

# Welcome & Introduction

Cheryl Eyre, Assistant Director Education & Learning



# Meeting Etiquette

Please:

- mute your mic when you enter the room
- turn off or switch your mobiles to silent
- use the chat function to ask a question or raise your hand
- tag individuals in the chat window if your comment is directed towards someone specific
- introduce yourself when speaking and where you are from
- do not carry-on other conversations (by mobile or email)



- Welcome & Introduction
- Governance & Ofsted Update
- Safeguarding & Covid-19 Update
- Schools Place Planning & Education Capital Strategy
- SEND Update
- NGA Chairs Development Programme
- Chairs Briefing – Shaping the Future
- Summary & Close

# PREPARATION FOR LOCAL AREA SEND INSPECTION

NOVEMBER 2021

How effectively does the local area identify children and young people who have special educational needs and or disabilities. *(timeliness , quality and reporting on effectiveness of identification)*

How effectively does the local area assess and meet the needs of children and young people who have SEND or disabilities- *(engagement , co - effectiveness of local arrangements Local Offer – inter-agency working – and accountabilities. Satisfaction of CYP that their needs are being met and improving)*

How effectively does the Local Area improve outcomes for CYP with SEND and /or disabilities *( outcomes across education , health and social care – leaders assessment of the effectiveness of the LA in improving outcomes )*

There are three aspects to inspection which involves:

EDUCATION, HEALTH and SOCIAL CARE

# The Process:

## How Local Areas are Inspected

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Local Authority is called 5 working days prior to inspection to confirm with DCS and the CCG that the Local Area Inspection will take place

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Inspections undertaken by HMI, Ofsted and CQC inspectors

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They will want to discuss the coordination of the inspection with the LANO ( Local Area Nominated Officer)

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They will invite the LA to share the summary of their Self Evaluation

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Agree arrangements for communication of inspection and for feedback on and discussion of findings

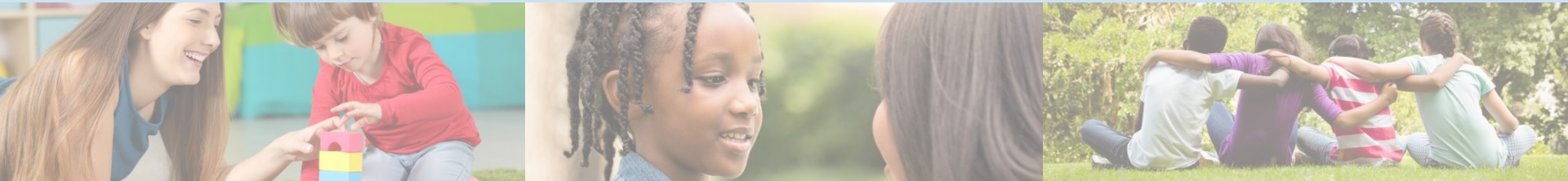
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## Supporting documentation for the local area inspection

- SEN Strategy and SEN Action Plan
- CYPP and SEND Improvement Partnership Group overview and monitoring
- Self evaluation framework which captures strengths and areas of weaknesses of local area SEND provision
- Delivery plan which details how we are addressing our weaknesses
- Folder of supporting evidence

# Ofsted Update

Sharon Jones, Head of Standards





# Inspection intervals for the first inspection following the pandemic

Schools		Sept 2021 framework for <i>first inspection after the pandemic</i>
Outstanding schools	Exemption now removed Inspected before Sept 15 – S5 Inspected after Sept 15 – S8	Must be inspected by August 2026
Good schools	S8 approximately every 4 years	<b>‘Up to’ six additional terms</b>
New schools	S5 within the third year of operation	
RI schools	Section 5 within 30 months (Double RI schools will also be subject to a monitoring visit)	
Schools causing concern	Within 30 months (And monitored to check progress)	

# Autumn 2021 Ofsted Updates

Transitional arrangements in place until March 2022

Inspectors will seek to understand:

- The impact of the pandemic
- How the school has adapted and prioritised the curriculum
- How the school has identified pupils' learning gaps and new starting points
- Use of Covid-Catch up Premium / How the deployment of tutors supports the aims of the school curriculum

**EIF tightly focused on 'substance' and curriculum.**

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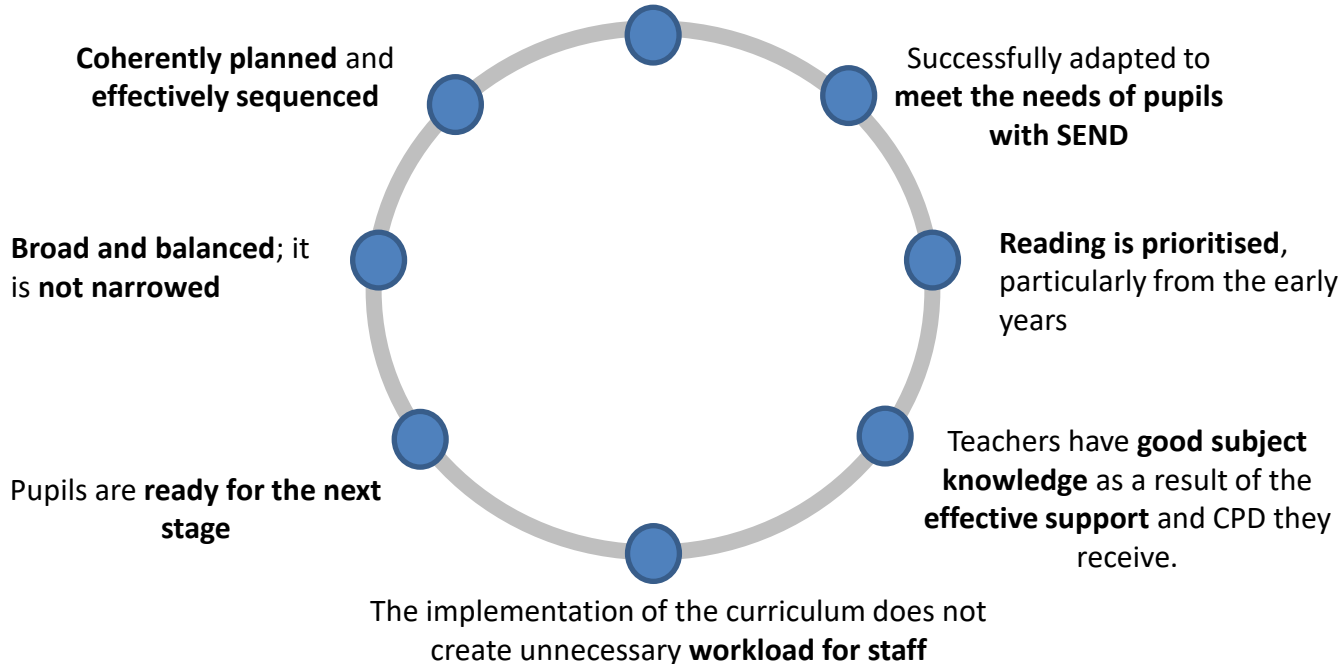
- Teacher-assessed grades and internal school data from 2020 and 2021 will not be used
- Inspectors will be mindful of the age of external data
- Inspectors will view curriculum intent 'favourably' where leaders demonstrate an 'accurate evaluation of the curriculum and appropriate next steps'

# Quality of Education

## Key Foci



That the curriculum is **ambitious** and gives **ALL** pupils what they need to succeed, **particularly disadvantaged pupils and those with SEND**



- How safeguarding arrangements have changed over time to ensure that they have remained effective.
- Attendance - steps taken to ensure high attendance since March 2021
- Personal development opportunities

# Leadership & Management- Governance

Inspectors will seek evidence of the impact of those responsible for governance

Inspectors will explore...

- How governors carry out each of the **core functions**
- The way the school's **vision impacts** on decisions about the **curriculum**
- How well governor fulfil their **statutory duties**, including those under the **Equality Act** and in relation to **safeguarding**

# Safeguarding & Covid-19 Update

Debbie Smith, Safeguarding & Inclusion Team Manager



# Keeping Children Safe in Education 2021

- Part One: Safeguarding information for all staff

- Child protection policy to include peer on peer procedures
- Supporting victims of abuse
- Online safety and sharing of nude images
- Further information on child criminal and sexual exploitation
- Mental health link to support and guidance
- Guidance on responding to peer-on-peer abuse, including sexual harassment
- Serious violence
- Social care assessments
- Record Keeping



## Keeping children safe in education 2021

Statutory guidance for schools and  
colleges

September 2021

# Keeping Children Safe in Education 2021

- Part Two: The management of safeguarding

- Whole school approach
- Information sharing
- Safeguarding training
- Teaching safeguarding
- Peer on peer abuse
- Use of school premises
- Alternative Provision
- Elective Home Education
- Mental Health Support



# Keeping Children Safe in Education 2021

- Part Three: Safer recruitment
- Post 16 Education
- Pre Employment Checks
- Barred List Checks
- Section 128 Directions

# Keeping Children Safe in Education 2021

- Part Four Updates: Allegations against teachers, staff, volunteers and contractors
- Low level concerns
- Sharing concerns
- Recording concerns

# Keeping Children Safe in Education 2021

- Part Five: Child on child sexual violence and harrasment

- Responding to a report
- Managing a report
- Unsubstantiated, unfounded, false or malicious reports
- Safeguarding and supporting the victim
- Safeguarding and supporting children and young people who have displayed harmful sexual behaviour

# COVID-19 situational awareness

The latest Public Health England (PHE) Situational Awareness Report shows weekly case rates across Berkshire LAs have decreased over the last week. This reflects the situation across the South East region and nationally.

## Situational Awareness indicators from 25<sup>th</sup> to 31<sup>st</sup> October \* in comparison to previous 7-day period

Area	Individuals tested per 100,000 population (7-day moving average)		Percentage individuals test positive (weekly)	
Bracknell Forest	589.9	↓	12	↑
Reading	679.2	↓	8	↓
Slough	561	↓	11.3	↓
West Berkshire	639.9	↓	11.5	↓
Windsor and Maidenhead	702.7	↓	9.1	↓
Wokingham	679.5	↓	10.6	↑
South East	634.8	↓	10.3	↑
England	613.7	↓	9.9	↑

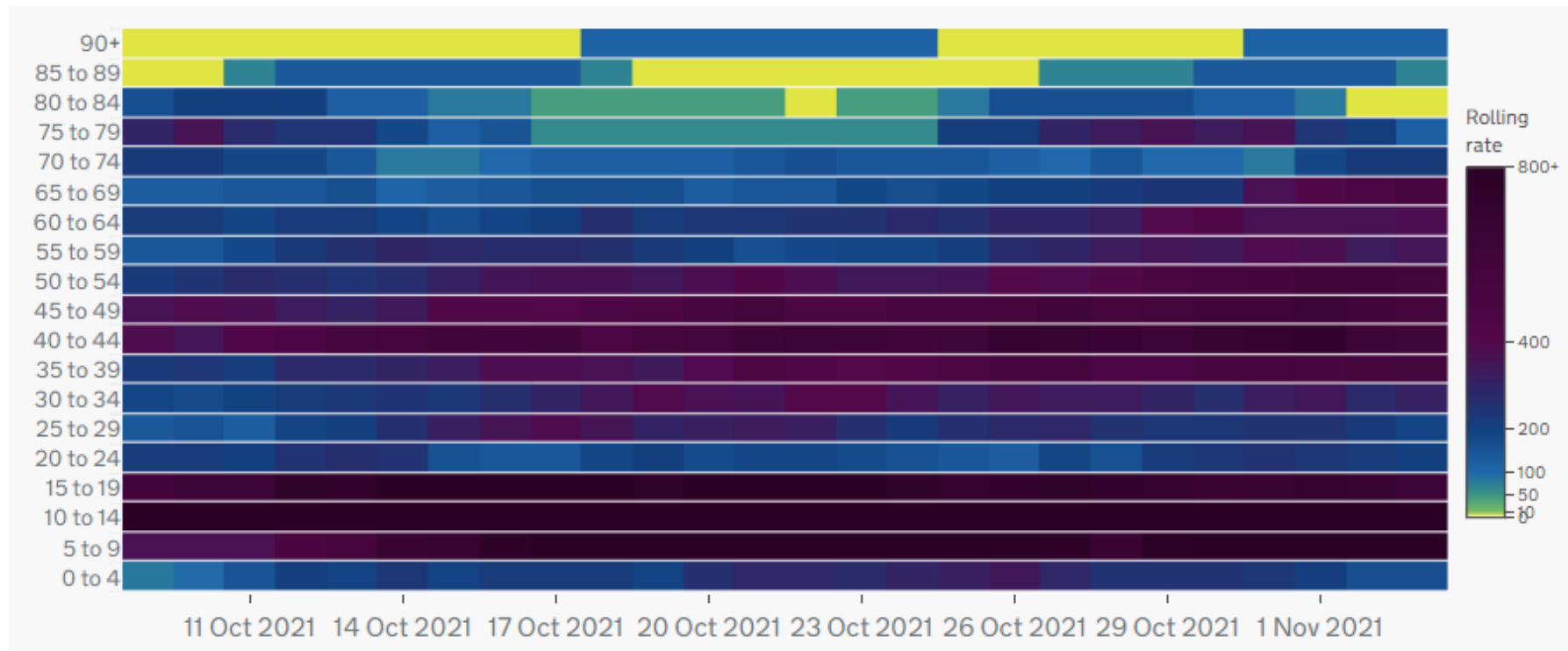
## Situational Awareness indicators from 25<sup>th</sup> to 31<sup>st</sup> October \* in comparison to previous 7-day period

Area	Cases per 100,000 population - All ages (weekly)		Cases per 100,000 population - 60+ (weekly)		Number of confirmed cases (last 7 days)	Total community outbreaks (Last 7 days)
Bracknell Forest	496.1	↑	263	↑	616	0
Reading	376.1	↓	207.6	↑	603	1
Slough	409.2	↓	233.8	↓	612	0
West Berkshire	499.2	↓	251.4	↑	791	1
Windsor and Maidenhead	435.6	↓	249.9	↑	659	2
Wokingham	489.2	↓	253.4	↑	851	0
South East	445.6	↓	212.9	↑	39,867	22
England	411.7	↓	232.6	↓	232,820	179

Source: PHE Regional South East Situational Awareness Reports (1& 2 November 2021)

\* Dates and figures refer to specimen date

# Cases by specimen date: age demographics



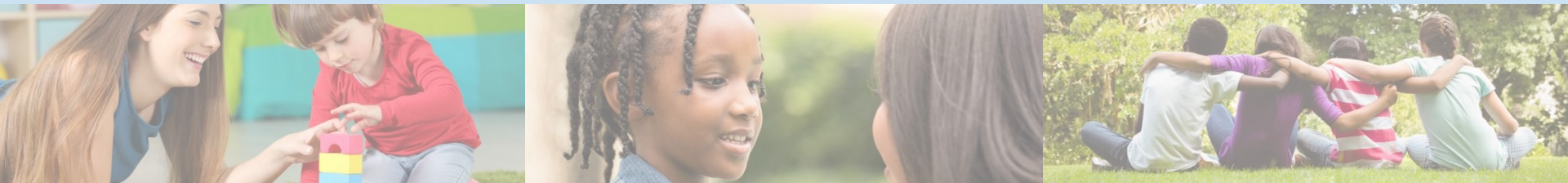
# COVID-19 additional measures in schools

The following enhanced measures have been implemented in schools, following recommendations by the East Berkshire Health, across Bracknell Forest, Royal Borough of Windsor and Maidenhead and Slough:

- Use of face covering in communal areas (unless exempt) for **staff, children and visitors** in secondary schools
- Use of face coverings in communal areas (unless exempt) for **staff and visitors** in primary schools
- Reduce contact between and within year groups in school where possible. The extent to which this can be achieved will be different between schools. The priority remains minimising disruption to education.
- In both primary and secondary schools and colleges, any child or member of staff who has a household member test positive for COVID-19 should be advised to take a **daily LFD test for 7 days**, in addition to taking a one-off PCR test.
- In both primary and secondary schools and colleges, any child or member of staff who is identified as a close contact of a positive case via NHS Test and Trace should be advised to take a **daily LFD test for 7 days**, in addition to a one-off PCR test.

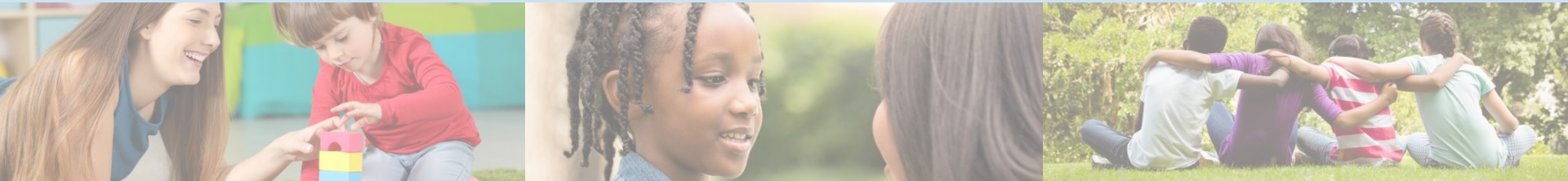
# Schools Place Planning & Education Capital Strategy

Chris Hilliard, Interim Assistant Director, Education & Learning  
Chris Taylor, Head of Property, Places and Admissions  
Nichola Jones, Interim Head of Children's Services



# SEND Update

Nichola Jones, Interim Head of Children's Support Services







# Chair of governors briefing: SEND

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Nichola Jones

11<sup>th</sup> November 2021

SEND  
OUR  
KEY PRIORITIES  
MOVING  
FORWARD

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# Setting the Scene: DfE

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## DfE Priorities 2021

1. High quality outcomes supported by the most appropriate service in education, health and care
2. Back mainstream schools to better meet the needs of the majority of children with SEND
3. Make the EHCP process more streamlined and consistent, and increase capacity in the specialist sector to place children close to home, at a sustainable cost

Co-production with children, young people, their families and carers to continue being the underpinning principle across the system

**Bracknell Forest strategy now closely aligned with DfE priorities**

# Setting the Scene: DfE

## Groups of Schools Model

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For the vast majority of children with SEND, they can and should have their needs met in mainstream settings.

One of our biggest areas for reform is aimed at reforming SEND provision in mainstream settings so that it is easier for schools to access resource without the need for an EHCP and they are incentivised to intervene early. We are exploring a groups of schools model, to put a greater share of budgets in the hands of local school leaders whilst recognising that SEND provision is generally above what an individual school would be able to arrange.

The overarching aims of a groups of schools model is therefore to:

- Put funding for the majority of children with SEND firmly in the hands of schools to make access to the necessary provision easier, quicker, supporting improved early intervention and consistent high-quality support.
- Promote co-operation and inclusion through a clear funding, incentive and accountability structure which leads to improved financial sustainability, without creating unnecessary complexity or burden.

# Our Three Key Priorities

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To support schools in developing local provision by strengthening an early support offer of **SEND health and education local teams** around our mainstream schools

Working closely with the commissioning team to review and develop **responsive, flexible, and effective local specialist provision**

Ensuring the special educational needs team **responds to EHCP requests and reviews and the allocation of resources** efficiently and effectively, resolves concern early and **performs highly against its performance indicators**

# Our challenges:

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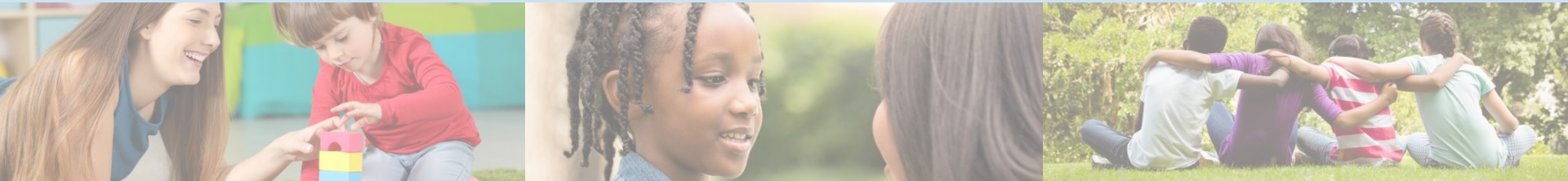
- Budget - under **considerable pressure** as local special school demand and use of external independent providers has **increased significantly**.
- Specialised services **worked in isolation** without responsibility for resource allocation hence **less value for money and financial efficiency**
- **Lack of strategic oversight** for the allocation and quality of specialist provision and resources
- **Little/no transparency** with schools of costs of specialised provision or how money is spent
- Allocation of top up funding requiring an EHCP means **processes are lengthy**

# Key Metrics will include

- **Greater inclusion** of children educated in their local community school
- **Fewer** pupils in **segregated independent** provision
- **Reduction** in **complaints, appeals and tribunals**
- **Reduction** in **exclusions**
- **Less demand and pressure** on **high-cost** provision
- **Improving outcomes** for **children and young people**

# NGA Chairs Development Programme – Celebrating Success

Rachel Clayton, Governor Services Officer





# Celebrating Success

- Congratulations to the following chairs and vice chairs who have completed the NGA Chairs Development Programme, this is above and beyond and takes up a significant amount of time and effort, so thank you:
  - Andy Lebrecht – Garth Hill College
  - Nick Gibson – Garth Hill College
  - Sarah Rose – Harmans Water Primary School
  - Claire Tootill – Jennett's Park CE Primary School

# Other Updates (not covered during the session)

- **NGA Chairs Development Programme Update** - DfE stopped funding in March 2021, courses are still running but must be paid for by schools directly for both the Chairs Programme and Clerks Programme.
- **Sharing knowledge, skills and experience** - We would also like to take the opportunity to thank those experienced governors and clerks from within the authority who have moved to other schools to share their skills and knowledge. This is something we really encourage.
- **Governor Reference Group** - We have a Governors Reference Group which runs once a term and has specific terms of reference, it is currently made up of 6 chairs and vice chairs and 3 clerks. If anyone else is interested in joining, please get in touch via the governor's helpdesk.

# Chairs Briefing – Shaping the Future

Sharon Jones, Head of Standards



# Shaping the Future (not covered during the session)

- We are aware that the format of Chairs' Briefings has been something that had been a point of discussion.
- We know that informal networking opportunities when meeting face to face are hard to replicate in the virtual world but very open to receiving feedback.
- The Governor Conference Series is being finalised for spring term 2022 but again thinking beyond that and planning sessions for the future would welcome feedback relating to themes / topics that are pertinent for your schools and your contexts.
- We need your input to shape the future so please email [governors.helpdesk@bracknell-forest.gov.uk](mailto:governors.helpdesk@bracknell-forest.gov.uk)

# Summary & Close

Councillor Dr Gareth Barnard

