parent of an SEN Child could not wish for a better provision. • I think it's a good idea • I strongly support the proposal to change the upper range of Ravenshall School from 16 to 19 years of age. My first point is that certain individuals may not be fully developed, due to their personal special needs, which therefore means they need more time to develop and achieve their full potential. Those certain individuals may also not be ready for college, as they have not fully developed, which means if they were to move to another college, they would have to adjust to a change, in terms of learning, getting used to the teaching which could be very difficult due to their special need. Therefore, changing the upper range age at Ravenshall School would result in individuals developing at their pace, feeling more comfortable as well as achieving their full potential. Finally, the level of help individuals would get at college compared to the help received from the teachers at Ravenshall would be poor. This is due to the fact that there would be more students in a classroom at college, which means attention can't be given to those students who are in need of it. However at Ravenshall School there is a role of 1 teacher to 9 students which means each individual can get the correct level of assistance required • This kind of provision is desperately needed for those young people, like my daughter who is currently in the sixth form, who are too vulnerable to move onto college etc. at the end of year 11. They need the kind of support provided to help them mature and become more independent and have the time to work towards moving on to the next stage. Ravenshall is an ideal setting for this, and my daughter is thoroughly enjoying her experience of sixth form so far • My child is happy in this school and she receives good support from teachers in lessons, it is more closer to home also an my child is well settled in Ravenshall
Support	<ul style="list-style-type: none"> • A lot of children are behind their age. So if they stay a year or two it will be better for them. After they leave school it can be quite hard for them if they don't stay on at school

Strongly Support	<ul style="list-style-type: none"> I do fully support this local based school in Dewsbury with the extended age of leaving from 16 to 19. Children with special needs do better with a continuation of education, familiar settings and people. Less stress of finding further education at the current age of 16. It's a very daunting place. 19 seems a more appropriate leaving age encouraging a more adult view and ability to cope with the transition from school to work, or perhaps further education. Vulnerable young adults need extra support My own child with special needs and others I know are most certainly maturing more slowly than other children of their age. At 16 they still wont be ready for the environment of further education. Some of our children struggle understanding personal space and the attitudes of their peers towards them. I feel our children would benefit greatly from the extra time to mature in a safer more understanding environment.
Neither Support nor Oppose	<ul style="list-style-type: none"> It would be nice if young people could stay on because this would mean that it would mostly benefit those who are already at Ravenshall School as they would be used to being there.

Responses from parents and carers from Lydgate School

Strongly Support	<ul style="list-style-type: none"> Children who have special needs are more vulnerable and to have an environment which is nurturing and safe is paramount. Yet within this setting they are developing their skills, awareness and potential. The scheme at Ravenshall seems very positive and successful. My daughter is now 13 years old and her progression is always on my mind. She is emotionally around 7 years of age; she has learning disability and yet is very physically able. In adulthood she will be very vulnerable and will require safeguarding and support throughout her life - however I am sure that she will develop independence and have a full and productive life. A place at Ravenshall would be ideal for her and for others who require this environment. Within a safe environment they will flourish I feel it's crucial that our special needs children have a safe, stimulating environment. This proposal will enable the children to continue with their education and social skills in a setting they feel happy and comfortable in I feel very strongly that increasing the age range to 19 at Ravenshall would be of great benefit to special need children in Kirklees. At present there is no parity between areas Calderdale have a sixth form college at Ravenscliffe this service enables young people with complex needs to build their confidence and learn skills to integrate them into the working environment. Ravenshall school has been running a sixth form for the last two years with great success (I have seen for myself how much this sixth form college benefitted a friends daughter who attended it.) Unfortunately the numbers have been limited. Having met Ravenshall Head Teacher I was very impressed. She understands what young people like my daughter need to continue to build their confidence and places a strong emphasis on developing life skills and provides the opportunity for work based placements. I appreciate there is Huddersfield college but this is not suitable for all special need children. There is a need for a sixth form at Ravenshall it offers a superb learning experience and meets the needs of young people like my daughter who require a more supportive environment. The transition from a special school to Huddersfield College is too great for someone with my daughters complex needs. I feel strongly that Ravenshall School should provide education up to the age of 19. At present there is no parity of provision across Kirklees. Calderdale have provision up to 19 at Ravenscliffe, which offers excellent
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	<p>opportunities for young people with complex needs to fulfil their potential and provides suitable work placements. I am aware that Huddersfield has Kirklees College but this is not appropriate for young people with more complex needs who require a more structured supportive learning environment. When my daughter visited Huddersfield College she found it very large and noisy. I was very impressed by Ravenshall's facilities and the calibre of its Head Teacher; she really understands what young people with complex needs require. The course is flexible enough to meet individual needs and aims to develop student's confidence. A strong emphasis is placed on developing life skills and provides opportunities for suitable work based placements. I have seen for myself my friend's daughter mature from attending this sixth form college and her new found confidence has improved her quality of life. Transition from a small special school to a large technical college is too overwhelming for many young people with complex needs. Provision to the age of 19 at Ravenshall would meet the needs of so many young people like my daughter who require a more structured supportive learning environment.</p>
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Responses from parents and carers from Fairfield School

Support	<ul style="list-style-type: none"> * Also identified as staff* Students will remain in familiar surroundings with staff whom they are familiar and who know them well
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Responses from parents and carers not stated a school

Strongly Support	<ul style="list-style-type: none"> Most of these children have attended this school for years. They are understood and cared for 100% for their education to continue in this way is superb. They should be allowed to continue their education in a solid safe environment such as Ravenshall I strongly believe children leave school too early and that's why some of them commit crimes and end up in trouble a few more years at school is extra education to try and get some skills to start an apprenticeship or job for the future I think this is a very good idea. I think it will greatly help my daughter to have an extra few year's education. Because there are not enough schools in Kirklees for Post 16, young adults with special needs My child has been going to this school now for over 3 years and I'm very happy with the support he gets from this school. I want him to continue with his work in the same school because he is so used to here and likes it, so I'd rather have him in here until he's 19 years old. It will benefit him, he won't like the change As it stands the Government is having children stay in further education. Therefore we feel strongly for the proposal to be carried through. At this time there is no suitable provision for our son in this area. This provision would mean a secure next stage in our child's further education. We feel it is vital for children like our son with special educational needs and would benefit even more staying in education until they are 19+. It would give them the chance to gain more life skills alongside much needed academic subjects such as Maths and English This will benefit all special needs children and my daughter. This opportunity would be excellent for these vulnerable children. It would benefit these children socially and their emotional development I strongly support the changes for the upper age range from 16 to 19 years of age for Ravenshall School. It's a great idea, I'm all for it. You've got my support. It will keep them in school for learning more subjects
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Responses from staff at Ravenshall School	
Strongly Support	<ul style="list-style-type: none"> • Pupils can access a provision which caters for their individual needs and also support them in developing like skills which will equip them for life after school. Many of the pupils attending the post 16 provision need the environment and support provided in a small provision that they may already be familiar with rather than larger provision like college. • So children with special needs can extend their learning opportunity in a safe and secure surrounding. Benefit form a personalised learning programme in a nurturing environment • Children are familiar with staff, surroundings and are comfortable in their learning environment. These children take a long time to settle, some even up to a year. It is a good thing for them to be able to stay with their friends/peers • The pupils who are not ready to leave the nurturing environment of school, will benefit from being able to continue at Ravenshall • There are a selection of pupils that are not ready to leave the nurturing environment of school life • A selection of pupils still need life skills taught to them in a school environment • Ravenshall School provides excellent facilities to a huge range of children. I would like to see them extended to include a wider range of children and young adults • The Post 16 provision at Ravenshall has proved to be a highly successful provision which has ensured the preparation of the more vulnerable students into adulthood. Students have successfully made the transition to college provision after a personalised accredited programme at 18 where a transfer at 16 was not appropriate. The school has ensured and maintained an outstanding provision which now needs to be permanent to secure the opportunities for similar students requiring that extra support and personalisation at 16. • Over the years, I have seen students who were vulnerable by their immaturity and simply not ready for Kirklees College or other training provisions, fail to thrive in what is a very adult environment. The resulting NEET will undo the hard work and successful progress a student has made whilst at Ravenshall. Typically, these students number around 10 and so are a very small but highly significant minority. The 3 years of the pilot project have demonstrated that with an appropriate curriculum and support from a dedicated, caring staff, these vulnerable young people may be prepared for adulthood and successfully integrated into an appropriate post 16 provision a little later in life. These students only have one chance at a successful transition and deserve the opportunity to make that transition when they are emotionally and socially ready rather at a set chronological age. • Provides a platform for a small number of identified students who would otherwise find the transition to Kirklees College very challenging. The aim is to develop these students' skills and encourage their independence and confidence to progress successfully into future provisions and onto adulthood • The provision that is provided for a small number of vulnerable children is outstanding. The pupils who attend have the opportunity to make progress and move on further education at their own pace. The staff who work with these young people do an excellent job. • I strongly support Ravenshall School having an upper range of 16 19 year

	<p>old. This is highly beneficial to pupils within Kirklees.</p> <ul style="list-style-type: none"> • I have witnessed the success of the pupils who have attended the sixth form and can say that the staff are very motivated and provide an excellent provision. The pupils mature and it helps them take their next step in life. • Vulnerable students need a continued provision to provide a nurturing environment to ensure a more personalised learning pathway. The provision will provide opportunities to develop students' social skills and work towards emotional maturity. It is essential that vulnerable young people are prepared for adulthood and the wider world • It helps bridge the gap for students and young adults who require additional support to what is provided at college • The school provides such good provisions with pupils from the school and throughout Kirklees • Provides an essential service for young adults with SEN. Provision at Ravenshall has already proved in Post 16 to be outstanding • I think that this would be an extremely positive development as it addresses a clear need. The provision would directly benefit parents by offering a high quality education tailored to the needs of students and thereby providing them with the skills required in adult life. The provision is most suitable based upon exemplary track record and an outstanding cohort of staff trained to ensure the success of the additional development. • As a teacher at the school I see the enormous benefits the provision has provided to pupils who would otherwise, in my opinion, have no suitable alternative to this excellent provision. A provision that meets the needs of the cohort; a provision in step with the requirement for progressing students; a provision with insight as it has recognised a 'gap' where pupils are not being catered for and it does. I understand that this is not a provision for 'all' pupils - and the criteria for selection has to be sensitive and clear about how pupils fit in for this provision to be the right choice for pupils and parents • The Post16 provides extra time for a small cohort of vulnerable students to gain personal skills and confidence needed in their future lives, whether it be in further education, employment or for independent living. I believe it is better for them to feel safe and secure to learn life skills instead of feeling scared, especially if they are not ready for the transition, which could impede their learning and put them back even further. I think it is a great opportunity for such vulnerable young people to be guided by professionals with great experience we have at Ravenshall. It has proved very successful so far, producing rounded, more confident adults ready to move on in their lives. Each young person is different and reach this 'readiness' at different stages and so this Post 16 19 provides so much more flexibility and therefore I wholeheartedly support this proposal. • I believe that having continuous educational provision up to 19 years of age would be beneficial to a large cohort of our pupils. There is currently a lack of choice for Post 16 in this area particularly for those pupils who are not yet ready to make the transition from school to college. Ravenshall has already run and delivered a highly successful, quality provision which now needs to have stability and a secure future. • This type of provision will definitely benefit a group of pupils at Ravenshall as well as pupils from surrounding schools allowing a smooth, caring and enjoyable transition to adulthood. (*respondent also a governor).
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Responses from staff at Fairfield School

Support	<ul style="list-style-type: none"> • *also identified as Parent* Students will remain in familiar surroundings with staff
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	whom they are familiar and who know them well
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Responses from staff at Lydagte School

Strongly Support	<ul style="list-style-type: none"> • Every year a small number of young people with additional needs are not ready or mature enough to successfully make the transition to Kirklees College. They require a smaller more nurturing environment for a little while longer to enable their eventual transition more successfully. Ravenshall School is currently their only option so it is vital that this choice remains available • I think the pupils deserve the choice to continue their education in a 'safe' special needs environment if they wish as opposed to going to college
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Responses from staff -not stated which school

Strongly Support	<ul style="list-style-type: none"> • Pupils at Ravenshall who are particularly vulnerable need educations which focus to aid the transition to adulthood.
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Responses from Governor at Ravenshall School

Strongly Support	<ul style="list-style-type: none"> • Vulnerable pupils will be better supported as a result of this proposal. The small but significant number of students, who lack appropriate social skills and emotional maturity to cope with transition at 16 years, will have a wonderful opportunity to engage with a personal and individual pathway to develop further. Ravenshall school has the experience and expertise to give these vulnerable young people the best chances to succeed within the wider adult community • Ravenshall School is an outstanding school providing education for pupils with complex needs. I strongly support changing the age range from 16 to 19 years because young adults will have the opportunity to develop and learn skills for later life in a safe but challenging environment. Pupils who are able to access a 16-19 provision at Ravenshall will be able to experience all aspects of Life Skills, enabling them to develop as a person. By providing a provision for 16-19 year olds young people will be able to take a more active part in society with confidence. What a brilliant opportunity for those young people! • Ravenshall is a special school for children with complex needs. Lately, the needs of many of these children is extremely complex and many are not able at 16 to leave a school environment to go to college and giving them that extra two years boosts their self-esteem and enables them to mature enough and ready themselves for that move. the children at Ravenshall are in the main behind their mainstream peers in maturity, education and social skills by several years and there are not enough places at other settings for them. It is proving to be a very successful resource and it has my full backing. I know other parents feel exactly the same (*respondent also a parent and carer) • Historically the transition of our pupils, 16+ have not their needs met very well in Kirklees College, especially those with greater needs. The excellent provision provided at Ravenshall for 16+ education allows them to mature at their pace and they can move to a college environment as more mature and confident students at 18-19 years
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Responses from Governor at Castel Hill School

Neither Support nor	<ul style="list-style-type: none"> • In principle I strongly support this, however as a governor at Castle Hill School I do have some concerns that the increase in 16-19 provision at Ravenshall might negatively impact on pupil numbers at Castle Hill
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Oppose	
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Responses from Governor not stated which school

Strongly Support	<ul style="list-style-type: none"> Ravenshall School is an outstanding school which already provides its students with outstanding education at all current key stages. 16 to 19 years of age provision would ultimately provide pupils with skills required to integrate successfully into community life. This opportunity will allow the pupils to build on their KS4 needs in a secure and warm learning establishment, where all students are made to believe that they can succeed. The outstanding staff at Ravenshall, have the ability to teach specialised subjects at Post 16 level. Pupils themselves are familiar with these staff so further helping them progress in a safe environment. Moreover, they can become mature adults. Ravenshall School is a truly magical place and incorporating Post 16 provision will further add to this magic! I sincerely hope that this proposal is strongly supported by all I believe that having continuous educational provision up to 19 years of age would be beneficial to a large cohort of our pupils. There is currently a lack of choice for Post 16 in this area particularly for those pupils who are not yet ready to make the transition from school to college. Ravenshall has already run and delivered a highly successful, quality provision which now needs to have stability and a secure future (*respondent also a staff member)
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Responses from Other category of respondents

Strongly Support	<ul style="list-style-type: none"> Believe that this would provide continuity of care for young people with special needs Member of PCAN Kirklees - This is a much needed Post 16 provision for people who can't access Kirklees College. There isn't much choice or availability of Post 16 provision for additional needs in Kirklees generally - feel that this is an area for broader consideration Parent of a child at Honley High - I think this is a great idea particularly for children who may not be ready for FE (Kirklees College) because of their additional/emotional needs. This would give them a chance to have a chance then to follow up at College after they are 19 - progression route. However, I feel this provision should be larger as often parents want choice of where their children go -Kirklees College may not be the choice. Other schools may also send their children to this provision so numbers from other schools may be large! Will this provision be able to accommodate numbers? I feel that pupils who do not have the social and emotional maturity be able to make the transition to college straight away after 16 should be given the support in school where they are already familiar with staff and surroundings where they can be supported to have personalised transition programmes for them to be ready for college.
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Responses from respondents not specified a category

Strongly Support	<ul style="list-style-type: none"> Feel son would struggle to make the change to college I have observed how the children gain more confidence in the Post 16 provision.
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Ravenshall School

Governing Body Consultation Meeting on the non-Statutory consultation on: Proposals to change the upper age range of Ravenshall School from 16 to 19 years
Tuesday 1st April 2015 6.00pm

Present: 13 Governors, 4 LA Officers

The LA gave an overview of the proposal. The school has been working in partnership with Kirklees College to support a small number of young people to prepare for adulthood. The LA is carrying out a non-statutory consultation on a proposal to increase the age range of Ravenshall School from 16 to 19. To make permanent the existing pilot provision that has proved a success, this will continue to support a small number of vulnerable young people at the school. The non-statutory consultation opened on 9th March until 3rd April.

This was followed by questions from Governors

Q) There have only been 51 responses to the consultation so far, is this a normal amount?
A) This depends on the proposals. The LA did a parent drop-in at the school that was on the same day as a parent open day which help maximise opportunities for engagement with parents and helped increase the number of responses to the consultation; this did capture a lot of parents who filled out the consultation response form on the day. The consultation is open until Friday 3rd April and it was explained that further responses were expected.

Q) If all the responses are from Ravenshall School, will this have an impact on the consultation outcome?

A) No. Documents were distributed widely and made available to a broad number of stakeholders, in order for them to have the opportunity to comment on the proposal.

Q) Were documents circulated to parents, Governors and staff at other Special schools?

A) Yes they were and a distribution list will be added to the consultation outcome report which gives full details of who was consulted.

Q) We would like to read the responses?

A) This will be detailed in the outcome report that will be part of the appendices. A copy of the consultation outcomes report will be provided to the school prior to publication.

Governing Body Comments

Before the provision it was difficult for young people to make the transition to Kirklees College and other post 16 provisions. The extra 2 years has helped students to prepare for transition and give them time to mature. The increase in the age range has been on the agenda and the school are very keen for the proposals to be finalised. There have been talks about how the increase in the age range will be funded which is well documented in the Governing Body meetings. This process will make this finalised.



Cabinet: 2nd June 2015

Report on the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Is it in the Council's Forward Plan?	Yes
Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Director</u> and name	Alison O' Sullivan 18.05.2015
Is it signed off by the Director of Resources?	David Smith 21.05 2015
Is it signed off by the Assistant Director Legal and Governance?	Julie Muscroft 21.05.2015
Cabinet member portfolio	Councillor Shabir Pandor

Electoral wards affected: All Wards

Ward councillors consulted: Yes

Public or private: Public

1. Purpose of report

To advise members on the outcome of the statutory processes for the statutory proposals by Kirklees Council to:-

- Discontinue the 6 transitional places for children with Speech Language and Communication Needs (SLCN) at Flatts Nursery School.
- Reduce the number of transitional places for children with physical impairments from 16 to 5 across both Rawthorpe St. James CE (VC) I&N and Rawthorpe Junior Schools.

To advise members of the conclusions and recommendations of the School Organisation Advisory Group (SOAG) regarding the statutory process followed for the proposals.

To advise that Members approve the statutory proposals.

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2. Background

2.1 The review of Specialist Resource Provision across Kirklees

It is intended to ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational need which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.

Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in a mainstream school and community.

The proposed changes to specialist resource provision supports the Council strategy for making schools and settings more accessible to children and young people and their scheme for promoting equality of opportunity for these children.

2.2 The current pattern of provision at Flatts Nursery School and at Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School

Flatts Nursery School

Flatts Nursery School provides 6 transitional places for children with speech, language and communication needs (SLCN) between the ages of 2 and 4 years old.

Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School

Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School provide 16 transitional places for children with physical impairments aged up to 11 years old across both sites.

3. The statutory process regarding the statutory proposals

School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Council has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28th January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools. However, the Council did carry out a four week term time non-statutory consultation to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication.

The statutory process for making prescribed alterations to specialist resource provisions in community schools consists of four stages:

- Publication
- Representation
- Decision
- Implementation

This report reviews the performance of the first two stages of the statutory process to confirm that they have been carried out in full compliance with the law and relevant Department for Education (DfE) guidance.

The proposals are presented for the consideration of decision makers so that they can then determine the related proposals.

Kirklees Council Cabinet, as decision maker considering the proposals has to have regard to certain guidance issued by the DfE, **School Organisation. Maintained Schools. Annex B: Guidance for Decision-makers January 2014**

3.1 Consultation

The Cabinet decision on 2nd December 2014, authorised officers to develop plans for a four week (term time) non-statutory consultation about proposals to:-

- (1) Flatts Nursery School: To discontinue the 6 transitional places for speech, language and communication needs for children aged between 2-4 years
- (2) Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School: To reduce the number of transitional places for children with physical impairments from 16 to 5 across both sites
- (3) Moldgreen Community Primary School: To relocate the provision of 10 transitional places for children with autism at Kirkheaton Primary School

There were many concerns about the suitability and viability of the potential site at Kirkheaton Primary School. During the consultation phase, new matters came to light that challenged the educational rationale for the proposals. With the added concerns that resources and physical space within the school would be overstretched, and that this could have a detrimental impact on the quality of education delivered to existing pupils at Kirkheaton Primary School. Therefore the proposal for Kirkheaton Primary School was not taken forward to the next stage of the statutory process. Work is underway to identify an alternative primary school in South Kirklees that is able to host this provision. Officers will bring forward alternative proposals for consideration by Cabinet once this work is complete.

A non-statutory consultation took place between 7th January 2015 and 3rd February 2015 to seek the views of parents/carers, school staff, professionals, governors, pupils, the local community and other stakeholders. (See Appendix 1 for Consultation Document)

On 10th March 2015, Cabinet received the report of the outcomes of the non-statutory consultation and it was agreed to proceed to commence the statutory process, which was for the publication of the statutory proposals to:

- Discontinue the 6 transitional places for speech, language and communication needs for children aged between 2-4 years at Flatts Nursery School.
- Reduce the number of transitional places for children with physical impairments from 16 to 5 across both Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School.

3.2 Publication and representations

On the 18th March 2015 the combined statutory notice (appendix 2) was published in the Huddersfield Examiner and a copy was published in the weekly Dewsbury Reporter on 19th March 2015. The statutory notice and statutory proposals (appendix 3) were also sent to staff and governors from the schools. The statutory notice was posted at the main entrances to the schools on 18th March 2015. Copies of the statutory proposals were also given to the following venues;

- Dalton Library and Information Centre

- Dewsbury Library and Information Centre

An e-mail with a link to the Councils external webpage for where the statutory notice and proposals were published was sent to;

- Parents of Children with Additional Needs (PCAN - is an independent, parent-led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees)
- Ward Councillors
- Maintained Special Schools in Kirklees
- The Diocese of Yorkshire and the Dales (Relating to the proposals for Rawthorpe St. James CE(VC) I&N School)

The combined statutory notice is attached at Appendix 2. From the publication date of 18th March 2015, copies of the complete statutory proposals were available upon request from Kirklees School Organisation and Planning Team, Civic Centre 1, Huddersfield. The statutory proposals are attached at Appendix 3. On 14th April 2015 the representation period ended.

3.3 Decision : The role of the Kirklees School Organisation Advisory Group (SOAG)

The Local Authority is the primary decision maker for school re-organisation proposals and under Kirklees arrangements, the Cabinet of Kirklees Council is the decision making body. Under School Organisation Regulations, if the Cabinet of Kirklees Council is unable to make a decision within 2 months of the end of the statutory representation period, then the decision passes to the Schools Adjudicator.

The Kirklees School Organisation Advisory Group (SOAG) was established by Cabinet on 12th September 2007 to advise the Cabinet on school organisation decision-making matters. The constitution and purpose of SOAG is attached at Appendix 4. SOAG exists to provide advice to Cabinet, but Cabinet is the Decision Maker.

3.4 Review of the statutory processes for statutory proposals to (1) discontinue 6 transitional places for children with speech, language and communication needs at Flatts Nursery School and (2) Reduce the number of transitional places from 16 to 5 for children with physical impairments at both Rawthorpe St. James CE (VC) I&N and Rawthorpe Junior Schools

Kirklees SOAG met on 28th April 2015 to consider the statutory process and any representations for the proposals and to formulate advice for the Cabinet as decision makers. The report of the meeting is attached at Appendix 5.

3.4.1 Representations received regarding the statutory process

No representations have been received regarding the statutory process.

3.4.2 Statutory process check by SOAG

The details relating to the statutory processes for the statutory proposals are set out in the check sheets (attached at appendix 6). The processes that were followed in relation to the proposals were checked with appropriate evidence that each point had been completed.

3.4.3 Review of representations regarding the statutory process

No representations have been received regarding the statutory process.

3.4.4 SOAG conclusions about the process: The statutory notice, statutory proposals and statutory processes are valid and within time limits;

- Non statutory consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposals are not related to each other and are not related to any proposals published by the EFA. The proposals are valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions have been brought to the cabinet on 2nd June 2015, which is within two months after the end of the statutory four week representation period which ended on the 14th April 2015.

3.4.5 SOAG advice: Kirklees Council Cabinet are able to take a decision about the statutory proposals to discontinue 6 transitional places for children with speech, language and communication needs at Flatts Nursery School and to reduce the number of transitional places from 16 to 5 for children with physical impairments at both Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School.

4. SOAG review of the related proposals and representations using the DfE statutory guidance for decision makers.

4.1 Factors to be considered in making the decisions about the related statutory proposals.

In order to support decision making by Cabinet, a range of factors have been considered. These factors are derived from the guidance issued by the Department for Education. **School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014.** Factors can vary depending upon the nature and type of proposals. The full list of factors is presented in Appendix 7, accompanied by responses to the relevant factors for these proposals. The relevant factors for these proposals are:

A: CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

B: EDUCATION STANDARDS AND DIVERSITY OF PROVISION

C: DEMAND

D: SCHOOL SIZE

E: PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision)

F: NATIONAL CURRICULUM

G: EQUAL OPPORTUNITY ISSUES

H: COMMUNITY COHESION

I: TRAVEL AND ACCESSIBILITY

J: CAPITAL

K: SCHOOL PREMISES AND PLAYING FIELDS

L: CHANGES TO SPECIAL EDUCATION NEED PROVISION – THE SEN IMPROVEMENT TEST

On 28th April 2015, SOAG examined the rationale for the related proposals against each of the above factors. SOAG reviewed a statement of the rationale for the proposals for each section of the guidance. The guidance and rationale are set out in Appendix 7.

4.2 SOAG conclusions for decision makers

SOAG agreed that

The statutory process had enabled a detailed presentation of the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School.

Flatts Nursery School

- To discontinue 6 transitional places for children with speech, language and communication needs aged between 2 and 4 years.

Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School

- To reduce the number of transitional places from 16 to 5 for children with physical impairments at both sites.

The rationale for the proposals had been clearly articulated against the factors in the decision maker's guidance. Issues raised in the non- statutory consultation had been presented for consideration against the decision maker's guidance.

4.3 Officers' recommendations for decision makers regarding the proposal.

Guidance note: Type of decision

The decision maker can make one of four types of decision for the statutory proposals:

- reject the proposals;
- approve the proposals without modification;
- approve the proposals with a modification, having consulted the LA and/or governing body of both schools (as appropriate);or
- approve the proposals with or without modification subject to certain prescribed events (such as the granting of planning permission) being met.

Following the SOAG review, officers recommend, subject to consideration of any further matters raised at the decision-making meeting, that the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School can be considered for approval for the following reasons (see Appendix 5 - Notes of SOAG meeting held on the 28th April 2015):-

4.4.1 A: CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved because Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools. However, the LA did carry out a four week term time non-statutory consultation to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication. On the 10th March 2015 Kirklees Council's Cabinet (the decision making authority) received the non-statutory consultation outcomes report of the non-statutory consultation and it was agreed to proceed with the statutory process and the publication of the statutory notice and proposals.

The publication of the statutory notice, proposals and commencement of the representation period took place on 18th March 2015 and ended on 14th April 2015, therefore lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

4.4.2 B: EDUCATION STANDARDS AND DIVERSITY OF PROVISION

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as they would ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences in a safe environment where young people can thrive in buildings and provision tailored to meet their special educational need and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe. The proposals would also provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

The proposals are for the proposed discontinuance of a specialist provision in a nursery school (Flatts Nursery School) and a re-organisation (a reduction in the number of transitional places) of specialist provision in a voluntary controlled school Infant and Nursery School (Rawthorpe CE (VC) Infant and Nursery School and a community Junior school (Rawthorpe Junior School) that are federated. None of the three schools to which these proposals relate are proposed to close and neither are any new schools being established as part of these proposals.

4.4.3 C: DEMAND

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as the proposals have been designed to re-organise specialist resource provision places for children with speech language and communication needs and physical impairments in three schools. This is due to changes in demand patterns. At Flatts Nursery School there has been a lack of take up of transitional places for children with speech language and communication needs and this reflects parental preference for their local mainstream school. At Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School, the proposed reduction in the number of transitional places for children with physical impairments reduction (from 16 to 5 across both schools) is being made because of a reduced demand for these places, this is due to the success of existing outreach support and also because of the increased levels of physical accessibility of mainstream schools in the borough.

4.4.4 D: SCHOOL SIZE

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as the proposals relate specifically to the specialist resource provisions in these schools and do not impact on the size of the existing mainstream provision in any of the three schools. In addition, the proposals have been designed to make best use of existing resources and to meet the need for places in Kirklees in order to minimise the requirement for

children and young people living in Kirklees having to travel to other Local Authorities to be educated.

4.4.5 E: PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision)

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as the proposals are for the discontinuance and re-organisation of specialist provisions (to which admissions criteria do not apply) in mainstream schools and therefore do not affect admission arrangements at Flatts Nursery School, Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School.

4.4.6 F: NATIONAL CURRICULUM

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School would continue to implement the National Curriculum from Key Stage One through to Key Stage Two. Flatts Nursery School would continue to implement the Early Years Foundation Stage.

4.4.7 G: EQUAL OPPORTUNITY ISSUES

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved. It is considered that there are no adverse impacts arising from the proposals under this duty.

Following re-organisation in 2011-2013, some further changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals reduce the number of overall transitional places, which would still meet demand and so the overall impact following change is considered to be minimal.

The absence of take up of transitional places for children with speech language and communication needs at Flatts Nursery School is because parents and carers have preferred their local mainstream school. The Council's Early Years SEN team provides a broad range of support, including outreach for children with speech language and communication needs across early year's settings in North Kirklees and therefore it is considered that there is no negative impact, from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposals for Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School which aim to reduce the number of transitional places for children with physical impairments across both schools demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local mainstream school and not a specialist resourced provision.

4.4.8 H: COMMUNITY COHESION

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as it is considered that there is no adverse impact upon community cohesion as a result of these proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and

Rawthorpe Junior School. All three schools would continue to provide primary education, nursery and early years services to the communities that they presently serve. Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School would continue to offer five transitional places across both schools for children with physical impairments. Flatts Nursery School's Specialist Resource Provision for children with speech language and communication needs would be discontinued, due to a lack of demand for these places as parents and carers preference their local mainstream school. Resources from the provision will be amalgamated with the existing well-established unit at Thornhill J&I School which is nearby at 2.3 miles away.

4.4.9 I: TRAVEL AND ACCESSIBILITY

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved. Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School: The proposals would have no adverse impact on travel and accessibility for children attending the schools. All three schools would remain open and the proposed reduction in the number of transitional places for children with physical impairments is an improvement to travel and accessibility because increasing numbers of children are able to receive outreach and other forms of support that meet their needs enabling them to stay in their local school.

The absence of take up at Flatts Nursery School has led the Council to make the decision to move this resource to an area of greater need. Negative effects can be mitigated by providing this service via Thornhill Junior and Infant School, which is located 2.3 miles away from Flatts Nursery School. The Council's Early Years SEN Team can continue to provide this service to early year's settings.

4.4.10 J: CAPITAL

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as there are no capital implications arising as a result of these proposals. The proposals are not therefore reliant on any capital funding being made available from the Education Funding Agency.

4.4.11 K: SCHOOL PREMISES AND PLAYING FIELDS

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved as there are no implications for school premises or playing fields as a result of these proposals, this is because the proposals are to reduce numbers of transitional places, no expansions are being proposed that would impact on playing fields or any other aspect of school premise regulations.

4.4.12 L: CHANGES TO SPECIAL EDUCATION NEED PROVISION – THE SEN IMPROVEMENT TEST

No representations were received

Advice: The proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved:-

Flatts Nursery School; The lack of take up of transitional places at Flatts Nursery

School seen over recent years reflects parent preference for their local mainstream school. It is sometimes difficult to identify language needs in very young children as these can often present themselves with a general delay in development or immaturity. The Kirklees Early Years SEN team work with nurseries to build their capacity in meeting this wide range of potential need and as such referrals are often not made to a specialist provision until children are older. This is evident across both North and South Kirklees, where there has been no demand for places at specialist provision schools for generic SLCN for nursery aged children. All early years providers are expected to offer high quality provision around developing language and communication skills (listening and attention, understanding and speaking) through the Early Years Foundation Stage Framework and have a responsibility to identify and meet needs in this area in order to ensure that young children are able to have any additional needs met through attendance at their local provision.

Should these proposals be approved, then there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The proposed discontinuance of the 6 transitional places for children with SLCN at Flatts Nursery School reflects the lack of demand for these places as parents and carers have expressed a preference for their local mainstream school.

The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational needs or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe. This proposal relates to children with speech language and communication needs. Schools across the Local Authority have significantly improved physical accessibility and staff expertise; this has contributed towards parents and carers making a preference for their local mainstream school.

The present structure of the provision enables children with SEN to receive the required level of support either in their school or in a school with a designated specialist resource provision.

No children are being displaced as a result of this proposal. The Council's Early Years SEN Team provide a broad range of support, including outreach for children with SLCN needs, across early year's settings in North Kirklees and therefore it is considered that there is no negative impact.

Rawthorpe St. James CE (VC) Infant and Nursery School and Rawthorpe Junior School;

These proposals take account of parental preferences and the existing local offer for children. Following the re-organisation of specialist provision in mainstream schools, a broad range of provision was established, this included transitional places that enabled specialist provision staff to identify and assess needs, to establish teaching and learning strategies and prepare children, staff and parents for the transition of the child into their named mainstream school. The current provision across Rawthorpe St. James CE (VC) Infant and Nursery School and Rawthorpe Junior School, offers 16 transitional places for children with physical impairments, with each place being available for up to a six month period. The proposed reduction in the number of transitional places available across both schools is a consequence of a reduction in demand, given that the needs of children with physical impairments are being met through statement support along with improved physical access arrangements in many Kirklees schools. Should these proposals be approved, then there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The reduction in the number of transitional places for children with physical impairments

across Rawthorpe St. James CE (VC) Infant and Nursery School and Rawthorpe Junior School reflects the anticipated demand for remaining transitional places and this will be kept under review.

The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provision that is tailored to meet their special educational needs or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe. The proposed reduction in the number of transitional places for children with physical impairments at Rawthorpe St. James CE (VC) Infant and Nursery School and Rawthorpe Junior School is a consequence of a reduced number of referrals from schools because the needs of these children are being met in their own school. A contributory factor is the improved physical accessibility of many school buildings in Kirklees. The present structure of the provision enables children with SEN to receive the required level of support either in their school or in a school with a designated specialist resource provision. No children are being displaced as a result of this proposal. The proposals for Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School which aim to reduce the number of transitional places for children with physical impairments across both schools demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local mainstream school and not a specialist resourced provision.

Please see Appendix 7 (factors for decision making) for further information.

4.5 Officer conclusion and recommendation to the decision makers

The statutory proposals by Kirklees Local Authority for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School should be approved for implementation from the 1st September 2015 without modification.

5. Implications for the Council

5.1 HR Implications

Staff resources from the provision at Flatts Nursery School will be amalgamated at the well-established unit at Thornhill J&I School. Surplus staff resources from the specialist resource provision at both Rawthorpe St. James CE(VC) I&N School and Rawthorpe Junior School has been absorbed within the main body of the schools. During the non-statutory consultation phase meetings have been held between officers from the LA and staff groups from the schools and information on the proposals has been exchanged

Should the proposals be agreed officers from the LA would work with the governing bodies and head teachers regarding any revision to structures. Following this, consultation would need to be held with staff and recognised Trade Unions. It is anticipated that this work could be done within the required timescale.

5.2 Financial Implications

5.2.1 Revenue Budget

There is no saving to the council resulting from these proposals. The savings and surplus resources will be utilised in the provision of specialist resource outreach services and also by amalgamating resources from Flatts Nursery School with the

existing well-established unit at Thornhill J&I School for speech, language and communication needs. The available resources from the proposed reduction in the number of transitional places across Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School schools will be reallocated to another area of this provision where there is a greater need.

The Council receives an annual revenue grant from government known as the Dedicated Schools Grant (DSG) which essentially funds school related budgets. Specialist resource provision places are funded from the “high needs block” of the DSG and the number of places now has to be formally agreed with the Education Funding Agency (EFA) each year. Specialist resource provisions also receive ‘top-up’ funding on a per pupil basis which relates to standard support needs of pupils and the school setting costs. This is also funded from the “high needs block” of the DSG.

5.2.2 Capital

There are no capital implications as a result of these proposals. No investment is required to implement the changes.

5.3 Council priorities

Council policies affected by this proposal include the Children & Young People Plan. The proposals will support the Council priorities which are to;

Enhance life chances for young people

Working in partnership to improve health and educational attainment to enable them to reach their full potential. The proposals offer the opportunity to continue to significantly improve and enhance the overall educational opportunities and achievements of young people in Kirklees.

Support older people to be healthy, active and involved in their communities

Focusing on preventative work, while empowering those with long term conditions to live independent lives to the full and be in control of making their own decisions.

Business growth and jobs

Creating the right conditions for business to sustain the Kirklees economy, facilitating investment in skills, jobs and homes and providing pathways into work.

Provide effective and productive services

Ensuring services are focused on the needs of the community and delivering excellent value for money.

6 Consultees and their opinions

A non statutory consultation was carried out by the LA from 7th January 2015 and 3rd February 2015. On 10th March 2015 Cabinet received the report of the outcomes of the consultation and the views expressed by stakeholders during this consultation are described in detail in that Cabinet report. The Cabinet agreed to proceed with the statutory processes for the proposals for Flatts Nursery School, Rawthorpe St. James CE(VC) I&N School and Rawthorpe Junior School.

During the 4 week representation period, no representations were received.

This report brings stakeholders views and comments regarding the statutory proposals to decision makers attention for full consideration giving due regard to the factors for decision making derived from the guidance issued by the **Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014**

7 Next steps

If Cabinet approves the proposals then officers would support and work with the relevant Governing Bodies of Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School to finalise arrangements for pupils, parents, staff and other stakeholders in order to ensure that effective plans are put in place to implement the proposals from the 1st September 2015.

8 Officer recommendations and reasons

8.1 It is recommended that Members:-

- a. note the advice of Kirklees SOAG that the proposals for Flatts Nursery School to discontinue the provision of 6 transitional places for children with speech, language and communication needs and for Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School to reduce the number of transitional places for children with physical impairments from 16 to 5 across both schools are valid and that the required statutory processes have been carried out.
- b. agree that in their role as decision makers, they will take the decision regarding the proposals within the statutory time period.
- c. acknowledge the outcomes and recommendations of the Kirklees SOAG meeting from the 28th April 2015 and the associated officer recommendations for the proposals.
- d. note the HR and financial implications of approving the proposals
- e. confirm that in meeting the obligations of the Equality Act 2010 and the Public Sector Equality Duty 2011 full regard has been given to the Equalities Impact Assessment throughout the statutory process for the proposal including the decision regarding approval.

8.2 It is recommended that Members approve without modification or condition the proposals:-

- To discontinue the provision of 6 transitional places for children with speech, language and communication needs at Flatts Nursery School
- To reduce the number of transitional places for children with physical impairments from 16 to 5 at both Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School
- The proposals should be approved for the following reasons:-
 - To ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.
 - Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
 - Supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.

- 8.3 It is recommended that Members request officers to support and work closely with the Governing Bodies of Flatts Nursery School and the federated governing body of Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School to finalise arrangements for pupils, parents, staff and other stakeholders in order to implement the proposals from 1st September 2015.

9 Cabinet Portfolio Holders' recommendation

As the Cabinet Member for Schools I endorse the recommendations set out by officers in the previous section of this report.

I welcome the feedback following the re-organisation of specialist provision for children with special educational needs and would like to take this opportunity to thank schools for their crucial role in making the provisions a success. The proposals were brought forward because it was recognised that further changes are needed to continue to ensure our resources work as hard as possible to deliver even better outcomes for our children and young people and to ensure that it is matched to need and demand. It is for these reasons that I support the officer recommendations to implement the proposed changes.

Cabinet members will consider any further material matters that are brought to our attention in advance of, and during, the Cabinet meeting on the 2nd June 2015 and will make our final, oral, recommendations at the end of the discussion of this item at the meeting.

10 CONTACT OFFICERS

Mandy Cameron

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Jo-Anne Sanders. Deputy Assistant Director: LA Statutory Duties
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Assistant Director responsible

Gill Ellis. Assistant Director for Learning and Skills
gill.ellis@kirklees.gov.uk

11 BACKGROUND PAPERS

Report Prepared by Cambridge Education April 2008: Kirklees Council -Review of the Arrangements for Special Educational Needs in the Children & Young People Service.

Cabinet Report: 28th September 2010 - Specialist Provision for Disabled Children and those with Special Educational Needs.

Cabinet Report: 21st June 2011 - Report on the outcomes of the non-statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees.

Cabinet Report: 13th March 2012 - Report on the representations received from the published Statutory Notices on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees.

Cabinet Report: 2nd December 2014 - Report on proposals affecting Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School.

Cabinet Report 10th March 2015: Report on the outcomes of the consultation on the proposals affecting Flatts Nursery School, Rawthorpe St James CE (VC) I&N School and Rawthorpe Junior School.



Non Statutory consultation on proposals for: Changes to specialist provisions for children with special educational needs

Please tell us your views on our proposals:

This document tells you the reasons that Kirklees Council is making these proposals. It also explains how the decision making process works.

Please take time to read it and let us know your views. Comments can be made on the response form at the back of this booklet.

The closing date for responses is
Tuesday, 3 February 2015

Why are we making these proposals?

It has been two years since the re-organisation of specialist provision for children with special educational needs. Following a recent review, the need for some changes to be made to existing provisions has been identified.

In order to retain and improve services for children with special educational needs and their families, Kirklees Council would like to make the following changes, to support children to stay in their local schools:

Moldgreen Community Primary School

To ensure we maintain appropriate provision for children with Autism, the council has agreed to a request by the governing body of Moldgreen Community Primary School to relocate its provision for children with autism to another school in South Kirklees. Following discussions with schools in the area, Kirkheaton Primary School has agreed to provide this provision. The proposal is summarised in the table below:

Moldgreen Community Primary School	Kirkheaton Primary School
Proposal to discontinue 10 transitional places and outreach for children with autism.	Proposal to provide 10 transitional places and outreach for children with autism within appropriate accommodation.

Flatts Nursery School

It is proposed to relocate provision for children with Speech, Language and Communication Needs (SLCN) from Flatts Nursery School to Thornhill Junior and Infant School. This would mean staff and resources from Flatts Nursery School be permanently consolidated at Thornhill Junior and Infant School, as they already have a well-established provision for SLCN. This proposal would retain and improve specialist provision support across the primary sector in North Kirklees:

Flatts Nursery School	Thornhill J&I School
Proposal to discontinue the 6 transitional places for children with Speech Language and Communication Needs.	Consolidate staff and resources presently at Flatts Nursery School, to retain and improve specialist provision support across the primary sector in North Kirklees.

Netherhall Learning Campus - Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School

Due to positive outcomes from outreach support and physical adaptations in mainstream schools there is a reduced demand for transitional places for children with physical impairments. Therefore, it is proposed to reduce the number of transitional places for children with physical impairments at Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School from 16 transitional places to 5 transitional places across both schools. This proposal would also free up resources to meet areas of increasing demand in other provisions:

Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School -
Reduce the number of transitional places from 16 to 5 across both schools.

What are transitional places?

Transitional places are placements for up to six terms, for children with special educational needs to receive specialist support to prepare them for the transition back to their local named school.

What happens next?

This consultation is open between 7 January and 3 February 2015. You have until then to express your views in writing, online or in person at the consultation events.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet (the council's main decision making body). They will then decide whether to move to the next stage. This would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made. The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Activity	Date
Non-statutory Consultation	January – February 2015
Outcome report to Cabinet and approval to next stage*	February 2015
Publication of notices and representation period*	March 2015
Decision by Cabinet (within 2 months)*	May 2015
Implementation starts*	1 September 2015

*Subject to scheduling of Cabinet meetings which means dates might change.

Consultation events

All the following informal 'drop-in' events are open to everybody: families of pupils attending one of the schools, other members of the community and anyone who would like to hear more and discuss the proposals. Officers from the council will be present to answer questions and hear your views.

Anyone is welcome to attend any of the events. Anyone who would like some help in taking part in the consultation will receive it. Please come along and see us any time between the times below.

Date	Venue	Time
19 January	Dewsbury Library- Community Room	10am-1pm
27 January	DRAM Sports and Community Centre, Ridgeway Dalton Huddersfield HD5 9QJ	9.15am- 12.15pm

In addition to these events, there will be separate opportunities for consultation with staff and governors. Kirklees Council wants to know what you think about the proposals.

Alternatively, you can complete the response form at the back of this document.



Q1) Do you support or oppose the proposals relating to Moldgreen Community Primary School and Kirkheaton Primary School?

Please ✓ tick one of these boxes.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.

Q2) Do you support or oppose the proposals relating to Flatts Nursery School and Thornhill Junior and Infant School?

Please ✓ tick one of these boxes.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.

Q3) Do you support or oppose the proposals relating to Rawthorpe St James (CE) VC I&N School and Rawthorpe Junior School?

Please ✓ tick one of these boxes.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.

About you

This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by any of the information you provide.

I am a: (Please tick ✓ and complete all those that apply to you)

- Parent/carer Your child's/children's school/s: _____
- Pupil Your school: _____
- Governor Your school: _____
- Member of staff Your school: _____
- Local resident Please tell us: _____
- Other Please tell us: _____

How would you describe your ethnic origin? (Please tick ✓ one box)

- | | | |
|--|---|--------------------------------|
| White | Asian or Asian British | Other ethnic group |
| English/Welsh/Scottish/
Northern Irish/British <input type="checkbox"/> | Indian <input type="checkbox"/> | Arab <input type="checkbox"/> |
| Irish <input type="checkbox"/> | Pakistani <input type="checkbox"/> | Other <input type="checkbox"/> |
| Gypsy or Irish Traveller <input type="checkbox"/> | Bangladeshi <input type="checkbox"/> | (Please write in) |
| Any other White background <input type="checkbox"/> | Chinese <input type="checkbox"/> | |
| (Please write in)..... | Any other Asian background <input type="checkbox"/> | |
| | (Please write in)..... | |
| Mixed | Black or Black British | |
| White and Black Caribbean <input type="checkbox"/> | Caribbean <input type="checkbox"/> | |
| White and Black African <input type="checkbox"/> | African <input type="checkbox"/> | |
| White and Asian <input type="checkbox"/> | Any other Black background <input type="checkbox"/> | |
| Any other Mixed background <input type="checkbox"/> | (Please write in)..... | |
| (Please write in)..... | | |

Please write in your postcode:

(We will not use this information to contact you)

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Response form

Please send this form or a letter to:

By post: FREEPOST, Kirklees Council, RTBS-CYHU-LSEC, School Organisation and Planning Team. (Postage is free, you do not need a stamp)

In person: At one of the consultation drop-in sessions or hand it in at one of the schools.

Online: You can also take part in the consultation on our website:
www.kirklees.gov.uk/schoolorganisation

Email: Please note that you can contact us via email should you have any queries regarding these proposals. Please send your emails to
schoolorganisation@kirklees.gov.uk

Please make sure you respond by **Tuesday 3 February 2015** to ensure that your views are heard.

Proposals To Make Prescribed Alterations To The Specialist Provision for pupils with Special Education Needs.

Notice is given in accordance with section 19 (1) of the Education and Inspections Act 2006 that Kirklees Council intends to make prescribed alterations to the provision for children with special educational needs at the following schools:

- 1. Netherhall Learning Campus, Rawthorpe St. James C of E (VC) Infant and Nursery School a Voluntary Controlled School, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT and Netherhall Learning Campus, Rawthorpe Junior School, a Community School Rawthorpe Lane, Rawthorpe, Huddersfield HD5 9NT.**

Prescribed alteration to reduce the number of transitional places for children with physical impairments from 16 to 5 across Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School.

- 2. Flatts Nursery School, a Community School, Ashworth Green, Dewsbury, West Yorkshire WF13 2SU**

Prescribed alteration to discontinue the 6 transitional places for children with Speech Language and Communication Needs at Flatts Nursery School.

It is proposed that the changes would begin from 1st September 2015.

This notice is an extract from the complete proposals. Copies of the complete proposals can be obtained from: Kirklees Council, School Organisation and Planning Team, Civic Centre 1, Ground Floor, Huddersfield, HD1 2NF. Tel: 01484 221000. Copies of the full proposals are available on the Kirklees Council website www.kirklees.gov.uk/schoolorganisation

Within four weeks from the date of publication of this proposal (i.e. **14th April 2015**), any person may object to or make comments on either or both of the proposals by sending them to Kirklees Council, School Organisation & Planning Team, Civic Centre 1, Ground Floor, Huddersfield, HD1 2NF, or via the Council email at school.organisation@kirklees.gov.uk

Alison O’Sullivan – Director for Children & Young People, Kirklees Council

Publication Date: (18th March 2015)

Note: Not part of the statutory notice. A non - statutory consultation took place between 7th January 2015 and 3rd February 2015. Consultation documents were written and produced with due regard to ‘The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations2013’. The proposal to discontinue the 6 transitional places for children with Speech Language and Communication Needs at Flatts Nursery School would result in the consolidation of resources from the Speech Language and Communication Needs provision at Flatts Nursery School with the existing provision of 6 transitional places for children with speech language and communication needs at Thornhill Junior and Infant School.

Alterations other than alterations proposed in foundation proposals which may be published by a Governing Body or Local Authority as specified in regulations 4 and 5

Published in accordance with Schedule 2 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013

1. Contact details

The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school

Kirklees Council, Civic Centre 1, Huddersfield, HD1 2NF intends to make prescribed alteration to Flatts Nursery School, a Community School. Ashworth Green, Dewsbury, WF13 2SU

2. Description of alteration and evidence of demand

It is proposed:

- **To discontinue the 6 transitional places for children with Speech Language and Communication Needs (SLCN) at Flatts Nursery School.**

It can be difficult to identify language needs in very young children as these can often present themselves with a general delay in development or immaturity. The Kirklees Early Years SEN team work with nurseries to build their capacity in meeting this wide range of potential need and as such referrals are often not made to a specialist provision until children are older. This is evident across both North and South Kirklees, where there has been no demand for places at specialist provision schools for generic SLCN for nursery aged children. All early years providers are expected to offer high quality provision around developing language and communication skills (listening and attention, understanding and speaking) through the Early Years Foundation Stage Framework and have a responsibility to identify and meet needs in this area in order to ensure that young children are able to have any additional needs met through attendance at their local provision. The lack of take up of transitional places at Flatts Nursery School seen over recent years reflects parent preference for their local mainstream school.

Whilst not a statutory proposal, should the proposal be approved for implementation then it is proposed to consolidate resources from the existing SLCN provision at Flatts Nursery School, to the established provision for SLCN at Thornhill J&I School.

3. Objectives The objectives of the proposals (including how the proposals would increase Educational Standards and parental choice)

The objectives of these proposals are to:

- Ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where children and young people can thrive in buildings and provisions tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.
- Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- Supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for

people with SEN.

- Takes account of the original consultations with a wide range of stakeholders regarding the range of specialist provision in Kirklees.

4. The effect on other schools

The effect on other schools, academies and educational institutions in the area

The proposals would have an effect on Thornhill Junior & Infant School, as the current dedicated resources for the specialist resource provision at Flatts Nursery School would be consolidated with the established provision for SLCN at Thornhill Junior & Infant School.

5. Project costs

Project cost and indication of how these will be met, including how long term value for money will be achieved.

Should these proposals be implemented, there are no capital or revenue costs.

6. Implementation and any proposed stages for implementation

The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The proposed implementation date is 1st September 2015.

7. Change to special educational need provision- the SEN improvement test.

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

(a) take account of parental preferences for particular styles of provision or education settings.

(b) take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it.

(c) offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision.

(d) take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.

(e) support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.

(f) provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

(g) ensure appropriate provision for 14-19 year-olds; and

(h) ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

(a-b) The lack of take up of transitional places at Flatts Nursery School seen over recent years reflects parent preference for their local mainstream school. It is sometimes difficult to identify language needs in very young children as these can often present themselves with a general delay in development or immaturity. The Kirklees Early Years SEN team work with nurseries to build their capacity in meeting this wide range of potential need and as such referrals are often not made to a specialist provision until children are older. This is evident across both North and South Kirklees, where there has been no demand for places at specialist provision schools for generic SLCN for nursery aged children. All early years providers are expected to offer high quality provision around developing language and communication skills (listening and attention, understanding and speaking) through the Early Years Foundation Stage Framework and have a responsibility to identify and meet needs in this area in order to ensure that young children are able to have any additional needs met through attendance at their local provision.

Prior to the publication of these proposals, the Local Authority held a non-statutory consultation. This provided the opportunity to a wide range of stakeholders including parents and carers from Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School to give the Local Authority their views before any decisions have been taken. To support the non-statutory consultation the Local Authority published a consultation document that outlined the proposals and held consultation drop-in sessions which were designed to enable stakeholders to discuss the proposals with officers from the Local Authority. The feedback from the consultation was published on the Councils website on the 2nd March 2015. A copy of the report and link to where it was published was provided to the schools affected by the proposals as well as other key stakeholders. The report of the consultation was heard by Kirklees Council Cabinet on the 10th March 2015.

(c) Should these proposals be approved, then there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The proposed discontinuance of the 6 transitional places for children with SLCN at Flatts Nursery School reflects the lack of demand for these places as parents and carers have expressed a preference for their local mainstream school. The Kirklees Early Years SEN team already provide support to early years settings.

(d) The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational needs or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within

a learning environment where children can be healthy and stay safe.

- (e) This proposal relates to children with speech language and communication needs. Schools across the Local Authority have significantly improved physical accessibility and staff expertise; this has contributed towards parents and carers making a preference for their local mainstream school.
- (f) The present structure of the provision enables children with SEN to receive the required level of support either in their school or in a school with a designated specialist resource provision.
- (g) This proposal does not affect provision for 14-19 year olds.
- (h) No children are displaced as a result of these proposals.

8. Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

As described under item 2 of this proposal, there has been no demand for places at specialist provision schools for generic SLCN for nursery aged children. The lack of take up of transitional places at Flatts Nursery School seen over recent years reflects parent preference for their local mainstream school. It is therefore considered that there are no adverse travel and accessibility issues particularly for disadvantaged groups, or any extension of journey times or increase in transport costs.

Flatts Nursery School currently provides specialist resource provision for children with SLCN mainly from Dewsbury and across the northern area of Kirklees. The proposed consolidation of resources associated with the provision at Flatts Nursery School to Thornhill Junior & Infant School in Dewsbury would be within 2.3 miles of the current location.

9. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority with four weeks from the date of publication. Objections and comments must be received by the 14th April 2015. Copies of the proposals can be obtained from School Organisation and Planning Team, Kirklees Council, Director for Children and Adults, Ground Floor, Civic Centre 1, High Street, Huddersfield, HD1 2NF

The address of the authority to which objections or comments should be sent:-

Within four weeks from the date of publication of this proposal, (i.e. by 14th April 2015) any person may object to or make comments on the proposal by sending them to Alison O'Sullivan, Director for Children & Young People, c/o School Organisation & Planning Team, Kirklees Council, Directorate for Children & Adults, Ground Floor, Civic Centre 1, High Street, Huddersfield, HD1 2NF.

Alterations other than alterations proposed in foundation proposals which may be published by a Governing Body or Local Authority as specified in regulations 4 and 5

Published in accordance with Schedule 2 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013

1. Contact details

The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school

Kirklees Council, Civic Centre 1, Huddersfield, HD1 2NF intends to make a prescribed alteration to Rawthorpe St. James C of E (VC) Infant & Nursery School, a Voluntary Controlled School, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT and Rawthorpe Junior School, a Community School, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT

2. Description of alteration and evidence of demand

It is proposed:

- **To reduce the number of transitional places for children with physical impairments from 16 to 5 across Rawthorpe St. James C of E (VC) Infant & Nursery School and Rawthorpe Junior School.**

Due to positive outcomes from outreach support and physical adaptations in mainstream schools there is a reduced demand for transitional places for children with physical impairments.

3. Objectives The objectives of the proposals (including how the proposals would increase Educational Standards and parental choice)

The objectives of these proposals are to:

- Ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where children and young people can thrive in buildings and provision tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.
- Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- Supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for people with SEN.
- Takes account of the original consultations with a wide range of stakeholders regarding the range of specialist provision in Kirklees.

4. The effect on other schools

The effect on other schools, academies and educational institutions in the area

The proposals would have no direct effect on other schools, academies and educational institutions in the area. The proposals for Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School to reduce the number of transitional places for children with physical impairments from 16 to 5 across both schools have been designed due to reduced demand as described under item 2 of this proposal.

5. Project costs

Project cost and indication of how these will be met, including how long term value for money will be achieved.

Should this proposal be implemented, there are no capital or revenue costs.

These proposals are not designed to reduce costs. The resources which would become available, should the proposals be approved for implementation would be utilised in other SEN provision.

6. Implementation and any proposed stages for implementation

The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The proposed implementation date is 1st September 2015.

7. Change to special educational need provision- the SEN improvement test.

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

- (a) take account of parental preferences for particular styles of provision or education settings.
- (b) take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it.
- (c) offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision.
- (d) take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.
- (e) support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.
- (f) provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

(g) ensure appropriate provision for 14-19 year-olds; and

(h) ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

(a-b) These proposals take account of parental preferences and the existing local offer for children. Following the re-organisation of specialist provision in mainstream schools, a broad range of provision was established, this included transitional places that enabled specialist provision staff to identify and assess needs, to establish teaching and learning strategies and prepare children, staff and parents for the transition of the child into their named mainstream school. The current provision across Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School, offers 16 transitional places for children with physical impairments, with each place being available for up to a six month period. The proposed reduction in the number of transitional places available across both schools is a consequence of a reduction in demand, given that the needs of children with physical impairments are being met through statement support along with improved physical access arrangements in many Kirklees schools.

Prior to the publication of these proposals, the Local Authority held a non-statutory consultation. This provided the opportunity to a wide range of stakeholders including parents and carers from Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School to give the Local Authority their views before any decisions have been taken. To support the non-statutory consultation the Local Authority published a consultation document that outlined the proposals and held consultation drop-in sessions which were designed to enable stakeholders to discuss the proposals with officers from the Local Authority. The feedback from the consultation was published on the Councils website on the 2nd March 2015. A copy of the report and link to where it was published was provided to the schools affected by the proposals as well as other key stakeholders. The report of the consultation was heard by Kirklees Council Cabinet on the 10th March 2015.

(c) Should these proposals be approved, then there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The reduction in the number of transitional places for children with physical impairments across Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School reflects the anticipated demand for remaining transitional places and this will be kept under review.

(d) The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provision that is tailored to meet their special educational needs or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.

(e) The proposed reduction in the number of transitional places for children with physical impairments at Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School is a consequence of a reduced number of referrals from schools because the

needs of these children are being met in their own school. A contributory factor is the improved physical accessibility of many school buildings in Kirklees.

(f) The present structure of the provision enables children with SEN to receive the required level of support either in their school or in a school with a designated specialist resource provision.

(g) This proposal does not affect provision for 14-19 year olds.

(h) No children are displaced as a result of these proposals.

8. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority with four weeks from the date of publication. Objections and comments must be received by the 14th April 2015. Copies of the proposals can be obtained from School Organisation and Planning Team, Kirklees Council, Director for Children and Adults, Ground Floor, Civic Centre 1, High Street, Huddersfield, HD1 2NF

The address of the authority to which objections or comments should be sent:-

Within four weeks from the date of publication of this proposal, (i.e. by 14th April 2015) any person may object to or make comments on the proposal by sending them to Alison O'Sullivan, Director for Children & Young People, c/o School Organisation & Planning Team, Kirklees Council, Directorate for Children & Adults, Ground Floor, Civic Centre 1, High Street, Huddersfield, HD1 2NF.

Kirklees School Organisation Advisory Group Constitution & Purpose

The Education and Inspections Act 2006 confirms Local Authority responsibility for school organisation decision-making.

To assist the Local Authority in reaching decisions on school organisation statutory notices, a School Organisation Advisory Group will be established to consider and advise Cabinet, as the decision-making body, on statutory proposals related to school organisation.

The Advisory group will not have decision-making powers.

Constitution of the School Organisation Advisory Group

Membership of the Advisory Group will be as follows:

1. Member representation in line with the current political ratio of the Council (6)
2. Schools representative (1)
3. Governing Body representative (1)
4. Diocesan representatives. (Catholic and Anglican) (2)
5. Learning Skills Council (1)
6. Minority Community representative (1)

The Chair of the School Organisation Advisory Group will be the lead member for Children and Young People Service.

The group may decide to invite other individuals to attend the group to receive information related to the school organisation proposal as appropriate.

As an Advisory group, the Council's quorum guidelines do not apply.

Purpose of the School Organisation Advisory Group

The proposed draft terms of reference for the School Organisation Advisory Group are detailed below.

At the end of the 4 week statutory notice period where the notice outlines a school organisation proposal, the School Organisation Advisory Group will meet as soon as possible to:

- Check and confirm that all required information is available regarding the school organisation proposal;
- Check and confirm that the published notice complies with statutory requirements;
- Check and confirm that the statutory consultation (where applicable) has been carried out prior to the publication of the Notice;
- Consider the prescribed information related to the proposal to change the pattern of school provision;
- Consider the proposal for change with regard to the DfE guidance on implementing change to the pattern of school organisation; (School Organisation Maintained Schools Annex B: Guidance For Decision Makers).
- Consider any objections received during the statutory notice period and the Local Authority response to these objections;
- Receive a presentation on the proposal for change from the Proposer;
- Having considered the statutory proposal with regard to the above, prepare a list of reasons for the decision they would recommend to Cabinet in respect of the school organisation proposal. This should be prepared using the factors to be considered in the statutory guidance as the framework for their collective view

Kirklees School Organisation Advisory Group – 28 April 2015 Specialist Resource Provisions

Notes of the meeting

Meeting start 8:40am

Meeting close 9:15am

Present :- Rajesh Singh (RS)/Jo-Anne Sanders (JAS)/Ben Barnett (BB), Mandy Cameron, Councillor Pandor, Councillor O'Neill, Jane Acklam Apologies :- Councillor K Pinnock, Councillor L Holmes, Councillor J Calvert

RS went through the statutory process checklists for Flatts Nursery School, Rawthorpe St James CE(VC) Infant & Nursery School and Rawthorpe Junior School and clarified no representations had been received. Statutory processes have been followed. Cabinet is the decision maker, the group recommendation was to proceed to cabinet on 2 June as planned.

RS circulated the 'factors to be considered in decision making' document relating to the proposals, this takes into account the new guidance for decision makers which came into effect in January 2014.

A question was raised about any displacement of staff. As there has been no take up of the transitional places at Flatts Nursery School, specialist staff have been spending much of their time at Thornhill Junior & Infant School which has a resourced provision for speech, language and communication needs (SLCN). Therefore, there will be little displacement of staff. The LA have had discussions for some time with Rawthorpe St James CE(VC) Infant & Nursery School and Rawthorpe Junior School about the need to reduce the number of transitional places, and so the school have worked to absorb some specialist staff into the main staff body.

Recommendation by the group is to proceed to decision stage with the proposals to discontinue 6 transitional places for children with SLCN at Flatts Nursery School; to reduce the number of transitional places for children with physical impairments from 16 to 5 at both Rawthorpe St James CE(VC) Infant & Nursery School and Rawthorpe Junior School.

It was noted that a further statutory process would take place at a future point to move the current provision for children with autism at Moldgreen Community School to an alternative school.

Thanks were expressed to Councillor O'Neill for his contribution to the SOAG group, and appreciation for his commitment and diligence.

1 Statutory process check sheet: Flatts Nursery School

School	Statutory Proposals
Flatts Nursery School	<ul style="list-style-type: none"> To discontinue 6 transitional places for children with Speech, Language and Communication Needs (SLCN)

1. CONSULTATION		Y,N,N/A	NOTES/EVIDENCE
1.1 Has a formal consultation taken place?		Y	Consultation outcome report: 10.03.15
1.2 Consultation process	a. Has adequate time been allowed for the consultation process?	Y	Consultation outcome report: 10.03.15 (Consultation period 07.01.15 to 03.02.15) 4 weeks term time non-statutory consultation has been completed
	b. Does the consultation document provide sufficient information to those who are being consulted?	Y	Consultation outcome report : 10.03.15 Appendix B (consultation document)
	c. Does the consultation material make it clear how interested parties can make their views known?	Y	Consultation outcome report : 10.03.15 Appendix B (consultation document)
	d. Does the report that summarises the outcome of the consultation demonstrate how the views expressed during the consultation have been taken into account in reaching any subsequent decision as to the publication of proposals?	Y	Consultation outcome report: 10.03.15
1.3 Evidence that interested parties have been consulted. To Include	a. the governing body of any school which is the subject of proposals (if the LA are publishing proposals);	Y	Consultation outcome report: 10.03.15. Appendix A – distribution list
	b. the LA that maintains the schools (if the governing body is publishing the proposals);	N/A	
	c. families of pupils, teachers and other staff at the schools	Y	1.3a - (Notes of meetings with Governing Body of Flatts Nursery School). 1.3i- Parents of Children with Additional Needs (PCAN - is an independent, parent led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees). Ward members for Dewsbury South and Dewsbury East. MPs. Special Schools Proposals were also circulated to Thornhill J&I School – as the proposals involves consolidating resources from Flatts Nursery to
	d. any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;	Y	
	e. the governing bodies, teachers and other staff of any other schools that may be affected;	Y	
	f. families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;	Y	
	g. any trade unions who represent staff at the schools; and representatives of any trade union of any other staff at schools who may be affected by the proposals;	Y	
	h. (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;	N/A	
	i. the trustees of the schools (if any)	N/A	
	j. (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC)/EFA/DfE	N/A	
	k. MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;	Y	
	l. any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and	Y	
	m. such other persons as appear to the proposers to be appropriate.	Y	

			Thornhill J&ISchool. Although this is not a prescribed alteration.
1.4 Pupils	Have pupils been formally consulted?	N	

2. PUBLICATION		Y,N,N/A	NOTES/EVIDENCE
2.1	a. Have formal proposals been published by the appropriate body (ie LA/GB etc)?	Y	The LA are able to publish proposals for specialist resource provisions in maintained schools. Proposals published 18.03.2015
	b. Have proposals been published within 12 months of the consultation end	Y	Consultation period ended 03.02.2015 and proposals published 18.03.2015
2.2	a. Do the complete proposals contain all the specified information?	Y	See complete proposal
2.3 Statutory notice	a. Have statutory notices been prepared?	Y	See statutory notice
	b. Have the statutory notices been published in a local newspaper?	Y	Copy was published in Huddersfield Examiner on 18.03.2015 and also in the weekly Dewsbury Reporter on 19.03.2015
	c. Have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	Y	Posted at the main entrance of Flatts Nursery School on 18.03.2015
	d. Has the statutory notice and full proposal been given to all children affected at the school.	N/A	Under current regulations for prescribed alterations for SEN provision in mainstream schools this is not required.
	e. Have the statutory notices been posted in other conspicuous areas in the area served by the school (eg local library, community centre, post office etc.)?	Y	Posted at the main entrance of Dewsbury Library and Information Centre on 18.03.2015. Email with link to the Councils external webpage for where the proposals were published were sent to; Parents of Children with Additional Needs (PCAN - is an independent, parent led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees). Councillors Other Maintained Special Schools in Kirklees.
2.4 Related proposals	a. Are these proposals interdependent on any other proposals?	N	
	b. If so, are the related proposals included on the same Statutory Notice?	N/A	
	c. If so, is this clearly identified in the Statutory Notice?	N/A	
	d. If so, is it clear who is proposing what on the Statutory Notice?	N/A	
2.5 Implementation date	a. Are the implementation dates for the proposals specified on the Statutory Notices?	Y	Statutory notice
	b. Is the time scale for implementation reasonable (proposals should be implemented within 3 years of their publication with the possible exception of Authority wide re-organisations.)?	Y	Proposals published 18.03.15 for implementation from 01.09.15
2.6 Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	Statutory notice
	b. If not, has an explanatory note been included alongside the Statutory Notice?	Y	Statutory notice
2.7	Has the council's legal team advised on the validity of the Statutory Notices? * If a published notice has not been properly formulated in accordance with regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or the schools adjudicator. Should this be the case a revised notice must be	Y	LA legal team have reviewed the statutory notices prior to publication.

	published clearly stating that it is a replacement notice.*		
2.8 Have the proposers distributed the complete proposal and notice to all relevant parties?	Within a week of publication		
	a. to the Governing Bodies (LA proposal)	Y	To governing bodies
	b. any person who requests a copy.	Y	Any persons requesting a copy would receive one. No requests have been received.

3. REPRESENTATION		Y,N,N/A	NOTES/EVIDENCE
3.1	Has a period been allowed for statutory representation?	Y	
3.2	Has the representation period been of appropriate length – 4 weeks	Y	In accordance with school organisation regulations a four week representation period has been held between 18.03.2015 and 14.04.2015
3.3	Have any representations been received during this period?	N	No representations have been received.

4. DECISION – Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		Y,N,N/A	NOTES/EVIDENCE
4.1	Are these decisions to be made by the LA or the schools adjudicator?	LA	
4.2	Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).	Y	Representation period ended 14.04.2015 and decision-making cabinet is scheduled for 02.06.2015. Recommendation made by SOAG and reported to cabinet for approval within a 2 month time frame.
4.3	Is there any information missing	N	
4.4	Do the published notices comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>	Y	
4.5	Has the statutory consultation been carried out (ie have all the criteria in the 'consultation' section been met? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>	N	In accordance with School Organisation Regulations for prescribed alterations to specialist resource provisions in mainstream schools a four week non statutory consultation has been completed.
4.6	Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>	N	
4.7	If there are related proposals are they compatible with each other?	N	
4.8	Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?	N	

2 Statutory process check sheet: Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School

School	Statutory Proposals
Rawthorpe St. James CE(VC) I&N School & Rawthorpe Junior School	<ul style="list-style-type: none"> To reduce the number of transitional places for children with physical impairments from 16 to 5 at both Rawthorpe St. James CE(VC) I&N School & Rawthorpe Junior School

1. CONSULTATION		Y,N,N/A	NOTES/EVIDENCE	
1.1 Has a formal consultation taken place?		Y	Consultation outcome report: 10.03.15	
1.2 Consultation process	a. Has adequate time been allowed for the consultation process?	Y	Consultation outcome report: 10.03.15 (Consultation period 07.01.15 to 03.02.15) 4 weeks term time non-statutory consultation has been completed	
	b. Does the consultation document provide sufficient information to those who are being consulted?	Y	Consultation outcome report : 10.03.15 Appendix B (consultation document)	
	c. Does the consultation material make it clear how interested parties can make their views known?	Y	Consultation outcome report : 10.03.15 Appendix B (consultation document)	
	d. Does the report that summarises the outcome of the consultation demonstrate how the views expressed during the consultation have been taken into account in reaching any subsequent decision as to the publication of proposals?	Y	Consultation outcome report: 10.03.15	
1.3 Evidence that interested parties have been consulted. To Include	a. the governing body of any school which is the subject of proposals (if the LA are publishing proposals);	Y	Consultation outcome report: 10.03.15. Appendix A – distribution list	
	b. the LA that maintains the schools (if the governing body is publishing the proposals);	N/A		
	c. families of pupils, teachers and other staff at the schools	Y	Parents of Children with Additional Needs (PCAN - is an independent, parent led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees).	
	d. any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;	Y		
	e. the governing bodies, teachers and other staff of any other schools that may be affected;	Y		
	f. families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;	Y		
	g. any trade unions who represent staff at the schools; and representatives of any trade union of any other staff at schools who may be affected by the proposals;	Y		
	h. (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;	Y		Ward members for Dalton
	i. the trustees of the schools (if any)	N/A		MPs.
	j. (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC)/EFA;	N/A	Special Schools	
	k. MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;	Y	Diocesan Boards.	
	l. any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and	Y		
	m. such other persons as appear to the proposers to be appropriate.	Y		

1.4 Pupils	Have pupils been formally consulted?	N	
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2. PUBLICATION		Y,N,N/A	NOTES/EVIDENCE
2.1	a. Have formal proposals been published by the appropriate body (ie LA/GB etc)?	Y	The LA are able to publish proposals for specialist resource provisions in maintained schools. Proposals published 18.03.2015
	b. Have proposals been published within 12 months of the consultation end	Y	Consultation period ended 03.02.2015 and proposals published 18.03.2015
2.2	a. Do the complete proposals contain all the specified information?	Y	See complete proposal
2.3 Statutory notice	a. Have statutory notices been prepared?	Y	See Statutory notice
	b. Have the statutory notices been published in a local newspaper?	Y	Copy was published in Huddersfield Examiner on 18.03.2015 and also in the weekly Dewsbury Reporter on 19.03.2015
	c. Have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	Y	Posted at the main entrance of both schools on 18.03.2015
	d. Have the statutory notice and full proposals been given to all children affected at the school(s)?	N/A	Under current regulations for prescribed alterations for SEN provision in mainstream schools this is not required.
	e. Has the statutory notice been posted in other conspicuous areas in the area served by the school (eg local library, community centre, post office etc.)?	Y	Dalton Library & Information Centre Email with link to the Councils external webpage for where the proposals were published were sent to; Parents of Children with Additional Needs (PCAN - is an independent, parent led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees). Councillors Other Maintained Special Schools in Kirklees.
2.4 Related proposals	a. Are these proposals interdependent on any other proposals?	N	
	b. If so, are the related proposals included on the same Statutory Notice?	N/A	
	c. If so, is this clearly identified in the Statutory Notice?	N/A	
	d. If so, is it clear who is proposing what on the Statutory Notice?	N/A	
2.5 Implementation date	a. Are the implementation dates for the proposals specified on the statutory notices?	Y	Statutory notice
	b. Is the time scale for implementation reasonable (proposals should be implemented within 3 years of their publication with the possible exception of Authority wide re-organisations.)?	Y	Proposals published 18.03.15 for implementation from 01.09.15
2.6 Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	Statutory notice
	b. If not, has an explanatory note been included alongside the Statutory Notice?	Y	Statutory notice
2.7	<i>Has the council's legal team advised on the validity of the Statutory Notices? * If a published notice has not been properly formulated in accordance with regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or the schools adjudicator. Should this be the case a revised notice must be published clearly stating that it is a replacement notice.*</i>	Y	LA legal team have reviewed the statutory notice prior to publication.
2.8 Have the proposers distributed	Within a week of publication		
	a. to the Governing Bodies (LA proposal)	Y	To governing bodies
	b. any person who requests a copy.	Y	Any persons requesting a copy would receive one. No requests

the complete proposal and notice to all relevant parties?			have been received.
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3. REPRESENTATION		Y,N,N/A	NOTES/EVIDENCE
3.1	Has a period been allowed for statutory representation?	Y	
3.2	Has the representation period been of appropriate length – 4 weeks	Y	In accordance with school organisation regulations a four week representation period has been held between 18.03.2015 and 14.04.2015
3.3	Have any representations been received during this period?	N	No representations have been received

4. DECISION – Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		Y,N,N/A	NOTES/EVIDENCE
4.1	Are these decisions to be made by the LA or the schools adjudicator?	LA	
4.2	Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).	Y	Representation period ended 14.04.2015 and decision-making cabinet is scheduled for 02.06.2015. Recommendation made by SOAG and reported to cabinet for approval within a 2 month time frame.
4.3	Is there any information missing	N	
4.4	Do the published notices comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>	Y	
4.5	Has the statutory consultation been carried out (ie have all the criteria in the 'consultation' section been met? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>	N	In accordance with School Organisation Regulations for prescribed alterations to specialist resource provisions in mainstream schools a four week non statutory consultation has been completed.
4.6	Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>	N	
4.7	If there are related proposals are they compatible with each other?	N	
4.8	Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?	N	

To discontinue 6 transitional places for children with Speech, Language and Communication Needs (SLCN) at Flatts Nursery School To reduce the number of transitional places for children with physical impairments from 16 to 5 at both Rawthorpe St. James CE(VC) I&N School & Rawthorpe Junior School	
Is this a decision to be made by the LA or the Schools Adjudicator?	LA
Is this a decision determined under Paragraph 19 of Schedule 2 to EIA 2006?	Yes – Please see statutory notice this is a decision made under 19 (1) of the Education and Inspections Act
A decision must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).	Cabinet meeting 2/6/15 within 2 months of the end of the representation period 14 th April 2015
Is there any information missing	No
Does the published notice comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>	Yes
Has a consultation been carried out (ie have all the criteria in the 'consultation' section been met? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>	Yes
Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>	No
If there are related proposals are they compatible with each other?	N/A
Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?	No
Has a 4 week period been allowed for representation?	Yes
Have any representations been received during this period?	No

SOAG Conclusions: The statutory proposals and statutory processes are valid and within time limits.

- The published notice complies with statutory requirements
- A non-statutory consultation has been carried out
- The proposals are unrelated and not related to any proposals published by the Education Funding Agency
- The proposals are valid and can be decided by the Council.
- The statutory 4 week period has been allowed for representation and no representations have been received during this period.
- The decision will be brought to the cabinet within 2 months after the end of the statutory 4 week representation period.

SOAG Advice: The LA can decide the related proposals under section 19 (1) of the Education Inspections Act 2006

Factors to be considered in decision making

The factors which are being considered are derived from guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014, as these proposals have been published after this date.

Paragraph numbers highlighted in **dark grey** relate to factors that are relevant to all types of proposals and these are factors **10-29**. The relevant headings are highlighted in yellow for ease of identification.

Paragraph numbers **highlighted in light grey** relate to additional factors relevant to proposals which impact Post 16 provision (factors **33-37**) and changes to SEN (factors **39-40**). The relevant headings are highlighted in yellow for ease of identification.

Factors that are not highlighted are considered not to be relevant to these proposals. These have been identified as; "Not applicable to these proposals" and are highlighted in red, however for clarity these are fully listed.

CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD 10

(10) The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received.

If the proposer has failed to meet the statutory requirements; a proposal may be deemed invalid and therefore should be rejected.

The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.
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REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS.

(10) School organisation decisions for Local Authority maintained schools have to follow a process set out by law. Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a 'pre-publication' consultation for significant changes to schools. However, the LA did carry out a four week term time non-statutory consultation (7 th January 2015- 3 rd February 2015) to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication. On the 2 nd March 2015 the non - statutory consultation outcomes report was published on the Councils external website and key stakeholders were notified and sent a link to the report. On the 10th March 2015 Kirklees Council's Cabinet (decision making authority) received the consultation outcomes report of the non-statutory consultation and it was agreed to proceed with the next stage of the statutory process and the publication of the related statutory notice and proposals.

The publication of the statutory notice, proposals and representation period commenced on 18th March 2015 and ended on 14th April 2015, therefore lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

EDUCATION STANDARDS AND DIVERSITY OF PROVISION11/12

(11) Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents; raise local standards and narrow attainment gaps.

(12) The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(11) The proposals would ensure that the overall pattern of special school provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences in a safe environment where young people can thrive in buildings and provision tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe. The proposals will also provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community. The proposals supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.

(12) The proposals are for the proposed discontinuance of a specialist provision in a nursery school and a re-organisation (a reduction in the number of transitional places) of specialist provision in a voluntary controlled school primary school and a community primary school that are a part of a federation. None of the three schools to which these proposals relate are proposed to close and neither are any new schools being established as part of these proposals.

DEMAND 13/14/15

(13) In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

(14) The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

(15) Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(13/14/15) The proposals have been designed to re-organise specialist resource provision places for children with speech language and communication needs and physical impairments in three schools. This is due to changes in demand patterns. At Flatts Nursery School there has been a lack of take up of transitional places for children with speech language and communication needs and this reflects parental preference for their local mainstream school. At Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School, the proposed reduction in the number of transitional places for children with

physical impairments reduction (from 16 to 5 across both schools) is being made because of a reduced demand for these places this is due to the success of existing outreach support and also because of the increased levels of physical accessibility of schools in the borough.

SCHOOL SIZE 16

(16) Decision makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

RATIONALE FOR THE PROPOSALS

(16) The proposals relate specifically to the specialist resource provisions in these school and do not impact on the size of the existing mainstream provision in any of the three schools. In addition, the proposals have been designed to make best use of existing resources and to meet the need for places in Kirklees in order to minimise the requirement for children and young people living in Kirklees having to travel to other Local Authorities to be educated.

PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision) 17/18

(17) In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

(18) Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(17-18) The proposals are for the discontinuance and re-organisation of specialist provisions (to which normal admissions criteria do not apply) in main stream schools and therefore do not affect admission arrangements at Flatts Nursery School, Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School.

NATIONAL CURRICULUM 19

(19) All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community. In addition, Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provision tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(19) Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School would continue to implement the National Curriculum from Key Stage One through to Key Stage Two. Flatts Nursery School would continue to implement the Early Years Foundation Stage.

EQUAL OPPORTUNITY ISSUES 20/21

(20) The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity;
- and foster good relations.

(21) The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(20/21). It is considered that there are no adverse impacts arising from the proposals under this duty. Following re-organisation in 2011-2013, some further changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals reduce the number of overall transitional places, which would still meet demand and so the overall impact following change is considered to be minimal.

The absence of take up of transitional places for children with speech language and communication needs at Flatts Nursery School is because parents and carers have preferred their local mainstream school. The Council's Early Years SEN team provides a broad range of support, including outreach for children with speech language and communication needs across early year's settings in North Kirklees and therefore it is considered that there is no negative impact, from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposals for Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School which aim to reduce the number of transitional places for children with physical impairments across both schools demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local main stream school and not a specialist resourced provision.

COMMUNITY COHESION 22

(22) Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

REPRESENTATIONS: None

OFFICER COMMENT: None

RATIONALE FOR THE PROPOSALS

(22) It is considered that there is no adverse impact upon community cohesion as a result of these proposals for Flatts Nursery School Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School. All three schools would continue to provide primary education, nursery and early year's services to the communities that presently they serve. Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School would continue to offer five transitional places across both schools for children with physical impairments. Flatts Nursery School's Specialist Resource Provision for children with speech language and communication needs would be discontinued, due to a lack of demand for these places as parents and carers preference their local main stream school.

TRAVEL AND ACCESSIBILITY 23/24/25

(23) Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

(24) The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

(25) A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

REPRESENTATIONS: None

OFFICER COMMENT: None

RATIONALE FOR THE PROPOSALS

(23/24/25) Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School. The proposals would have no adverse impact on travel and accessibility for children attending the school. All three schools would remain open and the proposed reduction in the number of transitional places for children with physical impairments is an improvement to travel and accessibility because increasing numbers of children are able to receive outreach and other forms of support that meet their needs enabling them to stay in their local school.

(23/24/25) The absence of take up at Flatts Nursery School has led the Council to the decision to move this resource to an area of greater need. Negative effects can be mitigated by providing this service via Thornhill Junior and Infant School, which is located two miles away from Flatts Nursery School. The Council's Early Years SEN Team can continue to provide this service to early year's settings.

CAPITAL 26/27

(26) The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

(27) Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(26/27) There are no capital implications arising as a result of these proposals. The proposals are not therefore reliant on any capital funding being made available from the Education Funding Agency.

SCHOOL PREMISES AND PLAYING FIELDS 28/29

(28) Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

(29) Setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(28/29) There are no implications for school premises or playing fields as a result of these proposals this is because the proposals are to reduce numbers of transitional places, no expansions are being proposed that would impact on playing fields or any other aspect of school premise regulations.

FACTORS RELEVANT TO CERTAIN TYPES OF PROPOSALS**EXPANSION 30. Not applicable to these proposals**

(30) When deciding on a proposal for an expansion on an additional site (a 'satellite school'), decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school (which would trigger the academy presumption in circumstances where there is a need for a new school in the area⁶). Decisions will need to be taken on a case-by-case basis, but decision-makers will need to consider the following non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and to ensure that it will serve the same community as the existing site:

- The reasons for the expansion
- What is the rationale for this approach and this particular site?
- Admission and curriculum arrangements
- How will the new site be used (e.g. which age groups/pupils will it serve)?
- What will the admission arrangements be?
- Will there be movement of pupils between sites?
- Governance and administration
- How will whole school activities be managed?
- Will staff be employed on contracts to work on both sites? How frequently will they do so?
- What governance, leadership and management arrangements will be put in place to oversee the new site

(e.g. will the new site be governed by the same governing body and the same school leadership team)?

- Physical characteristics of the school
- How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
- Is the new site in an area that is easily accessible to the community that the current school serves?

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

EXPANSION OF EXISTING GRAMMAR SCHOOLS 31 **Not applicable to these proposals**

(31) Legislation prohibits the establishment of new grammar schools⁷. Expansion of any existing grammar school onto a satellite site can only happen if it is a genuine continuance of the same school. Decision-makers must consider the factors listed in paragraph 30 on 'expansions' when deciding if an expansion is a legitimate enlargement of an existing school.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

CHANGES TO BOARDING PROVISION 32 **Not applicable to these proposals**

(32) In making a decision on a proposal to close a school that has boarding provision, or to remove boarding provision from a school that is not closing, the decision-maker should consider whether there is a state maintained boarding school within reasonable distance from the school. The decision-maker should consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

REPRESENTATIONS

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

ADDITION OF POST 16 PROVISION 33/34/35/36/37 **Not applicable to these proposals**

(33) In assessing a proposal to add post-16 provision, decision-makers should look for evidence that the proposal will improve, extend the range, and increase participation in high quality educational or training opportunities for post-16 pupils within the LA or local area.

(34) The decision-maker should also look for evidence on how new places will fit within the 16-19 organisation in an area and that schools have collaborated with other local providers in drawing up a proposal.

(35) The decision-maker may turn down a proposal to add post-16 provision if there is compelling and

objective evidence that the expansion would undermine the viability, given the lagged funding arrangements, of an existing high quality post-16 provider.

(36) Decision-makers should consider the viability of a proposal bearing in mind the formulaic approach to funding; that the school will have to bear any potential diseconomies of scale; and the impact of future demographic trends.

(37) A proposal should take account of the timeline for agreeing 16-19 funding which will be available in the most recent guidance on the department's website. Decision-makers should note that post-16 funding runs on an August – July academic year cycle

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

CHANGES OF CATEGORY TO VOLUNTARY AIDED 38 Not applicable to these proposals

(38) For a proposal to change the category of a school to voluntary-aided, the decision-maker must be satisfied that the governing body and/or the Foundation are able and willing to meet their financial responsibilities for building work. The decision-maker may wish to consider whether the governing body has access to sufficient funds to enable it to meet 10% of its capital expenditure for at least five years from the date of implementation, taking into account anticipated building projects.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

CHANGES TO SPECIAL EDUCATIONAL NEEDS PROVISION THE SEN IMPROVEMENT TEST 39/40

(39) In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

- take account of parental preferences for particular styles of provision or education settings;
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;
- offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;
- support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- ensure appropriate provision for 14-19 year-olds; and
- ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be

ensured. Other interested partners, such as the Health Authority should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

(40). When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS – Flatts Nursery School

(a-b)The lack of take up of transitional places at Flatts Nursery School seen over recent years reflects parent preference for their local mainstream school. It is sometimes difficult to identify language needs in very young children as these can often present themselves with a general delay in development or immaturity. The Kirklees Early Years SEN team work with nurseries to build their capacity in meeting this wide range of potential need and as such referrals are often not made to a specialist provision until children are older. This is evident across both North and South Kirklees, where there has been no demand for places at specialist provision schools for generic SLCN for nursery aged children. All early years providers are expected to offer high quality provision around developing language and communication skills (listening and attention, understanding and speaking) through the Early Years Foundation Stage Framework and have a responsibility to identify and meet needs in this area in order to ensure that young children are able to have any additional needs met through attendance at their local provision.

Prior to the publication of these proposals, the Local Authority held a non-statutory consultation. This provided the opportunity to a wide range of stakeholders including parents and carers from Flatts Nursery School to give the Local Authority their views before any decisions have been taken. To support the non-statutory consultation the Local Authority published a consultation document that outlined the proposals and held consultation drop-in sessions which were designed to enable stakeholders to discuss the proposals with officers from the Local Authority. The feedback from the consultation was published on the Councils website on the 2nd March 2015. A copy of the report and link to where it was published was provided to the schools affected by the proposals as well as other key stakeholders. The report of the consultation was heard by Kirklees Council Cabinet on the 10th March 2015.

(c)Should these proposals be approved, then there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The proposed discontinuance of the 6 transitional places for children with SLCN at Flatts Nursery School reflects the lack of demand for these places as parents and carers have expressed a preference for their local mainstream school. The Kirklees Early Years SEN team already provide support to early years settings.

(d)The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational needs or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.

(e)This proposal relates to children with speech language and communication needs. Schools across the Local Authority have significantly improved physical accessibility and staff expertise; this has contributed towards parents and carers making a preference for their local mainstream school.

(f)The present structure of the provision enables children with SEN to receive the required level of

support either in their school or in a school with a designated specialist resource provision.

(g) This proposal does not affect provision for 14-19 year olds.

(h) No children are displaced as a result of these proposals.

(40) No children are being displaced as a result of this proposal. The absence of take up of transitional places for children with speech language and communication needs at Flatts Nursery School is because parents and carers have preferenced their local mainstream school. The Council's Early Years SEN Team provide a broad range of support, including outreach for children with SLCN needs, across early year's settings in North Kirklees and therefore it is considered that there is no negative impact. No representations have been received on any aspects of these proposals.

Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School

(a-b) These proposals take account of parental preferences and the existing local offer for children. Following the re-organisation of specialist provision in mainstream schools, a broad range of provision was established, this included transitional places that enabled specialist provision staff to identify and assess needs, to establish teaching and learning strategies and prepare children, staff and parents for the transition of the child into their named mainstream school. The current provision across Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School, offers 16 transitional places for children with physical impairments, with each place being available for up to a six month period. The proposed reduction in the number of transitional places available across both schools is a consequence of a reduction in demand, given that the needs of children with physical impairments are being met through statement support along with improved physical access arrangements in many Kirklees schools.

Prior to the publication of these proposals, the Local Authority held a non-statutory consultation. This provided the opportunity to a wide range of stakeholders including parents and carers from Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School to give the Local Authority their views before any decisions have been taken. To support the non-statutory consultation the Local Authority published a consultation document that outlined the proposals and held consultation drop-in sessions which were designed to enable stakeholders to discuss the proposals with officers from the Local Authority. The feedback from the consultation was published on the Council's website on the 2nd March 2015. A copy of the report and link to where it was published was provided to the schools affected by the proposals as well as other key stakeholders. The report of the consultation was heard by Kirklees Council Cabinet on the 10th March 2015.

(c) Should these proposals be approved, then there would be no adverse impact on the broad range of provision for children with SEN in Kirklees. The reduction in the number of transitional places for children with physical impairments across Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School reflects the anticipated demand for remaining transitional places and this will be kept under review.

(d) The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provision that is tailored to meet their special educational needs or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.

(e) The proposed reduction in the number of transitional places for children with physical impairments at Rawthorpe St. James C of E (VC) Infant and Nursery School and Rawthorpe Junior School is a consequence of a reduced number of referrals from schools because the needs of these children are being met in their own school. A contributory factor is the improved physical accessibility of many school buildings in Kirklees.

(f) The present structure of the provision enables children with SEN to receive the required level of

support either in their school or in a school with a designated specialist resource provision.

(g) This proposal does not affect provision for 14-19 year olds.

(h) No children are displaced as a result of these proposals.

(40) No children are being displaced as a result of this proposal. The proposals for Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School which aim to reduce the number of transitional places for children with physical impairments across both schools demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local main stream school and not a specialist resourced provision. No representations have been received on any aspects of these proposals.

ADDITIONAL FACTORS RELEVANT TO PROPOSALS FOR NEW MAINTAINED SCHOOLS

SUITABILITY⁴¹ **Not applicable to these proposals**

(41) When considering a proposal for a new maintained school, the decision-maker should consider each proposal on its merits, and take into account all matters relevant to the proposal. Any proposals put forward by organisations which advocate violence or other illegal activity must be rejected. In order to be approved, a proposal should demonstrate that they would support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for individual liberties within the law; and mutual tolerance and respect.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

COMPETITION (under section 7 EIA 2006) 42/43/44/45 **Not applicable to these proposals**

(42). Where a LA considers that there is a need for a new school in its area it must first seek proposals to establish an academy/free school under section 6A of EIA 2006 (though proposals may also be made under section 10 and 11 of the EIA 2006). In such cases the Secretary of State is the decision-maker. However, in exceptional circumstances where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of the EIA 2006 may be held. Where there is demand for faith places the LA may seek to establish a new faith VA school (see paragraphs 47-51).

(43). Where two or more proposals are complementary, and together meet the requirements for the new school, the decision-maker may approve all the proposals.

(44). The specification for the new school is only the minimum requirement; a proposal may go beyond this. Where a proposal is not in line with the specification, the decision-maker must consider the potential impact of the difference to the specification.

(45). Where additional provision is proposed (e.g. early years or a sixth-form) the decision-maker should first judge the merits of the main proposal against the others. If the proposal is judged to be superior, the decision-maker should consider the additional elements and whether they should be approved. If the decision-maker considers they cannot be approved, they may consider a modification to the proposal, but will need to first consult the proposers and - if the proposal includes provision for 14-19 year olds - the Education Funding Agency (EFA).

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

CAPITAL IN COMPETITIONS (46) **Not applicable to these proposals**

(46) For competitions the LA will be expected to provide premises and meet the capital costs of implementing the winning proposal, and must include a statement to this effect in the notice inviting proposals. Where the estimated premises requirements and/or capital costs of a proposal submitted in response to a competition exceed the initial cost estimate made by the LA, the decision-maker should consider the reasons for the additional requirements and/or costs, as set out in the proposal and whether there is agreement to their provision.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

NEW VOLUNTARY-AIDED SCHOOLS (under section 11 of EIA 2006) 47/48/49/50/51 **Not applicable to these proposals**

(47). Section 11 of the EIA 2006 permits a new VA school to be proposed without the requirement for the Secretary of State's approval. Such a school must be proposed following the required statutory process and may be for a school with or without a designated religious character.

(48). Many VA schools are schools with a religious character. The department recognises the important contribution that faith schools make to the education system and that 'faith need' (demand for faith places on choice grounds) may be viewed as separate from 'basic need' (demand for new school places).

(49). When assessing basic need, LAs need to look at the general demand for places and if a new school is needed to address basic need, must go down the academy presumption route. Where there is a demand for faith places, the law allows for LAs to seek to establish a new academy with religious designation, or for other proposers to establish new VA schools outside the presumption process.

(50). The approval of a new school to meet local demand for faith places may also meet the demand (or some of the demand) for basic need.

(51). Legislation allows maintained schools to seek to convert to academy status.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

INDEPENDENT FAITH SCHOOLS JOINING THE MAINTAINED SECTOR 52 **Not applicable to these proposals**

(52) Legislation allows an independent faith school to move into the maintained sector. However, decision-makers must ensure that the decision to proceed with such a proposal is clearly based on value for money and that the school is able to meet the high standards expected of state-funded educational

provision. The department would expect the decision-maker to consider the following points:

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;
- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard
- that all aspects of due diligence have been considered and undertaken; and that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can easily be improved to meet such standards.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

REPLACEMENT GRAMMAR SCHOOLS 53 Not applicable to these proposals

(53) A new school can only be designated as a grammar school by the Secretary of State where it is being established in place of one or more closing grammar schools⁸. Decision-makers should therefore satisfy themselves that if a new school is proposed as a grammar school it is eligible for designation. Where an existing grammar school is expanding the proposer and decision maker must consider the points listed in paragraph 30.

REPRESENTATIONS Not applicable

OFFICER COMMENT Not applicable

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO CLOSURE PROPOSALS

CLOSURE PROPOSALS (under s15 EIA 2006) 54 Not applicable to these proposals

(54) The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places. The decision-maker should consider the popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

SCHOOLS TO BE REPLACED BY PROVISION IN A MORE SUCCESSFUL/POPULAR SCHOOL 55 Not applicable to these proposals

(55) Such proposals should normally be approved, subject to evidence provided.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

SCHOOLS CAUSING CONCERN 56 **Not applicable to these proposals**

(56) For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available. Decision-makers should have regard to the length of time the school has been in special measures, requiring improvement or otherwise causing concern. The decision-maker should also have regard to the progress the school has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There is a presumption that these proposals should be approved, subject to checking that there are sufficient accessible places of an acceptable standard available to accommodate displaced pupils and to meet foreseeable future demand for places in the area.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS. **Not applicable to these proposals**

RURAL SCHOOLS 57/58/59 **Not applicable to these proposals**

(57). There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and the proposal clearly in the best interests of educational provision in the area. Those proposing closure should provide evidence to show that they have carefully considered the following:

- alternatives to closure including the potential for federation with another local school or conversion to academy status and joining a multi-academy trust or umbrella trust to increase the school's viability;
- Not applicable where a rural infant and junior school on the same site are closing to establish a new primary school on the same site(s).
- the scope for an extended school to provide local community services; and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.;
- the transport implications; and
- the overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

(58). When deciding a proposal for the closure of a rural primary school the decision-maker must refer to the Designation of Rural Primary Schools Order to confirm that the school is a rural school.

(59). For secondary schools, the decision-maker must decide whether a school is to be regarded as rural for the purpose of considering a proposal. In doing so the decision-maker should have regard to the department's register of schools – EduBase which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals****EARLY YEARS PROVISION 60/61** **Not applicable to these proposals**

(60). In considering a proposal to close a school which currently includes early years provision, the decision-maker should consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and should have particular regard to the views of the Early Years Development and Childcare Partnership.

(61). The decision-maker should also consider whether the new, alternative/extended early years provision will maintain or enhance the standard of educational provision for early years and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals****NURSERY SCHOOL CLOSURES 62** **Not applicable to these proposals**

(62). There is a presumption against the closure of nursery schools. This does not mean that a nursery school will never close, but the case for closure should be strong and the proposal should demonstrate that:

- plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity as the provision provided by the nursery school with no loss of expertise and specialism; and
- replacement provision is more accessible and more convenient for local parents.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

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BALANCE OF DENOMINATIONAL PROVISION 63/64 **Not applicable to these proposals**

(63). In deciding a proposal to close a school with religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.

(64). The decision-maker should not normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of relevant denominational places in the area. However, this guidance does not apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

COMMUNITY SERVICES 65 Not applicable to these proposals

(65) Some schools may be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social consequences. In considering proposals for the closure of such schools, the effect on families and the community should be considered. Where the school is providing access to extended services, provision should be made for the pupils and their families to access similar services through their new schools or other means.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO PROPOSALS TO CHANGE CATEGORY TO FOUNDATION, ACQUIRE/REMOVE A TRUST AND ACQUIRE/REMOVE A FOUNDATION MAJORITY GOVERNING BODY

STANDARDS 66/67/68 Not applicable to these proposals
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(66) Decision Makers should consider the impact of changing category to foundation and acquiring or removing a Trust on educational standards at the school. Factors to consider include:

- the impact of the proposals on the quality, range and diversity of educational provision in the school;
- the impact of the proposals on the curriculum offered by the school, including, if appropriate, the development of the school's specialism;
- the experience and track record of the Trust members, including any educational experience and expertise of the proposed trustees;
- how the Trust might raise/has raised pupils' aspirations and contributes to the ethos and culture of the school;
- whether and how the proposals advance/have advanced national and local transformation strategies;
- the particular expertise and background of Trust members. For example, a school seeking to better prepare its pupils for higher education might have a higher education institution as a partner.

(67) In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted or other inspectorates and a range of performance data. Recent trends in applications for places at the school (as a measure of popularity) and the local reputation of the school may also be relevant context for a decision.

(68) The government wants to see more schools benefit from the freedom to control their own assets, employ their own staff and set their own admissions criteria. However, if a proposal is not considered strong enough to significantly improve standards at a school that requires it, the decision maker should consider rejecting the proposal

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

COMMUNITY COHESION 69 **Not applicable to these proposals**

(69) Trusts have a duty to promote community cohesion. In addition to the factors outlined in paragraph 22, the decision-maker should also carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

GENERAL POINTS ON ACQUIRING A TRUST 70 **Not applicable to these proposals**

(70). For new Trust schools (foundation schools with a charitable foundation) the decision-maker must be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking to alter the religious character of a school or for a school to acquire or lose a religious character. These alterations cannot be made simply by acquiring a Trust;
- the necessary work is underway to establish the Trust as a charity and as a corporate body; and
- that none of the trustees are disqualified from exercising the function of trustee, either by virtue of:
 - disqualifications under company or charity law;
 - disqualifications from working with children or young people;
 - not having obtained a criminal record check certificate¹⁴; or
 - the Requirements Regulations which disqualify certain persons from acting as charity trustees.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

OTHER POINTS ON TRUST PROPOSALS 71 **Not applicable to these proposals**

(71). Additionally, there are a number of other factors which should be considered when adding or removing a Trust:

- whether the Trust acts as the Trust for any other schools and/or any of the members are already part of an existing Trust;
- if the proposed Trust partners already have a relationship with the school or other schools, how those schools perform (although the absence of a track record should not in itself be grounds for

regarding proposals less favourably);

how the partners propose to identify and appoint governors. What, if any, support would the Trust/foundation give to governors?

- to what extent the proposed Trust partners have knowledge of the local community and the specific needs of the school/area and to what extent the proposal addresses these; and
- the particular expertise and background of Trust members.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

GENERAL POINT ON REMOVING A TRUST 72 **Not applicable to these proposals**

(72) If a proposal is for the removal of a Trust, the governing body should consider the proposal in the context of the original proposal to acquire the Trust, and consider whether the Trust has fulfilled its expectations. Where new information has come to light regarding the suitability of Trust partners, this should be considered.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

SUITABILITY OF PARTNERS 73/74 **Not applicable to these proposals**

(73) Decision-makers will need to be satisfied of the suitability of Trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis what circumstances might prevent the reputation of a Trust partner being in keeping with the charitable objectives of a Trust, or could bring the school into disrepute. However, the decision-maker should seek to come to a balanced judgement, considering the suitability and reputation of the current/potential Trust. Decision-makers should seek to assure themselves that:

- the Trust members and proposed trustees (where the trustees are specified in the proposals) are not involved in illegal activities and/or activities which could bring the school into disrepute;
- the Trust partners are not involved in activities that may be considered inappropriate for children and young people (e.g. tobacco, gambling, adult entertainment, alcohol).

(74)The following sources may provide information on the history of potential Trust partners **(N/A)**

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

LAND AND ASSETS, WHEN REMOVING A TRUST/FOUNDATION MAJORITY 75/76 **Not applicable to these proposals**

75. When removing a Trust, the governing body is required to resolve all issues relating to land and assets before the publication of proposals, including any consideration or compensation that may be due to any of the parties. Where the parties cannot agree, the issues may be referred to the Schools Adjudicator to determine.

76. The Schools Adjudicator will take account of a governing body's ability to pay when determining any compensation. Therefore, all of these issues must be resolved by the point at which the decision is made and the amount of compensation due to either party may be a factor in deciding proposals to remove a Trust.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

FINANCE - WHEN REMOVING A TRUST/FOUNDATION MAJORITY 77 **Not applicable to these proposals**

77. Trusts are under no obligation to provide financial assistance to a school, but there may be instances where the Trust does provide investment. The well-being and educational opportunities of pupils at the school should be paramount, and no governing body should feel financial obligations prevent the removal of a Trust where this is in the best interests of pupils and parents.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

OTHER SERVICES PROVIDED BY THE TRUST WHEN REMOVING A TRUST/FOUNDATION MAJORITY 78 **Not applicable to these proposals**

78. Trusts may offer a variety of services to the school, such as careers advice, work experience placements, strategic partnerships with other schools, and access to higher education resources and so on. The damage to relationships and/or loss of any of these advantages should be weighed up against the improvements envisaged by a change in governance or the removal of the Trust

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS **Not applicable to these proposals**

Equality and community cohesion impact assessment –

Introduction : Equality, Diversity and Community Cohesion Impact Assessments

Equality, diversity and community cohesion impact assessments have been developed in Kirklees as a response to the duty to promote equality and cohesion.

Kirklees is required to meet the obligations of the Equality Act 2010 and the Public Sector Equality Duty 2011 and be able to demonstrate that full regard has been given to the Equalities Impact Assessment throughout the statutory process for statutory proposals including the decision regarding approval.

The approach is firmly grounded on the principles and values embodied in the Kirklees Children & Young People Plan

1 The Equality and Community Cohesion Impact Assessment Process for proposed changes to school organisation

- The framework for this equality and cohesion impact assessment is based on a model for educational policy proposals that originally came from the predecessor to the DfE.
- The framework addresses issues of positive or negative impact on any dimensions of equality and cohesion - disability equality, gender equality and ethnicity equality, religion and belief, sexual orientation and community cohesion.
- It also seeks to generate opportunities to promote equality and cohesion.
- It will be used to generate equality and cohesion impact assessments for proposed school organisation and category changes.

2 Equality and cohesion impact assessment statements

- The proposals are assessed for likely positive or negative impact on any dimensions of equality or cohesion using the statements below.
- If there is any negative or adverse impact, the assessment will examine how the proposals can be changed or modified, whether the impact can be minimised or where necessary how it can be justified.
- The proposals are assessed to ascertain where equality and cohesion can be promoted.

Equality and cohesion impact assessment statements

- A. A positive impact is explicitly intended and very likely.
- B. An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist.
- C. An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable.
- D. Adverse impact is unlikely, but positive impact is also unlikely.
- E. Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary.
- F. Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified.

Proposals for re-organisation of specialist provisions 2015:

Discontinue the 6 transitional places for children with Speech Language and Communication Needs (SLCN) at Flatts Nursery School Rawthorpe St.James (CE) VC I&N School and Rawthorpe Junior School. Reduce the number of transitional places for children with physical impairments from 16 to 5 across both schools.

	Impact Assessment	Reason for Impact	Details of People Impacted (e.g. BME community, wheelchair users, females etc)	Evidence (this may include statistics or data already collected)	Comments
Ethnicity	Adverse impact is unlikely, but positive impact is also unlikely.	It is expected that the ethnicity profile of all three schools would not change as a result of these proposals.	Children and young people aged 2 -11.	Cabinet decision report and appendices	
Community and Social Cohesion	Adverse impact is unlikely, but positive impact is also unlikely.	The proposals would have no adverse impact on community cohesion because no closure is being proposed as a result of these proposals. Please see main decision report for further information.	Children and young people aged 2 -11, and parents and local community	Cabinet decision report and appendices	
Religion/Belief	Adverse impact is unlikely, but positive impact is also unlikely.	The proposals would have no adverse impact on religion or belief, in particular Rawthorpe CE (VC) Infant and Nursery School would continue to remain a Church of England school.	Children and young people aged 2 -11	Cabinet decision report and appendices	

	Impact Assessment	Reason for Impact	Details of People Impacted (e.g. BME community, wheelchair users, females etc)	Evidence (this may include statistics or data already collected)	Comments
SEN, Inclusion and Disability	A positive impact is explicitly intended and very likely	<p>The proposals aim to ensure that the overall pattern of specialist resource provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences, in a safe environment where children and young people can thrive in buildings and provisions tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.</p> <p>Provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.</p> <p>Supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for children and young people.</p>	Children and young people aged 2 -11	Cabinet decision report and appendices	
Gender	Adverse impact is unlikely, but positive impact is also unlikely	The proposals would have no impact on gender. All three schools are co-educational and would remain that way should the proposals be implemented.	Children and young people aged 2 -11	Cabinet decision report and appendices	
Age	Adverse impact is unlikely, but positive impact is also unlikely	The proposals would have no impact on the existing age ranges at these schools. The current age ranges are not proposed to change as a result of these proposals.	Children and young people aged 2 -11	Cabinet decision report and appendices	
Sexual Orientation	Adverse impact is unlikely, but positive impact is also unlikely.	The proposals would have no impact on sexual orientation.	Children and young people aged 2 -11	Cabinet decision report and appendices	

	Impact Assessment	Reason for Impact	Details of People Impacted (e.g. BME community, wheelchair users, females etc)	Evidence (this may include statistics or data already collected)	Comments
Transport	Adverse impact is unlikely, but positive impact is also unlikely.	<p>The proposals would have no adverse impact on travel and accessibility for children attending the school. All three schools would remain open and the proposed reduction in the number of transitional places for children with physical impairments at the two Rawthorpe schools is an improvement to travel and accessibility because increasing numbers of children are able to receive outreach and other forms of support that meet their needs enabling them to stay in their local school.</p> <p>The absence of take up at Flatts Nursery School has led the proposal to move this resource to an area of greater need. Negative effects can be mitigated by providing this service via Thornhill Junior and Infant School, which is located two miles away from Flatts Nursery School. The Council's Early Years SEN Team can continue to provide this service to early year's settings.</p>	Parents and carers, children and young people aged 2 -11	Cabinet decision report and appendices	

EQUALITY SCREENING TOOL

This screening tool has been developed to assist you to make an initial assessment on the priority you may give to a proposal about, or review of a service, function, or policy in your area. It acts to indicate the likely impact this proposal could have on groups of people. Multiple proposals, or alternate options, can be run individually through this tool. It should be completed by someone who has knowledge of both the issue and the employees who will be carrying out the work. **[If you feel that there is likely to be a high impact then you can go straight to Stage 2 Document (Ensuring Legal Compliance)]**
LEVEL OF IMPACT Is an indication of the likely impact your proposal could have upon communities &/or employees.
GREEN = low; YELLOW = medium rising to - AMBER = high medium; RED = High;

RISK This is an indication of the chance of not being able to mount a successful defence if challenged.
GREEN = low; YELLOW = medium; AMBER = high medium; RED = High;
NB There is always a risk of challenge. A lack of evidence leads to a high score.

Directorate:
Children and Young People
Lead Officer:
Mandy Cameron
Officers responsible for Assessment:
Mandy Cameron/Rajesh Singh

Service:
Learning and Skills
Service Area:
Specialist Resource Provisions in main stream schools
Date of Review:
3rd March 2015

Impact Scores (max = 100)
30 and below - your proposal is likely to have little if any impact.
31 - 40 An EIA could be considered
41 - 54 your proposal is likely to have a wide impact. An EIA is advised
55 and above An EIA is STRONGLY advised

RISK (see above)
 Irrespective of the impact score; **IF risk background is GREEN less than 30%** then there is **likely to be sufficient evidence** demonstrate that **DUE REGARD has been taken.**

LEVEL OF IMPACT	RISK (%)
46	8

QUESTION No.	WHAT IS YOUR PROPOSAL?	type y or n	Comments (please explain your answer)
1	To withdraw a service, activity or presence	Y	Following re-organisation in 2011-2013, some further changes are necessary to continue to improve service delivery and outcomes for children and young people. Any reductions in transitional places would still meet demand and so the overall impact following change is considered to be minimal. At Flatts Nursery School there has been a lack of take up of transitional places for children with speech language and communication needs and this reflects parental preference for their local mainstream school. At Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School, the proposed reduction in the number of transitional places for children with physical impairments (from 16 to 5 across both schools) is being made because of a reduced demand for these places, this is due to the success of existing outreach support and also because of the increased levels of physical accessibility of mainstream schools in the borough.
2	To reduce a service, activity or presence	Y	
3	To introduce or increase a charge for Service	N	
4	To change a commissioned service	Y	
5	To introduce, review or change a policy or procedure	N	
6	To introduce a new service or activity	N	
7	Is this about improving access to, or delivery of a service.	Y	
8	Will you require supporting evidence on this issue	Y	
WHO WILL IT AFFECT?			
9	Does this affect Employees? If YES please list	Y	Staff resources from the provision at Flatts Nursery School will be amalgamated at the well-established unit at Thornhill J&I School. Surplus staff resources from the specialist resource provision at both Rawthorpe St. James CE(VC) I&N School and Rawthorpe Junior School has been absorbed within the main body of the schools.
10	Does this affect a <u>Single Ward or Locality ONLY</u>	N	
11	Does this affect most of Kirklees or its Residents	N	
12	Does this issue concern ANY Protected Characteristic Group.	Y	
13	Can you foresee a negative impact on any Protected Characteristic Group(s)? If YES please state what these could be.	N	
14	If IMPACT at this stage is less than 15 answer Y to this question	N	IF YOU CAN ANSWER YES HERE THEN DO NOT ANSWER ANY FURTHER QUESTIONS
TAKING DUE REGARD			
<i>Where consultation was needed:</i>			
15	Have you got any general intelligence (research, consultation, etc.)? If YES please list any related documents.	Y	The related documents are the report the Vulnerable Children's learning group, which sets out take up of specialist provision places and outreach for the previous twelve months. We have considered the PSED. The absence of take up at Flatts Nursery School has led to the proposal to move this resource to an area of greater need. The public can access decision reports through the Council's meetings page of its website. Negative effects can be mitigated by providing this service via Thornhill J&I. The Early Years SEN Team can provide this service to early years settings. The available resources from the proposed reduction in the number of transitional places across Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School schools will be reallocated to the other strands, where there is a greater need.
16	Have you got any specific intelligence (research, consultation, etc.)? If YES please list any related documents.	Y	
17	Have you taken specialist advice? (Legal, E&D Team, etc.). If YES please state.	Y	
18	Have You considered your Public Sector Equality Duty? Please provide a rationale	Y	
19	Can the Public access a "Decision Report"? If YES state where and how it can be accessed.	Y	
20	Can you mitigate any negative effect? Please state how	Y	
21	Do you have any supporting evidence? If YES please list the documents	Y	
22	Have you published your information? If YES state where.	Y	



ONLY IF your proposal is likely to have little or no impact upon groups and you are confident that you have evidence to support your proposal and this document. (RISK less than 30% [GREEN])
 1) Save this scoresheet;
 2) Complete and save a 'Front Sheet';
 3) Make sure you have gathered any supporting evidence documents and they are listed above
 4) SEND Electronic copies of this tool and a front sheet to equalityanddiversity@kirklees.gov.uk



IF your proposal is likely to have medium or above impact upon groups AND you are not confident that you have evidence to support your proposal and this document. (RISK greater than 30% [yellow, amber, red])
 1) Save this scoresheet;
 2) Proceed to Stage 2 document (Ensuring Legal Compliance)

EQUALITY IMPACT ASSESSMENT FRONT COVER

Service Details

Ref No.

(to be allocated by the equality and diversity team)

Directorate:	Service:
Children and Young People	Learning and Skills
Lead Officer:	Service Area/Team:
Mandy Cameron	SEN/Vulnerable Groups
Officers responsible for Assessment:	Date: March 2015
Mandy Cameron/ Rajesh Singh	

About the proposal

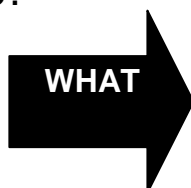
What are you planning to do?

Change/Reduce

Remove

Introduce or charge ®

Review



Service provision to the public

Policy

Employment Practice/Profile

Assessed level of Impact

High

Medium

Low

Budget Affected (no impact on budgets)

Capital

Revenue

How has this issue come about?

Budget Proposal

New funding/Grant Aid

Service Plan

Legal Duty

Loss/reduction in funding

Other (please state)

Lack of take up of transitional places for children with Speech Language and Communication Needs at Flatts Nursery School and reduced demand for transitional places for children with physical impairments across both Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School

Proposal detail (give a brief outline of what this is about – no max words)

Discontinue the 6 transitional places for children with Speech Language and Communication Needs (SLCN) at Flatts Nursery School

Consolidate staff and resources presently at Flatts Nursery School, to retain and improve specialist provision support across the primary sector in North Kirklees, and relocate at Thornhill J&I School.

Netherhall Learning Campus – Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School. Reduce the number of transitional places from 16 to 5 across both schools. Resources to be re-allocated to other areas of specialist resource provision, where there is a greater need.

Who is the proposal likely to impact?

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Age | <input type="checkbox"/> Marriage & Civil Partnership | <input type="checkbox"/> Religion & Belief |
| <input checked="" type="checkbox"/> Disability | <input type="checkbox"/> Pregnancy & Maternity | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Gender Reassignment | <input type="checkbox"/> Race | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Other (please state) – | | |

Which ward area(s) is this likely to affect? All

Have any of the following been completed? Y N

- | | | |
|-----------------------------------|-------------------------------------|--------------------------|
| Stage 1 Screening Tool | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Stage 2 Legal Compliance | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Stage 3 Customer focus assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Is the proposal likely to have an adverse impact on compliance with the Public Sector Equality Duty?

- | | Y | N |
|--|--------------------------|-------------------------------------|
| Ending Unlawful Discrimination, harassment & Victimisation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Promoting Equality of opportunity | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Foster Good Relations | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

List any supporting documents

Cabinet report -December 2014. Proposed changes to specialist resource provision.
Cabinet report - March 2015. Report on outcomes of non – statutory consultation on proposed changes to specialist resource provisions.
Cabinet Report - June 2015. Report on the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School

Authorisation

Sign off by lead officer (name)	Signature	Date
MANDY CAMERON		18 th May 2015

Sign off by Assistant Director (name)		Date
GILL ELLIS		18 th May 2015
Proposed Review Date		
September 2015		

Further Authorisation

Authorising Body	Signature	Date

EQUALITY IMPACT ASSESMENT STAGE 2 – ENSURING LEGAL COMPLIANCE

In what way does your current service delivery help to:	How might your proposal affect your capacity to:	How will you mitigate any adverse effects? <small>(You will need to review how effective these measures have been)</small>
End Unlawful Discrimination?	End Unlawful Discrimination?	
It ensures that children and young people with special educational needs and disabilities and their families have some provision to meet their specific needs.	It would increase provision for children and young people with SEN and their families in the types of SEN where there is a particular high need e.g. autism and older children with Speech Language and Communication Needs.	<p>The proposed re-allocated resources at Thornhill Junior and Infant School can still deliver outreach to early years settings, and the Early Years SEN team would continue to work across the Private Voluntary and Independent sector.</p> <p>The reduced number of transitional places at Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School have been determined by need and therefore five transitional places across both schools is now considered to be sufficient.</p>
Promote Equality of Opportunity?	Promote Equality of Opportunity?	
It ensures that children and young people with SEN and their families have access to some provision that can meet their needs.	It would provide additional capacity for children and young people with autism and their families. It would provide additional capacity for older children with Speech Language and Communication Needs (SLCN) and their families.	The review of places is considered to be sufficient, but there would continue to be support from all areas of specialist provision.

Foster Good Relations Between People	Foster Good Relations Between People	
It ensures that children and young people with SLCN and with Autism are able to access specialist support and receive early intervention.	It would increase the opportunity for children with Autism, physical impairments and SLCN to remain in their local school with access to specialist support.	We would continue to review take up of all services across the strands and use the resource flexibly.

Think about what you are planning to change; and what impact that will have upon 'your' compliance with the Public Sector Equality Duty (refer to [guidance sheet](#) complete with examples where necessary)



ONLY IF You are confident that there is little if any negative affect on your public sector equality duty and/or you have all the necessary evidence to support your proposal.

- Save this sheet for your own records
- Complete and save a front sheet
- Send this, a front sheet and your screening tool if you have completed one to equalityanddiversity@kirklees.gov.uk



- **IF** the proposal is likely to be high or medium/high impact on equality groups,

AND

- You do not have any supporting evidence needed for your proposal (such as consultation)
- Your proposal is likely to have a negative affect on your ability to comply with the Public Sector Equality Duty. Proceed to stage 3 Customer focus assessment.

EQUALITY IMPACT ASSESSMENT STAGE 3 – CUSTOMER FOCUS ASSESSMENT

Before you start make you may want to refer to the [background thinking](#) and the [stage 3 guidance](#) document for help with this section.

BACKGROUND INFORMATION

(set the context of what you want to do and why. Provide evidence of appropriate research and evidence to support your rationale)

It is considered that there are no adverse impacts arising from the proposals under this duty.

Following re-organisation in 2011-2013, some further changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals reduce the number of overall transitional places, which would still meet demand and so the overall impact following this change is considered to be minimal.

The absence of take up of transitional places for children with speech language and communication needs at Flatts Nursery School is because parents and carers have preferenced their local mainstream school. The Council's Early Years SEN team provides a broad range of support, including outreach for children with speech language and communication needs across early year's settings in North Kirklees and therefore it is considered that there is no negative impact from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposals for Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School which aim to reduce the number of transitional places for children with physical impairments across both schools demonstrates the increased accessibility in schools that is enabling children to receive the required level of support in their local main stream school and not a specialist resourced provision.

WHO IS LIKELY TO BE AFFECTED BY THE PROPOSAL AND HOW (think about barriers, access, effects, outcomes etc)

Equality Group (protected characteristic)	Direct or Secondary Impact (state)	Positive, negative or neutral effect (state)	Please explain Address each group individually.
Age	direct	Positive	There are still sufficient places for children with physical impairments, very young children with speech language and communication needs can access support from the early years SEN team.
Disability	direct	positive	With regard to children with physical impairments, many Kirklees schools are physically accessible which is supporting these children to remain in their local school, which has in part enabled a proposed reduction on the number of transitional places for children with physical impairments at Rawthorpe CE (VC) Infant and Nursery School and Rawthorpe Junior School.
Marriage & civil partnership	secondary	neutral	No issues
Pregnancy & maternity	secondary	neutral	No issues
Race	secondary	neutral	No issues
Religion and belief	secondary	neutral	No issues
Sex	secondary	neutral	No issues
Sexual Orientation	secondary	neutral	No issues

Other groups (e.g. carers (socioeconomic, travellers etc)	direct	positive	There will be a positive impact on families of children with autism.
Geographical Impact and/or community cohesion.	Secondary	neutral	No issues

CONSULTATION, ENGAGEMENT & PARTNERSHIP

How do you plan to consult? With who? Why?

All stakeholders – Children and young people and their parents and families of these three schools and in particular children attending a specialist resource provision. Staff at Rawthorpe CE (VC) I&N School and Rawthorpe Junior School and Flatts Nursery School. Governors at affected schools, all special schools, the local communities in which these schools are situated.

What were the results of the general consultation?

A non-statutory consultation was carried out in January and February 2015. Overall the consultation demonstrated a mixed level of support from the responses received.

What were the results of specific consultation?

The LA has completed a four week non-statutory consultation and this included meetings with staff and governors from Flatts Nursery School. The outcomes of this consultation were reported to Kirklees Cabinet on the 10th March 2015. There was board support for the proposals from these groups. During the four week statutory publication and representation period, no representations were received. Please see main decision report for further information.

Where is the evidence of consultation that you have undertaken?

A non-statutory consultation was carried out in January and February 2015. This provided the opportunity to key stakeholders including parents and carers and opportunity to discuss the proposals with officers from the Council. Consultation was supported by a bespoke consultation document that provided details of the proposals and a consultation response form. This document was sent to staff, governors, parents and carers of children attending the three schools and other key stakeholders including but not limited to ward councillors.

WHAT NEXT ?
What has happened as a result of the consultation?
The Local Authority has published statutory proposals and the proposals are to be decided by Kirklees Council Cabinet on the 2 nd June 2015.
What action will you now be taking? Detail any mitigation actions where necessary?
Should the proposals be approved the LA would continue to work with the three schools where necessary to implement the proposals.
How will any outcomes be monitored, reviewed, evaluated and promoted where necessary?
Should the proposals be approved for implementation then the LA would continue to work closely with Flatts Nursery School, Rawthorpe St. James (CE) VC I&N School and Rawthorpe Junior School. Relevant officers from the LA, including the Deputy Assistant Director for Vulnerable Children and Groups would continue to review the effectiveness of specialist resource provisions in Kirklees schools to ensure the desired outcomes are delivered for these children.
Any Additional Information
None



This is the end of the Equality Impact Process. By now you should have been able to clearly demonstrate and evidence your thinking and decision(s). An update sheet has been provided should you wish to add any information at a later stage. **IT SHOULD NOW BE PUBLISHED.**

- Save this document for your own records
- Complete and save a front sheet
- Use the EIA checklist to make sure you have done everything that is required.
- Send this, a front sheet, stage 2 document and your screening tool if you have completed one to equalityanddiversity@kirklees.gov.uk

UPDATE / REVIEW SHEET

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Name of meeting: Cabinet
Date: 2 June 2015

Title of report: EARLY REVIEW OF 2014-15 COUNCIL GENERAL FUND REVENUE OUTTURN

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	N/A
Is it in the Council's Forward Plan ?	Yes
Is it eligible for "call in" by Scrutiny ?	Yes
Date signed off by <u>Director</u> & name	David Smith
Is it signed off by the Director of Resources?	Yes
Is it signed off by the Acting Assistant Director - Legal & Governance?	No legal implications
Cabinet member Directorate	Resources

Electoral [wards](#) affected: All
 Ward councillors consulted: None

Public or private: Public

1. Purpose of report

Cabinet has requested that officers consider early opportunities as part of the 2014-15 final accounts process, to reduce future general fund capital borrowing requirements through a review of 2014-15 capital plan funding, and to maximise revenue reserves available to roll forward into future years to support the Council's Medium Term Financial Plan (MTFP).

Members are asked to endorse officer proposals contained within this report on :

- i) capital funding proposals in relation to short-life assets which will generate additional general fund treasury management revenue savings of about

£295,000 per annum from 2015-16 onwards (savings not anticipated in the Council approved MTFP 2015-18); and

- ii) maximising revenue reserves to roll forward to support 2015-18 MTFP, including the re-direct of existing reserves totalling £3m to support Journey to New Council (the £3m reserve re-direct proposal originally included as part of the Council approved MTFP 2015-18).

The finalised revenue outturn and capital outturn & funding positions for 2014-15 will be reported to Cabinet and Council in July 2014, through the annual revenue & capital outturn and rollover reports.

2. Key points

2.1 In-year revenue monitoring had indicated a forecast treasury management revenue underspend within Central Budgets, of £1.6m; in part due to higher than anticipated average cash balances resulting in a stronger cashflow, in part due to an underspend on corporately funded borrowing. The above underspend had been assumed in future year treasury management budget requirement as part of the Council approved 2015-18 MTFP. The outturn underspend was £1.8m.

2.2 In-year revenue monitoring also included a forecast contingencies revenue underspend within Central Budgets of £2.0m; agreed claw back of superannuation budgets from services in relation to reduced cash contribution to the West Yorkshire Pension Fund (WYPF) for the current year.

Further contingencies underspend totalling £4.1m has been released at year end, including :

- insurance fund surplus of £1.9m; Council self-insured claims in-year much less than anticipated, resulting in a year end surplus,
- contingency set-aside of £800k for pensions auto-enrolment, not used (anticipated in MTFP 2015-18 as a budget saving),
- Yorkshire Purchasing Organisation(YPO) year end dividend payment of £630k not anticipated in-year

2.3 Officers have identified £2.1m capital expenditure in-year which relates to short-life assets (IT and Transport), that could be funded from revenue; specifically £1.8m from treasury management underspend and £0.3m from the overall contingency underspend (sections 2.1 and 2.2 above).

2.4 As a result of the above, there will be a corresponding £2.1m reduction in planned borrowing requirement for these short-life assets i.e. borrowing over a 7 year time frame, and this will generate additional treasury management revenue budget savings for the next 7 years, from 2015-16, of about £295k per annum. This will then be factored into the annual MTFP re-fresh for 2016-19.

- 2.5 Directorates have incurred “one-off” £3m revenue costs in-year in relation to approved revenue rollover from 2012/13 and 2013/14. This would ordinarily be met from the Council’s earmarked rollover reserve. However, it is proposed that the £3m revenue costs be met from the overall contingency underspend set out in section 2.2 of this report. This will release an equivalent £3m from the rollover reserve which can be earmarked for a new reserve, as peer the Council approved 2015-18 MTFP, to support Journey to New Council.
- 2.6 The Council also incurred one-off staff redundancy costs in 2014-15 totalling £2.5m which ordinarily would be met by the Council’s earmarked workforce restructure reserve. It is proposed that the £2.7m costs can also be met from the overall Central Budget contingency underspend set out in section 2.2 of this report. This will then maximise the availability of the existing workforce restructure reserve to fund anticipated future redundancy costs over the 2015-18 MTFP.
- 2.7 Table 1 below gives an overview of the general fund revenue outturn position for 2014-15, after taking account of the capital funding and reserves proposals set out in this report :

Table 1; Summary general fund revenue outturn 2014-15

Description	Net Budget	Revenue Outturn	Variance
	£m	£m	£m
Directorates	260.4	256.1	(4.3)
Central Budgets	61.0	60.8	(0.2)
Sub-total	321.4	316.9	(4.5)
Ring-fenced Budgets*	2.7	1.5	(1.2)
Total	324.1	318.4	(5.7)

*energy, district committees and corporate priority budgets;
ring-fenced corporate budgets managed within Directorates

- 2.8 The general fund revenue outturn position indicates a net saving of £4.5m or 1.4%, against £321.4m revenue budget, across Directorates and Central Budgets.
- 2.9 The balance of £1.2m underspend relates to deferred spend commitments on ring-fenced budgets. It is anticipated that this underspend will automatically roll forward into 2015-16, leaving the remaining £4.5m net savings effectively for rollover consideration through the forthcoming 2014-15 revenue outturn and rollover report to Council in July 2015.
- 2.10 Table 2 below gives an overview of the general fund capital outturn and funding position for 2014-15, after taking account of the capital funding proposal set out in this report.

Table 2 ; Summary general fund capital outturn and funding sources 2014-15

	2014-15 £m
Capital Budget	107.4
Capital Outturn	60.5
Variance £m	46.9
Variance %	44%
Funding sources :	
Grant	27.3
Borrowing	23.8
Revenue contribution	4.4
Other funding contributions	5.0

2.11 Housing Revenue Account and Private Finance Initiative capital spend have their own ring-fenced capital funding arrangements outside the scope of general fund capital funding proposals considered in this report. They are therefore not included in Table 2 above, but will be incorporated into the overall 2014-15 Council capital outturn and rollover report for member consideration in July 2015.

3. Implications for the Council

The £295k per annum additional treasury management savings from 2015-16 onwards resultant from the capital funding proposal for short-life assets, will be factored into the annual re-refresh of the Council's 3 year MTFP, in preparation for 2016-19.

The impact on the prudential borrowing ratio (general fund) to net revenue stream is an estimated reduction of 0.1% per annum, to 13.09% by 2017-18 compared to current approved capital budget plans over the period.

A more detailed breakdown of the finalised 2014-15 revenue and capital outturn positions, including rollover proposals, will be presented to Cabinet and Council through July 2015.

4. Consultees and their opinions

This report has been prepared by the Director of Resources in consultation with Cabinet members.

5. Next steps

Cabinet members to take note of this report.

6. Officer recommendations and reasons

It is recommended:-

- i) that members approve the proposed revenue contribution of £2.1m to support capital funding of short-life assets in in 2014-15, with a corresponding reduction in planned borrowing, resulting in £295k treasury management savings over a 7 year period, from 2015-16 onwards;
- ii) that members note the above savings will be factored into the annual refresh of the Council's MTFP for the 2016-19 period;
- iii) that members approve the proposed use of reserves as part of the final accounts process 2014-15, including the re-direct of £3m existing rollover reserve to support Journey to New Council, and maximising the workforce restructure reserve available to support 2015-18 MTFP; and
- iv) members to note the impact of i) and iii) above recommendations on the overall general fund revenue outturn and capital outturn positions for 2014-15, to be reported to Cabinet and Council through July 2015 including 2014-15 rollover considerations.

7. Cabinet Directorate holder recommendation

The Directorate holders support the officer recommendations.

8. Contact officer and relevant papers

Eamonn Croston, Strategic Council Finance Manager

01484 221000
(74231 internal)

9. Director responsible

David Smith, Director of Resources

01484 221124
(72300 internal)

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Name of meeting: Cabinet

Date: 2nd June 2015

Title of report: Quarter 4, 2014/15 Corporate Performance Report

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Is it in the Council's Forward Plan?	Not applicable
Is it eligible for call in by Scrutiny?	Not applicable
Date signed off by David Smith, Director of Resources	19 th May 2015
Is it signed off by the Director of Resources?	Yes
Is it signed off by the Assistant Director - Legal & Governance?	Not applicable
Cabinet member portfolio	Resources

Electoral [wards](#) affected: Not applicable

Ward councillors consulted: Not applicable

Public or private: Public

1. Purpose of report

The report provides Cabinet with an overview of the Council's performance in relation to the Corporate Plan and Service Delivery Plans for 2014/15 as at the end of Quarter 4.

2. Key points

2.1 Summary

The quarter 4 Corporate Performance report is submitted and is produced based upon the following:

- a) An overall summary of the performance information submitted from services and subject to evaluation and challenge by the Corporate Performance Team.
- b) The production of detailed draft Directorate reports highlighting (Escalations, risks and good performance) then subjected to further challenge and approval by Directorate Management Teams.
- c) Identified organisational Cross Cutting themes based on the analysis and challenge.
- d) A summary of the outcomes and achievements of our 2014-15 delivery plan actions in relation to our 2 key strategies (JHWS and KES). (See Appendix A)

3. Implications for the Council

This is the fourth quarterly performance report for 2014/15 showing progress against the Council's Corporate Plan and Service Delivery Plans for 2014-15

4. Consultees and their opinions

It has been considered in draft form by Directorate Management Teams, prior to presentation to the Executive Leadership Group.

5. Next steps

The report will be published on the Council's web site. Overview and Scrutiny Management Committee will also receive the report (date to be confirmed).

6. Officer recommendations and reasons

It is recommended that the report is noted.

7. Cabinet portfolio holder's recommendations

Portfolio Holders agreed the provision of quarterly performance reports to Cabinet.

8. Contact officer and relevant papers

Directorate Performance Lead Officers:

- Saf Bhuta (Adult Services)
- Sue Grigg, (Children's Services & Public Health)
- Nick McMillan (Place)
- Clare O'Regan (Resources & Communities and Transformational Change)

9. Assistant director responsible

Phil Deighton, covering for Assistant Director for Financial Management, Risk and Performance (vacant post) Telephone 01484 22 1027

Introduction

The quarter 4 Corporate Performance Report summarises escalations and risks and good performance. These are identified from detailed directorate performance reports which have been evaluated at Directorate Management Team. It is shared with Council Management Board. The data is gathered from performance updates for the 9 Service Delivery Plans, which comprise 141 headline action commitments and 149 performance indicators. This report in full is divided into the following sections:-

1. Report Summaries and Cross Cutting Themes (Pages 1-2)
2. Community Commitments (Pages 3-4)
3. Corporate Health (Pages 5-6)
4. Core Performance Indicators (Pages 7-11)
5. Directorate Summaries (Escalated Issues - Good Performance and Areas of Risk) (Pages 12-15)

The major highlights from each of these sections are set out below. The approach taken in this overview is to highlight those commitments which are either off track or at risk. The report in full sets out many areas where there has been significant progress and where performance targets have been exceeded. As a very high overview, 60% of performance commitments are deemed to be on track, 15% are deemed Off track and 25% rated as at risk.

Cross Cutting Themes

At quarter 4 there were 8 cross cutting themes that arose from performance analysis. These are as follows:-

Children & Adolescents Mental Health Services (CAMHS) - CAMHS services continue to be an issue mainly around timeliness of access to services for LAC and children and young people who need it. This is subject to increased senior management focus and actions with providers. A new CAMHS task force report and recommendations are in place to be implemented. [CHP009, FSP006]

Deprivation of Liberty Safeguards (DOLS) - As in other local authorities, significant pressures and/or potential risks are being experienced across the whole system in relation to Deprivation of Liberty applications processing. The increase from last year is now at 600%. A number of new actions are being taken to respond to this, but this will continue to be high risk, high pressure work for the foreseeable future, with considerable resource implications, including legal services support. There is a significant impact on service user assessments and reviews, with waiting times remaining below target. This issue was flagged in the previous Quarter. [CHP003, SCW003, KI 159, KI 206, LG001]

ICT - There are two specific issues to highlight. First, capacity issues around service technology upgrades impacting on service delivery. Second, implementation of SAP, particularly business intelligence.

During this year there have been unprecedented requirements for technological upgrades. The requirement to upgrade has had a consequential effect on service delivery which has meant downtime in some areas - e.g. system downtimes for Housing Benefits and delays, Building Services mobile technology, pressures on forward planning in Services with ICT upgrades to come in the next financial year. This has been a particular issue around SAP, with downtimes resulting from patch updates and the functionality of BI-IP. Where downtime has been identified the IT team have responded well in getting services back up and running, including the setting up of a multi-disciplinary SAP Steering Group. However, it is recognised that this is not ideal. Work continues with CGI to develop business intelligence reports with HR and Finance identifying the reports for priority. Third party supplier (external suppliers) issues have delayed progress in several areas - channel shift, contact centre software, migration to new network. IT has been addressing the quality of relationships with external suppliers to ensure effective delivery over the course of the year. [CE010, FP005, FP009, PRP006, PRP009, LS004, KI 076, KI 140a, KI 147a, KI 148, KI 449]

Service Digital Improvements - There are a number of instances of good practice in relation to electronic forms of service access and delivery. More than 90% of service users are now on Self Directed Support. 99% of new housing benefit claims are now made on line. Work with OLM and Connect to Support has progressed to the point where we will be testing the integration hub in April, which will enable and support the on line transactional functions of assessment, financial assessment, support planning and review. The first release of online housing repairs went live in Q4 and is exceeding the efficiency target set. [SCW007, CHP009, CE010]. Two performance indicators were put in place this year to measure channel shift (proportion of web transactions & payments taken at first point of contact in KD). No performance data has been reported against them. Further development is required and into early Q1 in the new financial year. [KI 471, KI 473]

Vibrant Towns (Huddersfield & Dewsbury) - Progress is being made in terms of our plans for vibrant towns. However, there are a number of issues in respect of Dewsbury. On the plus side, the Dewsbury Townscape Initiative is making steady progress. The first grant has been approved by the Board and is due to be considered at Cabinet in April. Feasibility work on Pioneer House is nearing completion. Dewsbury Country Park continues to progress well with work taking place on car parking and access facilities. The Project also continues to achieve well on community engagement targets and priorities. However, Dewsbury Museum remains severely hampered due to the room closures associated with the outstanding ceiling repairs since 2013. Dewsbury Town Hall's income is down on target for the year. [IR003, IR005, CE004, KI 190]

Social Value - 58% of all contracts worth over £20k awarded by the Council were subject to a social value assessment and social value guidance is being used in procurement, including in tenders, evaluations and contracts. A Social Value Action Plan is currently being developed. Actions will include the development of Social Value KPI's. We now have a Cabinet approved Social Value Policy which is being actively used by services and partners. However, there has been some slippage on social value activities due to capacity and competing priorities along with partnership working with outside bodies. [PRP001, CL009, KI 448]

Community Engagement - There are three performance indicators that measure community engagement and all three are under target for the year. Community initiatives delivered is at 900 against a target of 977. Community groups supported is at 347 against a target of 400. Number of community groups developed is at 51 against a target of 65. Overall, this is due to changes in direction of the work programme of the team, delivering more intensive work, over longer periods of time, which means the volume of delivery has been less than was predicted. [KI 380, KI 381, KI 382]

Housing Supply - The net increase of dwellings for the year stands at 1,036 dwellings and this is significantly under the target figure of 1,700 dwellings (a stretch target from the original LDF). There has also been a slowdown in the supply of affordable homes against plan, as a number of registered provider schemes will not now complete until the new financial year. We have achieved 180 affordable homes against a target of 248. [KI 129, KI 130].

Community Commitments

At the close of Quarter (4), of the 20 Community Commitment, 12 are On Track, 2 are Off Track and 6 are At Risk. In overview, in comparison to the position at the close of Quarter (3), the number of Community Commitment indicators deemed as good performance has increased from 9 to 12 indicators - movement from 'off track' to 'on track' through the course of Quarter (4). However, there has also been an increase of Community Commitment indicators that are deemed as at risk, from 3 indicators at the close of Quarter (3) to 6 indicators at Quarter (4). The 'At Risk' indicators are as follows:-

KI 444 All young people leaving council care will be in employment, education or training, (The percentage of young people who were looked after when aged 16 who were not in education, employment or training when aged 18, 19, 20 or 21).

Particularly 19 and 21-year olds experiencing additional issues in comparison to the general population in the context of overall youth employment issues

KI 433 We will increase the number of jobs created as a result of Council interventions

An issue of Leeds City Region funding coming to an end with no replacement in this financial year

KI 130 We will increase the number of new public sector and housing association properties available in the district by a total of 248 properties

A shortfall against target, the result of third party provider delays in handovers

KI 448 All contracts worth over £20k awarded by the Council will explain the positive benefits to the Kirklees economy (measured as a percentage)

A shortfall on the ambitious target, achieving 58% against a target of 100% - though, that 58% equates to £22.4m worth of Council procurement

KI 449 We will increase our spend by over 50% with businesses that have a positive impact upon the Kirklees economy (measured as a percentage)

An issue of reporting, that SAP is unable at present to bring out the data in the way in which it is needed for this particular purpose - to be addressed in 15/16

KI 455 We will increase the number of council houses that have a solar panelled system installed by 1,000 properties

Programme delivery was rescheduled in order to facilitate compliance with EU procurement for the supply of solar panels and a new target of 50 installations during 2014/15 - work has started on 3 sites with 80 properties having solar panels fitted by year-end

For full details see pages 3 & 4.

Corporate Health & Employee Commitments

There are 19 Corporate Health PIs and Employee Commitment Measures of which 11 are on track, 4 which are off track and 2 are counts rather than assessed against targets. There is one "at risk" Corporate Health PI" and one "at risk" Employee Commitment Measure.

The 4 corporate health indicators that are off track give no cause for concern. Two of them - council tax collection and business rate collection - can only report the figures up to the end of February and the comfortable prediction is that both will exceed targets when end of year data collection is completed. For another, proportion of Revenue Budget spent, the position is amber as a result of a £7.7m underspend (2.3% of the total budget). However, this can also be judged as a stable set of financial figures, no where near an overspend. The final off track indicator, staff visibly respecting the communities they serve, the figure reported is a baseline only as it is the first year of measurement. This means there is no target, hence the Amber rating.

The two at risk indicators are summarised as follows:-

KI 125a Proportion of capital budget spent - underspend/slippage. [£million]

The forecast RAG for this PI is "red" reflecting that outturn variance may be 20% higher than projections reported at Quarter 3 which implies actual variance at year end could be around 35% of the capital budget, i.e. a variance of £47m. It is noted that majority of variance relates to slippage rather than scheme underspends. As part of the capital roll over process the underspend will be analysed in order to identify any uncommitted resources that could potentially be used to reduce corporate borrowing costs.

CL009 Policies and practices that reflect our commitment to social productivity and social value

The approved Social Value Policy is being used by commissioners when they set their commissioning priorities. Procurers are using the Procurement Guide to incorporate social value into contract processes. Some slippage is reported due to capacity and competing priorities. There are a number of areas of work being carried into 2015/16.

For full details see pages 5 & 6.

Core PI Performance

Off the 80 Core Performance Indicators, 51 are on track, 10 are off track and 19 are at risk. In broad terms, the one that are off track do not give cause for concerns because 8 of the 10 off track indicators are reporting predicted improvement to on track status either when full data is available for a year end result or as the indicators is carried forward into the first quarter of the new financial year. However, the 19 at risk indicators equates to just short of 25% of the total core PI commitments. These at risk indicators are listed below:-

- KI 166 Mental Health Service Users Living Independently
- KI 206 Clients Receiving a Review:
- KI 045 Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time
- KI 069 Rate of proven re-offending by young offenders. (Number)
- KI 223 First time entrants to the Youth Justice System aged 10-17 years. (Nos. Per 10,000
- KI 392 The average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (Days)
- KI 444 All young people leaving council care will be in employment, education or training
- KI 458 The percentage of Young People on an Order to the YOT who are in full-time education/training/employment at the end of their intervention
- KI 016 Reduction in the number of schools where fewer than 40% of pupils achieve 5 or more A*-C Grades at GCSE or equivalent including English and maths and below the national medians for KS2-KS4 Progress
- KI 028 Key Stage 4 attainment for black and minority ethnic groups at 5 A*-C including English and Maths - Asian/Asian British - Pakistani (APAK)
- KI 072 Number of households living in temporary
- KI 105 Deaths registered within 5 days [%] .
- KI 470 Total cases processed (KD and phones) on eforms (automated into back office systems) at first point of contact (E.g., CT, benefits and NDR etc.
- KI 471 Payments taken on Council Tax, Debtors and Business Rates at first point of
- KI 473 Total number of WEB transactions compared to phone and face to face
- KI 476 Number of enquiries through mediated and assisted self-service compared to previous year (library and Information Staff) .
- KI 366 Percentage of Data Protection information requests replied to within 40 calendar
- KI 381 Number of current community groups supported (by Community Engagement
- KI 385 Attendances at sport and physical activity opportunities .

For full details see pages 7 to 11.

Community Commitment Measures - Quarter 4 2014/15

Community Commitment Measures

Our Council will	Ref.	Definition	Q3 Figure	Q4 Figure	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	DOT	Year Target	Status Criteria	Performance Report Summary
Champion rights of vulnerable people to make it possible for everyone to reach their potential	K1 165	We will support 120 people with learning disabilities into employment, an improvement of 9% on 2013/14. (% of Adults with learning disabilities in employment)	83	88	A	AG	G	↑	10.7	On Track	Q4 performance equates to 8.8% against a target of 10.7% . Work ongoing to collate a complete set of data and information from all employment providers for year-end reporting purposes. Early data indications to this measure are positive hence confident forecast. Green rating.
	K1 444	All young people leaving council care will be in employment, education or training. (The percentage of young people who were looked after when aged 16 who were not in education, employment or training when aged 18, 19, 20 or 21).	42	51.8	G	R	R	↓	100	At Risk	It is the outcome at age 19 and particularly 21 that is affecting the overall outcome of the indicator. National economic situation has increased youth unemployment nationally. Service is being proactive in supporting its Care Leavers with each young person allocated a Personal Advisor and access to dedicated Careers Advice. This will remain a focus for the Service.
	K1 457	We will increase the number of cases where homelessness has been prevented or relieved (cumulative figure over the year)	430	444	G	G	G	NULL	1600	On Track	This indicator is a quarter lagging. Therefore, we are looking at the combined totals for Quarters (1) to (3). Cumulatively, the total stands at 1,331. The year-end target is 1,540, with a quarter yet to be reported. It is predicted that we are highly likely to exceed target when Quarter (4) figures are added.
Help businesses succeed and create jobs	K1 432	We will work with businesses to create 114 new apprenticeship opportunities for young people aged 16 - 24 in the district. (Number of Apprentice starts with new SME employer (HUB))	111	52	G	G	G	NULL	114	On Track	The Kirklees Apprenticeship Hub has achieved 230 apprenticeship starts up until Feb 14 - with a further 84 in the pipeline. In comparison, to other City Region authorities Kirklees is performing very well. The target was to achieve 114 apprenticeship starts. With this target significantly exceeded, the RAG is Green.
	K1 433	We will increase the number of jobs created as a result of Council interventions (A2F, LCR, etc)	-30	68	A	R	R	NULL	250	At Risk	At the end of Q4 we have 176 total jobs created for the year. This is significantly under the expected target of 250 additional jobs. As was highlighted at the close of Quarter (3), the LCR Business Growth Fund has been drawn to a close. Added to this, there wasn't a replacement Business Deal2, as had originally been thought.
	K1 437	We will secure £4 of investment from the private sector for every £1 of business support investment by the Council (measured as £m)	1.7	3.4	G	G	G	NULL	10	On Track	Our target is to achieve £10m of private sector match investment, set against a public sector funding of £2.5m (which is made up from Kirklees Council budget allocation and funding accessed from other public bodies). At year end we have exceeded our target, reaching a combined total of £10.8m of private sector match funding against the £2.5m public sector investment.
	K1 462	We will increase the number of apprentices within the Council workforce from 92 to 110	0	6	A	AG	AG	NULL	110	On Track	6 new apprentices started in Q4 making the total for the year to 107 against the target of 110. Apprentices leave as they move into employment outcomes and as reported in Q3, more of our apprentices have secured jobs earlier than predicted.
	K1 464	We will publish local unemployment statistics to provide context to local economic conditions [number of times a year]	4	2	G	G	G	NULL	11	On Track	Unemployment figures have been published. The unemployment total for Kirklees in February 2015 was 7,220 or 2.7% of 16-64 year old population (England 2.0%). This represents a decrease of 63 on the previous month.
Increase the number of good quality, safe and affordable homes	K1 130	We will increase the number of new public sector and housing association properties available in the district by a total of 248 properties. (Number of affordable homes delivered (gross)).	11	53	R	R	R	NULL	248	At Risk	We delivered 174 affordable new homes. This was short of the target set at 250. Site conditions and project delays have meant that some units are delayed on both the Healey estate and Denham. Q1 in 15/16 is due to deliver a further 24 properties.
	K1 446	We will increase the number of private residential units in Huddersfield and Dewsbury Town Centres	29	58	G	AG	G	NULL	125	On Track	120 of the residential units have now been delivered and those remaining are close to completion and the majority will be finished in April 15. We are expecting some final handovers before the end of April that will bring us up to the target of 125.
Promote a healthy lifestyle for everyone and help people take part in our community	K1 252b	We will reduce the number of obese children at the end of Key Stage 2 (i.e. the school year in which they reach the age of 11) from 32% to 30%.	32.5	32.5	A	A	A	↔	30	Off Track	Data for this indicator was released at Q3. A programme is outlined for 2014/15 measurements for Year 6 with letters for Head teachers issued Easter. School nurses are continuing to refer families to the Start Programme. Kirklees, FINE, Start and FLP are working in partnership to develop a Family Behaviour Programme targeting women of a child bearing age, fathers and in areas of high deprivation.
	K1 466	We will increase the number of community based organisations which the Council is engaging with	498	449	A	A	A	↓	0	Off Track	The number of organisations engaged with was slightly lower this quarter. Performance is reported a quarter in arrears so this relates to Q3 activity. The total number engaged with to date is 851.
	K1 467	We will increase the number of people aged 50 or over in council-commissioned activity programmes	4683	8304	R	G	G	↑	6890	On Track	Performance of 8,303 is good and shows the expected seasonal improvement after quarter 3.
Publish how well it is doing at providing services that we buy and provide	K1 465	We will publish annual and quarterly revenue, capital and performance monitoring reports throughout 2014/15. [number of reports a year]	6	5	G	G	G	NULL	18	On Track	The reports taken through the appropriate monitoring and governance routes were revenue and capital monitoring, corporate performance, capital plan, and the revenue budget and treasury management strategy.
Strive to buy goods and services from local businesses that provide value for money	K1 448	All contracts worth over £20k awarded by the Council will be subject to a social value assessment which will explain the positive benefits to the Kirklees economy (measured as a percentage)	48	58	A	R	R	↑	100	At Risk	We reached a figure of 58% of eligible contracts have been subject to a social value. This is a significant step forward but falls short of our target of 100%. A Social Value Action Plan is currently being developed to further roll out Social Value. Actions will include the development of Social Value KPI's and a 'Quick Guide' to implementation of Social Value.
	K1 449	We will increase our spend by over 50% with businesses that have a positive impact upon the Kirklees economy (measured as a percentage)	19.87	Not available	A	R	R	NULL	50	At Risk	In effect, this is a data system issue. SAP reporting only captures spend through SAP which is only a third of Council spend. Therefore, the recorded figure is only 18%, significantly short of the 50% target. The actual figure will be much higher. Work will progress next year to resolve SAP reporting issues.
Tackle anti-social behaviour and the fear of crime	K1 188	We will reduce the percentage of residents who feel there is a problem with anti-social behaviour in their local area from 14% to 11% over 3 years	10	11	G	G	G	↓	11	On Track	This PI shows that positive outcomes are being achieved. It is on target at 11% and remains better than performance for West Yorkshire. Rural areas show the strongest performance.
	K1 468	Through our Stronger Families Programme we will identify, work with and turn around the lives of families who are causing anti-social behaviour (Measure - No. of families)	69	42	AG	AG	G	NULL	245	On Track	Performance YTD is based on 224 families (cumulative) (with ASB/Youth crime) turned around for the year which represents 91.4% of the annual target, this does not represent the full year effect since our next PBR claim covering the whole 2014/15 year will be in May hence the programme is on track to meet its commitments to this indicator.
Work with people to increase their income and reduce their cost of living	K1 455	We will increase the number of council houses that have a solar panelled system installed by 1,000 properties	0	80	R	R	R	NULL	1000	At Risk	Programme delivery was rescheduled in order to facilitate compliance with EU procurement for the supply of solar panels and a new target of 50 installations during 2014/15 was reported in Q2. Work has started on 3 sites with 80 properties having solar panels fitted by year-end.
	K1 463	We will increase the value of monetary gain to residents resulting from benefit advice and keep track of the numbers of people given advice. [£million]	5,088	Not available	G	G	G	NULL	17	On Track	This exceeded the target for the year during quarter 3. Year-end data was not yet available at the time of reporting.

Overall Performance Analysis

The current Performance Status of the Community Commitment Indicators is as follows:

Number of Community Commitment Indicators with **Data Not Available** = None
 Number of Community Commitment Indicators **On Track** = 12
 Number of Community Commitment Indicators **Off Track** = 2
Total Number of Community Commitments Indicators **At Risk** = 6
 Number of Community Commitments Indicators = 20

At Quarter 4 there are 12 Community Commitment indicators deemed as Good Performance and 6 At Risk.

In overview, in comparison to the position at the close of Quarter (3), the number of Community Commitment indicators deemed as good performance has increased from 9 to 12 indicators - movement from 'off track' to 'on track' through the course of Quarter (4). However, there has also been an increase of Community Commitment indicators that are deemed as at risk, from 3 indicators at the close of Quarter (3) to 6 indicators at Quarter (4). This 'at risk' indicators are as follows:-

KI 444 All young people leaving council care will be in employment, education or training. (The percentage of young people who were looked after when aged 16 who were not in education, employment or training when aged 18, 19, 20 or 21).
Qtr4 Update: The breakdown of NEET status at each age point is as follows: Age 18 = 41.7%; Age 19 = 55.6%; Age 20 = 42.0%; Age 21 = 67.2%. Therefore it is the outcome at age 19 and particularly 21 which is affecting the overall outcome for this indicator. The national economic situation has increased youth unemployment nationally and this cohort of young people experiences additional issues in comparison to the general population. However, the Service is proactive in the way it supports its Care Leavers with each young person having an allocated Personal Advisor and access to various types of support. In addition to the improvements detailed in earlier commentaries, we are enhancing the support to care leavers seeking education, training and employment via a new post of Careers Advisor within the service to work alongside existing provision in this area. The service has also been successful in a bid to the Transformation Challenge Award for £400k to set up a peer mentoring service for Care Leavers, starting from early 2015/16. This will remain an area of focus for the Service.

KI 433 We will increase the number of jobs created as a result of Council interventions (Current RAG - Red , Forecast RAG - Red)

Qtr4 Update: At the end of Q4 we have 176 total jobs created for the year. This is significantly under the expected target of 250 additional jobs. As was highlighted at the close of Quarter (3), the LCR Business Growth Fund has been drawn to a close. Added to this, there wasn't a replacement Business Deal2, as had originally been thought. There are an additional 3 jobs pending for Business Growth Fund.

KI 130 We will increase the number of new public sector and housing association properties available in the district by a total of 248 properties (Current RAG - Red, Forecast RAG - Red)

Qtr4 Update: A key reason for this outturn was the delay of units being delivered on the Healey estate which is being constructed for Home group by ESH. Site conditions and project delays have meant that some units are delayed and Home group are clawing back from the contractor. 14 units have recently been taken. We also have the works progressing at Denham although these will not fully handover until later in the year. Q1 (2015-16) is heading for 42 units; 23 of which will come from Home group at Healey. A further 4 are scheduled at the end of June.

KI 448 All contracts worth over £20k awarded by the Council will be subject to a social value assessment which will explain the positive benefits to the Kirklees economy (measured as a percentage)

Qtr4 Update: A Social Value Action Plan is currently being developed to further roll out Social Value. Actions will include the development of Social Value KPI's and a 'Quick' Guide' to implementation of Social Value. By way of context, this equates to a combined total of £22.4m worth of procurement having undergone social value assessment.

KI 449 We will increase our spend by over 50% with businesses that have a positive impact upon the Kirklees economy (measured as a percentage)

Qtr4 Update: SAP reporting only captures spend through SAP which is only a third of Council spend. Work will progress next year to resolve SAP reporting issues. The Social Value case studies help demonstrate the businesses we contract with that have a positive impact on the local economy.

KI 455 We will increase the number of council houses that have a solar panelled system installed by 1,000 properties (Current RAG - Red, Forecast RAG - Red)

Qtr4 Update: As is the case for the three previous Quarters, the RAG is Red. Programme delivery was rescheduled in order to facilitate compliance with EU procurement for the supply of solar panels and a new target of 50 installations during 2014/15 was reported in Q2. A new procurement framework was approved in January 15. Following consultation with local ward members and tenants, work started on 3 sites with 80 properties having solar panels fitted by year-end. Northern Power Grid have now given approval for 1,114 properties and work will continue during 2015/16 to ensure that the 1000 target is achieved, if not exceeded.

Corporate Health Report

Corporate Health Indicators

Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria	Corporate Health Commentary
KI140a	Sickness Absence - Number of sick days lost per full time equivalent (FTE) employee	12.18	10.56	↑	R	AG	AG	10	OnTrack	There has been a challenge extracting the data from SAP manually to use in the calculation, pending completion of BI reports from SAP. This is now reported to be resolved. The change in performance is related to improved data accuracy rather than changed rates of sickness.
KI022	Rent collected by the local authority as a proportion of rents owed on Housing Revenue Account dwellings (measured as a percentage)	97.2	97.5	↑	G	G	G	96	OnTrack	Reported figure is data to the end of February 2015 only, therefore 1 month lagging. Performance compares favourably with the same point last year (96.7%) reflecting additional staff resources recently devoted to this work.
KI082	Percentage (proportion) of Council Tax collected (cumulative % data).	26.3	23.57	Cumulative	G	RA	G	94	OffTrack	While this shows as "red/amber" at the end of Q4, this was using data to the end of February. Full year figures (95.18%) exceed the target of 94%.
KI084	Proportion of business rates collected (cumulative % data)	23.72	23.24	Cumulative	G	R	G	96.5	OffTrack	While this PI shows "red" at the end of Q4, this was using data to the end of February. Full year figures (96.65%) exceed the target of 96.5%.
KI089	% of Debt Raised collected within 60 days	81.81	86.32	↑	G	G	G	80	OnTrack	The target has been exceeded. HD-One are operating effectively and improved automation has been achieved via SAP.
KI1253	Housing benefit caseload. [number]	32152	32057	Count	AG	AG	AG	0	OnTrack	Count - Housing benefit caseload in quarter 4 was slightly lower than in quarter 3.
KI406	Council tax reduction caseload. [number]	40148	39656	Count	AG	AG	AG	0	OnTrack	Count - Caseload as at 04/03/15 was 39,856 - Household vulnerable 3,158, Pensionable 15,712, Vulnerable (e.g. those eligible for severe disability premium or enhanced disability premium) 6,300 Work age other 10,152.
KI088	Proportion of Revenue Budget spent (NB underspend unless shown otherwise in quarterly performance comment) [£million]	3.3	7.7	NULL	Not Due	A	A	0	OffTrack	At month 11 (end of February) there is a reported underlying position of a net underspend of £7.7 million, or 2.3% against the £324.1 million net controllable budget.
KI125a	Proportion of capital budget spent - underspend/slippage. [£million]	16.4	19.5	↓	Not Due	G	R	19.3	AtRisk	The outturn variance may be 20% higher than projections reported at Quarter 3 which implies actual variance at year end could be around 35% of the capital budget, i.e. a variance of £47m. It is noted that majority of variance relates to slippage rather than scheme underspends.

Employee Commitment Measures

Service	Ref.	Definition	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Status Criteria	Employee Commitment Commentary
Communities and Leisure	KA14/15CL009	We will have policies and practices that reflect our commitment to social productivity and social value	↓	A	RA	RA	AtRisk	The Social Value Policy is being used by commissioners when setting commissioning priorities & procurers are using the Procurement Guide to incorporate social value into contract processes. Some slippage is reported to be due to capacity and competing priorities. Some areas of work being carried into 2015/16
	KA14/15CL010	We will engage and consult our residents at least twice per year	↔	G	G	G	OnTrack	During 2014-15 we have consulted residents on the council's budget twice. Findings went to Council in January. Two additional service-specific consultations on libraries and school transport started during Q4. We have also continued to use our E-panel for consultation throughout 2014-15.
	KA14/15CL011	We will actively support different models of providing services	↑	A	G	G	OnTrack	Support continues for the Dragons Den winners and finalists in developing their ideas and for teams across the council looking at options for delivering differently. A programme of training has been commissioned and delivered over Q3 and Q4.
	KA14/15CL012	Our staff will visibly and obviously respect the communities they serve	↔	A	A	A	OffTrack	An E-panel survey tested this in Q3 with results out in Q4. The overall average positive score was 56%. When responses from those that say they haven't had contact with council staff in the last 12 months are excluded, the overall average positive score was 63%. This provides a baseline figure for future surveys.
	KA14/15CL013	We will develop emotionally intelligent managers so that they actively encourage innovation and creativity	↔	G	G	G	OnTrack	Progress made over 2014/15 in developing emotionally intelligent managers through the launch and take-up of initiatives including Behaviours and the Ideal Manager and Leader programme.
HR & Communication	KA14/15SS005	We will listen and take action when our staff tell us what they think in our bi-annual Pulse surveys	↔	G	G	G	OnTrack	The March 2015 Pulse Survey closed on 27 March. In response to previous Pulse Survey results we have promoted successes and positive news stories so that more employees feel proud to work for Kirklees Council.
	KA14/15SS006	We will adapt our conversations with staff, appraisals and HR policies to support employees with the right attitudes	↑	AG	G	G	OnTrack	Appraisal has been launched and is starting to become embedded linked to Behaviours and Ideal Manager and Job Profiles.
	KA14/15SS007	We will value those employees who demonstrate the agreed behaviours and values	↑	AG	G	G	OnTrack	Behaviours have been launched across the council with value of Behaviours being shown through Appraisal. Monthly spotlights on individual Behaviours with the prize of a day's leave for the winner. Behaviours have also been embedded in the new Job Profiles.
Financial Management, Risk, IT & Performance	KA14/15SS008	We will have job descriptions that reflect our desire to be modern and flexible	↑	A	G	G	OnTrack	New Job Profiles have been launched. Use of the new Job Profiles is increasing across the Council and will be increasingly used with the move to online recruitment launched at the end of 2014/15 and alongside the move to New Council.
	KI469	Our spending per head of population will remain in the lowest 20% compared to other metropolitan councils.	NULL	Not Due	G	G	OnTrack	During Q4 the Audit Commission on-line Value For Money Profiles have been updated using budget information for 2013/14. Kirklees continues to be in the lowest 20% compared to metropolitan councils.

Corporate Health Summary

There are 19 Corporate Health PIs and Employee Commitment Measures of which 11 are on track and 2 are counts rather than assessed against targets.

Corporate Health PIs

- Number which are **counts** = 2
- Number which are **on track** = 3
- Number which are **off track** = 3
- Number **at risk** = 1

There is one “at risk” Corporate Health PI.

- KI_125a Proportion of capital budget spent - underspend/slippage. [£million]. – The forecast RAG for this PI is “red” reflecting that outturn variance may be 20% higher than projections reported at Quarter 3 which implies actual variance at year end could be around 35% of the capital budget, i.e. a variance of £47m. It is noted that majority of variance relates to slippage rather than scheme underspends. As part of the capital roll over process the underspend will be analysed in order to identify any uncommitted resources that could potentially be used to reduce corporate borrowing costs.

A change in circumstances is noted in relation to one Corporate Health PI.

KI_140a Sickness Absence – Average number of sick days lost per full time equivalent (FTE) employee - Q4 performance is 10.56, which is “amber/green” against the target of 10. The change in performance in Q4 is therefore understood to relate to improved data accuracy, which will enhance performance monitoring and comparisons in 2015/16.

The target was reset from 9 to 10 in Q2 when performance of this PI was first reported in 2014/15.

The average number of days sickness per FTE is worked out by dividing the total number of FTE sick absence days (Mon to Fri) by the average number of FTE’s. At Q4 it is noted that this PI is still ‘work in progress’ but closer to completion. The challenge has been extracting the data from SAP manually to use in the calculation, pending completion of BI reports from SAP. This has been done as follows:

- Q1 – no data during initial move from Delphi to SAP
- Q2 and Q3 - data extracted from SAP and used to manually calculate the sickness absence. This included some extrapolation of total sickness levels from partial snapshots.
- Q4 – robust manual calculation using data extracted from SAP, with no extrapolations. HR are confident in the Q4 performance figure, the data used and the manual calculation.

Note: As the calculation for this indicator is new and untested at Q4 it is advised that the data is treated with caution. Monitoring this data at Q1 and Q2 2015/16 will validate its reliability. (This indicator is a Corporate Health Indicator and a Core Performance Indicator for Communities, Transformation and Change).

Employee Commitment Measures

- Number which are **on track** = 8
- Number which are **off track** = 1
- Number **at risk** = 1

There is one “at risk” Employee Commitment Measure.

- CL009 – Policies and practices that reflect our commitment to social productivity and social value – The approved Social Value Policy is being used by commissioners when they set their commissioning priorities & procurers are using the Procurement Guide to incorporate social value into contract processes. . Some slippage is reported to be due to capacity and competing priorities. There are a number of areas of work being carried into 2015/16

Adult Services

KI Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria
KI164	Adults with learning disabilities who live in their own home or with family (in settled accommodation)(%)	82	82	↑	G	G	G	82	OnTrack
KI165	We will support 120 people with learning disabilities into employment, an improvement of 9% on 2013/14. (% of Adults with learning disabilities in employment)	83	88	↑	A	AG	G	107	OnTrack
KI166	Adults in contact with secondary mental health services living independently with or without support.(%)	70.3	70.3	↔	R	R	A	86	AtRisk
KI167	Adults in contact with secondary mental health services in employment. (%)	9.9	9	↓	G	G	G	8	OnTrack
KI156	Achieving independence for older people through rehabilitation / intermediate care. (%)	87.2	88.1	↑	RA	RA	G	93	OnTrack
KI158	Social Care clients receiving Self Directed Support (%)	93	95	↑	G	G	G	93	OnTrack
KI159	Acceptable waiting times for social care assessment (all adults). (%)	90	89	↓	G	G	G	80	OnTrack
KI206	Clients receiving a review. (%)	89	86	↓	A	RA	A	73	AtRisk
KI442	Permanent Admissions to residential and nursing care homes (per 100,000 population)	71.1	106.9	↓	G	G	G	124	OnTrack

Children's Services

Core KI	Definition	Q3 Figure	Q4 Figure	DOT	Status Criteria	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year target
KI045	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time.	14.6	15.4	↓	AtRisk	RA	R	R	12
KI069	Rate of proven re-offending by young offenders. (Number)	Annual	1.29	Annual	AtRisk	NotDue	R	R	0.87
KI220	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody. (Nos. Per 1000)	0.14	0.12	Cumulative	OnTrack	G	G	G	0.75
KI223	First time entrants to the Youth Justice System aged 10-17 years. (Nos. Per 100000)	Notavail	476	Cumulative	AtRisk	RA	R	R	360
KI389	The percentage of children who ceased to be looked after who were adopted	28.2	26.4	↓	OnTrack	G	G	G	17
KI390	The percentage of children who ceased to be looked after because of a special guardianship order	25.2	26.4	↑	OnTrack	G	G	G	17
KI391	The average time between a child entering care and moving in with its adoptive family, for children who have been adopted (Days)	549.6	565	↓	OnTrack	G	AG	AG	426
KI392	The average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (Days)	289.7	293.8	↓	AtRisk	AG	RA	RA	122
KI397	Percentage of assessments completed within 45 working days (as per Working Together)	68.3	67.2	↓	OnTrack	G	G	G	68
KI443	The percentage of LAC young people on an Order to the YOT who are breached	Annual	Notavail	Not Available	OnTrack	NotDue	NotDue	NotDue	40
KI444	All young people leaving council care will be in employment, education or training. (The percentage of young people who were looked after when aged 16 who were not in education, employment or training when aged 18, 19, 20 or 21).	42	51.8	↓	AtRisk	G	R	R	100
KI458	The percentage of Young People on an Order to the YOT who are in full-time education/training/employment at the end of their intervention	60	60	↔	AtRisk	R	R	R	70
KI012a	Number of schools judged as in an Ofsted category.	6	5	↑	OnTrack	A	AG	AG	3
KI014	Achievement of 5 or more A-C grades at GCSE or equivalent including English and Maths. (%)	55.1	56	↑	OffTrack	R	A	A	65
KI016	Reduction in the number of schools where fewer than 40% of pupils achieve 5 or more A-C Grades at GCSE or equivalent including English and maths and below the national medians for KS2-KS4 Progress.	5	6	↓	AtRisk	RA	R	R	0
KI029	Percentage of 16-18 year olds not in employment, education or training (NEET).	5	5	↔	OnTrack	AG	G	G	4.7
KI033	Looked after children achieving 5 A-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths). (%)	15	15	↔	OnTrack	AG	AG	AG	18
KI369	Take up of free early education and care by 2 year olds	65	70	NULL	OnTrack	AG	AG	AG	80
KI400	Reduction in the number of schools where fewer than 65% of pupils achieve Level 4 or above in reading, writing and maths and below the national medians for KS1 - KS2 progress in reading, in writing and in maths	10	10	↔	OnTrack	G	G	G	20
KI403	Achievement gap between pupils eligible for free school meals and their peers achieving at least Level 4 in reading, writing and maths at Key Stage 2	18.8	18.9	↓	OnTrack	G	G	G	18
KI423	Key Stage 2 attainment for black and minority ethnic groups in achieving at least level 4 in reading, writing and maths - Asian/Asian British - Pakistani (APKN)	74.8	72.4	↓	OnTrack	G	G	G	69
KI425	Looked after children reaching level 4 in Reading at Key Stage 2	56.25	56.25	↔	OnTrack	G	G	G	40
KI430	EYFS - % achieving a good level of development (GLD)	61	61	↔	OnTrack	G	G	G	57
KI445	Percentage of young people academic age 17 participating in learning or approved training	Annual	89.5	NULL	OnTrack	NotDue	AG	AG	90

Public Health

Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria
KI057a	Prevalence of breastfeeding at 6-8 weeks from birth. (%)	44.2	42.9	↓	G	G	G	42	OnTrack
KI252b	We will reduce the number of obese children at the end of Key Stage 2 (i.e. the school year in which they reach the age of 11) from 32% to 30%.	32.5	32.5	↔	A	A	A	30	OffTrack
KI284	Smoking during pregnancy in Kirklees	13	12	↑	G	G	G	19	OnTrack
KI298a	Number of drug users that left treatment successfully (free of drug(s) of dependence) who do not then re-present to treatment again within six months as a proportion of the total number in treatment. (Opiate Clients) (%)	67	0	↓	A	A	G	8	OffTrack
KI298b	Number of drug users that left treatment successfully (free of drug(s) of dependence) who do not then re-present to treatment again within six months as a proportion of the total number in treatment - (Non-Opiate Clients) (%)	46	0	↓	A	A	G	50	OffTrack
KI300	Proportion of people exiting alcohol treatment with a planned exit (treatment completed) (%)	0	0	↔	NotDue	A	G	80	OffTrack
KI309	NHS Health Checks (%)	12	6	NULL	G	G	G	20	OnTrack
KI409	Infant Mortality (Per 1000)	0	0	↔	NotDue	NotDue	NotDue	4.88	OnTrack
KI456	Transformation of food culture in schools by promotion of the Food for Life Partnership healthy eating curriculum (Number)	Notavail	3	NULL	NotDue	G	G	120	OnTrack

Place

Core KI	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria
KI 001	SATISFACTION – Customer Satisfaction with Responsive Repairs (measured as a percentage)	96	93.3	↓	G	G	G	91.6	On Track
KI 002	EMPTY HOMES – Average time to complete works to an Empty Home (measured in days)	11.01	11.86	↓	G	G	G	15	On Track
KI 131a	Percentage of major planning applications determined within 13 weeks.	91	100	↑	R	G	G	60	On Track
KI 131b	Percentage of minor planning applications determined within 8 weeks.	79	97	↑	AG	G	G	65	On Track
KI 325	External investment secured (measured in £m)	21	1	NULL	G	G	G	5	On Track
KI 450	Reduce office accommodation from 7 to 6 sites (and to 4 by 2018)	Not avail	0	NULL	R	R	R	1	At Risk
KI 453	Increase take up of school lunches – primary schools (measured as meals per week)	550	520	↓	G	G	G	500	On Track
KI 454	Increase take up of school lunches – secondary schools (measured as £s per week)	19600	19600	↑	G	G	G	1000	On Track
KI 022	Rent collected by the local authority as a proportion of rents owed on Housing Revenue Account dwellings (measured as a percentage)	97.2	97.5	↑	G	G	G	96	On Track
KI 072	Number of households living in temporary accommodation.	75	68	↑	R	R	RA	59	At Risk
KI 074	Number of Homeless Acceptances	69	84	NULL	G	AG	AG	265	On Track

Resources

Core KI	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria
KI 075	Time taken to process Housing Benefit / Council Tax Benefit Change of circumstance [days]	9.55	9.55	→	G	G	G	10	On Track
KI 076	Time taken to process new claims for Housing Benefit/Council Tax Benefit [days]	25.15	23.47	↑	AG	AG	G	25	On Track
KI 082	Percentage (proportion) of Council Tax collected (cumulative % data).	25.3	23.57	NULL	G	RA	G	94	Off Track
KI 083	Proportion/amount of council tax previous years arrears collected as at 31 March [%]	12	8.97	NULL	A	G	G	38	On Track
KI 084	Proportion of business rates collected (cumulative % data)	23.72	23.24	NULL	G	R	G	96.5	Off Track
KI 085	Proportion/amount of business rates previous years arrears as at 31st March collected [%]	1	15	NULL	R	G	G	35	On Track
KI 102	Births registered within 42 days [%]	98.3	97	↓	G	A	A	98	Off Track
KI 105	Deaths registered within 5 days [%]	93.5	86.7	↓	R	R	R	95	At Risk
KI 226b	Number of Ombudsman complaints received.	19	16	NULL	G	G	G	90	On Track
KI 441	3rd stage complaints - % responded to within 20 working days	78	87.5	↑	AG	G	G	80	On Track
KI 470	Total cases processed (KD and phones) on eforms (automated into back office systems) at first point of contact (E.g., CT, benefits and NDR etc) (%)	Not avail	Not avail	NULL	Not due	R	R	50	At Risk
KI 471	Payments taken on Council Tax, Debtors and Business Rates at first point of contact. (LICS and KD) to aim for 50% of all calls.	Not avail	Not avail	NULL	R	R	R	50	At Risk
KI 473	Total number of WEB transactions compared to phone and face to face (Number)	0	Not avail	NULL	R	R	R	Not available	At Risk
KI 474	% of invoice payments that are automated (ie processed without human intervention).	16.76	18.91	↑	A	AG	G	20	On Track
KI 475	% of Calls answered in the Contact Centre (%)	87	87	→	G	G	G	Not available	On Track
KI 476	Number of enquiries through mediated and assisted self-service compared to previous year (library and Information Staff) (Number)	Not avail	Not avail	NULL	R	R	R	Not available	At Risk
KI 117	The percentage of unsatisfactory internal audit opinions (year to date).	8	12	↓	G	AG	AG	10	On Track
KI 148	Availability of key ICT services to users [%]	99.93	98.52	↓	G	G	G	95	On Track
KI 363	% of Freedom of Information (FOI) and Environmental Information Regulation (EIR) requests responded to within 20 working days	83	85	↑	A	AG	AG	100	On Track
KI 366	% of Data Protection information requests replied to within 40 calendar days	71	77	↑	R	R	RA	100	At Risk

Communities, Transformation & Change

Core KI	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria
KI 188	We will reduce the percentage of residents who feel there is a problem with anti-social behaviour in their local area from 14% to 11% over 3 years	10	11	↓	G	G	G	11	On Track
KI 190	No of visits /usages to museums	38055	28209	NULL	G	A	AG	23000	Off Track
KI 379	Number of residents engaged in community initiatives	4990	5170	NULL	AG	AG	G	25000	On Track
KI 381	Number of current community groups supported (by Community Engagement)	150	47	NULL	G	R	R	600	At Risk
KI 385	Attendances at sport and physical activity opportunities [number]	12341	10449	NULL	R	R	R	54000	At Risk
KI 140a	Sickness Absence - Number of sick days lost per full time equivalent (FTE) employee	12.18	10.56	↑	RA	AG	AG	10	On Track
KI 462	We will increase the number of apprentices within the Council workforce from 92 to 110	0	6	NULL	A	AG	AG	110	On Track

Overall Performance Summary

At Quarter 4 the Performance Status of the 80 Core Performance Indicators is as follows:

Number of Core PIs with **Data Not Available** = 0
 Number of Core PIs **On Track** = 51
 Number of Core PIs **Off Track** = 10
 Number of Core PIs **At Risk** = 19
Total Number of Core PIs = 80

Breakdown of Performance by Directorate:

Adult Services:

Good Performance:

- KI 165 Learning Disabled Service Users in Employment: This is a Community Commitment measure and is reported earlier in this report.

At Risk:

- KI 166 Mental Health Service Users Living Independently: Most recent data available via SWYPFT continues to indicate that 1469 people with MH services are in settled accommodation equating to 70.3%. The SDP action covering delivery of effective support so that people are able to find employment when they want, maintain a family and social life and contribute to their community, and avoid loneliness or isolation contributes positively to this measure and highlights the work the service is doing in line with the Mental Health Accommodation Strategy. The service is still awaiting Q4 data from SWYPFT hence the Q4 update is based on Q3 performance, nevertheless service expects to see a positive trajectory (based on historical trends and current insight in to services) an Amber forecast.
- KI 206 Clients Receiving a Review: Performance at Q4 is based on 66% of service users having received a review in the year, compared to a target of 73%. Although more service user reviews are being completed this year than 2013/14, the increase in the service user population and the capacity issues caused by the increase in Deprivation of Liberty applications is impacting on performance in this area.

Other escalated core PIs

- KI 156 Achieving Independence for Older People (Reablement): This measure is based on the proportion of older people still living independently at home at 91 days following discharge from hospital. Service intelligence for the reablement service continues to show that the service is increasingly efficient with successful outcomes. However there has been a noticeable increase in complex hospital referrals which has led to some regression in performance and efficiency, this is corroborated by integrated intelligence and data. This measure is part of the Better Care Fund set of indicators and there is service confidence in achieving performance expectations for the year.

Children's Services:

Good Performance:

- KI 029 Percentage of 16-18 year olds not in employment, education or training (NEET). The NEET figure for this quarter and the year end is 5.0% falling just short of our stretched target of 4.7%. This puts us in the mid (third quintile) performance nationally. However, this is against a backdrop of low not knowns meaning our data is more robust. The figure for 16-18 not known for Kirklees is 2.1% (around 5% for statistical neighbours) and puts us in the top quintile nationally for not known. Overall this is pretty good performance, not known low and NEET just above a very stretching 4.7% target.
- KI 403 Achievement gap between pupils eligible for free school meals and their peers achieving at least Level 4 in reading, writing and maths at Key Stage 2. Free School Meal (FSM) pupils improved by +7 percentage points this year. This exceeds statistical neighbours' attainment. LA 63%, Statistical Neighbours 61.7%. Non FSM pupils improved by +3 percentage points hence the gap is closing.
- KI 423 Key Stage 2 attainment for black and minority ethnic groups in achieving at least level 4 in reading, writing and maths - Asian/Asian British - Pakistani (APKN) - Validated results following publication of the DfE Performance Tables. The target has been exceeded. Gap narrowed with average of 78% for all pupils.
- KI 220 Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody. (Nos. Per 1000) - Good performance from Kirklees, which is slightly better than local and regional averages. It will be very difficult to improve on this level of performance over the next year.
- KI 389 The percentage of children who ceased to be looked after who were adopted. This new indicator aims to show how many children are adopted as a proportion of the overall number of children who leave care during the year. On a backward look, we have historically performed well on this indicator, however the actual number of adoptions had remained static leading to a reducing percentage as the number of care leavers increased. This year to date is showing record performance, although this is unlikely to be maintained. However, with the adoption action plan in place (including high-profile recruitment activity), we feel confident that the target will be reached this year.
- KI 390 The percentage of children who ceased to be looked after because of a special guardianship order. We continue to see a significant number of looked after children leave our care following the making of a Special Guardianship Order. The existence of the Permanence Support Team, offering long term support to children and carers assists in promoting this option to prospective carers, Children's Guardians and the Court. In Feb 2014, we were achieving 19.7%, in February this year, we were achieving 26.4%. 39 children have left care via the making of a Special Guardianship Order between the 1/4/14 and the 28/2/15.

At Risk:

- KI 045 Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time. - End of year result has missed target set at the beginning of the year. During the course of the year an audit of cases was completed and a report was sent to the safeguarding board in January 2015. The outcome of this report was that some changes to operational procedures should take place. This should impact upon the figures for the following years. To the end of February 2015, 48 out of 311 children starting a CPP were for a second or subsequent time compared to 50 out of 365 in 2013-14. Therefore it is the lower number of children starting a CPP that is affecting this indicator rather than a significantly higher number of second or subsequent CPPs. The percentage still compares well to England (15.8%) and Statistical Neighbour (16.3%) averages for 2013-14.
- KI 069 Rate of proven re-offending by young offenders. (Number) - These figures are from the cohort of young people who offended between April 12 to March 13, tracked forward for 12 months, i.e. April 13 to March 14. The figures come from PNC and are not available until the final quarter of the financial year 14-15. Kirklees has shown a significant increase in reoffending rates over this cohort. For several years previously we have been significantly better than the local and regional average. Unfortunately the performance this year has deteriorated and we are worse than the local and regional average. It is difficult to give a clear explanation as to why this has happened although we have commented in the past that this measure will fluctuate and is largely out of the control of the YOT. It should be noted that the cohort of offenders has fallen by almost 50% from 513 in 2011 - 2012, to 272 in 2012 - 2013. It is reasonable to assume that the reduced size of the cohort will include a higher proportion of the more prolific/serious offenders who are by definition more likely to reoffend. The YJB have developed a reoffending toolkit for YOTs which gives us a more detailed analysis of those young people who reoffend. We will be using this toolkit over the next year to help us determine where and how we can best use our resources.
- KI 223 First time entrants to the Youth Justice System aged 10-17 years. (Nos. Per 100000) - This indicator is a quarter lagging. Q3 figure was 476 Final year figures for 2014/2015 will be available in June 2015. Kirklees performance will have deteriorated after a series of years of excellent performance which has seen a reduction of almost 75% in first-time entrants over the past 5 years. Even with deteriorating performance this year we expect Kirklees performance to be in line with regional and national averages.
- KI 392 The average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (Days) - This is the average time between receiving court authority to place a child for adoption and deciding on a match. At Q4 2013/14 our performance was at 323.1 days. This year, it is 293.8 days to date. Again, our performance has improved on last year but there is further work to be done. All the comments in relation to KI 392 apply to this indicator, i.e. sibling groups that have been adopted in this period, older children adopted, children with complex needs and court applications by parents to contest the making of Placement Orders.

Overall Performance Summary - Continued

- **KL 444** All young people leaving council care will be in employment, education or training. - The breakdown of NEET status at each age point is as follows: Age 18 = 41.7%; Age 19 = 55.6%; Age 20 = 42.0%; Age 21 = 67.2%. Therefore it is the outcome at age 19 and particularly 21 which is affecting the overall outcome for this indicator. The national economic situation has increased youth unemployment nationally and this cohort of young people experiences additional issues in comparison to the general population. However, the Service is proactive in the way it supports its Care Leavers with each young person having an allocated Personal Advisor and access to various types of support. In addition to the improvements detailed in earlier commentaries, we are enhancing the support to care leavers seeking education, training and employment via a new post of Careers Advisor within the service to work alongside existing provision in this area. The service has also been successful in a bid to the Transformation Challenge Award for £400k to set up a peer mentoring service for Care Leavers, starting from early 2015/16. This will remain an area of focus for the Service.
- **KL 458** The percentage of Young People on an Order to the YOT who are in full-time education/training/employment at the end of their intervention. - The figure of 60% is a provisional figure only. Due to reporting timescales we have not had the opportunity to update our case records and expect this to be done by the end of April. At this stage we are unlikely to meet our target of 70% but the indications are that our performance is improving. We expect to be getting close to the target by the year end.
- **KL 016** Reduction in the number of schools where fewer than 40% of pupils achieve 5 or more A*-C Grades at GCSE or equivalent including English and maths and below the national medians for KS2-KS4 Progress. - 6 schools are now officially below the floor standard now performance tables have been published and the national median for progress released. Of the 6, many are close to the border for the floor of 40%. Schools with higher proportions of disadvantaged pupils are more affected by the GCSE rule changes this year.
- **KL 028** Key Stage 4 attainment for black and minority ethnic groups at 5 A*-C including English and Maths - Asian/Asian British - Pakistani (APAK) - Kirklees 44%. National 51.4%. BME groups are more affected by the DfE performance table rule changes this year than their peers.

Other escalated core PIs

- None

Public Health:

Good Performance:

- **KL 309** NHS Health Checks (%) - The data is a quarter behind because of the deadlines for receiving claims from practices. In Q3 a total of 6438 were invited for health checks and 3526 took up the offer and had a health check. This is 55% uptake. The target of offering a health check to 20% of our eligible population this financial year has been exceeded. The risk for 2015/16 is that with the introduction of a new contract and new payment structure we won't get enough practices signed up to deliver health checks to maintain performance at the required levels. So far 38 practices have signed up to deliver the new contract from April.

At Risk:

- None

Other escalated core PIs

- None

Place:

Good Performance:

- **KL 131a** Percentage of major planning applications determined within 13 weeks - This year has seen a turnaround in the performance in processing both major and minor planning applications, with both significantly exceeding targets, in an environment where applications are on the increase.
- **KL 325** External investment secured (measured in £m) - We have secured £6.6m of external funding for 2015/16 (KL 325), set against a budget of £5m.

At Risk:

- **KL 072** Number of households living in temporary accommodation - The number of households in Temporary Accommodation has risen by 4.6% compared to the same Quarter last year. Although there is continued focus on moving customers through temporary accommodation, the service is dealing with an increasing number of customers with multiple complex needs.

Other escalated core PIs

- None

Resources:

Good Performance:

- **KL 082** Percentage (proportion) of Council Tax collected (cumulative % data) - While this shows as "red/amber" at the end of Q4, this was using data to the end of February. Full year figures (95.18%) exceed the target of 94%.
- **KL 083** Proportion/amount of council tax previous years arrears as at 31 March - Target exceeded. The Service needed to reduce arrears by £7.42m and had reduced it by the end of February by £10.72m, and are continuing to reduce aged debt.
- **KL 084** Proportion of business rates collected (cumulative % data) - While this PI shows "red" at the end of Q4, this was using data to the end of February. Full year figures (96.65%) exceed the target of 96.5%.
- **KL 085** Proportion/amount of business rates previous year's arrears as at 31 March collected - The target in monetary terms, was to reduce arrears by £1.6m. By the end of February the Service had reduced arrears by £1.8m, and are continuing to reduce aged debt.

At Risk:

- **KL 105** Deaths registered within 5 days [%] - This PI is below target at Q4 but it is not escalated. Performance is reported to be dependent on the public complying with the national requirement to register a death in 5 days. No customers were delayed by non-availability of appointments or registrars.
- **Six new PIs were introduced for development in 2014/15.** Two remain under development with progress being made in developing them and two have been ruled out as not viable.
- **KL 470** Total cases processed (KD and phones) on eforms (automated into back office systems) at first point of contact (E.g., CT, benefits and NDR etc.) - The IT systems used can't currently distinguish what is home based use by resident versus council provision. Work is under way to resolve this with computer IP addresses, and amended call coding on KD. Other evidence of progress on e-forms includes GovTech statistics showing new claims as 99% completed on line.
- **KL 471** Payments taken on Council Tax, Debtors and Business Rates at first point of contact - Systems can't currently be established for this without introducing manual counts by staff in Libraries and Information Centres which is not cost effective. However there has been success in establishing the culture change towards taking payments at first point of contact. Call listening evidences this at between 26% and 48%.
- **KL 473** Total number of WEB transactions compared to phone and face to face - Further work is required to establish the viability of high level channel shift PIs, although a reporting mechanism has been established to report in line with this PI from SMILE but this has not yet moved to live data. Reporting for the Customer Service Centres from Rostrum and Qnomi is in place.
- **KL 476** Number of enquiries through mediated and assisted self-service compared to previous year (library and Information Staff) - This PI is no longer under consideration. A way of recording this without introducing manual counts (which is not cost effective) has not been identified.
- **KL 366** - % of Data Protection information requests replied to within 40 calendar days - While performance at 77% is below the target of 100%, good improvement has been seen quarter on quarter during 2014/15 as follows: Q1 - 41 %; Q2 - 66 %; Q3 - 71 %; Q4 - 77 %. In December 2014 100% was achieved. Reported a month in arrears. A small number of requests are "in time" when updates are provided. Adjusted figure s figures can show higher performance.)

Other escalated core PIs

- None

Overall Performance Summary - Continued

Communities, Transformation & Change:

Good Performance:

- KI 188 Percentage of residents who feel there is a problem with anti-social behaviour in their local area suggests positive outcomes are being achieved – This PI is on target at 11% and remains better than performance for West Yorkshire. Rural areas show the strongest performance.

At Risk:

- KI 381 Number of current community groups supported (by Community Engagement). New ways of working, moving to New Council, were introduced after targets were set. The team have delivered more intensive work, over longer periods of time, which means the total number of groups developed, and projects and interventions delivered have been less than was predicted. Work around asset transfer, participatory budgeting, community capacity building and health engagement particularly successful.
- KI 385 Attendances at sport and physical activity opportunities – Cumulative performance was 44,499 against the target of 54,000. The target was based on 2013/14 figures and doesn't take into account the change in focus away from direct provision during 2014/15 to a more supportive role, enabling delivery of opportunities for physical activity by the VCS. Overall performance was also affected by reduced Q2 figures and some resource reductions.

Other escalated core PIs

- KI 190 Number of visits/usages to museums - Performance has been affected by the refurbishment programme at Oakwell Hall and Dewsbury Museum remains affected by the outstanding ceiling repairs since 2013.

Adults Service

Service	Ref.	Definition	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Status Criteria	Escalation Summary
Commissioning & Health Partnerships	KA14/15(C)CHP001	Quality Standards of Care - Oversee quality standards of social care providers including the use of formal commissioning and contract management and informal cross sector relationship management	➡	G	G	G	On Track	Positive report received from the CQC on the CQC inspection carried out for Ings Grove and Mill Dale. Good Practice has been shared with other care units. There is a challenge with availability of EMI nursing care beds of suitable quality. Service working closely with CCGs to find ways of resolving this.
	KA14/15(C)CHP002	Integrated Strategic Commissioning and Planning - Continue to work with strategic partners to further integrate commissioning and planning processes to achieve successful outcomes for current and future service users	➡	G	G	G	On Track	Evidential progress with this action. At Q4 implementation of the Better Care Fund continues with a significant milestone achieved through the agreement of pooled budget arrangements with Partners governed by Section 75 Agreement.
	KA14/15(C)CHP003	Safeguarding - Promote the wider safeguarding agenda so that safeguarding is a responsibility for everyone. Support the Kirklees Safeguarding Adults Board with the overall governance of safeguarding policy, practice and implementation to achieve the vision for protecting adults from abuse or neglect	➡	G	G	G	On Track	Q4 update notes the impact of the significant increase in Deprivation of Liberty applications due to the Supreme Court Judgement (increase of almost 600% from previous year). Continuing theme is the impact on resource capacity across the social care pathway as a result of DOL applications.
Social Care & Wellbeing	KA14/15(I)CHP005	Deliver effective support so that people are able to find employment when they want, maintain a family and social life and contribute to their community, and avoid loneliness or isolation	➡	AG	AG	AG	On Track	Discussions are ongoing to ensure the new council takes a leading role in offering employment opportunities for disabled people. Service is also working with Kirklees College to develop an internship pilot to help young people furthest from employment to develop skills and gain valuable work experience to enable them to get a job.
	KA14/15(I)CHP009	Enhance service user choice and control so that People know what choices are available to them locally, what they are entitled to, and who to contact when they need help	➡	AG	AG	AG	On Track	integrated Commissioning Group is now driving forward the single Kirklees commissioning plan needed for the new CAMHS taskforce report and recommendations to be implemented.
	KA14/15(C)SCW001	Continue to deliver cost effective and integrated personalised support options to promote independence, wellbeing and self care	➡	G	G	G	On Track	Q4 update notes the Service is Care Act ready. A soft launch has been started to test the eligibility framework for adults, Care Act guidance and the refreshed Person Led Assessment.
	KA14/15(C)SCW003	Support vulnerable adults and people at risk by identifying and enabling people to meet their personalised outcomes and be free from harm and exploitation	➡	AG	AG	AG	On Track	Positive progress with strategic actions is noted at Q4. Performance against linked PI (K1206 Clients Receiving a Review) results in an amber green rating for this action.
	KA14/15(C)SCW004	Provide quality, compliant services that are value for money so that people who use social care support and their carers are satisfied with their experience of social care	➡	G	G	G	On Track	See update for CHP001.
KA14/15(I)SCW008	Ensure everybody (with Mental Health) has the opportunity to have the best health and wellbeing possible during their life and is able to access information and support to help them manage their care needs	➡	AG	AG	AG	On Track	Q2 noted challenges of the RAID Model to capacity where there seemed to be disproportionate focus on A&E. At Q3 these challenges remain. Council discussions with SWYPFT continue to ensure the new model is geared toward a Community based model as opposed to a clinically based one.	

Place

Service	Ref.	Definition	DOT	Status Criteria	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Escalation Summary
Investment and Regeneration	KA14/15(C)IR004	Increase the number of homes and improve the quality of existing homes in delivering the Housing Strategy	➡	At Risk	RA	RA	RA	Continuing to support and facilitate affordable housing delivery however as previously reported a number of Registered Provider schemes will not complete this year. The majority of the remaining schemes which will deliver homes are under the control of third parties, in particular Registered Providers.
Physical Resources and Procurement	KI 129	Net additional homes provided: net increase in dwelling stock over the year.			R	R	1700	1,035 additional homes generated against a target of 1,700 homes. As a result, the RAG rating is Red. [Note: the 1,700 target is from the original LDF based on an inflated estimate of housing need according to an historic demographic analysis.]
	KI 150	Release of land bank (measured as £m)			G	G	4	We have achieved £5.9 million from the release of land bank assets in 2014/15. This exceeds the year target.
	KI 451	Universal Free School Meal take up for numbers on role in KS1 (measured as a percentage of numbers on role)			G	G	87	A very successful project with significant volumes of additional building works delivered on time to ensure universal free school meals for infants, maintaining an uptake of 90%. All of this has been achieved without the Council having to put in any additional resources.

Additional issues escalated by Directorate Management Teams - Quarter 4 2014-15

Communities, Transformation & Change

Ref.	Definition	DOT	Status Criteria	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Escalation Summary
KA14/15CL009	We will have policies and practices that reflect our commitment to social productivity and social value	↓	At Risk	A	RA	RA	Social Value Policy being used by commissioners & procurers using the Procurement Guide to incorporate social value into contract processes. Slippage is reported to be due to capacity and competing priorities. There are a number of areas of work being carried into 2015/16

Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Status Criteria	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Escalation Summary
KI 380	Number of community initiatives and programmes delivered	194	233	Cumulative	At Risk	R	RA	RA	1200	KI 380, KI 381 and KI 382: <ul style="list-style-type: none"> New ways of working, moving to New Council, were introduced after the targets were set. The team have delivered more intensive work, over longer periods of time, which means the total number of groups developed, and projects and interventions delivered have been less than was predicted. Work around asset transfer, participatory budgeting, community capacity building and health engagement particularly successful.
KI 382	Number of new community groups developed	20	12	Cumulative	At Risk	R	R	RA	80	
KI 384	Number of sport and physical activity opportunities created	44	39	Cumulative	At Risk	R	R	RA	960	Q4 performance lower than predicted. A stretch target was set at the beginning of 2014/15, based on 2013/14 performance, and doesn't take into account the change in focus made during the year from direct provision of sport and physical activity opportunities to taking a more supportive role with the voluntary sector, enabling that sector to deliver opportunities for physical activity

Resources

Service	Ref.	Definition	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Status Criteria	Escalation Summary
Customer and Exchequer Services	KA14/15(C)CE001	Council Tax Collection - we will further develop billing, collection and recovery.	↗	G	G	G	On Track	Good news - Success is noted on achieving collection targets and in effective implementation of channel shift through WebCapture. Data at 16/4/15 shows around 43% of work is now digital. 41,680 items received which is 65.1% of document types and 70% of COA, DD and SPD are automated.
	KA14/15(C)CE002	Business Rates - We will further develop systems and processes to improve collection.	↗	G	G	G	On Track	Good news - Success is noted as per CEO01 above.
Financial Management, Risk, IT & Performance	KA14/15(I)FP012	CSR - Support the Council's Comprehensive Spending Review (CSR) and provide appropriate challenge, governance and support	↗	G	G	RA	At Risk	While Finance continues to support work on the longer term MTFP by supporting the New Council Programme, it remains the case that the solution to the funding gap longer term has not yet been agreed hence the "red/amber" forecast RAG rating.
Legal, Governance and Monitoring	KA14/15(C)LG001	Ensure the provision of comprehensive legal advice and support to all council services including on: child care proceedings, adult protection, contracts, legal agreements, enforcement, litigation, property, planning and employment including the on-going defence of personal search claims.	↓	G	AG	A	Off Track	As at Q3, escalated to highlight the potential risk of increases in Deprivation of Liberty applications although demand is currently being managed. The likely size of increase is not yet known.

Service	Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria	Escalation Summary
Financial Management, Risk, IT & Performance	KI 147a	Number of ICT standards requests completed within agreed timescales	96	79	↓	G	RA	AG	90	Off Track	Performance over 2014/15 as a whole was 84%. Performance has been affected by two burglaries at the IT service, and needing to run an additional tender for large number (900) devices. The situation is being managed and will improve in Q1 2015/16.

Additional issues escalated by Directorate Management Teams - Quarter 4 2014-15

Public Health

Ref.	Definition	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Status Criteria	Escalation Summary
KA14/15(C)PH004	Ensure the Council along with key partners are ready to respond and recover to/from major incidents.	→	G	G	G	On Track	Good news on collaborative working. Entered into a contract with Calderdale Council to assist them deliver their Public Health emergency planning function. Worked with partner organisations on joined up approach to planning and responding to emergencies. Promoting community resilience in schools and colleges through emergency preparedness and business continuity
KA14/15(C)PH007	Provide public health intelligence (PHI) to support the partnership commissioning cycle	↓	A	RA	RA	At Risk	New intelligence from Children & Young People survey to update JSNA. Relationship between PHI and CSU remains unclear whilst SLAs are negotiated between the CSU and CCGs. Uncertain future of the CSU has serious implications for PH data flows (e.g., hospital admissions data).
KA14/15(I)PH009	To commission an integrated model of maternity services across Kirklees.	→	G	G	G	On Track	Work is ongoing with maternity services at both Trusts, Locala and Auntie Pam's to pilot an integrated antenatal/parent education course across Kirklees. Second Auntie Pam's opened in Queensgate Market, Huddersfield in nov 2014. A number of Auntie Pam's volunteers and infant feeding volunteers trained to work across Dewsbury and Huddersfield.
KA14/15(I)PH014	To implement a self-care approach to improve the health and wellbeing of vulnerable groups and people living with long term conditions (LTCs)	↑	AG	G	G	On Track	Commitment to implementing a self care approach across Kirklees from all providers and commissioners. Part of proposals to promote self care and enable the publish to feel more in control of health and care. Delivering training to all community care teams and adult social care staff.

Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria	Escalation Summary
KI 265	Total number of children's workforce completing under 5's Accident Prevention e-learning programme	126	152	Cumulative	G	G	G	200	On Track	Take up of the online training programme far exceeded target for the year. Anticipated that target for 2015/16 will remain around 200 as take up is likely to level off. Training programme recognised as good practice by Child Accident Prevention Trust.
KI 274	Total number of EPP delivered	4	3	↑	RA	A	A	20	Off Track	Total of 3 courses delivered in Q4 making total for year as 16. Lack of people being referred to the course was a cause. Extensive communication and marketing plan to be developed, including wider advertising and promotion of the programme.
KI 280	rate of chlamydia positive diagnoses per 100,000 population of 15-24 year olds	0	0	→	Not due	Not due	RA	1335	On Track	Data from Public Health England for Q1 (300) and Q2 (289). Data for Q3 and Q4 is not yet available. End of year estimate is below target and therefore Red Amber rated.
KI 309	NHS Health Checks (%)	12	6	Cumulative	G	G	G	20	On Track	Data is a Quarter behind. Q3 a total of 6438 were invited for health checks. 3526 took up the offer (55% uptake). This exceeds the target of offering a health check to 20% of our eligible population this financial year.

Children's Service

Ref.	Definition	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Status Criteria	Escalation Summary
KA14/15(I)S006	To strategically plan a sufficient number of high-quality learning places by building relationships and working with existing and new providers. Developing local solutions for any new/additional provision required to meet the demographic basic need for learning places	→	RA	RA	A	At Risk	Although progress made in either securing additional places and/or beginning a process for securing the place (e.g., Hudds South West), there are no firm proposals yet for other areas, e.g., Hudds North. In addition, decision made by Schools Adjudicator (re Reinwood), now urgent to create physical space for September 2015.
KA14/15(I)S007	As champions of children and parents ensuring fair access for all, particularly the most vulnerable, to learning places by preparing for channel shift to electronic applications for coordinated admissions. To deliver an effective and efficient process for families supporting timely access to learning places.	→	A	A	A	Off Track	Some risks associated with IT (Tribal and capacity of IT support) could mean that the project is not ready to go live in September 2015. Important to highlight this risk. IT issues pose risk to KA14/15(C)LS004 Providing Strategic Leadership for the education system, supporting robust and resilient partnerships with schools, settings and external partners to further develop sustainable school improvement system.

Service	Ref.	Definition	Q3 Figure	Q4 Figure	DOT	Q3 Current RAG	Q4 Current RAG	Q4 Forecast RAG	Year Target	Status Criteria	Escalation Summary
Learning & Skills	KI024	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2.	88	88	→	G	G	G	87	On Track	Validated results following publication of the DfE Performance Tables. The target has been exceeded. Gap narrowed with average 78% for all pupils.
	KI028	Key Stage 4 attainment for black and minority ethnic groups at 5 A-C including English and Maths - Asian/Asian British - Pakistani (APAK)	46	44	↓	Not Due	R	R	58	At Risk	Kirklees 44%. National 51.4%. BME groups are more affected by the DfE performance table rule changes this year than their peers.
Family Support & Child Protection	KI034	The Special Educational Needs (SEN) /non-SEN gap - achieving 5 A-C GCSEs including English and Maths.	39	39	→	G	G	G	41	On Track	Validated results now received following publication of the DfE Performance Tables in January 2015. The gap has exceeded the target and has also narrowed on last year's results.
	Service Dashboard Indicator	Percentage of Looked After Children (LAC) at 31 March placed outside LA boundary and more than 20 miles from home	188	18.4	↑	R	R	R	11	At Risk	Currently showing 18.4% against a 2013/14 outturn of 15%. Service looked at placements affecting performance on this indicator, although results poor, reasons for specific placements are valid. Note: a process is in place for evaluating the suitability of each placement and each one needs to be approved by the Head of Service.

Overall Performance Summary

Note: Many Headline Actions and Performance Indicators have already been escalated either as Community Commitments (Pages 3 & 4) or as Core Performance Indicators (pages 7 to 11). This section represents the Headline Indicators and Performance Indicators that have been escalated, either as good news or areas of concern, in addition to what has already been reported in the previous two sections.

Adult Services

In the main the additional items are good news, with progress being cited in relation to Quality Care Commission inspections, in terms of progress made towards implementation of the Better Care Fund and having become Care Act ready. However, as has been reported in the Core PI summary, the increase in Deprivation of Liberty applications has put pressure on other areas of service delivery - in this case delivery of timely reviews for service users

Place

The additional escalations re-affirm the mixed bag of performance reporting that has already been reported in other areas of the Corporate Performance Report. The overall picture on Housing supply is behind against targets both in terms of overall additional housing provided and in reference to the building of affordable housing. However, there have been some big successes including achievement of target on the release of landbank and the delivery of the Universal Free Infant School Meals project.

Communities & Transformational Change

The main theme coming through from escalation is the non-achievement of targets in three key areas of community group support and opportunities provided for community interaction. This is the result of a change of emphasis through the course of the year from a direct delivery model to a facilitator of delivery by others model. This will be reflected in targets going forward into the new year.

Resources

There has been good news in relation to maintaining income levels into the Council with both Council Tax and Business Rate collection achieving targets. SAP implementation continues to raise issues and pressures in the delivery of key financial support services.

Public Health

Progress in a range of collaborative activities is the main theme to arise from the additional escalations for this Directorate. However, as has been the case during the course of the year, there are issues around some elements of data collection with NHS England.

Children's Services

Access to high quality learning places is a key issue in the additional escalations, mainly the result of capacity issues within ICT to support the implementation of new systems and channel shift technologies. Key Stage 1 and 2 progression in maths is above target, as is SEN children achieving 5 A-C GCSE's including Maths and English. However, Key Stage 4 attainment in BME groups is below target and at risk. Also, the percentage of Looked After Children living outside of the LA boundary and more than 20 miles from home is below target and at Risk

Joint Health and Wellbeing Strategy (JHWS) – Quarter 4 Performance Summary

Outcomes to Achieve

People in Kirklees are as well as possible, for as long as possible, both physically and psychologically.

Focus, Progress and Achievement

- The Multi-Agency Safeguarding Hub (MASH) will be operational from 1 April 2015. This will facilitate more rigorous analysis of Child in Need (CiN) cases and ensure that the most appropriate services are provided in a timely manner. We now have Early Intervention & Targeted Support (EITS) and Stronger Families consultants strongly integrated within Duty & Assessment. This ensures that CiN cases that do not meet the threshold for Children's Social Care still receive a service, to reduce levels of needs, from an appropriate source.
- We provide accessible, timely information and advice as part of our early help offer. Our interventions are targeted at; Children in Need, Looked After Children, Vulnerable groups and Older people. Our emphasis is on early intervention, enablement and maintaining independence.
- Social care assessments help us to differentiate effectively between levels of need and risk.
- This year 3,832 individual children have accessed at least one type of Early Intervention, Targeted Support service. Number of registrants (0 to 19 years old) is 57,081) introduction of the new early help assessment has increased the number of Early Help Assessments to 822 this year. Through the assessment process the number of cases de-escalated from social care went from 253 last year to 361 this year, 45 cases were escalated up to social care.
- Over 1400 young people have received a Targeted Youth Support Service and over 13000 accesses the wider Integrated Youth Support Service (IYSS). We are developing a new 'Local offer' for disabled Children, young people and their families. This will be delivered through a new service delivery model of Family and Community Hubs with the co-location of statutory and VCS services to Children and Adults.
- Since 2012 The Stronger Families Programme has supported 1115 families who have children with poor school attendance; are involved with crime and anti-social behaviour and where adults are out of work. 977 (88%) families have been turned around, which means that school attendance has significantly improved and there has been no youth crime or anti-social behaviour in the past 6 months. 109 families are better off through getting a job or making positive progress to find work. Because of Kirklees' strong performance, we were invited to join the expanded Troubled Families Programme 5 months early. This means that since January, more families are able to get the help they need at an earlier stage.

- Outcomes for EYFS highlight that Kirklees children achieve slightly above the national average and this indicates their readiness to engage in the next stage of learning. Internally assessed and moderated outcomes for Key Stage 1 children show that an improving picture has continued to be maintained and outcomes improving at least as fast as nationally and in several cases faster than national improvements. At KS2 improvements had been seen in all areas reported on for end of KS2 outcomes and that we have improved on 2013 outcomes. Kirklees outcomes in 2014 are just below national average for outcomes in Reading, Writing and mathematics. Nationally improvements have also been seen. Mathematics has improved at a faster rate in Kirklees than nationally. Rates of progression across the primary phase continue to be a challenge in Kirklees. 2014 outcomes for KS4 place Kirklees at the national average in a particularly volatile year nationally for results. There is difficulty in comparing last year's results with this year's results due to significant changes in the reporting process. At 5 GCSEs at A*-C we are above the national average. A level and vocational outcomes post 16 are again very positive for 2014 placing Kirklees in the upper quartile for outcomes nationally. Greenhead College is The Sunday Times 6th Form College of the year. Whitcliffe Mount and All Saints Catholic College were regional winners in the DfE Pupil Premium Awards.
- Internally assessed and moderated outcomes for Key Stage 1 children show that an improving picture has continued to be maintained and outcomes improving at least as fast as nationally and in several cases faster than national improvements. At KS2 improvements had been seen in all areas reported on for end of KS2 outcomes and that we have improved on 2013 outcomes. Kirklees outcomes in 2014 are just below national average for outcomes in Reading, Writing and mathematics. Nationally improvements have also been seen. Mathematics has improved at a faster rate in Kirklees than nationally. Rates of progression across the primary phase continue to be a challenge in Kirklees. 2014 outcomes for KS4 place Kirklees at the national average in a particularly volatile year nationally for results. There is difficulty in comparing last year's results with this year's results due to significant changes in the reporting process. At 5 GCSEs at A*-C we are above the national average. A level and vocational outcomes post 16 are again very positive for 2014 placing Kirklees in the upper quartile for outcomes nationally. Greenhead College is The Sunday Times 6th Form College of the year. Whitcliffe Mount and All Saints Catholic College were regional winners in the DfE Pupil Premium Awards.
- We have commissioned an integrated model of maternity services, this focuses on interdependencies between outcomes, prevention and earlier intervention. Healthy pregnancy and early weeks and months (Healthy Child Programme 0-5) is a key priority due to the evidence of impact on longer term outcomes; also under development is an integrated approach to commissioning of the Healthy Child programme 0 to 19 in readiness for the transfer of Health Visiting Services to Kirklees Council, which also incorporate the School Nursing resource.
- We continue to grow our Self Directed Support offer to enable people to manage their own support as much as they wish, so they are in control of their care. Performance data year to date shows that almost 95% of

existing community based social care service users are accessing services in a self-directed manner.

- We are developing our self-care approach to improve the health and wellbeing of vulnerable groups and people who are living with Long Term Conditions. Current focus is on the development of a self-care Hub. A working prototype is in place and a phase of piloting the prototype with the public via the Health Trainer service has started in January.
- We are in the process of commissioning an Integrated Sexual Health Service that has been designed to be more focussed on prevention and working with communities. It will emphasise on improving emotional wellbeing and resilience in order to improve sexual health.
- Public Health and Place have mapped areas of joint work that support the JHWS and KES, identified opportunities for joint working and developed links across KC Directorates and local partners to:
 - Influence the development of the Kirklees Local Plan to ensure that the healthy choice is the easy choice for Kirklees residents, including opportunities to be physically active; a reduction in the number of fast food takeaways; opportunities to grow fruit and vegetables.
 - Mitigate the effects of poor air quality by working with Environmental Health.
 - Improve road safety for vulnerable road users to increase the numbers of people travelling actively by working in partnership with the Kirklees Road Safety Partnership
- Our food strategy is promoting Healthy Eating, physical activity, food growing and cooking skills to develop a sustainable local food culture that promotes healthy choices and early interventions. Weight Management Services have been reviewed and we are now getting better outcomes for less money. A community focussed model is under development for both food growing, obesity and physical activity to ensure the best uses of community assets and build community capacity. The Food for Life Programme in partnership with Kirklees Council Catering Service and Public Health, has successfully transformed food culture in schools. Over 500 local businesses now have the Healthy Choice Award. A Community Shop Social Supermarket is under development and this will target people on low incomes and provide training, support and access to employment in order to increase understanding and change attitudes to food.

Local people can control and manage life challenges

Focus, Progress and Achievement

- We have a well-developed partnership approach to Safeguarding for the most vulnerable in our communities across all age ranges. Work is ongoing to ensure that existing partnership arrangements and strategic planning in relation to Child Sexual Exploitation take into account the findings and recommendations of national publications.

- We are delivering services with partners that support Early Intervention for children, individuals, families and for older people who want to retain their Independence. For example, our offer of reablement supports people earlier in life when they need help to relearn daily living skills and to regain abilities and confidence in their own home. Almost 60% of referrals in to reablement are from hospital and at Q4 2014/15, 88.1% of older people discharged from hospital were still at home three months after their discharge.
- Enabling people to choose their own packages of care to remain independent for as long as is possible empowers people to make their own choices. With self-directed support people can get their own personal budget and can choose to take some or all of this as cash (direct payment) to arrange their own services. People can spend their direct payment on anything that will meet their needs, and many are moving away from traditional care services. Performance on the take up of direct payments continues to improve, with almost 34% of people using self-directed support in the form of a Direct Payment.
- Our targeted support is also enabling people to take up employment opportunities which help to maintain family and social lives therefore avoiding social isolation.
- We increased the value of monetary gain to residents resulting from benefits advice by £18,9m, exceeding our target of £17m during quarter 3.
- The Learning service provides mainstream and targeted support to enable all children and young people to achieve their potential including SEN and Disabled children. Our future plans are developed to meet future demand for school places in response to changing demographics. We work in partnership with schools to ensure we stay focussed on maintaining and improving our schools to increase the achievement and attainment of our children and young adults.
- Building personal resilience helps to equip managers, staff and their service users to deal with life challenges, move on and learn for future events so our commissioned approach to Health and wellbeing aims to maintain and improve the resilience of people living in Kirklees (this includes personal, community and organisational resilience). Courses and toolkits are now available for staff. We are developing wider partnerships across the system to embed resilience within organisational objectives, including the provision of training for managers and staff.
- We deliver and support programmes and initiatives which connect communities to promote cohesion and a sense of belonging. Through community engagement work 902 community initiatives and programmes have been supported by work that includes asset transfer, health and wellbeing, and community mobilisation, 23907 residents have been engaged. Further initiatives also saw over 240 children undertake activities to build school links, and over 2,500 students in schools and faith centres taking part in an E-safety session. Residents surveyed who feel there is a problem with anti-social behaviour in their local area has reduced to the 11% target figure.
- We are encouraging growth in the local economy by engaging and promoting business and funding opportunities (locally and regionally). The projection is to have achieved 175 jobs created against a target of 250. The position with apprenticeships is positive, with 230 apprentices having started their apprenticeship (exceeding the 14/15 target) with a further 84 in the pipeline.

People have a safe, warm, affordable home in a decent physical environment within a supportive community

Focus, Progress and Achievement

- Our aim to increase the number of affordable quality homes has been negatively affected by the delay to the LDF and economic challenges.
- The LCR "Better Homes" Green Deal contract for securing energy efficiency measures for 1400 domestic properties in Kirklees was awarded in December 2014 and is worth £2m. There has been strong progress across all fronts; however some of the funding has yet to be secured.
- Progress is being made on a project to tackle the negative health impacts caused by living in a cold home. Discussions are ongoing with CCGs to commission Energy on Prescription

People take up opportunities that have a positive impact on their health and wellbeing

Focus, Progress and Achievement

- Support is provided to those with developing care needs that promotes independence and choice. We have committed almost a million pounds of investment in 121 VCO organisations supporting some 29600 beneficiaries and leveraging almost £2.5m of community contribution. Community Investment and Third Sector Development: at year end we expect to have invested £1.48m in 145 projects.
- Via the Health Protection Board we ensure the Health protection Function and agenda is prioritised across Kirklees and Wakefield.
- Through the school improvement service we provide monitoring, challenge, intervention and support to ensure educational provision is of a high quality enabling increasing successful outcomes for all children and young people.
- We will continue to reduce the numbers of young people who are not in Education, Employment or Training (NEET) and develop pathways for young people which provides opportunities for them to gain work and skills in key sectors of the economy.
- Community Hub projects are being developed strengthening partnerships between schools, community groups and children's centres, to develop bespoke models of community provision for local people.
- Delivering programmes and initiatives that support growth and resilience of organisations in the voluntary, community, creative and social enterprise sectors are helping us to create strong communities with a range of opportunities for residents. 146 VCS organisations have worked with us, 101 are new organisations. The number of active volunteers in Sport & Physical activity = 149 with 1066 hours given.

- We continue to support and develop a range of sustainable physical activity and sports opportunities to encourage more people to become active to benefit their health and wellbeing and to reduce inequalities in participation for a range of priority communities and priority populations.
This quarter over 30, 000 attendances at sport and physical activity opportunities targeted at people with a range of physical and mental health needs and at different age groups.
- Good quality attractive recreational open spaces designed to meet local needs, including sports, play and recreational facilities, residential landscapes, allotments, trees and woodland continue to be well utilised by residents and visitors.
- Delivering environmental improvements to improve the quality of place in Kirklees. At a local level, environmental business grants totalling £348k have been awarded to 86 businesses.
- The LCR "Better Homes" Green Deal contract for securing energy efficiency measures for 1400 domestic properties in Kirklees was awarded in December 2014 and is worth £2m.
- Influencing the development of the Kirklees Local Plan to ensure that the healthy choice is the easy choice for Kirklees residents, including opportunities to be physically active; a reduction in the number of fast food takeaways; opportunities to grow fruit and vegetables.

Kirklees Economic Strategy (KES) – Quarter 4 Performance Summary

Outcomes to Achieve

Priority two: innovation and enterprising businesses - championing creativity, entrepreneurship and resilience

Focus, Progress and Achievement

- We continue to work with the private sector to deliver the 'Business Deal' for Kirklees. Our target is to achieve £10m of private sector match investment (set against a public sector funding of £2.5m). At the close of the year we have achieved private sector match funding of £10.8m.
- Low carbon solutions and resource efficiency are integral to our business support offer. The Environment Grant has picked up this quarter, with 71 businesses having been awarded funding, and the Access to Finance grant has secured higher than expected leverage.
- The Council works with public sector partners to ensure that procurement includes local labour clauses, wherever possible and maximises contract opportunities. As part of Council procurement, 'Quick Quotes' automatically select local suppliers where they exist. 86 quick quotes were issued in the second half of 2015/16.
- The Council is working with partners to enhance the enterprise offer across the district bringing a significant focus to the existing strengths and assets around enterprise including: Kirklees Youth Enterprise Centre; Peter Jones Academy; Duke of York Young Entrepreneur Centre; and the Enterprise Adviser Programme operating with our Schools.

Priority three: workforce, skills and employment - extending opportunity and powering business success

Focus, Progress and Achievement

- The latest unemployment total for Kirklees was 7,220 or 2.7% of 16-64 year old population (England 2.1%). This represents a decrease of -63 on the previous month and a decrease of -2,840 claimants on the same time last year. [Caveat: An average of 570 decisions to apply an adverse JSA sanction is typically taken by Kirklees Job Centres.]
- There is a need to break out of the 'low skills/low wages' equilibrium' in areas where it both limits incomes and deters employers with higher skilled, value adding vacancies from moving in. Access to the LCR Growth Fund has helped with this. However, it is noted that there has been a slowdown in the number of jobs created as a result of Council intervention using the LCR Business Growth Fund is coming to an end. The actual number of jobs created at year end reaches 174.

- The Better Health at Work service is supporting Kirklees businesses to commit to the Workplace Charter which aims to improve management systems improving the health & wellbeing of staff. 17 new companies have been engaged and 3 have been awarded the Charter status. Over 200 Health MOT's and over 500 emotional wellbeing/CBT sessions have been provided.
- We are committed to raising the awareness and quality of apprenticeships and to making them easy and attractive to take up, with effective routes into good jobs. The position on the Apprenticeship Hub is positive, with 230 apprentices having started their apprenticeship (exceeding this year's annual target) with a further 84 in the pipeline.
- From the Stronger Families programme year to date 109 families are better off through getting a job or making positive progress to find work.
- It is vital that the Council and partners work with businesses to access the £14m Local Enterprise Partnership (LEP) Skills Fund available to all small businesses in the district. The fund provides businesses with the opportunity to secure a 50% contribution to workforce skills training focussed upon business growth.
- We are beginning to explore the introduction of sustainability and social value within the health and social care sector.

Priority four: infrastructure - Making it easier for businesses to succeed and for people to access work

Focus, Progress and Achievement

- Our emphasis on next generation digital connectivity will focus on transforming the digital landscape in Kirklees to create excellent infrastructure that support innovation and economic growth. The Broadband Delivery UK contract, to build much improved digital connectivity across Kirklees, has been signed the implementation plan is making progress.
- We have recruited consultants to review the West Yorkshire Highways Asset Management Plan and we are utilising the recently secured monies to repair pot holes and to undertake minor road improvements across the district.
- We invest in public transport and physical improvements that facilitate the movement of goods and connect people in all our communities to economic growth. Our Ainley Top Junction Improvement Scheme was recently awarded a Certificate of Excellence in the Institute Chartered Engineers - Yorkshire and Humberside Award (spring 2015 competition).
- The maintenance element of the Highways Capital Plan is estimated to achieve 90% of its planned spend by year end.
- Also, joint work is progressing on the Leeds Road 'resource smart corridor', including Cooper Bridge, the Green Streets project and Environment Agency flood protection. Through this, and other resource smart corridors, we will maximise scope to attract business and investment, deliver a high quality urban landscape, make best use of external funding streams and find efficiency savings.

Priority five: quality places - Locations of choice for people, business and investment

Focus, Progress and Achievement

- Our aim is to urban vitality and a distinctive profile for Huddersfield Town Centre. The new Huddersfield Leisure Centre is ahead of schedule for completion and will open in May 2015. The tender process is underway for the new bus lane enforcement infrastructure as part of the Huddersfield Public Realm project. Also, there has been a new approach to event programming to stimulate Huddersfield as a centre for culture, in conjunction with the Autumn Huddersfield Contemporary Music Festival.
- We are committed to the transformation of Dewsbury, building on its strategic location and driven by integrated housing and economic development. Feasibility work on Pioneer House is ongoing. The Dewsbury Townscape Heritage Initiative (THI) scheme continues to progress well. The first planning permission for a priority property (flagged as key to the Dewsbury THI regeneration) has been received, and discussions are in progress with several of the owners/tenants of priority properties in the Northgate area of Dewsbury.
- All of the Empty Clusters schemes are on site or completed (85 units in Huddersfield and 40 units in Dewsbury), 120 units have been delivered through the course of the year. Feasibility work on Pioneer House is nearing completion. The Dewsbury Town Heritage Initiative scheme continues to progress well. The first grant has been approved by the Board and is due to be considered at Cabinet in April. In relation to the Huddersfield Public Realm project, in contribution to the stimulation of town centres as vibrant places to both work and live.
- The Affordable Housing programme has delivered a total of 174 units over the course of the full financial year.
- The focus on preventing crime and ASB has targeted work in hot spot areas to engage communities in preventing and addressing ASB (particularly environmental) in their area. Throughout 2014/15 “KI 188 - reduce the percentage of residents who feel there is a problem with ASB in their local area” has achieved or exceeded the target of 11% evidencing success. Performance is better than for West Yorkshire as a whole. Kirklees’ rural areas show the strongest performance.
- The yearly figure for net increase of dwellings stands at 1,036 additional dwellings. It is also noted that there has been a slowdown in the supply of affordable homes against plan, as a number of registered provider schemes will now complete in the new financial year.
- The additional DfT pothole grant and other sources underspend on Council winter maintenance have funded repairs to 84 roads and over 2,700 potholes.
- Arts & creative impacts have been in relation to effective partnerships & good levels of funding £84K Arts Council funding for ROTOR programme (on-going exhibitions, public events and talks); £350K for Sustainable Collections programme to increase engagement.
- Team events & concerts have attracted over 107K people in to our towns & community events have so far attracted 112,615 people. Targeted support to the local economy has been focused on creative & VCS businesses. Business

development support provided to approximately 290 creative & VCS businesses. CreativeKirklees.com which has exceeded registered profiles, social media targets & followers; supporting Huddersfield Carnival to remodel its business; Arts Starter (pilot community arts development programme in Clayton West) has over 50 residents & businesses involved.