

Public Document Pack



**Service Director – Legal, Governance and
Commissioning**

Julie Muscroft

Governance and Commissioning

PO Box 1720

Huddersfield

HD1 9EL

Tel: 01484 221000

Please ask for: Andrea Woodside

Email: andrea.woodside@kirklees.gov.uk

Monday 9 January 2023

Notice of Meeting

Dear Member

Cabinet

The **Cabinet** will meet in the **Council Chamber - Town Hall, Huddersfield** at **3.00 pm** on **Tuesday 17 January 2023**.

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".

Julie Muscroft

Service Director – Legal, Governance and Commissioning

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.

Cabinet Members:-

Member	Responsible For:
Councillor Shabir Pandor	Leader of the Council
Councillor Paul Davies	Cabinet Member – Corporate
Councillor Eric Firth	Cabinet Member – Transport
Councillor Viv Kendrick	Cabinet Member - Children (Statutory responsibility for Children)
Councillor Musarrat Khan	Cabinet Member - Health and Social Care
Councillor Naheed Mather	Cabinet Member – Environment
Councillor Carole Pattison	Cabinet Member - Learning, Aspiration and Communities
Councillor Cathy Scott	Cabinet Member - Housing and Democracy (Deputy Leader)
Councillor Will Simpson	Cabinet Member – Culture and Greener Kirklees
Councillor Graham Turner	Cabinet Member – Regeneration

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of Cabinet

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

2: Declarations of Interest

1 - 2

Cabinet Members will be asked to advise if there are any items on the Agenda in which they have a Disclosable Pecuniary Interest, which would prevent them from participating in any discussion or participating in a vote upon the item, or any other interests.

3: Admission of the Public

Most agenda items will be considered in public session, however, it shall be advised whether Cabinet will consider any matters in private, by virtue of the reports containing information which falls within a category of exempt information as contained at Schedule 12A of the Local Government Act 1972.

4: Deputations/Petitions

The Cabinet 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.

In accordance with Council Procedure Rule 10 (2), Members of the Public should provide at least 24 hours' notice of presenting a deputation.

5: Questions by Members of the Public

In accordance with Council Procedure Rule 11(5), the period allowed for the asking and answering of public questions shall not exceed 15 minutes.

6: Questions by Elected Members (Oral Questions)

Cabinet will receive any questions from Elected Members.

In accordance with Executive Procedure Rule 2.3 (2.3.1.6) a period of up to 30 minutes will be allocated.

7: Fraud Prevention, Anti Bribery and Anti Corruption Policy 3 - 18

To consider the revised policy.

Contact: Martin Dearnley, Head of Risk and Internal Audit

8: Domestic Abuse Strategy 2022 - 2027 19 - 58

To consider the approval of the Strategy.

Contact: Jo Richmond, Head of Communities

9: 2022-23 Mid-Year Corporate Performance and Impact Report 59 - 138

To receive the 2022-23 Mid-Year Corporate Performance and Impact Report.

Contact: Mike Henry, Head of Data and Insight

10: Kirklees School Funding Arrangements for Financial Year 2023-24 139 - 156

To consider the approval for Kirklees' School Funding arrangements for financial year 2023-2024.

Contact: David Baxter, Finance Manager (Schools)

11: Making Changes to Provision for Pupils with Special Educational Needs 157 - 304

To consider proposals to establish Additionally Resourced Provision at three maintained schools on the Netherhall Learning Campus and to remove other registered Additionally Resourced Provision.

Contact: Martin Wilby, Head of Education, Places and Access

12: Calculation of Council Tax Base 2023-24 (Reference to Council) 305 - 316

To consider the Council Tax base for the whole of the Kirklees area, and the Council Tax bases for the five Parish and Town Councils, for 2023 - 2024.

Contact: Sarah Brown / Mark Stanley, Exchequer and Welfare Services

13: Adults and Health's Commission for External Consultancy to support a Comprehensive Diagnostic and subsequent Change Programme 317 - 324

To consider to opportunities to mitigate demand and financial pressures through transformative activity, procurement, diagnostic and a change programme.

Contact: Richard Parry, Strategic Director (Adults and Health)

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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: 17th JANUARY 2023
Title of report: FRAUD PREVENTION AND ANTI-BRIBERY AND ANTI-CORRUPTION POLICY

Purpose of report.

To recommend some updating of the councils arrangements in relation to the prevention and detection of fraud, bribery and corruption, by way of a revised overarching Fraud Prevention, and Anti-Bribery and Anti-Corruption Policy and a number of other related documents

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	not applicable
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	not applicable
The Decision - Is it eligible for call in by Scrutiny?	not applicable
Date signed off by Strategic Director	05/01/2023
Is it also signed off by the Service Director for Finance IT and Transactional Services?	04/01/2023
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	03/01/2023
Cabinet member portfolio	Cllr Paul Davies

Electoral wards affected: All

Ward councillors consulted: None

Public or private: Public

Have you considered GDPR? Yes

1. Summary

- 1.1 The Council has had an (anti) Fraud Strategy for many years, but it is sometime since it was updated.
- 1.2 The updated and renamed document; Fraud Prevention, and Anti-Bribery and Anti-Corruption Policy, includes sections on approach to preventing, or mitigating the risk of fraud and an Anti-Bribery Policy Statement and an Anti-Corruption Policy Statement.
- 1.3 The core message is that fraud, bribery and corruption will not be tolerated, and that actions will be taken against anyone who perpetrates such action against the Council.

2. **Information required to take a decision**

- 2.1 The Council faces a threat from fraud, bribery and corruption. The documents are all designed to reemphasise that fraud, bribery and corruption will not be tolerated, and action will be taken against offenders. Fraud, bribery and corruption take resources from those in need.
- 2.2 The information is contained within the introduction and core Anti-Fraud, Anti-Corruption and Anti-Bribery Policy contained in the document, attached as an appendix to this report.
- 2.3 The council's current Strategy includes a lot of detailed information which is more relevant to operating documents and the new Policy document (based on national advice) emphasises the areas of culture, governance, prevention - which includes capability, capacity and competence – communication, collaboration, pursuit and protection, recognising that the vulnerable suffer most from fraud as a part of governance. There is expected to be a Cabinet member with responsibility to act as "champion".
- 2.4 There are then more detailed statements on how the council will look for and act on fraud- through a statement on actions and responses.
- 2.5 An Anti-Bribery policy statement addresses how the council will seek to mitigate bribery risk. An additional specific, shorter Anti-Corruption statement is a new addition advised by CIPFA. Given that the council is not a sales organisation and has strong policies on areas such as procurement, it is perhaps a lower risk area than others, but the ability of the council to give statutory permissions does create risk of bribery or corruption, albeit few decisions are not subject to oversight and checking either through management or member-based decisions.
- 2.6 The council faces a continuous threat from fraud and corruption, from citizens, claimants, and potentially those within- employees and members. It is vital that the council has arrangements in place to look to prevent or mitigate attempted fraudulent or corrupt actions, and to thoroughly investigate- and where appropriate act, including prosecution against offenders, denial of service, the termination of tenancies and or dismissal. It is important that those staff who are involved in areas susceptible to fraud, bribery or corruption have awareness, and vigilance. For some specific training may be appropriate.
- 2.7 Officers will provide more detailed operating procedures and instructions to support the new overarching, Policy. This will include a Fraud Response Plan, an Action Plan and a Whistleblowing statement.
Actions will also be taken under a new approach to fraud to identify areas more overtly with fraud etc is a risk, and consider if additional systems, measures, controls, actions or training are necessary as mitigations. It is also intended that resources for fraud investigation will be directed into areas of high risk.
- 2.8 Officers will also look to improve the level of management information relating to fraud, which will (subject to the decisions of cabinet below) be reported to the Corporate portfolio holder, and as a part of the routine reporting to Corporate Governance & Audit Committee.

3. **Implications for the Council**

- 3.1 **Working with People** – None directly
- 3.2 **Working with Partners** – None directly
- 3.3 **Place Based Working** – None directly
- 3.4 **Improving outcomes for children**– None directly

- 3.5 **Climate change and air quality-** None directly
- 3.6 **Impact on the finances of local residents-** None directly
- 3.7 **Other (e.g., Legal/Financial or Human Resources)-** Although each of the sub categorisations above suggest no direct implications, fraud, bribery and corruption take resources from where they were intended, to the benefit of the perpetrator. There is a cost of fraud, bribery and corruption mitigation. It is important that this is balanced appropriately, although it is not acceptable for low level fraud to be tolerated.

4. Consultees and their opinions

The Executive Team supports a move toward a more integrated and assertive response to fraud.

5. Next steps and timelines

- 5.1 To carry out a thorough fraud/bribery/corruption reassessment and determine if any changes in practice are required.

6. Officer recommendations and reasons

- 6.1 Cabinet are asked to approve the new Strategy, and supporting appendices
- 6.2 Cabinet are asked to note the specific responsibility for the Corporate portfolio holder to act as anti-fraud (bribery and corruption) champion.
- 6.3 Cabinet are asked to approve that officers may make any amendments to the Appendices to the overall policy, and other information associated with the implementation of this policy, subject to consultation with the Corporate portfolio holder.

7. Cabinet portfolio holder's recommendations

- 7.1 To support the officers recommendations.

8. Contact officer

Martin Dearnley, Head of Risk & Internal Audit (01484 221000 x73672)

9. Background Papers and History of Decisions

Previous Strategy document, Advice from CIPFA

10. Service Directors responsible

J Muscroft, Services Director Legal Governance & Commissioning
E Croston, Service Director Finance

Appendix

Fraud Prevention, and Anti-Bribery and Anti-Corruption Policy

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KIRKLEES COUNCIL

FRAUD PREVENTION,
AND
ANTI-BRIBERY
AND
ANTI-CORRUPTION
POLICY

January 2023

Contents	Page
Policy Statement	3
1. Scope	4
2. Aims & Objectives	4
3. Definitions:	
3.1 Fraud	4
3.2 Bribery & Corruption	5
4. Organisational Culture	6
5. Responsibilities	6
6. Governance, Monitoring & Review	7
7. Approach:	
7.1 Prevent: Capability, Capacity & Competence	8
7.2 Communication	8
7.3 Collaboration	9
7.4 Pursue	9
7.5 Protect	9
Appendix 1 Anti Bribery Policy Statement	10
Appendix 2 Anti Corruption Policy Statement	11

Additional operating procedures, information and instructions to officers and advice to Members and officers support this policy document.

KIRKLEES COUNCIL
FRAUD PREVENTION, ANTI-BRIBERY AND ANTI CORRUPTION POLICY

POLICY STATEMENT

The Council has a duty to prevent fraud, bribery and corruption, whether it is attempted by someone outside or within the Council such as another organisation, a resident, an employee or Councillor. The Council is committed to a zero-tolerance approach to fraud, corruption and bribery.

Fraud is not a victimless crime, it takes resources from those who need them, and can undermine public confidence, resulting in both physical loss and reputational damage.

Fraud is unacceptable. The Council is committed to addressing fraud and corruption issues and will take action to prevent, protect, investigate, and act upon any suspicion of fraud, corruption or bribery of any kind.

Neither the Council nor anyone acting on its behalf will pay bribes or offer improper inducements to anyone for any purpose, nor will bribes or improper inducements be accepted in any circumstances.

It is the Policy of the Council to:

- Take all reasonable steps to proactively deter, prevent and detect fraudulent activity
- Investigate where any suspicion of fraud, bribery or corruption exists
- Apply available sanctions and pursue recovery of losses where instances of fraud, bribery or corruption are identified
- Develop a culture of fraud awareness ensuring that all Members and Officers receive appropriate training and know how to report concerns

The Council expects that individuals and organisations will act towards it with integrity and without thought or actions involving fraud, corruption or bribery. However, the Council recognises that a small minority will attempt to act fraudulently and corruptly, and it is against those individuals and organisations that this policy and supporting strategy is directed.

All Members and employees must lead by example, by following the organisation's rules and always behaving in a way that is beyond criticism.

The Council will regularly monitor and review the effectiveness of this policy.

Chief Executive
January 2023

1 Policy scope

This policy applies to all of the Council's activities. The Council expects that partners, and suppliers, will adopt policies consistent with the principles set out in this policy.

Managers and staff at all levels within the Council are responsible for ensuring implementation of this policy, including appropriate assessment of risk, training of staff members and reporting of any suspected irregularity.

This policy covers all staff at all levels and grades and includes those permanently employed, temporary agency staff, contractors, non-executives, agents, Members (including independent Members), volunteers and consultants.

Contractors and partners whose activities create particular risk to the Council (financial, legal or reputational) are also covered by specific requirements.

2 Policy aims & objectives

Ensure the Council is protected against loss through fraudulent activity, bribery or corruption.

Protect the Council's resources by ensuring they are not lost through fraud but are used for improved services to Kirklees residents and visitors.

Maintain the Council's reputation as a well governed and well controlled organisation, operating as a trusted partner to businesses, suppliers, VSCE organisations, and all service users and citizens.

Create an anti-fraud culture which highlights the Council's zero tolerance of fraud corruption and theft, which defines roles and responsibilities.

3 Definitions

3.1 Fraud Definition

Under UK law, fraud is defined as: making a dishonest representation for your own advantage or to cause another a loss dishonestly neglecting to disclose information when you had a duty to do so. The primary pieces of legislation are the Fraud Act 2006 and the Bribery Act 2010.

Those who commit fraud, or are involved in corruption or bribery, normally do so for gain for themselves or another person, or to intentionally expose someone else to a loss. This includes:

- Failure to disclose information- where a person dishonestly fails to disclose information which they are under a legal duty to disclose (e.g., the level of savings when applying for means tested support)

- False representation- where a person knowingly makes an untrue or misleading statement (e.g., submitting a grant request to the Council knowing that the grant objectives have not been delivered)
- Abuse of position – where a person occupying a position intended to safeguard the financial interests of the organisation dishonestly abuses that position (e.g., an employee initiating false or unjustified payments)
- Theft, misappropriation and false accounting
- Money laundering, forgery and extortion
- Bribery (see below)
- Deception
- Conspiracy, corruption and collusion such as the use of authority, action or advice in order to prevent or distort a decision.

3.2 Bribery & Corruption Definition

Corruption is a broad term used to describe any attempt to abuse power for personal gain. Bribery represents a specific example. Bribery is an inducement or reward offered, promised or provided to gain personal, commercial, regulatory or contractual advantage. This includes, but is not limited to, the following instances:

- Give, promise to give, or offer a payment, gift or hospitality with the expectation or hope that a business advantage will be received, or to reward a business advantage already given
- Give, promise to give, or offer a payment, gift or hospitality to a government official, agent or representative to “facilitate” or expedite a routine procedure
- Accept payment from a third party that you know, or suspect, is offered with the expectation that it will obtain a business advantage for them
- Accept a gift or hospitality from a third party if you know, or suspect, that it is offered or provided with an expectation that a business advantage will be provided by the Council in return
- Retaliate against or threaten a person who has refused to commit a bribery offence, or who has raised concerns under this policy

The Bribery Act 2010 is designed to combat bribery and corruption in the public and private sector. The act makes it an offence to offer, promise or give a bribe or to request, agree to receive, or accept a bribe “intending that, in consequence, a relevant function or activity shall be performed improperly”. There is also a corporate offence of failure by a commercial organisation (the definition of which covers local authorities, and associated bodies, such as

schools) to prevent bribery that is intended to obtain or retain business, or obtain an advantage in the conduct of business, for the organisation. The only defence to this corporate offence is if the organisation can prove on the balance of probabilities that it had in place “adequate procedures” designed to prevent persons “associated with” the organisation from bribing.

4 Organisational Culture

The Council will not tolerate fraud, bribery or corruption in any circumstances.

The Council expects that all individuals and organisations, associated in whatever way with the Council, will act with integrity. All citizens, service users and claimants must be honest, open and truthful, and comply with all obligations when requesting services, or seeking reductions in charges, subsidies or grants. Suppliers and others transacting with the Council commercially must be open, honest and fair in their dealings with the Council.

Members and employees at all levels must always lead by example. (See the Instructions & Advice to Members & Employees)

Senior management are responsible for acting as required by this Strategy in respect of any allegation of fraud, bribery or corruption received. (See Instructions & Advice to Managers)

In addition to the possibility of civil and criminal prosecution, any staff who breach this policy will face potential disciplinary action, which could result in dismissal for gross misconduct.

5 Responsibilities

The Council has a Constitution, Financial Procedure Rules and Contract Procedure Rules (and other operating rules) intended to promote the operation of the Council's business in a way which ensures probity, openness and minimises the risk of fraud, corruption and bribery.

The Cabinet is responsible for ensuring the Council has a Fraud Policy, with the Cabinet Member for Resources having a specific responsibility to act as a champion of this Policy.

It is the responsibility of the Chief Executive, the Executive Team and the Statutory Officers to ensure that the arrangements required by this strategy are properly implemented, embedded and amended as necessary.

The Cabinet and Corporate Governance & Audit Committee have a role in overseeing the operation of this Strategy.

Council Directors are responsible for ensuring the adequacy of all anti-fraud and bribery corruption arrangements within their service areas. (See Instructions & Advice to Managers)

All employees have a responsibility to help detect, prevent and report instances of fraud, bribery or corruption. Anyone with concerns regarding a suspected instance of bribery or corruption should speak up – any information and assistance will help.

The Council is committed to ensuring that staff have a safe, reliable, and confidential way of reporting any suspicious activity. Every member of staff should know how they can raise concerns. The process is detailed in the Councils Whistleblowing Policy.

Employees with concerns should raise the matter with their manager or Service director or the Head of Audit & Risk. Managers must report the concern to the Head of Audit and Risk.

All Members, and employees and associates must ensure that they:

- read, understand and comply with this policy and supporting documents
- raise concerns as soon as possible where they believe or suspect that a conflict with this policy has occurred or may occur in the future.

6 Governance, Monitoring & Review

The Chief Executive and Executive Team discharge their responsibilities through the Fraud Risk Panel. The Fraud Risk Panel meets quarterly and comprises of representatives from across the Council, being chaired by the Head of Audit & Risk. It identifies potential sources of fraud by reviewing operational processes, assesses the controls that are in place to prevent fraudulent activity and monitors the effectiveness of existing controls. Where controls are found to be ineffective or absent the panel will make recommendations to rectify.

An annual report is provided to the Corporate Governance & Audit Committee.

The Council has a range of interrelated policies, procedures and legislation that form the corporate framework to counter fraudulent activity. These have been formulated in line with appropriate legislative requirements and professional best practice, and include:

- Code of Conduct for Members?
- Code of Conduct for Employees?
- Employee Handbook (Terms & Conditions of Service) with specific reference to Gifts & Hospitality and Conflicts of Interest
- Whistleblowing Policy
- Fraud Risk Assessment
- Bribery & Corruption Risk Assessment
- Instructions & Advice to Members & Employees
- Fraud Response Plan

This Policy will be reviewed regularly. The review shall consider the following inputs prior to recommending any changes:

- the nature of specific instances of fraud, bribery or corruption that have been identified
- the outcomes of relevant risk and audit assurance activity
- developments across the regulatory and legislative landscape
- changes in operational processes and procedures
- elements of best practice identified from peers

7 Approach

7.1 Prevent: Capability, Capacity & Competence

- 7.1.1 The Council will regularly assess the range of fraud risks that it faces, by the production of an annual risk assessment.
- 7.1.2 The Council will have adequate system design and controls arrangements in place (both digital and manual) to prevent and detect fraud, with sufficient employees to carry out operational assessments, and to carry out investigations where irregularity is suspected to have occurred. This will include appropriate data collection arrangements. (Compliant with any statutory obligation).
- 7.1.3 The Council's Internal Audit and Fraud Team will be informed of all fraud related issues and concerns and will undertake investigations or be responsible for oversight of fraud investigation by others.
- 7.1.4 There will be general and specific training to relevant employees on fraud, bribery and corruption risk prevention and detection, and specialist training for the Internal Audit and Fraud Team.
- 7.1.5 The Council will continue to make employees aware of their responsibilities to adhere strictly to this policy.
- 7.1.6 Various strategies will be used to encourage its employees to be vigilant and to report any suspicions of bribery, providing them with suitable channels of communication and ensuring sensitive information is treated appropriately.
- 7.1.7 All instances of alleged bribery will be rigorously investigated, and assistance provided to the Police and other appropriate authorities in any resultant prosecution.
- 7.1.8 Inclusion of appropriate clauses in contracts to prevent bribery.

7.2 Communication

- 7.2.1 The Council will be clear in both its external and internal communication about the importance of fraud prevention, its impact on both the Council and community, and will appropriately publicise fraud related matters.

7.3 Collaboration

- 7.3.1 The Council will work as one organisation to prevent and detect fraud.
- 7.3.2 It will work with other local authorities, and with the Police and other agencies sharing information, resources, skills and learning, good practice and innovation.

7.4 Pursue

- 7.4.1 The Council will take all steps to pursue those it believes may be guilty of fraud. It will investigate all cases where it believes there is strong suspicion of fraudulent activity.
- 7.4.2 It will, where appropriate, collaborate across geographical and sectoral boundaries in pursuit of suspicion of fraud.
- 7.4.3 The Council will use a range of methodologies to address fraud ranging from denial of service, through use of civil sanctions and criminal prosecutions. It will seek to recover costs of investigation from those who perpetrate fraud against it, using all appropriate means.

7.5 Protect

- 7.5.1 The Council will acknowledge the harm that fraud can cause in the community. This includes the effect that fraud has by depriving the community of resources for services that they expect.

Appendix 1

ANTI BRIBERY POLICY STATEMENT

This statement should be read alongside the more comprehensive Fraud Statement

1. The Council is committed to applying the principles which are set out below and within the Counter Fraud, Bribery & Corruption Policy, to implement bribery prevention procedures which are proportionate to risk.
2. Due diligence procedures are in place where contractors, associated persons or organisations perform activity on behalf of the Council. This will include assessment that sufficient control procedures are in place to prevent as far as is practicable bribery taking place within those organisations.
3. Bribery prevention measures will be communicated, embedded and understood throughout the organisation through regular engagement and training.
4. Ongoing monitoring and review of procedures, including making improvements where necessary.
5. It is unacceptable to:
 - a. give, promise to give, or offer a payment, gift or hospitality with the expectation or hope that a business advantage will be received, or to reward a business advantage already given
 - b. give, promise to give, or offer a payment, gift or hospitality to a government official, agent or representative to “facilitate” or expedite a routine procedure
 - c. accept payment from a third party that you know, or suspect, is offered with the expectation that it will obtain a business advantage for them
 - d. accept a gift or hospitality from a third party if you know, or suspect, that it is offered or provided with an expectation that a business advantage will be provided by the Council in return
 - e. accept “facilitation payments”; these are unofficial payments made to public officials in order to secure or expedite actions and are illegal.
 - f. retaliate against or threaten a person who has refused to commit a bribery offence, or who has raised concerns under this policy
 - g. engage in activity in breach of this policy.
6. Anyone who gives or receives a bribe is liable to legal penalties of fines and terms of imprisonment. The Council could also be subject to fines if its employees (etc.) were found to be party to bribery.
7. A company is automatically and perpetually debarred from competing for public contracts where it is convicted of a corruption offence. Organisations that are convicted of failing to prevent bribery are not automatically barred from participating in tenders for public contracts. The Council does have the discretion to exclude organisations convicted of this offence and will consider these on a case-by-case basis.

Appendix 2

ANTI CORRUPTION POLICY STATEMENT

This statement should be read alongside the more comprehensive Fraud Statement

1. All large organisations face a threat of corruption. Corruption causes harm to the organisation, its aims and objectives and to its service users.
2. Corruption is not tolerated. Everyone must behave in a way which makes clear that any corrupt- or apparently corrupt- behaviour is unacceptable.
3. The Council will establish governance oversight and systems and processes to minimize the risk of corruption. (For example, all decisions and appointments will be based on merit, all contract awards will follow compliance obligations and due diligence)
4. The Council will ensure that all Members and employees are aware of corruption risks and provide appropriate training.
5. The Council will ensure that all staff declare any conflicts of interest and any gifts or hospitality.
6. There will be a regular corruption risk assessment (and risk management process) including a check that adequate resources are devoted to corruption prevention and investigation.
7. There will be annual report on corruption risk.
8. The Council will address any corruption risk in any partnership arrangements.
9. The Council will take proactive steps to assess corruption risk where appropriate (including the use of data matching and analytics).
10. The Council will investigate any apparent corruption, using specialist resources if appropriate.

This statement aligns with the draft CIPFA Draft Anti-Corruption Code of Practice (July 2022)

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Name of meeting: Cabinet

Date: 17th January 2023

Title of report: Domestic Abuse Strategy 2022-2027

Purpose of report:

This report provides an overview of the new Strategy including.

- New approaches to delivery and commissioning arrangements to deliver the Domestic Abuse Strategy.
- Place based work working aligned with the Inclusive Communities Framework

Key Decision - 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
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)?</u>	Key Decision – No Private Report/Private Appendix – Yes/No
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director for Finance? Is it also signed off by the Service Director for Legal Governance and Commissioning?	Mel Meggs Strategic Director Childrens Services 13/12/2022 Eamonn Croston 19/12/2022 Julie Muscroft/John Chapman 19/12/2022
Cabinet member http://www.kirklees.gov.uk/you-kmc/kmc-howcouncilworks/cabinet/cabinet.asp	Councillor Pattison 17/02/22 & 15/12/2022 Councillor Khan – 21/02/2022 & 09/01/2022

Electoral wards affected: all

Ward councillors consulted on strategy:

Date	Consulted With	In attendance
17/02/22	Portfolio lead for Communities,	Cllr Carole Pattison
21/02/22	Portfolio lead for Health and Social Care	Cllr Musarrat Khan
25/02/22	Portfolio lead for Children	Cllr Viv Kendrick
03/03/22	Place partnership leads	Cllr Gwen Lowe Cllr Andrew Pinnock Cllr Sheikh Ullah Cllr Karen Allison Cllr Elizabeth Reynolds Cllr Charles Greaves
24/10/22 25/10/22 01/11/22	Councillors offered the opportunity to provide feedback about existing services to support victims of domestic abuse and their children.	Cllr Aleks Lukic Cllr Alison Munro Cllr Andrew Marchington Cllr Andrew Pinnock Cllr Cathy Scott Cllr Elizabeth Reynolds Cllr Elizabeth Smaje Cllr Eric Firth Cllr Gwen Lowe Cllr Jo Lawson Cllr Mohan Sokhal Cllr Naheed Mather Cllr Paola Davies Cllr Sheikh Ullah Cllr Tyler Hawkins Cllr Viv Kendrick Cllr Yusra Hussain Cllr Bill Armer Cllr Carole Pattison Cllr Harry McCarthy Cllr Matthew McLoughlin Cllr Paul Davies Cllr Vivien Lees-Hamilton Cllr Moses Crook

Public or private: **public**

Has GDPR been considered? A Data Protection Impact Assessment (DPIA) will be completed in advance of any newly commissioned services commencing delivery. Providers are also required to sign information sharing agreements with the partnership.

DPIA, data flow mapping and privacy notices have been prepared in advance of work.

Robust data protection arrangements are in place as part of the Domestic Homicide Review process.

1. Summary

1.1 This report provides an overview of the Strategy and new approaches to delivery, including:

- Building community capacity through arrangements funded by Place Partnerships aligned with the Inclusive Communities Framework
- A new approach to commissioning services

1.2 It is recommended that Cabinet:

- note the information provided in this report and support the adoption of the strategy.

2 Information required to take a decision

Domestic Abuse Strategy 2022-27

2.1 The Strategy was considered by Executive Team on 1 February 2022. Following this meeting, the Strategy has been presented to and endorsed by:

- Portfolio leads for Communities (17/02/22), Health and Social Care (21/02/22) and Children's Services (25/02/22).
- Leadership Management Team (28/02/22)
- Communities Board (02/03/22 and final sign-off 14/06/22)
- Place Partnership Leads (03/03/22)
- Scrutiny Committee (15/03/22)
- Kirklees Health and Wellbeing Board (30/06/22)
- Kirklees Safeguarding Adults Board (15/07/22)

2.2 Throughout this period of consultation and review, very minor amendments were made to the Strategy and the final version was approved by the Communities Board on 14th June 2022.

2.3 The Executive Team has previously requested that the Domestic Abuse Strategy be presented to Cabinet as a good practice example. Accordingly, the Strategy has been scheduled to be presented to Cabinet on 17 January 2023.

2.4 An annual update on Domestic Abuse is to be presented to Overview and Scrutiny Management Committee in February 2023, alongside the Community Partnership Plan and annual Strategic Intelligence assessment.

3 Co-producing our response with specialist domestic abuse support Services

3.1 The Department for Levelling Up, Housing and Communities provides a grant of £921,466 to support victims of domestic abuse, and their children, in safe accommodation. This grant provides a significant increase in funding and with it, the opportunity to consider our domestic abuse provision across the system. While the DLUHC grant is the largest source of domestic abuse funding in Kirklees, the

grant is narrow in scope. This is an annual grant, and a similar amount has been confirmed by Government for 22/23 and 23/24.

3.2 Our current arrangements for commissioning domestic abuse support services have been developed over time in response to the availability of small and /or short-term funding streams, resulting in small, short-term contracts, which are narrow in scope. This presents significant challenges for both the Council and local providers in terms of administration, service delivery and navigation by service users, staff retention and promotion/visibility of services.

3.3 In line with the outcomes required for the Strategy we fund a range of services, predominantly within the voluntary sector, we are focused on strengthening and improving delivery in the following areas:

- provide trauma-informed support to medium-high risk victims of domestic abuse, and their children, to recover from abuse and to access the support they need from other services (building on the successes of the existing Independent Domestic Abuse Advisor Service, community-based complex needs intervention, therapeutic support service for children and young people and therapeutic support for victims).
- develop a skilled workforce that can use a trauma-informed 'Team around the Family/Couple' approach to support perpetrators of domestic abuse to address the root causes of their abusive behaviour and access support with a range of needs (building on existing group work programmes to provide tailored 1-1 support).
- take the lead in coordinating the range of support required for those on their caseload and actively participate in multi-agency arrangements to safeguard children and vulnerable adults.
- Reduce the need to navigate complex delivery arrangements with existing providers to minimise duplication and maximise best use of resources; and
- participate in multi-agency arrangements at a strategic level and support the Domestic Abuse Partnership to identify and redress gaps in available support.

3.4 The grant provided by DLUHC provides an opportunity to rethink our approach to commissioning domestic abuse support services. With support from Procurement, the Domestic Abuse Team within Communities and Access Services have facilitated sessions for local providers of domestic abuse support services (for victims, children, and perpetrators) to reflect on existing commissioning arrangements, the potential for pooling budgets and reducing the number of individual contracts. Further exploring how we could enable local services to work together even more closely to support victims and children, and encourage behaviour change in those who cause harm. We will bring a further report on the outcomes and recommendations from this work report to Cabinet.

4 Building community capacity Place Partnerships' Funding

4.1 A budget of £400,000 was allocated by the Council to the seven Place Partnerships to tackle domestic abuse through building local community capacity and resilience.

4.2 In March 2021, Cabinet approved the use of this funding to recruit four Domestic Abuse Consultant and Community Engagement roles on a two-year fixed term

contract, each linked to one of the four place-based Community Hubs. The Consultants commenced on 25 October 2021 and, since November 2021, as a cohesive Domestic Abuse Community Engagement Team (DACET) have conducted 263 engagement activities reaching 2,768 people. Of these:

- 70 awareness raising sessions have been delivered to 739 people based within the community, resulting in attendees reporting that they had a greater awareness of domestic abuse; would feel more confident about approaching services for help; and more equipped to support someone who was experiencing domestic abuse.
- 101 awareness raising sessions and issue specific briefings have been delivered to 1062 professionals in Kirklees, resulting in attendees reporting that they had a greater awareness of domestic abuse; would feel more confident about approaching services for help; and more equipped to support someone who was experiencing domestic abuse.
- 92 meetings have been held/attended with 967 professionals, anchors, community leads and members.

- 4.3 Over the last 12 months, the place-based team have worked in alignment with the development of the Inclusive Communities Framework as an early adopter and collaborated with communities to raise awareness of domestic abuse giving a voice to local people, many previously unheard, about domestic abuse and what it means to them and their communities. Through these activities the team has encouraged and supported a better understanding of the complexities of domestic abuse beyond physical violence including a deeper understanding of coercive control fostering greater confidence to recognise and appropriately respond to people affected by domestic abuse, working alongside local people to build confidence and resilience.
- 4.4 Over this period, West Yorkshire Police have recorded a significant increase in coercive controlling behaviour crimes being reported, from 88 in 2021/22 to 313 in 2022/23 YTD.
- 4.5 DACET is data and intelligence led, using police incident reporting data to highlight the availability of support services and other resources in areas with high reports; and to target areas where there are no reports, working with local community organisations to build confidence in support services and police.
- 4.6 Crucially, DACET has also worked closely with schools and Education Safeguarding to develop domestic abuse training for young people that could be delivered as part of their PSHE curriculum. Designated Safeguarding leads have been trained and supported to deliver the training inhouse so that it can be a sustainable and ongoing part of the young people's curriculum. Feedback has been collected by schools to measure the impact of the training on children and young people and confirm that children now feel more knowledgeable about domestic abuse and who they can approach for support.
- 4.7 DACET also works closely with partners to support local initiatives, such as supporting Police to establish Safezones and working with the University to support research into stalking.

5 Implications for the Council

Working with People

The Strategy outlines how our whole system, including the third sector, health organisations, housing providers, social care, and the Criminal Justice System, works in a consistent and coordinated way to:

- See and respond to the **whole person**, whether that be victims and survivors (including children), perpetrators or others affected by domestic abuse
- Work with the **whole family** to minimise the harm caused by perpetrators and build resilience
- Work with the **whole community** to minimise the harm caused by perpetrators and support victims and survivors to live the lives they want; and
- Influence the **whole society** through the media, politicians, employers, key opinion formers and commentators by challenging victim blaming and damaging gender stereotypes.

Working with Partners

The Strategy has been developed in partnership with colleagues from voluntary and community services, health agencies, housing providers and criminal justice agencies. Partnership commitment for the strategy is to be demonstrated through statements of support to be provided by both health and police colleagues. This is a partnership strategy, and the delivery plans reflect the contribution and collaboration across the system.

Place Based Working

The Strategy refers to the work we do in Places, recognising our partnership arrangements to respond to local communities, including, Primary Care Networks, community hub models of working and Local Neighbourhood Policing teams. Extensive Place Based work now underpins the delivery of the strategy with local communities, complimenting and informing the work of our partners.

Climate Change and Air Quality

No change in impact.

Financial, HR, Communications issues (including value for money)

The 2022-2027 Domestic Abuse Strategy has no immediate financial implications for the Council and is aligned with and supports our legal duty to support victims in safe accommodation.

Over the course of the strategy, the Council will be working with partners to establish joint commissioning arrangements and the Strategy includes an aspiration to develop pooled funding arrangements.

In addition to existing Council funding, we expect to receive an annual grant from Government that will aid delivery and the current short term (annual) nature of funding presents challenges to our commissioning, grant making and to the security of services, particularly for our voluntary sector partners. This is currently 'ring fenced' to domestic abuse, but this may change moving forward.

HR

The 2022-2027 Domestic Abuse Strategy has no immediate HR implications for the Council.

The Strategy includes a partnership commitment to:

- Provide domestic abuse training to support our employees to respond appropriately to people who report domestic abuse, including arrangements for routine and/or targeted enquiry as appropriate; and
- Implement a domestic abuse policy and procedure/guidance for how the organisation will respond to employees who are victims/survivors, or perpetrators, of domestic abuse.

The Domestic Abuse Strategic Partnership will monitor compliance with these commitments over the course of the strategy.

From a Council point of view, our approach to domestic abuse training is being finalised in partnership with workforce development, work around corporate safeguarding, Kirklees Safeguarding Children Partnership and Kirklees Safeguarding Adults Board.

The Domestic Abuse and Safeguarding Partnerships team is currently working with HR to develop guidance outlining how we as an organisation can support employees who may be experiencing domestic abuse and where managers can access further advice and support. It is anticipated that this guidance will be subject to consultation with trade unions and through employee networks.

The Strategy itself is attached in its finalised form at Appendix 1.

6 Next steps and timelines

DA Strategy to be presented to Cabinet for Council approval	17/01/23
Further report on recommended changes to commissioning to be presented to Executive Team	Date TBC

7 Officer recommendations and reasons

7.1 It is recommended that Cabinet

- note the information provided in this report and support the adoption of the Domestic Abuse strategy

This action is recommended to give Cabinet oversight of the good practice developing in response to domestic abuse in Kirklees.

8 Contact officer

Chani Mortimer
Service Manager, Domestic Abuse and Safeguarding Partnerships
chani.mortimer@kirklees.gov.uk

Jo Richmond
Head of Communities Service
jo.richmond@kirklees.gov.uk

9 Service Director responsible

Jill Greenfield
Service Director Communities and Access Services
Jill.greenfield@kirklees.gov.uk

Kirklees Council

Kirklees Domestic Abuse Strategy



November 2022

CONTENTS

Foreword – Chair Communities Board	1
Statement of Support – West Yorkshire Police	2
Statement of Support – Kirklees Health and Care Partnership	2
Acknowledgements	3
A note on language	4
the impact of domestic abuse	5
Shared vision for Kirklees	7
Strategic aims	7
Principles that underpin our work	10
Working with the whole person	10
Working with whole families	11
working with whole communities	11
Influence the whole society	11
Recognising Domestic Abuse as a form of violence against women and girls	12
Outcomes	13
Priority One: Whole Family Approach to domestic abuse	14
Priority Two: Supporting perpetrators to change behaviour	15
Priority Three: Partnership response to victims with multiple needs and/or protected characteristics	16
Priority Four: Supporting victims to maintain or access safe and stable housing	17
Priority five: Multi-agency working arrangements	18
Governance	19
Domestic Abuse as a Priority for the Kirklees Communities Board	19
Kirklees Domestic Abuse Partnership	20
Commissioning arrangements	20
Monitoring performance	20
Opportunities for learning	21
Annexe A: achievements under the 2019-2021 strategy	22
Annexe B: domestic abuse in Kirklees	26
Annexe C: Process for 2022-2027 strategy development	29

FOREWORD – CHAIR COMMUNITIES BOARD

Kirklees Partnership Plan 2022

Domestic abuse is an abhorrent crime which is experienced both nationally and locally here in Kirklees. Unfortunately, in West Yorkshire, domestic abuse related crimes make up 21% of all recorded crimes. This is an even more shocking figure when we consider that incidents of domestic abuse often go unreported. The gravity of the issue is not lost on myself, or the council, and I hope you will agree that this is reflected in the new five-year domestic abuse strategy.

This strategy has been influenced by those who have experienced domestic abuse and I would like to thank them for their contributions. Without their honest feedback and commitment to make a difference we would not have the learning available to help us to shape our approach. I want all Kirklees residents to feel safe and be safe. Be that when they are out in our towns and villages or at home with their family. Together, with the help of residents, communities, council staff, and partner organisations, we can create a safer society.



I want Kirklees residents to live in cohesive, inclusive and resilient communities, feel safe from harm and for children to have the best start in life. This ambition is one which is shared by Kirklees residents, the council, and our partner organisations. This strategy outlines the ways in which we will work in partnership to prevent, respond to, and repair the damage caused to victims, their families and their children because of domestic abuse. A significant theme of this new strategy is our work on 'co-production'. This simply means that we will be working extremely closely with those who have lived experience of domestic abuse. By listening to and learning from these experiences we can tailor our services to ensure they are accessible for all Kirklees residents regardless of age, ethnicity, sexual orientation, or any other protected characteristic. For the first time ever, our domestic abuse strategy will explore how we can support more perpetrators to change their behaviour, and better understand which interventions work best. This is valuable learning which will strengthen our approach to preventing and responding to domestic abuse.

While we strive to offer the most accessible and responsive services possible, we understand the importance of community support. People who experience domestic abuse may turn to their loved ones or wider community for support before making the decision to engage with a service. Part of our strategy will look at equipping communities and residents with the confidence and knowledge to support one another. Community figures and local leaders will be essential to helping us achieve this aim and helping to build our intelligence of domestic abuse in communities.

Councillor Carole Pattison

Chair of the Communities Board and
Cabinet Member for Learning, Aspirations and Communities.

STATEMENT OF SUPPORT – WEST YORKSHIRE POLICE

This refreshed domestic abuse strategy makes clear how seriously all partners across Kirklees take this issue and underlines our commitment to tackling it. Domestic abuse and all the associated impact it has on individuals, their families and wider communities is something that all agencies must commit to preventing.

West Yorkshire Police has worked extremely hard with partners both locally, within Kirklees and wider on a regional and national stage to develop as many ways as possible for victims to report abuse they have suffered in whichever way they may feel comfortable. This is only the first step on any survivors' journey in dealing with such abuse.

The strategy gives a clear understanding of how, as a partnership, we can appropriately support those victims and their families throughout their journey.

Only by working together as a partnership, can we ensure that our workforces are prepared to deal with these matters in the most effective way. By understanding what every agency and third sector partners can achieve and provide, we can all work together to find the best and most supportive outcomes for all victims.

James Griffiths

Chief Superintendent
District Commander
Kirklees District



STATEMENT OF SUPPORT – KIRKLEES HEALTH AND CARE PARTNERSHIP

Domestic abuse affects the whole family; prevention or response to this must recognise both the immediate impact it may have on an individual or family, but also the long-term consequences on a person's health. Domestic abuse impacts upon future generations and their ability, capacity and attitude towards relationships, including parenting, mental health and coping strategies such as using substances.

This strategy document commits us all to working together in a trauma-informed approach, making the most effective use of our collective resources in order to achieve the best possible health outcomes for all. This strategy, with its clear commitments, supports working together to prevent abuse from happening, to strengthen our services and to make sure we learn from the local and national cases including research to inform best practice.

The Kirklees ICB Committee, as part of the Kirklees Health and Care partnership, is committed to strengthening and coordinating our responses across our services so that victim/survivors, perpetrators and children witness to domestic abuse get the most appropriate support possible.

Penny Woodhead

Integrated Care Board Kirklees Place Director of Nursing and Quality



ACKNOWLEDGEMENTS

Kirklees has drawn on the expertise of two highly regarded national charities in the development of this Strategy, which was developed in partnership with [Standing Together Against Domestic Abuse](#) and with ongoing support from [SafeLives](#).

Domestic abuse is a complex social problem that impacts people, communities and services, with support provided by the third sector, local council services, health organisations, housing providers, education settings and the Criminal Justice System. It can be difficult for survivors and their children to get the help they need – each organisation may only be responding to one aspect of the issue, and sometimes different organisations have different processes, responsibilities, and measures of success. Survivors and their children may be caught within these structures, unclear of how to navigate services to get the help they need; may receive conflicting messages; and end up being blamed for the abuse perpetrated against them.

Since 2019, Kirklees has been working towards the [Whole Picture Approach](#) championed by [SafeLives](#), which recognises that domestic abuse is never all of someone's experiences or situation and sets out a framework for working with the whole person (rather than a series of issues), the whole family (considering the needs of everyone that may be at risk from a perpetrator), the whole community and whole society to end domestic abuse, for good. Through the Whole Picture Approach, the Kirklees Domestic Abuse Partnership has attracted significant investment and commissioned a range of interventions to support our work across individuals, families and communities. Our achievements under the 2019-2021 Domestic Abuse Strategy are provided in Annexe A.

A needs assessment undertaken in 2021, which included feedback from victims and survivors, indicated that our Partnership continues to face barriers with working together to engage some victims and survivors in support. As a result, the Partnership commissioned [Standing Together Against Domestic Abuse](#) to support Kirklees to strengthen the way our local agencies work together, aiming to shift responsibility for safety away from individual survivors to the community and services existing to support them.

Through this ongoing support from [SafeLives](#) and [Standing Together](#), Kirklees aims to create a domestic abuse informed system where local agencies work together to keep victims, survivors and their families safe, hold abusers to account, and end domestic abuse by changing the way local communities, organisations and individuals think about, prevent, and respond to it.

This Strategy is the result of ongoing collaboration between:

- **specialist services:** Pennine Domestic Abuse Partnership; Kirklees and Calderdale Rape and Sexual Abuse Centre; WomenCentre Calderdale and Kirklees; Domestic Abuse Prevention Programme; Choices for Health in Addiction Recovery and Treatment (provided by Change, Grow, Live)
- **Kirklees Council:** Communities Service, Adults Services, Children's Services, Public Health, Housing
- **criminal justice agencies:** West Yorkshire Police; Her Majesty's Prison and Probation Service
- **health agencies:** NHS West Yorkshire Integrated Care Board; Calderdale and Huddersfield Foundation Trust NHS; Locala Health and Wellbeing; The Mid Yorkshire Foundation Trust; South and West Yorkshire Partnership Foundation Trust



We wish to thank all the victims and survivors that have shared their stories with us, and those that continue to influence our work in other ways. Speaking out about their own often traumatic experiences, and how local services have supported or hindered their recovery, has helped us to identify what we need to do to provide safety for victims, survivors and their children, to support their longer-term recovery, and to hold perpetrators to account for their behaviour. We hope that our work will continue to improve access to support for everyone affected by domestic abuse.

We also wish to thank:

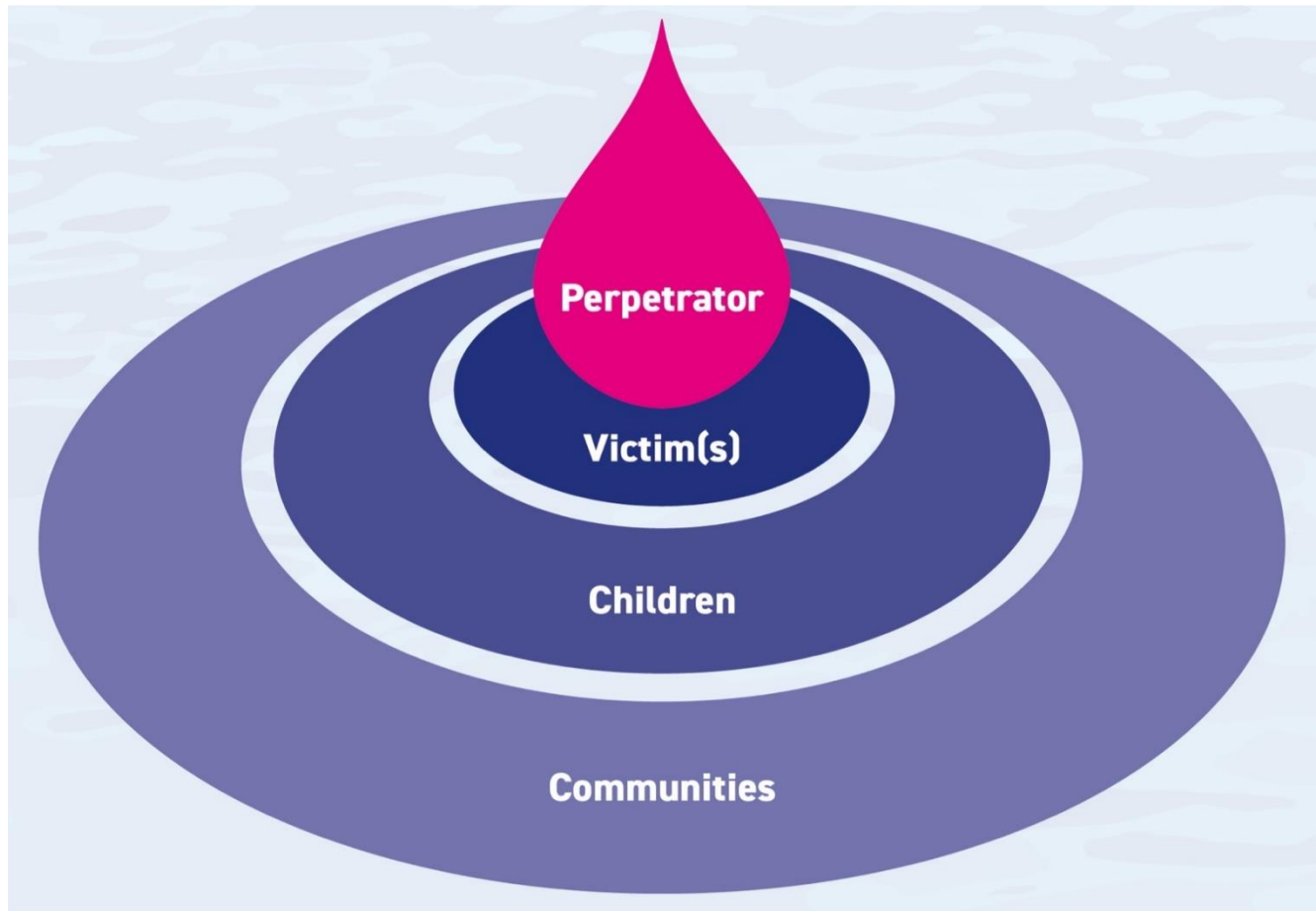
- all staff employed in our partnership organisations for contributing to this strategy, and for continuing to work tirelessly to support individuals, families and communities affected by domestic abuse
- the Kirklees community more broadly, who have contributed to this strategy through the voices of community leaders and representatives
- other organisations that continue to support us on our journey of continuous improvement, including:
 - Safe and Together
 - For Baby's Sake
 - West Yorkshire Mayor
 - regional partners in Bradford, Calderdale, Leeds and Wakefield.

A NOTE ON LANGUAGE

The terms 'victim' and 'survivor' are both used throughout this strategy, as there is some variation in how people who are living with or recovering from domestic abuse prefer to be referred to. In this context, victims and survivors include children living in households where there is domestic abuse. This strategy also refers to 'people affected by domestic abuse', which includes victims and survivors (including children) and perpetrators of domestic abuse.

THE IMPACT OF DOMESTIC ABUSE

THE 'RIPPLE EFFECT' OF DOMESTIC ABUSE PERPETRATOR'S BEHAVIOUR PATTERN ON VICTIMS, CHILDREN AND COMMUNITIES



PERPETRATORS

A third of perpetrators have three or more of the following needs:

- 28% alcohol misuse
- 27% housing
- 18% difficulties with parenting
- 18% relationship issues with family members
- 16% financial difficulties
- 11% poor physical health
- 27% employment difficulties
- 23% mental health
- 18% relationship issues with children
- 14% social and community ties

IMPACT ON VICTIMS (MAY BE MORE THAN ONE)

- **Risk of homicide** – a woman is killed by a current or ex-partner every three days in the UK. 40 in 10,000 are believed to be at risk of death or very serious injury from domestic abuse (approximately 862 people in Kirklees).
- **Risk of suicide** – almost a quarter of Refuge's clients felt suicidal. Domestic abuse is believed to contribute to over a third of women's suicides.

- **Mental health** – over 70% of victims report clinical levels of psychological distress, with more than three quarters (77%) of victims suffering PTSD in addition to high levels of depression and anxiety.
- **Risk of destitution** – fear of destitution cited as the number one reason victims chose not to leave abusive relationships. Research indicates that leaving an abusive partner costs around £10,080. Post-separation abuse, particularly through family courts, can be astronomical.
- **Housing** – one in three survivors of abuse said they had to give up their home because of domestic abuse. 32% of homeless women said domestic abuse contributed to their homelessness.

IMPACT ON CHILDREN

- One in five children experience domestic abuse growing up.
- The impact of ‘witnessing’ domestic abuse on children has been linked to:
 - direct physical harm
 - greater behavioural and emotional problems, neurological differences, more disordered attachments and learning problems
 - risk of poor mental health, school absence and additional academic support needs, youth offending, criminality and addiction issues.
- There is a significant overlap between domestic and other forms of harm – a third of children affected by domestic abuse also experience other forms of abuse. Domestic abuse has been identified by the NPSCC, Ofsted and the Department for Education as the most common characteristic of situations where children are at risk of serious harm.
- Recent research also highlights the link between parental domestic abuse and exploitation (including sexual, criminal and for the purposes of violent extremism).

IMPACT ON COMMUNITIES

- Housing – possible increase in the number of rent arrears, vacant properties, pressures on local authorities for re-housing.
- Increase in homelessness – increase in homeless applications, more rough sleepers and people seeking emergency accommodation.
- Poor mental and physical health may contribute to community’s poor health status.
- Antisocial behaviour – criminal damage, violent crime, noise, substance misuse, increase in children and young people loitering, at risk of exploitation.
- Education – absenteeism, underachievement.
- Safety of women and children at work, in school, in public and contact centres.
- Neighbourhoods – sights and sounds, resident turnover, poverty, breaking up of extended family and/or community groups.
- Local businesses and employment – unemployment, high job turnover, absenteeism, anti-social behaviour such as vandalism and theft.
- Increase pressure on local agencies for support, such as criminal justice, social care, housing, health and the voluntary sector.

SHARED VISION FOR KIRKLEES

Our vision for Kirklees is to work together around individuals, families and communities to prevent, respond to and repair the damage caused by domestic abuse, with a range of services that are accessible and available to anyone who may need them.

STRATEGIC AIMS

Our local Domestic Abuse Partnership, which includes voluntary and community services, local council services, health organisations, education settings, housing providers and agencies from the Criminal Justice System, will coordinate the broadest possible response to domestic abuse – from prevention and early intervention to dealing with crisis and long-term recovery and safety, working to keep survivors and their families safe and challenge abusers to change their behaviour.

RESPONDING TO VOICES OF LIVED EXPERIENCE

The Partnership will provide a range of opportunities for people with lived experience to share their stories with us and develop a feedback loop so that victims and survivors can be informed about what services have done in response.

Victims, survivors and others with lived experience of domestic abuse are our most valuable source of information and insight to the support people need to help them recover from abuse.

Recognising that speaking about personal experiences of abuse can be traumatic, we will invite victims and survivors to participate in our collective response to domestic abuse in a way that feels right for them.

We will also seek feedback from perpetrators of domestic abuse, including those who have successfully completed programmes to change their behaviour, about the attitudes and personal experiences that may underpin their abusive behaviour, and what has helped them to change their behaviour.

We know that many of our employees have lived experience of domestic abuse, as do many people who live in our communities. Whether or not individuals wish to share their personal experiences with us, we know that their lived experience of domestic abuse will shape their interactions with our services. We also recognise that people are not single issues, and that everyone has unique experiences, so hearing a diversity of voices will provide the best opportunity for us to engage people in the support they need to recover from abuse.

INTELLIGENCE

The Partnership will continue to build a robust evidence base to inform decision making.

We use a range of mechanisms to gather evidence and intelligence about our communities, our services, and what works in other areas that may usefully be applied in Kirklees. These mechanisms include data, domestic homicide reviews and other multi-agency case reviews, multi-agency audits and research from local, regional, national and international sources. Using intelligence from a variety of sources, in addition to the stories of local victims and survivors, we have a variety of evidence to guide how we allocate resources.

Drawing intelligence from a variety of sources helps us to understand:

- the prevalence of domestic abuse in our communities
- how our various geographical communities and/or communities of identity report their experiences of domestic abuse

- the needs of victims and survivors (including children) and issues that perpetrators may need support with
- the impact of domestic abuse on local services, and how successful local services are in engaging people affected by domestic abuse in support.

SUPPORTING OUR WORKFORCE

The Partnership will provide a range of opportunities for learning, development and support to establish a workforce with the skills, knowledge, and systems needed to respond effectively to domestic abuse.

Through our Partnership and ongoing work with communities, we have a significant workforce committed to supporting people affected by domestic abuse.

Our Partner organisations have their own workforce development commitments that support their employees to develop the skills, knowledge and experience they need to excel in their roles. Many partners also have their own policies for supporting staff that may be experiencing domestic abuse and provide pastoral care for staff that may have experienced trauma.

As a Domestic Abuse Partnership, are committed to providing a range of opportunities for learning, including skills-based training, regular briefings and knowledge exchange, and work with all partners to provide support for staff that are affected by domestic abuse, whether through personal experience or the impact of supporting people in the community.

SPECIALIST SERVICES

The Partnership will support specialist services to be innovative, adequately resourced and embedded across the local community.

Kirklees benefits from well-established and experienced specialist services for victims/survivors and perpetrators, including adults, children, and young people. The Partnership will continue to support specialist services to work together around individuals and whole families, recognising the whole of their experiences, responding in a non-judgemental and trauma informed way, and be accessible and available to anyone who might need them.

Pennine Domestic Abuse Partnership provides refuges, a crisis intervention service and community-based services. This benefits victims and survivors through not requiring them to move between services according to risk.

WomenCentre has expertise in responding to the needs of women facing multiple disadvantages, including mental health needs.

Yorkshire Children's Centre delivers behaviour change perpetrator programmes, supporting the to respond safely and appropriately to those who harm.

Connect Housing provide a refuge and dispersed accommodation, forming an important part of the partnership response.

There are domestic abuse specialists providing a response from within a range of settings, including Children's Social Care, Adult Social Care and health settings, as well as community engagement specialists located within the Council's Domestic Abuse Team.

WORKING WITH OUR COMMUNITIES

The Partnership will support communities of geography, identity, online spaces and businesses/employers to understand the risks posed by those who abuse and their role in protecting the safety and wellbeing of those at risk.

Many people who experience domestic abuse may turn to their families, friends and wider community for support before they approach local services.

Some people in our communities, in turn, may feel ill-equipped to support victims and survivors to achieve safety and wellbeing, and to help perpetrators access support to change their behaviour.

We will continue to work with local community leaders and representatives to understand the local picture of domestic abuse, barriers to accessing services and what more is needed to keep victims, survivors and their families safe and hold abusers to account for their behaviour.

PARTNERSHIP COMMITMENT

All partners are committed to working internally and in partnership to respond to domestic abuse.

Our Partnership recognises that no one agency can effectively deal with domestic abuse on its own; it requires a coordinated effort by all agencies in our local community. Many of our Partnership agencies are not domestic abuse specific and provide services that need to be accessible for and responsive to whole communities. To help us work together to make victims, survivors and their children safe, and hold perpetrators to account, partner agencies have agreed to:

- collate and share feedback from local people about their experiences of domestic abuse and local services
- provide domestic abuse training to support our employees to respond appropriately to people who report domestic abuse, including arrangements for routine and/or targeted enquiry as appropriate
- implement domestic abuse policy and procedure/guidance for employees that explains how staff will respond to people who report domestic abuse
- implement a domestic abuse policy and procedure/guidance for how the organisation will respond to employees who are victims/survivors, or perpetrators, of domestic abuse
- gather and collate appropriate data that can be shared with the Partnership to highlight the demand for the Domestic Abuse Partnership
- provide appropriate resources to enable services to be commissioned, training to be delivered and multi-agency working arrangements to operate effectively.



PRINCIPLES THAT UNDERPIN OUR WORK

In developing this strategy, we have drawn on the expertise of two nationally recognised frameworks for responding to domestic abuse: the Whole Picture Approach championed by SafeLives; and the Coordinated Community Response pioneered by Standing Together Against Domestic Abuse.

Our approach to domestic abuse is simple:

Our whole system, including the third sector, health organisations, housing providers, social care and the Criminal Justice System, works in a consistent and coordinated way to:

- see and respond to the whole person, whether that be victims and survivors (including children), perpetrators or others affected by domestic abuse
- work with the whole family to minimise the harm caused by perpetrators and build resilience
- work with the whole community to minimise the harm caused by perpetrators and support victims and survivors to live the lives they want; and
- influence the whole society through the media, politicians, employers, key opinion formers and commentators by challenging victim blaming and damaging gender stereotypes.

WORKING WITH THE WHOLE PERSON

We recognise that people are not single issues, and our services aim to respond to the whole person. In this context, the complexity of domestic abuse, and how it links to other adverse experiences, are explored and understood.

Harmful behaviour is addressed by proactively identifying all motivating factors and consequences (such as different types of violence and abuse and other criminality); and the services offered to people proactively check that all risks have been addressed, not just the initial presenting issue.

INTERSECTIONALITY

Our services aim to be responsive to minoritized protected characteristics, taking account of intersecting inequalities and factors that impact on a person's experience of abuse and access to support services.

Taking an intersectional approach allows us to recognise how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. Intersectionality identifies multiple factors of advantage and disadvantage, which could include among others, race, ethnicity, sexuality, gender identity, disability, age, class, immigration status, caste, nationality and faith.

RECOGNISING THE IMPACT OF TRAUMA

The Domestic Abuse Partnership is part of a broader partnership committed to working from a 'trauma-informed' perspective – understanding the impact of trauma on those needing support; how people who have experienced trauma may present to services; and how services can respond appropriately and effectively, with compassion and empathy, building collaborative relationships between professionals and people accessing services.

WORKING WITH WHOLE FAMILIES

Kirklees is committed to a Whole Family Approach that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

In the context of domestic abuse, a Whole Family Approach works with families to strengthen protective factors for those at risk of abusing or being abused; appropriately assess the risk that perpetrators pose to all family members; and to enhance the safety and wellbeing of victims, survivors, children and perpetrators.

Kirklees is working with [Safe and Together](#) to improve the way we engage with families affected by domestic abuse. By working with adults and children harmed by a perpetrator's behaviours and recognising the efforts that non-abusing parents are already making to keep themselves and their children safe, we hope to encourage more families to engage with support and be open about their daily lived experiences. Through this approach we also seek to encourage consistent, positive and meaningful change in perpetrators, given their ongoing role as parents.

WORKING WITH WHOLE COMMUNITIES

Kirklees recognises the unique identities of local places, their strengths and aspirations. Across the district, our Partners have established a variety of arrangements to respond to local communities, including at place, Primary Care Networks and Local Neighbourhood Policing teams.

These arrangements have been established to tailor services to respond to the needs of local populations, recognising that our communities are best placed to know their own strengths and challenges. By bringing local services closer to people and putting communities and their representatives at the heart of our response, we aim to achieve the best outcomes for individuals and communities in a way that is appropriate for them.

INFLUENCE THE WHOLE SOCIETY

The Domestic Abuse Partnership is well connected to local, regional and national networks that can shape opinions and drive change on issues of national significance, including the types of services that are available, how they can be more accessible to a broader range of people and what arrangements we have in place for commissioning. Domestic abuse is a key priority for the Kirklees Communities Board and linked to ongoing work in the Kirklees Safeguarding Adults Board, Health and Wellbeing Board and Safeguarding Children Partnership. The Partnership is also linked in with:

- West Yorkshire Domestic Abuse and Sexual Abuse Board
- West Yorkshire Health and Care Partnership
- Standing Together Against Domestic Abuse
- SafeLives
- Women's Aid Federation
- Domestic Abuse Housing Alliance
- Safe and Together
- For Baby's Sake.

RECOGNISING DOMESTIC ABUSE AS A FORM OF VIOLENCE AGAINST WOMEN AND GIRLS

Anyone can be a perpetrator or victim of domestic abuse, from every possible segment of society.

Traditional approaches to domestic abuse, which either frame domestic abuse as a form of violence against women and girls, or try to remain gender neutral, may not adequately recognise the experiences of our lesbian, gay, bisexual and trans communities.

In domestic abuse situations, women are more likely to be victims and men perpetrators. This is represented within British Crime Survey findings¹, Domestic Homicide Reviews² and throughout academic research³. Women are more likely to be victims of repeated patterns of controlling and coercive control, experience higher levels of fear and are significantly more likely to be killed by their partners or former partners than men.⁴ The domestic abuse women face is more frequent, more extensive, and tied to broader social and structural barriers.

The Domestic Abuse Partnership recognises domestic abuse as a form of violence against women and girls, that is, 'violence that is directed against a woman because she is a woman or that affects women disproportionately'⁵. The focus on violence against women and girls does not detract from abuse that men also face, whether from other men or from women, or exclude from this dialogue and model other forms of abuse such as abuse in wider family contexts, and child to parent abuse.

We also recognise that lesbian women, gay men and bisexual people experience similar or higher levels of domestic abuse when compared with heterosexual women; and that prevalence rates of domestic abuse may be higher for transgender people than any other section of the population⁶. Research also suggests that men and women with physical impairments are at much higher risk of domestic abuse⁷.

Kirklees Partnership therefore commits to taking a differentiated approach to domestic abuse that recognises the different experiences of victims/survivors according to their gender, race/ethnicity, class, and sexual orientation, including where these characteristics intersect; and recognising that these are not homogenous groups. A 'one size fits all' approach is not appropriate.

¹ [ONS, Domestic abuse victim characteristics, England and Wales: year ending March 2019](#)

² Bear Montique, Standing Together, [London Domestic Homicide Review \(DHR\) Case Analysis and Review of Local Authorities DHR Process](#)

³ Walby, S and Towers, J, Untangling the concept of coercive control: Theorizing domestic violent crime, 2018

⁴ https://www.womensaid.org.uk/wp-content/uploads/2015/12/successful_commissioning_guide.pdf

⁵ CEDAW 1992

⁶ [LGBT-Commissioning-Guidance-final-2.pdf \(galop.org.uk\)](#)

⁷ Drill Toolkit: Tackling Violence Against Disabled Women and Girls. <https://avaproject.org.uk/types/policy/>

OUTCOMES

Kirklees Domestic Abuse Partnership uses the [Outcomes Star](#) to measure how people in our communities are affected by the work our local services do. The Outcomes Star provides an effective way of putting our person-centred, strengths-based and co-production approaches into practice:

- taking a person-centred approach, the Star is designed to be used in partnership with service users, informed by their perspectives and priorities
- as a strengths-based framework, the Outcome Star includes a holistic assessment that focuses on aspects of life that are going well in addition to areas of difficulty
- as a form of co-production, the service user is seen as an active agent in their own life and a valuable source of expertise and knowledge rather than a passive recipient of services delivered by a professional.

Outcomes Stars are designed to demonstrate the impact of frontline services and provide data to offer insight into what services are achieving, early warning signs when services are under pressure and highlights good practice that may be replicated elsewhere.

The Stars that are most relevant to our work include:

- 'Change Star' for perpetrators
- 'Empowerment' for victims and survivors
- 'My Star' for children and young people.

STRATEGIC OUTCOMES

Over the course of this Strategy, the Partnership will be working towards creating a sustainable system to coordinate the broadest possible response to domestic abuse – from prevention and early intervention to dealing with crisis and long-term recovery and safety, working to keep survivors and their families safe and challenge abusers to change their behaviour.

To measure our progress, the Partnership will review and continuously improve the:

- range of quality interventions that are available to support:
 - victims and survivors of domestic abuse (including children) to be safe and well
 - perpetrators of domestic abuse to change their behaviour
 - early intervention and prevention of domestic abuse
- sustainability of services to support victims, survivors and perpetrators, facilitating sufficient resources to meet demand
- accessibility of services, so victims, survivors and perpetrators with a range of needs and protected characteristics can engage with the support they need
- effectiveness of local multi-agency working arrangements
- awareness of local services, so people living and working in our communities know where to access support.

PRIORITY ONE: WHOLE FAMILY APPROACH TO DOMESTIC ABUSE

Our Domestic Abuse Strategy reflects the Early Help vision for working with the whole family (provided as Annexe C).

SCOPE

The Partnership has identified four strands to supporting whole families where there is a perpetrator of domestic abuse:

- supporting children and young people that have been affected by parental domestic abuse
- supporting young people that are victims or survivors of domestic abuse in their own relationships
- supporting young people that perpetrate abuse against other people, whether in intimate partner relationships or against family members
- direct, preventative work with children and young people to support the development of healthy relationships.

KEY ACTIVITIES

- Increase the range of effective interventions to support children and young people affected by parental domestic abuse; that are victims or survivors of domestic abuse in their own relationships; that perpetrate abuse against other people, whether in intimate partner relationships or against family members; and that is being done on a more preventative level to support the development of healthy relationships.
- Support the workforce, through training and other development opportunities, to identify, assess the needs of and respond appropriately to children and young people affected by domestic abuse.
- Identify emerging programmes from other areas that have led to good outcomes children and young people affected by domestic abuse.
- Develop community engagement activities that support children and young people to access the support they need.

PRIORITY TWO: SUPPORTING PERPETRATORS TO CHANGE BEHAVIOUR

Learning from national initiatives like the [Drive project](#), which advocates for changes so that perpetrators posing all levels of risk can no longer get away with abusive behaviour and can access the help they need to stop, the Domestic Abuse Partnership is committing to increasing the support available to support perpetrators to change their behaviour. This support will sit alongside comprehensive services for all victims and survivors.

SCOPE

Our work with perpetrators will focus initially on perpetrators of domestic abuse that have come forward seeking help; or been identified by professionals as needing some support. We will consider perpetrators posing all levels of risk.

This work will link closely with the following identified priorities:

- **Whole Family Approach to domestic abuse** – who will lead on early intervention and prevention work with young people
- **Multi-Agency Working Arrangements** – who will consider the approach taken in some other areas to establish multi-agency working arrangements specifically targeting perpetrator interventions.

KEY ACTIVITIES

The Kirklees Domestic Abuse Partnership will establish a working group to:

- increase the range of effective interventions to support perpetrators to change their behaviour
- improve access for this group to existing services that may meet their needs, including mental health and wellbeing
- support the workforce, through training and other development opportunities, to engage with perpetrators and provide constructive challenge to their abusive behaviour
- identify emerging programmes from other areas that have led to good outcomes in a broader range of relationships and across different demographics
- consider opportunities for co-production of interventions, particularly for lower risk level interventions
- develop community engagement activities that support perpetrators to access the support they need.

PRIORITY THREE: PARTNERSHIP RESPONSE TO VICTIMS WITH MULTIPLE NEEDS AND/OR PROTECTED CHARACTERISTICS

Many people experiencing domestic abuse have a wide range of other support needs, some of which will be as a result of the abuse they have experienced or exacerbated by the abuse.

Research indicates that some victims may be less recognisable when they approach services for support, particularly those with high levels of need related to mental health, substance misuse, engagement in criminal activity and/or known for perpetrating violence and abuse against others.⁸ Similarly, services face barriers in identifying and responding appropriately to some victims and survivors in our communities⁹, particularly those with protected characteristics.

SCOPE

As a Partnership we want to respond to the interconnected experiences victims and survivors face when experiencing violence and abuse in addition to:

- mental health problems
- problematic substance use
- offending behaviour
- insecure housing
- destitution
- disability, learning difficulty and health needs
- insecure immigration status.

Given the intersections between these experiences and protected characteristics, the Partnership will consider these together in consideration of the whole person.

This work will link closely with the following identified priorities:

- supporting victims to maintain or access safe and stable housing
- Multi-Agency Working Arrangements.

KEY ACTIVITIES

The Kirklees Domestic Abuse Partnership will establish a working group to:

- increase the range of effective interventions to support victims and survivors with multiple needs and/or protected characteristics
- improve access for this group to existing services that may meet their needs
- support the workforce to identify, assess the needs of and respond appropriately to victims with multiple needs and/or protected characteristics, including opportunities for co-production of services
- develop community engagement activities that support victims and survivors with multiple needs and/or protected characteristics to access the support they need.

⁸ [Cry for Health full report.pdf \(safelives.org.uk\)](#)

⁹ Helpfully brought to light by organisations such as IMKAAN and Mankind

PRIORITY FOUR: SUPPORTING VICTIMS TO MAINTAIN OR ACCESS SAFE AND STABLE HOUSING

Home can be the most dangerous place for victims and survivors of domestic abuse. There are concerted efforts in both our housing and domestic sectors to support victims and survivors to access safe and stable housing, but these efforts could be better connected to address the range of housing needs for those experiencing domestic abuse, regardless of their tenure type, to achieve stable housing, live safely and overcome their experiences of abuse, including where perpetrators can be responded to and held accountable to improve victim/survivor safety.

SCOPE

In addressing the housing needs of all victims and survivors of domestic abuse, we will work towards the [Whole Housing Approach](#) which considers all tenure types (social, private rented and private ownership) and temporary accommodation settings (refuge services, supported accommodation) alongside housing options and support initiatives needed to help people experiencing domestic abuse to either maintain or access safe and stable housing. This priority also incorporates our statutory duty to support victims of domestic abuse, and their children, in safe accommodation.

This priority connects with all other priorities, as insecure or unsafe accommodation can be a barrier to accessing support for victims and survivors, including children, and perpetrators of domestic abuse.

KEY ACTIVITIES

The Kirklees Domestic Abuse Partnership will establish a working group to:

- map the available support for victims and survivors across housing and domestic abuse services, and consider ways to improve access for this group to existing services that may meet their needs
- support the workforce, through training and other development opportunities, to identify, assess the needs of and respond appropriately to victims and survivors
- identify emerging programmes from other areas that have led to good outcomes in addressing multiple needs and across different demographics
- develop community engagement activities that support victims and survivors with multiple needs and/or protected characteristics to access the support they need.

PRIORITY FIVE: MULTI-AGENCY WORKING ARRANGEMENTS

The Domestic Abuse Partnership has developed a number of processes to support professionals from different agencies to share information, assess risk and increase safety for victims and survivors (including children).

SCOPE

Our Multi-Agency Working Arrangements incorporate all partnership arrangements to respond to domestic abuse, including our Daily Risk Assessment Management Meeting, Multi-Agency Risk Assessment Conferences, Standards Screening and Operation Encompass notification process.

Activities will link closely with all other identified priority areas to ensure that our multi-agency working arrangements:

- support perpetrators to change their behaviour
- respond appropriately to victims with multiple needs and/or protected characteristics
- support whole families affected by domestic abuse
- support victims to maintain or access safe and suitable housing.

KEY ACTIVITIES

- Implementing new systems to provide better data and more streamlined information sharing between partners.
- Supporting partners to provide adequate resources to participate in multi-agency processes.
- Develop a process to conduct multi-agency audits of cases that are discussed through the Daily Risk Assessment Management Meetings and Multi-Agency Risk Assessment Conferences to consider practice issues and explore themes identified by the Partnership.
- Develop a process to conduct multi-agency case reviews in a variety of contexts, such as suicides or sudden unexplained deaths that feature a history of domestic abuse; near misses; and/or case examples of good practice.
- Establish mechanisms for continuous improvement of our multi-agency arrangements through responding to learning that emerges from feedback from people with lived experience, partnership feedback, data and learning from case reviews and audit.

DOMESTIC ABUSE AS A PRIORITY FOR THE KIRKLEES COMMUNITIES BOARD

In Kirklees, the Kirklees Communities Partnership Board fulfils the statutory duty of a Community Safety Partnership. The Board has set out a local community safety partnership plan to set out how the partnership will take action to reduce crime and tackle issues that matter to local people and impact on quality of life in Kirklees

The Kirklees Communities Partnership plan sets out local community safety partnership priorities for the coming 5 years, as per the info graphic below.

STRATEGIC OBJECTIVES 2022-2025



Tackling violence, abuse and exploitation is a priority for the Partnership, and will focus on keeping people safe, tackling violence, abuse and exploitation and disrupting organised crime groups. The Partnership will work collaboratively across multiple agencies and geographical boundaries to affect change and tackle the root causes; and work alongside communities who are disproportionately affected ensuring we have a clear approach to prevention, disruption and enforcement.

KIRKLEES DOMESTIC ABUSE PARTNERSHIP

The Kirklees Domestic Abuse Partnership is an umbrella term for all multi-agency partnership groups that work together to around individuals, families and communities to prevent, respond to and repair the damage caused by domestic abuse, with a range of services that are accessible and available to anyone who may need them.

The Kirklees Domestic Abuse Partnership incorporates the:

- Domestic Abuse Strategic Partnership, which drives progress against this strategy
- a commissioning group, which meets twice a year to discuss budget priorities and commissioning arrangements
- Priority Working Groups:
 - supporting perpetrators to change their behaviour
 - partnership response to victims with multiple needs
 - Whole Family Approach to domestic abuse
 - supporting victims to maintain or access safe and stable housing
 - Multi-Agency Safety Planning Arrangements
- Domestic Abuse Network, which encourages practitioners working at an operational level to meet and discuss practice, trends, and changes
- Specialist services operational group, led by the voluntary sector: to enable a safe space for discussing service provision and provide a collective voice at the DASP.

Each partnership group has distinct terms of reference with clearly articulated reporting arrangements.

COMMISSIONING ARRANGEMENTS

A specific commissioning group will be established to develop pooled budgets and determine priorities for resource allocation. This group will also explore opportunities to support the development of coproduced services.

This group will ensure that all commissioned services are working towards consistent outcomes and meet standards established by sector specialist (including Safelives and WomensAid) and refer to specialist commissioning advice produced by organisations representing victims and survivors with protected characteristics (such as GALOP).

MONITORING PERFORMANCE

The Partnership will establish arrangements to monitor progress against this strategy through a combination of:

- monitoring outcomes in commissioned services
- data from a variety of partnership sources, including police, provider services, social care and housing
- feedback from people with lived experience, community representatives and staff.

It is envisaged that the Domestic Abuse Strategic Partnership will monitor performance on a quarterly basis and publish an annual summary, providing an opportunity to refresh the priorities identified in this strategy to respond to emerging themes.

OPPORTUNITIES FOR LEARNING

DOMESTIC HOMICIDE REVIEWS

The Domestic Abuse Partnership will disseminate the learning from Domestic Homicide Reviews as widely as possible through a combination of training, briefing notes and participation in regional events. The Partnership is also committed to learning activities 12 months after the publication of Domestic Homicide Review reports to consider how the learning has changed practice across the Partnership.

MULTI-AGENCY CASE REVIEW AND AUDIT

This Strategy has identified activities for the Multi-Agency Working Arrangements Group to explore options for conducting multi-agency case reviews and audits. The Partnership will disseminate the learning from these processes as widely as possible and reflect the findings of these activities in training and development activity.



ANNEXE A: ACHIEVEMENTS UNDER THE 2019-2021 STRATEGY

The Kirklees vision for the 2019-2021 Domestic Abuse Strategy was:

'For everyone to understand their responsibility and contribute to tackling domestic abuse in Kirklees.'

This gave us the impetus to work far more with our communities, elected members, schools, health providers, businesses and voluntary sector services to raise awareness of domestic abuse, increase confidence for people to report domestic abuse to local services and to instil confidence in our workforce to respond when a report is made. Our work with community leaders, voluntary sector services and local partners showed that local people wanted to strengthen our support for children and young people affected by domestic abuse, so this has also been a focus of our ongoing work in 2019-2021. Further details are provided in the sections below.

It is also important to note that, during the 2019-2021 Strategy, there were a number of opportunities and challenges to deliver the work that we set out to achieve in 2019. Specifically:

- record levels of investment in domestic abuse services and our partnership response
- the introduction of a statutory duty to support victims of domestic abuse, and their children, in safe accommodation (with supporting funding)
- the impact of COVID-19 and associated restrictions.

INVESTMENT ACROSS THE PARTNERSHIP

2019

- Kirklees Domestic Abuse Partnership secured funding for commissioning an Independent Domestic Abuse Adviser service.
- Kirklees Place Partnerships identified domestic abuse as a key priority and allocated £400,000 to tackle domestic abuse.
- Through funding available through the (then) Ministry of Housing, Communities and Local Government, West Yorkshire secured funding for advanced practitioners to be based within refuge.

2020

- Additional resources were provided to the Independent Domestic Abuse Adviser service to support the increasingly complexity of cases being managed by the services as a result of Covid-19 and associated restrictions.
- Local providers were able to access resources to support their transition to Covid Safe services.

2021

- The (then) Ministry for Housing, Communities and Local Government allocated £918,922 to support Kirklees to meet new statutory obligations to support victims of domestic abuse, and their children, in safe accommodation.
- Through funding available through the Department for Justice:
 - Pennine Domestic Abuse Partnership successfully secured funding for two additional Independent Domestic Abuse Advisers to work specifically with children and young people and male victims

- Mid Yorkshire Hospitals Trust secured funding to recruit an Independent Domestic Violence Advisor.
- Through funding available through the Home Office:
 - Domestic Abuse Perpetrator Programme secured funding to deliver the Recognise, Reflect and Change programme for medium risk perpetrators of domestic abuse
 - Kirklees Council secured funding to deliver a perpetrator intervention for fathers.

WIDENING THE RESPONSE TO DOMESTIC ABUSE

Our Whole Picture Approach provides for a wider response to domestic abuse, encouraging geographical communities, online spaces and employers/businesses to recognise domestic abuse, the risks posed by those who abuse and the role of local communities in protecting people at risk of harm.

In Kirklees, this approach provided an opportunity to work far more with our communities, elected members, schools, health providers, businesses and voluntary sector services to raise awareness of domestic abuse, increase confidence for people to report and instil confidence in our local workforce to respond when a disclosure may be made.

The Place Partnership investment in tackling domestic abuse enabled Kirklees to employ staff that could work alongside local communities to reduce barriers to engaging in existing support and to develop innovative new ways of supporting victims, survivors and their children to keep safe and recover from abuse; and hold perpetrators to account for the harm they cause. These staff started their roles in October 2021 and their work will be instrumental in driving the work of the 2022-2027 Domestic Abuse Strategy forward.

SUPPORTING VICTIMS OF DOMESTIC ABUSE, AND THEIR CHILDREN, IN SAFE ACCOMMODATION

In 2021 the Domestic Abuse Act introduced a new statutory duty for local authorities to establish arrangements to support victims of domestic abuse, and their children, in safe accommodation. Funding was provided by the (then) Ministry of Housing, Communities and Local Government to support local areas to implement the new duty. Key programmes funded through this investment are summarised below.

WHOLE FAMILY SUPPORT

The investment of funding to support the new duty provided an opportunity to strengthen our provision of services and support for children and young people affected by domestic abuse, specifically children and young people workers based within refuge; targeted family support for families recovering from domestic abuse; and commissioning a new therapeutic support service for children and young people affected by domestic abuse.

SUPPORTING VICTIMS AND SURVIVORS WITH COMPLEX NEEDS

The investment of funding by the (then) Ministry of Housing, Communities and Local Government provided an opportunity to strengthen our provision of services and support for victims and survivors with complex needs, specifically:

- advanced practitioner roles based within refuge (12 months funding 2019-2020)
- complex needs workers based within refuge (2021 onwards).

SUPPORTING VICTIMS AND SURVIVORS DURING COVID

From the start of restrictions introduced as a result of Covid-19, the Domestic Abuse Strategic Partnership recognised that the circumstances created by lockdown would present unique challenges, and potentially increase risks for those experiencing domestic abuse. The Domestic Abuse Strategic Partnership responded quickly, coordinating the following actions in response to the national restrictions:

- providing regular supplies of PPE and supporting refuge and accommodation-based services to operate safely and in line with social distancing requirements
- making arrangements for staff (including those in provider services) to have the technology and support to be able to work from home to continue to provide virtual support and risk management for victims and families
- the Domestic Abuse Workers within Adults and Children's Social Care were supported to do crisis face to face work safely (such as meet in a socially distanced way to be able to physically check immigration documents or provide food parcels)
- the fortnightly Multi-Agency Risk Assessment Conference meetings for assessing risk and safety planning high risk cases of domestic abuse was moved to a virtual meeting
- the Daily Risk Assessment Management Meeting continued as a virtual meeting that could be accessed online
- data on domestic abuse reports and the engagement with local services was monitored on a weekly basis, enabling the Partnership to monitor the impact of Covid-19 on our communities and local services
- all partners heavily promoted local services available, as well as rolling out the national campaign messages
- frequent meetings were held regionally and through the Office of the Police and Crime Commissioner's office to ensure that any risks around volume or service delivery could be acted on. Kirklees also linked in with the Local Government Association and the Domestic Abuse Commissioner's office to ensure any national best practice could be considered
- specific Covid-19/Domestic Abuse training was rolled out across the Partnership, with a focus on the Community Response Teams, within Health settings and across testing and vaccination sites
- a specific campaign targeting the risk of domestic abuse amongst our older population was rolled out in June 2021, to coincide with the International Day for Elder Abuse and the easing of Covid-19 restrictions. The campaign was supported by information and training to a range of settings, including health settings, charity shops, faith institutions and cafes.

MONITORING

From the introduction of lockdown restrictions week commencing 23rd March 2020, weekly monitoring was set up from a range of sources to enable analysis to take place and identify any trends or key areas of concern. The data suggested that referrals across the partnership remained stable over the lockdown period, with only a 4% increase on police call outs over a 12 month period. As there is usually a gradual year on year increase reported, this could not be directly attributed to Covid-19. The most significant increase was in with Pennine Domestic Abuse Partnership's Independent Domestic Abuse Advisor Service, who had to hold cases for longer than normal due to their complexity and delays within the criminal justice system. The Domestic Abuse Strategic Partnership agreed to fund additional staffing to address the increased pressure on the service.

WORKFORCE DEVELOPMENT

During 2019-2020, the Domestic Abuse Strategic Partnership delivered a range of multi-agency training on domestic abuse, coercive controlling behaviour, the impact on children and our local multi-agency risk assessment processes. As classroom-based courses, many were ceased as Covid-19 restrictions were introduced, and there was a shift in emphasis to provide domestic abuse awareness training to our community response teams.

In 2021 the Domestic Abuse Strategic Partnership introduced the Safe and Together approach to engaging with families affected by domestic abuse in Kirklees. Safe and Together provides skills-based training and tools for practitioners working with families to increase accountability for perpetrators as parents, reduce victim-blaming and ultimately improve outcomes for children and families.

Safe and Together Core Training was delivered to 40 professionals across the partnership, including children's social care and early help services; health services; and in the voluntary sector. An overview day was also delivered to an audience of 64 people across the Partnership.

ANNEXE B: DOMESTIC ABUSE IN KIRKLEES

NATIONAL, REGIONAL AND LOCAL PREVALENCE

The main sources for accessing national prevalence data about domestic abuse are the Office for National Statistics (ONS); and the Crime Survey for England and Wales (CSEW).

For the year ending March 2021, figures show that:

- the Police recorded a total of 845,734 domestic abuse-related crimes nationally, which is an increase of 6% from the previous year (ONS)
- nationally, domestic abuse related crimes make up 18% of all recorded crimes
- in West Yorkshire domestic abuse related crimes make up 21% of all recorded crimes
- West Yorkshire Police statistics show an increase of 2% in 2020/21 to 53,508 domestic abuse related crimes.

In terms of outcomes as a result of reporting of incidents of domestic abuse to West Yorkshire Police it is noted that for the period April 2020 to November 2021 across West Yorkshire there were:

- 58.6% victim declines/withdraws support
- 29% evidential difficulties (Police)
- 4.1% charged
- 3.5% evidential difficulties (Crown Prosecution Service).

Furthermore, there was an attrition rate regionally of **23.6%** (Kirklees rate is **21.2%**). The reasons for the attrition were attributable to:

- victim fails to attend in 60.8%
- acquittal after trial 12.1%
- victim refuses to give evidence or retracts 6.5%
- administration finalised 4.8%
- undermining evidence received or evidence ruled inadmissible 3.9%.

PRIORITY ONE: SUPPORTING PERPETRATORS TO CHANGE THEIR BEHAVIOUR

In order for the partnership to support as many perpetrators as possible it is important to understand who is likely to commit domestic abuse, challenges they face, and likelihood to accept support.

- Between April 2019 and March 2021 **94** high / medium risk males attended the Domestic Abuse Prevention Programme (DAPP) sessions, which is available to male perpetrators.
- Attendees are **60% White** and **40% BME** and likely to be aged **30 to 39**.
- Perpetrators, of victims supported with securing housing were likely to have mental health issues (**48%**), drug issues (**69%**), or alcohol issues (**69%**).
- Of the reports made into the Police between January 2019 and October 2021 the perpetrators were more likely to be aged between **21 – 40 (48%)** and **male**.

PRIORITY TWO: PARTNERSHIP RESPONSE TO VICTIMS WITH MULTIPLE NEEDS

A **third** of victims supported with securing housing had **mental** and /or **physical** disabilities.

Pennine Domestic Abuse Partnership (**PDAP**) are commissioned to deliver the IDA Service in Kirklees. From January 2019 to October 2021, PDAP have summarised that:

- 709 victims have accessed support
- 34% of victims supported by PDAP have physical and or mental health disabilities
- 40% of victims supported were in receipt of income support.

KRASAC offers support and advisory services for people, aged 13+, who have experienced rape, sexual and domestic abuse, at any time in their lives, living in Kirklees, Calderdale and Wakefield.

Between February 2019 to April 2021 **192** survivors of abuse through domestic violence accessed support.

Over **80%** of survivors have mental and/or physical disabilities.



**How could I ever leave?
I don't know who would care for me.**

Domestic abuse...
it's never okay, no matter your age

Domestic abuse comes in different forms and it can happen to anyone at any age. If you are being controlled financially, physically, emotionally or sexually then you can seek help.

If you, or someone you know, is experiencing domestic abuse then please get in touch.

You can call Pennine Domestic Abuse Partnership's **24 hour helpline on 0800 052 7222**. Your call will be confidential and handled by a professional.

If preferred you can chat to them online at www.pdap.co.uk

In the case of emergency call the police on 999.

PDAP 24 hour helpline:
0800 052 7222


PENNINE DOMESTIC ABUSE PARTNERSHIP


Kirklees COUNCIL

Above: An example poster from the 'Domestic abuse... it's never okay, no matter what your age' campaign developed in May 2021 by Kirklees Council in partnership with PDAP. The campaign targeted older people who are victims of domestic abuse - a group who often find it harder to ask for help.

PRIORITY THREE: WHOLE FAMILY APPROACH TO DOMESTIC ABUSE

“Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. And this can last into adulthood.” – NSPCC

23% of referrals of children into Early Support have been impacted by domestic abuse.

24% of domestic abuse related incidents and crimes occurred when children were present.

18% of survivors engaging with RASAC present with current or historic cases of Child Sexual Abuse.

PRIORITY FOUR: SUPPORTING VICTIMS TO MAINTAIN OR ACCESS SAFE AND STABLE HOUSING

During the period September 2019 to October 2021 **105** homes have been made more secure.

PDAP provide refuge accommodation for women in need of emergency protection between January 2019 and October 2021, **1,031** referrals for emergency refuge accommodation were received.

PRIORITY FIVE: MULTI-AGENCY WORKING ARRANGEMENTS

Between Jan 2019 and October 2021 the Kirklees Daily Risk Assessment Management Meetings (DRAMM) dealt with **5,989** medium and high risk cases. Of these, 48% were considered high risk and referred to the Multi-Agency Risk Assessment Conference (MARAC). In cases referred to MARAC:

- over 90% were female and 31% were BME
- less than 1% of DRAMM and MARAC cases were LGBT+
- 37% of MARAC cases were repeats.

Date provided by Pennine Domestic Abuse Partnership (who support victims through the criminal justice system):

- 541 charges were made by the Police and 251 victims have been supported through the criminal justice process
- 56 perpetrators received custodial sentences and 79 restraining orders were granted.

ANNEXE C: PROCESS FOR 2022-2027 STRATEGY DEVELOPMENT

Since 2019, Kirklees has been working towards the [Whole Picture Approach](#) championed by *SafeLives*, which recognises that domestic abuse is never all of someone's experiences or situation and sets out a framework for working with the whole person, the whole family, the whole community and whole society to end domestic abuse, for good. Through the Whole Picture Approach, the Kirklees Domestic Abuse Partnership has attracted significant investment and commissioned a range of interventions to support our work across individuals, families and communities.

In 2021 the Domestic Abuse Strategic Partnership undertook a needs assessment to inform the development of our approach to meeting the new statutory obligations to support victims of domestic abuse, and their children, in safe accommodation. The needs assessment, which included feedback from victims and survivors, indicated that our Partnership continues to face barriers with working together to engage some victims and survivors in support.

The Domestic Abuse Strategic Partnership agreed that the 2019-2021 strategy provides a good framework as it has resources around victim, family and the community and that the Partnership would not want to move away from this approach. However, it needs to also include the system as a whole and how it is able to respond as a partnership to aid victims to navigate their way through the various agencies that they need to contact for support regarding domestic abuse. With this in mind, Kirklees commissioned Standing Together Against Domestic Abuse, who have pioneered the [Coordinated Community Response](#) to support organisations to work in partnership in identifying and responding effectively to domestic abuse. These agencies include the police, criminal justice partners, housing associations, local authorities, social services, healthcare workers, faith communities and charities.

Standing Together supported Kirklees by:

- mapping provision and responses across the partnership: specialist domestic abuse/violence against women & girls' services; non-specialist community/voluntary sector services working with people subject to/perpetrating abuse; statutory and universal services
- gathering information on delivery, partnership working, commissioning through surveys, meetings, and desktop review. Informed by the Coordinated Community Response (In Search of Excellence) and Whole Housing Approach
- gathering examples of 'what works' nationally and from research to inform views on current local provision and responses, and how gaps can be addressed
- from information collected in mapping exercise and consultations, benchmark Kirklees against the Coordinated Community Response (In Search of Excellence) and the Whole Housing Approach; make recommendations
- conducted workshops with Strategic Leads to present findings, gain consensus, identify strategic priorities
- supporting with the development of the new strategy, the Partnership structure for responding to domestic abuse and the vision that Kirklees Domestic Abuse Partnership could work towards for 2022-2027.



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Name of meeting: Cabinet

Date: 17 January 2023

Title of report: 2022-23 Mid-Year Corporate Performance and Impact Report

Purpose of report:

The 2022-23 Mid-Year Corporate Performance and Impact Report provides Cabinet with an overview of the Council's performance in relation to the 2021-23 Council Plan deliverables and highlights the most significant issues and challenges facing the Council and partners in improving outcomes across Kirklees.

Key Decision - 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
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)</u> ?	Not applicable
The Decision - Is it eligible for call in by Scrutiny?	No
Date signed off by <u>Strategic Director</u> & name	Rachel Spencer-Henshall, Strategic Director – Corporate Strategy, Commissioning and Public Health – 4 th January 2023
Is it also signed off by the Service Director for Finance?	Eamonn Croston, Service Director – Finance – 4 th January 2023
Is it also signed off by the Service Director for Legal, Governance and Commissioning?	Julie Muscroft, Service Director – Legal, Governance and Commissioning – 4 th January 2023
Cabinet member http://www.kirklees.gov.uk/you-kmc/kmc-howcouncilworks/cabinet/cabinet.asp	Cllr Paul Davies

Electoral wards affected: Not applicable

Ward councillors consulted: Not applicable

Public or private: Public

Has GDPR been considered? No personal data within report

1. Summary

The report provides an overview of progress made on each of the deliverables in the Council Plan that contribute to the shared Kirklees outcomes and the council's 'efficient and effective' ambition. It provides information on activities undertaken to date in 2022-23 and, where data is available, on the quality and impacts of these activities. The report was written in November 2023 and represents the status of activities at that time.

An update on the headline indicators for the Kirklees shared outcomes (defined as 'tracking our progress' in the Council Plan) is provided in each outcome section. Where known, the report also provides an update on impacts of the Covid-19 pandemic and inequalities.

2. Information required to take a decision

Headline achievements and challenges relating to each outcome are presented in the 'Highlights' section at the front of the report. Cabinet is invited to consider this overview of Council performance and impact in relation to the Council Plan deliverables contributing to the Kirklees Shared Outcomes and the Council's aspiration to be effective and efficient in the delivery of its services.

3. Implications for the Council

The attached report demonstrates progress in relation to the 95 deliverables in the Council Plan 2021-2023. The report provides a high-level overview of how much the Council is doing, how well and the difference it is making, including the following areas:

- Working with People
- Working with Partners
- Place Based Working
- Climate Change and Air Quality
- Improving outcomes for children
- Financial implications for the people living or working in Kirklees
- Other (e.g. Legal/Financial or Human Resources)

4. Next steps and timelines

The next corporate performance and impact report will be produced as an 'end-of-year' (2022-23) update on the priority actions and deliverables in the Council Plan 2021-23, with a continued focus on understanding and responding to inequalities and demonstrating the quality and impact of Council activity.

5. Officer recommendations and reasons

6. It is recommended that the report is noted.

7. Cabinet Portfolio Holder's recommendations

Not applicable

8. Contact officer

Head of Data and Insight, Mike Henry
Telephone – 01484 221000
Email – Mike.Henry@kirklees.gov.uk

9. Background Papers and History of Decisions

Not applicable

10. Service Director responsible

Rachel Spencer-Henshall, Strategic Director of Corporate Strategy, Commissioning and Public Health

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Corporate Performance and Impact Report



Mid-Year update on Kirklees Council Plan Deliverables 2022/23



Our Vision

Our vision for Kirklees is to be a district which combines a strong, sustainable economy with a great quality of life – leading to thriving communities, growing businesses, high prosperity and low inequality where people enjoy better health throughout their lives.

Highlights

Cross-cutting issues



Ongoing **cost of living crisis** – rising energy prices coupled with increasing inflationary cost have created an unprecedented scale of challenges for households. These will also have a significant detrimental impact on the Council's finances.



Attracting and retaining skills and technical staff is a regional issue. West Yorkshire authorities are finding it increasingly difficult to recruit officers with technical qualifications e.g. planners and environmental health officers.



Reducing footfall in town centres is an ongoing challenge, exacerbated by the current financial crisis.



The Education White Paper sets out proposed reforms to the education system. It acknowledged that councils would need additional powers to fulfil their education statutory duties in a fully academised school system.



The climate change crisis is ongoing, not helped by current political uncertainty and the financial crisis.

Shaped by people

Headline successes & achievements



Our **Democracy Friendly Schools** programme has been a success at helping young people become active citizens in Kirklees. This has the support of all Cabinet members; schools from all wards have engaged with the programme; and 82 Kirklees Youth Councillors have been trained.

Headline challenges & risks



Increased volumes and complexity of calls to the contact centre in 2022 due to the Council Tax rebate in the first half of the year and the current cost of living crisis.

Highlights

Best start

Headline successes & achievements



The **Families Together Offer** continues to grow, delivering support and intervention for children, young people and families across Kirklees.



There has been an increase in children with an Education Health and Care Plan (EHCP) achieving **good level of development at the end of reception** across Kirklees.

Well

Headline successes & achievements

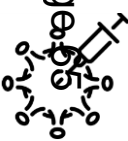


Over 1000 NHS health checks were delivered during the Wellness Service community pilot identifying potential health issues in 79% of cases and reaching a larger proportion of non-White British ethnic groups than is in the Kirklees population overall.



Co-productive work with local people has resulted in a new Direct Payment Policy, Direct Payment Guidance, and Third-Party Agreement. The working group included a diverse range of 15 people who draw on care and support, with positive feedback received from participants.

Headline challenges & risks



In the lead-up to winter, it is important that all those eligible for COVID-19 vaccination boosters and flu jabs take up these offers. National infection surveys and local hospital figures show recent rises in COVID-19-related activity, and the protection given by these vaccines is the best way to ensure the NHS is able to cope with patient numbers over the coming months.

Independent

Headline successes & achievements



Independent review of **Home Adaptations provision** in Kirklees has been completed involving engagement from Kirklees Citizens and service users.



The **Library Service** has just been awarded the “Quality for Health” award and is, nationally, the first library service to have received this award based on the quality of the service offer (stock and staff knowledge) to **enable residents to improve their health**.



Libraries are continuing to **provide cost of living support**; in the first half of this year (April to September) the use of our physical book lending service, e-book lending service and e-magazine and newspaper lending service saved our customers £5,221,708.

Headline challenges & risks



Inflation and increased costs will create financial risks across all areas of delivery including the ability of the council to provide match funding for transport, regeneration and house building schemes and on care providers to be able to sustain services over the coming months. The **unplanned closure of care services** is likely to continue, with the number of unplanned care home closures at the highest level for many years over the last 12 months.

Key Highlights

Aspire and achieve

Headline successes & achievements



Successful co-production and launch of **Our Kirklees Futures**, a system-wide 10-year strategy for the lifelong learning journey across Kirklees.



Successfully securing £36 million investment in capital build projects, in line with an ambitious **SEND Transformation Plan**, for ambitious re-building of two special schools.



Employment and skills support has successfully supported more people into work and exceeded delivery objectives in adult community learning. The Works Better programme and work with partners is placing a greater emphasis on supporting people in work to develop skills and progress careers.

Headline challenges & risks



Low **primary educational outcomes** between young people identified with Special Educational Needs or Disabilities (SEND) and their peers.



Exclusions and suspensions for the SEN support group higher than national

Sustainable economy

Headline successes & achievements



Successful submission of several **Levelling Up** schemes including town centres and transport



The **Cultural Heart** business case has been approved

Headline challenges & risks



Inflation and increased costs will create financial risks across all areas of delivery including the ability of the council to provide match funding for transport, regeneration and house building schemes.

Safe and cohesive

Headline successes & achievements



The **Inclusive Communities Framework (ICF)** has been completed. The strong relationships built between multiple agencies across Kirklees continue to work together to embed the ICF.



Completion of the fire door programme has made living in **high rise blocks safer for tenants**. It offers greater assurance about safety, helping to reduce anxiety and improve wellbeing

Highlights



Clean and green

Headline successes & achievements



Kerbside **glass collections** and **re-use shop** start in November 2022



22,593 potholes repaired April to September 2022



Kirklees Council **Climate Change Action Plan** has been developed and is visiting Cabinet on the 16th November and Council on the 7th December. This incorporates the 'Net Zero Assessment for Kirklees: A technical and Economic Appraisal' and the 'Climate Change Risk and Vulnerability Assessment for Kirklees'.

Headline challenges & risks



Recruitment challenges, particularly in Highways and Environmental Health.



Climate change crisis – not helped by current political uncertainty and the financial crisis which may impact on local ambitions.



Efficient and effective

Headline successes & achievements



The Council is piloting a workforce planning toolkit in priority areas, including introductory priming sessions and an exploration of workforce demographics in the services.

Headline challenges & risks



Inflationary pressures are resulting in cost increases which impact on the council directly and on the ability of contractors to deliver at the agreed price. If tenants, residents and businesses are unable to meet financial commitments there is a risk that we fail to meet our budgeted income targets for Council Tax, Business Rates and other payments.



The Council has a forecast overspend of £34.3m in this financial year. The most significant cause of the overspend is energy and inflationary costs affecting households, businesses and organisations across the country. Other budget pressures (totalling £11.8m) include increased demand for vital services, particularly social care services for older residents and young people. Immediate action to reduce the in-year deficit includes a freeze on recruitment, increased scrutiny of expenditure beyond current commitments and a rationalisation of council buildings; alongside ongoing work to review the capital programme and explore alternative sources of funding.



The national economic outlook means that the council must be prepared for budget pressures to persist and intensify in future years.



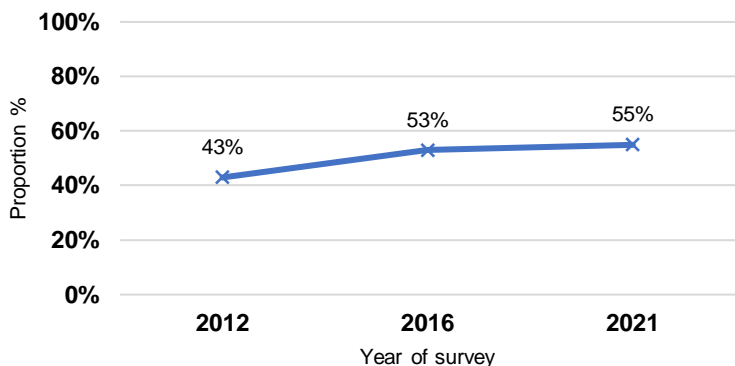
Shaped by People: We make our places what we are

Outcome Definition

We want everyone to be able to take part in making the places where they live, work and play better. We want to know people in our communities well, understand and appreciate what we and others can offer, and for people to be able to get help when they need it. People should feel valued, respected, involved and listened to.

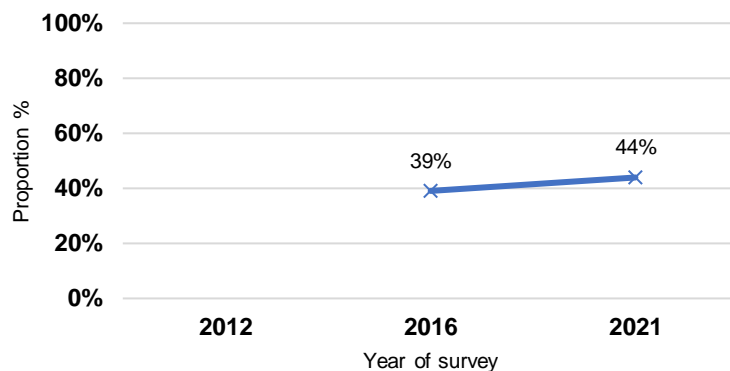
Population outcome indicators ('tracking our progress')

Proportion of residents who agree that their local area is a place where people trust each other, by survey year



- A sense of trust in the local community is significantly higher among white residents (56%).
- This sense of trust strengthens with age. While 47% of those aged 18-24 agree this is the case, among those aged 75+ the proportion who agree is 20 points higher at 67%.
- People living in less deprived areas were more likely to say that their local area is a place where people trust each other compared to more deprived areas (quintile 4 =73%; quintile 5 =77%).

Proportion of residents who agree that people in their local area pull together to improve the local area, by survey year



- Residents in the least deprived areas (Quintiles 4 and 5) most commonly agree people locally pull together to improve the local area (60% and 68% of residents respectively in each quintile agree).
- People aged 75+ were the most likely to agree that people pull together to improve the local area (48% of this age group) followed by people aged 45 to 54 (47%).
- White ethnicities were significantly more likely to agree that people pull together to improve their local area (45%) compared to other ethnicities.

24% of people agree that during the last 12 months* they got involved in their community and something positive came out of it.

- The proportion of residents who said that they did not get involved in their community during the last 12 months* is highest among those at either end of the age spectrum i.e., those aged 18-24 (46%) and those aged 75+ (51%).
- Analysis by deprivation level shows residents in Quintiles 1-3 were those most likely to have got involved (43-44%) compared to 39% of those in Quintile 4 and 34% of those in Quintile 5.

* Last 12 months is from the date the survey was completed between 1/11/2021 and 17/12/2021

Shaped by People

Priority action 1: Champion a place-based approach in all the council's business and ensure our policies reflect one size does not fit all

Deliverable: Implement the next phase of our place-based working journey, learning from the pandemic, with a programme of policy reviews, alongside a review of grant funding arrangements across the council.

Impacts and Outcomes

- Ensure the Council produces more coherent and coordinated strategic plans with our partners to ensure place-based working is embedded from strategy to delivery.
- All plan-owners across the Council will have carefully considered how best to develop their strategy, policy and delivery to support the corporate Place Based Working (PBW) ambition, and this will be clearly documented.
- Produce guidance, procedures and practice which will reflect this thinking (including for decision-makers).
- Where appropriate, performance management (induction, appraisal and professional supervision) will include meaningful discussion of PBW and affect behaviour change within the context of implementing a plan.

How much have we done?

Both the Inclusive Communities Framework and Joint Health & Wellbeing have been formally approved.

The Plan-Making Toolkit is now complete and will appear on the Council's Intranet and Internet shortly.

How well have we done it?

The Plan-Making toolkit is designed to help services research, plan and write strategic documents and provides officers with a straightforward practical guide to ensure our plans are developed following a clear and consistent approach.

There is a section on Place-based Working to help guide people but the main message is to contact the Strategy & Policy Team. This is so they can not only help and support but the Team will also be aware of any plans being developed. This will further ensure the Policy Team is able to embed PBW in all our strategic documents, where appropriate.

Shaped by People

Priority action 2: Re-shape the relationship between the council and citizens so that people feel more engaged and so that the council takes better community wealth building opportunities

Deliverable: Support our young citizens to be interested and have the opportunity to be engaged in local democracy and civic life. We will help young people to become active citizens through our Democracy Friendly Schools programme, through:
a) Delivering training for young people and staff in participating High Schools across Kirklees.

Impacts and Outcomes

The programme overall is making a positive difference to young people's confidence and wellbeing. Our young citizens are growing relationships with councillors, community organisations and young people in other schools. Participants are learning that they can shape their local place and young citizens are beginning to understand their part in local democracy.

How much have we done?

- **30** Schools for ages 11 to 16 have shown an expression of interest in our Democracy Friendly Schools programme. This includes **20** high schools (77%), **6** Special Schools (100%), **one** pupil referral unit (33%), **two** madrasa schools and **one** all through Muslim school.
- **41** Primary schools (26%) have signed up for the programme.
- Schools from **all 23** wards have joined the programme.
- **82** young people have completed our two-day training programme and have become Kirklees Youth Councillors.
- **200** young people participated in our NCS (National Citizen Service) sessions.
- **30** high school students have been supported to take part in Listening to Birkenshaw, using our resources.
- **13** Greenhead College students learned about local democracy in the Council Chamber at Huddersfield Town Hall.
- **11** schools were engaged or re-engaged in the programme at the 'Our Climate, Our Voice' events during Local Democracy Week.
- **2** community organisations have been provided with our 'Train the trainer' session.

How well have we done it?

- We have helped young people, school communities and individual teachers to learn about local democracy.
- **100%** of schools who have completed a Democracy Friendly assessment say the programme has helped young people to shape their local place.
- We have continued to take a flexible approach and we've provided easy to use learning resources for all ages groups. This has been really appreciated by school communities.
- We have supported schools and individual teachers to develop the confidence to help children and young people learn about, and get involved in, local democracy.
- We have received positive feedback from teachers who are using our resources.
- Young citizens are beginning to understand their part in local democracy.

Shaped by People

Priority action 2: Re-shape the relationship between the council and citizens so that people feel more engaged and so that the council takes better community wealth building opportunities

Deliverable: Support our young citizens to be interested and have the opportunity to be engaged in local democracy and civic life. We will help young people to become active citizens through our Democracy Friendly Schools programme, through:
b) Creating opportunities for young people to connect with their local councillors and work together on a project or activity in their local place.

Impacts and Outcomes

- More young people now know who their councillors are and understand their role.
- More school staff now understand the councillor role and feel more confident working with councillors.
- Young citizens are getting to know their councillors and are beginning to work together on local issues that matter to them.

How much have we done?

- **59** of our **69** councillors (85%) have offered to support our activities with young citizens.*
- All **10** cabinet members are supportive.
- **22** councillors have participated in recent Democracy Friendly Schools activities.
- **Three** cabinet members have become identified champions for Kirklees Youth Council.
- **82** Kirklees Youth Councillors have been trained so far.
- Expressions of interest received from schools in **22** of 23 wards.
- **14** primary schools have completed a one hour 'train the trainer' session in their school.
- **200** NCS participants learned about their councillors.

How well have we done it?

- Our programme has provided a framework for councillors around which to build a relationship with young citizens.
- More Councillors are approaching us about the Democracy Friendly programme, inviting us to create links with schools who wish to get involved and testing out new ways of involving schools in their wards. Newly elected councillors have also been keen to get involved.
- Cabinet members Cllr Viv Kendrick, Cllr Cathy Scott and Cllr Carole Pattison offered support to our Youth Councillors at the time we launched our programme. We have continued to develop this relationship through our programme updates and activities.
- We are participating in the Our Kirklees Futures programme, connecting young citizens with councillors and cabinet members.
- We have supported colleagues to understand how to design meaningful engagement activities for young people, and to involve councillors in their work with young citizens.

Quotes from Gomersal St Mary's CE Primary School

"We wrote to our Councillor, we zoomed him, we tweeted him, and we agreed on a local project."

Quotes from Spring Grove Junior, Infant and Nursery School

"Our school community is keen to be a part of local democracy... Our children know who their councillors are and what they do as councillors (possibly more so than their parents!)"

Shaped by People

Priority action 2: Re-shape the relationship between the council and citizens so that people feel more engaged and so that the council takes better community wealth building opportunities

We enable people to become active citizens and to shape their local places. We will help everyone to understand what citizens expect from our changing relationship (and how we can enable active citizenship in our local places) by:

a) Co-designing tools that local organisations can use to have Shaped by People conversations with citizens and to measure our progress towards our shared goal.

Impacts and Outcomes

The impact of this work will be demonstrated by whether we are responsive to what people tell us – whether we are doing more to enable active citizenship – and whether (over time) more people feel able to shape their local place. This impact must be defined by our citizens. So the impact of our work to develop these tools is, up to this point, that we are continuing to grow trusting relationships and that our participants know we have made a strong commitment to Shaped by People. Voluntary sector participants have told us that these conversations have helped them to understand something new about how we can work together and about what we're trying to achieve – they feel that their work is valued and noticed, and that they are part of local democracy.

How much have we done?

320 people have been involved in conversations to help us shape and test flexible ways of measuring progress towards our shared goal.

We have also developed ideas with councillors and with colleagues.

Measurement framework

We developed our approach to measuring progress with our Project Team and the New Citizenship Project. The three key elements of this are: Headline measures (including baseline data from the CLiK survey), Local conversations (including our conversation starter pack for community groups) and Citizen Stories. We are making sure that all these elements closely reflect the text of the Shaped by People shared goal, and that the elements work together coherently. We will bring these approaches together in a practical guide, sharing approaches which anyone can use to gather insight. This is in-keeping with the approach citizens asked us to take; *“we can all share in it and take responsibility for achieving it – we make our places what they are”*.

Conversation pack development and testing

We have begun working with people from local organisations to co-create and test our conversation starter pack. This has included gathering ideas from members of the TSL network, refining our pack with our Project Team and doing some initial prototype testing at the 'Not Westminster' local democracy event in 2022. We have learned that, although these workshop materials are very well received in some settings, we also need a range of flexible approaches to enable more community organisations to participate, particularly given the currently challenges many are facing. From late Summer to Autumn 2022 we have been holding one-to-one conversations with people from voluntary organisations, local businesses and schools, exploring some quicker methods of measuring progress towards our shared goal. We will now try these approaches in some group settings.

Shaped by People

Priority action 2: Re-shape the relationship between the council and citizens so that people feel more engaged and so that the council takes better community wealth building opportunities

We enable people to become active citizens and to shape their local places. We will help everyone to understand what citizens expect from our changing relationship (and how we can enable active citizenship in our local places) by:

a) Co-designing tools that local organisations can use to have Shaped by People conversations with citizens and to measure our progress towards our shared goal.

Continued....

Place Standard Integration

We are working with partners to integrated Shaped by People into our ongoing Place Standard conversations in local places. We began by developing some conversation prompts, as part of the 'Influence and sense of control' and 'Identity and belonging' themes. We did an early test in Spring 2022 and in Autumn 2022 we are working with Marsden Community Trust to develop further approaches. This includes including Shaped by People in volunteer training sessions and materials, using extra prompts developed by the community, and focussing on the action planning phase as a way of engaging people in actively shaping their local place.

How well have we done it?

Engagement amongst our Shaped by People workshop participants has been good – many joined in follow up conversations or volunteered to be part of our video animation about Shaped by People. We have a real sense of people feeling ownership of, and commitment to, this work. However, our participants in the voluntary sector are also facing significant and growing challenges, including supporting people with the rising cost of living, and supporting people who are experiencing violent crime in their neighbourhood. This means that we're shifting our focus to activities that are more easily manageable for our partners, and we're working with local groups to develop sensitive approaches. We have taken the time to work with people and discuss things in depth, and we want to continue that approach, which is true to our Citizen Engagement Design Principles.

Feedback to our initial prototype testing was positive, with local groups who took part being keen to get involved in further activities. Members of the Anchor Organisations network are supportive. We are working with members of the Partnership Executive. We introduced 200 partners to Shaped by People at the Picture of Kirklees event in July 2022 and have followed up with some positive conversations since then. We also have Cabinet leads and councillors who are supportive and who have volunteered to test our conversation materials in their wards, along with staff who are keen to get more involved (including colleagues who pledged to help in response to our Kirklees Leadership Forum about Place Based Working).

Shaped by People

Priority action 2: Re-shape the relationship between the council and citizens so that people feel more engaged and so that the council takes better community wealth building opportunities

We enable people to become active citizens and to shape their local places. We will help everyone to understand what citizens expect from our changing relationship (and how we can enable active citizenship in our local places) by:

(b) Telling the stories of active citizenships in our local places & encouraging our staff & partners to use what we learn as key insight, to help grow positive relationships.

Impacts and Outcomes

We have involved over 100 citizens in very focussed work to create Shaped by People and have put their personal stories at the heart of this work. The impact has been to create a shared goal that has relevance and meaning for local people, and which has generated valuable citizen insight. This has strengthened our relationships and helped us to develop new ones. Some participants have also got involved in further activities to shape their local places as a result. Staff and partners have been responsive to the stories we've gathered so far and colleagues are interested in using this approach to connect their work more closely with Shaped by People. Our storytelling work so far has established a good grounding for future progress.

How much have we done?

This is ongoing work which is progressing. We have taken some more time to test different ways of story gathering, so that we can include some practical advice in our Shaped by People measurement pack, to support colleagues and partners to gather stories from citizens.

- Gathered stories from active citizens by talking with them in their local place about what they do and what motivates them to get involved
- Developed a guided, step-by-step online form to support citizens to share their stories more easily

As part of our commitment to making sure we keep listening to and learning from Citizen Stories, we are highlighting several stories from our citizens in our 2023 Council Plan.

How well have we done it?

Participants feel that their personal stories are valued, so the approach has been successful. This is now an ongoing action so that more people can benefit.

Shaped by People

Priority action 3: Oversee the delivery of place standard engagement and the establishment of ward partnerships in Kirklees

Deliverable: Continue to coordinate and deliver Place Standard engagement so that citizens can have a say in influencing the future of their place, can contribute to making it better and have opportunities to work in a collaborative way with Kirklees Council, councillors and partners

Impacts and Outcomes

The place standard tool proves a holistic, collaborative and place-based way of working to understand and address local issues. A key element of place standard engagement is to develop stronger relationships, encourage citizens to be more active and support Cllrs, citizens and partners to work collaboratively to tackle shared priorities in a place. Some wards have a history of partnership working, especially where there are legacy arrangements from regeneration programmes, some have topic-based forums that bring partners together and some wards have no mechanism that brings Cllrs, citizens and partners together. Place standard engagement has enabled more collaboration at a local level, so most wards have some form of partnership working arrangements either through legacy arrangements, forums or place standard

How much have we done?

- Since the last update two more place standard engagement activities have been delivered as follows: -
 - Kirkburton ward – Ask Burton
 - Birstall & Birkenshaw ward - Listening to Birkenshaw
- In addition, engagement is currently taking place in Greenhead – Paddocks’ Priorities and is due to start later this month in Colne Valley ward – What matters to Marsden.
- Action planning has taken place in the areas where engagement has previously been delivered.
- Dalton – Listen to Waterloo, action plan has been published and funding secured from the Place Standard Investment Fund. Work continuing in other areas to seek further funding.
- **307** individuals participated in the **2** engagement activities listed above.
- Action planning workshops and/or drop ins have taken place in **7** areas, with others to be progressed this year.
- Funding of **£50,000** approved to deliver action plan priorities.

How well have we done it?

- All engagement is planned and delivered in partnership with Councillors and communities.
- All engagement activity is discussed at Citizen Engagement reference group to ensure we adhere to our citizen engagement principles.
- Anecdotal feedback from individuals involved in engagement and action planning has been positive.
- Place standard engagement process ensures that the ideas and views of our most vulnerable groups are considered and addressed. More work is needed to ensure that we capture protected characteristic data to demonstrate that all communities are able to participate.

Deliverable: Respond to Star Survey results, communicate action plan to tenants and implement delivery plan.

Impacts and Outcomes

The results of the STAR 2022 Survey carried out in April 2022 show encouraging signs of improvement in satisfaction across several measures. The most promising is that our Net Promoter Score (NPS) has increased from -3 to +7.4. The NPS represents how likely it is that tenants will recommend H&N to their friends and family. Scores range from -100 to +100. NPS varies widely across sectors but an average score of 0-30 is generally considered 'good'.

How much have we done?

- Approx 21,000 tenants received the newsletter detailing the STAR results and high level actions from the STAR improvement framework.
- Approx 2000 tenants received a newsletter describing how a place based approach has been taken to the management and development of these estates.

How well have we done it?

- All identified actions have been delivered, improving the quality of services offered to tenants.
- The Tenant Advisory and Grants Panel receive a regular update on progress against the improvement framework and are given opportunity to influence design of many of the actions.
- The STAR 2022 results are presented in the table opposite.

Question	2021	2022	Change
Satisfied with ease of dealings	61%	69%	+8%
Satisfied with overall service	68%	68%	No change
Satisfied with home being safe and secure	73%	76%	+3%
Satisfied rent provides VFM	78%	81%	+3%
Satisfied with neighbourhood as place to live	66%	73%	+7%
Satisfied service charges provide VFM	65%	62%	-3%
Satisfied with overall quality of home	64%	68%	+4%
Satisfied with repairs and maintenance	64%	65%	+1%
Satisfied views and listened to and acted upon	47%	56%	+9%
Satisfied that Homes and Neighbourhoods makes a positive contribution to neighbourhoods and communities	-	60%	TSM
Satisfied with approach to ASB handling	-	49%	TSM
Satisfied that home is well maintained and safe to live in	-	72%	TSM
Satisfied that Homes and Neighbourhoods treats tenants fairly and with respect	-	75%	TSM
Satisfied that Homes and Neighbourhoods keeps tenants informed about things that matter to them?	-	67%	TSM
Satisfied with approach to handling of complaints?	-	50%	TSM
Satisfied that know how to make a complaint?	-	80%	TSM
Net Promoter Score*	-3	4.4	+7.4

Note: Questions referenced as TSM (Tenant Satisfaction Measures) are new for the 2022 survey. TSMs have recently been introduced by the Regulator for Social Housing.

Priority action 5: Reflect the changed relationship between the council and citizens in the new Access to Services Strategy

Deliverable: Develop an Access to Services implementation plan, informed by a number of pilots to enable and support the principles leading to longer-term changes in relationships between the council and citizens.

Impacts and Outcomes

The centralising of mail means services access their mail quicker across the council aiding the opportunity for quicker response times. Mail would go unsupported at the multi access sites leaving citizens and services unsure about what had been received. Work continues to improve mail services further.

The successful implementation of the like for like telephony system replacement has ensured that the significant number of citizens who use this channel for contacting the council and its partners can continue to do so and service delivery was not compromised.

How much have we done?

- Telephony system replacement (like for like) completed in September 2022
- An item has been completed (mail project) where there is now a centralised point for managing mail received in the council through our document solution team based at Red Doles lane. This has reduced significantly the number of places citizens send mail.
- Our workstreams for the delivery of the implementation plan are built on the principles in the access strategy. Our culture programme and person-centred approach to delivering more holistic and localised services are key to inclusion and addressing inequality of access.
- One of the projects completed was to introduce into the IIA process a requirement to consider and score against the Access to Services principles.
- Access to Services Board created with senior officers from across all council directorates and some key partners.

How well have we done it?

Our workstreams for the delivery of the implementation plan are built on the principles in the access strategy. Our culture programme and person-centred approach to delivering more holistic and localised services are key to inclusion and addressing inequality of access.

Shaped by People

Priority action 5: Reflect the changed relationship between the council and citizens in the new Access to Services Strategy

Deliverable: Improve our current response times to enquiries and contacts.

Impacts and Outcomes

Support is provided online, telephone and face-face should that be required by citizens.

The council's website can be translated into over 100 languages helping support people whose first language isn't English.

We utilise telephony translation support, mainly through the Big Word, when presented with need.

Our face to face teams can support some languages but these are less in volume. Upon presentation at our centres citizens are assessed for the best route to support presenting need - be that online, phone or face-face.

How much have we done?

- Implemented the new like for like telephony system during the first half of the year requiring staff to undertake training as well as developing and testing new systems. This went live in September 2022
- Recruited to fill more than 50% of posts in the contact centre vacated by experienced staff moving to pursue new careers both internally within the council and externally. Our normal turnover is around 10-15% per year
- Clinics with each service with Kirklees Direct data
- During the period 1st April 2022 – 30th September 2022
 - ❑ 867k calls made to telephone contact centre
 - ❑ 16,694 email were responded to
 - ❑ 8,988 web chat conversations took place.
 - ❑ 15,107 calls were handled by the 24 Hour Team, supporting emergency out of hours contact

How well have we done it?

In relation to our online webchat offer and telephone call answering rate, response times had improved from 71% mid-2021 to 76% by April 2022. The first half of 2022/23 has seen a reduction to 72% performance but is still an improvement on the original benchmark of 71% in September 2021.

The landscape of contacts particularly telephony contacts has changed considerably in 2022/23. Citizens are presenting with more complex needs as the cost-of-living crisis impacts on many citizens. Call handling times have increased considerably as we attempt to deal with those increasing and more complex needs, including the council tax rebate in the first half of 2022. This has had an impact on improving response times and has seen average wait times increase to approximately 7 minutes on average.

An improvement is expected in our response times by January 2023.

Children in Kirklees have the best start in life

Outcome Definition

The first few years of every child's life help shape the skills they gain and the choices they make throughout their lives. We want children and their families, communities and services to work together to provide positive childhood experiences, support when it is needed and to ensure every child in Kirklees starts school healthy, happy and ready to learn.

Population outcome indicators ('tracking our progress')

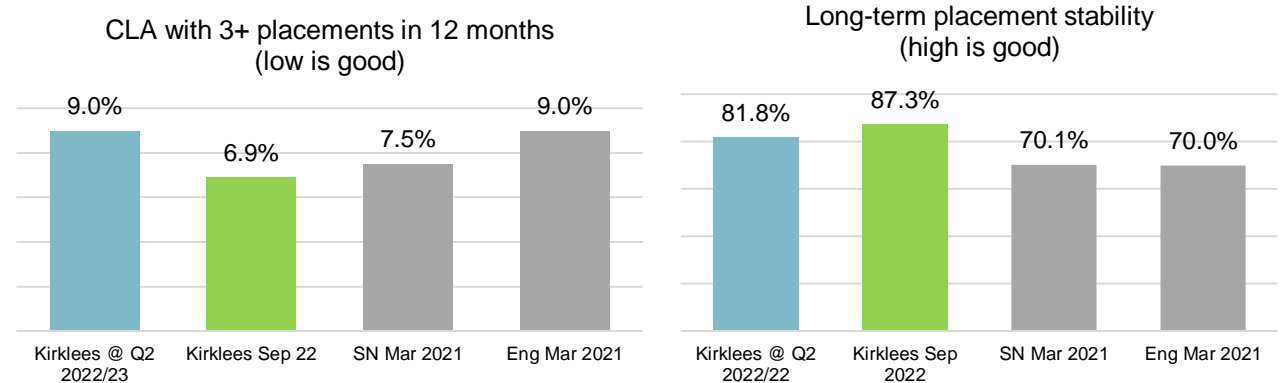
School readiness: good level of development at the end of Reception

	Kirklees 2019	Eng. 2019	Kirklees Diff to Eng.	Kirklees 2022 (Cohort no. children)	Eng. 2022	Kirklees Diff to Eng.
All children	69.7%	71.8%	-2.1%	62.5% (5,142)	65.2%	-2.7%
SEN Support	19.0%	29.0%	-10.0%	17.1% (398)	22.9%	-5.8%
EHCP	0.0%	5.0%	-5.0%	3.4% (118)	3.7%	-0.3%
Free School Meals Eligible (FSM)	55.0%	57.0%	-2.0%	46.8% (951)	49.1%	-2.3%

- From 2007 – 2012, the percentage of all pupils achieving a Good Level of Development (GLD) was consistently higher than national and regional figures. In 2013 a new Early Years Foundation Stage Profile was introduced and from 2015 Kirklees figures have consistently fallen below national.
- These are the first attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. These statistics cover the attainment of reception pupils who were assessed in summer 2022. These pupils experienced disruption to their learning during the pandemic (DfE, 2022)
- In 2022 the national emerging figures show that the difference between England and Kirklees is decreasing for good level of development for those who have an Education Health and Care Plan (EHCP). Although national figures have decreased across the board there is evidence of improvement in Kirklees for those children with an EHCP.

Placement stability for our Children Looked After

	2021-22 Q3	2021-22 Q4	2022-23 Q1	2022-23 Q2
Percentage of children looked after with 3 or more placements in the last 12 months	7.1%	8.9%	9.6%	9.0%
Long-term placement stability - same placement for at least two years	87.7%	85.6%	82.2%	81.8%



* 2021/2022 National data for Statistical Neighbours (SN) and England (Eng) is due to be released mid-November 2022

Best Start

Priority action: Transform the way we support children and families with SEND by providing more support early, starting this year with providing a new helpline for professionals and parents

Deliverable: Phase 2 - Scope and establish a plan for widening the Inclusion Support Offer for parents and carers

Impacts and Outcomes

The Inclusion Support Offer (ISO) service was rolled out in March 2021 following a 12 month test and learn approach. The aim of the Inclusion Support Offer is to give early support and advice around SEND to SENDCOs in schools, ensuring that educational settings are working in a “strengths based” way, and that all support which could and should be offered to children and young people with SEND, using a “Graduated Approach” is in place, before any request for assessed specialist services is made.

How much have we done?

The Inclusion Support Offer (ISO) sits within a suite of early intervention offers for SEND which are being developed under the SEND Transformation Plan who share the aim of reducing dependence on costly, assessed services. The effectiveness of early intervention within SEND must be considered cumulatively across this wider picture.

- By the end of September 2022, the Inclusion Support Offer service has managed over **600 unique contacts** from schools and settings. The majority of support in the first year was term time – this equates to approximately 15 contacts per week, during term time.
- **84% of primary** settings, **88% of secondary** settings and **37% of Early Years** settings have made contact with the Inclusion Support service.
- In September 2022, the ISO received 65 unique contacts – a **97% increase** from last year.
- Since January 2022, ISO have undertaken **24 visits to schools** and settings to provide targeted support around SEN support needs.
- A ‘test’ offer of support for wider SEND professionals commenced in August 2022. (Previously ISO had just been aimed at SENDCOs / schools). In this time, ISO have had **40 contacts with wider professionals** including Early Support Consultants, Social Workers, C&K Careers, Community Hub Coordinators, Family Support Workers and more. Initial feedback has been positive with repeat callers already evidenced. We would like to continue our offer to wider professionals but just need to monitor capacity.
- ISO officers have recently started to attend **Local Offer drop in events for families** with queries relating to SEND. Many of these discussions relate to families’ experiences with schools. With their understanding of the challenges schools face and via a strengths based approach to conversations with families, ISO are able to help schools and families empathise with each other’s position and ensure a shared responsibility to finding positive solutions.

How well have we done it?

SENDFACT report seeing a reduction in general SEND Support queries which we would hope would be attributed to the ISO offer and increased awareness. Through 2021, the Kirklees SEND Information Advice and Support service – KIAS - reported an overall reduction in Level 1 interventions for new referrals queries which they attribute to increased use of the Local Offer.

Best Start

Priority action: Improve the number of places for young people to go

Deliverable: Increase the number of safe places for young people to go in their communities, by approving the Youth Places to Go grant scheme

Impacts and Outcomes

The grants have only just been awarded, it is expected grants awarded to date will have the following impact, these will be monitored through the grant award process.

- Create two additional community rooms at Heckmondwike Community Centre so that more young people can use the building
- Providing a youth hub at Honley Village Hall which will enable more young people (including those with disabilities) to access this safe space
- Create new disabled changing toilet facilities and an interactive sensory machine at Sensory World, Dewsbury, to increase the number of people with disabilities who can access the venue and will encourage active engagement by stimulating imagination
- Upgrades to accommodation at Kickstart, Huddersfield, which will enable them to continue and expand their project which provides young people with the opportunity to learn how to use and maintain motorbikes, whilst learning social skills and anti-social behaviour awareness
- Contribution to a new extension at Ravensthorpe Community Centre, which will provide a more inclusive and sustainable facility for young people (including those with disabilities). This includes a better-quality dining and cooking area
- New outdoor facilities at Fanwood Activity Centre, Gomersal. Providing a physical challenge and a mental stimulus, which are essential to mental wellbeing. Also helping address increasing levels of obesity in our local area by encouraging a more active and outdoor experience, in safe placed with well-trained adults and safe equipment.
- Upgraded facilities, including a sound and vision suite, at the Watershed, Slaithwaite. This will enable an extended offer of creative activity provision for young people and an improved facility for community arts with increased opportunities for engagement and use
- Contribution to improved facilities at Dewsbury Moor Sports Club, which will enable increased participation in the junior game especially for girls aged 12-18
- Contribution to a safe fully accessible outdoor area at Northorpe Hall, Mirfield, for children with additional needs. This will children and young people to learn new skills and increase their confidence and self esteem in group situations.
- Improvements to Furnishing a creative centre of excellence for children and young people with additional needs, run by Shabang!, Huddersfield. This will result in users feeling less isolated and experiencing enhanced wellbeing.
- Major improvements to Central Youth Club, including making the building accessible to all young people by installing a lift enabling young people with mobility issues to access the sports hall giving them a sense of belonging and inclusivity

How much have we done?

- We have allocated capital funding of around **£1million** to improve and expand youth facilities across the district
- The applications process is now complete and over **155** local groups will receive funding for towards a huge range of exciting projects.
- We are working with some groups to finalise details of their application.

How well have we done it?

The grant process has involved each request being assessed against set criteria - the outcomes for Best Start, CYP Plan 2023 and Youth Development Board Outcomes.

Best Start

Priority action: Improve the targeted Early Support available in local places this year

Deliverable: Provide support for families through our integrated Families Together Offer

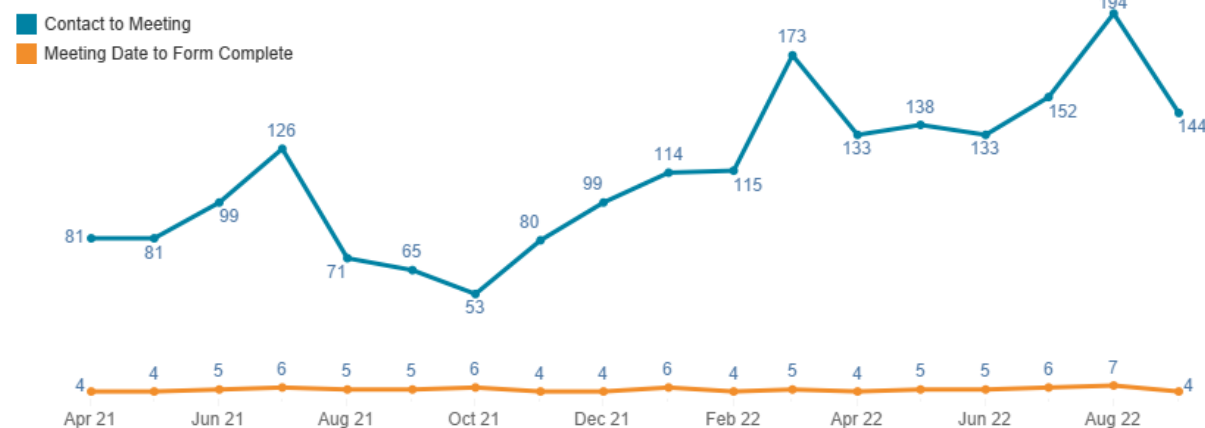
Impacts and Outcomes

A considerable amount of work has been undertaken during the year to be able to start to gather evidence of the 'What Difference' the service is making. We have purchased the Outcome Star Tool for all practitioners in the Early Support Service. This will enable the service to measure the 'Journey of Change' for the children, young people and families we work with and report on those impacts. Reporting on outcomes should be available early in the Spring Term.

How much have we done?

- In 2021/2022 there were 17,154 requests for support into Children's Services with Police being the highest referrers (1 in every 3 requests are made by the Police).
- Nearly a quarter (23%) of all requests into Children's Services progress to an Early Support Service, usually through the Early Support Multi Agency Panel (ESMAP) process. This is the second highest outcome after Information, Advice & Guidance. Progress to Children's Social Care for Assessment is the 3rd highest. This is the first year where Early Support has had more outcomes than Social Care.
- There are on average 20 children who receive a package of support at each Early Support Multi Agency Panel (ESMAP) meeting. However, the chart opposite shows how numbers of children for discussion at meetings has been continually on the increase since October.

How many children have been the subject of an ESMAP meeting over time?



- The Government funded initiative, Holiday Activities & Food Programme (HAF), saw 5038 children in Kirklees access a holiday activity and receive a free meal.
- Detached Youth Work – This is a specialist team working in targeted areas across the district in partnership with Police and other community teams responding to anti-social behaviour, exploitation and safeguarding concerns. On average during the summer months each individual youth worker engaged with over 150 young people.
- The Play work team run targeted outdoor physical activity sessions to support and encourage young people to engage in positive outdoor activities. During the summer period nearly 500 attended the sessions.
- Supporting Families (renamed from Troubled Families/Stronger Families) is a government funded initiative. During the year approximately 570 families have been identified as meeting the criteria for the Supporting Families' programme. Just over 700 families who were nominated have been identified as meeting the success criteria for a funding claim resulting in an additional £1.5m been generated for Children's Services in Kirklees. There are currently a further 2438 families enrolled on the programme and receiving support.

Priority action: Improve the targeted Early Support available in local places this year

Deliverable: Provide support for families through our integrated Families Together Offer

Continued...

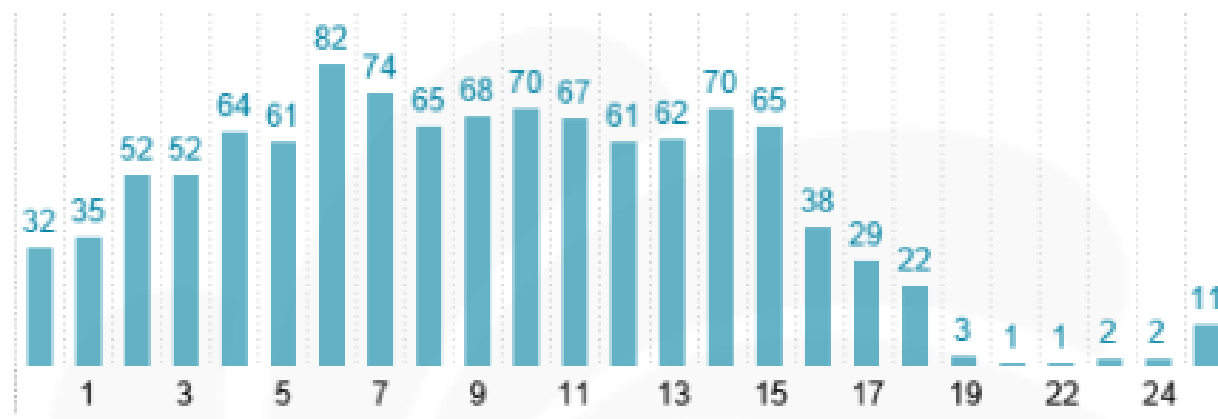
How well have we done it?

25% of all contacts into Kirklees Children's Services result in the child/young person receiving some form of Early Support Intervention. The Practice Standard for the recording of this contact information is 1 working day and the services has a 43% compliance rate – this can be mitigated for by staffing shortages and recruitment challenges.

970 children had an Early Support Assessment completed during the year with 38% of those being completed within the Practice Standard of 14 working days. 69% of supervisions for these caseloads were completed within timescales.

During the year 1089 children have received a specialist targeted intervention. The graph shows a breakdown of numbers by age. The data indicates the highest caseload numbers for school age children.

Children By Age



Best Start

Priority action: Achieve outstanding Children's Social Care this year

Deliverable: Increase the number of children who are cared for in Kirklees by opening an additional children's home

Impacts and Outcomes

Service delivery has not yet commenced. The impact of the new provision, approach and staffing model will be to provide a safe, secure, and stable home for young people. This will support them to maximise their outcomes, in terms of wellbeing and resilience, as well as learning skills and educational outcomes, to prepare them for a confident, successful adult life.

How much have we done?

- Building secured and work is underway.
- Internal/external works to building completed as far as possible; awaiting utilities connection to complete final checks and handover for use of the property.

How well have we done it?

We aim to provide a nurturing home environment, regulated by Ofsted which will support and help prepare young people to move onto the next stage of their lives. Young people will be provided with an environment and opportunities to help them develop and enhance their practical, social, emotional, and educational skills, to enable them to transition to live in a family setting or another appropriate care placement, or to achieve semi-independence successfully.

This provision has been developed in response to our sufficiency needs analysis. Being able to continue to live locally, whilst in the care of the local authority enables young people to maintain continuity of contact with their friends and family, and supports consistency in education, leisure activities and health care provision.

The provision of the new Children's Home is part of a wider transformation and modernisation programme of our homes for Children in Care in Kirklees.

Deliverable: Improve our grading at the next social care inspection

- The Council awaits the next Social Care inspection.
- Work continues service wide and Ofsted readiness meeting is scheduled to support preparation of SEF.
- Ongoing collation of information/evidence from across the service to support the inspection.



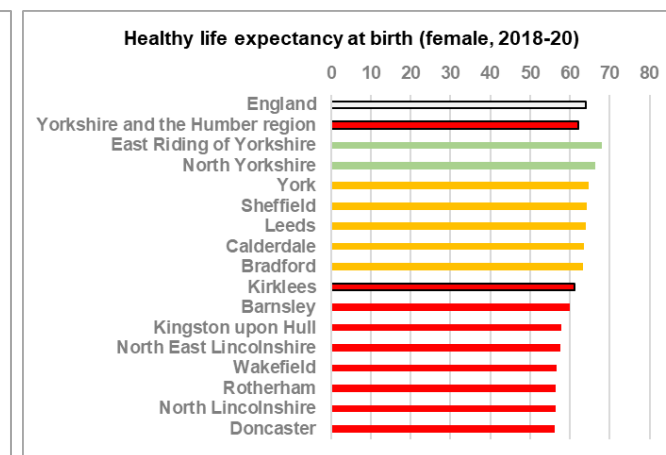
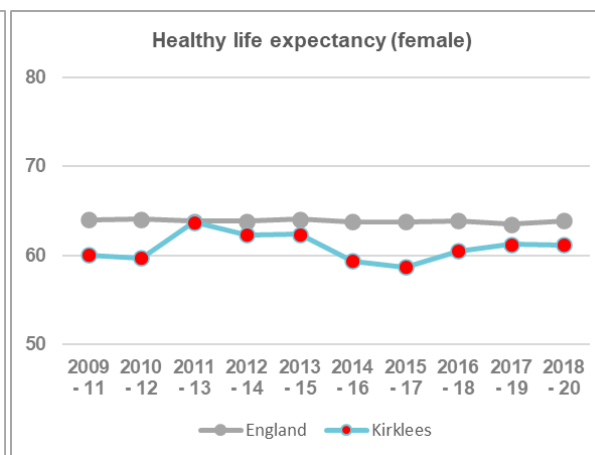
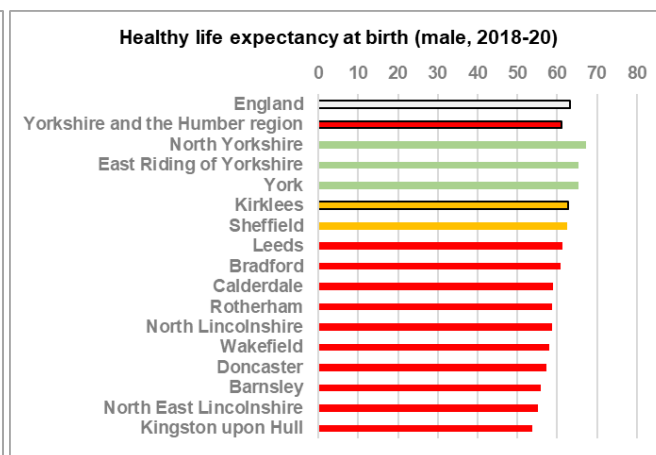
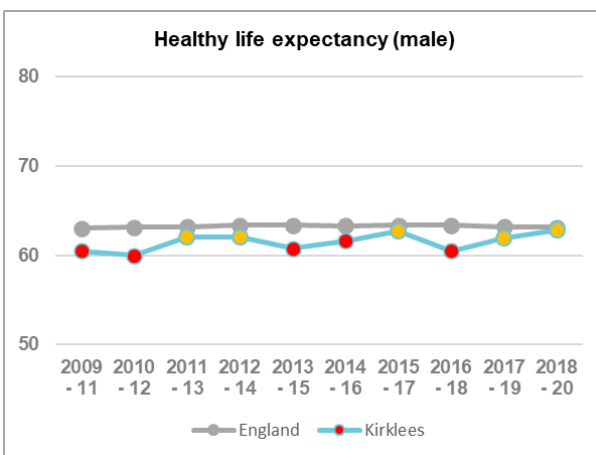
People in Kirklees are as well as possible for as long as possible

Outcome Definition

No matter where they live, we want people in Kirklees to be able to live their lives confidently, in better health and for longer. Preventing problems and supporting people early will help people choose healthy lifestyles and increase physical and mental health and wellbeing.

Population outcome indicators ('tracking our progress')

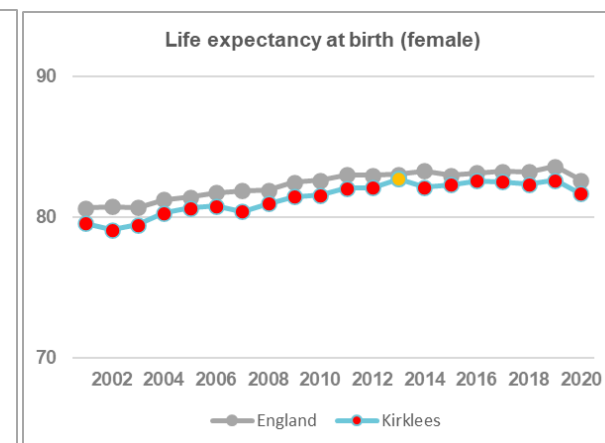
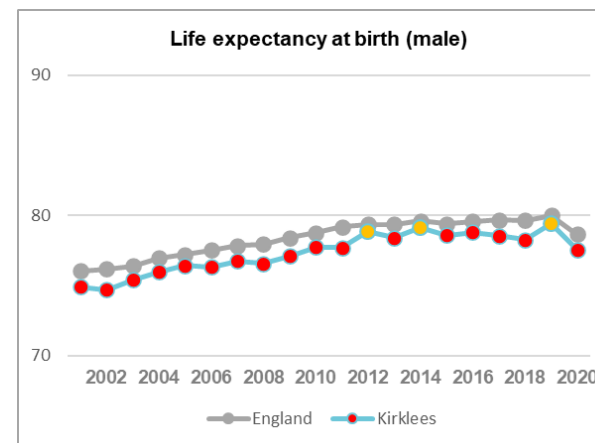
Healthy life expectancy (no new data since year end 2021/22)



- Healthy life expectancy at birth in Kirklees has increased for males in the latest three-year period (2018-20). Kirklees is similar to the England average, and fourth highest in the region
- Healthy life expectancy at birth for females has remained the same in the latest three-year period, significantly below the England average and in the middle for the region
- Excess mortality resulting from COVID-19 can be seen in the 2020 single-year life expectancy figures, with life expectancy falling by almost two years for Kirklees males and falling by one year for females

2020
2021
2022

● Red shows significantly worse, ● yellow shows no significant difference, ● green shows significantly better



Priority action 1: Leverage the opportunities that come from working as a whole council and wider system rather than just those that come from being individual services

Deliverable: Build on existing joint working between the council, CCG and providers (with and through the new Kirklees Care Association) to support the sector to maintain and improve quality and adapt to a new longer term future

Impacts and Outcomes

- The maturity of the relationship between the LA and the provider market has improved significantly through the work outlined below. There is a much better appreciation of internal and partner-related issues, e.g., equipment assessment and procurement. This has now improved, and Kirklees Care Association (KirCA) is well placed to support the market and partner relationships with care providers moving forward.

How much have we done?

- The care market was significantly impacted by COVID-19; what was a fragile market is suffering from reduced volumes of new entrants or respite cases and a higher number of deaths. There have also been a number of operational and financial pressures such as insurance costs, staff sickness and staff isolation.
- The commissioning team has issued £17m short term government and Council funding to providers across social care to support fee uplifts, increased hourly rates to staff, workforce and other additional business costs. This has meant a level of provision has continued to be delivered and staff have the capacity to deliver quality services to those in their care. Reporting requirements around funding were shaped with providers, and underspending identified early and redistributed to maximise local benefit.
- The Care Home Market Strategic Analysis found that Kirklees, like many other areas, was moving from long term placement provision to a shorter period of care home support for those with increasingly complex requirements. These changes impact the overall market capacity, the skill level of staff supporting those with more complex needs and multiple co-morbidities, and the pay and recognition needed to attract and retain appropriate staff, and can only be responded to effectively in partnership with the sector.
- The In2Care workforce team has been working to support recruitment and retention, shaping and developing lean processes with providers to convert interested individuals into interviews and appropriate roles.
- Partnership working around commissioned mental health community service provision continues to be a strength, including commissioning of services as a MH partnership.
- Collaboration on asset and provision mapping helped collective understanding of over-provision and where support could be better focused. Considering diversification enables providers to understand income potential and operating structures. A business case is being developed to increase hourly rates.
- Membership of KirCA has grown and is now made up of 40% of local home care providers and 40% of local residential providers. External grant funding is supporting the delivery of digital social care project work.

How well have we done it?

- The move to deliver more personalised care in people's own homes, supported through increased collaboration, and the use of technology and equipment solutions, meant that people who historically may have gone into care homes are now being supported in the community. This positive market shift did lead to pressures in the home care market, some of which were alleviated by the introduction of the 'speed dating' initiative.
- The care market remains in a state of flux and whilst there have been a very small number of closures the market exits that were feared have not been seen. There is still some "right-sizing" that needs to take place and the work above has been focussed on ensuring that even if a care business has to close the asset and staff has the best opportunity to carry on in the wider care market.

Priority action 1: Leverage the opportunities that come from working as a whole council and wider system rather than just those that come from being individual services

Deliverable: Play a key role in Kirklees' placed-based partnership: a collaborative arrangement between the organisations responsible for arranging and delivering health and care services in Kirklees, supporting a system of mutual accountability for the improvement of Kirklees outcomes

How much have we done?

- We have worked closely with our partners across Kirklees and West Yorkshire to establish a new set of governance arrangements including the establishment of the West Yorkshire Integrated Care Board and its Kirklees sub-committee. These new arrangements have been in place since 1st July 2022.
- The Council has signed a formal Collaboration Agreement with all the key health and care partners in Kirklees that sets out how partners will work together within the new arrangements.
- To further support these new arrangements the Council has updated the Terms of Reference and membership of the Health and Wellbeing Board to enable a wider range of partners to contribute to the work of the Board.

How well have we done it?

- Elected members and officers are actively involved in all the new structures which taken together will embed an inclusive approach to planning and delivering health and care services.

Priority action 2: Advocate for citizens and communities as part of the development of new integrated health and care arrangements in Kirklees, particularly to reduce health inequalities

Deliverable: Embed co-production principles for service review and redesign. Co-produce the new Direct Payments Policy with citizens (people who use services and family carers) through embedding principles of power sharing and collaboration, choice and control

Impacts and Outcomes

- In Kirklees, some peoples' lived experience of taking and managing a direct payment has historically fallen short of the intentions enshrined in policy. The principle is that people should be able to maximise the choice and control they have over the care and support they are entitled to. The review of the Direct Payment Policy is the first phase of how Kirklees Council will work in partnership with direct payment recipients in a mutually respectful and co-produced way.
- Co-productive work with local people has resulted in a new Direct Payment Policy, Direct Payment Guidance, and Third-Party Agreement. These documents have now been formally signed off by the Director of Adults and Health, and the next phase is focused on successfully embedding the new policy, processes and practice in a way which continues to honour the principles of power sharing and collaboration, and which allows people to have more choice and control.

How much have we done?

- The Direct Payments Working Group has involved a diverse range of 15 people who draw on care and support, including representatives from younger and older age groups, people with learning and physical disabilities, people who draw on mental health services, and unpaid carers who draw on care and support.
- To date there have been 36 meetings (plus many additional conversations), five reflective sessions, and a staff survey which attracted over 60 responses.
- A new Direct Payments Policy and supporting guidance and Third-Party Agreement are currently with the council's comms team for formatting. Eight briefing sessions are planned with staff across the spectrum of Direct Payments, which will include interactive content with information available prior to the sessions and feedback/ booster sessions available after the initial roll-out. Briefing sessions are being coproduced with the council's Learning and Development team.

How well have we done it?

Examples of positive feedback from working group participants include:

- *"The project team has recognised and acknowledged that those who use services and their carers are experts in their own right and are well placed to highlight best practice examples, what doesn't work well and how improvements can be achieved, and where there are gaps and how they might be appropriately filled."*
- *"What did I enjoy? Collaborative partnership working, where all voices were heard... Sharing and acquiring lived experience, in sight and learning, with and from all project team partners... Flexibility relating to the provision of feedback options..."*
- *"The experience of co-producing the documents... It was really good, it actually felt like co-production."*
- *"I'm really hoping this work will do two things... Provide flexibility for how direct payments are used... historically it has been very prescriptive... Also, I'm hoping it will encourage more people to use direct payments as an option and develop support for people who use direct payments through their peers."*

Priority action 4: Promote access to urban greenspace to increase physical activity and mental wellbeing through both high quality environments and the promotion of their use, particularly by those currently less likely to do so

Deliverable: Map existing and planned green space and improve access to those places as part of the Dewsbury and Huddersfield blueprints and Small Centre masterplans, working across directorates and with local communities

Impacts and Outcomes

- The masterplans are a long-term delivery plan and therefore it is not expected that this deliverable will be achieved within one year.
- The Push Scooting Pilot led to a 40% increase in scooting to school; 80% of schools agreed that since taking part in the scooting activity, pupils have been more enthusiastic about physical activity.
- Due to funding received for Hi-Viz shirts and jackets, 'Friends of Greenhead Park' are more recognisable to women and girls in the park, making them feel safer.

How much have we done?

- Playable Spaces programme: 57 live projects, although progress has varied due to staffing issues, increasing raw material/product pricing, and long delivery lead times.
- Greenspace Mapping: The Our Local Centres Programme is currently developing a masterplan for each of the following town centres: Batley, Cleckheaton, Heckmondwike and Holmfirth. Three key principles are that towns will be green and sustainable, connected and active, and inclusive and diverse. The programme has submitted an application to LUF for £15m to deliver public realm interventions in Batley town centre.
- Everybody Active: Two successful applications to the Shared Prosperity Fund, one for £100k to roll out four programmes across Kirklees working with communities to increase physical activity levels, and the other for £130k linking to the Football Foundation's 'playzones' programme.
- Playing Pitch Strategy: Mapping existing playing pitches across Kirklees, to be completed by the end of 2022.
- Physical Activity From the Front Door: Mapped 18 walking routes for Huddersfield, celebrating local areas, getting people moving, and helping increase their daily steps.
- Safe Streets funding: Based on 400 survey responses, installation of new lighting at Crow Nest Park and safety railings at Greenhead Park; 16 groups were also funded.
- Huddersfield Blueprint Cultural Heart: Public Health has worked with developers to carry out a health impact assessment; improving access to green space and considerations for lighting safety and mobility needs were highlighted through the assessment.
- Push Scooting Pilot: Delivered to 11,000 pupils across 50 Kirklees KS1/KS2 schools, promoting push scooting as a sustainable active travel mode.

How well have we done it?

- The Push Scooting Pilot was runner-up at the Modeshift National Sustainable Travel Awards 2021
- Eleven schools booked an extra day of scooting and seven made repeat bookings.

Priority action 4: Promote access to urban greenspace to increase physical activity and mental wellbeing through both high quality environments and the promotion of their use, particularly by those currently less likely to do so

Deliverable: Use mechanisms such as the Place Standard tool and the Current Living in Kirklees survey to gain a better understanding of why particular communities do and don't access green space

Impacts and Outcomes

- The CLiK survey 2021 enabled an increased understanding of the types of people accessing green spaces in Kirklees; more residents were accessing parks and green spaces weekly in 2021 compared with the previous CLiK survey in 2016.
- Place Standard responses are summarised for each engagement activity and fed back to the local community to support decisions on local priorities.

How much have we done?

- Place Standard Tool: So far, 27 engagement activities in 17 different wards have been supported and over 10,000 people have participated.
- Three of the 14 themes explore how people feel about streets and spaces, natural space and play and recreation where they live, work or visit, and in particular the things they value and appreciate, what they think could improve and how and what they can contribute. Analysis is underway of the qualitative insight gained via the Place Standard through the lens of each of the eight Kirklees Outcomes. Further details of Place Standard engagement are available here: www.howgoodisourplace.org.uk
- The Current Living in Kirklees (CLiK) Survey took place in Nov-Dec 2021; over 6000 responses were received, with 54% from the most deprived two quintiles. Findings from the survey have been summarised and shared with Council colleagues and partner organisations – further details available here: www.kirklees.gov.uk/clik2021
- Make Space For Us: This research project aims to find out more from teenage girls around being active in green spaces. Council teams worked with schools and community partners to set up focus groups to listen to teenage girls about their experiences, views and what would an ideal greenspace of park look like, and what they would like from green spaces. The Parks team has a budget to make changes based on these findings.

How well have we done it?

- As a result of the 'Make Space For Us' project, some key recommendations have been made around sharing good practice, including teenage girls in designing and developing parks, working with sport and exercise providers to encourage park use. Dewsbury/Ravensthorpe will be a pilot area for this work. The top five facilitators to get girls to use parks were:
 - Better toilets/changing facilities (80%); Feeling safe (75%); Girls-only activities and spaces (68%); Better sport/exercise facilities (62%); More community events (60%)

Priority action 5: Work with KAL to promote physical activity and wellbeing interventions among communities least likely to use existing KAL resources

Deliverable: Work closely with KAL and their senior management team to understand the partnership we need to deliver the ambitions in the KAL Commission, which will set the direction of travel, recognise the significant financial investment in KAL by the council and set out how more people who are currently inactive can become active, in ways that are interesting and acceptable to them

Impacts and Outcomes

- The projects are still too early in their infancy to fully evaluate what difference they have made, as some programme are to be evaluated over an extended period. The University of Huddersfield will be conducting this work on behalf of KAL.
- Depending where required savings are to be made going forwards, there is a risk that this may impact disadvantaged communities or people at highest risk of health inequalities. The increasing cost of living is also likely to have a detrimental effect on some priority user groups being able to afford to access KAL services.

How much have we done?

- KAL have worked hard over the past 18 months to do more to support wider health outcomes for people who are inactive and / or who are at risk of health inequalities. Initiatives include the Exercise Referral Scheme, Fit Mums, First Steps to Fitness, and work on a cancer prehab pilot.
- Emerging data from the Exercise Referral Scheme to Aug 2022 shows 298 referrals over the project lifespan (with 268 in the last six months); of those, 54% took up the programme.
- There were 463 self-referrals into the First Steps to Fitness programme, and 242 self-referrals into Moving Mums.

How well have we done it?

- Emerging data shows 38% of people attended at least 8 out of 12 sessions on the Exercise Referral Scheme (plus an exit interview), with around half of completers taking up Active Movers or KAL membership.
- A higher proportion of referrals into this scheme are for females (69%) and for those under 60 years old (60%).
- Over half of participants (55%) on the First Steps to Fitness programme were from more deprived areas, with 65% of users under 40 years old.
- The focus this year has shifted from the health programmes (although KAL have continued with those) to working with KAL to reduce the financial burden, which has been particularly impacted by increasing energy prices and wider inflation, increases to staffing costs from national living wage increases, and also cost of living pressures on the customer base.

Priority action 6: Build on the experience of the pandemic to ensure that individuals and communities continue to have access to a breadth of informal support and opportunities that promote wellbeing, good mental health and resilience and sense of belonging

Deliverable: Commence the Health Check Pilot that will work to engage with people who have been previously invited for a health check, but not taken up the offer. This will result in the early identification of issues such as diabetes and hypertension among those individuals at greatest risk

Impacts and Outcomes

- 79% of results were sub-optimal, meaning that the check gave participants an early opportunity to take positive steps to improve their health and wellbeing, often without needing to visit their GP. All have received appropriate follow up, next steps discussed at the appointment, or appropriate signposting.
- The initial aim of the pilot was to find eligible participants who were unwell and unaware of it; the pilot has also found those individuals where preventative measures would have the greatest positive personal impact for them.
- The University of Huddersfield will be carrying out an evaluation of the Health Check Pilot, including a cost benefit analysis.

How much have we done?

- The pilot has delivered 1032 NHS Wellness health checks from November 2021 to October 2022, exceeding the target of 1000 checks as a viable data sample for evaluation.
- 66.2% of participants were women; 33.7% were men; 0.1% were transgender.
- 40.5% of participants were in the 40-49 age range; 37.5% were 50-59; 17.7% were 60-69; 4.4% were 70-74.
- 9.4% of participants were of Indian ethnicity (Kirklees population: 4.9%) 12.1% were of Pakistani ethnicity (Kirklees population: 9.9%); 2.5 were of Caribbean ethnicity (Kirklees population: 1.1%), 0.6% were of Black African ethnicity (Kirklees population: 0.6%).

How well have we done it?

- A higher proportion of participants were from non-White British ethnicities, compared to the Kirklees population overall.
- Very low DNA (Did Not Attend) rates (57 out of 1032 participants). Early feedback indicates this could be due in part to the Health Coaches delivering the checks also having direct involvement in the booking of clients.
- Case studies and qualitative data gathered from NHS Wellness health check recipients highlights an appreciation of the opportunity to have a meaningful conversation about their health, one that motivated them towards health improvement actions, and where they did not feel they were being 'told what to do'.
- The convenience of attending a check in a workplace, place of worship, local venue (such as a community centre or library) was seen as a positive; out-of-hours appointments were also popular.
- Other positives include: Having a comprehensive and informative booklet to take away, where results were recorded and next steps discussed; 'intelligent' bespoke signposting; getting people in front of the right service/person for their personal health journey; increased opportunities to connect with community groups, Locala and other key stakeholders.

Priority action 6: Build on the experience of the pandemic to ensure that individuals and communities continue to have access to a breadth of informal support and opportunities that promote wellbeing, good mental health and resilience and sense of belonging

Deliverable: Pilot an approach to tackling obesity within the council's Wellness Service that focuses on healthy behaviours such as movement, good quality nutrition and good mental wellbeing, rather than on weight and BMI

Impacts and Outcomes

- Positive changes were seen in participants' ONS wellbeing score (+2.0) and Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) score (+4.5).
- Improvements were also seen in people's ability to manage their wellbeing: prior to the course, 28% said they were quite or very able; post course attendance this figure rose to 91%.
- As a result of attending the course, clients are using relaxation techniques (93%), have improved mental wellbeing (77%), have improved understanding of own behaviours (87%), are thinking more positively (93%) and being kinder to themselves (67%).

How much have we done?

- My Wellbeing is a six -week course of 1-hour sessions, providing a mix of practical work, group discussions, activities, information and resources to equip clients with the tools to manage their health and wellbeing. Topics covered include: Self-awareness, understanding thoughts, feelings and behaviours, understanding habits, stress and pressures, food and mood, physical activity and sleep.
- Between April and September 2022, five virtual and four face-to-face six-week programmes were delivered, with a total of **30 participants**.

How well have we done it?

- The average participant satisfaction score for the course was 4.88 out of 5.
- 86% of participants felt the number of sessions was about right; 84% felt the duration of each session was about right.



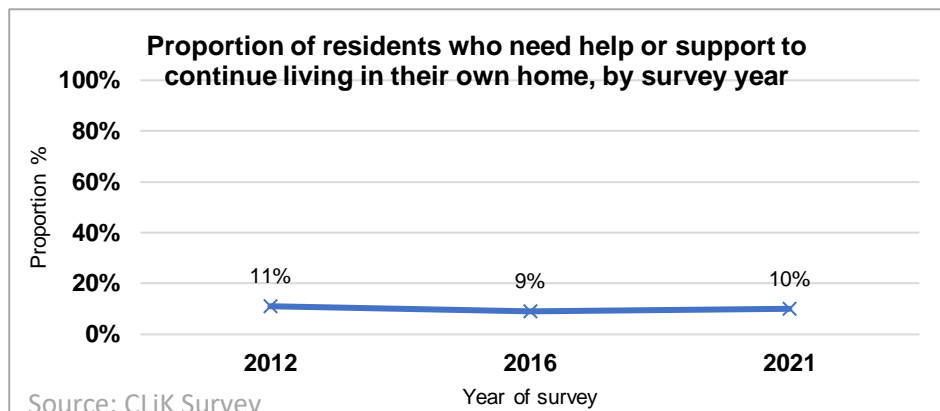
People in Kirklees are independent and have control over their lives

Outcome Definition

We want people in Kirklees to live their lives confidently, independently and with dignity. The right advice, help and support at the right time will empower people to take control of their own health and wellbeing, and connect people with caring and supportive communities.

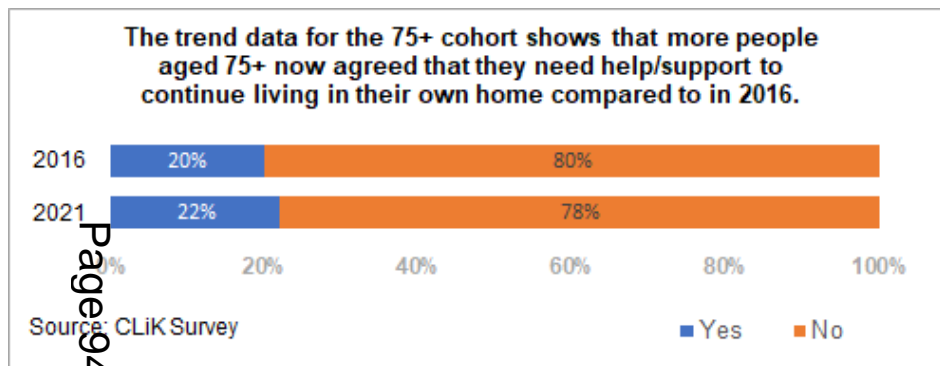
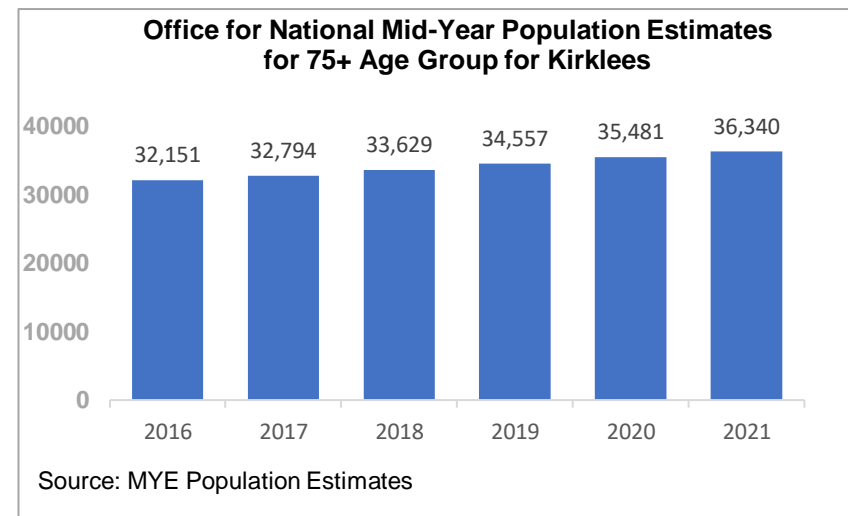
Population outcome indicators ('tracking our progress')

Indicator 1: % of people who need help or support to continue to live in their own home



Overall about **10%** of people who responded to our latest CLiK Survey said that they need help or support to continue living in their own home. This remains consistent with previous years.

- People aged 75 and over are more likely to have support needs to continue living in their own home (22%). Although this is similar to the proportion seen in 2016, there has been a large **rise in that population group (+13%)** during the same period. Through a continued focus on enabling people to remain independent, the number of people we support to live at home has been increasing rapidly year on year. We have a well-developed reablement service and a proactive urgent response offer enabling us to provide early intervention and support.



- People living in the most deprived areas (quintile 1 = 15%) are more likely to need support compared to people living in less deprived areas of Kirklees.
- More people in Dewsbury West and Heckmondwike wards said they need support to continue living in their own home (16% for both) compared to other wards in Kirklees.

Independent

Priority action 3 (under Well outcome in Council Plan): Create a sustainable care market including alternatives to residential care through the development of extra care housing etc., and staff working conditions that more closely reflect the value of their role

Deliverable:

Develop a broader range of accommodation and support offers including micro-enterprises, new supported living arrangements and extra care housing

Impacts and Outcomes

- Accommodation will contribute to the stock of affordable housing in Kirklees, targeting those most in need including those living below the poverty line
- Residents will live in affordable safe, secure and more energy efficient homes (e.g. Abbey Road retrofit scheme)
- Other complementary pieces of work that will help to tackle inequalities e.g. Older People from Ethnic Minority Housing Needs & Perceptions Study carried out last year, will assist the council and its partners in providing a truly inclusive housing and support offer, meeting the needs of all older people across the district and helping Kirklees to build a strong, lasting legacy of belonging for all local communities to feel proud of

How much have we done?

- Supported Living scheme at St Pauls Mirfield is still in progress but not yet on site, discussions are ongoing between the provider and the council
- Ten homes started on site in 2021/22 are bungalows for people over 55; two will be adapted for people with limited mobility (but not classed as supported housing)
- Provider diversification discussions – This was particularly aimed at care home providers where other care and support models and types of provision have been outlined in one to one and group conversations. This has allowed providers typically in the older person market to understand the income potential and operating structures of supported living. The different regulatory environment was also made clear, so a provider would potentially become a landlord and not a direct care provider, but their care home asset was still economically productive. This was very much about outlining the possible and giving providers the data and information, they need to make effective plans.
- The Council Extra Care scheme at Ashbrow is due to start on site in December and the platform works are now complete, this will deliver 50 apartments and a range of communal facilities designed to help tenants with care needs live independently.
- The Council is working in partnership with Housing 21 to bring forward an 80 apartment Extra Care scheme for affordable rent at Kenmore Drive Cleckheaton. Grant funding to support the scheme has been approved by Homes England and this scheme is due to start on site in January following on from contract completion in the next few weeks.

Independent

Priority action 1: Create inclusive communities in which the design of housing and the built environment actively promotes the independence of older people and people with a disability

Deliverable: Explore emerging models of accommodation that facilitate independence, care and support. Engage with communities to inform place-based intelligence regarding current provision and gaps

Impacts and Outcomes

The internal collaboration around the issue is much more effective than it was even a year ago. The strategy covering children, adults with care needs and other vulnerable adults means there is a common view of the issues, and an agreed set of objectives that are required across all accommodation markets. However, as above the strategy is in its early stages so impacts on people lives outside of the great BAU work that happens to support people to live independently is yet to be tested.

How much have we done?

- There has been a review of the service approach and models for accessible homes delivery, this is being shaped in autumn 2022, and will affect the trajectory of this work moving forward. There is a stronger relationship between housing and social care around housing issues and complex case discussions take place to unblock issues and learn from practice to improve service offers in the future.
- The wider workplace level so far has been predominantly secondary research based and preparing for place level engagement. The OPEM research took place which has influenced the direction of travel for aspects of the place-based engagement. Developing the strategy took time and effort during the first part of the reporting period.
- The strategy was then consulted upon this engaged a range of professional groups from providers, developers, partners and internal services to test and reflect on the aims and themes of the strategy in a post pandemic specialist accommodation market.
- Assimilating the range of national and local data into simple profiles has taken place, these have developed KLOE for place-based engagement work. For instance, nationally it is suggested that retirement living has grown in appeal, but we want to test this in places locally, some evidence suggests the local stance may need to be different and in doing this we are protecting the LA from unsafe accommodation investments.
- We have worked with the national “Age Friendly Communities” organisation to scope an approach to systematically developing Age Friendly Communities through cross Council working.
- We are supporting the development of Kirklees Disability Network as a user led organisation that can support the development of inclusive design and build understanding of everyday issues (e.g. accessible public transport, placement of wheelie bins etc) that promote independence.

Independent

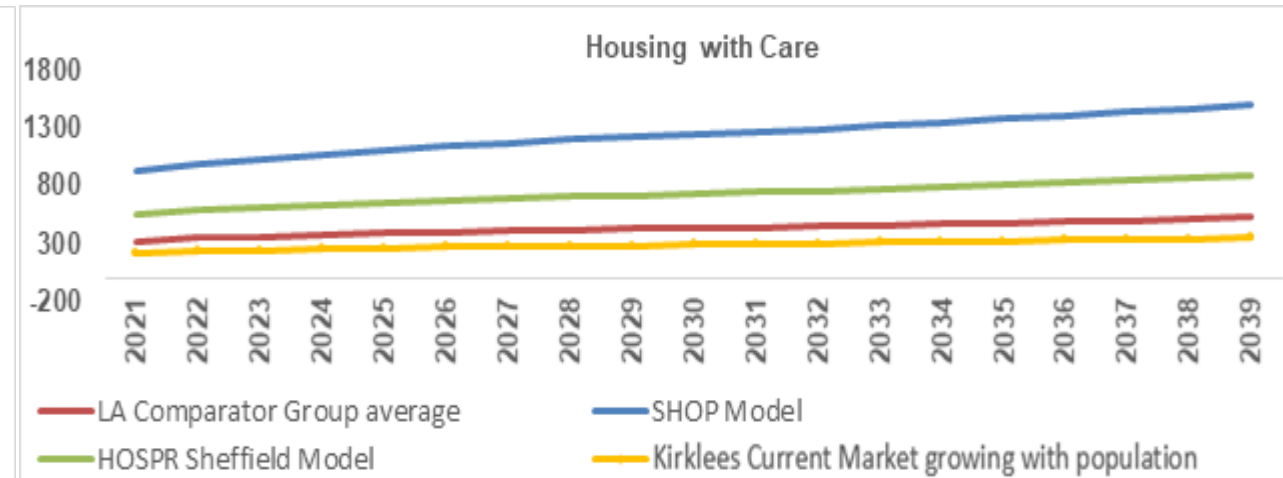
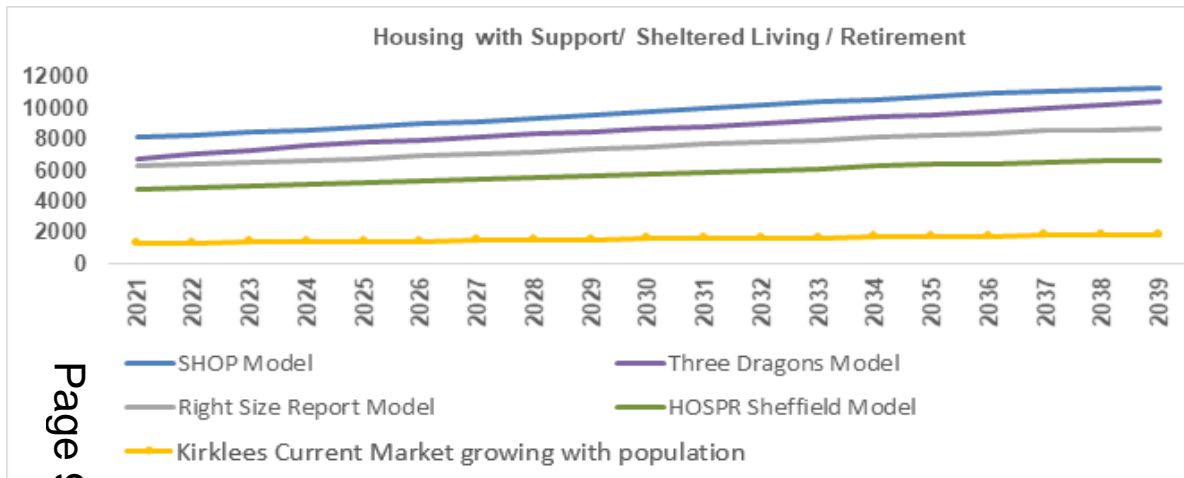
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Continued...

How well have we done it?

- The work is in an early phase, the strategy covers the period to 2030 and gauging quality will be difficult in the short term. The strategy document itself has been well received but delivery will of course be the test of its effectiveness, discussions with existing and new providers of specialist accommodation are most robust because of the details within the strategy and the draft market position statement.
- There are a number of tools that can help understand potential future demand for accommodation support, they are summarised below and have been applied to the local population across each of the groups covered by this strategy.
- These models are likely to be significantly modified as a result of the actions of the strategy. In terms of numbers of units Kirklees trials behind comparators and national models. This gap will continue to grow over the coming years. The local plan to develop 500 units of housing care would put us above comparators and below the HOSPR model. Housing with Support, sheltered and retirement should be looked at alongside housing with care, there have been instances locally where a more rounded retirement model would have potentially better suited people who have ended up in local extra care.



SHOP - (Strategic Housing for Older People) tool from Housing LIN

Housing for older people supply recommendations (HOPSR) Model from Sheffield Hallam University with Cambridgeshire LA's

Right Size Model - Kirklees Comparator Group Model

Priority action 2: Review and make improvements to the adaptations policy and process

Deliverable: Support people to live independently and with dignity by implementing people-centred service delivery. Map processes and compare to national best practice models, then revise processes and implement an appropriate policy.

Impacts and Outcomes

The independent review of Home Adaptations provision in Kirklees has been completed and is in the stages of final sign off.

Actions are now underway to consider and implement the changes recommended in the report.

Reason for Project Delay

- Executive Team scoping discussion which was required ahead of commencing Home Adaptations review process was deferred from September 21 to January 2022
- Agreeing to undertake a longer review process (12 weeks rather than 5 weeks) based on the response to the review tender, informed by good practice and a desire to ensure 'buy-in' and involvement of all relevant council teams and delivery partners

How much have we done?

- Communications plan developed for implementation following sign off of report
- One –to-one interviews with 20 operational and strategic leads from across the council service areas
- Four face to face workshops with 4 separate cohorts involving 44 individuals from various service areas
- Ten resident interviews held with those who have undergone adaptations.
- Wider consultation with residents following press release.

How well have we done it?

- The Project Board have accepted the report findings, recommendation, and the quality of the information provided
- High level of satisfaction from the working group with the report, findings, and recommendations

Priority action 3: Continue to develop the library service, including investment into the library estate

Deliverable: Continue the capital development programme to ensure the library estate provides inclusive and accessible services and spaces

Impacts and Outcomes

Service wide accessibility program is currently on track to be completed by March 2023. This encompasses a range of improvements across key areas to ensure our libraries are truly accessible, user friendly and 'welcoming' to all; focussing on areas such as dementia, autism, visual and hearing impairments, physical access needs as well as wider access issues such as language barriers.

The three capital development schemes Heckmondwike, Mirfield, Holmfirth libraries will contribute to town centre development/regeneration including growing community resilience and capacity which will help embed our place based working ambition. Success of these three schemes that have been coproduced with elected members, the community and other services leading corporate initiatives such as small town centre schemes, and corporate landlord place based working, will see the libraries as thriving venues in the heart of these places where our residents can access services above and beyond borrowing books. Council, voluntary/community and a wide range of stakeholders include businesses will share the spaces available and ensure that accessibility and inclusivity for all the community is paramount resulting in outcomes delivered being appropriate to the place.

How much have we done?

- Redesign/Rebuild of Mirfield, Holmfirth and Heckmondwike libraries; each scheme is paused to allow for a capital review to take place. Design options and costings have been finalised, detailed design cannot take place until the capital budgets have been agreed. Rebuild milestones to be confirmed once re-design phase is complete and capital allocation granted.
- Service wide accessibility program is currently on track to be completed by March 2023. This encompasses a range of improvements across key areas to ensure our libraries are truly accessible, user friendly and 'welcoming' to all; focussing on areas such as dementia, autism, visual and hearing impairments, physical access needs as well as wider access issues such as language barriers.
- Service wide general repair, maintenance and improvement program has a delivery timescale of 3-5 years and is separate to above; things are gradually progressing with key issues being addressed at priority locations.
- Completion of feasibility assessments and reports for each of the three phase 1 locations including multiple option design proposals and linked costings.
- Identification of priority locations for general improvement plan and a linked assessment of core works for each of those locations. Key work completed such as improvements to pathways within garden at Cleckheaton, further roof improvements at Cleckheaton, new doors at Heckmondwike, new signage at Birstall and Batley.
- General accessibility assessments carried out across service to identify core areas for action e.g. support for those with physical access needs, dementia, autism, visual or hearing impairments.

Continued.....

How much have we done?

- Focussed assessments completed or in progress relating to above core areas utilising those with lived experience and service, council and wider expertise and guidance.
- Dementia action plan completed and currently carrying out a gradual replacement of furniture, equipment, signage and guiding.
- All library staff currently completing Dimensions 'Autism Friendly Libraries' training so understand how the library environment can impact on individuals and steps we can take to improve user experience and provide support.
- Social Stories completed for all locations (these provide pre-visit info groups/individuals such as those with autism or anxiety related mental health issues, refugees/asylum seekers for example).
- Libraries of Sanctuary champions created and trained in each hub to recognise and address access issues for asylum seekers, refugees and other migrants.
- Assessment of all libraries in terms of support for those with hearing impairments ongoing.
- All above principles incorporated into feasibility plans for phase 1 capital program locations.

How well have we done it?

Feedback following a visit by the DCMS (Department for Digital, Culture, Media & Sport) Library team was very **positive**.

"We loved visiting the new library at Birkby Fartown. What a great example of how new design principles to support diverse needs can be used in libraries to create a fresh, flexible, and welcoming space for the community. And we could see the ambition from staff and local volunteers to really maximise the potential of the space and the resources in it"

The Library Service has just been awarded the **"Quality for Health" award** and is, nationally, the first library service to have received this award on the basis of the quality of the service offer (stock and staff knowledge) to enable local residents to improve their health.

Independent

Priority action 1: Continue to develop the library service, including investment into the library estate

Deliverable: Use our library estate to support and enable partnerships based in the heart of communities to embed place-based working and the role of libraries as community anchors

Impacts and outcomes

- Cost of living support – in the first half of this year (April to September) the use of our physical book lending service, e-book lending service and e-magazine and newspaper lending service saved our customers £5,221,708. Over 5 million Press reader articles have been read in the first two quarters of this year.
- Our Home Library service, run in partnership with the RVS, has over 500 users, and in our recent survey:
 - ❑ 87.5% of respondents said that the Home Library Service enables them to enjoy and keep reading
 - ❑ 65% said that it keeps their mind active.
 - ❑ 46% said it helped them to feel less isolated
 - ❑ 44% said it made a positive difference to their health and wellbeing.
- A customer said:

“I love this service. I wouldn't get books on a regular basis otherwise; it encourages me to read.”

How much have we done?

- Partnership work in all 24 of our libraries is ongoing and continuously developing. As we've come out of the COVID restrictions and got our services back on track, we've re-engaged with previous partners and started to work with new ones. Including; A programme of activities delivered in 24 libraries in the heart of communities providing neutral, safe places, accessible to all; Outreach work in schools, care homes and community venues and providing access to a range of online resources.
- The Summer Reading Challenge is run in partnership with the Reading Agency, and is a national scheme aimed at encouraging reading for pleasure during the school holiday. 1,817 children started the Summer Reading Challenge this year, with 1,076 completing. 54 events took place with over 1,600 children and adults attending.
- Working with Diamond Wood School as part of our commitment to re-engaging with local communities – the Librarian worked with 90 families to develop inspiring and engaging activities which promote literacy and the benefits of reading for pleasure.
- Vision Connect event at Huddersfield Town Hall - Kirklees Transcription Service, (part of the library service which delivers services for anyone who has difficulty reading printing material) organised an exhibition, working in partnership with 22 different organisations to exhibitors from all over the country to share the latest technology, products, and services for blind and partially sighted people of all ages. The event attracted 135 visitors and 22 exhibitors.

Priority action 1: Continue to develop the library service, including investment into the library estate

Deliverable: Use our library estate to support and enable partnerships based in the heart of communities to embed place-based working and the role of libraries as community anchors

Continued...

How much have we done?

- Partnership work: We provide a range of resources, develop partnerships (approx. 400 different partners) and reach out to those who can't easily access the service e.g. Books and IT provision, loaning digital devices, Home Library Service.
- Online resources continue to be popular – our Press reader “articles read” and “issues read” continue to rise in the first two quarters of this year from 5,140,322 to 5,318,471.
- Regular book borrowing is significantly up, not just as compared to the previous year (as we started to recover our services following the pandemic) but building month on month, with 469,877 items being borrowed in the first 6 months of this year.
- We've already had 7,486 new memberships in the first half of 22/23 (over 1,000 more than the last half of 21/22), which suggests that more people are taking advantage of our service as a possible response to the squeeze on finances.
- Visits to Huddersfield Library are at 8000 per week and one of the branches reported a record number of visits for that branch (300 in 1 day)

How well have we done it?

Library Services continue to increase visits, events, lending and digital offer after the significant downturn during the pandemic.

We have received some great feedback from people who have attended events/services:

“It’s fantastic, we saw the Lego event advertised yesterday and it’s really encouraged him to come to the library and take part in the summer reading challenge. It has really kick started his reading for the summer”

“My son has read more books this holiday than he would have done”

“Superb! Will hopefully give my Mum her independence back.”

“Found info on services I was not aware of that would be beneficial for my patients.”

“You have made me very welcome; I did not know that I could come here”



Aspire and Achieve

Outcome Definition

People in Kirklees aspire to achieve their ambitions through education, training, employment and lifelong learning

We want children to achieve well and leave school ready for life and work. We want people to enjoy and value learning throughout their lives and businesses to support a skilled workforce. The council has a role in making sure that education and learning is accessible and relevant to needs and opportunities, both now and in the future.

Population outcome indicators ('tracking our progress')

Performance at the end of Key Stage 4 (at end of GCSEs)

Average Attainment 8 Score	2019 Kirklees	2019 England	2019 Difference to England	2019 LA Rank	2019 Quartile	2021 Kirklees	2021 England	2021 Difference to England	2021 National Rank	2021 National Quartile	2022 Cohort	2022 Kirklees	2022 England	2022 Y&H	2022 Difference to England	2022 LA Rank	2022 National Quartile
All children	45.3	46.8	-2	89	C	49.5	50.9	-1	95	C	5,028	48.1	48.8	46.8	-1	70	B
SEN Support	28.1	32.6	-5	135	D	31.6	36.7	-5	141	D	508	33.2	34.8	31.4	-2	95	C
EHCP	13.6	13.7	0	73	B	15.1	15.7	-1	83	C	191	15.1	14.3	14.2	1	64	B
FSM Eligible	33.4	35.0	-2	90	C	38.6	39.1	-1	60	B	1,327	37.0	36.9	34.9	0	46	B
Non-FSM Eligible	48.4	48.8	0	68	B	53.1	53.6	-1	79	C	3,701	52.0	51.9	50.2	0	59	B

- GCSEs are graded 1 to 9 (with 1 being the lowest). The Attainment 8 score is the average score for the combined total of grades per pupil across a set suite of eight subjects.
- In 2022, the provisional average Attainment 8 score of all pupils nationally in state funded schools was 48.8 points, in comparison Kirklees was 48.1 points.
- Since pre-pandemic, the provisional average attainment score in Kirklees has increased to 48.1 in 2022, from 45.3 points in 2019. This is a 2.8 increase from 2019 and slightly higher than the England all schools average increase of 2.0 (48.8 from 46.8).
- In relation to inequality groups, results of pupils with Special Educational Needs (SEN) Support, an Educational Health & Care Plan (EHCP), and those eligible for Free School Meals (FSM) have increased since 2019. The Local Authority (LA) rank (out of 152) has improved and the National LA Quartile (out of 4) has improved.
- An educational outcomes report will be provided which will include detailed analysis of the impact of the work to further reduce the attainment gap and tackle inequalities.

'This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades... Comparisons are made with both 2021, the most recent year, and 2019, because it is more meaningful to compare to the last year summer exams were sat. Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2022, users need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.' (DfE, Oct 2022)



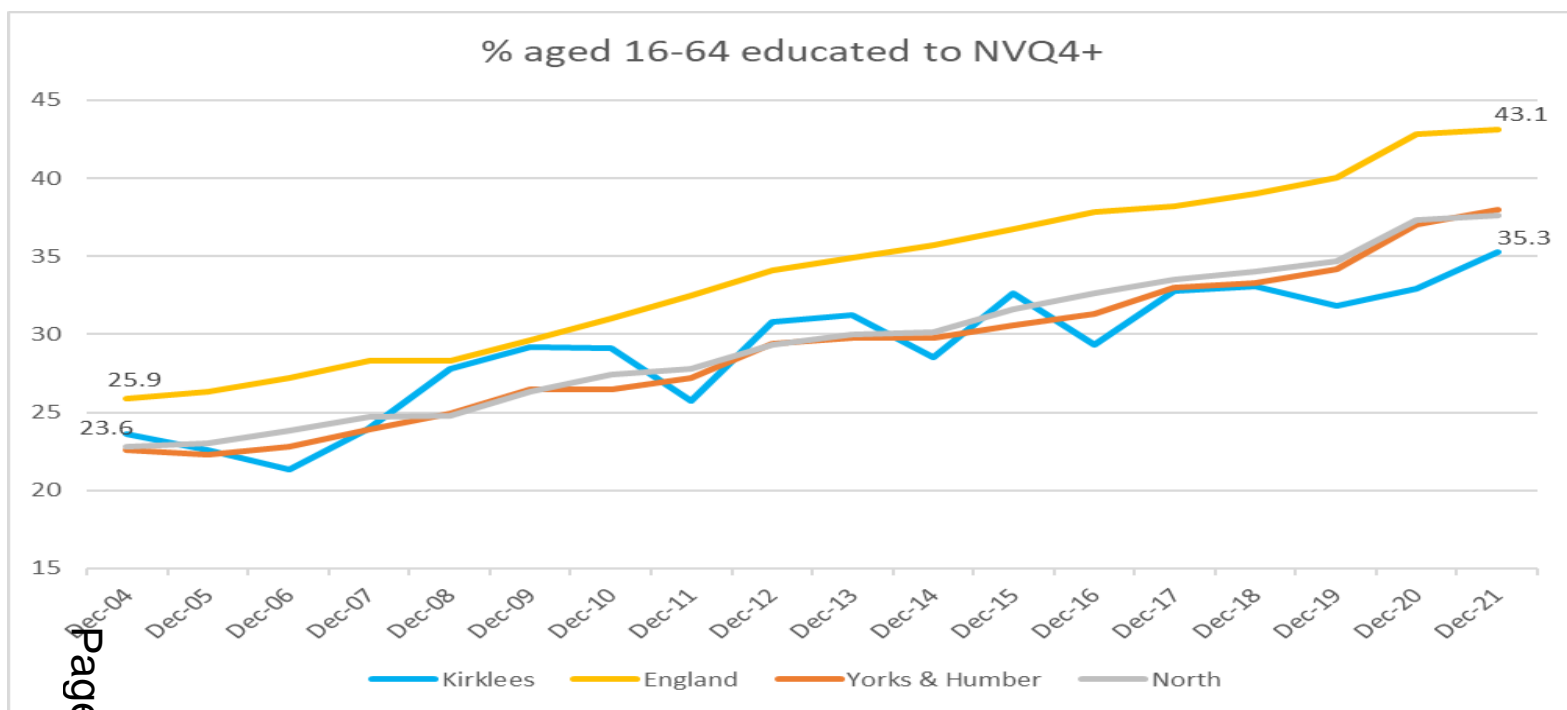
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Population outcome indicators ('tracking our progress')

Adults qualified to level 4 or above (i.e. equivalent to a BTEC)



95,300 Kirklees residents aged 16-64 were qualified to Level 4 or above in 2021, 35.3% of the adult population. This is up from 89,400 (32.9%) a year earlier. This 7.3% annual increase in the proportion of people with degree level qualifications is significantly larger than the 0.8% increase seen across England as a whole over the same period.

However, there remains a large gap between attainment in England and Kirklees. With 43.1% of adults educated to NVQ4+ in England, the gap currently stands at 7.8 percentage points, despite the recent narrowing. Looking over the longer terms shows this gap has widened substantially since 2004, when 23.6% of Kirklees adults and 25.9% of those in England were educated to Level 4 or above.

A small cohort of adults (4,415 out of 269,971 Kirklees residents aged 16-64 years) took part in a CLiK survey Nov/Dec 2021. A larger proportion were qualified to Level 4 (47.4%). However, the data shows some significant differences in % people qualified to level 4 by age, ethnicity, sexual orientation, disability and deprivation, but not by gender.

Priority action 2. Produce an Employment & Skills Strategy

Deliverable: Develop an Employment and Skills Strategy and ensure it aligns with the Learning Strategy, to support with the transition into post-16 education and progression into the world of work

Impacts and Outcomes

- The collaborative process of producing the plan has created stronger partnerships to support its delivery. The plan proposes a series of new partnership-based actions, and a new collaborative approach to oversee the delivery of those actions.
- Although not yet in delivery, the plan outlines a series of measurable indicators to track progress. These cover both the delivery of support (e.g. number of apprenticeship starts/completions; number of digital skills courses completed) and appropriate impact measures (proportion of population educated to level 2 or 4; unemployment rates).
- Further work is ongoing to ensure the plan fully reflects the needs of groups facing inequalities and the narrative in the plan highlights the inequalities in the employment and skills system.

How much have we done?

- The plan draws on feedback from over 250 local businesses and education providers as well as key stakeholder engagement.
- Stakeholders include representation from further and higher education, work-based learning, employers from sectors of local strategic significance, business representative organisations, the voluntary sector, the local authority, and local government agencies.

How well have we done it?

- The plan is the product of extensive engagement and input from partners, including input on the draft strategy from October 2021.
- Both the scale of engagement, and other external factors such as COVID-19 mean production of the strategy has extended beyond original timelines

• The Employment and Skills plan the plan was adopted by Cabinet in June 2022

• The first meeting of the Employment and Skills partnership board was due to take place on September 19th 2022, but it was delayed due to the Queen's funeral. The meeting will now take place early November 2022



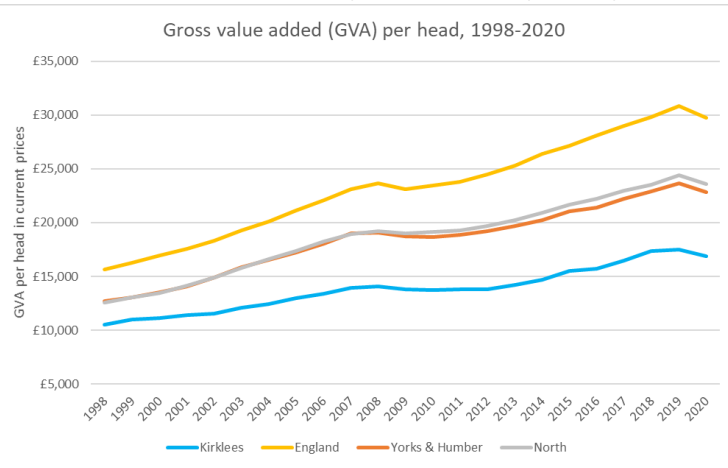
Sustainable Economy - Kirklees has sustainable economic growth and provides good employment for and with communities and businesses.

Outcome Definition

We want a strong, resilient and productive economy, creating good jobs and decent incomes. The private sector will generate growth, but the public sector has a role in creating the right conditions for growth, attracting investment, and encouraging businesses to invest in their workforce and communities.

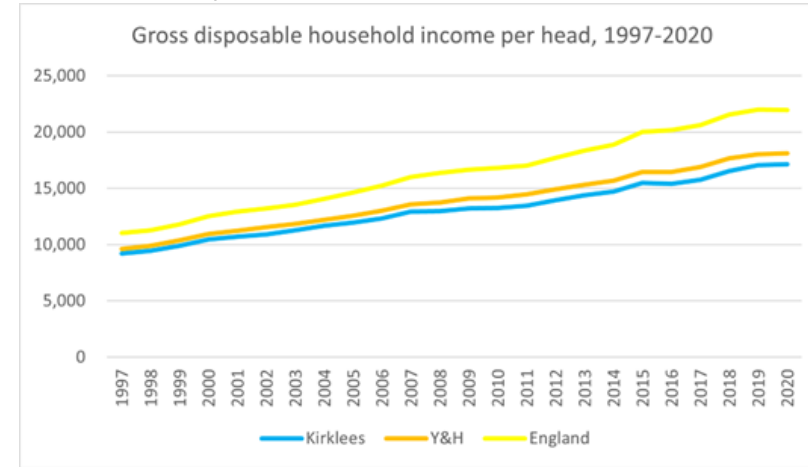
Population outcome indicators ('tracking our progress')

Gross value added per head (no update since March 2021)



- GVA per head is a measure of productivity. Economic output, measured by gross value added (GVA) was £16,853 in Kirklees in 2020. This is down 3.8% on 2019, with economic output across most parts of the UK falling through the COVID-19 pandemic.
- The fall in Kirklees was slightly larger than across England and Yorkshire & Humber, both of which saw 3.5% falls.
- Note that these numbers do not include the impact of inflation. When the more widely used measure of GDP including inflation is used, Kirklees' output per head fell by 12%. Again, this is higher than in England (11.%) and Yorkshire & Humber (11.5%).
- The falls in activity through COVID-19 disrupted the recent trend of steady growth in output per head in Kirklees. However, this growth has not narrowed the gap to the England average, with output per head currently 43% below national levels in Kirklees.

Gross disposable household income



- Gross Disposable Household Income (GDHI) per head in Kirklees has increased from £9,223 in 1997 to £17,139 in 2020. This represents an 85.8% increase. Over the same period England has seen a 99.4% increase.
- The gap narrowed slightly in 2020, when GDHI per head increased by 0.4% in Kirklees whereas it decreased in England by 0.2%. However, the gap has widened over the longer term. In 1997, GDHI per head in Kirklees was 83.7% of that of England. By 2020, that had widened to 78%.
- This indicator suffers from significant lag. The latest national data shows that rising inflation, at 8.8% in September 2022 and increasing, is considerably outpacing wage growth (currently at 5.4% excluding bonuses), meaning wages are currently falling in real terms.
- **Inflation disproportionately affects low-income households.** Essential products such as energy and food are known to take up a larger proportion of the budget of low-income households. Household energy bills increased by 54% in April 2022 and experimental national data from the ONS shows that the lowest priced grocery items increased by 17% over the 12 months to Sept 2022.

Sustainable Economy

Priority action 1: Mobilise an accelerated delivery programme for the Cultural Heart

Deliverable 2: Develop and agree Outline Business Case (Gateway 2) including preparation of outline planning application and costed development proposal.

How much have we done and how well?

- After a significant consultation programme the Outline Business Case (Gateway 2) for the Cultural Heart has been completed and approved on schedule.

Priority action 2: Undertake a masterplan exercise for the Station 2 Stadium Enterprise Corridor

Deliverables: Complete masterplan, highlighting opportunities for business expansion within a regenerated corridor. Commence works on the University of Huddersfield health innovation campus.

Impacts and Outcomes

- The Station 2 Stadium Enterprise Corridor project remains in the masterplanning stage, as such impacts and outcomes have not yet been quantified. This will form part of forthcoming phases of work.

How much have we done?

- A multi disciplinary team of consultants, led by Arup, were appointed to deliver the Station to Stadium Enterprise Corridor. They have undertaken baseline assessment, assessed constraints and opportunities, engaged with various stakeholders and interested parties and are now drafting the final report.
- The National Health Innovation Campus is a major investment from the University of Huddersfield. Planning permission has been granted for the first building on the Campus. The Council has been working the University on their enabling works and the interface with the A62 Smart Corridor project which has been on site during 2022.

How well have we done it?

- The appointment of consultants for the Station 2 Stadium masterplan was delayed so this deliverable is only partly completed

Priority action 3. Approve business cases for the Dewsbury Town Plan

Deliverable: Business cases for Dewsbury Town Plan approved by the Department for Levelling up, Housing and Communities ready for delivery.

Impacts and Outcomes

- Submission and agreement of the business cases will allow the Council to unlock external funds of approximately £25 million.

How much have we done?

- All 9 projects agreed and signed off by Department for Levelling up, Housing and Communities (DLUHC).
- These are the Building Revival Scheme; the Construction Skills Village; Dewsbury Market; Fibre Capability; The Arcade; and Cultural Events; Sustainable Transport Modes; Creative Hub and Town Park projects. The first project to move on site will be Dewsbury Arcade

How well have we done it?

- Our Project Assurance Team (PAT) process provided robust quality assurance on all business cases.
- All business cases were prepared, agreed and submitted to DLUHC on time i.e. July 2022.

Sustainable Economy

Priority action 4 . Submit an innovative bid for Batley to the Levelling Up Fund

Priority action 5. Funding awards for Holmfirth and clear arrangements for remaining towns in South Kirklees.

Deliverable for priority 4: Levelling Up Fund Round 2 submission, making the most of partner contributions and delivering place-based investment for Batley.

Impacts and Outcomes

- Submission and agreement allows the Council to unlock external funds of approximately £15m.

How much have we done and how well?

- All design work, assessment and business cases were prepared, agreed and submitted to Department for Levelling Up, Housing and Communities (DLUHC) within the prescribed timeframe.
- The Batley bid focuses on the town centre and is a series of public realm improvements on Commercial Street and Market Place as well as creating a link to the main Tesco Superstore and an upgrade to the JBM building in the town.

Deliverable for priority 5: Undertake Place Standard engagement activities to inform investment priorities for Holmfirth.

Impacts and Outcomes

- The results of this exercise are feeding into the next stage of the 'Local Centres' work which will identify key projects for delivery. The four 'Local Centres' are the next largest towns below Huddersfield and Dewsbury. These are Batley, Holmfirth, Heckmondwike and Cleckheaton. These are based on our Local Plan hierarchy work. The masterplan will be consulted upon beginning 14th November 2022.

How much have we done and how well?

- All Place standard work has been completed and published on line. Follow link below:

<https://howgoodisourplace.files.wordpress.com/2022/03/your-voice-your-holmfirth-results-summary.pdf>

- Holme Valley South ward councillors and Kirklees Council asked local people what they think about Holmfirth town centre. We asked people who live in, work in or visit Holmfirth town centre about what works now, how things might change in the future and what matters most to them. We used a tool called the "Place Standard" which encourages conversations about your local place, by using some simple questions.
- We talked with people and local businesses in the town centre, at Holmfirth Library and at Holmfirth market. We also listened in person to views of people representing local groups, such as Holmfirth Business Association, River Holme Connections, Holmfirth Transition Town, Holmfirth Civic Society, Holmfirth festival organisers and the 8-12 years youth club at the Phoenix Centre. 402 people took part online. 466 citizens took part, completing 434 Place Standard assessments.

Sustainable Economy

Priority action 6: Approve inclusive investment proposals for Heckmondwike, Cleckheaton and Batley.

Deliverable for priority 6: Identify and agree projects, based on engagement activity.

Impacts and Outcomes

- Consultation still underway

How much have we done?

Heckmondwike:

- Projects are being identified with a preference for a relocation of the library working together with the library service and capital delivery. In addition a scheme has been identified at the Green which involves a road closure. The Team are commissioning a town centre transport model to test the implications of this and understand whether it is workable before including it as a scheme in the masterplan.

Cleckheaton:

- Masterplan Consultation was undertaken in July 2022. The key projects emerging are Savoy Square and Market Façade, Spen Bottoms and the Park entrance. These will complement the work at Cleckheaton Town Hall and A638 works. A consultation exercise on priorities will be undertaken in November with a target of agreeing final masterplan with Members on 18th November and final adoption in December.

Batley:

- A levelling up exercise has delayed progress on the masterplan This was submitted in August 2022. Since then the masterplan has been drafted and agreed with ward Councillors and is ready for consultation which will start on 21st October for 4 weeks. Key projects embedded into this are:
 - Commercial Street Public Realm – 2 Phases
 - Market Place
 - The Tesco Link
 - The JBM Building conversion
 - A series of small scale projects
- Once the consultation is completed we expect to move forward on the Commercial Street project – PH1 as this links in with People for Places funding. The Masterplan is expected to be adopted in January 2023.

How well have we done it?

- Due to this work consultation on the final master plan is delayed but will resume in January 2023 and adoption thereafter.

Priority action 7. Develop an Inclusive Procurement Strategy

Deliverables: Develop a first draft of an Inclusive Procurement Strategy. Undertake a social value assessment of our procurements as part of the Inclusive Procurement Strategy.

Impacts and Outcomes

- The procurement strategy is scheduled for Cabinet November 2022. A social value assessment of procurement activity will take place once the strategy is finalised and further activity is underway.

How much have we done?

- The draft procurement strategy and action plan have been produced and are scheduled to be presented to Cabinet in November 2022.
- The strategy is the result of consultation with stakeholders on key themes and contents

How well have we done it?

- Future work will be undertaken to monitor the progress and impact of the strategy as it is implemented.

Sustainable Economy

Priority action 8. Establish a strong and innovative destination marketing strategy and team for all of Kirklees.

Deliverable: Produce a Tourism Strategy to establish priorities for development and marketing of the Visitor Economy in Kirklees.

Impacts and Outcomes

- The Tourism Strategy will give strategic direction for the Council and partners. It will enable the Authority to raise necessary funds to deliver the 3 year delivery plan, once approved.

How much have we done?

- The draft strategy is complete, along with the draft 3 year delivery plan following public consultation.
- The strategy has been written and is ready to go scrutiny in November, with the target of reaching Cabinet in March 2023.

How well have we done it?

- The budget to deliver this work was limited and the level of consultation via consultants was restricted as was the time and capacity of the team to support.
- However, outcomes are in line with national expectations for tourism markets and drivers, plus the outcome of the consultation is in line with all previous research on motivations and target audiences.

Deliverable: Plan the programme for the Year of Music (YoM) 2023 and establish the tourism infrastructure required to ensure that this cultural initiative provides a quality visitor experience and increases Kirklees' profile globally.

Impacts and Outcomes

- Partnership working has been developed, which has helped the goodwill to support YoM, even when we have been unable to confirm funding agreements or projects.

How much have we done?

- This has been a period of bid writing, brief and contract development, in readiness of confirmed funding and bids.
- Marketing Agency has been contracted.
- Successful funding bid to West Yorkshire Combined Authority, unsuccessful bid to Arts Council national fund. Expressions of Interest to Arts Council and National Heritage Lottery Fund for other funds that will give results in early 2023.

How well have we done it?

- There has been a delay in confirming the Year of Music budget due to budget pressures relating to the cost-of-living crisis and the inability to confirm contracts with third parties to deliver work.

Inequalities and impacts of Covid-19 pandemic

- COVID remained to be a major factor in the sector's ability to respond to the project, as the music sector was significantly impacted by lockdowns and festivals/venues made significant financial losses. This has been exasperated by the cost-of-living crisis, which means people have less disposable income to attend events, venues and festivals.
- The sector also lost workforce and skillsets during the pandemic, with freelancers moving onto other work and not returning to the sector which impacted supply chain when things opened up.

Sustainable Economy

Priority action 9. Implement delivery arrangements for the whole West Yorkshire Transport Fund programme.

Deliverable: Deliver a rolling programme of West Yorkshire Transport Fund schemes over the next 10 years, with phased delivery of schemes.

Impacts and Outcomes

- Scheme monitoring and evaluation measuring stated objectives and benefits will be carried out and reported on post scheme completion.

How much have we done?

- A significant number of projects have been developed with funding business cases submitted to WYCA to draw down capital budgets from the WYTF to continue with public consultations and scheme design. The A62 Smart Corridor scheme is now under construction and the Huddersfield Southern Corridor scheme is partially complete.
- Multiple business case submissions.
- Multiple public consultation events.
- Significant procurement activity. Capital expenditure from the WYTF this financial year stands at over £7 Million to date.

How well have we done it?

- All activity has been carried out in accordance with WYCA assurance framework which assesses quality outcomes before schemes can pass to their next planning stage.

Priority action 10. Resolve the council's strategic concerns on the Trans Pennine Upgrade so our communities' needs are included in Network Rail's investment programme

Deliverable: TRU Transport Works Act Order granted and conditions/agreements in place during TRU construction to protect our communities' needs.

Impacts and Outcomes

- These activities will provide the framework for the Council to protect and manage many of the risks and issues which will be created for our communities through the supported large scale investment in rail infrastructure, including town planning, environmental protection/health, biodiversity/climate change, highways and highway network management, waste services and wider environmental and heritage implications.

How much have we done?

- Transport Works Act Order (TWAo) approved by Secretary of State. Conditions and agreements in place and work now commencing on implementing those in partnership with Network Rail.
- A significant number of workshops and meetings were and are held with Network Rail and multiple teams/services across the Council to identify individual risks/issues, ensure appropriate processes/mitigations could be achieved and for the legal agreements to be agreed and implemented.

How well have we done it?

- The end result of the negotiations with Network Rail are enshrined in legally binding and sealed legal agreements between Kirklees Council and Network Rail to the satisfaction of legal advisors for both organisations and also the satisfaction (through the TWAo public inquiry process) of the Government Planning Inspector appointed to determine the TWAo application on behalf of the Secretary of State for Transport.



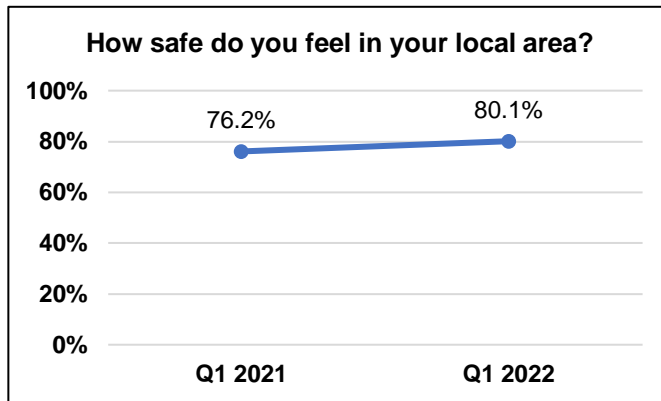
Safe and Cohesive: People in Kirklees live in cohesive communities, feel safe and are protected from harm

Outcome Definition

We want everyone to be proud of the communities in which they live, feel happy, be safe, and get on well. Enabling people to get actively involved in their neighbourhoods and the decisions that affect them will create stronger communities and a more cohesive district.

Population outcome indicators (“tracking our progress”)

% of people who feel safe in local area

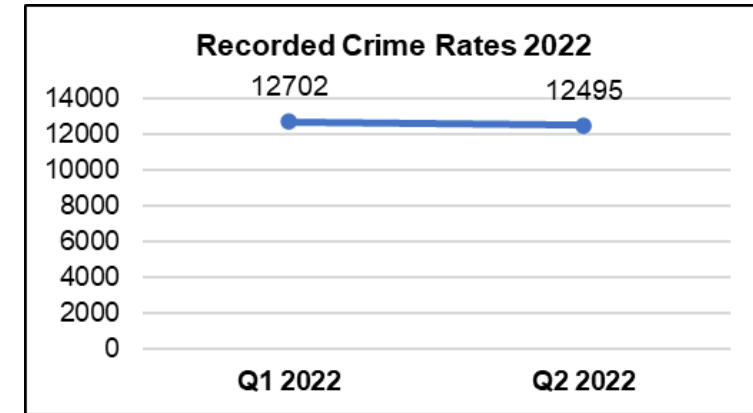


- The headline indicator on community safety recorded a rise in the proportion of residents who said they feel safe in their local area.
- The data is taken from the ‘Your Views’ survey conducted by West Yorkshire Combined Authority (WYCA). This wave of research achieved 2,757 responses during July (6.7% fewer than in 2021) including only 372 respondents from Kirklees.
- **80.1% of answered that they felt ‘safe or very safe’ in their neighbourhood**, a rise from 76.2% in the 2021 survey.
- In the Current Living in Kirklees Survey 2021 (with a response sample of over 6000 residents) 84% of adults said they feel safe in their local area during the day and only 51% feel safe after dark (a decrease from 65% in 2016).

% of residents who say people in their local area get on well with each other

67.5% of residents say people in their local area get on well with each other. This is an increase from 54% in 2021. However the ‘Your Views’ survey which provides this indicator had a small sample of only 372 responses from Kirklees residents so direct comparisons are not reliable.

Recorded crime rates



- Recorded crime in Kirklees has decreased from quarter 1 to quarter 2, however incidents were 10% higher than April to September period the previous year.
- During the next quarter it is anticipated that acquisitive crime (e.g. burglary and vehicle crime) will increase due to ‘darker nights’ providing more opportunity for crimes to occur.

Safe and Cohesive

Priority action 1. Tenant safety: agree and implement tower block replacement/renewal and refurbishment programme.

Deliverable: Complete high rise fire door programme.

Impacts and Outcomes

Completion of the fire door programme has made living in high rise blocks safer for tenants. It offers greater assurance about safety, helping to reduce anxiety and improve wellbeing.

How much have we done?

The installation of flat doors was completed by March 2022, a specification detail for the architraves needed a change to ensure full compliance with the most recent regulations. Flat doors have been fitted but needed some remediation. The remediation to all installed flat doors is now complete, **198 flat doors** and **445 cross-corridor doors**, done reasonably well but with the pace of change an important specification detail had to be added to the architraves. There remains 3 doors not fitted at Bishops Court and 1 door at Buxton House not fitted due to access issues.

We continue to horizon scan to ensure any new regulations and consultations are responded to. We continue close engagement with the Regulator of Social Housing to report progress, reporting to the Ad Hoc Scrutiny Panel to inform its report to Cabinet. We have continued to manage risk mitigations to keep tenant safe with a 24 hr waking watch and monitored the contractor's performance with regular sample auditing, CCTV monitoring of the blocks, daily, weekly and monthly fire safety checks, updated information posters, emergency repairs to any fire related works, fire safety open days and regular comms to tenants, trialled evacuation procedures with WYFRS at Buxton House and regular meetings with WYFRS.

How well have we done it?

198 households feel safer which has improved well-being. All the tenants have welcomed the works and are satisfied with how they have been undertaken and appreciate having a dedicated high rise team. Those with vulnerabilities – e.g. those with a disability - have received greater levels of support and advice and at time prioritisation. Significant growth in knowledge and expertise at all levels of the organisation

Deliverable: In line with the Cabinet's approval to remediate, refurbish and redevelop the high rise blocks, and having tendered the works in July 2021, let the contract to carry out the fire safety works to Harold Wilson Court and deliver the appropriate interim fire safety measures to Buxton House.

Contract procured and Pre-Construction Services Agreement completed. The Council's consultants (AHR) are in the process of finalising the Phase 2 construction contract with a view to starting on site in January 2023. 'Fire-watch' patrols maintained as an interim measure.

Priority action 2: Support our communities to live well together by developing an Inclusive Communities Framework that this year will introduce a new way of working with communities to keep everyone safe

Deliverable: Co-produce a partnership Inclusive Communities Framework to help to achieve safe and cohesive outcomes by providing a guide on how to put principles into action. Set out a framework for responsibility and accountability for how all partners contribute to the building blocks of inclusive communities

Impacts and Outcomes

This will be available when the Framework is implemented in the form of case studies and stories, as well as delivery plans that come from self-assessment activity.

The impact and difference made will be specific to individual services and organisations, however, the Executive Team have committed to receiving an annual report detailing how the Council has played its part in embedding the Inclusive Communities Framework (ICF).

How much have we done?

- The July to September period primarily involved building support and understanding of the Framework and enabling conversations leading up to sign off by the Communities Board.
- At the point the document was in draft form, colleagues from partner organisations read, edited and commented on the Framework. We identified case studies that showed good practice and we began developing our implementation plan – both from a partnership perspective, and from a Council perspective.
- Over **20 early adopters** have been identified and work will begin with a number of those over the winter.

How well have we done it?

Organisations and services will be asked to complete a self-assessment – we are currently developing a dashboard that will give us numbers, actions and outcomes of resulting action plans.

Priority action 2: Support our communities to live well together by developing an Inclusive Communities Framework that this year will introduce a new way of working with communities to keep everyone safe

Deliverable: Pilot new approaches to community engagement and prevention to respond to post pandemic community pressures and use the learning to inform the development of the Inclusive Communities Framework

Impacts and Outcomes

The Council continues to support the development and embedding of the community anchors – to build connection and capacity in local places, learning from what worked well in the pandemic and identifying places where we need to build better relationships and reach. This learning has influenced Safer Kirklees in their emerging use of community driven, co-produced action plans in areas impacted upon by violence which are just beginning. The Ashbrow neighbourhood being the first, with local Councillors at the heart, and to be coproduced with local communities.

Alongside this, the learning from the Community Champions programme and the ICF development, has informed our submission to the West Yorkshire Shared Prosperity Fund – with a focus on place-based anchors, networks (including networks of communities of interest such as the Disability Network) and champions, as well as additional focus on using what we are learning working alongside local people in the Iroko project to build approaches to engaging other less heard voices.

How much have we done?

Community Champions

- Involved **58** voluntary and community organisations, **2** community radio stations and **78** individual champions.
- The Champions recorded over **39,000** conversations, in **9** different languages, and with people from **11+** different ethnic backgrounds and in all of our most disadvantaged communities.
- **17%** of those engaged with live with a learning or physical disability.

In addition to activity previously reported on – the Community Champions small grant process has come to an end.

The Community Small Grants Programme was managed by Third Sector Leaders (TSL).

- **49 grants** were issued to **44 Voluntary and Community Sector organisations** (5 organisations were successful in a 2nd application to the fund).
- **Over 5500 conversations** were held with targeted communities.
- **Newsletter reach** was well in excess of **20,000 people** and was particularly effective in reaching the South Asian Community, and it is impossible to quantify the reach of so many WhatsApp and Facebook messages to these communities.

How well have we done it?

A full evaluation of community champions has been completed and reported on separately.

Safe and Cohesive

Priority action 3: Work alongside voluntary and community sector in Kirklees to create a relationship that best delivers our outcomes

Deliverable: Engage more people and grow support for our 'we are working alongside' approach (which describes how voluntary and community organisations, Kirklees Council and health partners want to work together to make our local places even better) by: a) Promoting our co-created statement of shared values.

Impacts and Outcomes

Our shared values were originally developed in late 2020, as a way for voluntary sector, health and council partners to articulate how we want to work alongside each other. This was particularly inspired by the improved working relationships during the first year of Covid, and people's desire to continue to grow these relationships (and not go back to how things were before). The impact of this approach so far is best demonstrated through the development of the VCSE Investment Strategy, where a significant piece of work has been commissioned, developed and delivered in a way that is different and more meaningful, as a direct result of embracing the 'We are working alongside' shared values.

We've also had very positive feedback from our staff engagement activities, demonstrating that we have helped to improve people's awareness and understanding of our Working Alongside shared values. Participants have also appreciated these opportunities to have conversations with colleagues across the organisation, which has enabled staff to share ideas for putting our values into action.

How much have we done?

- **400 council staff engaged** so far via Our Kirklees Welcome staff inductions sessions (for staff who have joined since March 2020).
- **200 council managers engaged** via Kirklees Leadership Forum event.
- **373 council staff engaged** via our guest post on Rachel Spencer-Henshall's blog.
- **100+ voluntary sector partners engaged** via the Picture of Kirklees event.
- **50+ community organisations engaged** in Working Alongside conversations.
- **40+ community organisations collaborated** on creating the shared values and developing the VCSE Investment Strategy.

Place Based Working Programme - We have put more focus this year on bringing communications about the different aspects of the Place Based Working Programme together, to tell our overall story in a coherent way.

Engagement at events - We hosted a special Kirklees Leadership Forum about Place Based Working in May 2022 and followed up with digital resources for council managers, introducing the Working Alongside values and other key aspects of the programme.

Embedding our shared values, within the council - We have been working to embed key aspects of Place Based Working (including our shared values) in People processes.

'The way we do things around here' – Video animation - We created a series of three video animations which share key aspects of our Democracy and Place Based Working approach, this video continues to be a key part of our 'We are working alongside' promotion.

VCSE Investment Strategy development - The VCSE Investment Strategy was approved by Cabinet in October 2022. This is our first significant partnership work which is based on the 'We are working alongside' shared values.

How well have we done it?

The shared values are proving effective at articulating the kind of relationship people want, so the quality of what we're sharing is good and relevant. We have made progress with introducing more staff and partners to the 'We are working alongside' approach over the past six months in particular, and we have plans to do more engagement in 2023.

Priority action 3: Work alongside voluntary and community sector in Kirklees to create a relationship that best delivers our outcomes

Deliverable: Engage more people and grow support for our 'we are working alongside' approach (which describes how voluntary and community organisations, Kirklees Council and health partners want to work together to make our local places even better) by: (b) Gathering and sharing stories of how we're working together differently, inspired by our shared values, demonstrating how putting these values into action is helping to deliver our shared outcomes.

How much have we done?

Story gathering

We are working with partners to encourage people to share their stories, so we can better demonstrate our shared values in action. Since welcoming Shaped by People as a new foundational shared outcome in October 2021, we have been developing an integrated approach, where we work with partners to talk about what storytelling approach would be the best fit for them. For example, some people may wish to share their personal story about how they have personally taken action in a local place. This personal experience then becomes a Shaped by People story, which helps us to gain insight and track progress towards the Shaped by People shared goal. Other people want to share something they have done collectively as an organisation, and participants may want to reflect on their way of working alongside others. It is this kind of story that can become a good way of sharing our Working Alongside values in action.

A culture of storytelling

Also as part of our connected approach, we are developing new guides and tools to support people to tell their own stories, and to support others to tell their stories. This work is part of the measurement approach for Shaped by People, through which we are recognising stories as valuable insight that can (and should) enable more people to shape their local place in future. This approach of 'Stories as evidence and insight' can also help us with tracking progress against our strategies and plans (for example, Working Alongside stories can help to demonstrate how organisations are putting the Inclusive Communities Framework into action).

Sharing stories

It's important that we give visibility to the stories we're gathering, and that we share the stories being gathered by our partners. One way in which we're demonstrating our commitment to this is by including examples of Working Alongside and Shaped by People stories in our 2023 Council Plan.

How well have we done it?

Until stories have been shared more widely, we cannot say how useful these feel to others, so it is difficult to demonstrate the impact of the storytelling aspect of this work so far. However, we have already seen impact through our engagement activities with staff and partners, where introducing the Working Alongside values has prompted people to think differently about the way that we work together. So we're seeing a positive impact on relationships, and this is contributing to achieving the aims of the Place Based Working Programme.

Priority action 4: Make our community buildings more inclusive and progress inclusive asset transfers

Deliverable: Continually monitor outcomes from the Community Asset Transfer (CAT) programme and review council processes and procedures in line with the updated 2020 CAT Policy to ensure that communities and community need are at the forefront of asset transfers.

Impacts and Outcomes

The Community Asset Transfer programme acts as a catalyst for realising local aspirations by:

- Improving local assets: community groups investing in and/or attracting investment for improving local assets;
- Supporting local initiative: supporting and building on local community initiative and enthusiasm, which encourages community participation and volunteering; and
- Building new connections: local citizens and groups developing new partnerships in their communities (including to support community cohesion).

How much have we done?

- 2 Community Asset transfer Completed to date (22/23)
- 3 Asset transfers with Legal Services pending completion
- 1 Asset Transfer en-route to Cabinet (November 22)

How well have we done it?

- A total of 23 asset transfers have been completed to date. The Community Asset transfer programme continues to be successful. Assets transferred include public buildings, community facilities, sports and recreation grounds.
- CAT processes are currently under review and discussion taking place with Third Sector and other relevant teams regarding a more pro-active approach to CAT that is led by community need.



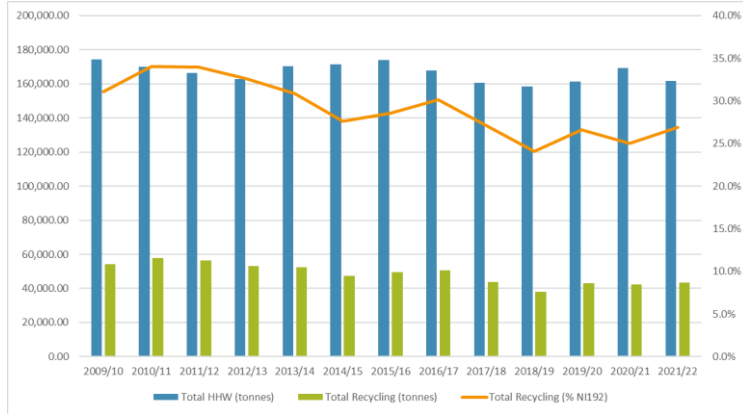
Clean and Green: People in Kirklees enjoy a high quality, clean and green environment

Our built and natural environment contributes to people's quality of life and makes the district a more attractive place in which to live and invest. We want to connect people and places, improve air quality and green infrastructure and be resilient in the face of extreme weather events and climate change, as well as helping people reduce waste and recycle more.

Population outcome indicators ('tracking our progress')

Recycling rates & waste volumes

Household waste and recycling volume (tonnes) and recycling rates

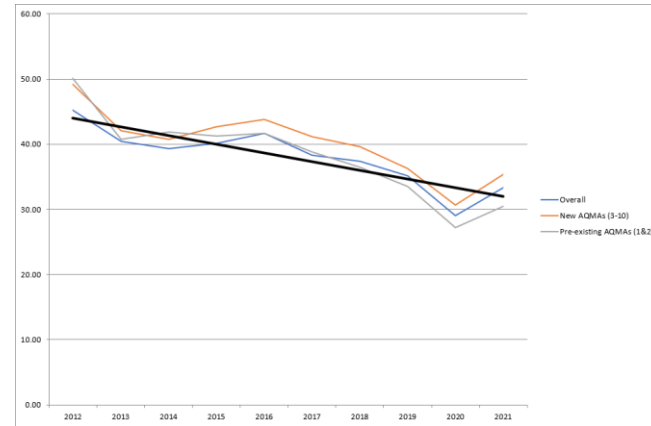


Source: WasteDataFlow, August 2022 (verified data)

- Annual waste and recycling data available **Oct/Nov**.
- Just over 161,000 tonnes of waste were collected from Kirklees households in 2021/22.
- **26.9% of household waste was recycled in 2021/22, up slightly from 25% the year before and the highest rate in 4 years.**
- In the meantime, Kirklees Council has launched a new trade and schools waste and recycling service with over 120 schools and 270 businesses signed up and recycling over 305 tonnes of material in its first year. We have collected over 80 tonnes of reusable items at our household waste site; and have a network of 62 registered Recycling Champions across Kirklees communities.

Air quality

Kirklees annual mean nitrogen dioxide (NO2) concentrations

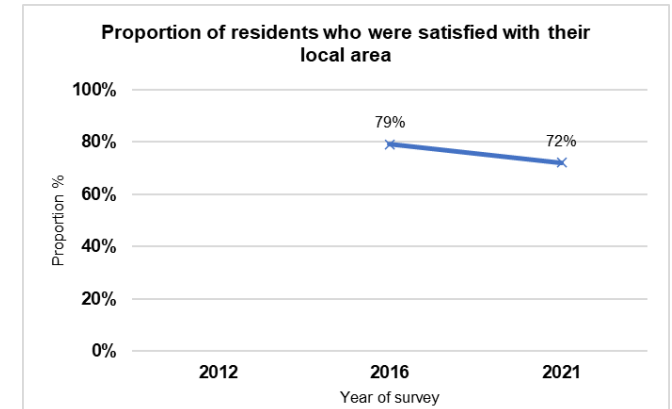


Source: Kirklees Council Air Quality Annual Status Report, June 2022

- The two primary pollutants that provide an indication of air quality are nitrogen dioxide (NO2) gas and particulate matter. 2021 NO2 concentrations, “averaged” across Kirklees, have increased since the pandemic year of 2020, when reduced traffic volumes during the lockdowns resulted in lower traffic emissions.
- 2021 traffic volumes increased from lockdown levels, resulting in more traffic emissions and raised NO2 concentrations. The black trendline does however indicate an overall declining trend over several years.
- Particulate matter (PM2.5) concentrations across Kirklees are compliant with UK target levels. However, concentrations may not comply with the limit values proposed by national government which may be adopted by 31 October 2022.

Satisfaction with local area

Percentage of people satisfied with their local area as a place to live



Source: Kirklees Current Living in Kirklees (CLiK) Survey 2021

- The Your Views survey in summer 2022 (undertaken by WYCA for the WY Mayor) showed that **75% of Kirklees residents were satisfied with their local area**. This is higher than the previous year (66% in 2020). However the response sample for Kirklees this year was only 372 (and 600 in 2020).
- **The CLiK 2021 survey showed that 72% of people were satisfied with their local area as a place to live.** This was a significant fall from the previous CLiK survey in 2016 (79%). See chart above.
- The CLiK survey sample (over 6000) is significantly larger than the Your Views survey sample and likely to provide a more accurate gauge of local perceptions and **inequalities**.
- The CLiK survey shows that people living in **less deprived** areas were more likely to say that they were satisfied with their local area than those in more deprived areas. Residents **aged over 65** were more likely to be satisfied with their local area than younger residents and **White British** residents were more likely to be satisfied with their local area than other ethnic groups.

Priority action 1. Housing supply: ensure delivery arrangements are established for new homes across all sites where the council has interests, including direct delivery as well as larger strategic sites.

Deliverable: Start construction of 319 new homes at Soothill, Batley with 20% affordable homes. Complete construction of 161 homes at Ashbrow.

Impacts and Outcomes

- The **Soothill** development will include 65 affordable homes, meeting local need and will also feature public rights of way, enhanced landscaping, biodiversity and high-quality open space, including play spaces.
- Housing at Soothill will help meet the identified need for 1,730 new homes per year which are needed across the district
- Once completed the **Ashbrow** development will have provided 161 high quality new homes – 98 x 2-4 bed homes for market sale, 13 x affordable homes and a 50 unit council extra care scheme, all of which will help meet local housing need in Ashbrow ward.
- Housing at Ashbrow also helps to meet the identified need for 1,730 homes per year
- Extra Care Housing helps older people stay healthier for longer, and allows them to live independently whilst at the same time being able to access care and support, this in turn can generate revenue savings for the Council (saving on residential care).

How much have we done?

- Grant funding received from Homes England's Accelerated Construction Programme has been used to remediate the site and construction is underway.
- The first home for market sale should be completed by April 2023 and the first affordable home by May 2023.
- At **Ashbrow**, phase 1 has started and some homes are now occupied.
- Construction of Extra Care scheme homes is expected to start late 2022/ early 2023

How well have we done it?

- Modern methods of construction have been used which provide an increased pace of delivery and higher quality, energy efficient homes.
- Timber frames for the homes at Soothill are manufactured in Dewsbury, keeping the economic benefits local

Clean and Green

Priority action 2: Greening the fleet: deliver our innovative green fleet programme, working closely with the Energy Saving Trust to build on the 52 hybrid and 60 fully electric vehicles currently in our fleet and provide an accelerated roadmap to a fully net zero fleet for the vehicles we operate.

Deliverable: Finalise charger installation arrangements (25 home chargers and five dual rapid chargers for Flint Street, Highways), to facilitate the use of electric vehicles by council services

Impacts and Outcomes

- The introduction of these 35 EV's vans supports the Councils vision of reaching carbon net zero by 2038 by reducing fleet tailpipe emissions, providing an accelerated roadmap to a fully net zero fleet.
- EV comparison data will be captured as part of the new telematics contract (from July 2023).
- The new Citroen E-Dispatch vans are cheaper to fuel than their diesel counterparts and provide zero tailpipe emissions.

How much have we done?

- 10 depot and 12 home chargers installed.
- 2 home chargers pending installation and 11 awaiting allocation.
- 35 EV vans have been procured and are in service.

How well have we done it?

- Services are satisfied with the introduction of EV vans. Initial driver feedback has been very positive
- Delays were encountered with the project due to a number of factors. These included covid absences impacting on supplier availability to install chargers and the outcome of the initial home surveys, which reduced the number of applicants who could go forward to install. Vehicle and charging infrastructure procurement also affected by unstable global market.

Deliverable: Undertake comprehensive trials of specialist vehicles e.g. refuse collection vehicles to establish effectiveness for service delivery and inform future fleet procurement decisions.

Impacts and Outcomes

- Cabinet agreed £6.25m for our Vehicle Replacement Programme - to replace standard vehicles with greener models and purchase an electric refuse collection vehicle. This is due for delivery in Spring 2023.



Cllr Simpson pictured with electric refuse collection vehicle at Green Market in Dewsbury during COP26 in November 2021

How much have we done and how well have we done it?

- Nine EV vehicles tested in 2022-23 so far.
- More thorough testing has been requested for electric HGVs, but due to high customer demands and lead-times, test vehicles were provided for limited periods.
- Initial Service and driver feedback has been positive with the exception of the E-Sweepers (insufficient range).

Priority action 3: Tree planting and improving bio-diversity

Deliverable: Plant over 70,000 trees in 21/22, 40,000 of which will be planted on 22 hectares of council land. Improve net bio-diversity over our public realm through the innovative introduction of wild flower meadows

Impacts and Outcomes

- Tree planting has contributed to long-term carbon storage and to reversing biodiversity decline. It helps to mitigate the effects of climate change; and provides communities with opportunities to access high quality green spaces.
- The woodland created in Jan-March 2022 (19.4 hectares) is projected to capture 4379 tonnes of carbon dioxide equivalent (tCO₂e) over the next 50 years
- The woodland planting planned for Nov-Dec 2022 is projected to capture 4017-6026 tCO₂e over the next 50 years.

How much have we done?

Tree planting

We are on target to have planted trees on 22 hectares of council land by the end of 2022.

Woodland sites planted so far in 2021/22:

- Council land - 8 sites planted.
- Private land - 3 sites delivered by White Rose Forest (WRF) core team.

Trees planted & woodland created 2021/22	Council land	Private land (via WRF)	Combined total
Woodland created	19.4 Ha	2 Ha	21.4 Ha
Area physically planted	10.9 Ha	1.3 Ha	12.2 Ha
No. trees planted in woodland	11,714	6,000	17,714

- Further 10 hectares (Ha) woodland tree planting proposed for **Nov-Dec 2022** (subject to consultation outcome and Forestry Commission impact assessment)
- Potential 5,000 – 10,000 additional trees facilitated by natural regeneration in newly planted woodland areas.

How well have we done it?

- Tree planting design meets national guidance set by UK Forest Standards. To reflect these standards (including, density, spacing, natural regeneration areas, etc) future tree planting targets will be measured by the number of hectares of woodland creation rather than number of trees planted.
- Tree planting on Council land included a wide range of volunteer engagement, including staff via the Green Employee Network and community groups. These schemes were well received and successful.

Clean and Green

Priority action 5: Deliver the Resources and Waste Strategy: Delivery of the initial 12 month's milestones following agreement at Full council in September 2021

Deliverable: Open a reuse shop in Huddersfield

Impacts and Outcomes

- Sales and tonnage data will be used to evaluate the success of the 12 month trial of the re-use shop.
- Following evaluation, options for the continuation of the re-use shop will be explored.

How much have we done and how well?

- The reuse shop in Upperhead Row, Huddersfield (next to the bus station) has been fitted out and **opened** with a 'soft launch' on **14 November 2022**.
- The re-use shop is the second phase of work. The first phase was to establish re-use containers in household waste (HHW) sites in Huddersfield and in Dewsbury.
- The re-use containers continue to be a great success. Since November 2021, **83 tonnes** of donated and re-usable items have been collected and distributed from the two HHW containers. Following its launch, the items collected in the containers will be distributed via the new re-use shop.



Deliverable: Commence a trial of kerbside glass collections

Impacts and Outcomes

- Information not yet available

How much have we done and how well?

- **All 23 wards** will have a glass collection trial operating in their area
- The trial will have a phased approach trialling communal properties managed by Homes and Neighbourhoods, trade waste commercial customers and including a sample of private rented communal and student properties.
- The trial will commence on 28th November 2022 for 6 months, operating out of Emerald Street, Huddersfield
- Collections will be free to commercial businesses for the duration of the trial.
- Two types of container will be trialled – both 240 litre capacity with two different lid types
- A woven bag will be provided to each flat to aid the carrying of glass to the bins.
- An education programme will be provided for residents of communal properties. This includes stickers on containers, flyers, posters and door knocking.



Deliverable: Deliver a plan of additional activity across frontline environmental services to recover the significant impacts of the response to COVID-19 on these service areas

Impacts and Outcomes

- **Licensing** – economic advantages from prospective license holders seeking employment as taxi drivers not impeded by the licensing process
- **Food safety** – safer food being produced by food businesses keeping residents safe and well.
- **School Transport** – transporting children to their place of education in a way which means they are ready to learn. More efficient routes reduce costs and ensure vulnerable young people are not on transport longer than necessary.

How much have we done?

Ward recovery

- **Over 70 ward meetings** have now been held. Following the success of ward recovery meetings, ward meetings with Councillors are continuing as a face-to-face opportunity to discuss ward issues and identify solutions

Licensing

- The numbers of license applications is increasing and moving toward pre-pandemic levels. **757 new or renewal applications** from taxi drivers were received April-Sept 2022

Food hygiene and safety

- Approximately 500 new food businesses register every year in Kirklees and all must be inspected. Food recovery money has paid for additional food hygiene inspections to be undertaken and will fund inspections of school kitchens overdue for inspection.

Home to school transport

- **922** children and young people aged under 16 years and approx. **300** aged 16 years or over using Home to School (H2S) transport (minibuses and taxis).
- **486** separate routes involved going to over 70 settings in and out of Kirklees.
- **52** approved private operators.
- **180** passenger assistants.

How well have we done it?

Ward meetings

- Feedback from Cllrs is broadly positive that there is a forum for discussions about services and updates on activity within Environment and Climate Change Services.

Licensing

- **99% of applications processed within service standard timescales.** Applicants are able to get their licenses or renewals within timescales agreed by the Licensing and Safety Committee.

Food hygiene and safety

- We are on track with Food Standards Agency (FSA) recovery requirements and food hygiene is improving.

Home to school transport

- Q Routes software implemented to support improved efficiency of home to school (H2S) transport routes. Further efficiencies are being explored including service improvements through the SEND Transformation Programme.

Priority action 7: Make our roads greener

Deliverable: Invest in a network of Electric Vehicle Charging Facilities

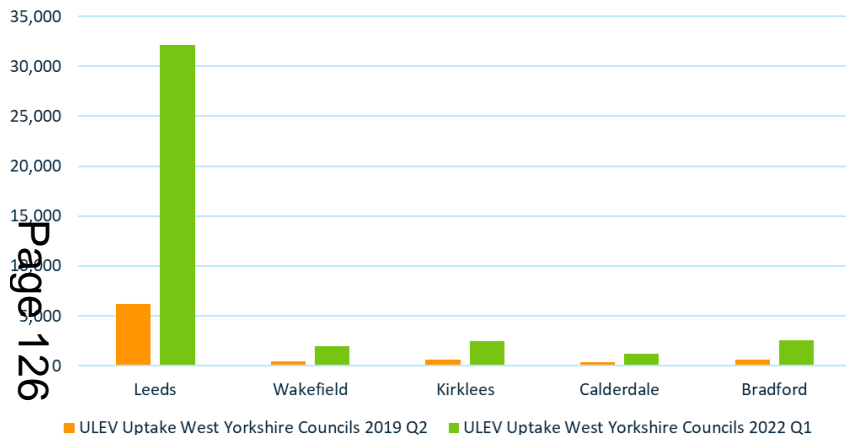
Impacts and Outcomes

- At the end of Q2 in 2019 there were 649 Ultra Low Emission Vehicles (ULEV) licensed in Kirklees and at the end of Q1 in 2022 this had increased 278% to 2450.
- Between 1st January 2020 and 1st August 2022 the carbon dioxide savings from ULEVs in Kirklees came to 286,366 kg
- Since EV chargers were installed by the council across 17 sites (and were free to use until October 2021), they have provided over a **million green miles** and saved over **307,000kg of carbon dioxide**.

How much have we done and how well?

- Delivery of **20 Rapid Chargers** across Kirklees.
- Successful £5million bid to the CRSTS scheme for EV infrastructure and EV uptake support package.
- Development of West Yorkshire (regional) EV Strategy
- A phase 2 programme is being developed as a result of new opportunities for funding linked to the City Region Sustainable Transport Settlement. This will see further EV delivery programmes being rolled out for 2023/24.

ULEV Uptake within West Yorkshire by Council



Source: Department for Transport Statistics, table VEH0132a, ULEVs licensed at the end of the quarter by local authority

Kirklees Council EV Chargers	2020 (Jan – Dec 2020)	2021 (Jan – Dec 2021)	2022 to date (Jan – 9 Oct 2022)	To date (Jan 2020 – 9 Oct 2022)
Green miles	241,065	721,580	382,246	1,344,891
Carbon dioxide saving (kg)	55,035	164,737	87,267	307,039
No. charging episodes	4,441	11,247	5,253	20,941
No. drivers using the network	551	1,562	1,424	3,079



Priority action 7: Make our roads greener

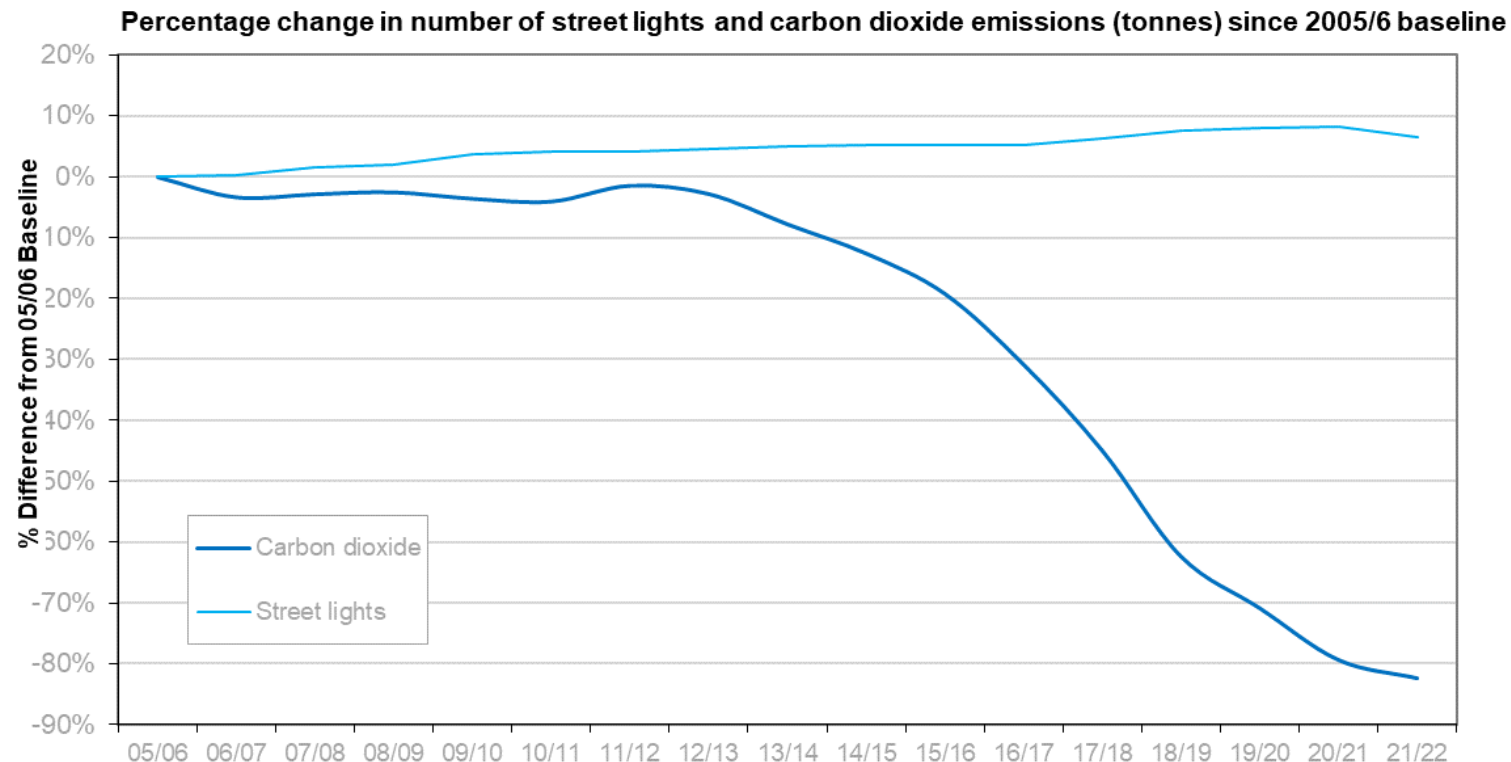
Deliverable: Deliver an LED street lighting scheme that will deliver 100% LEDs across the network by March 2022

Impacts and Outcomes

- At the end of 2021/22 the energy consumption of Kirklees street lighting had reduced by just under 60% from the 2005/6 baseline and **carbon had reduced by 82%** from just over 12,000 tonnes CO₂ to just over 2,000 tonnes.

How much have we done and how well?

- 108 LED lanterns** installed April-Sept 2022
- 8621** street lights have been replaced with LED lights
- Approximately **94% of street lights are LED**. We expect to reach 100% by March 2023
- Around £3.5 million out of £3.7 million has been spent, equating to 94% spend
- At the end of Sept 2021 Kirklees had over 53,000 street lights (a 6% increase from 2005/6)



Priority action 8: Make our roads better: A high profile programme of maintenance for 21/22 including principal roads, community roads and the unclassified roads programme

Deliverable: Deliver the Locality Based Unclassified Roads (LBUR) programme following the prioritisation of schemes by ward councillors. Years 2 and 3 of the programme will deliver 132 schemes across 23 wards

Deliverable: Deliver a capital programme of around 40 schemes as approved including the surface dressing of circa 25km of highway

How much have we done?

- Of the 62 LBUR Schemes for 2022/23, **26 are fully completed** as of September 2022.
- We treated **23,864 square metres of carriageway** and **4,968 square metres of footway**

How well have we done it?

- There have been minimal quality issues with any substandard areas being remediated with the contractor in line with contractual specifications.
- The specification has been enforced by Clerk of Works
- Programming of the works has been difficult due to the large scale of the works.
- The full programme will be delivered by the end of March 2022.

How much have we done?

- The plan comprises of four programme areas, Principal Roads, Roads connecting communities, Local Roads, Unadopted road.
- Works comprise of kerbing, drainage, footway resurfacing and carriageway resurfacing.
- 28 Schemes are fully completed as of September 2022.
- We have delivered **37,368 square metres of carriageway treatment** and **5420 square metres of footways**.
- We have **surface dressed 17,231 square metres of carriageway** as of September 2022.
- A total of **22,593 potholes were** repaired April-Sept 2022

How well have we done it?

- All works are completed to industry specification. We have a clerk of works in post to ensure compliance with specification

Priority action 9: Make our roads safer: progressing safety schemes in 21/22, borough-wide speed limits review, place-based Speed Indication Device partnership

Deliverable: Deliver 9 community schemes and 13 casualty reduction schemes further supported by education & publicity programmes to address emerging trends

Impacts and Outcomes

- A reduction in the number of people killed or seriously injured (KSI) on roads demonstrates the impact of road safety schemes.
- Since the introduction of a new collision recording system introduced by the Police in April 2021*, which changed how casualties were classified, **KSI numbers have remained relatively stable.**
- The Covid-19 pandemic lockdowns reduced the volume of traffic which contributed to reduced KSI numbers during this period.
- The introduction of City Region Sustainable Transport Settlements (CRSTS) will require an improved focus on monitoring impacts and outcomes across Local Authorities.

Road casualties in Kirklees 2021	Apr-Jun 2020	Jul-Sep 2020	Oct-Dec 2020	Jan-Mar 2021	*Apr-Jun 2021	*Jul-Sep 2021	*Oct-Dec 2021	**Jan-Mar 2022	**Apr-Jun 2022
Total casualties	106	162	142	96	247	247	251	251	226
Slight	84	129	128	72	190	186	199	189	170
Serious	20	29	10	24	55	57	51	60	53
Fatal	2	4	4	0	2	4	1	2	3
Total Killed or Seriously Injured (KSI)	22	33	14	24	57	61	52	62	56

Source: West Yorkshire Police. *New KSI category definitions introduced in April 2021. **Data for 2022 is provisional.

How much have we done?

- Seven of the nine community schemes have been completed on site, the two remaining (one new pedestrian crossing and one junction improvements) are programmed for starting on site Q4 2022/23 with end dates before 31 March 2023.
- Four of the thirteen Casualty Reduction schemes are still outstanding; one is currently in the middle of the legal processes (traffic regulation orders, speed limit orders etc.) to allow the scheme to be realised on site, and the other two are currently mid redesign due to concerns raised by Councillors during consultation with them. The fourth is awaiting a decision on whether to uphold or overrule a legal objection to the scheme and will be programmed once this decision has been made.

How well have we done it?

- Improved customer insights (from surveys and monitoring requests and complaints) are needed to help us to understand the quality of these schemes

Deliverable: Purchase Speed Indicator Devices and launch a new two year programme of deployment in consultation with ward councillors to begin in Jan 2022

- Speed Indicator Device (SID) locations have been agreed for 31 of the **35 devices** and were **installed in August 2022** at the first chosen sites. They will be moved to the second chosen site in Nov 2022. Data from site 1 will be analysed and shared with Councillors and the police. This is a 2 year programme now ending in August 2024.



Efficient and Effective: Kirklees Council works smart and delivers efficiently and effectively

Outcome Definition

We want to be a transparent, well managed and high performing council. We will focus our resources on doing the right things and doing things right, to make a difference to the outcomes of the people and places of Kirklees.

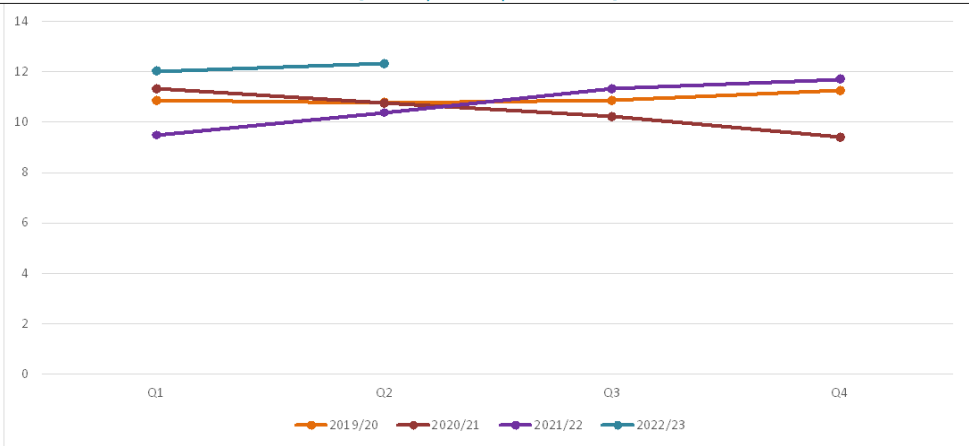
Population outcome indicators ('tracking our progress')

Indicator 1

Council Sickness Days Lost per FTE

12.33

[Date Reported September 2022]



The Quarterly reported figure is based on the start month of each Quarter.

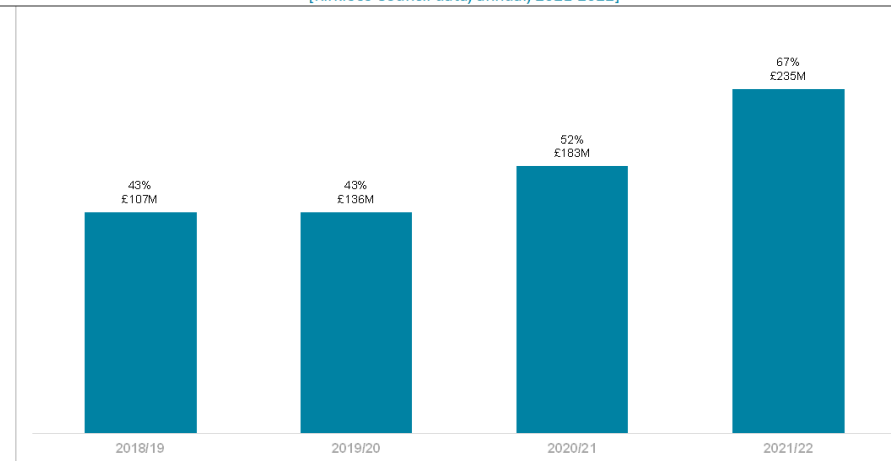
- Sickness Days Lost per FTE in Financial Year 2022/23 are remaining largely steady for the first two quarters of the year.
- Sickness days lost per FTE remain higher than pre-pandemic and are highest in Adults & Health, Environment & Climate Change and Children & Families.
- The largest number of sickness FTE days lost are for Musculoskeletal and Mental Health.

Indicator 2

Local Spend

67%

[Kirklees Council data, annual, 2021-2022]



- In 2021/22 our local spend was £235M. This is higher than in 2020/21 but it is likely that this apparent increase is due to improvements in data collection/recording/ quality.
- This spend is for top 300 spend and are either located or have an office/base in Kirklees.

Efficient & Effective

Efficient & Effective

Efficient & Effective

Priority action 1: Promote Digital Inclusion

Deliverable: Work with the public, third and voluntary sectors to discover what digital exclusion means beyond the pandemic across Kirklees, and deliver pilot solutions in different parts of Kirklees

Impacts and Outcomes

- The “Let’s Talk Digital” survey continued into April 2022 with a targeted face to face campaign with funded community champions. The campaign has concluded and we have more data from people who do not use the internet. The survey very much showed that many people choose not to access the internet but their reasons for not doing so vary. We need to now work with communities on what this means and how digital can be an enabler for inclusion rather than a barrier. Ultimately it is a choice but by the end of 2025 many residents will lose their existing telephone service because they are not connected to the internet.
- The Digital Inclusion Partnership worked together to share experiences and identify areas where we needed to respond throughout the pandemic. Changes to the VCS anchors will be reflected in the group’s attendance from April 2022 onwards alongside existing members from the council, health and education sectors. The Partnership supported the development of the “Let’s Talk Digital” survey and have continued to share stories that help us understand where and how digital services may be deployed in future that’s supported by evidence collected from our communities.
- There has been successful provision of around 10,000 laptops and Chromebooks to school children. A number of those devices were provided via CSR funding from Locala and we are now providing some devices to community groups who work directly with children. The first group to benefit from that was Conscious Youth for their Huddersfield town centre hub.
- Our EDURoam has been rolled out across all council buildings to support Post 16 students gaining seamless access to their college or University.

How much have we done?

- There were **1,627 responses to the 'Let's Talk Digital' survey**, further analysis of the data along with other existing data sets is needed to identify where we can deliver digital interventions
- (April 2021 – March 2022) Completed the delivery of **10,000 laptops** to pupils across Kirklees funded by the DCMS, the Council and with a grant provided by Locala – worked in partnership across agencies to deliver outcomes for those disconnected from school.
- (April 2021 – March 2022) **2 new digital hubs, 200 devices** out in the community, **65 for people supported by Works Better, 135 loaned through digital hubs**, 150 of the devices were funded by the Dewsbury Town Board the rest funded by the council. At least 5 people have gained employment and have attributed this scheme to gaining the digital skills and attending an online interviews. 12 devices provided to Conscious Youth through Locala CSR funding linked to educational attainment for young people.
- **375** F1 Frontline worker licences provided for members of the dispersed workforce, primarily for access to the Employee Portal. Ongoing programme roll out to the workforce.
- (December 2021) **150 mobile phones** with 3 months credit were distributed across Kirklees from The Good Things Foundation and Community Calling to organisations that worked with individuals who had no phone.
- (Jan 2022) Completed the rollout of EDURoam across all of our buildings [How Kirklees Council is tackling digital inequality through eduroam | Jisc](#)

Priority action 1: Promote Digital Inclusion

Deliverable: Work with the public, third and voluntary sectors to discover what digital exclusion means beyond the pandemic across Kirklees, and deliver pilot solutions in different parts of Kirklees

Continued...

How much have we done?

- (Jan 2022) Undertook the **CLiK Survey** to consult with a representative sample of Kirklees residents to understand **digital access and usage**. The intention was to provide a good understanding of the basics as a basis for better decision making.
- (March 2022) Carried out a survey of Private Sector Care Providers across Kirklees to ascertain their readiness for being more digitally connected to health and care systems – 70% of providers responded. Typically 60% have most of what is needed in place with a spread of issues around wifi connectivity, systems and skills making up the 40% of those who cannot readily switch to digital solutions.

How well have we done it?

We will need to overlay the data we collect from both the CLiK and “Let’s Talk Digital” surveys with existing data sets to better understand how being online can benefit different communities.

Priority action 1: Promote Digital Inclusion

Deliverable: Build on the cross-sector learning - to consider how we can make best use of our assets and, by working with people, deliver sustainable inclusive digital solutions and services across Kirklees..

Impacts and Outcomes

The “Let’s Talk Digital” survey is complete, and we are now engaging with communities, policy, VCS and the wider digital inclusion partnership group to shape how we might provide support to people in the context of where they are now and into the future – i.e. post COVID and into cost of living issues.

- March 2022 – Re-engaged with the new community anchors and lead community groups to push the Let’s Talk Digital Survey into more communities and to share more stories around how Digital can help with wider inclusion issues.
- April 2022 – Provided an improved wifi service into Thornton Lodge Community Centre and talked to them about how better local digital services can assist with the services they deliver.
- June 2022 – July 2022 (Planned) – Continue to work with community groups and reflect on the emerging inclusive community's strategy.
- July 2022 – September 2022 – Engage with the corporate asset management team to overlay the learning through the summer to the asset strategy and where new digital services can be deployed.
- April 2021 – December 2023 – Engage with infrastructure providers to support the rollout of Gigabit and 5G technology across Kirklees.
- June 2022 onwards - Support DCMS / WYCA in the rollout of Lot 8 of Project Gigabit into the Denby Dale ward.

How much have we done?

Work is in progress as detailed above. Delivery will be monitored.

Efficient & Effective

Priority action 3: Become an inclusive employer of choice

Deliverable: Rollout My Space - a digital engagement tool - to all our frontline staff, supported by a digital upskilling development programme

Impacts and Outcomes

- My Space rolled out to **85%** of the Council this year so far, via face to face, online and video guides.
- Developments implemented including access to email, calendar, MS Teams delivered.
- Design has been aligned to Council My Kirklees branding.
- New starters given access at start of employment.

How much have we done?

- My Space rolled out to **8,550 (85%)** of the Council this year so far, via face to face, online and video guides.
- With **3,294 (38%)** take up, with frontline take up of 1,190 and office take up of 2,104.
- There has been a total of **23,347 hits on My Space**

How well have we done it?

Frontline colleagues can now access:

- personal details the council holds and correct if out of date
- pay details two days before pay day
- corporate council messages
- wellbeing support
- staff benefits information
- access to job and training opportunities
- access to Council networks
- access to emails, calendar and MS teams - enabling more efficient communication within the team

Next steps are to investigate those who have only accessed once, why that is and address issues.

Impacts and Outcomes

- Accreditation was achieved in June 2022.
- Further work is needed to ascertain how we can assess the economical impact on the Timewise accreditation, the extra funding that has been asked for will also support this assessment.

How much have we done?

- Meeting with Timewise to scope out the activity required to gain accreditation.
- Collaborative meeting with Locala to assess if we can do a joint narrative for both organisations, however, it was agreed that we would embark on separate workstreams in line with our own corporate plan. However, work will follow accreditation with Locala with regards placed based working and wider systems thinking around common themes such as recruitment to hard to fill posts.
- Initial assessment has been completed, with input from the corporate People Strategy Steering group including the Trade Unions.
- Mapping exercise has been undertaken to assess where we are on our journey of improvement linked to key activities in the People Strategy whereby, we now know where we are and where we need to progress to on the maturity model.
- Further consultation with key managers linked into the workforce planning activity is scheduled for May 2022.
- Further information will become available from the front-line workers survey again to inform what our front-line workforce need in terms of flexibility as a group of employees where flexible hiring/working is not as achievable as our office-based workforce.
- Action/implementation plan is linked in to the People Strategy workstreams in relation to deliverables and outcomes and will be regularly monitored.
- Original assessment from Timewise was supported by data from SAP.
- Consultation with middle managers/senior leaders as to their view on where the council was with regards the maturity assessment at 20 in total including the Trade Unions. The group, represented most council services.

Continued...

How well have we done it?

- The council is more advanced than Timewise originally thought we would be with strategies in place linked to the People Strategy with regards recruitment, careers site and supporting managers to reflect if a role that they wish to advertise can be undertaken on a flexible basis (constructive challenge). The council has already advertised posts where we encourage flexible working applications so that those conversation can be upfront.
- The quality of conversation with the groups has been good, albeit there is some work to do to promote the council as a flexible employer and by having these conversations as part of workforce planning strategies we can ensure this is embedded.
- We will know more through our next round of focus groups/workshops with managers and timewise and the data that is produced from the frontline worker survey which is due in May.
- Front line survey covers a different demographic of our workforce and will allow us to ascertain what gaps we have and what, if any, steps need to be put in place to address these.
- Evidence of inequalities, at this stage, cannot be supported by clear evidence, however, the gap in data supports more robust monitoring of workforce in terms of carers, flexible working requests etc.

Efficient & Effective

Priority action 3: Become an inclusive employer of choice

Deliverable: Pilot a Workforce Planning toolkit in priority areas

Impacts and Outcomes

- We have been fortunate to have the Local Government Association (LGA) deliver a series of 5 workshops to our Adults directorate on workforce planning (WFP), after the 5th session in November we'll be sending out an evaluation which will measure the success.
- As part of the workforce planning (WFP) process each service will have to complete the pre-diagnostic questionnaire which will give them a baseline rating against each stage of the WFP process. This will be used at the end of the Workforce Strategy facilitation to provide a clear measure of success against each stage.

How much have we done?

- A project plan has been refreshed and is in place to support delivery
- A project team has been brought together from the workforce strategy team and a HR Partner has been recruited which will support acceleration of the project
- Workforce Planning Pre-diagnostic questionnaire created
- Workforce Plan template created
- Content and support for further elements of workforce planning, acknowledging that one size does not fit all, are being developed and piloted, taking an iterative approach to the development of a workforce planning approach in Kirklees. The current focus, based on priorities emerging from priming sessions is succession planning.
- To successfully deliver Succession Planning we've created a template and guidance for: Critical Role Analysis, Future Success Profiles, Creating a readiness survey/gap analysis tool, Development action plan with monitoring tools, Agreed an approach with L+OD to provide a career coaching offer as part of the succession planning process.
- Exit interview approach is being revitalised
- Stay interviews have been developed and are currently in test stage with People Services and Bereavement services.
- Induction survey created
- Effective career conversations guidance created
- A skills audit tool is being developed to support identifying future skills gaps
- An introductory priming session has been developed and piloted; 9 pilots of the priming session have been delivered to services across the council with broader conversations with other priority services. All sessions include a focused element on exploration of workforce demographics in the services.
- We are in the process of identifying critical roles within 6 services covering a minimum of 18 teams

How well have we done it?

- Expert led series of workforce planning workshops with adult services delivered by Local Government Association (LGA)
- Included succession planning measures to each succession plan so in time will be able to collate the 'how well'.

Priority action 4: Make Citizens Proud of Kirklees

Deliverable: Engage with citizens, councillors, partners and staff and agree the council's long-term Communications Strategy.

Impacts and Outcomes

Activities carried out to date:

- 3 x internal staff workshops
- 2 x Councillor consultations
- 1 x informal Scrutiny session
- 7 x staff business planning sessions
- 3 x management workshops

We anticipate having sign off in December 2022.

How much have we done?

This deliverable is still in development. One of the key parts of the new strategy will be to implement a new evaluation framework for major communications campaigns and to develop KPIs for the service. This will allow us to establish evidence of inputs, outputs and outcomes. Data and narrative to support these questions will be available once the strategy is agreed and implemented.

How well have we done it?

One of the key issues the Communications Strategy aims to address is the data and insight gap in our communications activity. Only once we have agreed the strategy – and an evaluation framework - will we be able to address the main issues raised by this process.

Deliverable: Demonstrate evidence of increased reach and engagement in the council's work with citizens and communities.

Impacts and Outcomes

- The timescale for this activity, as set out in the Council Plan, was originally October 2022. Due to delay in finalising the overall Communications Strategy, this element has also been delayed to the end of the calendar year.
- We anticipate developing an evaluation framework for communications work as part of the new Communications Strategy. This will allow us to begin to collect the relevant data by the end of the calendar year.

How much have we done and how well?

Metrics on communications activities will be part of our evaluation framework to be agreed by December 2022 and we will be in a position to begin measuring impact by the end of the calendar year.



Name of meeting: Cabinet
Date: 17th January 2023
Title of report: Report seeking approval for Kirklees' School Funding arrangements for financial year 2023-2024

Purpose of the Report

- To set out the Kirklees schools funding arrangements for 2023-24 in terms of:
 - a. Specific funding factors to be used and the relative weightings and values of the funding factors.
 - b. Exceptions applications to the Education & Skills Funding Agency (ESFA) and approvals given.
 - c. Central budget provision within the Dedicated Schools Grant Schools Block of funding, the Central School Services Block, and the Early Years Block.
 - d. De-delegation arrangements for mainstream maintained schools (De-delegated funds are a **deduction from a school's budget share** and are held centrally to fund relevant services. De-delegation can only apply to maintained primary and secondary school budgets for mainstream maintained schools)
- To request that the Cabinet approve the outline details of the Kirklees school funding formula for 2023-24 for submission to the Education and Skills Funding Agency (ESFA) by their deadline of 20th January 2023.

Key decision - 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, the schools funding distribution affects all schools in every ward in Kirklees
Key decision - is it in the Council's Forward Plan (key decisions and private reports)?	Yes Private report/appendix: No
The decision - is it eligible for "call in" by Scrutiny?	Yes
Date signed off by Strategic Director & name	Mel Meggs 5 th January 2023
Is it also signed off by the Service Director for Finance?	Eamonn Croston 4 th January 2023
Is it also signed off by the Service Director – Legal, Governance & Commissioning Support?	Julie Muscroft 29 th December 2022
Cabinet member portfolio	Cllr Carole Pattison - Learning, Aspiration & Communities. Cllr Viv Kendrick - Children (Statutory responsibility for Children) Cllr Paul Davies - Corporate

Electoral [wards](#) affected: All Wards

Ward councillors consulted: None

Public or private: Public

GDPR: There is no personal data contained within this report.

1. Summary

This report sets out the arrangements that have been consulted with School Forum and constituent groups for the funding of local schools and academies for the funding year 2023-2024. The main elements which require Cabinet approval are: -

- The specific funding factors to be used and the relative weightings and values of the funding factors.
- To note any exceptions applications to the Education & Skills Funding Agency (ESFA) and approvals given.
- Central budget provision within the Dedicated Schools Grant Schools Block of funding, the Central School Services Block, and the Early Years Block.
- De-delegation arrangements for mainstream maintained schools

2. Information required to take a decision

2.1 Background

Dedicated Schools Grant

2.1.1 Dedicated Schools Grant (DSG) is the funding that is provided to Councils to fund statutory school age education (4–16-year-olds). DSG funding is also provided in respect of children and young adults from birth to age 25 having Special Education Needs & Disability (SEND). The DSG also provides funding for free early education and childcare provision for 3- and 4-year-olds and for disadvantaged 2-year-olds. Councils are also allocated some DSG funding to pay for some of the statutory and regulatory duties they have for all pupils educated within the borough.

2.1.2 All four funding blocks within the Dedicated Schools Grant – Schools, High Needs, Early Years and Central School Services – are now largely determined by National Funding Formula (NFF) calculations.

Schools Forum and Council responsibilities for DSG

2.1.3 Every local authority is required to have a Schools Forum to act as the main consultative group on revenue funding issues affecting local schools and related providers. The Schools Forums (England) Regulations 2012 determine the role, powers and responsibilities of the Forum. The local authority proposes and decides upon the shape and effect of school funding arrangements on an annual basis but must consult with the Schools Forum about changes to be made. There is also a requirement to consult annually with the Forum on both High Needs and Early Years funding arrangements.

2.1.4 The Schools Forum also has some decision-making powers contained within the regulations. The local authority makes an annual proposal, ahead of the new financial year, setting out the central expenditures it plans to make from the Schools Block, the Early Years Block, and the Central Schools Services Block. (Central expenditure from the High Needs Block is formally a Council's executive decision).

The Forum then decides, through consultation with constituent groups, whether to accept, amend or reject proposals. Similarly, the Local Authority makes an annual proposal to the Forum, for the schools it maintains, to de-delegate funding from maintained mainstream primary and secondary schools to operate several central budget arrangements.

2.1.5 The maintained primary and secondary school representatives to the Forum decide on the arrangements that will apply for their phase (having consulted their constituencies). In cases where the Local Authority and the Forum cannot reach an agreement on central retention and de-delegation issues the Secretary of State for Education would adjudicate.

Formal submissions to the Education & Skills Funding Agency

2.1.6 Any exceptions requests seeking permission to make minor variations to the operation of the schools funding formula were made before the ESFA deadline of 18th November 2022 (see Section 2.3 below for more details).

2.1.7 The structure of the local 2023-24 schools funding arrangements and factor values used are required to be submitted to the ESFA by 20th January 2023, based upon a pupil dataset provided by the ESFA which is derived largely from October 2022 pupil census information. The Authority Pro Forma Tool (APT) return to the ESFA is required to show that political approval has been or will be secured for the funding allocations reported. The submission of the funding figures to the ESFA by 20th January 2023 must be regarded as an indicative return until political sign-off is achieved. If amendments are required a subsequent submission would have to be made.

Schools revenue funding issues for 2023-2024 discussed with Schools Forum and constituent groups

2.1.8 These included the following: -

- The changes made to the National Funding Formula for schools for 2023-2024.
- Central budget provision within the Dedicated Schools Grant funding blocks
- De-delegation arrangements for mainstream maintained schools
- High Needs Block funding
- Early Years Block funding

These topics are covered in more detail in sections 2.2 to 2.8 below, with the Forum's recommendations to Cabinet shown at section 3 below.

2.2 Transition Requirements to bring local formulae closer to the National Funding Formula (NFF) for Schools

2.2.1 Local authorities will be required to bring their own formulae closer to the schools NFF from 2023 to 2024. These requirements cover the following:

- Local Authorities will only be allowed to use NFF factors in their local formulae. This means that the looked after children (LAC) factor will no longer be an allowable factor.
- Local Authorities must use all NFF factors – except for the locally determined premises factors which remain optional. This means that local authorities will have to use all 3 deprivation factors (FSM [Free School Meals], FSM6 [Free School Meals Ever 6] and IDACI [income deprivation affecting children index]), as well as LPA [Low Prior Attainment], EAL [English as an Additional Language], mobility, sparsity and the lump sum.
- Local Authorities must move their local formula factor values at least 10% closer to the NFF, except where local formulae are already mirroring the NFF.
- Local Authorities must use the NFF definition for the English as an Additional Language (EAL) factor, although flexibility over the sparsity factor methodology will remain in 2023 to 2024.

2.3 Exceptions applications made to the Education & Skills Funding Agency (ESFA):

2.3.1 Local authorities can apply to the ESFA to use exceptional circumstances relating to school premises, for example rents, or joint-use sports facilities. Unavoidable rental costs for five schools have been submitted for approval based on the updated criteria confirmed by the ESFA.

2.4 De-Delegation Arrangements for Mainstream Maintained Schools (see Appendix C)

2.4.1 Annual proposals on de-delegation are made by the local authority to maintained primary and secondary schools. The ESFA only permits de-delegation against a number of specified headings. The maintained primary and secondary schools representatives to the Forum formally decide on de-delegation issues on behalf of their phase.

2.4.2 The de-delegated budget arrangements proposed for 2023-2024 are: -

- Schools contingency
- Free school meals eligibility checks
- Maternity, paternity and adoptive leave costs
- Trade union facilities time
- Public duties
- International new arrivals service
- School Improvement Commissioning

2.4.3 De-delegation arrangements for 2023-2024 for the maintained sector were consulted upon between 2nd December 2022 and 13th December 2022. Thirty two responses were received and these were considered by Forum members. [Please refer to Appendix C below for details of the 2023-24 de-delegation deductions].

Dedicated Schools Grant (DSG) Funding Settlement 2023-2024

2.5 DSG Schools Block

2.5.1 The 2023-2024 per pupil units of funding for the DSG Schools Block settlement are £4,892 (£4,686 2022-2023) per primary pupil and £6,344 (£6,016 2022-2023) per secondary pupil. These rates represent a 4.4% and 5.45% increase respectively on 2022-2023. The ESFA requires that at least 80% of this funding block is allocated via pupil-led factors.

2.5.2 The confirmed Schools Block allocation for Kirklees for 2023-2024 has increased by £17.0 million (£332 million in 2022-2023 to £349 million for 2023-2024) as below:

Kirklees Council - Dedicated schools grant (DSG) 2023/2024					
Total Primary Schools	Total secondary schools	Total Premises factor	Growth funding	Total schools block	Total schools block (After NNDR* deduction)
£179,653,199	£165,372,220	£5,773,745	£1,459,884	£352,259,048	£349,203,057

2.5.3 The Schools Block funding factors to be used in the 2023-2024 funding allocation to schools will largely be those prescribed by the National Funding Formula (see Appendix A below for a list of these funding factors and values).

*Newly implemented (1 April 2022) National Non Domestic Rates (NNDR) process for state funded schools also referred to as Business Rates.

2.5.4 The HM Treasury Autumn Statement 2022 announced that the core schools budget will increase by £2 billion in the 2023-2024 financial year, over and above totals announced at the Spending Review 2021. For Kirklees schools the indicative **Mainstream School Additional Grant (MSAG)** share totals £11.9 million.

Kirklees Council - Dedicated schools grant (DSG) 2023/2024		
Total schools block (After NNDR deduction)	Mainstream School Additional Grant (MSAG)	Total Schools Block (After NNDR deduction and including MSAG)
£349,203,057	£11,865,643	£361,068,700

2.5.5 On the 11th November 2022 School Forum agreed a Schools Block Transfer of £2.1million to High Needs to support a range of investment measures as part of the broader Kirklees SEND transformation and Safety Valve agenda.

2.6 High Needs Block Funding 2023-24

2.6.1 The settlement for 2023-2024 totals £63.1million, before deductions, as shown in the table below:

Kirklees Council High Needs DSG Block Allocation (16th December 2022)								
Total high needs block before additional funding and deductions	Additional high needs funding	Total high needs block before deductions	Mainstream Academies Pre-16 special educational needs places funded at £6,000	Special Academies Pre-16 special educational needs places	Special Academies Post-16 special educational needs places	Special Academies Pre-16 alternative provision places	Alternative provision academies and free schools Further education (FE) and independent learning provider(ILP) places	Total high needs block after deductions
60,111,522	2,975,131	63,086,653	624,000	1,630,000	240,000	1,040,000	3,282,000	56,270,653

2.6.2 Ongoing revisions to the national budget for the High Needs National Funding Formula have resulted in Kirklees being allocated £63.09 million for High Needs in 2023-2024 (**before deductions**) – a £6.82 million increase on 2022-2023 equivalent to a 12.13% increase.

2.6.3 The uncapped level of Kirklees' revised high needs NFF outcome is £68.59 million.

2.6.4 Following engagement with all schools, Schools Forum on 11th November 2022 agreed a funding transfer of £2.1million from the Schools Block to the High Needs block for 2023/2024. The intention is that the funding will support a range of investment measures as part of the broader Kirklees SEND transformation agenda.

2.6.5 The Council is now in the second year of the Safety Valve intervention programme, which offers support to Local Authorities with Large DSG Deficits. This is an ongoing process with periodic updates reported to Cabinet working alongside the ESFA.

2.7 Early Years Block Funding 2023-2024

2.7.1 The ESFA have announced that the early years entitlements block will receive a further £20million on top of the £180m of additional funding in 2023-2024 compared to 2021-2022 announced at the Spending Review.

2.7.2 The Early Years' National Funding Formula values have increased in comparison to 2022-2023. The majority of local authorities will receive a funding increase between 1% and 10% for the 2- year-old entitlement, and between 1% and 4.9% for the 3- and 4-year-old free entitlements compared to their 2022-23 rates.

2.7.3 In Kirklees, the hourly funding rates will increase by 6p an hour from £5.57 to £5.63 (1.1% increase) for the two-year-old entitlement and by 19p an hour from £4.61 to £4.80 (4.1% increase) for the three-and four-year-old entitlements. An additional 7p will be added to the three-and four-year-old rate for the teacher pay and pension grant bringing the rate to £4.87. This funding was previously allocated to maintained schools and academies with nursery provision to support increased costs associated with teachers pay and pension and will now be included in the three-and four-year-old entitlement base rates. Within the 2023-24 Early Years Block allocation there are some variations associated with changes to overall numbers of children.

2.7.4 Although this adds further investment to early years, Kirklees along with almost one third of other local authorities will still receive the lowest funding base rates for two, three-and four-year olds from April 2023.

2.7.5 Details of the consultation process and timeline regarding the early years funding formula proposals can be found in Appendix D. The main focus of the consultation will be how the funding that was previously allocated through teachers pay and pension grants will be distributed within the formula. Recommendations will be considered by the Early Years and Childcare Reference Group and School Forum in February before being finalised.

2.7.6 The total allocation of the Early Years block for 2023-2024 is £30.16 million. The ESFA allocations for 2023-24 are included in the table below:

Universal entitlement for 3 and 4 year olds	£17,564,202
Extended entitlement for 3 and 4 year olds	£7,631,310
Targeted entitlement for 2 year olds	£4,204,467
Early years pupil premium	£481,310
Disability Access Funding	£149,040
Maintained Nursery School Supplement	£126,027
Total	£30,156,356

Early Years Funding: 3–4-year-olds:

- 2.7.7 All 3 and 4 year olds are eligible to 570 hours each year of free early learning, usually taken as 15 hours each week during school term time, up to starting in school Reception. This is a universal entitlement for all children.
- 2.7.8 An additional 15 hours, referred to as the extended entitlement, is available to eligible working families with 3 and 4 year olds.
- 2.7.9 The Early Years National Funding Formula hourly rate for Kirklees in 2023-24 is £4.80 (£4.87 including £0.07 for the Teachers Pay and Pension Grants which have been added to the base rates).

Supplements and additional factors

- 2.7.10 The funding rate for the Early Years Pupil Premium will increase from £0.60 to £0.62 per hour per eligible child, and the Disability Access Fund from £800 to £828 per eligible child per year. The supplementary funding hourly rate for maintained nursery schools will also increase by £0.11.

Early Years funding for disadvantaged 2-year-olds

- 2.7.11 Eligible 2-year-olds are entitled to 570 hours each year of free early learning, usually taken as 15 hours each week during school term time.
- 2.7.12 The Early Years National Funding Formula hourly rate for Kirklees in 2023-2024 is £5.63.

2.8 Central School Services Block (CSSB)

- 2.8.1 Kirklees has been allocated £37.33 for every 4 to 16 year-old pupil attending schools and academies in the borough (an increase from the £35.07 rate received in 2022-2023). A sum of £170,000 is included in CSSB to reflect historic annual pension commitments charged to the DSG.
- 2.8.2 A breakdown of budget provision supported by the CSSB can be found at Appendix B below. A significant portion of the CSSB relates to funding for the range of statutory and regulatory duties (these used to be supported by Education Services Grant that ended in 2017) the Council has for all local pupils whether educated in maintained schools or academies.

2.8.3 The **Central School Services Block** within the DSG allocates funding to Councils for a range of statutory and regulatory duties relating to all pupils within the authority no matter what type of school they attend. Although this funding comes directly to the Council, Schools Forum has the responsibility for making an annual decision about the budget provision in response to local authority proposals. The allocation for 2023/2024 is shown below:

Kirklees Council Central school services block (CSSB) 2023/2024			
CSSB Unit of funding	Number of pupils	Historic commitments	Total central school services block
£37.33	62,791	£170,000	£2,513,989

3 Recommendations for the 2023-2024 DSG Schools Funding Formula from Kirklees School Forum

- 3.1 To note the ESFA-approved exceptions application.
- 3.2 To note the consultative process undertaken in collaboration with head teachers through the Kirklees Schools Forum to agree the details of the Kirklees funding formula.
- 3.3 To support the decisions, in principle, relating to central budgets and de-delegated budgets for 2023-2024.
- 3.4 To approve, in principle, the final details of the Kirklees' school funding formula for 2023-2024 submitted to the Education & Skills Funding Agency by the 20th January 2023 deadline.

4 Implications for the Council

- **Working with people**

The Schools Forum continues to support schools working collaboratively to effectively manage resources, particularly focussing on early intervention and prevention, reducing inequalities, and overcoming barriers to learning for children in their communities.

- **Working with Partners**

Through Schools Forum the Council works in partnership with local maintained schools, academies, and other providers to try to ensure the optimum distribution of dedicated schools grant within Kirklees. The Schools Forum includes representation from the Private, Voluntary and Independent nursery and childcare sector and post-16 provider representation.

- **Place-based working**

The schools funding allocation recognises that the needs of different communities within Kirklees vary widely. The allocation contains additional need funding factors to target support towards children from particularly disadvantaged backgrounds.

- **Climate Change and Air Quality**

There are no direct implications for climate change and air quality.

- **Improving outcomes for children**

Schools Forum seeks to ensure that the fairest approach to funding across the schools system is in place, particularly at a time when financial pressures for schools are increasing. Maximising resources for teaching and learning, alongside the role that schools play in supporting children and their families and the wider community is crucial in ensuring that children have the best start in life.

- **Other (e.g., Legal/Financial or Human Resources) Consultees and their opinions**

The schools system is funded by the Council's annual Dedicated Schools Grant funding allocation under section 14 of the Education Act 2002 and is managed in accordance with the Schools and Early years Finance (England) Regulations 2012 which, amongst other things, requires the Council to consult the Schools Forum on certain matters when determining the school funding formula for 2023-2024 and the terms and conditions of the ring-fenced grant. The council must consider the outcome and take into account the responses from the consultation before making any decision.

In carrying out its functions the council must comply with its Public Sector Equality Duty under section 149 Equality Act 2010 before exercising any decision on a particular policy or strategy namely it must have due regard to the need to eliminate unlawful discrimination ,harassment ,victimisation ;advance equality of opportunity between persons who share protected characteristics and those who do not , and foster good relations between those who share protected characteristics and those who do not.

5 Consultees and their opinions

The Education and Learning Partnership Board sits alongside Schools Forum as a consultative group. The two operate together in a complementary approach to work in partnership with our schools and settings. There are representatives from the school sector that sit on both the Education and Learning Partnership Board as well as Schools Forum. The work of each body is supportive of a single strategic oversight of the system.

Schools Forum consults with school groups through Kirklees High School Head teachers, Primary Head teacher groups and School briefings. Non-school members from the early years' private, voluntary, and independent sectors, trade unions, and the Post 16 sector ensure consultation and feedback from their representative groups. Current discussions are focussed on the decisions required by the ESFA for the funding year 2023-2024.

The Early Years and Childcare Reference group consists of representatives from all sectors of the childcare market. This group consider proposals for the Early Years Funding Formula and monitors spending of the Early Years Block. The views of this group are reported to Schools Forum.

The Portfolio Holder for Learning, Aspiration and Communities chairs the Education and Learning Partnership Board and attends Schools Forum. Updates for the Portfolio Holders for Children's Services are provided regularly.

6 Next steps and timelines

Schools Forum will continue to help shape schools funding arrangements at their meeting on 13th January 2023, prior to the deadline for submission of the school funding allocations for 2023-2024 to the ESFA on 20th January 2023.

Based on the ESFA funding timeline, it is expected that the local authority will inform maintained schools of their 2023-2024 budget shares by 28th February 2023. The ESFA will inform academies of their budget allocations for the academic year 2023-2024 by the 31st March 2023.

There will be a consultation with all early years providers in January about the 2023-24 Early Years local funding formula. Recommendations will be considered by the Early Years and Childcare Reference Group and School Forum in February before being finalised.

7 Officer recommendations and reasons

Members are asked to approve the following in accordance with the arrangements as set out in this report that have been consulted upon with School Forum for the funding of Local Schools and Academies for the funding year 2023-2024:

1. Approve Schools Forum recommendations following the consultative process undertaken in collaboration with head teachers, through Schools Forum, to determine the ongoing local approach to the distribution of DSG Schools Block funding for 2023-2024.
2. Note the exceptions application made to the ESFA and subsequently approved.
3. Approve the submission of the schools funding formula to the ESFA for 2023-2024.

4. Approve proposals for central budgets and de-delegated budgets 2023-2024 as set out in this report and the accompanying Appendices.

8 Cabinet portfolio holder's recommendations

I recommend to cabinet that the officers recommendations above, in paragraph 7, should be accepted. In doing so I have to thank officers and members of the School Forum for the hard work that has gone into producing this set of budget proposals over the last few months.

Whilst it may appear that the Government has recognised the needs of schools in its Budget settlement of the 16th December 2022 by providing an increase in the overall DSG of 6.5% it must also be recognised that schools and settings have not only been affected by the cost of living crisis and increased fuel bills in particular but this increase comes after 12 years of cuts in schools budgets. So, whilst the recognition that education is important and that schools cannot face any further reductions, in real terms, this increase to their budgets is to be welcomed. However, it does not unfortunately make up for the historic reduction in budgets.

This is particularly so in Kirklees where our High Needs Deficit has been growing year on year due to under-funding despite the welcome inclusion on the Safety Valve programme. Our early years sector is also one of the lowest funded sectors in the country despite high levels of need.

This year we are also having to transition closer to the NFF in the way in which we apportion this funding between schools which means that we are unable to recognise the needs of Care Leavers in our system, for instance. There is now less flexibility to use local discretion to deal with exceptional circumstances. This central control over school finances also means that as a local authority we are not as able as we have been in the past to provide support to maintained schools where improvement is needed.

However, I look forward to working with all schools in Kirklees to provide the best possible education for our children despite continuing budget pressures for the foreseeable future.

9 Contact officer:

David Baxter
Finance Manager (Schools)
01484 221000
david.baxter@kirklees.gov.uk

10 Background papers and history of decisions

The following key reference documents are available on the GOV.UK website. Other, related documentation is also available on these web links.

1. Schools Funding 2023-2024

[Pre-16 schools funding: local authority guidance for 2023 to 2024 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024)

2. Early Years Funding 2023-2024

[Early years funding: 2023 to 2024 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/early-years-funding-2023-to-2024)

3. High Needs funding 2023-2024

[High needs funding arrangements: 2023 to 2024 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/high-needs-funding-arrangements-2023-to-2024)

4. A link to the Cabinet report on the Kirklees Schools funding formula for the previous year, 2022-2023 is provided below.

https://democracy.kirklees.gov.uk/documents/s44558/School_Funding_arrangements_for_financial_year_2022-23.pdf

5. Changes to Business Rates Payment Process for Schools

[Change to the business rates payment process for schools: guidance for billing authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/change-to-the-business-rates-payment-process-for-schools)

11 Service Directors responsible

Jo-Anne Sanders
Service Director - Learning & Early Support
Directorate for Children and Young People
Civic Centre 3
01484 221000
jo-anne.sanders@kirklees.gov.uk

Eamonn Croston
Service Director, Finance
Civic Centre 3
01484 221000
eamonn.croston@kirklees.gov.uk

Appendix A: National Funding Formula factor values 2023-2024

Funding factor	NFF values per pupil 2023-2024
Primary basic per pupil	£3,394
Key Stage 3 per pupil	£4,785
Key Stage 4 per pupil	£5,393
Primary Free School Meals Ever 6	£705
Secondary Free School Meals Ever 6	£1,030
Primary current Free School Meals	£480
Secondary current Free School Meals	£480
Primary IDACI Band F	£230
Primary IDACI Band E	£280
Primary IDACI Band D	£440
Primary IDACI Band C	£480
Primary IDACI Band B	£510
Primary IDACI Band A	£670
Secondary IDACI Band F	£335
Secondary IDACI Band E	£445
Secondary IDACI Band D	£620
Secondary IDACI Band C	£680
Secondary IDACI Band B	£730
Secondary IDACI Band A	£930
Primary Pupil Mobility	£945
Secondary Pupil Mobility	£1,360
Primary English as an Additional Language	£580
Secondary English as an Additional Language	£1,565
Primary low prior attainment	£1,155
Secondary low prior attainment	£1,750
Minimum per pupil check Primary	£4,405
Minimum per pupil check Secondary	£5,715
Primary Sparsity	£56,300
Secondary Sparsity	£81,900
School Lump Sum	£128,000

**Appendix B: Dedicated School Grant: Central Budget Retention 2023-2024
[for mainstream maintained schools and academies]**

1) Growth funding within the Schools Block

Budget provision	£	Notes
Pupil Growth Fund	600,000	Supports mid-year basic need pupil growth of sufficient scale to trigger a new class arrangement. Also supports schools struggling to meet the KS1 class size regulation. PGF is only allocated where a school cannot address the issue from its own budget resources
Future pupil growth	600,000	The Schools Block allocation includes an element of funding towards the cost of future pupil growth within the system. For 2023-2024, the balance of the growth funding needs to be retained by the LA to support those schools in the system affected by planned changes to address demand for pupil places in the area, e.g., new schools growing by one year group per annum, schools asked to vary their admission number to take in additional pupils in a 'bulge' class arrangement.
TOTAL	£1,200,000	

2) The Central School Services Block (CSSB)

Budget provision	£	Notes
Servicing of Schools Forum	32,600	
Pupil Admissions Service	396,800	
School Organisation & Planning	137,900	
Finance Support Costs	12,100	
Payroll Support Costs	14,700	
Personnel Costs	8,400	
School Reorganisation Support	307,300	
Historic DSG pension commitments	170,000	
Former Teachers Pay & Pension Grant funding in respect of centrally employed teachers	38,200	
National Copyright Licence charge	386,833	Forum approval not required.
Per pupil allocation to the Council in respect of statutory and regulatory duties for all children in Kirklees	1,009,156	
TOTAL	2,513,989	

3) Funding retained within the Early Years Block

Budget provision	Proposed £	Notes
Early Learning and Childcare	£614,300	Free Early Education, Childcare Sufficiency and Early Years Outcomes Teams – funding to providers, free entitlement place sufficiency, supporting standards of delivery
Back office / management costs	71,200 £74,800	Finance, payroll, HR, Legal, IT etc
Inclusion Support	40,400 £42,400	Contribution to the Inclusion Officer team
Miscellaneous	12,000 £12,600	Contribution to admissions, maternity, union duties etc
TOTAL	£708,600 £744,100	

£708,600 is currently retained to fund quality improvement, administration costs associated with delivery of the free entitlements and SEN support. Kirklees retains approximately 2.5%, see table above. Local Authorities are permitted to retain up to 5% of the Early Years budget. The retention amount has remained the same since the introduction of the early years formula in 2017 with no adjustments for inflation, a 5% uplift will be applied in 2023-24 for increases to pay and pension costs.

Appendix C: De-Delegation 2023-2024 [Maintained Mainstream Schools only]

Budget	Primary per pupil	Secondary per pupil	Notes
School Contingency	£13.95	£17.48	Used to correct funding errors, support schools facing emergencies, pick up costs it would be unfair to ask schools to meet, one-off financial interventions in schools in financial difficulty to help them secure necessary savings.
Free school meals eligibility checks	£1.08	£1.35	Customer & Exchequer service checks to identify children eligible to claim free school meals – helps schools maximise their deprivation-related funding
Maternity, paternity, and adoptive leave	£30.79	£30.79	Central payment of salary costs during these leave periods so the school only pays the replacement costs
Trade union facilities time	£6.01	£0.00	Pays for the release from schools of local TU officials to manage casework (competence, attendance, disciplinary etc) involving school staff
Public duties	£0.17	£0.21	School cover costs re staff on jury service, appearing as witnesses in court proceedings, serving as magistrates, serving as governors at another school etc
International new arrivals	£1.66	£2.08	Support to schools dealing with language-related issues of children admitted from different parts of the world
School Improvement Commissioning	£4.73	£12.61	Supports improvement interventions in schools – appropriate support to schools for the cost of implementing improvement action plans, brokering school-to-school support by meeting the cost of releasing staff from other schools to work with the school in need of support.
TOTALS	£58.39	£64.52	

Appendix D: Meeting Schedule

Consultation meetings with Schools Forum, Headteacher groups and Early Years Providers

Schedule

Consultation focus	Meetings	Meeting date	ESFA response date
Schools block, High Needs and Central schools services block Implications of National Funding Formula for the Council and schools from 2023-2024	Consultation & Engagement with schools	19 th October 2022 engagement session for Block Transfer and w/c 5 th December 2022 consultation for De-delegations.	20 th January 2023
	Schools Forum	13 th January 2023	
	Schools Funding paper to Cabinet	17 th January 2023	
Early years block	Online survey	January 2023	28 th February 2023
	Virtual briefing sessions	January 2023	
	Early Years and Childcare Reference group	February 2023	
	Schools Forum	February 2023	



Name of meeting: Cabinet

Date: 17 January 2023

Title of report: Making changes to provision for pupils with Special Educational Needs - final decision report

Purpose of report: This report seeks a final decision on proposals to establish Additionally Resourced Provision at three maintained schools on the Netherhall Learning Campus and to remove other registered Additionally Resourced Provision, which has not been operational for two years due to an alternative localised delivery model.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards? Decisions having a particularly significant effect on a single ward may also be treated as if they were key decisions.	Yes – this will have a significant effect on two or more electoral wards because of the reach of SEND provision.
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)?</u>	Key Decision – Yes Private Report/Private Appendix – No
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Strategic Director</u> & name	Mel Meggs – Director of Children’s Services – 03/01/2023
Is it also signed off by the Service Director for Finance?	Eamonn Croston – Service Director for Finance – 06/01/2023
Is it also signed off by the Service Director for Legal Governance and Commissioning?	Julie Muscroft – Service Director for Legal, Governance and Commissioning – 06/01/2023
Cabinet member portfolio	Cllr Carole Pattison – Learning, Aspiration and Communities Cllr Viv Kendrick – Children’s Services

Electoral wards affected: All

Ward councillors consulted: SEND provision serves children from across the district. All Ward Councillors have had the opportunity to engage with and respond to a non-statutory consultation about proposed new Additionally Resourced Provision across Kirklees and to comment on the specific changes to Additionally Resourced Provision proposed at Netherhall Learning Campus during a statutory representation period.

Public or private: Public

Has GDPR been considered? Yes

1 Summary

1.1 Linked to the Kirklees SEND Transformation Plan, a first phase of proposals was published in a non-statutory consultation to establish six new Additionally Resourced Provisions and remove an unused provision.

1.2 Different processes are required for Academy proposals and Maintained school proposals. This report requests Kirklees Cabinet consider a final decision on the proposals for maintained schools where they are the decision maker.

1.3 On 31 October 2022 the LA (“the Proposer”) published statutory proposals to:

- Establish new Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School as follows:
 - Netherhall St James CE (VC) Infant and Nursery School – up to 12 Places
 - Netherhall Learning Campus Junior School – up to 12 Places
 - Netherhall Learning Campus High School – up to 20 Places
- Remove the Additionally Resourced Provision for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School.

1.4 This report sets out the statutory process that has been undertaken by the Proposer and the rationale for these proposals. It details the outcome of the formal representation period and gives Officer recommendations.

2 Information required to take a decision

2.1 Background information

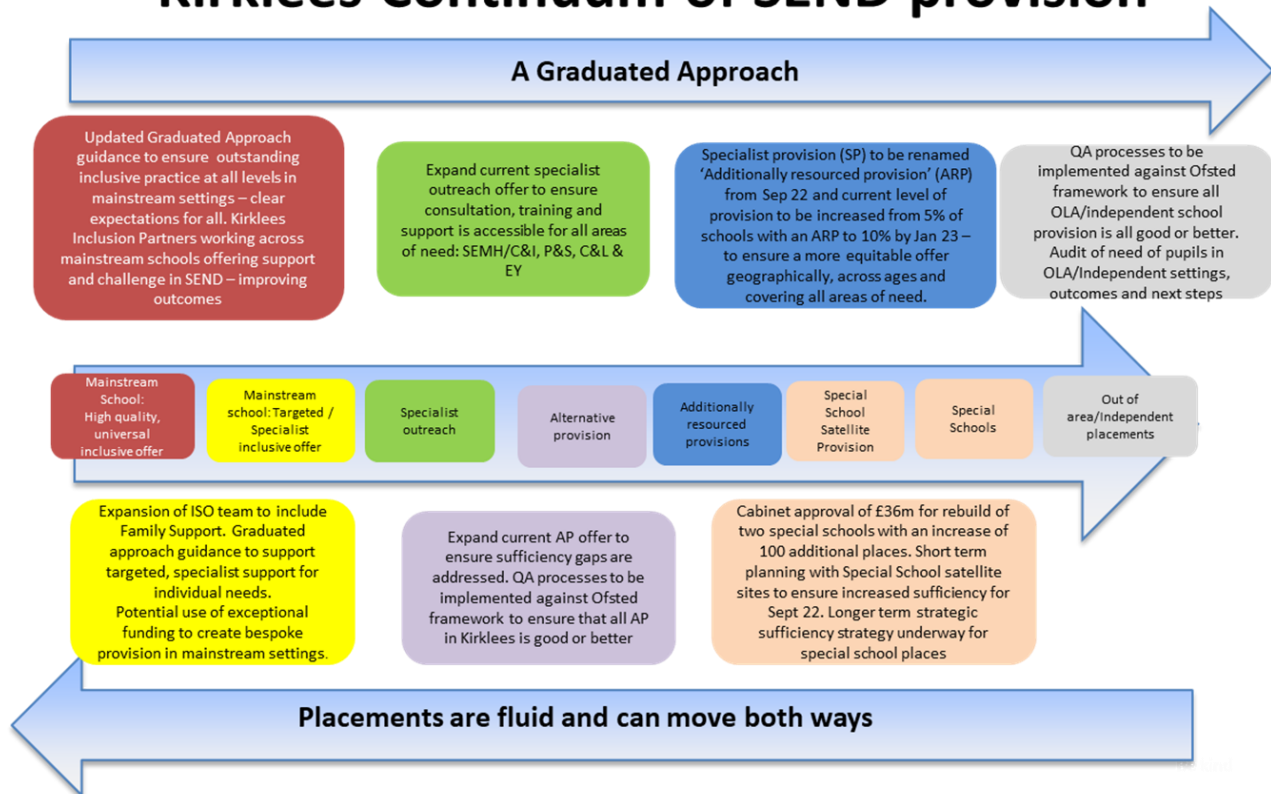
Our vision for children and young people in Kirklees is that they have the best start in life. Our aspirations for children and young people with SEND are no different to those we hold for all children.

Our partnership across Education, Health and Social Care aims to improve the lives and life chances of children and young people (aged 0-25) with SEND. We will achieve this through delivering our SEND Transformation Plan which focuses on early identification of needs, key strategic investment to flexibly increase capacity

and sufficiency, effective transitions for our children as they grow, and a focus on inclusivity across all our settings and provision.

A key strand of the SEND Transformation Plan is 'Commissioning and Sufficiency', which includes improving local sufficiency of places across a graduated approach model including Additionally Resourced Provision.

Kirklees Continuum of SEND provision



2.2 What is Additionally Resourced Provision (ARP)?

An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). Many children and young people with SEND can achieve excellent outcomes when attending mainstream provision. ARPs receive additional funding, which means they can offer additional support and resources for the pupils who attend the provision offering:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

Admissions to the ARPs follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

2.3 Our existing ARPs

We already have Additionally Resourced Provisions in Kirklees (until recently, known as specialist provisions). The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

Currently we have nine ARPs hosted at mainstream schools in Kirklees. This equates to around 5% of our schools. The greatest proportion of provision is located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. There are no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.

2.4 The proposals for new ARPs

Working in partnership with our schools, we identified a first phase of proposals intended to increase the number and geographical spread of ARPs. We have more schools who have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be subject of a future consultation.

Table 1. Proposed new ARPs – Phase one.					
Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
Social, Emotional and Mental Health Needs					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	

Complex Communication and Interaction Needs					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North. Proposals deliver provision in Central Kirklees. Proposals also deliver primary through to secondary provision on one central site.
Netherhall Learning Campus Junior School	Primary	Maintained	12		
Netherhall Learning Campus High School	Secondary	Maintained	20		
Cognition and Learning					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

* Technically South in terms of school organisation but relatively central by distance

There is also a proposal to remove the registered ARP for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School. These ARPs have not been operational for two years due to a lack of demand for places.

2.5 The statutory process

The process differs depending on whether a school is an academy or is maintained by the local authority.

For Beaumont Primary Academy, Carlinghow Academy and Old Bank Academy, the proposals require a significant change business case to be submitted by the relevant Academy Trust to the Regional Department for Education (previously known as the Regional Schools Commissioner). At the time of writing this report, significant change business cases have been received by the Regional Department for Education from two of the Academy Trusts, with the third expected to follow in due course. The decision maker for these three proposals is the Regional Department for Education Director, therefore the remainder of this report will not apply to these proposals.

For Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School, School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, require a statutory process set out by law be followed for establishing, removing, or altering special educational needs provision at a mainstream school.

The Department for Education (DfE) publish Guidance for such changes, ‘Making significant changes (‘prescribed alterations’) to maintained schools: Statutory guidance for proposers and decision-makers - October 2018 (Appendix 6). Table 2 sets out who can propose to establish, remove, or alter SEN provision and what process must be followed:

The regulations state that because Netherhall St James CE (VC) I & N School is a Voluntary Controlled school, and both Netherhall Learning Campus Junior School and Netherhall Learning Campus High School are Community schools, Kirklees Council can propose these changes. As long as published proposals are determined within two months of the end of a statutory representation period, the LA is the decision-maker.

Table 2. Netherhall Learning Campus schools				
Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Establish or remove SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary or foundation	Establish or remove SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

The DfE Guidance explains that, as the proposer, the LA must follow the four-stage statutory process set out in Table 3:

Table 3. Stages of the statutory process			
Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal/notice)		
Stage 2	Representation (formal consultation)	Must be 4 weeks	As set out in the ‘Prescribed Alterations’ regulations
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator	Any appeal to the adjudicator must be made within 4 weeks of the decision
Stage 4	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications agreed by the decision maker

2.6 Non Statutory Consultation

The DfE Guidance states that ‘Although there is no longer a statutory ‘pre-publication’ consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will consult interested parties in developing their proposal prior to publication, to take into account all relevant considerations’ (page 26).

A four-week non-statutory consultation took place between 24 June 2022 and 22 July 2022, to seek the views of parents/carers, school staff, professionals, ward members, wider community stakeholders and other interested parties. The consultation document can be found at Appendix 1.

On 23 September 2022, the non-statutory consultation outcomes report was published on the Council’s external website (SOAG Appendix A). Key stakeholders were notified and sent a link to the report. On 20 October 2022 the Strategic Director for Children’s Services, having been given delegated authority to do so by Kirklees Cabinet on 26 July 2022, agreed to proceed with the next stage of the statutory process and the publication of the related statutory notice and proposals for the Netherhall Learning Campus schools.

2.7 Publication

The statutory notice (SOAG Appendix D) and proposals (SOAG Appendix E) for the Netherhall Learning Campus schools were published on 31 October 2022. The representation period commenced on this date and ended on 28 November 2022, therefore lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

2.8 Representations received about the proposal

No representations were received during representation period.

2.9 Decision - the role of the Kirklees School Organisation Advisory Group (SOAG)

The LA is the primary Decision Maker for school re-organisation proposals relating to maintained schools, 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 12 September 2007 to advise the Cabinet on school organisation decision-making matters. The constitution and purpose of SOAG is attached at Appendix 2. SOAG exists to provide advice to Cabinet, but Cabinet is the decision-maker

2.10 Review of the statutory process

Kirklees SOAG met on 9 December 2022 to consider the statutory process and representations on the proposals and to formulate advice for Cabinet as decision-maker. The notes of the meeting are attached at Appendix 3, along with the SOAG

checklist (Appendix 4) and DfE decision-making factors document (Appendix 5) which were completed by the LA as the Proposer. All appendices and supporting documents provided by the LA for SOAG are also included with this report.

2.10.1 Statutory process check by SOAG

The LA submitted a completed checklist in relation to the process it had undertaken (Appendix 4). At the meeting, the processes that were followed in relation to the proposals were checked alongside appropriate evidence that each aspect of the process had been completed.

2.10.2 SOAG conclusions about the statutory process

Following the process check, it was concluded that the statutory notice, statutory proposal, and statutory process were valid and within time limits.

- SOAG unanimously agreed that the statutory process had been followed.
- SOAG requested Officers consider how they could represent the views of children in future consultations.
- Subject to some minor amendments, SOAG agreed that there was evidence available in the documentation presented to demonstrate that the appropriate factors for decision making had been considered and addressed.
- Cabinet is able to reach a decision regarding the proposals.

Officers would, therefore, prepare a Cabinet report within 2 months of the end of the statutory four-week representation period, which ended on 28 November 2022, for Kirklees Council Cabinet to make a decision about the proposals.

The minor amendments referred to above are recorded in the notes of the SOAG meeting (Appendix 3) and have been addressed in the details contained within this cabinet report.

2.10.3 SOAG review of the proposal and representations using the DfE Statutory Guidance for Decision Makers.

Factors to be considered in making the decisions about the statutory proposal.

To support decision-making by Cabinet, a range of factors have to be considered. These factors are derived from the guidance issued by the Department for Education. 'Making significant changes ('prescribed alterations') to maintained schools - Statutory guidance for proposers and decision-makers, October 2018' (Appendix 6).

The factors can vary depending upon the nature and type of proposal. A template was completed by the LA and included a rationale for the proposals against each of the factors for decision-making. The completed template can be found at Appendix 5.

The relevant factors for decision-making in relation to these proposals are:

- Representation (Formal Consultation) and Decision
- Education Standards and Diversity of Provision
- Equal Opportunity Issues
- Community Cohesion

- Travel and Accessibility
- Funding
- Right of Appeal Against a Decision
- Implementation
- School Premises and Playing Fields

At the meeting on 9 December 2022, SOAG examined the rationale for the proposals against each of the above factors. Several points of clarification were sought, and additional information was requested from the LA. These are detailed in the notes of the meeting (Appendix 3).

2.10.4 SOAG conclusions for decision makers

SOAG agreed that:

The statutory process had enabled a detailed presentation of the statutory proposals for Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School.

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

- To remove five transitional places for children with Physical Impairment.

Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School

- To establish new Additionally Resourced Provision for children with Complex Communication and Interaction needs.

The rationale for the proposals had been clearly articulated against the factors in the decision maker's guidance.

2.10.5 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 Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School can be considered for approval for the following reasons (see Appendix 3).

2.11 Consideration of Consultation and Representation Period

Decision-makers will need to be satisfied that the appropriate fair and open local consultation and/ or representation period has been carried out and that the

proposer has given full consideration to all the responses received. Decision-makers should not simply take account of the number of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected school(s).

No representations received.

SOAG did note that formal consultation with pupils had not taken place. Whilst this does not prevent compliance to the statutory process, SOAG members expressed the importance of understanding the views of children and urged officers to consider this in future consultations.

2.12 Education Standards and Diversity of Provision

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

No representations received.

Officer advice: The proposals to establish new Additionally Resourced Provision (ARP) at Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School form part of the first phase of proposals that are intended to increase the number and geographical spread of ARP provision across Kirklees. Creating more provision within Kirklees will ensure there is sufficient capacity to meet need locally wherever possible, reducing travelling times for pupils by enabling them to access suitable provision closer to home. The phase one Academy proposals and proposals in future phases of expansion will each contribute to increasing the number and geographical spread of spread of ARP provision across Kirklees.

Many children and young people with additional needs achieve positive outcomes when they attend an ARP in a mainstream school. This gives children and young people the opportunity to work in a smaller, more nurturing environment as needed, with access to specialist teaching, support staff and resources. In addition, mainstream schools with ARPs on site can benefit across the school from the enhanced specialism in their staff teams, enabling the wider school to access more specialist training and resources.

The proposal to remove the ARP for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School has been made following careful needs analysis to consider what sort of provision there is current need and demand for across Kirklees. This is primarily in the areas of Social, Emotional and Mental Health (SEMH) and Complex Communication and Interaction (CCI) needs.

The existing ARP for Physical Impairment has not had any pupils attending or any new referrals for three years now. The original provision was set up for five pupils, on “transitional” places (short term) but was never full.

Children with a physical disability should be able to attend their local mainstream school, with their peers. In line with parental preference, Kirklees Council supports schools to make adaptations to their buildings and environments, where needed, to ensure they are fully inclusive.

Over the last three years a highly successful Outreach Service has been developed for pupils with Physical needs. The service works closely with children, families and schools across Kirklees to ensure mainstream schools are accessible and children and young people are able to be successful. With the success of this team, a separate provision for pupils with physical disabilities is no longer required, hence why it is no longer in use. Despite the removal of these five transitional places for Physical needs, overall the proposals for new ARP will result in 39 more places for children with SEND on the Netherhall Learning Campus (and 79 more places if all the phase one proposals are taken into account).

2.13 Equal Opportunity Issues

The decision-maker must comply with the Public Sector Equality Duty (PSED), which requires them to have 'due regard' to the need to:

- *eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;*
- *advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and*
- *foster good relations between people who share a relevant protected characteristic and people who do not share it.*

No representations received.

Officer advice: An integrated impact assessment was undertaken in July 2022 and updated in November 2022.

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

These changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals will result in an increase in Additionally Resourced Provision.

The lack of take up of transitional places for children with physical needs in the existing ARP at Netherhall St James CE (VC) I & N School and Netherhall Learning Campus Junior School is because parents and carers have preferenced their local mainstream school. In line with parental preference, the LA supports schools to make adaptations to their buildings and environments, where needed, to ensure they are fully inclusive. The LA has developed a highly successful Outreach Service for pupils with physical needs. The service works closely with children, families and schools across Kirklees to ensure mainstream schools are accessible and children and young people are able to be successful. It is considered, therefore, that these proposals have no negative impact from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposals for the Netherhall Learning Campus, which aim to increase the number of ARP places for children with Complex Communication and Interaction

needs across all three schools, will ensure there is sufficient capacity to meet children's needs locally wherever possible and enable positive outcomes.

2.14 Community Cohesion

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 groups within the community.

No representations received.

Officer advice: It is considered that there is no adverse impact upon community cohesion as a result of these proposals for the Netherhall Learning Campus. All three schools would continue to provide nursery, primary and secondary education to the communities that presently they serve.

Having children with special educational needs in mainstream schools promotes and builds inclusive attitudes at a wider level, where diversity and difference are understood and welcomed through enabling all children to become mindful of the needs and requirements of those around them regardless of ability, need or background.

2.15 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.

No representations were received.

Officer advice: The greatest proportion of Additionally Resourced Provision is currently located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending an ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. One of the cornerstones of the SEND transformation plan is creating more provision within Kirklees to ensure there is sufficient capacity to meet need locally wherever possible. This and further phases of ARP expansion are intended to increase the number and geographical spread of ARP provision and a key outcome of this will be to reduce journey times.

These proposals for Netherhall Learning Campus schools will deliver primary through to secondary provision on the same site for children with Complex Communication and Interaction needs. Currently the only ARP for primary age children that specialises in CCI needs is located in north Kirklees. Netherhall Learning Campus is situated in central Kirklees so this choice of location for a new ARP will reduce travelling times for some pupils by enabling them to access suitable provision closer to home.

The aspiration for our SEND strategy is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, we will contribute to the Council's net zero ambition.

2.16 Funding

The decision-maker should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. Trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

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.

No representations were received.

Officer advice: Revenue to support the start-up and continued expenditure required to staff and operate the proposed new ARP at Netherhall Learning Campus will be provided by the High Needs Block of the Dedicated Schools Grant.

A capital budget has been allocated to the programme of establishing additional ARPs. It is expected that a portion of this budget will be used to ensure existing spaces which are available in each school are adapted, as needed, to ensure there is an environment suitable to support the specific needs of the children attending the provision. This will for instance include access to a safe outside area.

There are no costs associated with the proposal to remove the Additionally Resourced Provision for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School. Resources have already been reallocated to support a highly successful Outreach Service.

2.17 Rights of Appeal Against a Decision

The following bodies may appeal to the Schools Adjudicator against a decision made by the LA decision-makers, within four weeks of the decision being made:

- *The local Church of England diocese;*

- *The local Roman Catholic diocese; and*
- *The governors and trustees of a foundation, foundation special or voluntary school that is subjected to the proposal.*

On receipt of any appeal, a LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjustor.

No representations received.

Officer advice: As Netherhall St James CE (VC) I & N School is a voluntary controlled school, the Church of England diocese or the school's governing body have a right of appeal to the Schools Adjudicator against a decision made by the decision-makers.

2.18 Implementation

The proposer must implement a proposal in the form that it was approved, taking into account any modification made by the decision-maker.

No representations received.

Officer advice: Implementation will take into account any modifications made by the decision-maker, if applicable.

2.19 School Premises and Playing Fields

Under the School Premises (England) Regulations 2012, all schools maintained by local authorities 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.

No representations received.

Officer advice: The ARP proposals are for existing schools that already have access to outdoor space. The Council has a modest capital budget available to adapt and enhance school premises and outdoor spaces as required to ensure they are suitable and safe for all pupils.

3 Implications for the Council

3.1 Working with People

In establishing a Kirklees SEND Transformation Plan we recognise that delivering the best outcomes for all our children with SEND is a significant challenge which many authorities and partners face. Our plan outlines how we approach these challenges and the opportunities there are to improve our work. It has a focus on outcomes for people. We will concentrate our energy and resources on the things that make a difference to people's lives.

With a focus on early intervention and supporting co-production and design, the approach we are developing illustrates our organisational commitment to working with families, partners, stakeholders and communities. This is highlighted in the development and agreement of a shared set of 'Inclusive Ambitions' across the Kirklees SEND partnership.

Integral to those ambitions and our approach is working with, not 'doing to' our children, young people and families - ensuring voices are heard and valued and views are used to shape provision and support. We want to create a truly person-centred approach to supporting children and young people and their families with a commitment of: "No decision about me is made without me."

In producing change and transformation of outcomes, we are seeking to improve the life experiences and chances of a cohort of young people who consistently benchmark below their peers in relation to educational attainment and employment prospects. Should the proposals in this report be approved, we are committed to working with our families as we progress the delivery of the ARPs.

We commissioned an external review of Specialist Provision which sought the view of parents and other interested parties. The outcome of this has informed the proposals in this report.

3.2 Working with Partners

The transformation of the SEND system to deliver better outcomes and on a sustainable financial basis is reliant on a strong partnership approach with Kirklees internal and external partners.

This opportunity for increased ARPs for Kirklees children and young people cannot be realised without good relationships and collaboration with our education providers, local elected members and communities. Working in partnership with the Federated Governing Body of Netherhall Learning Campus and senior school staff has been key to the specific proposals in this report. Ensuring that we maximise opportunities for the next stages to be shaped by partners will be crucial to ensure that services are joined up and well understood.

3.3 Place Based Working

One of the cornerstones of our SEND Transformation Plan is building provision within Kirklees to ensure there is sufficient capacity locally to meet need wherever possible. We recognise that some children may need to receive support outside of Kirklees, but we want to ensure that is kept to a minimum through better integration of provision and support across partners.

We are passionate about ensuring services are accessible to our Children and Young People and their families and plan to move towards a place-based approach of joined up working with services across Education, Health and Care.

These proposals would take us one step further as we continue to expand the number of ARP places and their geographical spread across Kirklees.

3.4 Climate Change and Air Quality

The aspiration for our SEND strategy is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, we will contribute to the Council's net zero ambition.

The central location of the proposals in this report would take us one further step forward with these aspirations.

3.5 Improving outcomes for children

The whole of the SEND Transformation Plan focuses on improving outcomes for children. The proposals in this report are integral to successful achievement of our ambition.

Across the partnership, Kirklees have taken significant action to improve SEND services for children and young people aged 0 to 25. This is now captured as part of a clear Inclusion strategic plan.

With the development of our 'Inclusive Ambitions', the direction for us is to work towards shared vision and equal partnership with a clear pathway of improvement across a range of partners, striving for the best outcomes for children and young people with SEND. In modelling the proposals, meeting the needs of children and young people and their preparation for adulthood, has been our key underlying principle and is intrinsic in the proposed delivery of Additionally Resourced Provision.

'Our Kirklees Futures' is our Learning strategy which describes our ambitions for learners in Kirklees. From engagement, three 'obsessions' emerged that would be our areas of relentless focus:

- Inclusion: Children, young people and learners of all backgrounds learn and grow side by side, to the benefit of all.
- Resilience: The ability and support to overcome adversity.
- Equity: Everyone gets the support they need

These obsessions are at the heart of everything we do when planning services for education of children and young people.

3.6 Financial implications for the people living or working in Kirklees

Providing suitable school places nearer to where families live not only supports place-based working and outcomes for children, but it can also save families time and money because they can travel smaller distances to school events such as parents' evenings.

3.7 Other implications

An integrated impact assessment was undertaken in July 2022 and updated in November 2022. It is considered that there are no adverse impacts arising from the proposals under this duty.

These changes are necessary to continue to improve service delivery and outcomes for children and young people. A positive impact is therefore expected as a result of increasing the number of Additionally Resourced Provision places available.

4 Consultation and Engagement

A four-week non-statutory consultation took place between 24 June 2022 and 22 July 2022, to seek the views of parents/carers, school staff, professionals, ward members, wider community stakeholders and other interested parties. The consultation document can be found at Appendix 1. On 23 September 2022, the non-statutory consultation outcomes report was published on the Council's external website (SOAG Appendix A).

On 31 October 2022 statutory proposals were published on the Council's website and statutory notices were published in the local press and shared widely with stakeholders. Comments or objections to the proposals could be made in writing by post or via email until 28 November 2022.

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

5 Next steps and timelines

Cabinet are required to make a decision on these statutory proposals within 2 months of the end of the representation period, i.e., no later than 28 January 2023, or the proposal must be referred to the Schools Adjudicator for determination.

As Netherhall St James CE (VC) I & N School is a voluntary controlled school, the Church of England diocese or the school's governing body have a right of appeal to the Schools Adjudicator against a decision made by the decision-makers.

If Cabinet approves these proposals, officers will support and work with the federated governing body of Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High 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 for Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School in line with the timelines in this report.

6 Officer recommendations and reasons

It is recommended that Cabinet:

- notes the advice of Kirklees SOAG that the proposals for Netherhall St James CE (VC) I & N School and Netherhall Learning Campus Junior School to remove the provision of five transitional places for children with Physical Impairment and for new Additionally Resourced Provision to be established at Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School for children with Complex Communication and Interaction needs are valid and that the required statutory processes have been carried out.
- agree that in their role as decision-makers, they will take the decision regarding the proposals within the statutory time period.
- acknowledge the outcomes and recommendations of the Kirklees SOAG meeting on 9 December 2022 and the associated officer recommendations for the proposals.
- note the financial implications of approving the proposals
- 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.

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

- Establish new Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School as follows:
 - Netherhall St James CE (VC) Infant and Nursery School – up to 12 Places from 17 April 2023
 - Netherhall Learning Campus Junior School – up to 12 Places from 1 September 2023
 - Netherhall Learning Campus High School – up to 20 Places from 17 April 2023
- Remove the Additionally Resourced Provision for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School from 31 January 2023.

The proposals should be approved for the following reasons:

- To deliver Additionally Resourced Provision (ARP) for Complex Communication and Interaction (CCI) needs in central Kirklees. CCI is an area of need where demand is growing. Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools in provision that is designed to offer specialist and targeted support for children with special educational needs and disabilities (SEND). These proposals for Netherhall Learning Campus schools will deliver primary through to secondary provision on the same site for children with CCI needs. Currently the only ARP for

primary age children that specialises in CCI needs is located in north Kirklees. Netherhall Learning Campus is situated in central Kirklees so this choice of location for a new ARP will reduce travelling times for pupils by enabling them to access suitable provision closer to home.

- To increase the amount of Additionally Resourced Provision within Kirklees to meet the specific needs of some learners. These proposals will have a positive impact across the school system, enabling children with complex SEND, who may not currently be having their needs fully met in their mainstream setting, to access specialist ARP where required. In addition, the host schools will benefit from internal expertise to support the continued development the wider staff team.
- To support children with a physical disability to attend their local mainstream school, with their peers. In line with parental preference, Kirklees supports schools to make adaptations to their environments, where needed, to ensure they are fully inclusive. Despite the removal of these five transitional places for physical impairment, overall the proposals for new ARPs will result in a net increase of 39 places at Netherhall Learning Campus.
- It is recommended that Members request officers to support and work closely with the federated governing body of Learning Campus to finalise arrangements for pupils, parents, staff and other stakeholders in order to implement the proposals in line with the timelines in this report.

7 Cabinet Portfolio Holder's recommendations

This report continues to affirm Kirklees ambition to make a difference for and with the people of Kirklees. This is founded on engagement, working with and creating local provision for local children.

Working together with schools these proposals form one part of one phase of our ambition to expand the number of places available across Kirklees, providing services as local as possible which meet the needs of our children.

We wish to place on record our thanks to the Federated Governing Body of Netherhall Learning Campus for their support and to Beaumont Primary Academy, Carlinghow Academy and Old Bank Academy who together form the first phase of ARP proposals.

We welcome the opportunity for Cabinet to make the final decision on the proposals for creating 44 ARP places for Complex Communication and Interaction needs at Netherhall Learning Campus. We fully support the officer proposals along with the proposals to remove 5 transitional places, which are no longer required.

8 Contact officer

Martin Wilby – Head of Education Places and Access
01484 221000 martin.wilby@kirklees.gov.uk

Kelsey Clark-Davies – Head of Education Safeguarding and Inclusion
01484 221000 kelsey.clark-davies@kirklees.gov.uk

9 Background Papers and History of Decisions

SEND Transformation Plan September 2021: [Kirklees SEND Transformation plan](#)

Cabinet Report 26 July 2022 - Special Educational Needs and Disabilities (SEND) - Transformation plan update: [20220726 Safety Valve and APR - Cabinet Report V2.pdf \(kirklees.gov.uk\)](#)

Outcomes Report 23 September 2022 - Developing Special Educational Needs (SEND) Additionally Resourced Provision in mainstream schools – outcome report: [Developing Special Educational Needs \(SEND\) Additionally Resourced Provision in mainstream schools – outcome report. \(kirklees.gov.uk\)](#)

10 Service Director responsible

Jo-Anne Sanders – Service Director for Learning and Early Support 01484 221000
jo-anne.sanders@kirklees.gov.uk

11 Index of appendices

- Appendix 1 SEND consultation Phase 1
- Appendix 2 Kirklees SOAG Constitution and Purpose
- Appendix 3 2022-12-09 SOAG meeting notes
- Appendix 4 2022 Netherhall ARP SOAG Check List
- Appendix 5 2022 Netherhall ARP DfE factors for decision making
- Appendix 6 Maintained_schools_prescribed_alterations_guidance
- SOAG Appendix A - outcomes report new ARPs V3 (002)
- SOAG Appendix B - Dewsbury Reporter notice
- SOAG Appendix C - Huddersfield Examiner notice
- SOAG Appendix D - ARP Combined Statutory Notice
- SOAG Appendix E - ARP Statutory Proposal
- SOAG Appendix F - Stat proposal distribution list



Developing Special Educational Needs (SEND) provision in mainstream schools

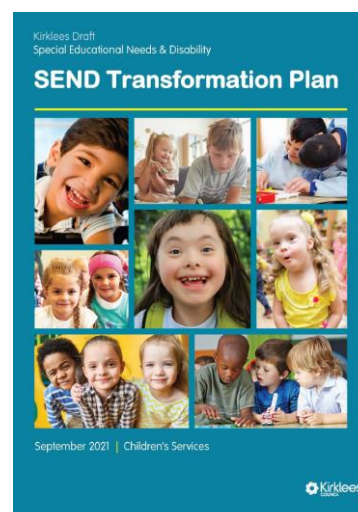
Consultation on the proposal for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

Introduction and Background

Our vision for children and young people in Kirklees is that they have the best start in life. Our aspirations for children and young people with SEND are no different to those we hold for all children.

62,665 pupils between the age of 4 and 16 years attend 170 publicly funded mainstream schools in Kirklees - from infant to secondary and all-through schools. There is a diverse mixture of maintained schools and academies within Kirklees. There are 10,098 pupils aged 4 to 16 years with SEND - 7,866 at SEND Support and 2,232 with Education, Health and Care Plans (EHCPs). Of these, 9,407 pupils are educated in mainstream schools and settings and 691 in special schools (Spring 2022).

Our partnership across Education, Health and Social Care aims to improve the lives and life chances of children and young people (aged 0-25) with SEND. We will achieve this through delivering our [SEND Transformation Plan](#) which focuses on early identification of needs, key strategic investment to flexibly increase capacity and sufficiency, effective transitions for our children as they grow, and a focus on inclusivity across all our settings and provision.

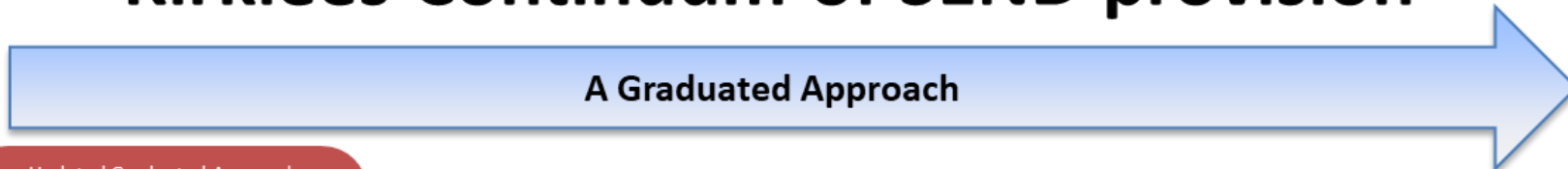


Within our SEND Transformation Plan we have worked with stakeholders across Kirklees to develop our 'Inclusive Ambitions', which are:

- Responsive and holistic early intervention
- Culture of trust with parents and families
- Inclusive practice in the community and within education settings
- Children and young people thriving in education settings and celebrating more holistic outcomes and achievements
- An integrated system
- Embedding a shared culture of proactivity, holistic skills and knowledge
- Supporting children to have clear aspirations with a focus on preparing for adulthood

A key strand of the SEND Transformation Plan is 'Commissioning and Sufficiency', which includes improving local sufficiency of places across a graduated approach model.

Kirklees Continuum of SEND provision

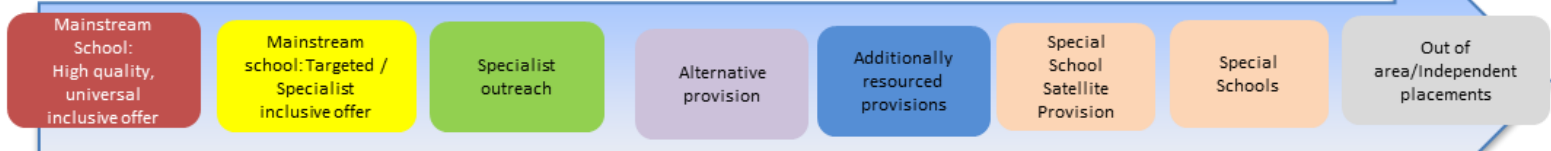


Updated Graduated Approach guidance to ensure outstanding inclusive practice at all levels in mainstream settings – clear expectations for all. Kirklees Inclusion Partners working across mainstream schools offering support and challenge in SEND – improving outcomes

Expand current specialist outreach offer to ensure consultation, training and support is accessible for all areas of need: SEMH/C&I, P&S, C&L & EY

Specialist provision (SP) to be renamed 'Additionally resourced provision' (ARP) from Sep 22 and current level of provision to be increased from 5% of schools with an ARP to 10% by Jan 23 – to ensure a more equitable offer geographically, across ages and covering all areas of need.

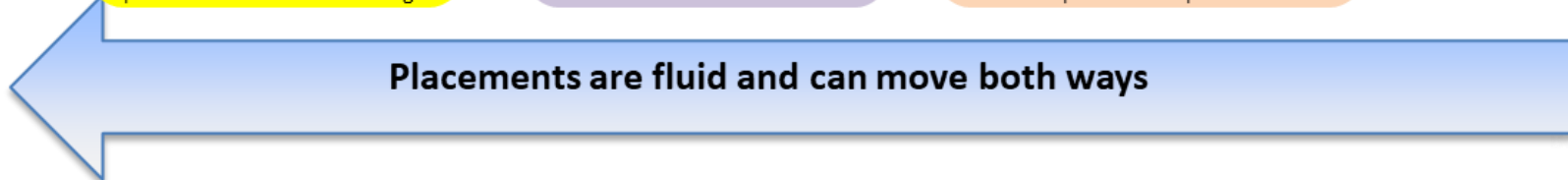
QA processes to be implemented against Ofsted framework to ensure all OLA/independent school provision is all good or better. Audit of need of pupils in OLA/Independent settings, outcomes and next steps



Expansion of ISO team to include Family Support. Graduated approach guidance to support targeted, specialist support for individual needs. Potential use of exceptional funding to create bespoke provision in mainstream settings.

Expand current AP offer to ensure sufficiency gaps are addressed. QA processes to be implemented against Ofsted framework to ensure that all AP in Kirklees is good or better

Cabinet approval of £36m for rebuild of two special schools with an increase of 100 additional places. Short term planning with Special School satellite sites to ensure increased sufficiency for Sept 22. Longer term strategic sufficiency strategy underway for special school places



What is Additionally Resourced Provision (ARP)?

Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. ARPs can offer:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

Our existing ARPs

We already have Additionally Resourced Provisions in Kirklees (although we currently call these specialist provisions). The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

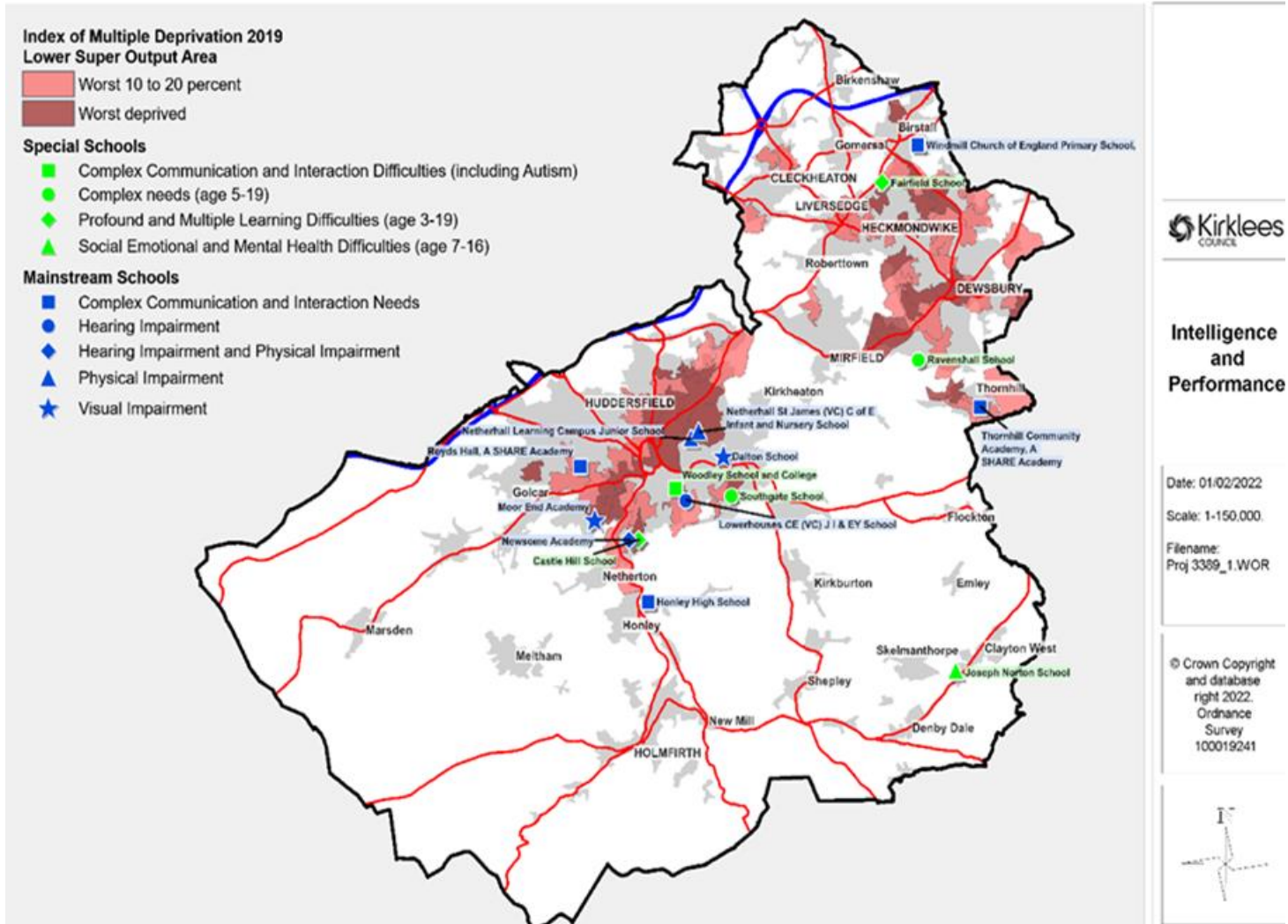
Currently we have nine ARPs hosted at mainstream schools in Kirklees. This equates to around 5% of our schools. The greatest proportion of provision is located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. There are no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.

Existing ARPs:

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School (South) 14 places	Newsome Academy (South) 14 places
Visual Impairment	Dalton School (South) 14 places	Moor End Academy (South) 14 places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (North) 12 places	Royds Hall Community School (South) 24 places Honley High School (South) 20 places Thornhill Community Academy (North) 20 places
Physical Impairment	see additional proposal below	Newsome Academy (South) 14 places

Location of existing provision

Special Schools and Mainstream Specialist Provision



Additionally Resourced Provision in Kirklees has been known up to now as Specialist Provision.

In this document and going forward, we will refer to all such provision as **Additionally Resourced Provision**.

This will bring us in line with terminology used by the Department for Education and other local authorities.



The proposals for new ARPs

Working in partnership with our schools, we have identified a first phase of proposals which are outlined in the table below. Our first phase of proposals is intended to increase the number and geographical spread of ARP provision. We have more schools who have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
Social, Emotional and Mental Health Needs					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
Complex Communication and Interaction Needs					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North. Proposals deliver provision in Central Kirklees.
Netherhall Learning Campus Junior School	Primary	Maintained	12		
Netherhall Learning Campus High School	Secondary	Maintained	20		Proposals also deliver primary through to secondary provision on one central site.
Cognition and Learning					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

* Technically South in terms of school organisation but relatively central by distance

Additional Proposal

Although not operational for two years due to a lack of demand for places, Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are registered as having ARP for 5 transitional places associated with Physical Impairment.

Proposal: Remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School

Admission and pupil numbers

Admissions to the ARPs follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

What happens next?

This consultation is open between 24 June 2022 and 22 July 2022. During this time, we are inviting feedback about the proposals outlined in this consultation. You can express your views online, by email, or in person at a consultation event.

Once the consultation has finished, the next steps in the process will differ depending on whether a school is an academy or is maintained by the local authority.

Maintained schools

All feedback will be published in a consultation outcome report. This will inform a decision by the local authority on whether to move to the next stage. Moving to the next stage for one or more of the proposals 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.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Publication of statutory notices and representation period	September/October 2022
Final decision by Cabinet (within 2 months)	November/December 2022
Implementation from	January 2023

Academies

All feedback will be published in a consultation outcome report. This will inform a decision on whether to move to the next stage by the relevant Academy Trust. Moving to the next stage for one or more of the proposals would mean the Academy Trust will submit a significant change business case to the Regional Schools Commissioner (RSC) for approval.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Significant change business case submitted to the RSC from	September 2022
Final decision by RSC	To be confirmed
Implementation from	January 2023

Have your say

Online: You can take part in the consultation by completing the online consultation form on our website at:

www.kirklees.gov.uk/schoolorganisation

In person: You can find out more about the proposals by attending one of the consultation drop-in sessions. Details of these events will be published on the following 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 emails to: school.organisation@kirklees.gov.uk

Please make sure you respond by **Friday 22 July 2022** to ensure that your views are heard.

APPENDIX A**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 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 DCSF statutory guidance on implementing change to the pattern of school organisation; (Statutory Guidance-Factors to be considered by 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

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**School Organisation Advisory Group meeting notes –
Additionally Resourced Provisions (ARP)
Friday 9 December 2022, 10am**

- Present:** Cllr Carole Pattison (Chair), Cllr Viv Kendrick, Cllr Elizabeth Reynolds, Cllr Liz Smaje, Cllr Yusra Hussain, Paul Evans (Headteacher, Southgate School)
- LA officers in support:** Martin Wilby (Head of Education Places and Access), Jayne Whitton (Principal Educational Psychologist), Jane Lima (School Organisation & Planning Team Manager), Ben Barnett (School Place Planning Officer – notes)
- Apologies:** Richard Noake (Diocese of Leeds – Church of England), Cllr Kath Pinnock

Purpose of Kirklees SOAG

To review the evidence to confirm the statutory process has been followed, and that there is enough rationale provided to enable Kirklees Council Cabinet to make a decision on the proposals

Netherhall Learning Campus Statutory proposals

**1. Netherhall St James CE (VC) Infant and Nursery School
Netherhall Learning Campus Junior School**

Prescribed alteration to remove the registered Additionally Resourced Provision for Physical Impairment from 31 January 2023.

**2. Netherhall St James CE (VC) Infant and Nursery School
Netherhall Learning Campus Junior School
Netherhall Learning Campus High School**

Prescribed alteration to establish Additionally Resourced Provision for Complex Communication and Interaction needs from 17 April 2023 at the infant and high schools with implementation at the junior school from 1 September 2023.

Overview

There is existing Additionally Resourced Provision (ARP) provision for physical impairment at Netherhall St James CE(VC) I & N School and Netherhall Learning Campus Junior School. This involves five transitional places at each school, which has not been operational for over two years. This proposal ‘tidies up’ what happened two years ago with the inception of a new model for SEND provision to support children with a physical impairment on a more permanent basis in local school. The transitional places for physical impairment would be removed under the proposals.

Instead, there are proposed to be 12 ARP places at Netherhall St James CE(VC) I & N School, 12 at Netherhall Learning Campus Junior School, and 20 places at Netherhall Learning Campus High School, for Complex Communication and Interaction needs. Therefore, the number of ARP places is proposed to increase, even though part of the proposal is to remove the transitional places for physical impairment.

When the non-statutory consultation was carried out in the summer, six new ARPs were proposed (along with the removal of the ARP for physical impairment described above). For maintained schools, a statutory process that must be followed. There is a different process for academies. So, whilst academies school are part of the first phase of ARP expansion, they are not subject to a statutory process and are, therefore, not part of today's discussion. The Council is not the decision maker for establishing ARPs in academies. Academies can use the evidence in the non-statutory consultation outcome report to submit a business case to the DfE. The DfE have confirmed they have already received two out of three of the expected business cases and decisions are expected shortly. Collectively, the phase 1 of ARP expansion is expected to create 84 places which would be a net gain of 74 places after taking account of the proposed removal of 10 unused places (Netherhall Learning Campus for 10 transitional places for physical impairment).

Phase 2 ARP expansion is at an early stage, but there is interest from schools. We would expect further proposals in the future for both of maintained schools and academies to further expand the number of places available, the geographical spread and types of provision available.

Review of statutory processes using checklist

A systematic consideration of each line of the checklist took place which led to the unanimous conclusion the statutory process had been followed correctly. There was some discussion about the timing of the non-statutory consultation, late in the summer term, but it was advised that as the places were required urgently, it was felt that running the consultation prior to, rather than after, the summer holidays was necessary. It was raised that formal consultation with pupils had not taken place. Whilst this does not prevent compliance to the statutory process, SOAG members expressed the importance of understanding the views of children and urged officers to factor this into future consultations.

Factors for Decision Making

These factors are derived from the guidance issued by the Department for Education: [Making significant changes \('prescribed alterations'\) to maintained schools statutory guidance for proposers and decision-makers, October 2018](#)

A thorough examination of the factors for decision making took place. It was agreed that officers would add more detail of how an ARP may operate to meet individual needs of pupils, into the section *Education Standards and Diversity of Education*. Under *Community Cohesion*, it was agreed officers would expand on how ARPs would intend to remove stigma and break down barriers, and actually improve cohesion as all pupils work learn alongside each other. It was agreed the section *Travel and Accessibility* would be amended to improve clarity.

It was also requested that the full context of the proposals (SEND transformation plan and all of the phase 1 proposals) be included in the final report to Cabinet to make this clear for readers.

Final conclusions and recommendations

- SOAG unanimously agreed that the statutory process had been followed.
- SOAG requested Officers consider how they could represent the views of children in future consultations.
- Subject to some minor amendments, highlighted above, SOAG agreed that there was evidence available in the documentation presented to demonstrate that the appropriate factors for decision making had been considered and addressed.
- Cabinet is able to reach a decision regarding the proposals.

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1 Statutory process check sheet:

School	Statutory Proposals
Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School	<p>1. Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT.</p> <p>Prescribed alteration to remove the registered Additionally Resourced Provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School. It is proposed that the changes would begin from 31 January 2023.</p> <p>2. Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT Netherhall Learning Campus High School, a Community school, Nether Hall Avenue, Rawthorpe, Huddersfield, HD5 9PG.</p> <p>Prescribed alteration to establish Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School. It is proposed that the changes would begin from 17 April 2023 at Netherhall St. James CE (VC) Infant and Nursery School and Netherhall Learning Campus High School and from 1 September 2023 at Netherhall Learning Campus Junior School.</p>

1. CONSULTATION (non-statutory)		Y, N, N/A	NOTES/EVIDENCE
1.1 Has a consultation taken place?		Y	Consultation outcome report: 23.09.2022 (Appendix A)
1.2 Consultation process	a. Has adequate time been allowed for the consultation process?	Y	Consultation outcome report: 23.09.2022 (Appendix A) 4 weeks term-time non-statutory consultation has been completed (consultation period 24.06.2022 to 22.07.2022).
	b. Does the consultation document provide sufficient information to those who are being consulted?	Y	Consultation outcome report : 23.09.2022 (Appendix A, Pages 14-22)
	c. Does the consultation material make it clear how interested parties can make their views known?	Y	Consultation outcome report : 23.09.2022 (Appendix A, Page 22)
	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: 23.09.2022 (Appendix A)
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: 23.09.2022 (Appendix A, Pages 22-24 Distribution list + details of consultation drop-in events)
	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	
	d. any LA likely to be affected by the proposals, in particular neighbouring authorities where there	Y	

	may be significant cross-border movement of pupils;		
	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	
	i. the trustees of the schools (if any)	N/A	
	j. any other persons as appear to the proposers to be appropriate.	Y	
1.4 Pupils	Have pupils been formally consulted?	N	

2. PUBLICATION		Y, N, N/A	NOTES/EVIDENCE
2.1 Statutory notice	a. Have formal proposals been published by the appropriate body (i.e. LA/GB etc)?	Y	The LA are able to publish proposals for Additionally Resourced Provisions in maintained schools. Proposals published 31.10.22
2.2	a. Has "plain English" been used to describe the proposal	Y	
	b. Do the complete proposals contain all the specified information? <ul style="list-style-type: none"> How copies of the proposal may be obtained; That anybody can object to, or comment on the proposal; The date that the representation period ends; and The address to which objective or comments should be submitted 	Y	See complete proposal (Appendix E)
2.3	a. Have statutory notices been prepared?	Y	See statutory notice (Appendix D)
	b. Have the statutory notices been published in a local newspaper?	Y	Copy was published in Huddersfield Examiner on 31.10.22 (Appendix C) and Dewsbury reporter on 3.11.22 (Appendix B)
	c. If GB proposal then have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	N/A	

	d. Have notices been published on the LA website?	Y	Published 31.10.22 on https://www.kirklees.gov.uk/beta/schools/school-organisation-and-planning.aspx
	e. Details on how the full proposals can be accessed e.g. Is the website address on the statutory notices	Y	See statutory notice (Appendix D)
	f. Within a week of the date of publication on the website proposer must send copies to <ul style="list-style-type: none"> The GB/LA (as appropriate) The parents of every registered pupil at the school (for special schools ONLY) 	Y	See distribution list (Appendix F)
	g. Within a week of the date of publication, if it involves or is likely to affect a school which has been designated as having a religious Character: <ul style="list-style-type: none"> The local Church of England diocese; The local Roman Catholic Diocese; or The relevant faith group in relation to the school; 	Y	See distribution list (Appendix F)
	h. Within a week of the date of publication <ul style="list-style-type: none"> Any other body or person that the proposer thinks is appropriate e.g. affected educational institutions in the area 	Y	See distribution list (Appendix F)
	i. Within a week of the date of publication <ul style="list-style-type: none"> Special school proposals should go to any LA that have commissioned a place at the school 	N/A	
	j. Has the statutory notice and full proposal been given to all children affected at the school. (for special schools only)	N/A	Not a special school
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 Implementati on date	a. Are the implementation dates for the proposals specified on the Statutory Notices?	Y	See statutory notice (Appendix D)
	b. Is the time scale for implementation reasonable	Y	Proposals published 31.10.22 for implementation: <ul style="list-style-type: none"> Removal of ARP for Physical Impairment – 31.01.2023 Establish ARP for CCI at Netherhall St James CE (VC) I & N and Netherhall Learning

			Campus High School – 17.04.2023 • Establish ARP for CCI at Netherhall Learning Campus Junior School – 01.09.2023
2.6 Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	See statutory proposals (Appendix E)
	b. If not, has an explanatory note been included alongside the Statutory Notice?	N/A	
2.7	Has the council's legal team advised on the validity of the Statutory Notices?	Y	LA legal team have reviewed the statutory notice prior to publication.

3. REPRESENTATION		Y,N,N/A	NOTES/EVIDENCE
3.1	Has a period been allowed for 4 week statutory representation?	Y	In accordance with School Organisation regulations a four-week representation period has been held between 31.10.22 and 28.11.22.
3.2	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	Decision to be made by Kirklees Cabinet, the Council's main decision-making body
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 28.11.22 and cabinet is scheduled for 17.01.2023. Recommendation to be made by SOAG and reported to Cabinet for a final decision within 2 months.
4.3	Is there any information missing?	N	
4.4	Do the published notices comply with statutory requirements?	Y	
4.5	Has the statutory representation period been carried out?	Y	In accordance with School Organisation regulations a four-week representation period has been held between 31.10.22 and 28.11.22.
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	

The factors which are being considered are derived from guidance issued by the Department for Education: Making significant changes (“prescribed alterations”) to maintained schools: Statutory guidance for proposers and decision-makers (October 2018)

Paragraphs highlighted in **Yellow** relate to factors that are relevant to these proposal(s). Factors that are greyed out are considered not to be relevant to these proposal(s). These have been identified as; “Not applicable to these proposals” and are greyed out, however, for clarity these are fully listed.

REPRESENTATION (FORMAL CONSULTATION) and DECISION

Decision-makers will need to be satisfied that the appropriate fair and open local consultation and/ or representation period has been carried out and that the proposer has given full consideration to all the responses received. Decision-makers should not simply take account of the number of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected school(s).

Decision must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.

When issuing a decision, the decision-maker can:

- *Reject the proposal;*
- *Approve the proposal without modification;*
- *Approve the proposal with modifications, having consulted the LA and/or GB (as appropriate): or*
- *Approve the proposal with or without modification, - subject to certain conditions (such as the granting of planning permission) being met.*

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so, the proposer must send written notice to the LA or the GB (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them) A notice must also be places on the website where the original proposal was published.

Within one week of making a decision the LA must publish their decision and the reasons for it, on the website where the original proposal was published and send copies to:

- *The LA (where the Schools Adjudicator is the decision-maker)*
- *The Schools Adjudicator (where the LA is the decision-maker)*
- *The GB/ proposers (as appropriate);*
- *The trustees of the school (if any);*
- *The local Church of England diocese;*
- *The local Roman Catholic diocese;*
- *The parents of every registered pupil at the school- where the school is a special school:and*
- *Any other body that they think is appropriate (e.g. other relevant diocese or diocesan*

Factors to be considered in decision making

board, faith organisation and any affected educational institutions in the area).

REPRESENTATIONS: None.

OFFICER COMMENT: None.

RATIONALE FOR THE PROPOSALS:

School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, require a statutory process set out by law be followed when making certain changes to a Local Authority Maintained school. The Department for Education (DfE) publish Guidance for such changes, 'Making significant changes ('prescribed alterations') to maintained schools: Statutory guidance for proposers and decision-makers - October 2018). The regulations state that because Netherhall St James CE (VC) I & N School is a Voluntary Controlled school, and both Netherhall Learning Campus Junior School and Netherhall Learning Campus High School are Community schools, Kirklees Council can propose these changes. As long as published proposals are determined within two months of the end of a statutory representation period, the LA is the decision-maker.

The DfE Guidance explains that, as the proposer, the LA must follow the four-stage statutory process set out below:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal/notice)		
Stage 2	Representation (formal consultation)	Must be 4 weeks	As set out in the 'Prescribed Alterations' regulations
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator	Any appeal to the adjudicator must be made within 4 weeks of the decision
Stage 4	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications agreed by the decision- maker

The DfE Guidance states that 'Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will consult interested parties in developing their proposal prior to publication, to take into account all relevant considerations.' (page 26)

A four-week non-statutory consultation took place between 24 June 2022 and 22 July 2022, to seek the views of parents/carers, school staff, professionals, ward members, wider community stakeholders and other interested parties.

On 23 September 2022, the non-statutory consultation outcomes report was published on the Council's external website. Key stakeholders were notified and sent a link to the report. On 20 October 2022 the Strategic Director for Children's Services, having been given delegated authority to do so by Kirklees Cabinet on 26 July 2022, agreed to proceed with the next stage

Factors to be considered in decision making

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 31 October 2022 and ended on 28 November 2022, therefore lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.

No representations were received during representation period.

RELATED PROPOSALS

Where proposals appear to be related to other proposals, the decision-maker must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

REPRESENTATIONS: Not applicable to these proposals

OFFICER COMMENT: Not applicable to these proposals

RATIONALE FOR THE PROPOSALS: Not applicable to these proposals

CONDITIONAL APPROVAL

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker when a condition is met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

REPRESENTATIONS: Not applicable to these proposals

OFFICER COMMENT: Not applicable to these proposals

RATIONALE FOR THE PROPOSALS: Not applicable to these proposals

EDUCATION STANDARDS AND DIVERSITY OF PROVISION

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

REPRESENTATIONS: None.

OFFICER COMMENT: None.

RATIONALE FOR THE PROPOSALS:

The proposals to establish new Additionally Resourced Provision (ARP) at Netherhall St James CE (VC) I & N School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School form part of the first phase of proposals that are intended to increase the number and geographical spread of ARP provision across Kirklees. Creating more provision within Kirklees will ensure there is sufficient capacity to meet need locally wherever possible, reducing travelling times for pupils by enabling them to access suitable provision closer to home.

Factors to be considered in decision making

Many children and young people with additional learning needs can make better, more sustained progress when they attend an ARP in a mainstream school. This gives children and young people the opportunity to work in a smaller, more nurturing environment as needed, with access to specialist teaching, support staff and resources. In addition, mainstream schools with ARPs on site can benefit across the school from the enhanced specialism in their staff teams, enabling the wider school to access more specialist training and resources.

The proposal to remove the ARP for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School has been made following careful needs analysis to consider what sort of provision there is current need and demand for across Kirklees. This is primarily in the areas of Social, Emotional and Mental Health (SEMH) and Complex Communication and Interaction (CCI) needs.

The existing ARP for Physical Impairment has not had any pupils attending or any new referrals for three years now. The original provision was set up for five pupils, on "transitional" places (short term) but was never full.

Children with a physical disability should be able to attend their local mainstream school, with their peers. In line with parental preference, Kirklees Council supports schools to make adaptations to their buildings and environments, where needed, to ensure they are fully inclusive.

Over the last three years a highly successful Outreach Service has been developed for pupils with Physical needs. The service works closely with children, families and schools across Kirklees to ensure mainstream schools are accessible and children and young people are able to be successful. With the success of this team, a separate provision for pupils with physical disabilities is no longer required, hence why it is no longer in use. Despite the removal of these five transitional places for Physical needs, overall the proposals for new ARP will result in more places for children with SEND on the Netherhall Learning Campus.

EQUAL OPPORTUNITY ISSUES

The decision-maker must comply with the Public Sector Equality Duty (PSED), which requires them to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;*
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and*
- foster good relations between people who share a relevant protected characteristic and people who do not share it.*

REPRESENTATIONS: None.

OFFICER COMMENT: None.

Factors to be considered in decision making

RATIONALE FOR THE PROPOSALS:

An integrated impact assessment was undertaken in July 2022 and updated in November 2022.

It is considered that there are no adverse impacts arising from the proposals under this duty. These changes are necessary to continue to improve service delivery and outcomes for children and young people. The proposals will result in an increase in Additionally Resourced Provision.

The lack of take up of transitional places for children with physical needs in the existing ARP at Netherhall St James CE (VC) I & N School and Netherhall Learning Campus Junior School is because parents and carers have preferenced their local mainstream school. In line with parental preference, the LA supports schools to make adaptations to their buildings and environments, where needed, to ensure they are fully inclusive. The LA has developed a highly successful Outreach Service for pupils with physical needs. The service works closely with children, families and schools across Kirklees to ensure mainstream schools are accessible and children and young people are able to be successful. It is considered, therefore, that these proposals have no negative impact from an equalities perspective.

The proposals do not give rise to any sex, race or disability discrimination issues. The proposals for the Netherhall Learning Campus, which aim to increase the number of ARP places for children with Complex Communication and Interaction needs across all three schools, will ensure there is sufficient capacity to meet children's needs locally wherever possible and enable positive outcomes.

COMMUNITY COHESION

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 groups within the community.

REPRESENTATIONS: None.

OFFICER COMMENT: None.

RATIONALE FOR THE PROPOSALS:

It is considered that there is no adverse impact upon community cohesion as a result of these proposals for the Netherhall Learning Campus. All three schools would continue to provide nursery, primary and secondary education to the communities that presently they serve.

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.

Factors to be considered in decision making

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.

REPRESENTATIONS: None.

OFFICER COMMENT: None.

RATIONALE FOR THE PROPOSALS:

The greatest proportion of Additionally Resourced Provision is currently located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. One of the cornerstones of the SEND transformation plan is creating more provision within Kirklees to ensure there is sufficient capacity to meet need locally wherever possible. These proposals will deliver primary through to secondary provision on one site in central Kirklees, thereby reducing travelling times for pupils by enabling them to access suitable provision closer to home.

The aspiration for our SEND strategy is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, we will contribute to the Council's net zero ambition.

FUNDING

*The decision-maker should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. Trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.*

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:

Revenue to support the start-up and continued expenditure required to staff and operate the proposed new ARP at Netherhall Learning Campus will be provided by the High Needs Block of the Dedicated Schools Grant.

A capital budget has been allocated to the programme of establishing additional ARPs. It is expected that a portion of this budget will be used to ensure existing spaces which are available in each school are adapted, as needed, to ensure there is an environment suitable to support

Factors to be considered in decision making

the specific needs of the children attending the provision. This will for instance include access to a safe outside area.

There are no costs associated with the proposal to remove the Additionally Resourced Provision for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School. Resources have already been reallocated to support a highly successful Outreach Service.

RIGHTS OF APPEAL AGAINST A DECISION

The following bodies may appeal to the Schools Adjudicator against a decision made by the LA decision-makers, within four weeks of the decision being made:

- *The local Church of England diocese;*
- *The local Roman Catholic diocese; and*
- *The governors and trustees of a foundation, foundation special or voluntary school that is subjected to the proposal.*

On receipt of any appeal, a LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjustor.

REPRESENTATIONS: None.

OFFICER COMMENT:

As Netherhall St James CE (VC) I & N School is a voluntary controlled school, the Church of England diocese or the school's governing body have a right of appeal to the Schools Adjudicator against a decision made by the decision-makers.

RATIONALE FOR THE PROPOSALS:

IMPLEMENTATION

The proposer must implement a proposal in the form that it was approved, taking into account any modification made by the decision-maker

REPRESENTATIONS: None.

OFFICER COMMENT: Implementation will take into account any modifications made by the decision-maker, if applicable.

RATIONALE FOR THE PROPOSALS:

MODIFICATION POST DETERMINATION

Proposers can seek modifications from the decision-maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been published.

Details of the modification must be published on the website where the original proposal were published.

REPRESENTATIONS: Not applicable to these proposals

OFFICER COMMENT: Not applicable to these proposals

RATIONALE FOR THE PROPOSALS: Not applicable to these proposals

Factors to be considered in decision making

REVOCACTION OF PROPOSALS

If the proposer no longer wants to implement an approved proposal, they must publish a revocation proposal to be relieved of the duty to implement, as set out in the Prescribed Alterations Regulations.

REPRESENTATIONS: Not applicable to these proposals

OFFICER COMMENT: Not applicable to these proposals

RATIONALE FOR THE PROPOSALS: Not applicable to these proposals

LAND AND BUILDINGS

Where a LA is required to provide a site for a foundation, foundation special or voluntary controlled school, the LA must;

- Transfer their interest in the site and in any buildings in on the site which are to form part of the school's premises to the trustees of the school, to be held by them on trust for the purposes of the school: or*
- If the school has no trustees, to the GB, to be held by the body for the purposes of the school.*

In the case of a dispute as to the person to whom the LA is required to make the transfer, the adjudicator will make a decision.

REPRESENTATIONS: Not applicable to these proposals

OFFICER COMMENT: Not applicable to these proposals

RATIONALE FOR THE PROPOSALS: Not applicable to these proposals

VOLUNTARY AIDED SCHOOLS

Where a LA is required to provide a site for a voluntary aided school, they must transfer their interest in the land to the trustees of the school, and must pay the reasonable costs to the GB in connection with the transfer.

REPRESENTATIONS: Not applicable to these proposals

OFFICER COMMENT: Not applicable to these proposals

RATIONALE FOR THE PROPOSALS: Not applicable to these proposals

SCHOOL PREMISES AND PLAYING FIELDS

Under the School Premises (England) Regulations 2012, all schools maintained by local authorities 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.

REPRESENTATIONS: None.

OFFICER COMMENT: None.

RATIONALE FOR THE PROPOSALS:

The ARP proposals are for existing schools that already have access to outdoor space. The Council has a modest capital budget available to adapt and enhance school premises and outdoor spaces as required to ensure they are suitable and safe for all pupils.



Department
for Education

Making significant changes (‘prescribed alterations’) to maintained schools

**Statutory guidance for proposers and
decision-makers**

October 2018

Contents

1: Summary	4
About this guidance	4
Review date	4
Who is this guidance for?	4
Terminology	5
Main points	5
2: Prescribed alteration changes	7
Enlargement of premises (expansion)	7
Examples of when mainstream schools do/do not need to publish 'enlargement' proposals	8
The quality of new places created through expansion	8
Expansion onto an additional site (or 'satellite sites')	9
Expansion of existing grammar schools	10
Changes to the published admissions number (PAN) where an enlargement of premises has not taken place	10
Change in number of pupils in a special school	11
Change of age range	12
Adding a sixth form	14
Closing an additional site	15
Transfer to a new site	16
Changes of category	17
Single sex school becoming co-educational (or vice versa)	18
Mainstream school: establish/remove/alter special educational needs (SEN) provision	19
Change the types of need catered for by a special school	20
Boarding provision	20
Remove selective admission arrangements at a grammar school	22
Amalgamations	22
3: Contentious proposals	23
4: Changes that can be made outside of the statutory process	24

5: Statutory process: prescribed alterations	26
Publication	27
Representation (formal consultation)	28
Decision	29
Related proposals	30
Conditional approval	30
Education standards and diversity of provision	31
Equal opportunities issues	31
Community cohesion	31
Travel and accessibility	31
Funding	32
Rights of appeal against a decision	32
Implementation	32
Modification post determination	33
Revocation of proposals	33
Land and buildings	33
6: Statutory process: foundation proposals	35
Changing category to foundation, acquiring a foundation trust and/or acquiring a foundation majority	35
Foundation schools acquiring a foundation trust	38
Removing a foundation trust and/or removing a foundation majority	41
Annex A: Information to be included in a prescribed alteration statutory proposal	47
Annex B: Further Information	48
Annex C: Contact details for RSC offices	50

1: Summary

About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when making 'prescribed alterations' to maintained schools.

The purpose of this guidance is to ensure that good quality school places can be provided quickly where they are needed; that local authorities (LAs) and governing bodies (GBs) do not take decisions that will have a negative impact on other schools in the area; and that changes can be implemented quickly and effectively where there is a strong case for doing so. In line with these aims it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of 'good' or 'outstanding'. Schools which do not fall within the above categories should only be expanded where there are no other viable options.

A GB, LA or the [Schools Adjudicator](#) must have regard to this guidance when exercising functions under [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#) ('the Prescribed Alterations Regulations'). It should be read in conjunction with Parts 2 and 3 and Schedule 3 of the [Education and Inspections Act \(EIA\) 2006](#) and the Prescribed Alterations Regulations. It also relates to the [Establishment and Discontinuance Regulations](#) and [The School Organisation \(Removal of Foundation, Reduction in the Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations \(2007\)](#) ('the 'Removal Regulations').

It is the responsibility of LAs and GBs to ensure that they act in accordance with the relevant legislation when making changes to a maintained school and they are advised to seek independent legal advice where appropriate.

Review date

This guidance will be reviewed in October 2019.

Who is this guidance for?

Those proposing to make changes and making decisions on changes to maintained schools (e.g. GBs, LAs and the Schools Adjudicator), and for information purposes for those affected by a proposal (trustees of the school, diocese or relevant diocesan board, any other relevant faith body, parents etc.).

This guidance is relevant to all categories of maintained schools (as defined in section 20 of the [School Standards and Framework Act \(SSFA\) 1998](#)), unless explicitly stated. It is not relevant to [Pupil Referral Units](#). Separate advice [on making significant changes to an academy](#) and [opening and closing a maintained school](#) is available.

Please refer to the '[Further Information](#)' section for the full website address should you be unable to access documents via the hyperlinks provided.

Terminology

Definitions of common terms used in this guidance:

Schools with a religious character - All schools designated as having a religious character in accordance with the [SSFA](#).

Foundation Trust - For the purpose of this guidance the term 'foundation trust' refers to a foundation complying with the requirements set out in section 23A of the SSFA.

Parent(s) - The Education Act 1996 defines 'parent' as including someone who has care of, or legal responsibility for, the child. Therefore, a parent can include, for example, a grandparent, other family member or foster carer if they have care of or responsibility for the child.

Main points

- All proposals for prescribed alterations must follow the processes set out in this guidance.
- Where a LA proposes to expand a school that is eligible for intervention as set out in Section 59 of the [Education and Inspections Act 2006](#), they should copy the proposal to the relevant [Regional Schools Commissioner \(RSC\)](#) at the point of publication.
- To enable the department to monitor potentially contentious proposals, the proposer should copy any proposal, which falls within the definitions set out in [part 3](#), to the School Organisation mailbox as soon as it is published schoolorganisation.notifications@education.gov.uk.
- LAs and GBs proposing to make a significant change to a school which has been designated as having a religious character should engage the trustees of the school, and in the case of Church schools the diocese or relevant

diocesan board, or any other relevant faith body, where appropriate at the earliest opportunity.

- Where a LA is the decision maker, it must make a decision within a period of two months of the end of the representation period. Where a decision is not made within this time frame, the LA must refer the proposal to the Schools Adjudicator for a decision.
- It is not possible for any school to gain, lose or change religious character through a change of category. Information on the process to be followed is available in the [opening and closing maintained schools guidance](#).
- Once a decision has been made the proposer (GB or LA) must make the necessary changes to the school's record in the department's system [Get Information About Schools](#) (GIAS) by the date the change is implemented.
- Where a school wishes to change their name, the GB will need to amend the Instrument of Government in line with regulation 30 of [The School Governance \(Constitution\) \(England\) Regulations 2012](#). Once that is done, either the school or the LA will need to update the school record in the department's GIAS system.

2: Prescribed alteration changes

Enlargement of premises (expansion)

Under section 14 of the [Education Act 1996](#), LAs have a statutory duty to ensure that there are sufficient schools for primary and secondary education in their areas. The department expects LAs to manage the school estate efficiently and to reduce or find alternative uses for surplus capacity (for example, increasing the provision of early education and childcare) to avoid detriment to schools' educational offer or financial position. LAs are encouraged to consider the use of modular construction solutions for any physical building expansion and to consider all options for the reutilisation of space including via remodelling, amalgamations, or closure where this would be the best course of action.

Where additional places are needed, including where there is a local demand for a particular category of places (for example in schools designated as having a religious character), the LA can propose an enlargement of the capacity¹ of premises.

The statutory process should be followed to enlarge premises as set out in the [Prescribed Alterations Regulations](#) (see [part 5](#)) if:

- the proposed enlargement is permanent (longer than three years) and **would increase the capacity of the school** by:
 - more than 30 pupils; **and**
 - 25% or 200 pupils (whichever is the lesser).
- the proposal involves making permanent any temporary enlargement (which was intended to be in place for no more than three years) that meets the above threshold.

GBs of all categories of mainstream schools and LAs can propose small scale expansions that do not meet the thresholds above without the need to follow the formal statutory process in [part 4](#). In many cases this can be achieved solely by increasing the school's published admissions number² (PAN); please see the [School Admissions Code](#). The thresholds do not, however, apply to special schools. Details of how special schools can increase their intake³ are covered below.

¹ Net capacity as calculated using the DfE Guidance Assessing the Net Capacity of Schools (2002).

² All admission authorities must set a published admission number (PAN) for each 'relevant age group' when they determine their admission arrangements. So, if a school has an admissions number of 120 pupils for Year 7, that is its PAN.

³ The number of pupils admitted into the school at a particular time

Examples of when mainstream schools would/would not need to publish 'enlargement' proposals

A secondary school with a capacity of 750 (5 form of entry - 30 pupils per class, 5 year groups) **could** enlarge its premises to add 1 form of entry (30 extra pupils x 5 year groups = increase of 150 pupils) bringing the capacity to 900 pupils, **without** having to publish statutory proposals. Although the increase would be by 'more than 30' pupils, it is less than '200', and also less than '25%' of the current capacity (i.e. by less than 187).

A small primary school with a capacity of 50 **could** enlarge its premises to increase its capacity by up to 29 pupils **without** having to publish statutory proposals, because although it would be more than '25%', it is less than 30.

A school of any size enlarging its premises to enable it to add 300 places **would** need to follow the statutory process as the increase would be **both** 'more than 30' **and** '200' (it may or may not be more than '25%' but that is irrelevant if the 200 threshold would be met).

A primary school with a capacity of 210 enlarging its premises to enable it to add 105 places (1.5 forms of entry 45 x 7 = 315), **would** need to follow the statutory process as the increase would be 'more than 30' and **more than** '25%' (it would be less than 200 but this is irrelevant as the 25% threshold would be met).

The quality of new places created through expansion

We expect LAs to consider a range of performance indicators and financial data, before deciding whether a school should be expanded. Where schools are underperforming, we would not expect them to expand, unless there is a strong case that this would help to raise standards. We expect LAs to create new places in schools that have an overall Ofsted rating of 'good' or 'outstanding'. If, however, there are no other feasible ways to create new places in the area, the LA should notify their Pupil Places Planning adviser⁴. In cases where there is a proposal to expand a school that is rated inadequate, the LA should also send a copy of the proposal to the [relevant RSC](#) so that they can ensure appropriate intervention strategies are in place.

The table below sets out who can propose an enlargement of premises and what process must be followed:

⁴ Advisers.PPP@education.gov.uk

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Enlargement of premises that meets the threshold	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary or foundation	Enlargement of premises that meets the threshold	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
LA for voluntary and foundation	Enlargement of premises (below the threshold)	Non statutory process	LA	N/A
GB of all categories mainstream	Enlargement of premises (below the threshold)	Non statutory process	GB	N/A

Expansion onto an additional site (or ‘satellite sites’)

Where proposers seek to expand onto an additional site they will need to ensure that the new provision is genuinely a change to an existing school and not in reality the establishment of a new school. Where a LA decides that a new school is needed to meet basic need, they should refer to the [guidance for opening new schools](#).

Decisions about whether a proposal represents a genuine expansion will need to be taken on a case-by-case basis, but proposers and decision makers will need to consider this non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and the extent to which 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 GB 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?

The purpose of considering these factors is to determine the level of integration between the two sites; the more integration, the more likely the change will be considered as an expansion.

LAs should copy any proposal to expand a school onto a satellite site to schoolorganisation.notifications@education.gov.uk for monitoring purposes.

Expansion of existing grammar schools

Legislation prohibits the establishment of new grammar schools⁵. Expansion of any existing grammar school onto a satellite site can only happen if the new site is genuinely part of the existing school. Decision-makers must consider the factors listed above when deciding if an expansion is a legitimate enlargement of an existing school.

Changes to the published admissions number (PAN) where an enlargement of premises has not taken place

Admission authorities⁶ must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall physical

⁵ Except where a grammar school is replacing one of more existing grammar schools

⁶ The LA in the case of community and voluntary controlled (VC) schools or the GB in the case of voluntary aided (VA) and foundation schools

capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

Change in number of pupils in a special school

The School Admissions Code does not apply to special schools. GBs of all categories of special school, and LAs for community special schools, may seek to increase the number of places by following the statutory process in [part 5](#), if the increase is by:

- 10%; or
- 20 pupils (or 5 pupils if the school is a boarding-only school),

(whichever is the smaller number).

The exception to this is where a special school is established in a hospital.

GBs of all categories of special school, and LAs for community special schools, may seek to decrease the number of pupils, by following the statutory process in [part 5](#).

The table below sets out who can propose a change in the number of pupils in a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB foundation special	Increase by 10% or 20 pupils (5 for boarding special) or decrease numbers	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB community special	Increase by 10% or 20 pupils (5 for boarding special) or decrease numbers	Statutory process	LA	CofE Diocese RC Diocese
LA for community special and foundation special	Increase by 10% or 20 pupils (5 for boarding special)	Statutory process	LA	CofE Diocese RC Diocese

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for foundation special	Increase by 10% or 20 pupils (5 for boarding special)	Statutory process	LA	GB/Trustees
LA for community special	Decrease of numbers	Statutory process	LA	CofE Diocese RC Diocese

Change of age range

For changes that are expected to be in place for more than 2 years (as these are considered permanent increases):

LAs can propose:

- a change of age range of up to 2 years (except for adding or removing a sixth form) for voluntary and foundation schools by following the non-statutory process, see [part 4](#).
- a change of age range of 1 year or more for community schools (including the adding or removal of sixth form or nursery provision) and community special schools or alter the upper age limit of a foundation or voluntary school to add sixth form provision by following the statutory process, see [part 5](#).

GBs of foundation and voluntary schools can propose:

- an age range change of up to 2 years (except for adding or removing a sixth form) by following the non-statutory process, see [part 4](#).
- an age range change of 3 years or more (including adding or removing a sixth form) by following the statutory process, see [part 5](#).

Before making such a proposal, the GB should consult with LAs, and where the school is designated as having a religious character the trustees of the school, dioceses or relevant diocesan boards, or any other relevant faith body, to understand the place management needs of the area.

GBs of community schools can propose the alteration of their upper age limit to add sixth form provision following the statutory process, see [part 5](#).

GBs of community special and foundation special schools can propose a change of age range of 1 year or more following the statutory process, see [part 5](#).

Where a proposed age range change would also require an expansion of the school's premises, the LA or GB must also ensure that they act in accordance with the requirements for proposals for the [enlargement of premises](#).

In cases where the age-range of the school has changed, this should be altered on GIAS. For example if the age-range is changed so that the school no longer caters for pupils below compulsory school age, the lower age range of the school would need to be increased so as not to include that age group.

The table below sets out who can propose a change of age range and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for voluntary and foundation	Alteration of upper or lower age range of up to 2 years (excluding adding or removing a sixth form)	Non statutory process	LA	NA
GB of voluntary and foundation	Alteration of upper or lower age range by up to 2 years (excluding adding or removing a sixth form)	Non statutory process	GB	N/A
GB of voluntary and foundation	Alteration of upper or lower age range by 3 years or more	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
LA for community and community special	Alteration of upper or lower age range by 1 year or more (for community schools including the adding or removal of sixth form or nurse provision)	Statutory process	LA	CofE Diocese RC Diocese
GB foundation special	Alteration of upper or lower age range by one year or more	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB community special	Alteration of upper or lower age range by one year or more	Statutory process	LA	CofE Diocese RC Diocese
LA for community	Alteration of upper age range so as to add or	Statutory process	LA	CofE Diocese RC Diocese

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
	remove sixth form provision			
LA for voluntary and foundation	Alteration of upper age range so as to add sixth form provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of voluntary and foundation	Alteration of upper age range so as to add sixth form provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community	Alteration of upper age range so as to add sixth form provision	Statutory process	LA	CofE Diocese RC Diocese
GB of voluntary and foundation	Alteration of upper age range so as to remove sixth form provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Adding a sixth form

The department wants to ensure that all temporary (which is anticipated will be in place for no more than 2 years) and permanent provision is of the highest quality and provides genuine value for money. There is a departmental expectation that proposals for the addition of sixth form provision will only be put forward for secondary schools that are rated as 'good' or 'outstanding' by Ofsted. Proposers should also consider the supply of other local post-16 provision in the area and assess if there is a genuine need for the additional provision.

In deciding whether new sixth form provision would be appropriate, proposers and decision makers should consider the following guidelines:

- **Quality:** The quality of pre-16 education must be good or outstanding (as rated by Ofsted) and the school must have a history of positive Progress 8 scores (above 0);
- **Size:** The proposed sixth form will provide at least 200 places and there should be sufficient demand for those places;
- **Subject Breadth:** The proposed sixth form should - either directly or through partnership - offer a minimum of 15 A level subjects. LAs may wish to consider the benefits of delivering a broader A level curriculum through

partnership arrangements with other school sixth forms. Working with others can offer opportunities to:

- Improve choice and attainment for pupils
- Deliver new, improved or more integrated services
- Make efficiency savings through sharing costs
- Develop a stronger, more united voice
- Share knowledge and information.

Schools proposing a partnership arrangement must include evidence of how this will operate on a day-to-day basis, including timetabling and the deployment of staff;

- **Demand:** There should be a clear demand for additional post-16 places in the local area (including evidence of a shortage of post-16 places and a consideration of the quality of Level 3 provision in the area). The proposed sixth form should not create excessive surplus places or have a detrimental effect on other high quality post-16 provision in the local area;
- **Financial viability:** The proposed sixth form should be financially viable (there must be evidence of financial resilience should student numbers fall). The average class size should be at least 15, unless there is a clear educational argument to run smaller classes – for example to build the initial credibility of courses with a view to increasing class size in future.

Not all changes in age range to add a sixth form will necessitate a change to the school's admissions arrangements, for example a school may set up sixth form provision solely for its own pupils. However, if the intention is to also admit external applicants to the sixth form the school will need to adopt a sixth form PAN and may also wish to add academic entry requirements on changing its age-range.

The addition of post-16 provision requires a change of age-range, therefore, where a decision-maker is considering a proposal to add post-16 provision, they should refer to the section on changing an age range.

Closing an additional site

For foundation and voluntary schools that are already operating on a satellite site(s), GBs must follow the statutory process in [part 5](#) if they are proposing the closure of one or more sites, where the main entrance at any of the school's remaining sites is one mile or more from the main entrance of the site which is to be closed. The LA may make such a proposal for a community school following the statutory process in [part 5](#).

The table below sets out who can propose the closure of an additional site and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Closure of one or multiple sites	Statutory process	LA	CofE Diocese RC Diocese
GB voluntary or foundation	Closure of one or multiple sites	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Transfer to a new site

Where the main entrance of the proposed new site for a school would be more than two miles from the main entrance of the current school site, or if the proposed new site is within the area of another LA:

- **LAs** can propose the transfer to an entirely new site for community schools, community special schools and maintained nursery schools following the statutory process in [part 5](#).
- **GBs of voluntary, foundation, foundation special and community special** schools can also propose a transfer to a new site following the statutory process in [part 5](#).

The table below sets out who can propose a transfer to a new site and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community, community special and maintained nursery	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese
GB voluntary foundation or foundation special	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB community special	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese

Changes of category

GBs of all categories of maintained schools, apart from GBs of foundation special schools, may propose to change category by following the statutory process. The [addition or removal of a foundation](#) is described in [part 6](#). Where GBs are proposing a change of category covering a change in provision (e.g. from mainstream to special school) they are encouraged to seek advice by emailing schoolorganisation.notifications@education.gov.uk.

For a proposal to change the category of a school to voluntary-aided, the decision-maker should be satisfied that the GB 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 GB 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.

Guidance on adding or changing a designated religious character can be found in the [Opening and closing maintained schools](#) guidance.

The table below sets out who can propose a change of category and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of voluntary	VC to VA VA to VC	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of voluntary	VC or VA to foundation school VC or VA to foundation school and acquire a foundation VC or VA to foundation school, acquire a foundation and majority foundation governors on GB	Statutory process	GB	For proposals at a VA school when decided by the GB: LA CofE Diocese RC Diocese
GB of foundation	Foundation school to VC or VA	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of foundation	Acquire foundation Acquire a majority of foundation governors on the GB Removal of foundation and/or reduction in majority of foundation governors on GB	Statutory process	GB	N/A
GB of community	Community to VC or VA	Statutory process	LA	CofE Diocese RC Diocese
GB of community	Community to foundation school Community to foundation school and acquire foundation Community to foundation school and acquire majority of foundation governors on GB	Statutory process	GB	N/A
GB of foundation special	Remove foundation and/or reduce majority of foundation governors on GB	Statutory process	GB	N/A

Single sex school becoming co-educational (or vice versa)

Proposers can seek to change their school from single sex to co-educational (or vice versa) when they can show that this would better serve their local community. A co-educational school cannot change its nursery or post-16 provision to single sex. When making a decision, LAs will need to consider the demand for and balance of school places for boys and girls in line with the [Equality Act 2010](#).

The table below sets out who can change a school from single sex to co-educational (or vice versa) and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community or community special	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation. foundation special or voluntary	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community special	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese

Mainstream school: establish/remove/alter special educational needs (SEN) provision

When considering any reorganisation of provision that the LA recognises as 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.

The table below sets out who can propose to establish, remove or alter SEN provision and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Establish, remove or alter SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary and foundation	Establish or remove SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of foundation	Establish, remove or alter SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
and voluntary				

Change the types of need catered for by a special school

The table below sets out who can propose a change to the type of need catered for by a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for foundation special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Boarding provision

The introduction of boarding provision can require the statutory process to be followed (depending on the type of school in question – see table below). LAs and GBs will need to consider how the Prescribed Alterations Regulations apply in conjunction with this guidance and, where there is any doubt, seek independent legal advice, as the department cannot advise on individual cases.

LAs can propose for:

- community schools; the establishment, removal or alteration (decrease by 50 pupils or 50% whichever is the greater) of boarding provision by following the statutory process in [part 5](#).

- community special schools; the establishment, removal or alteration (increase or decrease by 5 places or more where there are both day and boarding places) of boarding provision following the statutory process in [part 5](#).

GBs of voluntary and foundation schools can propose the establishment or increase of boarding provision following the non-statutory process in [part 4](#) and the removal or alteration (decrease by 50 pupils or 50% whichever is the greater) of boarding provision by following the statutory process in [part 5](#).

GBs of special schools can add or remove boarding provision or, where the school makes provision for day and boarding pupils, can increase or decrease boarding provision by five pupils or more following the statutory process in [part 5](#).

The table below sets out who can propose to establish, change or remove boarding provision and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Add, remove or change (decrease by 50 pupils or 50% whichever is greater) boarding provision	Statutory process	LA	CofE Diocese RC Diocese
LA for community special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation or voluntary	Add boarding provision	Non-statutory process	GB	N/A
GB of foundation or voluntary	Remove or change (decrease by 50 pupils or 50% whichever is greater) boarding provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of foundation special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese

In making a decision on a proposal to remove boarding provision from a school, the decision-maker should consider whether there is a state funded boarding school within reasonable distance from the school and 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.

Remove selective admission arrangements at a grammar school

The table below sets out who can propose the removal of selective admission arrangements⁷ and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of voluntary or foundation	Remove selective admission arrangements	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community	Remove selective admission arrangements	Statutory process	LA	CofE Diocese RC Diocese

Amalgamations

The LA and/or GB (depending on school category) can publish a proposal to close one school (or more) and enlarge/change the age range/transfer site (following the statutory process as/when necessary) of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its phase has changed.

Alternatively, LAs may propose to close all the schools involved and replace them with a new school. For more information, please consult the separate guidance on [opening and closing a maintained school](#).

⁷ In accordance with s.109 (1) of the School Standards and Frameworks Act 1998

3: Contentious proposals

When proposing changes, LA's and GBs should act reasonably, and in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.

To enable the department to monitor potentially controversial proposals, LAs and GBs should notify schoolorganisation.notifications@education.gov.uk of the publication of any proposals which would:

- involve [expansion onto a separate 'satellite' site](#); or
- where objections have been raised that the proposed change could potentially undermine the quality of education in the local area by creating additional places where there is surplus capacity.

4: Changes that can be made outside of the statutory process

LAs and GBs of mainstream maintained schools can make limited changes (see [part 2](#) for the exact detail) to their schools without following a statutory process, including some temporary changes; they are nevertheless required to adhere to the usual principles of public law. They MUST:

- act rationally;
- take into account all relevant and no irrelevant considerations; and
- follow a fair procedure.

The department expects that in making these changes, LAs and GBs will work together and will:

- liaise with the trustees of the school, and in the case of schools designated as having a religious character the diocese or relevant diocesan board, or any other relevant faith body, to ensure that a proposal is aligned with wider place planning/organisational arrangements, and that any necessary consents have been gained;
- not undermine the quality of education provided or the financial viability of other 'good' and 'outstanding' schools in the local area;
- not create additional places in a local planning area where there is already surplus capacity in schools, taking the quality and diversity of the provision into account as well as cross boundary impacts; and
- ensure open and fair consultation with parents, any affected educational institutions in the area (e.g. primary, secondary, special schools, sixth form and FE colleges as required) and other interested parties. The [consultation principles guidance](#) can be referenced for examples of good practice.

Before making any changes GBs should ensure that:

- they have consulted with the LA to ensure the proposal is aligned with local place planning arrangements
- they have secured any necessary funding;
- they have identified suitable accommodation and sites;

- they have secured planning permission and/or agreement on the transfer of land where necessary⁸. The proposal can be approved subject to planning permission being granted;
- they have the consent of the site trustees or other land owner where the land is not owned by the GB;
- where a school is designated as having a religious character, they have the consent of the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body, where appropriate; and
- the admissions authority is content for the published admissions number (PAN) to be changed where this forms part of expansion plans, in accordance with the School Admissions Code.

Once a decision on the change has been made, the proposer (i.e. LA or GB) is responsible for making arrangements for the necessary changes to be made to the school's record in the department's [GIAS](#) system. These changes must be made no later than the date of implementation for the change and can be input in advance, once a decision is made.

⁸ Including, where necessary, approval from the Secretary of State for change to the use of playing field land under Section 77(1) of the SSFA 1998.

5: Statutory process: prescribed alterations

The statutory process for making prescribed alterations to schools has four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal/notice)		
Stage 2	Representation (formal consultation)	Must be 4 weeks	As set out in the 'Prescribed Alterations' regulations
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator	Any appeal to the adjudicator must be made within 4 weeks of the decision
Stage 4	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker

Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will consult interested parties in developing their proposal prior to publication, to take into account all relevant considerations. Schools should have the consent of the site trustees and where a school is designated as having a religious character the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body.

When considering making a prescribed alteration change, it is best practice to take timing into account, for example:

- by holding consultations and public meetings (either formal or informal) during term time, rather than school holidays and, where appropriate, extend the consultation period if it overlaps school holidays etc;
- plan where any public and stakeholder meetings are held to maximise response;
- take into account the admissions cycle for changes that will impact on the school's admission arrangements.

A number of changes can impact admissions necessitating reductions in PAN, new relevant age groups for admission or the adoption of revised admission criteria. Changes to admission arrangements can be made by the admission authority in one of two ways:

- the consultation on changing the admission arrangements (as set out in the [School Admissions Code](#)) takes place sufficiently in advance of a decision on the prescribed alteration so that the change to admissions can be implemented at the same time as the proposals; or
- a variation is sought, where necessary, in view of a major change in circumstances, from the [Schools Adjudicator](#) so that the changes to the admission policy can be implemented at the same time as the prescribed alteration is implemented.

Decision-makers should, so far as is possible, co-ordinate with the admission authority, if different, to ensure they avoid taking decisions that will reduce a PAN or remove a relevant age group for admission after parents have submitted an application for the following September (e.g. 31 October for secondary admissions or 15 January for primary admissions).

Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. [Annex A](#) sets out the minimum that this should include. The proposal should be accessible to all interested parties and should therefore use 'plain English'.

Where the proposal for one change is linked to another, this should be made clear in any notices published. Where a proposal by a LA is 'related' to a proposal by other proposers (e.g. where one school is to be enlarged because another is being closed) a single notice could be published.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, or comment on, the proposal;
- the date that the representation period ends; and
- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper. If the proposal is published by a GB then notification must also be posted in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication on the website, the proposer must send a copy of the proposal and the information set out in the paragraph above to:

- the GB/LA (as appropriate);
- the parents of every registered pupil at the school - where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the local Church of England diocese;
 - the local Roman Catholic diocese; or
 - the relevant faith group in relation to the school;
- proposals affecting a special school should go to any LA that has commissioned a place at the school (i.e. all relevant authorities who have made an out of county/borough placement there); and
- any other body or person that the proposer thinks is appropriate e.g. any affected educational institutions in the area.

Within one week of receiving a request for a copy of the proposal, the proposer must send a copy to the person requesting it.

There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, proposers will be expected to show good reason (for example an authority-wide reorganisation) if they propose a timescale longer than three years.

Representation (formal consultation)

The representation period must last for four weeks from the date of the publication. During this period, any person or organisation can submit comments on the proposal to the LA to be taken into account by the decision-maker. It is also good practice for representations to be forwarded to the proposer to ensure that they are aware of local opinion.

Decision

The LA will be the decision-maker in all cases except where a proposal is 'related' to another proposal that must be decided by the [Schools Adjudicator](#)⁹.

Decision-makers will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. Decision-makers should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected school(s).

Decisions must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA and/or GB (as appropriate); or
- approve the proposal, with or without modification – subject to certain conditions¹⁰ (such as the granting of planning permission) being met.

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so, the proposer must send written notice to the LA or the GB (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them). A notice must also be placed on the website where the original proposal was published.

Within one week of making a decision the LA must publish their decision and the reasons for it, on the website where the original proposal was published and send copies to:

- the LA (where the Schools Adjudicator is the decision-maker);
- the Schools Adjudicator (where the LA is the decision-maker);

⁹ For example where a change is conditional on the establishment of a new school under section 10 or 11 of EIA 2006 (where the Schools Adjudicator may be the default decision maker).

¹⁰ The prescribed events are those listed in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

- the GB/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school; and
- any other body that they think is appropriate (e.g. other relevant diocese or diocesan board, faith organisation and any affected educational institutions in the area).

If the [Schools Adjudicator](#) is the decision-maker they must notify the persons above of their decision, together with the reasons, within one week of making the decision. Within one week of receiving this notification the LA must publish the decision, with reasons, on the website where the original proposal was published.

Related proposals

Where proposals appear to be related to other proposals, the decision-maker must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

Conditional approval

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events¹¹. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker when a condition is met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

¹¹ Under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

Education standards and diversity of provision

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

Equal opportunities issues

The decision-maker must comply with the Public Sector Equality Duty (PSED), which requires them to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Further information on the considerations can be found on the [Equality and Human Rights Commission](#) website.

Community cohesion

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 should 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 groups within the community.

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.

Further information is available in the statutory [Home to school travel and transport guidance](#) for LAs.

Funding

The decision-maker should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.

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.

Rights of appeal against a decision

The following bodies may appeal to the Schools Adjudicator against a decision made by a LA decision-maker, within four weeks of the decision being made:

- the local Church of England diocese;
- the local Roman Catholic diocese; and
- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

On receipt of an appeal, a LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjudicator.

Implementation

The proposer must implement a proposal in the form that it was approved, taking into account any modifications made by the decision-maker.

Modification post determination

Proposers can seek modifications from the decision-maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been published.

Details of the modification must be published on the website where the original proposals were published.

Revocation of proposals

If the proposer no longer wants to implement an approved proposal, they must publish a revocation proposal to be relieved of the duty to implement, as set out in the Prescribed Alterations Regulations.

Land and buildings

Foundation, foundation special or voluntary controlled schools

Where a LA is required to provide a site for a foundation, foundation special or voluntary controlled school, the LA must¹²:

- transfer their interest in the site and in any buildings on the site which are to form part of the school's premises to the trustees of the school, to be held by them on trust for the purposes of the school; or
- if the school has no trustees, to the GB, to be held by that body for the purposes of the school.

In the case of a dispute as to the persons to whom the LA is required to make the transfer, the adjudicator will make a decision.

Voluntary aided schools

Where a LA is required to provide a site for a voluntary aided school, they must transfer their interest in the land to the trustees of the school, and must pay the reasonable costs to the GB in connection with the transfer.

¹² Under paragraph 17 of schedule 3 of the Prescribed Alterations Regulations

School premises and playing fields

Under the School Premises (England) Regulations 2012, all schools maintained by local authorities 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.

[Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

6: Statutory process: foundation proposals

Changing category to foundation, acquiring a foundation trust and/or acquiring a foundation majority

A 'foundation trust school' is a foundation school with a charitable foundation complying with the requirements set out in SSFA 1998¹³. These include that the foundation trust must have a charitable purpose of advancing education and must promote community cohesion.

The term 'acquire a foundation majority' means acquiring an instrument of government whereby the school's foundation trust has the power to appoint a majority of governors on the GB.

Where a school's GB considers changing category to foundation or acquiring a foundation trust and/or acquiring a foundation majority on the school's GB, the following five-stage statutory process must be followed:

Stage	Description	Timescale	Comments
Stage 1	Initiation		The GB considers a change of category to foundation/acquisition of a foundation trust/acquisition of a foundation majority
Stage 2	Publication		Having gained consent where appropriate
Stage 3	Representation (formal consultation)	Must be 4 weeks	As set out in the prescribed alteration regulations. The LA may refer a foundation trust proposal to the Schools Adjudicator during this period if it considers the proposal to have a negative effect on standards at the school
Stage 4	Decision	The GB must decide within 12 months of the date of publication	Unless the LA has referred the proposal to Schools Adjudicator at Stage 3
Stage 5	Implementation	No prescribed timescale	Must be as specified in the statutory notice, subject to any modifications agreed by the decision-maker

¹³ Section 23A

Initiation

For a proposal to change the category of a school to a foundation school, the GB should inform the LA in writing, at least seven days in advance of a meeting, if a motion to consult on a change of category proposal is to be discussed.

Before the GB can publish a proposal to change category from a voluntary school to a foundation school, the existing trustees and whoever appoints the foundation governors must give their consent.

Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. Part 1 of [Schedule 1 to the Prescribed Alterations Regulations](#) specifies the information that the statutory proposal must contain. Further details on the publication stage can be found in [Part 5](#).

Representation (formal consultation)

The representation period starts on the date of the publication of the proposal and must last four weeks. During this period, any person or organisation can submit comments on the proposal to the GB, to be taken into account when the decision is made.

During the representation period, the LA has the power to require the referral of a proposal to acquire a foundation trust/foundation majority to the [Schools Adjudicator](#) for decision, if they consider it will have a negative impact on standards at the school.

The LA does not have this power in respect of a proposal solely to change the category to foundation¹⁴.

Where a proposal is referred to the [Schools Adjudicator](#), the GB must forward any objections or comments it has received to the Schools Adjudicator within one week of the end of the representation period.

¹⁴ However, where such a proposal is related to a proposal to acquire a trust, then the whole set of proposals will be referred to the Schools Adjudicator

Decision

Unless a proposal has been referred to the Schools Adjudicator (as set out above), the GB will be the decision-maker and must make a decision on the proposal within 12 months of the date of publication of the proposal.

Where a proposal to acquire a foundation trust or a foundation majority is linked to a proposal to change category to a foundation school, they will be decided together.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA;
- approve the proposal with or without modifications but conditional upon:
 - the making of any scheme relating to any charity connected with the school; and
 - the establishment of a foundation¹⁵.

Where the LA has referred a proposal to acquire a foundation trust/foundation majority to the Schools Adjudicator for decision, any related proposal(s) (including a change of category to foundation) will also fall to be decided by the Schools Adjudicator.

Decision-makers should consider the impact of changing category to foundation school, and acquiring or removing a foundation trust on educational standards at the school. In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted 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.

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. Foundation trusts have a duty¹⁶ to promote community cohesion, and decision-makers should carefully consider the foundation trust's plans for partnership working with other schools, agencies or voluntary bodies.

¹⁵ As defined in section 23A of the SSFA 1998

¹⁶ Under section 23A(6) of the SSFA 1998.

Foundation schools acquiring a foundation trust

For foundation trust schools the decision-maker should be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking for a school to alter, acquire, or lose a designated religious character. These alterations cannot be made simply by acquiring a foundation trust;
- the necessary work is underway to establish the foundation trust as a charity and as a corporate body; and
- that none of the foundation trustees are disqualified from exercising the function of foundation trustee, either by virtue of:
 - o disqualifications from working with children or young people;
 - o not having obtained a criminal record check certificate¹⁷;
 - o [Charities Act 2011](#)¹⁸ which disqualify certain persons from acting as charity trustees.

Suitability of partners

Decision-makers will need to be satisfied of the suitability of foundation trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis whether the reputation of a foundation trust partner is in keeping with the charitable objectives of a foundation trust, or could bring the school into disrepute. However, the decision-maker should make a balanced judgement, considering the suitability and reputation of the current/potential foundation trust.

The following sources may provide information on the history of potential foundation trust partners:

- [The Health and Safety Executive Public Register of Convictions](#)¹⁹
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

¹⁷ Under section 113A of the Police Act 1997

¹⁸ section 178 onwards

¹⁹ Appearance on this database should not automatically disqualify a potential trust member; decision-makers will wish to consider each case on its merits

Within one week of making a decision the GB must publish a copy of the decision (together with reasons) on the website where the original proposal was published and send copies to:

- the LA;
- the local Church of England diocese; and
- the local Roman Catholic diocese.

Where a proposal has been decided by the GB and is to change the category of a VA school to foundation (with or without the acquisition of a foundation trust/foundation majority), the following bodies have the right of appeal to the [Schools Adjudicator](#)²⁰:

- the LA;
- the local Church of England diocese(s); and
- the local Roman Catholic diocese(s).

Conditional approval

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events²¹. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker when a condition is met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

Implementation

The GB must implement any approved proposal by the approved implementation date, taking into account any modifications made by the decision-maker.

Within one week of implementation, the GB must provide information to the Secretary of State²² about foundation proposals that have been implemented. Copies of the statutory proposals and decision record should be submitted to

²⁰ The specific circumstances in which a referral can be made are prescribed under paragraph 15 of Schedule 1 to the Prescribed Alterations Regulations

²¹ under paragraph 16 of Schedule 1 to the Prescribed Alterations Regulations

²² Paragraph 18 of Schedule 1 of the Prescribed Alterations Regulations

schoolorganisation.notifications@education.gov.uk in order for the school record to be updated on GIAS.

Modification post determination

Modifications can be made to a proposal by the governing body after determination but before implementation.

Revocation

If the proposer no longer wants to implement an approved proposal they must publish a revocation proposal to be relieved of the duty to implement, as set out in Paragraph 19 of Schedule 1 of the Prescribed Alterations Regulations.

Governance and staffing issues

Schedule 4 of the Prescribed Alterations Regulations provides further information on the requirements about:

- the revision or replacement of the school's instrument of government;
- reconstitution or replacement of the GB;
- current governors continuing in office;
- surplus governors;
- transfer of staff; and
- transitional admission arrangements.

Land transfer issues

Requirements as to land transfers, when a school changes category or acquires a foundation trust, are prescribed in Schedule 5 of the Prescribed Alterations Regulations.

Removing a foundation trust and/or removing a foundation majority

There are five or six statutory stages (depending on the proposal and circumstances) to remove a foundation trust and/or to reduce a foundation majority. It may be triggered in two different ways – either by a majority or a minority of the GB:

Stage	Description	Timescale	Comments
Stage 1	Initiation		<p>Majority A majority of governors considers publishing a proposal to remove a foundation trust/reduce the number of governors appointed by the foundation.</p> <p>or</p> <p>Minority A minority (of not less than a third of the governors) notify the clerk of the GB of their wish to publish a proposal to remove a foundation trust/reduce the number of governors appointed by the foundation</p>
Stage 2	Land Issues (applicable only to removal of trusts)	If not resolved within 3 months, disputes must be referred to the Schools Adjudicator	In cases of removing foundation trusts, the GB, trustees and the LA must resolve issues related to land and assets before a proposal is published
Stage 3	Consultation	<p>Majority A minimum of 4 weeks is recommended.</p> <p>or</p> <p>Minority No consultation required</p>	<p>Majority It is for the GB to determine the length of consultation</p>
Stage 4	Publication and representation	<p>Majority 6 week representation period.</p> <p>or</p> <p>Minority</p>	

Stage	Description	Timescale	Comments
		Where there are no land or asset issues – publish within 3 months of receipt of notice by GB clerk – followed by a 6-week representation period. Where there are land issues, publish within 1 month of receipt of School Adjudicator’s determination – followed by a 6-week representation period	
Stage 5	Decision	Within 3 months	A proposal initiated by a minority of governors may not be rejected unless at least two-thirds of the GB are in favour of the rejection
Stage 6	Implementation	No prescribed timescale	But must be as specified in the statutory notice, subject to any modifications agreed by the decision-maker

Initiation

A proposal for removing a foundation trust and/or removing a foundation majority can be triggered by:

- a) a majority²³ of the GB or a committee deciding to publish a proposal. The decision to publish must be confirmed by the whole GB at a meeting held at least 28 days after the meeting at which the initial decision was made; or
- b) at least one-third²⁴ of the governors requesting in writing to the clerk of the GB, that a proposal be published. No vote of the GB is required as they are obliged to publish a proposal. To prevent on-going challenges

²³ Regulation 4 of the Removal Regulations

²⁴ Regulation 5 of the Removal Regulations

there are a number of prescribed circumstances²⁵ in which there is no obligation to follow the wishes of the minority of governors.

Land and assets (when removing a foundation trust)

Before publishing proposals to remove a foundation trust, the GB must reach agreement with the trustees and LA on issues relating to the school's land and assets. Where such issues remain unresolved within three months of the initial decision (majority) or receipt of notice by the clerk (minority), they must be referred to the [Schools Adjudicator](#) for determination.

On the removal of the foundation trust, all publicly provided land held by the foundation trust for the purposes of the school will transfer to the GB²⁶. Where the land originated from private sources (for example, where land was gifted on trust), the land will transfer to the GB in accordance with a transfer agreement, providing for consideration to be paid by the GB to the foundation trust where appropriate. However, there may be land which has benefited from investment from public funds which remains with the trustees under the transfer agreement.

Alternatively, there may have been investment by trustees in the publicly provided land or from public funding in the land provided by the trustees. In either of these cases, it may be appropriate for either the trustees or the public purse to be compensated. The possibility of stamp duty land tax may also need to be taken into account.

The Schools Adjudicator will announce its determination in writing to both parties.

Consultation

Where a minority of governors initiated the process, this stage does not apply.

Where a majority of governors initiated the process, before publishing a proposal the GB must consult:

- families of pupils at the school;
- teachers and other staff at the school;
- the trustees and, if different, whoever appoints foundation governors;
- the LA;

²⁵ See regulation 5(4) of the Removal Regulations

²⁶ By virtue of regulation 17(1) of the Removal Regulations

- the GBs of any other foundation or foundation special schools maintained by the same LA for which the foundation acts as a foundation;
- any trade unions who represent school staff;
- if the school has been designated as having a religious character, the appropriate diocesan authority or other relevant faith group in relation to the school;
- any other person the GB consider appropriate.

Publication

Where the decision to publish a proposal was made by a majority of governors, the GB at this stage must decide whether to go ahead with publishing the proposal.

Where the decision to publish a proposal was made by a minority of governors and there are no land issues to be determined, the GB must publish the proposal within 3 months of the receipt of the notice by the clerk. If land issues were referred to the [Schools Adjudicator](#), the proposal must be published within 1 month of receipt of its determination.

Proposals to remove a foundation trust or to alter the instrument of government so that foundation governors cease to be the majority of governors must contain the information set out in [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](#). Further details on the publication stage can be found in [Part 5](#).

At the same time as publishing the proposals, the GB must send copies of the proposals to the LA, trustees, and the Secretary of State via schoolorganisation.notifications@education.gov.uk.

Representation

The representation period starts on the date of the publication of the proposal and must last six weeks. During this period, any person or organisation can submit comments on the proposal to the GB to be taken into account when the decision is made.

Unlike the foundation trust acquisition process, there is no power for the LA to refer a proposal to the Schools Adjudicator to remove a school's foundation trust or to reduce the number of governors appointed by the foundation trust. However, GBs

must bear in mind that failure to follow the requirements of the statutory process could lead to a complaint to the Secretary of State under Section 496/497 of the Education Act 1996, and/or ultimately be challenged through judicial review.

Decision

The GB is the decision-maker for a removal proposal and must determine the proposal within 3 months of the date of its publication.

If a proposal was brought forward by a majority of governors, then it may be determined by a majority vote of those governors present²⁷.

If a proposal was brought forward by a minority of governors, then the GB may not reject the proposal unless two thirds or more of the governors indicate that they are in favour of its rejection²⁸.

When deciding a proposal for the removal of a foundation trust, the GB should consider the proposal in the context of the original proposal to acquire the foundation trust, and consider whether the foundation trust has fulfilled its expectations. Where new information has come to light regarding the suitability of foundation trust partners, this should be considered.

All decisions must be taken in accordance with the processes prescribed in [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#)²⁹.

The GB must notify the relevant LA, trustees and the Secretary of State via schoolorganisation.notifications@education.gov.uk of their decision.

Implementation

The GB is under a statutory duty to implement any approved proposal, as published, by the approved implementation date, taking into account any modifications made. In changing category, an implementation period begins when the proposal is decided and ends on the date the proposal is implemented. During this period the LA and GB are required to make a new instrument of government for the school, so enough time must be built into the timeframe for this to happen. The GB must then be reconstituted in a form appropriate to the school's new category and also in accordance with the appropriate instrument of government taking into account the [School Governance \(Constitution\) \(England\) Regulations 2012](#).

²⁷ As per the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

²⁸ As per regulation 11(2) of the Removal Regulations.

²⁹ Except as otherwise provided by the Removal Regulations.

When removing a foundation trust or a foundation majority, a governor may continue as a governor in the corresponding category (e.g. staff governor, parent governor) if that category remains under the new instrument of government. A member of a current GB who continues as a governor on these grounds holds office for the remainder of the term for which he or she was originally appointed or elected. Where a school with a religious character has no foundation trust, the GB must appoint partnership governors with a view to ensuring that the religious character of the school is preserved and developed in accordance with the School Governance (Constitution) (England) Regulations 2012. There is nothing to prevent the appointment of a former foundation governor being reappointed by the GB as a partnership governor.

The terms of the trust on which land is held for a voluntary or foundation school often include very specific provisions regarding the conduct of the school and the use of any fund held by the foundation trust for the use of the school and premises. When making a proposal to change category, proposers will need to consider whether the current terms on which the school's land is held on trust allows for the change in category proposed. If in doubt, or if a variation in the foundation trust is clearly necessary, promoters and the relevant site trustees are advised to make early contact with the Charity Commission to apply for the terms of the trust to be varied under the relevant trust law.

Modification of proposals

Modifications can only be made to the implementation date and the proposed constitution of the governing body.

Annex A: Information to be included in a prescribed alteration statutory proposal

A statutory proposal for making a prescribed alteration to a school must contain sufficient information for interested parties to make a decision on whether to support the proposed change. A proposal should be accessible to all interested parties and therefore use 'plain English'.

Proposers will need to be mindful of the factors that will inform the decision-makers assessment when determining the proposal.

As a minimum, the department would expect a proposal to include:

- school and LA details;
- description of alteration and evidence of demand;
- objectives (including how the proposal would increase educational standards and parental choice);
- the effect on other educational institutions within the area;
- project costs and indication of how these will be met, including how long-term value for money will be achieved;
- implementation plan; and
- a statement explaining the procedure for responses: support, objections and comments.

Annex B: Further Information

This guidance primarily relates to:

- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](http://www.legislation.gov.uk/uksi/2013/3110/contents/made)
www.legislation.gov.uk/uksi/2013/3110/contents/made
- [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/3475/contents/made) www.legislation.gov.uk/uksi/2007/3475/contents/made
- [The School Organisation \(Requirements as to Foundations\) \(England\) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/1287/contents/made) www.legislation.gov.uk/uksi/2007/1287/contents/made
- [The Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40)
www.legislation.gov.uk/ukpga/2006/40
- [The School Standards and Framework Act 1998](http://www.legislation.gov.uk/ukpga/1998/31/contents)
www.legislation.gov.uk/ukpga/1998/31/contents

It also relates to:

- [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](http://www.legislation.gov.uk/uksi/2013/3109/contents/made) www.legislation.gov.uk/uksi/2013/3109/contents/made
- [The School Governance \(Constitution\) \(England\) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1034/contents/made)
www.legislation.gov.uk/uksi/2012/1034/contents/made
- [The School Governance \(Constitution and Federations\) \(England\) \(Amendment\) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1257/pdfs/uksi_20141257_en.pdf)
www.legislation.gov.uk/uksi/2014/1257/pdfs/uksi_20141257_en.pdf
- [The School Governance \(Miscellaneous Amendments\) \(England\) Regulations 2015](http://www.legislation.gov.uk/uksi/2015/883/pdfs/uksi_20150883_en.pdf) www.legislation.gov.uk/uksi/2015/883/pdfs/uksi_20150883_en.pdf
- [The School Governance \(New Schools\) \(England\) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/958/pdfs/uksi_20070958_en.pdf)
www.legislation.gov.uk/uksi/2007/958/pdfs/uksi_20070958_en.pdf
- [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](http://www.legislation.gov.uk/uksi/2013/1624/contents/made) www.legislation.gov.uk/uksi/2013/1624/contents/made
- [The Childcare Act 2006](http://www.legislation.gov.uk/ukpga/2006/21/contents) www.legislation.gov.uk/ukpga/2006/21/contents
- [The School Premises \(England\) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1943/contents/made)
www.legislation.gov.uk/uksi/2012/1943/contents/made

- [Making Significant Changes to an Existing Academy](http://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy)
www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy
- [Academy/Free School Presumption – departmental advice](http://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption)
www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption
- [Establishing New Maintained Schools – departmental advice for local authorities and new school proposers](http://www.gov.uk/government/publications/establishing-new-maintained-schools)
www.gov.uk/government/publications/establishing-new-maintained-schools
- [The School Admissions Code](http://www.gov.uk/government/publications/school-admissions-code--2) www.gov.uk/government/publications/school-admissions-code--2
- [Education Act 1996](http://www.legislation.gov.uk/ukpga/1996/56/contents) www.legislation.gov.uk/ukpga/1996/56/contents
- [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents) www.legislation.gov.uk/ukpga/2010/15/contents
- [Police Act 1997](http://www.legislation.gov.uk/ukpga/1997/50/contents) www.legislation.gov.uk/ukpga/1997/50/contents
- [Charities Act 2011](http://www.legislation.gov.uk/ukpga/2011/25/contents) www.legislation.gov.uk/ukpga/2011/25/contents
- [Public Sector Equality Duty](http://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty) www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty
- [Home-to-school travel and transport - GOV.UK](http://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance)
www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance
- [Get information about schools - GOV.UK](http://www.get-information-schools.service.gov.uk/) www.get-information-schools.service.gov.uk/
- [Consultation principles: guidance - GOV.UK](http://www.gov.uk/government/publications/consultation-principles-guidance)
www.gov.uk/government/publications/consultation-principles-guidance
- [School land and property: protection, transfer and disposal - GOV.UK](http://www.gov.uk/guidance/school-land-and-property-protection-transfer-and-disposal)
www.gov.uk/guidance/school-land-and-property-protection-transfer-and-disposal

Annex C: Contact details for RSC offices

- East and North East London - RSC.EASTNELONDON@education.gov.uk
- North - RSC.NORTH@education.gov.uk
- East Midlands and Humber - EMH.RSC@education.gov.uk
- Lancashire and West Yorkshire - LWY.RSC@education.gov.uk
- South Central England and North West London - RSC.SCNWLON@education.gov.uk
- South East and South London - RSC.SESL@education.gov.uk
- South West - RSC.SW@education.gov.uk
- West Midlands - RSC.WM@education.gov.uk



Department
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Date: 23 September 2022

Title of report: Developing Special Educational Needs (SEND) Additionally Resourced Provision in mainstream schools – outcome report.

Purpose of report: To present the outcomes from the non-statutory consultation on proposals for new Additionally Resourced Provisions (ARPs) in mainstream schools, specialising in social, emotional and mental health (SEMH); cognition and learning (C&L); and complex communication and interaction (CCI) needs.

1. Background

Between 24 June and 22 July 2022, a non-statutory consultation took place on the first phase of proposals for new Additionally Resourced Provisions (ARPs) in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs. This report details the findings from the consultation which can be taken into account when decisions are made about the next steps for the proposals. The consultation document can be found at Appendix A, the consultation strategy and methodology at Appendix B, and the distribution list for the consultation document at Appendix C.

An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. The first phase of proposals is intended to increase the number and geographical spread of ARP provision and is outlined in the table below:

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
Social, Emotional and Mental Health Needs					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
Complex Communication and Interaction Needs					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North.

Netherhall Learning Campus Junior School	Primary	Maintained	12		Proposals deliver provision in Central Kirklees. Proposals also deliver primary through to secondary provision on one central site.
Netherhall Learning Campus High School	Secondary	Maintained	20		
Cognition and Learning					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

* *Technically South in terms of school organisation but relatively central by distance*

There are more schools that have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

The consultation also included an additional proposal to remove the registered ARP for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School. This ARP has not been operational for two years due to a lack of demand for places.

2. Response to Consultation

Question: Do you support or oppose the proposals relating to Developing Special Educational Needs (SEND) provision in mainstream schools?

The Council received 52 responses from a range of stakeholders. All responses are included in full in Appendix D. The types of stakeholders responding to the consultation are detailed in the table below.

Type of respondent		
Respondent	Number of respondents	% of respondents
Parents/Carers	39	55%
Pupils	1	1%
Staff Members	12	17%
Governors	5	7%
Local Residents	7	10%
Other	7	10%
	71	

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

table (52 actual respondents logged as 71 stakeholder views in the above table)

The table above shows 55% of respondents were parents, carers or pupils, 17% of respondents were members of school staff, 7% were school governors, and 10% were local residents.

Summary by response type

Summary by response type	Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know	Total
	34	5	4	1	6	2	52
	65%	10%	8%	2%	12%	4%	

Note: Where respondents have classified themselves in more than one category, their response has been counted only once in this table.

This table provides a summary of the responses received and is included in order that the overall level of support or opposition to the proposals can be clearly established.

It shows that 75% of respondents either strongly support or support the proposals. 14% of respondents oppose or strongly oppose the proposals. 8% of respondents neither support nor oppose the proposals and 4% don't know whether they support or oppose the proposals.

Responses from parents/carers

Responses of parents/carers	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	26	4	3	0	4	2	39
	67%	10%	8%	0%	10%	5%	

- This table shows the distribution of responses from parents/carers, 39 responses were received.
- 77% of this group of respondents strongly supports or supports the proposals, with 10% opposing or strongly opposing the proposals.

Responses from Staff

Responses from individual staff	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	10	1	1	0	0	0	12
	83%	8%	8%	0%	0%	0%	

This table shows the distribution of responses from individual staff members from various schools. A total of 12 responses were received from members of school

staff. 91% strongly support or support the proposals. Only one of the respondents “neither supports nor opposes” the proposals. The low number of responses from this category of stakeholder should be noted.

Responses from Governors.

Responses from governors	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	4	1	0	0	0	0	5
	80%	20%	0%	0%	0%	0%	

This table shows responses from Governors. A total of 5 responses were received. 100% of governors strongly support or support the proposal. The very low number of responses from this category of stakeholder should be noted.

Responses from other respondents

Responses from other respondents	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
Local Residents	5	1	0	0	0	1	7
Pupil	0	0	0	0	1	0	1
Other	3	1	0	1	1	1	7
	8	2	0	1	2	2	15
	53%	13%	0%	7%	13%	13%	

This table shows responses from other respondents including Local Residents. A total of 15 responses were received, 66% of which strongly supported or supported the proposals. 20% of these respondents strongly opposed or opposed the proposals and 9% were categorised as “don't know”. The low number of responses from these categories of stakeholder should be noted.

Key Themes from the Consultation Responses

The responses to the consultation question ‘**Do you support or oppose the proposals relating to Developing Special Educational Needs (SEND) provision in mainstream schools?**’ have been analysed to identify key themes and these have been summarised along with an officer commentary below:

Key Theme: Current provision	
Summary response	Officer commentary
<p>Many respondents highlighted the current lack of specialist provision, both in mainstream schools and special schools, particularly in North Kirklees.</p> <p>There is a strong response from all respondents who support the proposals the introduction of additional provision in Kirklees is a positive step.</p> <p>Respondents supporting the proposals provided positive feedback about similar provisions that have helped pupils/children and their families.</p>	<p>Many children and young people with additional learning needs can make better, more sustained progress when they attend an Additionally Resourced Provision in a mainstream school. This gives children and young people the opportunity to work in a smaller, more nurturing environment as needed, with access to specialist teaching and support staff and resources.</p> <p>We want to build on the existing ARPs we currently have across the borough which are very successfully meeting children’s needs and enabling positive outcomes. This view has been supported by our engagement with families and young people who attend these ARPs and was also recognised in our recent Local Area SEND Ofsted inspection.</p> <p>The ARP proposals are intended to increase provision for some areas of need and improve the geographical spread of ARP provision across Kirklees, ensuring we can meet the needs of more children and young people with SEND across the whole of Kirklees.</p>
Key Theme: Specialist knowledge of teaching staff	
Summary response	Officer commentary
<p>There was wide concern from both respondents who support the proposals and those who oppose them that there are not enough qualified specialist teaching staff for children with SEND, coupled with a lack of knowledge and training amongst teaching staff in mainstream school.</p>	<p>ARPs can offer pupils:</p> <ul style="list-style-type: none"> • teaching and support staff with additional specialist knowledge, skills, expertise and allocated time in a particular area of SEND; • lessons in mainstream classes, but with additional specialist resources and teaching; • additional Educational Psychologist and specialist health input as necessary.

	<p>In addition, mainstream schools with ARPs on site can benefit across the school from the enhanced specialism in their staff teams, enabling the wider school to access more specialist training and resources.</p>
<p>Key theme: Local provision</p>	
<p>Summary response</p>	<p>Officer commentary</p>
<p>Some respondents who support or have neutral views on the proposals commented on the long travelling times to current provision and how it would be better for children to have their needs met locally in a familiar environment.</p>	<p>The greatest proportion of provision is currently located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. One of the cornerstones of our SEND transformation plan is creating more provision within Kirklees to ensure there is sufficient capacity to meet need locally wherever possible. The ARP proposals are intended to improve the geographical spread of SEND provision across Kirklees, reducing travelling times for pupils by enabling them to access suitable provision closer to home.</p>
<p>Key Theme: SEMH provision</p>	
<p>Summary response</p>	<p>Officer commentary</p>
<p>Respondents who supported the proposals mentioned the importance of there being adequate provision for children with SEMH needs.</p>	<p>There are currently no ARPs in Kirklees specialising in Social, Emotional and Mental Health (SEMH) needs, despite growing demand, so we absolutely agree. We are pleased that this first phase of proposals includes two ARPs specialising in SEMH based in primary schools. One in the North and one in South of Kirklees. Work is already underway on a second phase and we hope this will include proposals for further SEMH provision, including in at least one secondary school.</p> <p>In addition to this we also have plans in place to expand our “Alternative Provision” offer which will further meet the needs of pupils with SEMH needs.</p>

Key Theme: Learning environment	
Summary response	Officer commentary
<p>Respondents who opposed the proposals expressed concern about how children with SEND would cope with lessons taught in mainstream schools.</p> <p>Others commented that the school environment was an important consideration and were worried that high schools in particular could be noisy, crowded and intimidating for children with SEND.</p>	<p>ARPs provide small, nurturing specialist environments which support the learning, behaviour and social and emotional needs of each pupil. The accommodation and environment is adapted to meet need. Each ARP is an integral part of the school and specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person.</p> <p>When pupils are ready to attend mainstream lessons and activities, they will usually be accompanied with specialist staff (unless it is more appropriate to offer opportunities for independence). The amount of time spent in mainstream lessons as opposed to within the ARP base will be very much flexible, dependent upon the needs of each child. For example, some young people may spend 100% of their time in the ARP initially, building up to increased time in mainstream, only if and when they are ready.</p>
Key Theme: Bullying	
Summary response	Officer commentary
<p>A theme among responses from those who opposed the proposals was concern about bullying of children with SEND attending lessons in mainstream school and that not enough is being done to tackle this.</p>	<p>All schools are required to have an anti-bullying policy and be vigilant in ensuring bullying is not enabled in school.</p> <p>ARPs offer small, nurturing environments, with an opportunity to focus on social and emotional development as well as academic areas. ARPs offer “key worker” systems whereby children and young people develop trusting relationships with key staff – therefore enabling them to raise any worries or concerns they may have.</p> <p>As outlined above, if ARP pupils do attend lessons in the mainstream, they will almost always be alongside specialist staff, supporting them throughout the lesson.</p>

Question: Do you support or oppose the proposals relating to the removal of the Physical needs ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?

The Council received 51 responses from a range of stakeholders. All responses are included in full in Appendix D. The types of stakeholders responding to the consultation are detailed in the table below.

Type of respondent		
Respondent	Responses per stakeholder	% of responses
Parents/Carers	38	75%
Pupils	1	2%
Staff Members	11	22%
Governors	4	8%
Local Residents	6	12%
Other	7	14%
	67	

Note: Some respondents have classified themselves as belonging to more than one stakeholder group and have therefore been counted in more than one group in this table (51 actual respondents logged as 67 stakeholder views in the above table)

The table above shows 77% of respondents were parents, carers or pupils, 22% of respondents were members of school staff, 8% were school governors, and 12% were local residents. 14% were other respondents. It should be noted that none of the parents/carers, pupil, staff members or governors who responded were from Netherhall St James CE(VC) I & N or Netherhall Learning Campus Junior School.

Summary of respondents by response type.

Summary table by response type	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	Total
	1	5	20	4	5	16	51
	2%	10%	39%	8%	10%	31%	

Note: Where respondents have classified themselves in more than one category, their response has been counted only once in this table.

This table provides a summary of the responses received and is included in order that the overall level of support and opposition to the proposals can be clearly established, from the responses received.

It shows that only 12% of respondents either strongly supported or supported the proposals. 39% of respondents neither supported nor opposed the proposals with 18% of respondents opposing or strongly opposing the proposals. 31% were categorised as didn't know whether or not they supported the proposals.

Responses from parents/carers.

Responses of parents/carers	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
Total	0	3	15	3	5	12	38
	0%	8%	39%	8%	13%	32%	

This table shows the distribution of responses from parents/carers, 38 responses were received.

Only 8% of parents/carers who responded supported the proposals, while 21% opposed or strongly opposed the proposals. The largest percentage of parents/carers who responded – 71% - neither supported nor opposed the proposal or didn't know whether they supported or opposed it.

Responses from Staff.

Responses from individual staff	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	1	3	4	0	0	3	11
	9%	27%	36%	0%	0%	27%	

The table above shows the distribution of responses from individual staff members from various schools. A total of 11 responses received from staff members (none of whom work at Netherhall St James CE (VC) I & N School or Netherhall Learning Campus Junior School). 36% strongly supported or supported the proposals and a total of 63% neither supported nor opposed the proposal. No staff members who responded opposed or strongly opposed the proposal. The low number of responses should be noted.

Responses from Governors.

Responses from governors	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	0	1	1	0	0	2	4
	0%	25%	25%	0%	0%	50%	

The table above shows responses from governors, none of whom are governors at Netherhall St James CE (VC) I & N School or Netherhall Learning campus Junior School. A total of 4 responses were received. 25% of governors strongly supported or supported the proposal, while the remaining 75% neither supported nor oppose the proposal or didn't know whether they supported or opposed the proposal. The very low number of responses should be noted.

Responses from other respondents

Responses from other respondents	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
Local Residents	0	0	1	1	0	4	6
Kirklees Councillor	0	0	0	0	0	1	1
Other	0	0	0	0	0	0	0
	0	0	1	1	0	5	7
	0%	0%	14%	14%	0%	71%	

This table shows responses from other respondents including Local Residents. A total of 7 responses were received. None of these respondents supported or strongly supported the proposal. 71% didn't know whether they supported or opposed the proposal. The very low number of responses should be noted.

3. Key themes from the consultation responses.

The responses to the consultation question '**Do you support or oppose the proposals relating to the removal of the Physical Needs ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?**' have been analysed to identify key themes and these have been summarised along with an officer commentary below:

Key Theme: Lack of knowledge about provision	
Summary response	Officer commentary
Many respondents stated they do not know enough about the current provision to comment.	<p>We have carried out careful needs analysis to consider what sort of provision there is current need and demand for across Kirklees. This is primarily in the areas of SEMH and CCI.</p> <p>The existing provision has not had any pupils attending or any new referrals for 3 years now. The original provision was set up for 5 pupils, on "transitional" places (short term) but was never full.</p>

Key Theme: Future demand	
Summary response	Officer commentary
Some respondents suggested stronger evidence was needed to prove the provision will not be required in the future and why it hadn't been utilised.	<p>Children with a physical disability should be able to attend their local mainstream school, with their peers. In Kirklees we pride ourself on our Inclusive offer and, in line with parental preference, we support schools to make adaptations to their buildings and environments, where needed, to ensure they are fully inclusive.</p> <p>Over the last three years we have developed a highly successful Outreach Service for pupils with Physical needs. The service works closely with children, families and schools across Kirklees to ensure our mainstream schools are accessible and children and young people are able to be successful. With the success of this team, we have no longer required a separate provision for pupils with physical disabilities which is why it is no longer in use.</p>
Key theme: Reduced provision	
Summary response	Officer commentary
Those opposing the proposal queried why this provision was being removed if there is currently a lack of ARPs and the overall aim is to increase provision across Kirklees.	Despite the removal of these five transitional places for Physical needs, overall the proposals for new ARPs will result in an increase in the number and geographical spread of provision in Kirklees. This includes more places on the Netherhall Learning Campus. The proposals for new ARPs are intended to increase provision for some specific areas of need – in this case specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs. There are currently no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.
Key Theme: Other alternatives	
Summary response	Officer commentary
Respondents who opposed or were neutral about the proposal asked whether the provision could be improved or replaced elsewhere, or the space	There are proposals in the same consultation to create more ARP places than those which are being considered for removal on the Netherhall Learning

repurposed into another type of ARP.	Campus.
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Summary of the consultation responses

Proposals for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs:

The majority of respondents to the consultation were parents and carers. Overall, there was a positive response to the proposals, with a significant majority of respondents strongly supporting or supporting them.

Proposal to remove the Physical Impairment ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School:

Three quarters of respondents to the consultation were parents and carers. There was a mixed response to the proposal. Although only 12% of respondents strongly supported or supported the proposal, the proportion who opposed or strongly opposed the proposal was not much greater (16%). Most respondents neither supported nor opposed the proposal or didn't know whether they supported or opposed the proposal.

Conclusion from the consultation responses

The conclusion to be drawn from the non-statutory consultation is that there is a very good level of support from a large majority of respondents for establishing new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs. Respondents commented that the introduction of additional provision was a positive step and that it was better for children to be able to access provision closer to home.

Some concerns were raised about the proposals including the level of specialist SEND knowledge among teaching staff and the suitability of the learning environment for children with additional needs. The Local Authority expectation is that those employed to work within an ARP will be specialists in their areas of SEND, and further training and development will be provided. Additionally, the learning environments will be specifically adapted to meet need.

There was a more mixed response to the proposal to remove the Physical Impairment ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School with some respondent asking for further information. Overall the proportion of respondents opposed or strongly opposed to the proposal was low and further information has been provided in the Officer responses above about the reasons why five transitional places for pupils with a physical disability are no longer required.

4. Next Steps:

Proposals relating to maintained schools

On 26th July 2022 Kirklees Cabinet approved delegated authority for the Strategic Director for Children's Services to take account of the outcomes of a non-statutory consultation to establish, change or discontinue ARPs and arrange for the Council to publish related statutory proposal. This consideration will take place as soon as possible.

Proposals relating to academies

Taking account of the outcomes from this non-statutory consultation, Academy Trust can decide if they wish to progress a proposal related to one of their academies by submitting a related business case to the Department for Education. The Council will continue to work closely with Academy Trusts, providing support as required.

Appendix A

Consultation Document



Developing Special Educational Needs (SEND) provision in mainstream schools

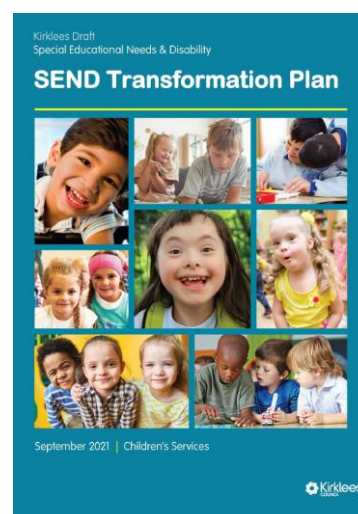
Consultation on the proposal for new **Additionally Resourced Provisions** in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

Introduction and Background

Our vision for children and young people in Kirklees is that they have the best start in life. Our aspirations for children and young people with SEND are no different to those we hold for all children.

62,665 pupils between the age of 4 and 16 years attend 170 publicly funded mainstream schools in Kirklees - from infant to secondary and all-through schools. There is a diverse mixture of maintained schools and academies within Kirklees. There are 10,098 pupils aged 4 to 16 years with SEND - 7,866 at SEND Support and 2,232 with Education, Health and Care Plans (EHCPs). Of these, 9,407 pupils are educated in mainstream schools and settings and 691 in special schools (Spring 2022).

Our partnership across Education, Health and Social Care aims to improve the lives and life chances of children and young people (aged 0-25) with SEND. We will achieve this through delivering our [SEND Transformation Plan](#) which focuses on early identification of needs, key strategic investment to flexibly increase capacity and sufficiency, effective transitions for our children as they grow, and a focus on inclusivity across all our settings and provision.

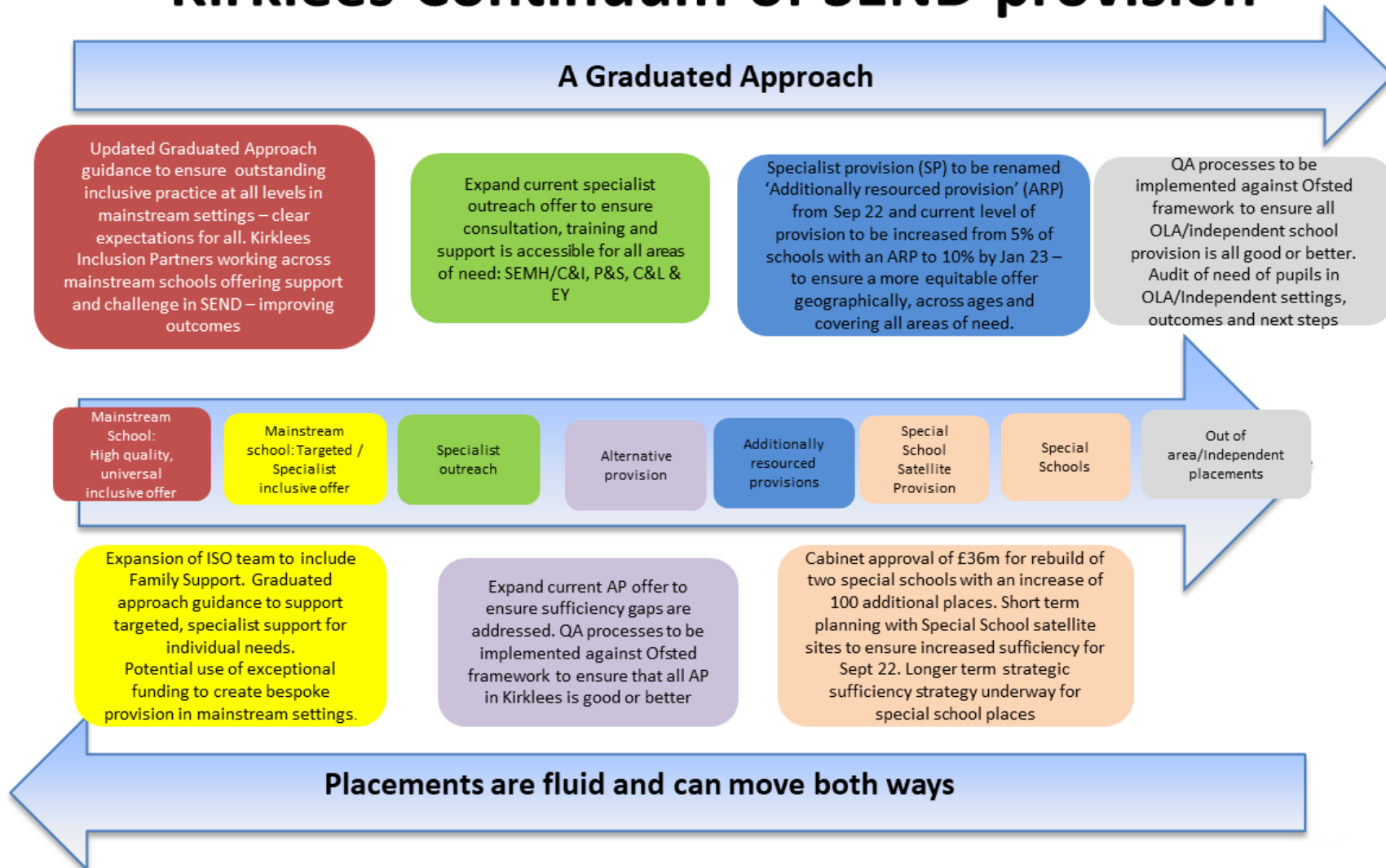


Within our SEND Transformation Plan we have worked with stakeholders across Kirklees to develop our 'Inclusive Ambitions', which are:

- Responsive and holistic early intervention
- Culture of trust with parents and families
- Inclusive practice in the community and within education settings
- Children and young people thriving in education settings and celebrating more holistic outcomes and achievements
- An integrated system
- Embedding a shared culture of proactivity, holistic skills and knowledge
- Supporting children to have clear aspirations with a focus on preparing for adulthood

A key strand of the SEND Transformation Plan is 'Commissioning and Sufficiency', which includes improving local sufficiency of places across a graduated approach model.

Kirklees Continuum of SEND provision



What is Additionally Resourced Provision (ARP)?

Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. ARPs can offer:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

Our existing ARPs

We already have Additionally Resourced Provisions in Kirklees (although we currently call these specialist provisions). The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

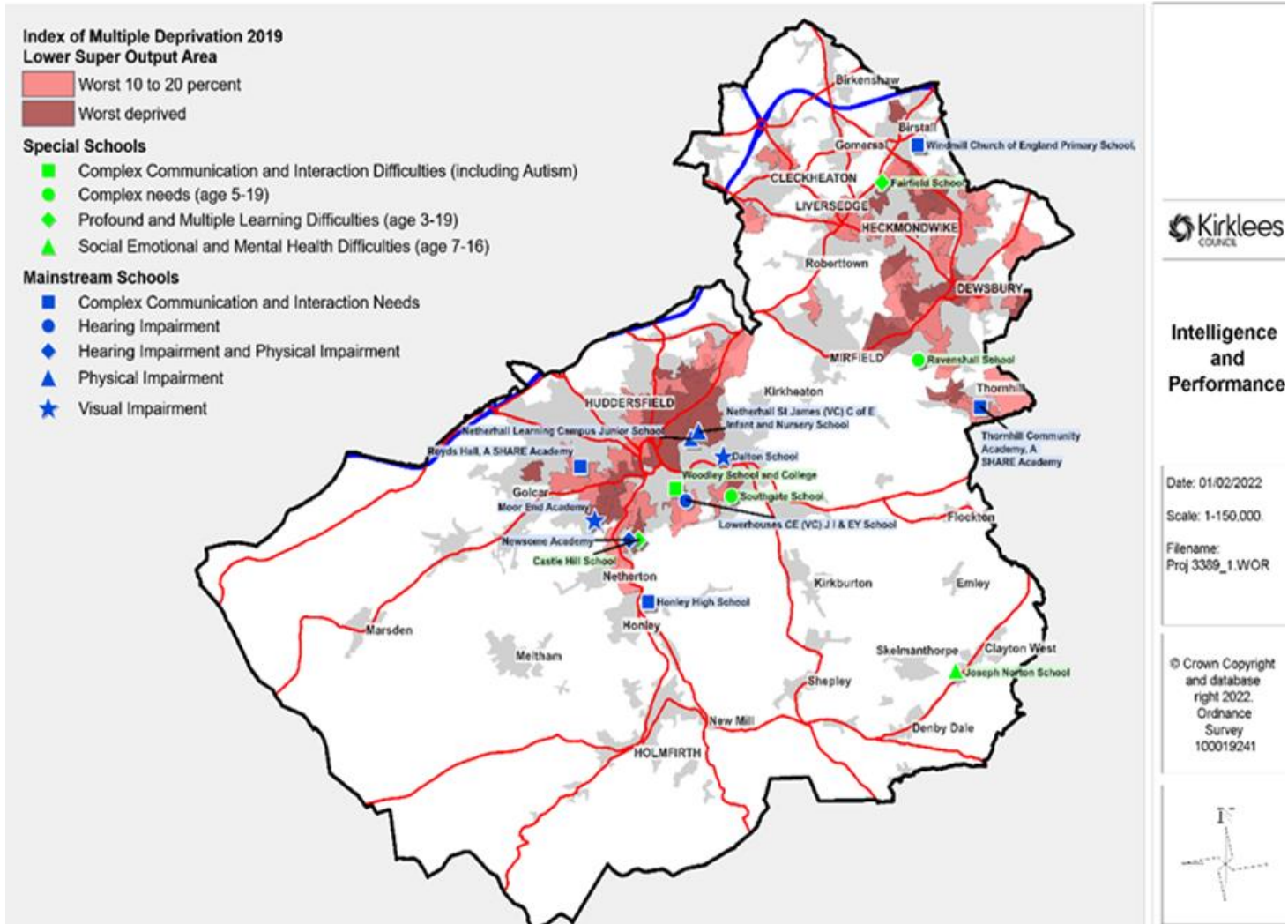
Currently we have nine ARPs hosted at mainstream schools in Kirklees. This equates to around 5% of our schools. The greatest proportion of provision is located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. There are no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.

Existing ARPs:

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School (South) 14 places	Newsome Academy (South) 14 places
Visual Impairment	Dalton School (South) 14 places	Moor End Academy (South) 14 places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (North) 12 places	Royds Hall Community School (South) 24 places Honley High School (South) 20 places Thornhill Community Academy (North) 20 places
Physical Impairment	see additional proposal below	Newsome Academy (South) 14 places

Location of existing provision

Special Schools and Mainstream Specialist Provision



Additionally Resourced Provision in Kirklees has been known up to now as Specialist Provision.

In this document and going forward, we will refer to all such provision as **Additionally Resourced Provision**.

This will bring us in line with terminology used by the Department for Education and other local authorities.

The proposals for new ARPs

Working in partnership with our schools, we have identified a first phase of proposals which are outlined in the table below. Our first phase of proposals is intended to increase the number and geographical spread of ARP provision. We have more schools who have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
Social, Emotional and Mental Health Needs					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
Complex Communication and Interaction Needs					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North. Proposals deliver provision in Central Kirklees.
Netherhall Learning Campus Junior School	Primary	Maintained	12		
Netherhall Learning Campus High School	Secondary	Maintained	20		Proposals also deliver primary through to secondary provision on one central site.
Cognition and Learning					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

* Technically South in terms of school organisation but relatively central by distance

Additional Proposal

Although not operational for two years due to a lack of demand for places, Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are registered as having ARP for 5 transitional places associated with Physical Impairment.

Proposal: Remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School

Admission and pupil numbers

Admissions to the ARPs follow a different procedure from that operating for the rest of the school.

Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

What happens next?

This consultation is open between 24 June 2022 and 22 July 2022. During this time, we are inviting feedback about the proposals outlined in this consultation. You can express your views online, by email, or in person at a consultation event.

Once the consultation has finished, the next steps in the process will differ depending on whether a school is an academy or is maintained by the local authority.

Maintained schools

All feedback will be published in a consultation outcome report. This will inform a decision by the local authority on whether to move to the next stage. Moving to the next stage for one or more of the proposals 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.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Publication of statutory notices and representation period	September/October 2022
Final decision by Cabinet (within 2 months)	November/December 2022
Implementation from	January 2023

Academies

All feedback will be published in a consultation outcome report. This will inform a decision on whether to move to the next stage by the relevant Academy Trust. Moving to the next stage for one or more of the proposals would mean the Academy Trust will submit a significant change business case to the Regional Schools Commissioner (RSC) for approval.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Significant change business case submitted to the RSC from	September 2022
Final decision by RSC	To be confirmed
Implementation from	January 2023

Have your say

Online: You can take part in the consultation by completing the online consultation form on our website at:

www.kirklees.gov.uk/schoolorganisation

In person: You can find out more about the proposals by attending one of the consultation drop-in sessions. Details of these events will be published on the following 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 emails to: school.organisation@kirklees.gov.uk

Please make sure you respond by **Friday 22 July 2022** to ensure that your views are heard.

Appendix B

Consultation Strategy and Methodology.

A consultation document was made available of the Council's website. Responses to the consultation could be made online.

The consultation document outlined the proposals and a proposed timeline for next steps. The response form asked for feedback using two key questions relating to the proposals. The response form was designed to enable qualitative and quantitative feedback by asking respondents to explain why they had selected a particular answer. In addition, questions were asked to ascertain the type of stakeholder responding. The two key questions were:

- Do you support or oppose the proposals for new additionally resourced provisions in mainstream schools?
- Do you support or oppose the proposal to remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?

Emails with a link to the web page were also sent ward members, MPs, the Catholic and Church of England and Dioceses, Trade Union representatives, community groups and other key stakeholders. A brief outline and a link to the consultation were published on HeadsUP!, in the weekly governors' bulletin and on the Involve website. The consultation was also publicised on the Local Offer website and Facebook page and the Kirklees Together Facebook page, all of which had a link to full details of the consultation and how to respond.

Four public consultation 'drop-in' sessions were held at venues across Kirklees. The table below shows the number of people who attended each event.

Number of people who attended drop-in sessions			
Date	Venue	Time	Number of people attended
18 July	Batley Library	6pm to 7pm	0

20 July	Dewsbury Library	10am to 11am	1
22 July	Huddersfield Library	2pm to 3pm	2
		6pm to 7pm	1
Total			4

The purpose of these drop-in sessions was for officers to support and advise groups and individuals about matters relating to the proposals.

Appendix C

Distribution list: Consultation on the proposal for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

Kirklees Council Officers	Chief Executive - Jacqui Gedman Strategic Director for Children's Services - Mel Meggs Strategic Director for Environment & Climate Change - Colin Parr Strategic Director for Adults and Health - Richard Parry Strategic Director Corporate Strategy, Commissioning & Public Health - Rachel Spencer-Henshall Strategic Director for Growth & Regeneration - David Shepherd Service Director - Resources, Improvement and Partnerships - Tom Brailsford Service Director - Customer and Communities - Jill Greenfield Service Director - Child Protection & Family Support - Elaine McShane Service Director - Learning and Early Support - Jo-anne Sanders	
Kirklees Councillors	All wards	
MPs	Kim Leadbeater MP Jason McCartney MP Barry Sherman MP Mark Eastwood MP	
CE and RC Dioceses	Diocese of Leeds - Canon Timothy Swinglehurst, Vicariate of Education The Church of England Diocese of Leeds - Richard Noake, Diocesan Director of Education	
Further and Higher Education Establishments	Greenhead College Huddersfield New College Kirklees College University of Huddersfield	
Neighbouring LAs	Barnsley Council.....School Organisation Calderdale Metropolitan Borough Council.....School Organisation & Admissions City Of Bradford Metropolitan District Council.....Planning & Sufficiency Leeds City Council.....Assets & Access, Children & Families Oldham Council.....Managing Director Children & Young People Wakefield Metropolitan District Council.....Schools Organisation Team Manager Wakefield Metropolitan District Council.....Head of Service for SEN	
Professional Associations and Unions	GMB NAHT NEU	NASUWT UNISON UNITE
Community Groups	West Yorkshire ADHD Support Group HSGA - Huddersfield Support Group For Autism The Whole Autism Family North Kirklees Autism Support Group & Friends Downs and Special Friends Huddersfield Down Syndrome Support Group Kirklees Deaf Children's Society Service for Children with Sensory Impairment Huddersfield Actionnaires (Action for Blind people) Pre-school Learning Alliance Patient Advice Liaison Service (PALS) NHS Crossroads Care in Mid Yorkshire Orchard View Young People's Activity Team (YPAT)	

	North Kirklees Phab Club Parents of Children with Additional Needs Carers Count KIAS PDA Yorkshire Intensive Interaction Group Society for the Blind - Dewsbury Carers Trust Mid Yorks Outlookers Kirklees Involvement network
All Kirklees Schools	Article published in HeadsUP!
School Governors	Article published in Governors weekly briefing.
Independent/Non-maintained special schools in Kirklees	Holly Bank School
Independent Schools	Paradise Primary School Madni Muslim Girls School Institute of Islamic Education (Boarding School) Rida Girls School Rida Boys School Al Furqaan Preparatory School Branch Christian School Cambridge Street School

Appendix D

Full Responses to the consultation

Q1) Do you support or oppose the proposals relating to Developing Special Educational Needs (SEND) provision in mainstream schools?

Responses - Parents / Carers	
Strongly Oppose	<ul style="list-style-type: none"> Experiences of 2 children with ehcp's. Both academically bright children, however, struggle with being taught in large classes due to sensory and emotional issues. Whilst the senco and her staff understand their needs this is not enough, the whole school staff including the Head need to be on board too. Currently even if a school has a provision, teaching still takes place in the mainstream school. In my experience and that of many of my friends, the subject teachers and the senior management team are not prepared to make any allowances or modifications to the school behaviour policies hence in my case kept sending both my children out of classes so they were not actually receiving an education. Kirklees needs some mainstream schools with small (10 max) classes for academically bright children with ehcps. My daughter was totally unable to cope in a huge, noisy, busy high school. There was no other mainstream choice that was smaller and more manageable. Despite the mainstream school trying to implement adjustments to support her She struggled on until she broke down with severe anxiety and depression. A year down the line of not having attended school this week she has just completed two full time weeks of transition to a specialist SEMH school and has attended every day, enjoyed everyday and I can see a spark reappearing. ARP in existing schools would have been no help or solution for my daughter. I know of many children that would benefit from the school my daughter is now loving. I would like to know what specific research your statement 'many SEN children achieve more in a mainstream school. It doesnt work! Schools have no authority over students and putting special needs into mainstream school just makes them a target for bullies. The teachers dont have the skills to support these pupils as you need to be specially trained. Its another waste of time and money venture by kirklees, its been tried and tested before... it failed. Because there is not enough funding for the children who are in mainstream now so

	it won't benefit anyone in the future
Responses - Parents / Carers	
Strongly Support	<ul style="list-style-type: none"> • My son has special needs and I feel the school isn't supporting him. He's really behind in school. He has disability, emotional and mental hypomobility, bowel problems, awaiting a test for ADHD and autism. • My daughter greatly benefited from being in an additionally resourced provision in secondary school - although it took 2 years to get her into it. She was on the verge of permanent exclusion at that point so the placement avoided that outcome. So it is good to see an expansion of provision. We weren't the only ones wanting a place but couldn't have it because the provision was "full". • My son has a diagnosis of ADHD and has an EHCP. He is a bright, engaging young man who struggles in a mainstream high school and leaves us with very little options as an alternative. SP is oversubscribed and the provider we have asked for has now received a requires improvement rating from OFSTED. • There seems to be nothing in Kirklees that is an 'in between' option. My son could achieve and do well, however the mainstream school environment and their behaviour policy does not work for him. I feel frustrated and upset for him as he desperately wants to stay in mainstream but being told they cannot meet need.... which they can't due to limited alternatives. Children with SEN should be nurtured and school should be inclusive rather than divisional. • For too long children with SEND have just been left to cope and it's time out children were given the same chances. • I have a son in year 10 at Spen Valley High School who is currently on the waiting list for an assessment. He's really struggling because of lack of support in school, there has been 3 Senco's at Spen Valley since he started in year 7 but they are teachers as well so it's really hard to catch them for meetings or find out how best to help my son, everything that they have said they will do they haven't done or it's taken far too long to put in place. My son doesn't believe they will help him anymore. He refuses to go to school, he hates it that much his attendance has dropped so much I have now been threatened with penalty notices but I feel if the teachers knew how to speak to these children he wouldn't feel as stressed about being there! I feel all teachers should have training to help spot these children with additional needs as I feel he has been failed by the system as he's not been picked up that anything is wrong. I've been trying since he was at Roberttown and life at school could have been a lot more rewarding for him if the right help and support had been put in place!! I would like my son to feel happy and confident at school. • SEN support is still sadly lacking. Our daughter has Dyslexia, Autism, probably ADHD and Erling syndrome. Her needs were neither met or recognised at Roberttown School, simply dismissed. We had to pay to private for 2 assessments to prove what we suspected and they denied. High School is now a massive struggle and her attendance is being impacted weekly. While they do try, there have been too many Senco changes and they are not full time as they teach also so are always overworked. Despite having an EHCP, I don't believe that her needs are being met as she struggles to attend. • Having children who suffer with anxiety, I feel mental health isn't always a priority, this will aid them to have the help they need. Plus may uncover other things I feel they may have. • I have four children, two of whom are autistic. I have a daughter in Whitcliffe Mount and she has struggled without good enough support and not enough staff training in autism which leads to her needs being misunderstood on a daily basis. With a special provision she would be able to thrive, not just get on with it. Also I have a son about to leave primary school. He has been accepted into Honley High School in Huddersfield special provision. It is over 12 miles away from our home so that means him having to travel over 24 miles a day just to get some education. I don't drive so I'm waiting to hear if transport has been accepted or not. If not then I will have to go home school. I have over four high schools within close distance to my home and not one has a special provision. It's disgusting that parents have to fight just to get their children education which they are entitled to!! Special provisions should be on every high school, staff should be well trained with people with special ed and mental health so child should be made to feel unworthy. I'm terrified to send my child 12 miles away but have no other choice. Kirklees need to step up and make this better. I would love to talk more to someone about this as I feel so

	<p>strongly about it to the fact I've put in a government petition to try make a difference as I can't just sit here and do nothing ! Call me on XXXXXXXXXXXX if need to talk more . Thanks</p> <ul style="list-style-type: none"> • I have worked with children and young people with SEND for many years and seen first hand the benefit of specialist support for children with SEND. We need more of these specialist support "centres" available to more children So that they can experience a Mainstream education and be a part of a community. • Because my son has struggle his whole school life and support is not available • There isn't enough enough provision for children with extra needs. From my experience this is essential required. • We need more places, with a wider spread across the authority. More children will be able to access a mainstream school • The teachers in all schools need more knowledge & training to be able to support children in all schools with SEND, I have been told by teachers that my son has problems following verbal instructions, 2 page 'plan' - he sits with a teaching assistant & thats it. So any additional help for the children is definitely needed • There is not currently enough SEND provision in Kirklees, as outlined by the recent OFSTED Local Area SEND inspection. • There is not enough provision within Kirklees for those pupils requiring additional support. The creation of ARPs will help alleviate these pressures and provide systemic support for local schools. • My eldest is yr5 with autism, we need provision for high school as he won't cope in ms. Honley is our goal but demand easily outstrips supply. • Ensures more children have their needs met within their locality • I think additional provision is required to support children as quality first teaching is not always delivered in mainstream schools so children who have learning differences fall between the cracks of special schools and mainstream. • My daughter has complex cognition and learning needs - it is great to know there are potential other options for her should her mainstream school continue to struggle to meet her needs. • My son went to the RP at Thornhill, was the best decision we ever made. • It is very much required especially round Batley area there is already Thornhill academy provision, ravenshall in Dewsbury but in Batley not much to support SEMH and SEN I know there is Fairfield but they don't have spaces • Their is not enoguh special schools and if their was more attached to mainstream would free up space for the more complex children to go speical school • My daughter is currently in Year 5 and at the moment there are no suitable secondary schools for her. She doesn't require a specialist setting but is unable to manage a standard mainstream secondary school. Our local resource provision is not suitable due to a bad experience at their attached primary and issues with bullying. We desperately need more resource provisions so my daughter will be able to find a suitable school place • My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.
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Responses - Parents / Carers

<p>Support</p>	<ul style="list-style-type: none"> • I went to the consultations today,anything to help special needs children in the mainstream schools is better than nothing,,I have had several children in the school system,,my two long term foster children went through the Shelley pyramid schools,,the whole experience was horrible,,they did not get the right support,,we need qualified special needs teachers,,not teaching assistants,,we need the pupils in the mainstream schools to be taught empathy,,,my two children have not one friend even though they attended these schools so have known their peers all their life,,the schools need to address bullying,,these special needs children are ignored or bullied daily,,they are the ones removed from class,,not the,,,,normal children,,,this never alters....the schools need to have a classroom for special needs with highly qualified special needs teachers,,they need to be able to go into mainstream to do a lesson that they excel in,,PE,,cooking,,whatever,,but be realistic,,some of our special needs children and young people may just be happy to be doing woodwork or cooking,,,they will not all pass GCSE maths and English,,my son has taken maths skills and just doesn't get it,,he is 20 and
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	<p>teachers,,government still insist he needs to pass maths,,for goodness sake....special needs children just want to be accepted,,normal,,but until work is done in schools with the,,normal,,pupils this won't happen unfortunately,,zero tolerance is needed...qualified special needs teachers,,a good leader,,fair but firm,,a good building for these special children to become the best they can.</p> <ul style="list-style-type: none"> • Children must be given more support and tailored intervention to be able to stay in mainstream school, before a diagnosis (it takes too long!) And without having to jump through hoops. • Some caregivers and pupils make an informed decision based on need to proceed with main steam education rather than special need. • I think additional resource provisioned schools are a good idea. Especially that cover cognition and learning
Responses - Parent/Carers	
Neither Support nor Oppose	<ul style="list-style-type: none"> • To be honest children with send are massively let down whether you throw money at it or not. The problem is send isn't a one size fits all. Some children with send need to be in a special needs school due to smaller class sizes quieter and calmer environments this can't be met at mainstream. What is extremely needed is that teachers need more updated training or understanding of all aspects of send such as ADHD/autism as a lot of information is very outdated. Even if a few teachers did a learning course (which you can get governments funding for) they would have a better understanding meaning children with this conditions will be dealt with sooner rather than being left to rot until someone else picks up the pieces. This is coming from someone who has had to fight so hard to get my child to where he is due to the lack of support be got for many years. • My daughter school has a sen provision and only a few children use it not all sen children get to use it and it's not fair my daughter would benefit from this using this room but she not be put forward to use it and it unfiar especially when she has a ehcp and other children don't • My daughter has significant difficulties with communication and learning. However she is still able to integrate to some extent in a mainstream envioironment with support. Our closest high school is colne valley which is such a daunting prospect. We've not been told of any specialist provision here. She is vulnerable and is unable to keep herself safe. I would like her to access a high school close to home so she can build on the relationships she already has with her peers whom have got to know her and have some understanding of her needs. She could thrive and reach her potential if she had ongoing 1:1 support to keep her safe and adapt the curriculum to support her communication and social development. Travelling a distance where students and the environment are unfamiliar is a real worry. Thanks, Rebecca
Don't Know	<ul style="list-style-type: none"> • ARPs are a great idea on paper - but what good is an ARP that many SEND kids might not need/wouldn't get a place in, if the staff at the mainstream they are attached to have absolutely no training or knowledge of SEND? Levels of meaningful SEND training /understanding are far too low in far too many Kirklees Schools. Many kids might not need an ARP if their needs were better understood and met, earlier in their school career. Kids like mine don't need an ARP, but they do need lots of understanding and support from well-trained staff, in order to survive/thrive in school. My son went through 4 schools in 4 years to get to where he is now - that included different 2 primaries that failed to meet need, and y7 at Honley High, where their *absolute* lack of knowledge or understanding of Autism in their mainstream Academy *utterly* broke him. We thought they would be a good fit for him because they had an autism ARP attached - but there's no proper linkage between the ARP and the mainstream school, no sharing of knowledge, no crossover training .. it was a disaster for our boy.Holmfirth High isn't an ARP school, but their SEND knowledge/training is amazing! ARPs might be a good flagship policy (and I'm not saying they are not needed!), but there's a lot more work to do in EVERY school to get SEND provision to an even half decent standard across the whole LA. • I think there is a risk that more emphasis on SEND within mainstream, whilst on the one hand is positive because it helps all children to understand how to live among others with more complex needs, what this does not address is the impact upon education to the majority. I fully support efforts to provide provision for all children irrespective of any special need, what I do worry about is that from my experience,

	when there are significant numbers of SEND children within mainstream, there are many distractions as a result of schools making arrangements for these special needs.
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Responses - Member of School Staff	
Strongly Support	<ul style="list-style-type: none"> • Having children who suffer with anxiety i feel mental health isnt always priority, this will aid them to have the help they need. Plus may uncover othet things i feel they may have. • The other ones should never have been shut down, there was still a high need of children missing out on a service. Very important for the new services C&L SEMH • Amazing opportunity to build on all the SEMH work the sch already do • Because it is vital that we have safe learning spaces where children with additional needs can be fully supported and understood • There is not enough provision within Kirklees for those pupils requiring additional support. The creation of ARPs will help alleviate these pressures and provide systemic support for local schools. • The is great need across Kirklees • Having been in a difficult position this year with an above average number of pupils with ehcps - several of whom have accessed provision within our setting akin to an ARP, I understand the difference that this has made to pupil. • Ensures more children have their needs met within their locality • It is very much required especially round Batley area there is already Thornhill academy provision, ravenhall in Dewsbury but in Batley not much to support SEMH and SEN I know there is Fairfield but they don't have spaces • My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.
Responses - Member of School Staff	
Support	<ul style="list-style-type: none"> • There needs to be more specialist support for children who struggle to access mainstream education. The SENCO at our school is snowed under with work and high-demands from SENACT. There appears to be lots of paperwork and hoops to jump through to access any additional resourced provision.
Responses – Member of School Staff	
Neither Support nor Oppose	<ul style="list-style-type: none"> • <i>No Comment left</i>

Responses – Local Residents	
Strongly Support	<ul style="list-style-type: none"> • I have son in year 10 at spen valley high school who is currently on the waiting list for an assessment he's really struggling because of lack of support in school, there has been 3 senco's at spen valley since he started in year 7 but they are teachers as well so it's really hard to catch them for meetings or find out how best to help my son, everything that they have said they will do they haven't done or its taken far too long to put in place my son doesn't believe they will help him anymore he refuses to go to school he hates it that much his attendance has dropped so much i have now been threatened with penalty notices but i feel if the teachers knew how to speak to these children he wouldn't feel as stressed about been there! I feel all teachers should have training to help spot these children with additional needs as i feel he has been failed by the system as hes not been picked up that anything is wrong I've been trying since he was at Roberttown and life at school could of been alot more rewarding for him if the right help and support had been put in place!! I would like my son to feel happy and confident at school • Having children who suffer with anxiety i feel mental health isnt always priority, this will aid them to have the help they need. Plus may uncover othet things i feel they may have. • There isn't enough enough provision for children with extra needs. From my experience this is essential required. • There is not currently enough SEND provision in Kirklees, as outlined by the recent OFSTED Local Area SEND inspection.

	<ul style="list-style-type: none"> My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.
Responses – Local Residents	
Support	<ul style="list-style-type: none"> Children must be given more support and tailored intervention to be able to stay in mainstream school, before a diagnosis (it takes too long!) And without having to jump through hoops.
Responses – Local Residents	
Don't Know	<ul style="list-style-type: none"> I think there is a risk that more emphasis on SEND within mainstream, whilst on the one hand is positive because it helps all children to understand how to live among others with more complex needs, what this does not address is the impact upon education to the majority. I fully support efforts to provide provision for all children irrespective of any special need, what I do worry about is that from my experience, when there are significant numbers of SEND children within mainstream, there are many distractions as a result of schools making arrangements for these special needs.

Responses - Governor	
Strongly Support	<ul style="list-style-type: none"> There is not currently enough SEND provision in Kirklees, as outlined by the recent OFSTED Local Area SEND inspection. There is not enough provision within Kirklees for those pupils requiring additional support. The creation of ARPs will help alleviate these pressures and provide systemic support for local schools. I think increasing provision for pupils with send across the authority is much needed and this proposal is welcomed. I have the following questions: Will there be a consideration for a C and L provision in south Kirklees in phase 2? Will there be consideration for secondary provisions for SEMH and C and L? How has sufficiency been assessed - is there a picture across Kirklees of the numbers of children in our schools likely to be applying to access places in provisions? My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.
Responses - Governor	
Support	<ul style="list-style-type: none"> I think additional resource provisioned schools are a good idea. Especially that cover cognition and learning

Responses - Pupil	
Strongly Oppose	<ul style="list-style-type: none"> To whom it may concern, I write with regards to how the mainstream schools are on in the UK. High schools are crowded, noisy and intimidating and there is no mainstream alternative, especially not with regard to size/number of students. While you tell us to 'express ourselves' you are telling us off when we try to. 90% of students in the UK think that we shouldn't have to wear uniform - is that not a wake up call? Everyone, no matter their age, should be allowed to express themselves with piercings, hair dye, clothes, make up or jewellery. How does any of that affect your learning? It may even help. When students are stressed, self-conscious, anxious and worrying about how they look (because they feel more comfortable with make up and being in their own place) it can distract them from their work. If they are comfortable and confident they will be able to focus more on their work, therefore getting higher grades. The environment in the classroom and school matters. Children and teens work better in a calm, colourful and dimly lit classroom but the government's excuses 'they need to get ready for the workplace' are 'there are too many students so we can't change it'. You can, you can take away uniform and you can make School feel more comfortable, homely and safe.

Responses – "Other" category of respondents	
Strongly Support	<ul style="list-style-type: none"> There is significant demand for this type of provision from our members and not enough supply. There is currently no additional provision of this type for SEMH so this is a welcome step. Generally speaking those who have or have had children in these provisions report good outcomes for their children and they are very positive about the experience. For too long children with send have just been left to cope and it's time out

	children were given the same chances.
Responses – “Other” category of respondents	
Support	<ul style="list-style-type: none"> Some caregivers and pupils make an informed decision based on need to proceed with main steam education rather than special need.
Responses – “Other” category of respondents	
Oppose	<ul style="list-style-type: none"> Specialist education is more than just an add on provision on a mainstream site. The whole environment has to be considered, the lay out, the accessibility, the appropriate decor. Then you need the specialist knowledge and skills of staff who are trained and passionate in that area of SEND. Then you have the school community, special schools provide a place for parents who understand what others are going through and who can provide support to one another. Specialist provision is more than just the education. It's the holistic approach to the whole school community, mainstream provision just doesn't provide the same opportunities. At an SEN education conference I heard the sentence "inclusion is more often than not segregation". How are we including children in mainstream education if they are secluded in one section of the school?
Responses – “Other” category of respondents	
Strongly Oppose	<ul style="list-style-type: none"> Provision in mainstream school is useful, but only as long as it's not at the expense of special needs schools, which are absolutely vital and already don't have enough places. Many people will not do well in mainstream schools, no matter how much additional support is provided. At primary/junior school (age 4-11) my sister (ASD/LD) went to a mainstream school. Ages 7-11 she was sent home every single day for disruptive behaviour and ASD meltdowns. She didn't learn anything during that time as the classroom environment and lack of 1-1 support wasn't right for her, and our dad (a single parent) wasn't able to hold down a job because of her being sent home every day. As a result, we lived in poverty and everyone's mental health was badly affected. By being in a mainstream school during that time, my sister missed out on a huge number of learning opportunities (surrounding education, self-regulation, socialising, mental health, life skills), and that will affect her for the rest of her life, and our dad missed out on a huge amount of guidance surrounding her needs (once she went to Longley, he had a single point of access that he could contact if he didn't know how to support her properly or if he was struggling himself). Ideally, she would have been in a special needs school from primary school age. When she went to Longley age 11 she learnt some really important life skills, she had 1-1 support in lessons to help her stay focussed and understand the work. When she became distressed, she was surrounded by fully trained staff who could meet her needs, and was able to go and de-escalate in the sensory room. If money was taken from specialist schools and put into mainstream schools, I strongly believe that it would end up being lost in the system, and that it wouldn't be used as well as it would be in specialist schools- who have a huge amount of knowledge about the needs of their pupils.
Responses – “Other” category of respondents	
Don't Know	<ul style="list-style-type: none"> I think there is a risk that more emphasis on SEND within mainstream, whilst on the one hand is positive because it helps all children to understand how to live among others with more complex needs, what this does not address is the impact upon education to the majority. I fully support efforts to provide provision for all children irrespective of any special need, what I do worry about is that from my experience, when there are significant numbers of SEND children within mainstream, there are many distractions as a result of schools making arrangements for these special needs.

Q2) Do you support or oppose the proposals relating to the removal of the Physical Impairment ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?

Responses - Parents / Carers	
Strongly Oppose	<ul style="list-style-type: none"> Children need the provision some children can't cope in mainstream school I know very little about this provision but I assume there is a need for this. What will happen to the children already accessing this?

	<ul style="list-style-type: none"> • Why take away from people what is needed it makes no sense !!!!!!! • Because we need more help not less there's more and more children with needs these days
Responses - Parents / Carers	
Oppose	<ul style="list-style-type: none"> • We need many more provisions for these children ,,why would you remove them,,why not improve them. • It's a resource that is required.
Responses - Parents / Carers	
Neither Support or Oppose	<ul style="list-style-type: none"> • The only fact stated is that the places have not been used for 3 years. There is no clarity that there are not children aged under 5 years who are about to need a place at the school. Even if there aren't children in the pipeline, if such a child were to move into the area what would you do? Additionally is it the case that more standard primary schools are now adapted to cope with mobility impaired children? If so that is a good reason for no longer needing a dedicated primary school but you do not say that. • I understand that if there is a lack of demand for spaces then it is hard to justify keeping this open. It would be good to repurpose this space into another type of ARP. • I have concerns about this because of the fairly central location of the schools We need provision for physical disability in North Kirklees and currently this is the nearest. I find it hard to believe that there has been no take up of places. Are parents aware of this provision? • Dont know enoigh about the school • As long as this is replicated within another school it should be ok. Many accessible schools are not as accessible as they seem. Definitely worth checking the credentials and asking parents with those children. • I don't know enough about this • I have no knowledge of this provision and I think to only increase provision via special schools by 100 is incredibly underestimating the true picture of demand. Reducing provision elsewhere therefore is not helpful in providing community provision, reducing the need for children to travel to schools which can truly meet their needs as they grow. • Need more alternatives • I don't know anything about netherhall school
Responses - Parents / Carers	
Don't Know	<ul style="list-style-type: none"> • I don't understand what it means! • No experience of this school. Dont know if adapted to deal with physical disabilities • I don't know enough about the needs the current unit is there to meet / what the alternative is • Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting. • Will there be a resource provision for physical needs to replace this?

Responses – Local Resident	
Oppose	<ul style="list-style-type: none"> • It's a resource that is required.
Responses – Local Resident	
Don't Know	<ul style="list-style-type: none"> • Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.

Responses – Member of School Staff	
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Support	<ul style="list-style-type: none"> Seems sensible
Responses – Member of School Staff	
Neither Support or Oppose	<ul style="list-style-type: none"> We don't use this service, we've always been supported by newsome. I don't know enough about this I don't know anything about netherhall school

Responses - Governor	
Don't Know	<ul style="list-style-type: none"> Will there be a resource provision for physical needs to replace this?

Responses - Pupil	
Don't Know	<ul style="list-style-type: none"> not sure what this is? Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.

Responses – “Other” category of respondents	
Oppose	<ul style="list-style-type: none"> Given than more specialist provision is required in Kirklees the idea of removing provision is crazy. Also consideration has to be given to the fact that physical disability doesn't always mean learning disability or social communication impairment. Provision for physical disability should be common place in all education facilities

Responses – “Other” category of respondents	
Neither Support or Oppose	<ul style="list-style-type: none"> The argument for closure states that there have been no children attending this provision in the last three years. We would have expected the data to be provided which shows that there are no children in the "pipeline" who might otherwise attend this school. Additionally, closure would seem justified where there a sufficient choice of schools in Kirklees which could easily accommodate a child using a wheelchair or other mobility aid, with associated health support but this is not stated either. Not aware of the background to this proposal.

Responses – “Other” category of respondents	
Don't know	<ul style="list-style-type: none"> Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.

Note- Some stakeholder responses may have been included in more than one category of responses if they have identified themselves in more than one category of respondents.

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PUBLIC NOTICES

GENERAL NOTICES

KIRKLEES COUNCIL – PLANNING AND DEVELOPMENT SERVICE

PO Box 1720, Huddersfield, HD1 9EL

PLANNING NOTICES

PLANNING (LISTED BUILDINGS AND CONSERVATION AREAS) ACT 1990
NOTICE UNDER SECTION 67 AND/OR SECTION 73
TOWN AND COUNTRY PLANNING (LISTED BUILDINGS AND CONSERVATION AREAS) REGULATIONS 1990 - NOTICE UNDER REGULATION 5 OR 13

The following planning applications have been received which are either within a Conservation Area or affect its setting

1. Erection of single storey rear and first floor side extensions at 3, Low House Fold, Hightown, Liversedge. Application No. 2022/93063.
2. Erection of external standalone timber framed gazebo with shingle roofing to rear at New Inn, 170, South View Road, East Bierley. Application No. 2022/93430.
3. Installation of plant equipment at land at, Huddersfield Road/Leeds Road, Birstall, Batley. Application No. 2022/93370.
4. Demolition of existing garage and erection of MOT bay/ service bay/storage area at Wilton Mills, 586, Bradford Road, Batley. Application No. 2022/93360.

TOWN AND COUNTRY PLANNING (DEVELOPMENT MANAGEMENT PROCEDURE) (ENGLAND) ORDER 2015

NOTICE UNDER ARTICLE 15

The following planning applications have been received which affect a public right of way

5. Demolition of garage and erection of two storey side extension and front porch at 41, Moorlands Road, Birkenshaw (Footpath No. SPE/9/50). Application No. 2022/93374.
6. Demolition of front and side conservatories and erection of two storey front and side extensions and external alterations at 445-447, Hunsworth Lane, East Bierley (Footpath No. SPE/18/40). Application No. 2022/93364.

The following planning application has been received which constitutes Major Development and affects a public right of way – AMENDED AND FURTHER INFORMATION RECEIVED

7. Outline application for residential development (Use Class C3) of up to 181 dwellings, engineering and site works, demolition of existing property, landscaping, drainage and other associated infrastructure at Land south of, Heybeck Lane, Chidswell, Shaw Cross, Dewsbury (Footpath Nos. BAT/149/10, BAT/50/20 & BAT/55/10). Application No. 2020/92350.

The following planning application has been received which constitutes Major Development and affects a public right of way and is Environmental Impact Assessment development accompanied by an Environmental Statement - AMENDED AND FURTHER INFORMATION RECEIVED

8. Outline planning application for demolition of existing dwellings and development of phased, mixed use scheme comprising residential development (up to 1,354 dwellings), employment development (up to 35 hectares of B1 (part a and c), B2, B8 uses), residential institution (C2) development (up to 1 hectare), a local centre (comprising A1/A2/A3/A4/A5/D1 uses), a 2 form entry primary school including early years provision, green space, access and other associated infrastructure at Land east of, Leeds Road, Chidswell, Shaw Cross, Dewsbury (Footpath Nos. BAT/49/10, BAT/50/20, BAT/51/20, BAT/51/30, BAT/52/10, BAT/53/10, DEW/146/10, DEW/151/10 & DEW/151/20). Application No. 2020/92331.

The following planning application has been received which constitutes Major Development and affects a public right of way and is Environmental Impact Assessment development accompanied by an Environmental Statement - AMENDED AND FURTHER INFORMATION RECEIVED

9. Erection of storage and distribution unit (Use Class B8) with ancillary offices, car parking, servicing, landscaping and access at land west of M62, south of, Whitehall Road, Cleckheaton (Footpath No. SPE/24/30). Application No. 2021/92603.

Copies of applications, including the submitted plans, along with their progress, can be viewed on the Planning Service website – www.kirklees.gov.uk/planning

Anyone who wishes to make representations about an application, we strongly advise you do so via:

- the Planning Service website
- emailing DC.Admin@kirklees.gov.uk quoting the application reference number
- in writing (Please note there will be delays in processing these due to disruptions to the postal service and limited staff resources) to Kirklees Council, Planning and Development Service, PO Box 1720, Huddersfield, HD1 9EL.

within 21 days of the date of this publication*.

All representations should include your name and address. Anonymous representations will not be taken into account. In accordance with the Freedom of Information Act 2000, any comments received will be published in full on our website including your address. If you do not wish your address to be published you should specifically request this and any details in your comments identifying your address will be redacted.

Personal data will be processed in accordance with the Data Protection Act 2018. For more information about how this data is used go to <https://www.kirklees.gov.uk/beta/information-and-data/how-we-use-your-data.aspx>

*or extended period by one day for each public holiday occurring within the consultation period.

GENERAL NOTICES

PROPOSALS TO MAKE PRESCRIBED ALTERATIONS TO PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL 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 St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT.

Prescribed alteration to remove the registered Additionally Resourced Provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School.

It is proposed that the changes would begin from 31 January 2023.

2. Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
Netherhall Learning Campus High School, a Community school, Nether Hall Avenue, Rawthorpe, Huddersfield, HD5 9PC.

Prescribed alteration to establish Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School.

It is proposed that the changes would begin from 17 April 2023 at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus High School and from 1 September 2023 at Netherhall Learning Campus Junior School.

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, PO Box 1720, Huddersfield, HD1 9EL. 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. by 28 November 2022), any person may object to or make comments on either or both of the proposals by sending them to Kirklees Council, School Organisation and Planning Team, PO Box 1720, Huddersfield, HD1 9EL, or via email to school.organisation@kirklees.gov.uk

Mel Meggs – Strategic Director for Children’s Services, Kirklees Council

Publication Date: (31 October 2022)

Note: Not part of the statutory notice. A non-statutory consultation took place between 24 June 2022 and 22 July 2022. Consultation documents were written and produced with due regard to ‘The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013’.

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Public Notices

Statutory

Proposals to Make Prescribed Alterations to Provision for Pupils with Special Educational 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 St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
 Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT.
 Prescribed alteration to remove the registered Additionally Resourced Provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School.
 It is proposed that the changes would begin from 31 January 2023.
2. Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
 Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
 Netherhall Learning Campus High School, a Community school, Nether Hall Avenue, Rawthorpe, Huddersfield, HD5 9PG.
 Prescribed alteration to establish Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School.
 It is proposed that the changes would begin from 17 April 2023 at Netherhall St. James CE (VC) Infant and Nursery School and Netherhall Learning Campus High School and from 1 September 2023 at Netherhall Learning Campus Junior School.
 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, PO Box 1720, Huddersfield, HD1 9EL. 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. by 28 November 2022), any person may object to or make comments on either or both of the proposals by sending them to Kirklees Council, School Organisation and Planning Team, PO Box 1720, Huddersfield, HD1 9EL, or via email to schoolorganisation@kirklees.gov.uk
Mel Meggs - Strategic Director for Children's Services, Kirklees Council
Publication Date: (31 October 2022)
 Note: Not part of the statutory notice. A non-statutory consultation took place between 24 June 2022 and 22 July 2022. Consultation documents were written and produced with due regard to 'The Special Educational Needs (Prescribed Alterations to Maintained Schools) (England) Regulations 2013'.

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Proposals to Make Prescribed Alterations to Provision for Pupils with Special Educational 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 St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT**
Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT.

Prescribed alteration to remove the registered Additionally Resourced Provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School.

It is proposed that the changes would begin from 31 January 2023.

2. **Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT**
Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
Netherhall Learning Campus High School, a Community school, Nether Hall Avenue, Rawthorpe, Huddersfield, HD5 9PG.

Prescribed alteration to establish Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School.

It is proposed that the changes would begin from 17 April 2023 at Netherhall St. James CE (VC) Infant and Nursery School and Netherhall Learning Campus High School and from 1 September 2023 at Netherhall Learning Campus Junior School.

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, PO Box 1720, Huddersfield, HD1 9EL. 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. by **28 November 2022**), any person may object to or make comments on either or both of the proposals by sending them to Kirklees Council, School Organisation and Planning Team, PO Box 1720, Huddersfield, HD1 9EL, or via email to school.organisation@kirklees.gov.uk

Mel Meggs– Strategic Director for Children's Services, Kirklees Council
Publication Date: (31 October 2022)

Note: Not part of the statutory notice. A non-statutory consultation took place between 24 June 2022 and 22 July 2022. Consultation documents were written and produced with due regard to 'The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013'.

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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

Proposer:

Kirklees Council, School Organisation & Planning Team, PO Box 1720, Huddersfield, HD1 9EL
school.organisation@kirklees.gov.uk

Schools:

Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT
Netherhall Learning Campus, Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT.

2. Description of alteration and evidence of demand

It is proposed:

To remove the Additionally Resourced Provision for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School.

The Additionally Resourced Provision has not been operational for two years due to a lack of demand for places. The existing provision has not had any pupils attending or any new referrals for three years. A specialist outreach model supporting pupils in their local school has replaced the need for this provision. The original provision was set up for five pupils, on "transitional" places (short term), but was never full.

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

The objectives of this proposals are to:

Support children with a physical disability to attend their local mainstream school, with their peers. In line with parental preference, Kirklees supports schools to make adaptations to their environments, where needed, to ensure they are fully inclusive. The proposal will also allow the repurposing of this provision, subject to statutory processes, as part of the Phase 2 ARP programme to create increased provision for pupils with complex communication and interaction needs. Despite the removal of these five transitional places for physical impairment, overall the proposals for new ARPs will result in an increase in the number and geographical spread of Additionally Resourced Provision, across a range of areas of SEND, in Kirklees. This includes more places on the Netherhall Learning Campus. The proposals for new ARPs are intended to increase provision for some specific areas of need where there is growing demand. This is primarily in the areas of social, emotional and mental health (SEMH), and complex communication and interaction (CCI) needs.

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 to remove the transitional places for children with physical impairments at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are due to lack of 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.

There are no costs associated with this proposal.

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 31 January 2023.

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 Education, Health and Care Plan 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) Children with a physical disability should be able to attend their local mainstream school with their peers. An inclusive offer is a key principle of meeting the needs of children with SEND in Kirklees. In line with parental preference, Kirklees supports schools to make adaptations to their environments, where needed, to ensure they are fully inclusive.
- (b) The LA carried out a non-statutory consultation with parent/carers and other key stakeholders. The views they expressed have been taken into account and published on 5 October 2022 in an outcomes report for decision-makers: ['Developing Special Educational Needs \(SEND\) Additionally Resourced Provision in mainstream schools'](#). In summary, there was a mixed response to the consultation with a number of comments about lack of information about the proposals. The proportion of respondents opposed or strongly opposed to the proposal was low and further information has now been provided both within this document and in the outcome report to accompany these statutory proposals.
- (c) Children and young people with Physical disabilities would continue to be offered a range of services to meet their needs as part of their Education, Health and Care Plan. The proposals aim to ensure that the overall offer of SEND provision in Kirklees maintains flexibility and offers a broad range of provision and support which can respond to the needs of individual pupils and parental preferences.
- (d) Despite the removal of these five transitional places for Physical needs, overall the proposals for new ARPs will result in an increase in the number and geographical spread of provision in Kirklees. This includes more places on the Netherhall Learning Campus.
- (e) This proposal relates to children with Physical needs. Schools across Kirklees have significantly improved accessibility with regard to staff expertise, buildings and learning environments which has contributed towards parents and carers making a preference for their local mainstream school.
- (f) Over the last three years a highly successful Outreach Service has been developed for pupils with Physical needs. The service works closely with children, families and schools across Kirklees to ensure mainstream schools are accessible and children and young people are able to be successful. With the success of this team, a separate provision for pupils with physical disabilities is no longer required, which is why the ARP is no longer in use.
- (g) This proposal does not affect provision for 14 to 19-year-olds.
- (h) No children are displaced as a result of these proposals as the existing provision has not had any pupils attending or any new referrals for the last three years. This proposal therefore represents a technical closure of a service that no longer exists in the form of an ARP with a small number of transitional places. Services have been transformed and resources redirected to provide an outreach service which better meets the needs of children with a physical disability closer to their home.

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, 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.

Children with a physical disability should be able to attend their local mainstream school, with their peers. Travelling to a provision further away has a significant impact on some learners in terms of travelling time and emotional regulatory status on arrival at, or on leaving, school. The aspiration for the SEND Transformation Plan is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, will contribute to the Council's net zero ambition. In line with parental preference, Kirklees supports schools to make adaptations to their buildings and environments, where needed, to ensure they are as fully inclusive as possible. Providing suitable school places nearer to where families live not only supports place-based working and outcomes for children, but it can also save families time and money because they can travel smaller distances to school events such as parents' evenings.

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 28 November 2022. Copies of the proposals can be found on the Kirklees website at www.kirklees.gov.uk/schoolorganisation or obtained from Kirklees Council School, Organisation and Planning Team, PO Box 1720, Huddersfield, HD1 9EL.

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 28 November 2022) any person may object to or make comments on the proposal by sending them to Mel Megs, Strategic Director for Children's Services, Kirklees Council, c/o School Organisation & Planning Team, PO Box 1720, Huddersfield, HD1 9EL or by email to school.organisation@kirklees.gov.uk.

10. 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

Proposer:
Kirklees Council, School Organisation & Planning Team, PO Box 1720, Huddersfield, HD1 9EL
school.organisation@kirklees.gov.uk

Schools:

Netherhall St James CE (VC) Infant and Nursery School, a Voluntary Controlled school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT

Netherhall Learning Campus Junior School, a Community school, Rawthorpe Lane, Rawthorpe, Huddersfield, HD5 9NT

Netherhall Learning Campus High School, a Community school, Nether Hall Avenue, Rawthorpe, Huddersfield, HD5 9PG

11. Description of alteration and evidence of demand

It is proposed:

To establish new Additionally Resourced Provision for Complex Communication and Interaction needs at Netherhall St James CE (VC) Infant and Nursery School, Netherhall Learning Campus Junior School and Netherhall Learning Campus High School as follows:

Netherhall St James CE (VC) Infant and Nursery School – up to 12 Places

Netherhall Learning Campus Junior School – up to 12 Places

Netherhall Learning Campus High School – up to 20 Places

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

The objective of this proposal is to:

Deliver Additionally Resourced Provision (ARP) for Complex Communication and Interaction (CCI) needs in central Kirklees. CCI is an area of need where demand is growing. This proposal will also deliver primary through to secondary provision on one site situated centrally to Kirklees in terms of geography. Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school. The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

13. The effect on other schools

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

The provision of sufficient specialist places within Kirklees, including ARPs, to meet the specific needs of some learners is an essential part of the school system. This proposal will therefore have a positive impact across the school system, enabling children with complex SEND, who may not currently be having their needs fully met in their mainstream setting, to access specialist “Additionally Resourced Provision” where required. In addition, the host schools will benefit from internal expertise to support the continued development the wider staff team.

14. Project costs

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

Revenue to support the start-up and continued expenditure required to staff and operate the provision will be provided by the High Needs Block of the Dedicated Schools Grant. A capital budget has been allocated to the programme of establishing additional ARPs. It is expected that a portion of this budget will be used to ensure existing spaces which are available in each school are adapted, as needed, to ensure there is an environment suitable to support the specific needs of the children attending the provision. This will for instance include access to a safe outside area.

15. 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, the number of stages intended and the dates of each stage.

The proposed implementation date is 17 April 2023 for the places at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus High School and 1 September 2023 for the places at Netherhall Learning Campus Junior School.

Not all places will be available from the implementation date. Places will be made available as soon as possible subject to the recruitment and training of specialist staff with careful consideration made around transition periods for those young people who will attend the ARPs. Additionally any impact associated with improving the physical environment of the provision will also be considered.

16. 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 schools), extended school and Children's Centre provision; regional centres (of expertise), 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 be 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 standards, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that the SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

- (a) Kirklees wants to build on the existing ARPs across the borough which are very successfully meeting children's needs and enabling positive outcomes. This view has been supported by engagement with families and young people who attend these ARPs and was also recognised in the recent Local Area SEND Ofsted inspection.
- (b) The LA carried out a non-statutory consultation with parent/carers and other key stakeholders between 24 June and 22 July 2022. The views they expressed have been taken into account and published on 5 October 2022 in an outcome report for decision-makers: ['Developing Special Educational Needs \(SEND\) Additionally Resourced Provision in mainstream schools'](#). In summary, there was a very good level of support from a large majority of respondents for establishing new Additionally Resourced Provisions in mainstream schools. Respondents commented that the introduction of additional provision was a positive step and that it was better for children to be able to access provision closer to home.
- (c) Many children and young people with additional learning needs can make better, more sustained progress when they attend an Additionally Resourced Provision in a mainstream school. This gives children and young people the opportunity to work

in a smaller, more nurturing environment as needed, with access to specialist teaching and support staff and resources. The ARP proposals are intended to increase provision for some areas of need and improve the geographical spread of ARP provision across Kirklees, ensuring we can meet the needs of more children and young people with SEND across the whole of Kirklees.

- (d) ARPs offer accommodation and an environment that is adapted to support the learning, behaviour and social and emotional needs of each pupil. Each ARP is an integral part of the school and specialises in a particular area of special educational need. Places are allocated according to the specific needs of the child or young person. When pupils are ready to attend mainstream lessons and activities, they will usually be accompanied with specialist staff (unless it is more appropriate to offer opportunities for independence). The amount of time spent in mainstream lessons as opposed to within the ARP base will be very much flexible, dependent upon the needs of each child.
- (e) ARPs can offer pupils:
- teaching and support staff with additional specialist knowledge, skills, expertise and allocated time in a particular area of SEND;
 - lessons in mainstream classes, but with additional specialist resources and teaching;
 - additional Educational Psychologist and specialist health input as necessary.
- In addition, mainstream schools with ARPs on site can benefit across the school from the enhanced specialism in their staff teams, enabling the wider school to access more specialist training and resources.
- (f) This proposal would provide up to 20 places for pupils aged 11-16 with Complex Communication and Interaction needs in a Central Kirklees location.
- (g) There would be no pupils displaced by this proposal.

17. 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, 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.

Currently, the only ARP for primary aged children with complex communication and interaction needs is located in the north of Kirklees, which has significant impact on some learners from other parts of Kirklees in terms of travelling time and emotional regulatory status on arrival at, or on leaving, school. The aspiration for the SEND Transformation Plan is that fewer young people will leave or travel outside of Kirklees. Having services more local and accessible to where people live can have a positive impact on their mode of travel and in doing so, will contribute to the Council's net zero ambition. Providing suitable school places nearer to where families live not only supports place-based working and outcomes for children, but it can also save families' time and money because they can travel smaller distances to school events such as parents' evenings.

18. 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 28 November 2022. Copies of the proposals can be found on the Kirklees website at www.kirklees.gov.uk/schoolorganisation or obtained from Kirklees Council School, Organisation and Planning Team, PO Box 1720, Huddersfield, HD1 9EL.

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 28 November 2022) any person may object to or make comments on the proposal by sending them to Mel Meggs, Strategic Director for Children's Services, Kirklees Council, c/o School Organisation & Planning Team, PO Box 1720, Huddersfield, HD1 9EL or by email to school.organisation@kirklees.gov.uk .

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NETHERHALL ARP FINAL DECISION REPORT SOAG APPENDIX F

Appendix F

Distribution list: Proposals to make prescribed alterations to special education needs (SEN) provision at Netherhall Learning Campus

Kirklees Council Officers	Chief Executive - Jacqui Gedman Strategic Director for Children's Services - Mel Meggs Strategic Director for Environment & Climate Change - Colin Parr Strategic Director for Adults and Health - Richard Parry Strategic Director Corporate Strategy, Commissioning & Public Health - Rachel Spencer-Henshall Strategic Director for Growth & Regeneration - David Shepherd Service Director - Resources, Improvement and Partnerships - Tom Brailsford Service Director - Customer and Communities - Jill Greenfield Service Director - Child Protection & Family Support - Elaine McShane Service Director - Learning and Early Support - Jo-anne Sanders
Kirklees Councillors	All wards
MPs	Kim Leadbeater MP Jason McCartney MP Barry Sherman MP Mark Eastwood MP
CE and RC Dioceses	Diocese of Leeds - Canon Timothy Swinglehurst, Vicariate of Education The Church of England Diocese of Leeds - Richard Noake, Diocesan Director of Education
Further and Higher Education Establishments	Greenhead College Huddersfield New College Kirklees College University of Huddersfield
Neighbouring LAs	Barnsley Council.....School Organisation Calderdale Metropolitan Borough Council..... School Organisation & Admissions City Of Bradford Metropolitan District Council.....Planning & Sufficiency Leeds City Council.....Assets & Access, Children & Families Oldham Council.....Managing Director Children & Young People Wakefield Metropolitan District Council.....Schools Organisation Team Manager Wakefield Metropolitan District Council.....Head of Service for SEN
Professional Associations and Unions	GMB NAHT NEU NASUWT UNISON UNITE
Community Groups	West Yorkshire ADHD Support Group HSGA - Huddersfield Support Group For Autism The Whole Autism Family North Kirklees Autism Support Group & Friends Downs and Special Friends Huddersfield Down Syndrome Support Group Kirklees Deaf Children's Society Service for Children with Sensory Impairment Huddersfield Actionnaires (Action for Blind people) Pre-school Learning Alliance Patient Advice Liaison Service (PALS) NHS Crossroads Care in Mid Yorkshire Orchard View Young People's Activity Team (YPAT) North Kirklees Phab Club Parents of Children with Additional Needs Carers Count KIAS PDA Yorkshire Intensive Interaction Group Society for the Blind - Dewsbury Carers Trust Mid Yorks Outlookers Kirklees Involvement network

All Kirklees Schools	Article published in HeadsUP!
School Governors	Article published in Governors weekly briefing. Peter Rock - Chair of Governors at Netherhall Learning Campus
Independent/Non-maintained special schools in Kirklees	Holly Bank School
Multi Academy Trust CEO's	Batley MAT - Sam Vickers Blessed Peter Snow Catholic Academy Trust - Richard Williams Delta Academies Trust - Paul Tarn Enhance Academy Trust - Mark Randall ETHOS Academy Trust - Jayne Foster Focus Academy Trust - Helen Rowland Impact Education MAT - Michael Kay Interaction & Communication Academy Trust Ltd - Jayne Clark Learning Accord MAT - Elaine Watson MAST Academy Trust - Natasha Greenough Rodillian MAT - Andrew Goult SHARE MAT - John McNally South Pennine Academies - Jane Acklam The Co-operative Academies Trust - Chris Tomlinson The MFG Academies Trust - James Christian Together Learning Trust - David Lord Wellspring Academy Trust - Mark Wilson Heckmondwike Grammar School Academy Trust - Dereck Cross Pivot Academy Group - Michael Smith
Independent Schools	Paradise Primary School Madni Muslim Girls School Institute of Islamic Education (Boarding School) Rida Girls School Rida Boys School Al Furqaan Preparatory School Branch Christian School Cambridge Street School



Name of meeting: Cabinet 17th January 2023

Title of report: Calculation of Council Tax Base 2023/24

Purpose of report: To seek approval of the Cabinet for the various tax bases, this will apply to the Kirklees area for the financial year 2023/24 in connection with the Council Tax.

Key Decision - 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: The calculation of the Council Tax base affects all wards in the Kirklees area.
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports?)</u>	Yes
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Strategic Director</u> & name	Rachel Spencer-Henshall , Strategic Director, Corporate Strategy, Commissioning and Public Health – 3 January 2023
Is it also signed off by the Service Director for Finance IT and Transactional Services?	Eamonn Croston Service Director, Finance – 3 January 2023
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Julie Muscroft , Service Director – Legal, Governance and Commissioning – 3 January 2023
Cabinet member <u>portfolio</u>	Cllr Paul Davies

Electoral wards affected: All

Ward councillors consulted: N/A

Public or private: Public

Have you considered GDPR: Yes - there is no personal data within the Council Tax base report or calculation.

1. Summary

Section 67(2) of the Local Government Finance Act 1992 originally requires that the tax base for Council Tax should be approved by the Authority. The regulations covering setting the tax base are covered and updated under Local Authorities (Calculation of Council Tax Base) (England) Regulations 2012 (as amended).

In accordance with s67 (2A) (za) of the Local Government Finance Act 1992 the Value of T (the taxbase) is not a function that can only be discharged by the Authority (Council) and

therefore can be determined by reference to the Cabinet for ratification in order that the process for the calculation of the basic amount of Council Tax in accordance with s 31B of that Act can commence.

A number of Councils take the decision at Cabinet or have delegated it to the section 151 officer and the calculation forms part of the Budget papers.

It has been the practice in Kirklees to take a report to both Cabinet and to Council. Given the very technical nature of this report, and the fact that the calculation anyway forms part of the annual budget papers, this report also requests that Cabinet considers delegating future annual CTB calculations, from 2024/25 onwards to the Council's s151 officer in consultation with the Corporate Portfolio-holder.

1.1 Members should be aware of the provisions of Section 106 of the Local Government Finance Act 1992, which applies to members where –

- (a) they are present at a meeting of the Council, the Cabinet or a Committee and at the time of the meeting an amount of Council Tax is payable by them and has remained unpaid for at least two months; and
- (b) any budget or Council Tax calculation, or recommendation or decision which might affect the making of any such calculation, is the subject of consideration at the meeting.

In these circumstances, any such members shall at the meeting and as soon as practicable after its commencement disclose the fact that Section 106 applies to them and shall not vote on any question concerning the matter in (b) above. It should be noted that such members are not debarred from speaking on these matters.

Failure to comply with these requirements constitutes a criminal offence, unless any such members can prove they did not know that Section 106 applied to them at the time of the meeting or that the matter in question was the subject of consideration at the meeting.

2. Information required to take a decision

- 2.1 In determining the level of local taxation, each local authority calculates a tax base annually so that, once the level of expenditure has been approved, the determinations of the level of location taxation becomes an arithmetical exercise.
- 2.2 The Council Tax base (CTB) for an authority is the amount of income which would be received by levying a Council Tax of £1.00 on band D properties and taking into account the differential rates which would be applied to properties in the other bands.

In view of the fact that there are Parish and Town Council precepts, it is necessary to calculate a tax base for:

- a) the whole of Kirklees; and
- b) each parish and town council area

The valuation listing received from the Inland Revenue (valuation office) places each domestic property in Kirklees into one of eight valuation bands.

2.3 In order to calculate the tax base, the following factors must be taken into account and applied to the valuation bandings:

- a) Fixed ratios between valuation banding.
- b) Number of exempt properties.
- c) Number of properties eligible for a discount.
- d) Properties subject to the Empty Homes premiums (long term empty properties, empty over 2 years, over 5 years and over 10 years) subject to premium charge(s). For the purposes of this report it is assumed there is no change to empty property premium.
- e) Number of appeals against bandings which will be successful.
- f) Number of new properties which will be added to the list during the year; and
- g) Council Tax Reduction Scheme (CTR) – continuing the local scheme as in 2022/23 at 20%.
- h) An allowance for losses on collection.

2.4 The current tax base figure based on 30th November 2022 figures is 124,351.07. A collective adjustment has then been made to this current Council Tax base (CTB) to reflect the issues to be considered in paragraph 2.3 above, to then determine a calculated tax base for 2023/24.

2.5 Allowing for the factors set out in paragraphs 2.3 to 2.4 above, an overall collective adjustment for 2023/24 has been calculated at 0.91% rounded (equivalent overall adjustment for 2022/23 was also 0.91% rounded) to arrive at the 2023/24 CTB (Band 'D' equivalent) at 123,215.79; a net increase of 1,309.79 Band 'D' equivalent, compared to 2022/23 equivalent CTB at 121,906.00. The net increase assumes the continuation of current income collection performance in line with the target 98.5%, and factors in an overall reduction in eligible households claiming Council Tax Reduction (CTR) based on a rolling 12 month trend from a peak of 25k households, to just under 24k households (equivalent to 700 Band D equivalent growth added back to the CTB), and the balance of CTB growth estimate at about 610 Band D equivalents again based on rolling 12 month trends. These estimates are considered to be reasonable and prudent, and acknowledges the changing broader cost of living impacted economic landscape as the continuing backdrop to the predicted CTB in 2023/24. The CTB as set out in this report will be used to inform the demand on the collection fund amount to be considered at Budget Council on 8th March 2023.

2.6 It is recommended that the 2023/24 tax base for the whole of Kirklees area, and the tax bases for the five Parish and Town Council areas be approved as follows:

Whole of Kirklees	123,215.79
Denby Dale	6,093.41
Holme Valley	10,482.86
Kirkburton	9,229.12
Meltham	2,997.86
Mirfield	6,904.95

The relevant Appendices are set out in this report which show the CTB estimates, net of the collective adjustment for 2023/24, across the whole district, and for the specific 5 Parish & Town Councils.

In order to demonstrate the methodology used in the calculation, the Appendices show the current number of properties in each band, the current effect of discounts, exemptions and the collective adjustment referred to earlier in the report. This is broken down into the whole of Kirklees and the five Parish and Town council areas above.

Council Tax Reduction Parish Grant

2.7 A Council grant had been distributed to Parish Councils to supplement the Parish precept, so as to provide top-up funding to mitigate the effect of the Localisation legislation introduced in 2013/14. The effect of Localisation was to reduce individual Parish Tax bases, resulting in a consequential loss in their income. This grant had been maintained at the 2013/14 level, over successive years. However, over this period, Parish (CTB's) had grown to the extent where the original purpose of the grant was no longer justified.

As part of previous year's approved CTB, Council approved the phasing out of the grant, the phasing dependent on the extent of individual Parish CTB growth over the intervening period. Based on the tax bases recommended in this report, there are no remaining parish grants payable in 2023/24.

3 Implications for the Council

3.1 Working with People

The setting of the tax base is related to all domestic properties in Kirklees and is not based on individual circumstances. It applies to every property.

The Local Government Finance Act 1992 requires each authority to devise a Local Council Tax Reduction Scheme it does not specify the extent of any such reduction.

By providing a scheme that reduces liability to an affordable level, it prevents the need to take unnecessary and costly recovery action that would inevitably result in courts finding the customer did not have the means to pay. The current Council CTR Scheme reduces liability to eligible claimants by up to 20%.

3.2 Working with Partners

N/A

3.2 Placed based working

N/A

3.3 Climate Change & Air Quality

N/A

3.4 Improving Outcomes for Children

N/A

3.5 Reducing demand of services

N/A

3.6 Other (e.g. Legal/Financial or Human Resources)

The setting of the taxbase is related to the annual budget process. Setting a budget specifically to meet Council Tax liability of those that would otherwise be unable to pay, means we have greater clarity as to the amount of Council Tax we might collect. That in turn allows the Council to plan more accurately based on anticipated revenue from the collection of Council Tax.

The decision to agree the tax base determines the levels of income received by the Council through the levy of Council Tax for residents of Kirklees.

The Council must consider any legislative changes as part of the CTB setting process, as any changes will materially affect the CTB. Any legislative changes (if any) have been considered and incorporated in the CTB setting process.

The Council has a statutory duty to set the Council Tax base for 2023/24 by 31 January 2023.

Section 31 B of the Local Government Finance Act 1992 (LGFA 1992) (inserted by s.74 Localism Act 2011) and the Local Authorities (Calculation of the Council Tax base) (England) Regulations 1992(as amended) impose a duty on billing authorities to calculate the amount to be the council tax base each year by applying a statutory formula . The Council Tax base must be calculated between 1st December 2022 and 31 January 2023 and the council must notify major precepting authorities of its council tax base calculation for 2023/24 by 31 January 2023.

Section 67 (2a) (a) of the LGFA 1992 was amended by S 84 of the Local Government Act 2003 and so the calculation of the council tax base used to set council taxes no longer requires approval by full council . The cabinet can make this decision and delegate it to the section 151 Officer .

The Council must have regard to its public sector equality duty under section 149 of the Equality Act 2010 .

4. Consultees and their opinions

N/A

5. Next steps

Cabinet to agree Council Tax base for subsequent recommendation to note at

Council on 22 February 2023. The CTB as set out in this report will then be used to inform the demand on the collection fund amount to be considered at Budget Council on 8th March 2023.

6. Officer recommendations and reasons

To meet the requirements of Section 67(2) of the Local Government Finance Act 1992 , which requires that the tax base for Council Tax should be approved by the Authority, it is recommended that :

Cabinet note the report and appendices to this report and approve the 2023/24 Council Tax base (CTB) for the whole of the Kirklees area, at 123,215.79, and the Council Tax bases for the five Parish and Town council areas as set out in this report and accompanying Appendices.

Cabinet approve the proposal to delegate future annual CTB calculations, from 2024/25 onwards to the Council's s151 officer in consultation with the Corporate Portfolio-holder , given the very technical nature of this report, and the fact that the calculation anyway forms part of the annual budget papers for member consideration at Budget Council.

7. Cabinet portfolio holder's recommendations

The Cabinet Portfolio Holder recommends that Cabinet approve the Council Tax base for the whole of the Kirklees area, and the Council Tax bases for the five Parish and Town Councils for 2023/24 as set out in this report.

8. Contact officer

Sarah Brown – Acting Head of Welfare and Exchequer Services

sarahs.brown@kirklees.gov.uk

Mark Stanley – Senior Manager Welfare and Exchequer Services

mark.stanley@kirklees.gov.uk

9. Background Papers and History of Decisions

N/A

10. Service Director responsible

Eamonn Croston – Service Director, Finance

eamonn.croston@kirklees.gov.uk

Council Tax Base Calculation for whole of Kirklees 2023/2024 - APPENDIX A

Tax Band (1)	Number of Properties (2)	Number of Exempt Properties (3)	Number of Taxable Properties (4)	Number of Properties with Discounts Equated to 25% Discount (5)	Reduction in Tax Base due to Council Tax Reduction (6)	Number of Properties with Empty premium Equated to 100% 200% 300% extra charge (7)	Family Annex (8)	Effect of Discounts & Empty premium on Number of Taxable Properties (9)	Fixed Ratio (9ths) (10)	Less : collective adjustment Band 'D' Equivalent (11)		
A Disabled	141	0	141	12.25	36.74	0.00	0.00	92.01	5	51.12		
A	85,697	2,830	82,867	10,586.50	18,150.45	589.00	5.30	54,713.75	6	36,475.83		
B	35,078	653	34,425	3,195.25	3,252.76	158.00	0.50	28,134.49	7	21,882.38		
C	32,562	644	31,918	2,306.50	1,614.92	84.00	1.00	28,079.58	8	24,859.63		
D	17,470	355	17,115	989.50	503.28	31.00	0.00	15,653.22	9	15,653.22		
E	12,293	110	12,183	534.25	203.40	26.00	0.00	11,471.35	11	14,020.54		
F	5,552	49	5,503	222.00	58.97	19.00	0.00	5,241.03	13	7,570.38		
G	2,237	23	2,214	96.25	24.17	10.00	0.00	2,103.58	15	3,505.97		
H	125	1	124	11	0.00	3.00	0.00	116.00	18	232.00		
	191,155	4,665	186,490	17,953.50	23,844.69	920.00	6.80	145,605.01		124,351.07		
									Less : collective adjustment	0.91296%	1,135.28	
											Council Tax Base for KMC - Chargeable Dwellings Band 'D' Equivalent	123,215.79

Council Tax Base Calculation for area of Denby Dale Parish Council 2023/2024 - APPENDIX B

Tax Band (1)	Number of Properties (2)	Number of Exempt Properties (3)	Number of Taxable Properties (4)	Number of Properties with Discounts Equated to 25% Discount (5)	Reduction in Tax Base due to Council Tax Reduction (6)	Number of Properties with Empty premium Equated to 100% 200% 300% extra charge (7)	Family Annex (8)	Effect of Discounts & Empty premium on Number of Taxable Properties (9)	Fixed Ratio (9ths) (10)	Less : collective adjustment Band 'D' Equivalent (11)		
A Disabled	7	0	7	0.00	2.35	0.00	0.00	4.65	5	2.58		
A	1,941	34	1,907	235.50	330.76	14.00	0.00	1,354.74	6	903.16		
B	1,261	14	1,247	128.25	81.03	7.00	0.00	1,044.72	7	812.56		
C	1,242	11	1,231	95.50	41.01	5.00	0.00	1,099.49	8	977.32		
D	1,476	11	1,465	86.50	24.11	2.00	0.00	1,356.39	9	1,356.39		
E	1,019	9	1,010	43.75	9.07	0.00	0.00	957.18	11	1,169.89		
F	450	5	445	20.75	2.37	3.00	0.00	424.88	13	613.72		
G	181	1	180	7.25	1.59	1.00	0.00	172.16	15	286.93		
H	14	0	14	0.50	0.00	0.00	0.00	13.50	18	27.00		
	7,591	85	7,506	618.00	492.29	32.00	0.00	6,427.71		6,149.55		
									Less : collective adjustment	0.91296%	56.14	
											Council Tax Base for Denby Dale Parish Council - Chargeable Dwellings Band 'D' Equivalent	6,093.41

Council Tax Base Calculation for area of Holme Valley Parish Council 2023/2024 - APPENDIX C

Tax Band (1)	Number of Properties (2)	Number of Exempt Properties (3)	Number of Taxable Properties (4)	Number of Properties with Discounts Equated to 25% Discount (5)	Reduction in Tax Base due to Council Tax Reduction (6)	Number of Properties with Empty premium Equated to 100% 200% 300% extra charge (7)	Family Annex (8)	Effect of Discounts & Empty premium on Number of Taxable Properties (9)	Fixed Ratio (9ths) (10)	Less : collective adjustment Band 'D' Equivalent (11)
A Disabled	5	0	5	0.50	2.19	0.00	0.00	2.31	5	1.28
A	2,703	69	2,634	353.50	443.92	26.00	0.70	1,861.88	6	1,241.25
B	2,179	22	2,157	231.25	129.95	12.00	0.00	1,807.80	7	1,406.07
C	2,679	26	2,653	219.75	82.47	11.00	0.00	2,361.78	8	2,099.36
D	1,751	26	1,725	107.75	31.39	4.00	0.00	1,589.86	9	1,589.83
E	1,771	26	1,745	74.50	14.17	5.00	0.00	1,661.33	11	2,030.51
F	1,047	7	1,040	32.50	6.77	2.00	0.00	1,002.73	13	1,448.39
G	460	1	459	16.25	4.81	2.00	0.00	439.94	15	733.23
H	15	0	15	0.25	0.00	0.00	0.00	14.75	18	29.50
	12,610	177	12,433	1,036.25	715.67	62.00	0.70	10,742.38		10,579.45
								Less : collective adjustment	0.91296%	96.59
								Council Tax Base for Holme Valley Parish Council - Chargeable Dwellings Band 'D' Equivalent		10,482.86

Council Tax Base Calculation for area of Kirkburton Parish Council 2023/2024 - APPENDIX D

Tax Band (1)	Number of Properties (2)	Number of Exempt Properties (3)	Number of Taxable Properties (4)	Number of Properties with Discounts Equated to 25% Discount (5)	Reduction in Tax Base due to Council Tax Reduction (6)	Number of Properties with Empty premium Equated to 100% 200% 300% extra charge (7)	Family Annex (8)	Effect of Discounts & Empty premium on Number of Taxable Properties (9)	Fixed Ratio (9ths) (10)	Less : collective adjustment Band 'D' Equivalent (11)
A Disabled	3	0	3	0.25	0.68	0.00	0.00	2.07	5	1.15
A	2,348	153	2,195	284.25	357.93	21.00	0.00	1,573.82	6	1,049.21
B	2,036	23	2,013	213.25	131.44	11.00	0.00	1,679.31	7	1,306.13
C	2,515	29	2,486	186.75	80.88	6.00	0.50	2,223.87	8	1,976.77
D	1,799	113	1,686	101.25	27.94	5.00	0.00	1,561.81	9	1,561.81
E	1,504	11	1,493	62.00	12.87	1.00	0.00	1,419.13	11	1,734.49
F	760	8	752	25.25	4.80	1.00	0.00	722.95	13	1,044.26
G	380	3	377	12.25	1.25	0.00	0.00	363.50	15	605.83
H	18	0	18	0.75	0.00	0.00	0.00	17.25	18	34.50
	11,363	340	11,023	886.00	617.79	45.00	0.50	9,563.71		9,314.15
								Less : collective adjustment	0.91296%	85.03
								Council Tax Base for Kirkburton Parish Council - Chargeable Dwellings Band 'D' Equivalent		9,229.12

Council Tax Base Calculation for area of Meltham Parish Council 2023/2024 - APPENDIX E

Tax Band (1)	Number of Properties (2)	Number of Exempt Properties (3)	Number of Taxable Properties (4)	Number of Properties with Discounts Equated to 25% Discount (5)	Reduction in Tax Base due to Council Tax Reduction (6)	Number of Properties with Empty premium Equated to 100% 200% 300% extra charge (7)	Family Annex (8)	Effect of Discounts & Empty premium on Number of Taxable Properties (9)	Fixed Ratio (9ths) (10)	Less : collective adjustment Band 'D' Equivalent (11)
A Disabled	3	0	3	0.50	1.35	0.00	0.00	1.15	5	0.64
A	1,262	25	1,237	156.00	261.80	8.00	0.00	827.20	6	551.47
B	524	4	520	53.75	27.41	3.00	0.00	441.84	7	343.65
C	1,026	11	1,015	84.25	26.19	2.00	0.50	906.06	8	805.39
D	467	2	465	25.00	7.53	0.00	0.00	432.47	9	432.47
E	496	2	494	21.00	7.25	0.00	0.00	465.75	11	569.25
F	161	1	160	6.25	0.62	0.00	0.00	153.13	13	221.19
G	57	1	56	1.75	0.00	0.00	0.00	54.25	15	90.42
H	6	0	6	0.50	0.00	0.00	0.00	5.50	18	11.00
	4,002	46	3,956	349.00	332.15	13.00	0.50	3,287.35		3,025.48
								Less : collective adjustment	0.91296%	27.62
								Council Tax Base for Meltham Parish Council - Chargeable Dwellings Band 'D' Equivalent		2,997.86

Council Tax Base Calculation for area of Mirfield Parish Council 2023/2024 - APPENDIX F

Tax Band (1)	Number of Properties (2)	Number of Exempt Properties (3)	Number of Taxable Properties (4)	Number of Properties with Discounts Equated to 25% Discount (5)	Reduction in Tax Base due to Council Tax Reduction (6)	Number of Properties with Empty premium Equated to 100% 200% 300% extra charge (7)	Family Annex (8)	Effect of Discounts & Empty premium on Number of Taxable Properties (9)	Fixed Ratio (9ths) (10)	Less : collective adjustment Band 'D' Equivalent (11)
A Disabled	5	0	5	0.00	1.09	0.00	0.00	3.91	5	2.17
A	2,579	56	2,523	354.75	564.90	22.00	0.40	1,624.95	6	1,083.30
B	1,467	19	1,448	154.50	104.21	7.00	0.00	1,196.29	7	930.45
C	2,673	34	2,639	204.50	91.41	4.00	0.00	2,347.09	8	2,086.30
D	1,182	8	1,174	68.75	23.69	0.00	0.00	1,081.56	9	1,081.56
E	874	10	884	45.25	11.24	0.00	0.00	807.51	11	986.96
F	369	4	365	11.75	3.25	0.00	0.00	350.00	13	505.56
G	166	0	166	6.50	0.94	0.00	0.00	158.56	15	264.27
H	14	1	13	2.00	0.00	3.00	0.00	14.00	18	28.00
	9,329	132	9,197	848.00	800.73	36.00	0.40	7,583.87		6,968.57
								Less : collective adjustment	0.91296%	63.62
								Council Tax Base for Mirfield Parish Council - Chargeable Dwellings Band 'D' Equivalent		6,904.95



Name of meeting: Cabinet

Date: 17th January 2023

Title of report: *Adults & Health’s commission for external consultancy to support a comprehensive programme to understand and respond to future demand.*

Purpose of report: To inform Cabinet of Adult and Health’s proposed approach to understanding demand and financial pressures arising from a number of sources and the opportunities to mitigate these through transformative activity and to request that subsequent decisions around the procurement, including a demand modelling exercise can be delegated to the Strategic Director of Adults and Health, in consultation with the Strategic Director of Corporate Strategy, Commissioning and Public Health and the Section 151 Officer and the Portfolio Holders for Health and Social Care and Corporate Services with appropriate reporting back to Cabinet.

Key Decision - 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 – following a market testing/engagement exercise, it is likely that the Phase 1-3 work could exceed £250k. However, the change programme that will be identified as a result of this will set out a number of long-term efficiencies, both with cashable benefits and potential changes to operating models and pathways.
Key Decision - Is it in the <u>Council’s Forward Plan (key decisions and private reports)?</u>	Yes – key decision notice published 5th December 2022.
The Decision - Is it eligible for call in by Scrutiny?	The decision for Cabinet to delegate decision making to officers does not require Scrutiny call in but the overall programme of work will be eligible for this.
Date signed off by <u>Strategic Director</u> & name	Richard Parry, Strategic Director for Adults and Health
Is it also signed off by the Service Director for Finance?	Yes – 09/01/2023
Is it also signed off by the Service Director for Legal Governance and Commissioning?	Yes – 09/01/2023
Cabinet member portfolio	Cllr Musarrat Khan (Health and Social Care Portfolio Holder) Cllr Paul Davies (Corporate Portfolio Holder)

Electoral wards affected: N/A

Ward councillors consulted: N/A

Public or private: Public

Has GDPR been considered? This report contains no information that falls within the scope of the General Data Protection Regulation

1. Summary

Since the co-produced Council's Vision for Adult Social Care was published in 2019, the Kirklees Adults and Health directorate has been on a significant transformation journey to develop an effective and efficient operating model. This has included redesigning pathways, applying a demand and capacity approach to enable the right sizing of teams and a better understanding of complexity, as well as being in the process of procuring a new integrated case management system.

Despite these changes, Adult Social Care in Kirklees is facing significant increases in demand for services both in terms of the numbers of people needing support and the complexity of need that is being presented. There has been a step change increase in demand following the pandemic but the Council does not fully understand all the factors that are driving this demand and whether this is a temporary or longer term increase in demand nor the extent to which this can be mitigated by the Council.

Alongside this, nationally Adult Social Care is entering into an extensive programme of change with the Health and Care Bill receiving Royal Assent in April 2022 enacting the most significant Health & Care legislation in a decade into law.

In the Autumn Statement, the Government announced that they would be delaying the charging elements of reform until 2025 but work on understanding the implications of this still needs to continue as preparation for reform needs to start by Autumn 2023. Some national modelling work undertaken in 2022 suggests annual costs in excess of annual government funding set aside in the current spending review period to 2025, of at least £10bn nationally once fully implemented.

In light of these developments, Kirklees Council is seeking to better understand the overall financial pressures facing Adult Social Care from future demand over the next 5 years and the national Adult Social Care reform and the opportunities for cashable and non-cashable savings that are consistent with the Council's Vision for Adult Social Care.

This takes place in an uncertain and volatile financial landscape for local authorities where there is value in gaining certainty about financial risks and opportunities wherever possible and so the Council wishes to take an approach that clearly identifies, at an early stage, the anticipated savings opportunities and the associated costs to achieve these.

2. Information required to take a decision

The uncertainties about demand pressures and the impact of Social Care Reform as well as the need to find ways of mitigating these pressures are common to a number of local authorities. An initial piece of work/research has been undertaken to learn from other local authorities who have or are undertaking similar transformation activities in relation to social care. Following on from this research, options were reviewed and the Crown Commercial Services (CCS) Management Framework RM 6187, Lot 7; Health, Social Care and Community which has 41 suppliers on the lot was identified as the preferred route to market. An initial market testing exercise has been undertaken to test out interest in the tender opportunity and explore aspects of the tender including the appetite of a risk/reward type approach. The information from the market testing exercise is currently being analysed. As part of the procurement exercise it is intended that Expressions of Interest will be issued to shortlist providers, then a further competition will be undertaken in order to ensure a robust process has been undertaken and value for money can be demonstrated.

As part of the procurement exercise, potential suppliers will be asked a number of questions, including how they would cost up and resource the Phases 1-3 set out below and, separately, Phase 4 recognising that Phases 1-3 will not automatically lead to Phase 4 being undertaken.

Given the uncertainties around both cost pressures and future funding for local authorities and the scale of the adult social care budget as a proportion of the overall controllable budget for the council, it is important that this modelling phase clearly identifies future pressures, a clearly quantified set of savings opportunities (with a profiling about when these might be realised) and a clear upfront analysis of the cost to secure these savings. This will enable future budgets to be set at an appropriate level and contribute to the savings programmes for the council over future years.

It is anticipated that the process will have 2 separate decision points and operate with 4 phases as follows:

Decision to award a contract for Phases 1-3. It is recommended that this decision is delegated to the Strategic Director of Adults and Health, in consultation with the Strategic Director of Corporate Strategy, Commissioning and Public Health and the Section 151 Officer and the Portfolio Holders for Health and Social Care and Corporate Services in order to be able to implement Phases 1-3 at pace.

Phase 1 – Exploration/modelling – for the successful supplier to undertake an exercise which will lead to level of certainty about future financial pressures and the savings that can potentially be achieved. This should incorporate national and international evidence to create a detailed view of the likely increase in cost and demand brought about by demographic changes in Kirklees and by national charging reform and to identify the best and most innovative operating and funding models that will allow Adults and Health to effectively respond to the impact of this. We will require the supplier to analyse the underlying changes to demand for services for all adult social care services (for example arising from increased acuity, demographic changes, transitions into adult hood, increased demand for mental health services and the impact of the discharge to assess pathways). This modelling should be clearly identifying opportunities for residents to live more independently; to consider how the council can use its workforce in the most effective way and the opportunities to deliver cashable and non-cashable savings. This should be in a way that is consistent with our Vision for Adult Social Care; the requirements of national reform across all adult social care services and in readiness for CQC Assurance.

Phase 2– Presentation of findings – for the successful supplier to report back following the exploration/modelling phase and to demonstrate opportunities to change operational practices across all Adult Social Care services, projected savings and change options. It would be expected that the supplier sets out detailed financial information to achieve the identified

efficiencies and a clear timeframe for this which would be monitored by the contract management group.

Phase 3 – Change Programme Plan – for the successful supplier to produce a programme plan to deliver against the findings which sets out the likely resources to deliver and projected savings milestones.

Decision based on the likely financial benefits from implementing the Change Programme Plan and the associated costs about (a) whether or not to proceed with the Change Programme Plan and (b) whether or not to use the organisation that has undertaken Phases 1 to 3 to support the delivery of the Change Programme Plan.

Phase 4 – Change Programme Delivery – Subject to the outcome of the decision at the end of Phase 3, the Change Programme Delivery phase would deliver the changes necessary to better manage future demand, deliver improvements in outcomes for the public and deliver cashable and non-cashable financial savings.

Contract Management

A group of senior officers will be established which will include representatives from Adults and Health, procurement, finance and legal to work with the supplier to establish the governance arrangements and to set comprehensive reporting and monitoring processes. This would support Phases 1-3 and Phase 4 if there is a decision to proceed to this phase as well as the 2 decision stages. This group will be responsible for tracking the progress and deliverables, both financially and as part of the wider programme of work so that regular reports can be made to provide assurance that the programme is achieving what it set out to do. This also includes identifying any risks, considering mitigating action and being able to work with the supplier to find solutions should any shortfalls be identified.

3. Implications for the Council

- **Working with People**

The Council's co-produced Vision for Adult social Care was published in 2019:

We want every person in Kirklees who needs social care to be able to live the life that matters to them – with the people they value, in the places and communities they call home, and with an equal voice in co-ordinating their care.

The vision is supported by a set of values and principles which define who we are, how we will work and what people should expect from Adult Social Care in Kirklees. They were informed by lots of contributions from many different people, including people who use our services, carers, front-line staff, managers, and directors.

A great deal is changing in health, social care and housing and there are significant challenges ahead. Budget pressures, demographic pressures, technological change, and changing expectations of people who use services have resulted in a need to re-think the way social care operates. In Kirklees we are seeing the same issues as other areas of the country. The advances over recent decades in medical science, diagnosis, and treatment of progressive disabling conditions, has meant that there are increasing numbers of people with complex support requirements who are living much longer in our communities. The financial pressures on the service remain and with the above predicted population change these pressures will only intensify.

As a system we want to reduce, delay and prevent demand for care. People who use services and their carers who do require support should be involved as experts in their own care and wellbeing, and able to choose a mixture of support that will safely deliver their outcomes.

It is hoped that by using the insight gained from the modelling exercise and any identified change programme that the benefits to people will be wide ranging from increasing the digital offer;

supporting even more people to stay independent for longer and streamlining pathways and services to minimise 'hand offs' or delay in the system.

- **Financial Implications for People Living or Working in Kirklees**

There will not be a direct financial implication to people living or working in Kirklees of Phases 1-3. If the Change Programme is implemented and brings opportunities to increase the independence of individuals who use care services and reduce their reliance on care services, then this is likely to bring a direct financial benefit to people who live in Kirklees through a reduction in the amount that they have to financially contribute to the cost of their care.

- **Working with Partners**

Adult Social Care cannot operate in isolation and improving pathways and focussing on keeping people independent, with an accurate trajectory of demand and complexity, will have positive impacts on the wider system. This includes the Integrated Care Partnership (ICP) and the NHS West Yorkshire Integrated Care Board (ICB)arrangements; the acute trusts, the care market (both residential and domiciliary care); Primary Care Networks and across other council services. An example being the introduction of Liberty Protection Standards coming in from 2023 which has the possibility to increase legal challenges and a need for additional staff. However, by planning for this with accurate data/intelligence and demand insight should mitigate some of the risks to other services.

Whilst the modelling work will not be focussed on partners, they will naturally be involved due to the extensive and complex pathways in place (such as hospital discharge or reablement).

- **Place Based Working**

Our operating model has evolved over recent years with a move to locality based teams, investment in developing informal community based capacity and a greater emphasis on a relationship based approach to working with individuals and local communities. This model also promoted a mobile and agile approach to working.

There has been a similar operating model develop across the wider council and the social model of disability is increasingly embedded in the whole council through initiatives such as such as dementia friendly design, Changing Places Toilets and Project Search. This locality approach, whilst it pre-dated Primary Care Networks and the pandemic, has been invaluable in responding to the pandemic and in developing our way of working with the Primary Care Networks/Neighbourhood model. Given that the commission will be exploring opportunities for people to live more independently for as long as possible, it is likely that there will be insights gained from an early intervention and prevention approach which will include the effectiveness of community based models and support.

- **Climate Change and Air Quality**

No impact on climate change and air quality.

- **Improving outcomes for children**

Whilst the scope of this commission is to focus on Adult services, there are pathways in place to deal with transitions and All Age Disability so children who are being supported to prepare for adulthood within these services may be included in the scope of the work. This includes demand modelling as part of the modelling exercise to build in the requirements for future years for children who will go on to receive services from Adults and Health and how best this can be managed within the resources available or where services may need to be redesigned to respond to increased volume and complexity. The commission will enable us to set the scope of the modelling exercise so these pathways will be considered and discussed with the successful supplier.

- **Other (eg Legal/Financial or Human Resources)**

Financial – possible impacts include:

- The intention at this stage is to fund the Phases 1-3 on a fixed fee basis from available earmarked reserves set aside to support priority Council transformation activity, of which this is one key identified priority. Up to £400k has been allocated for this work but it is not anticipated, at this stage, that this will be fully required. Subsequent updates will be given to Cabinet on the outcome of Phases 1-3 in order to inform decision making about proceeding to Phase 4. It is considered desirable that Phase 4, if external support is used, is undertaken on a fixed fee basis as well in order that the Council can better anticipate future costs and manage its resources accordingly at a time of considerable financial uncertainty. If Phase 4 is undertaken with external support, it is critical that there is a full analysis of the Change Programme Plan and explicit detail specifically around the payment scheme and if issues were identified or progress stalled, what mechanisms would be put in place to work with the provider to address these including in relation to fee recovery where appropriate.

Legal - possible impacts include:

- Social Care Reform could likely lead to a greater demand on Legal Officers for advice and representation that could lead to Court applications. This includes queries arising from financial decisions, and the impending changes to Liberty Protection Standards.
- The Care Act 2014 sets out the legal framework for promoting the individual's well being when doing care assessments (section 1), care needs assessments (Section 9)and how services are provided to meet eligible needs (Section 18) together with DHSC statutory care and support guidance (updated 2022).The guidance refers to assessments which must be people-centred throughout and supporting persons to have choice and control.
- The charging regime is contained in sections 14,17,69-70 of the Care Act 2014 and the Care and Support (charging and assessment of Resources Regulations 2014 , Care and Support and Aftercare (Choice of Accommodation) Regulations 2014. Certain services cannot be charged for such as those provided under section 117 of Mental Health Act 1983 or some reablement services. The existing legal basis for fee setting in relation to the cost of care home and domiciliary care is contained in section 5 of the Care Act 2014 and paragraph 4 of the statutory care and support guidance.
- The Council will need to comply with its Contract Procedure Rules and as the value of the consultancy services contract will be above the UK services threshold the full regime under the Public Contracts Regulations 2015 will apply. A mini-competition of a contact under the CCS Framework Agreement will be compliant. Social value considerations under the Public Services (Social Value) Act 2012 will be considered as part of the procurement process and specification where relevant.
- The Council has a duty under section 3 of the Local Government Act 1999 to continuously improve the way its functions are exercised having regard to economy ,efficiency and effectiveness and the statutory Best Value guidance (MHCLG 2015).
- S.149 of the Equality Act 2010 requires the Council to have due regard to the following aims when exercising their functions:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not." Protected characteristics" are age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion or belief, sex, and sexual orientation.

HR – possible impacts include:

- ongoing work with regards to recruitment. The analysis published by the County Council's Network earlier this year suggested that for Kirklees to respond to an increase in Care Act and Financial Assessments because of more self-funders asking the Local Authority to arrange for their care could be as many as 40 more staff. This is concerning given the current national recruitment challenges and so alternative approaches will need to be considered.
- there will be an impact on some staff required to support the modelling exercise as it will be an intense piece of work taking place over an expected 12-14 weeks. This isn't just limited to

staff within Adults and Health but also some corporate enablers such as Finance and Performance who will need to input into the work. A core team will be established to mitigate pressures on staff, a lot of whom are already heavily involved preparing for the new case management system coming in around Sept 2023.

Do you need an Integrated Impact Assessment (IIA)?

IIAs will be carried out as the change programme progresses.

4. Consultees and their opinions

As part of the engagement process, the following groups and individuals have been consulted and agreement was given to progress the procurement process:

- Council's Executive Team
- Portfolio Holder for Health and Social Care
- Portfolio Holder for Corporate
- Strategic and Service Directors (including Finance and Legal)
- Head of Risk
- Procurement
- Heads of Service and Service Development Managers within Adults and Health

5. Next steps and timelines

Once the decision to proceed with Phases 1-3 has been given, the full specification will be published on the CCS Framework and follow the procurement rules timescales. It is anticipated that the contract will be awarded by the end of March 2023. An indicative procurement timetable is demonstrated below although the modelling period will need to be agreed with the supplier:

Activity	Date
<i>Publication of Officer Decision of Intention (RP)</i>	<i>November/December 2022</i>
Publish pre-market engagement	29-Nov-22
Deadline for pre-market engagement	06-Dec-22
Review pre-market responses and review approach - EOI and tender documents	7 to 13 December 2022
<i>Report to Cabinet (KDN for modelling exercise)</i>	<i>17 January 2023</i>
Publish EOI	16 January 2023
Deadline for EOI	30 January 2023
EOI evaluation period	31 Jan – 3 Feb 2023
Further competition published	Anticipated w/c 6 February 2023
Final date for receipt of questions	17 Feb 23
Tender submission return date	3-Mar-23
Evaluation period	6 - 10 March 2023
Issue notification letters (voluntary standstill)	13 March 23
Standstill Period	13 - 24 March 2023
Award	W/c 27 March 2023
Publish notice on Contracts Finder	27 March-23
Contract mobilisation period	2 – 7 April 2023
Contract start date	10 April-23

6. Officer recommendations and reasons

That Cabinet note the activity undertaken to date and the proposed approach with 4 Phases and 2 decision points.

That Cabinet delegate the decision to evaluate and award a call off contract following a mini competition using Lot 7 of the Crown Commercial Service Management Framework Agreement to the Strategic Director of Adults and Health, in consultation with the Strategic Director of Corporate Strategy, Commissioning and Public Health and the Section 151 Officer and the Portfolio Holders for Health and Social Care and Corporate Services in order to be able to implement Phases 1-3 at pace .

This delegation will include decisions relating to Phase1 (modelling exercise); Phase 2 (presentation of findings) and Phase 3 (production of change programme plan).

A further report will be made to Cabinet on the progress made at the end of Phase 3. If the Strategic Director decides to recommend proceeding to Phase 4 with the delivery of the change programme; and whether or not to continue to use the successful provider to support officers in the implementation of the delivery of the proposed change programme (Phase 4).

7. Cabinet Portfolio Holder's recommendations

The Portfolio Holders support the officer recommendations and reasons given at paragraph 6 of this report.

8. Contact officer

Richard Parry (Strategic Director for Adults and Health)
Tel: 01484 221000
Email: richard.parry@kirklees.gov.uk

9. Background Papers and History of Decisions

- Decision made to proceed with procuring external support at Executive Team Scoping Session held on 12th June 2022
- Current analysis following the market engagement exercise

10. Strategic Director responsible

Richard Parry (Strategic Director for Adults and Health)
Tel: 01484 221000
Email: richard.parry@kirklees.gov.uk