

AD EDUCATION NETWORK MEETING

Notes

27th November 2020



Present: Lucy Butler (DCS W Sussex), Carol Cammiss (DCS Wokingham), David Adams and Michelle Stanley (Kent), Johnny Kyriacou (Slough), Paul Wagstaff and Ellie Evans (W Sussex), Jane Winterbone (Surrey), Ian Pearson (W Berks), Kim James (Oxfordshire), Sal Thirlway (Wokingham), Mike Stoneman (Portsmouth), Rachel Morgan (Bracknell), Brian Pope (Hants), Chris Kiernan and Rebecca Smith (Medway) Mark Storey (B&H), Gareth Drawmer (Bucks), Kate Reynolds (Reading).

And giving presentations: Clare Martin (Reading) and Phillip Walker (Hants).

Apologies: Clive Haines (RBWM), Clodagh Freeston and Tammy Marks (Southampton), Simon James (Bucks), Jo Lyons (B&H).

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<p><u>Key actions and decisions:</u></p> <ul style="list-style-type: none"> - Proposed definition for 'children missing from education' to be taken to the SESLIP Steering Group, for adoption in the SE (alongside the statutory definition of children missing education). - Chris will circulate the post-16 presentations from Reading and Hampshire. - Issue of providing good enough post-16 support and advice for care leavers living 'out of area' to be raised for consideration by ADCS. - Remind your children's services data leads about providing the full autumn data request for the SESLIP Education Data sub-group, when circulated in early January 2021 (CME and EHE data). We want to achieve a full set of data for consideration at our January meeting. - Chris, Carol and Lucy to work on a set of questions about DSG budgets and Schools Forums for completion in time to be summarised and shared in January. - CO to extract EHE snapshot data and share with Matt Dunkley as part of a request for ADCS to lobby for funding for LAs to fulfil their EHE responsibilities with increased numbers. - Wokingham to share 'contact tracing app' statement for schools to use. - Request for timescale for when public health will update their covid-19 test decision-making flowchart. - Reading Prof Greany's report in preparation for January meeting. 	<p>CC / LB</p> <p>CO</p> <p>LB/CC</p> <p>All</p> <p>CO/CC/LB</p> <p>CO/CC/DA</p> <p>ST</p> <p>CC</p> <p>All</p>
<p>Welcome</p> <p>Lucy welcomed all to the meeting, in particular a welcome to Carol Cammiss who has joined as co-chair with Lucy.</p> <p>Agenda overview was discussed.</p>	
<p>1. Post-16 Pathways – practice sharing</p> <p>a. Reading – the Elevate Service which is focused on technical and vocational pathways and arrangements for NEET and 'not knowns' at post-16.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • A number of LAs highlighted the challenges they find with support into post-16 for care leavers who live a long way 'out of area'. Although the aim would be to connect them with 	

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<p>support and advice that is local to where they live, a number of LAs reported that this can be very difficult. Ultimately the responsibility lies with the placing LA. One LA tasks their virtual school and engagement team to do outreach with their care leavers out of area. Should this issue be raised via ADCS?</p> <ul style="list-style-type: none"> • W Berks: PRU has a post-16 offer, including support while a student is settling into FE. Have also established a multi-agency group, involving the YOS, that coordinates interventions for hard-to-reach young people. Recently capacity has been an issue, through the pandemic, and have successfully made a bid for additional engagement officers through the 'gold' covid-19 response group. • Portsmouth has a traded post-16 engagement service (Youth Needs Intervention Programme) that all schools and FE buy into. This has reduced previously high numbers of NEET / not knowns, but is a struggle to maintain sufficient capacity. <p>b. Hampshire – “All Our Talents”, strategy for post-16s with an EHCP and new Employability Hubs.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Even with the pilot group of 51 students (including 3 transferred from NMSS), Hampshire estimate savings in the region of £1million, should all become established in work. • The LA utilises s106 to promote and support apprenticeships. It is an on-going challenge to work with employers, so they see to support and offer one or more apprenticeships, not all SEND by any stretch. There is also a responsibility for the LA to take a lead and do as much as possible to offer placements, which is not yet the case. 	LB/CC
<p>2. Schools Forums</p> <p>Exploratory discussion about Schools Forums being a focus for future Network Meetings.</p> <p>Decision: yes, provided the scope includes the use of the DSG and recovery plans, and the involvement of the Schools Forum.</p> <p>Questions include:</p> <ul style="list-style-type: none"> • How does your Schools Forum align with other strategic education system decision-making groups? These have likely evolved in response to covid-19; what is the current shape? • Can we seek information about schools block and any agreements to retain funds from schools block? • What role do schools forums play in HNF block decisions? • What role do schools forums play in scrutinising / agreeing recovery plans for DfE? • What should the future role of schools forums look like? <p>Chris and chairs to shape an information gathering request to build an overview for discussion in January, linked to the 'middle tier' discussions.</p>	CO/CC/LB
<p>3. Monitoring EHE and attendance</p> <p>First half of autumn term dataset was reviewed. Agreement that a full set of returns across all SE LAs for the whole autumn term will be important and help members to evidence key pressures in LAs. A request for the autumn term data will be circulated in early January. ADs are asked to ensure their data managers are ready for this and can make a prompt response so the report can be discussed at our January 2021 meeting.</p> <p>Non-returners to school (from September) have been a focus for a number of LAs. Surrey have set up a task-and-finish group to estimate the numbers involved and oversee interventions to reduce this number. All agreed that safeguarding is a concern across many of these families.</p>	All

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<p>W Sussex: reminded the group that there is an underlying upward trend of 10%pa increase in numbers choosing EHE. For a significant number the choice to EHE is a positive one and reflects some disillusionment with the wider schooling system.</p> <p>W Berks: thinks there will be revised EHE guidance from the DfE, in response to the increase in numbers. Resourcing sufficient capacity to fulfil LA responsibilities is increasingly tough.</p> <p>Request that SE EHE data and LA capacity challenges be brought to the attention of ADCS as part of its campaigning (their annual survey of EHE was published this week). Suggest this is fed into ADCS's resources and sustainability committee (chaired by the Kent DCS).</p> <p>Agreement for the first half of the autumn term data be shared with the SESLIP CME group.</p>	<p>CO/CC/DA</p> <p>CO</p>
<p>4. Current, local challenges</p> <ul style="list-style-type: none"> • <u>Contact tracing / positive covid-19 tests</u>: DfE has recently informed that schools will be expected to continue contact-tracing through into school Christmas holidays. Although this is yet another pressure and demand on exhausted staff, schools hold so much of the personal information that it is hard to see any other way that contact tracing around pupils can happen. The hope is that it will only impact on the first few days of the break. One or two are in discussion with HTs about how the LA can help. A related issue is mixed information from local public health and, for parents via the contact tracing app. Government acknowledges the app is limited in the school context and HTs can override advice, but this is sensitive and communication to parents and carers is important. Wokingham agreed to share wording they have devised with their HTs about this. • <u>School leader wellbeing and decision-making</u>: general agreement that school staff generally, and headteachers in particular, are almost on their knees. This has resulted in some schools making major decisions without consulting with the LA. Several LAs shared that their drop-ins / liaison times, that are communicated to all HTs, have provided to be invaluable. These range from daily to twice a week to weekly. All these LAs see the 'drop-in' hours as essential in being able to support schools to crisis manage. • <u>Ofsted</u>: continuing concern that DfE has still not made a decision about when full Ofsted inspections will recommence. The default presently is from the start of January. All agree this would be too early. • <u>Public health covid-19 test flowchart</u>: many schools still have not had to respond to a positive test and this flowchart is a good assist to their decision-making. But it has not been updated since early in term and this is needed following the latest changes / tiers. Carol offered to raise this issue regionally and report back any update. 	<p>ST</p> <p>CC</p>
<p>5. Future meetings and possible themes</p> <p>Arranged dates for meetings:</p> <ul style="list-style-type: none"> • 29th January 2021 starting at 1.30pm – presentation by Prof Toby Greany: his research on 'the middle tier' of the education system (Link: https://www.tandfonline.com/doi/full/10.1080/02680939.2020.1792554) . Plus, Schools Forums and strategic decision-making, now and into the future. • 12th March 2021 (possibly the new date for a joint meeting with SEND Network) • May 7th 2021 • June 18th 2021. 	<p>ALL</p>