

Children, Learning and Skills Directorate Plan 2018/19

Slough children will grow up to be happy, healthy and successful



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1. Foreword

We are pleased to introduce the Slough Children, Learning and Skills Directorate Plan 2018-19.

The Children, Learning and Skills (CLS) Directorate was formed in late 2016 following the return of education services from Cambridge Education. The director was appointed in April 2017 and the permanent directorate management team were appointed by October 2017.

The CLS Plan is intended to provide colleagues and partners with an understanding of the key functions of the directorate, the achievements of 2017-18 and the priorities for 2018-19. This plan sits alongside the council's Five Year Plan 2018-23 and the plans of the Slough Children's Services Trust. It is supported by detailed service plans.

We are proud of the achievements of our children and young people and of the work of the council, trust, schools and all partners. Educational outcomes in particular are strong and we have a strong partnership with Slough Children's Services Trust to continue to keep children safe. However, we have high aspirations for the children of Slough and will continue to work with partners to ensure that all Slough children grow up to be happy, healthy and successful.



Councillor Shabnum Sadiq
Lead Member Education and
Children's Services



Cate Duffy
Director Children, Learning
and Skills

2. Children in Slough

Slough is an urban area, comprising densely populated and richly diverse communities. It has a strong business sector including the headquarters of several key multi-national companies and a 21st century profile of innovative and creative industries. We have a younger than average population structure, with many families, and a high proportion of children.

There are wide variations in terms of affluence and deprivation among neighbourhoods across Slough with significant pockets of disadvantage. In 2015, five of the eighty super output areas within Slough sat within the bottom 20% of most multiple deprived areas in England. The proportion of children living in poverty is above the national average.

Within Slough, there are well-established multi ethnic communities. As well as black and minority ethnic (BME) communities, one third of the population was born outside of the UK and one fifth from outside the European Union. There are high numbers of new migrants and asylum seekers from more than 70 different countries including unaccompanied minors and transient families. 83% of pupils in Slough schools are of minority ethnic origin, well above the national and regional average. Over half of pupils in Slough schools first language is known or believed to be other than English and approximately 120 different languages are spoken in our schools.

There are 52 nursery, primary, secondary and special schools in Slough. 64% of these are academies or free schools. There are also 10 children centres in Slough with 86% of all children under the age of 5 in Slough registered at one of the centres (11,346 children).

The number of pupils attending a Slough school has been on a constant rise, although this is now levelling off. The majority of pupils who live in Slough also attend a school here (88.5%) but a sizeable proportion attend a school outside of the borough.

As of January 2017, there were 1,388 children and young people with a statement or Education, Health and Care (EHC) plan maintained by Slough LA. Almost half of pupils with special educational need are placed in a mainstream school.

The proportion of good and outstanding schools in Slough is 87% which is just below the national average. Standards in key measures are above national average in EYFS, Key Stage 2 and significantly above the national average at Key Stage 4 where Slough is ranked 14th nationally for Progress 8 achievement. Standards at KS5 are just below the national average at Post-16 for A-Level and Applied General Entry, but above the national average for pupils attaining AAB in facilitating subjects.

Following a number of poor inspection outcomes, the DfE formally intervened, to place the delivery of children's services into a new Trust. Slough Children's Services Trust has a contract with Slough Borough Council to deliver all statutory children's social care functions. Ofsted have conducted regular monitoring visits and will return in 2018 to conduct a full inspection.

In 2017/18, the percentage of children subject to a Child Protection Plan for 2 years or more was 1.2% compared with 2.7% for statistical neighbours and 2.1% nationally. As of March 2018 206 children are looked after (CLA) with the rate slowly increasing in the last 12 months. Although remaining below national average 73% of CLA are placed within Slough. Educational outcomes for Slough CLA are better than national average for CLA and better than non CLA children in Slough at KS2.

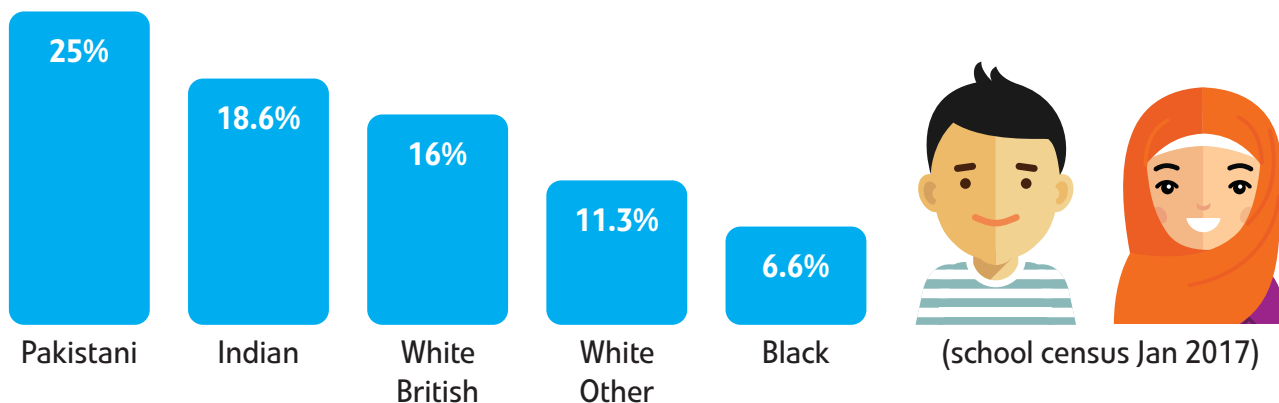




(Source: Mid-2016 estimates)

44,693

children and young people were aged 0-19 in Slough (0-5=15,887, 6-11=14,453, 12-16=9,341, 17-19=5,012)



47%

of pupils speak English as their first spoken language compared to 81.5% Nationally and 87.2% in the South East.

(School Census, Jan 2017)

Slough schools comprising:
5 nursery, 29 primary,
14 secondary, 1 all
through, 3 special schools
and 2 Pupil Referral Units.

(Source: www.slough.gov.uk)



Proportion of children and young people with statements or EHC plans as at January 2017 educated in:	Jan 2017 census data		Jan 2018 Slough data
	England	South East	Slough
Non-maintained early years settings in the private and voluntary sector	0.4%	0.4%	0.0%
Mainstream school	43.5%	40.6%	50.9% (of which 17.3% are in a resource base)
Special school	41.3%	42.4%	29.8%
Alternative Provision (AP)/Pupil Referral Unit (PRU)	0.8%	0.4%	0.1%
Further Education	11.2%	11.8%	10.8%
(% educated elsewhere i.e. out of area)	2.9%	4.4%	8.4%

(Source: www.DfE.gov.uk and SBC data)

22.9%

of pupils in Slough are eligible for the Pupil Premium in 2017/18 compared with 21.6% in the South East and 28.1% in England.

(Source: www.DfE.gov.uk)

**206**

children looked after in March 2018, 38 were aged 0-4, 40 were aged 5-9 with 128 aged 10-18

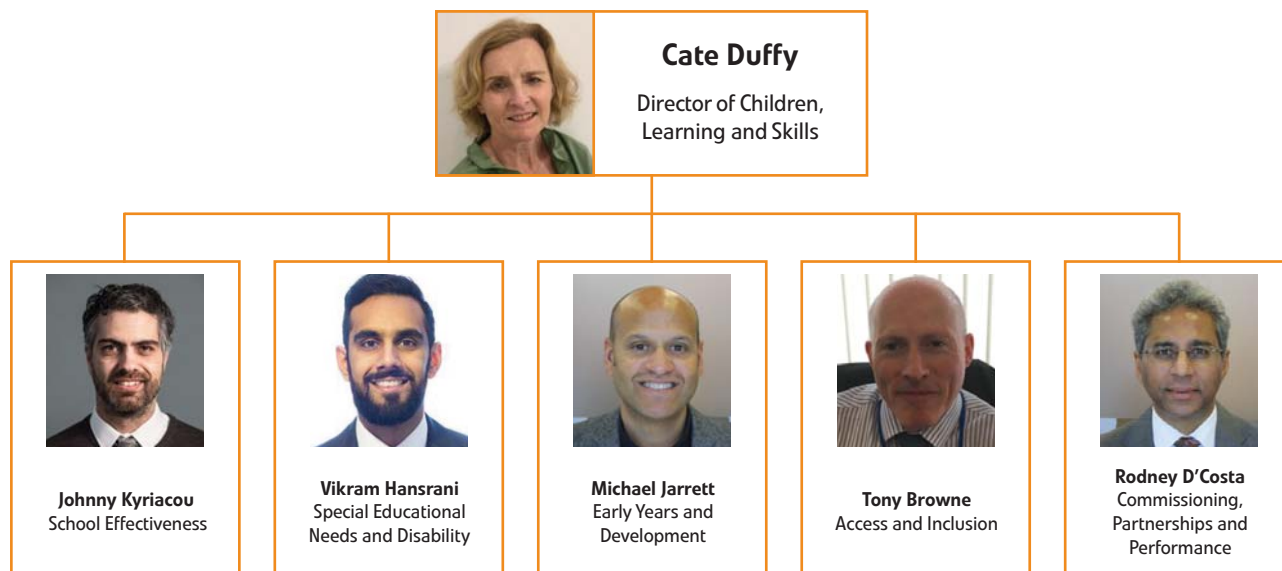
(Source: Slough Children's Services Trust)

Social Care - Key Profile	Rate per 10,000 children aged under 18 in 2017			
Region	Referrals to Social Care	Children in need	Children who are the subject of a Child Protection Plan	Children looked after
Slough	538.5	292.7	37	46
South East	554.1	302.5	41.3	51
Statistical Neighbours	582.3	339.6	49.7	59.4
England	548.2	330.4	43.3	62

(Source: www.slough.gov.uk)

3. Introduction to the Children, Learning and Skills Directorate

Who we are...



What we do...

The Children, Learning and Skills Directorate was newly formed in 2017 following the termination of the council's contract with Cambridge Education. The directorate has responsibility for all the council's education functions such as school effectiveness, early years education, SEND and admissions.

The CLS directorate also oversees the contract with Slough Children's Services Trust to deliver children's social care functions. Cate Duffy, the Director of Children, Learning and Skills, is the council's statutory Director of Children's Services with ultimate responsibility for the functions delivered by the Trust and Cllr Shabnum Sadiq is the statutory Lead Member for Children's Services.

Over the past year we have...

- Successfully transferred back to the council the education services previously provided by Cambridge Education and SEND services that previously formed part of Slough Children's Services Trust (SCST)
- Appointed a permanent Director of Children's Services for the first time in three years and a permanent senior leadership team
- Actively worked in partnership with Slough Children's Services Trust, particularly in relation to Early Help and education safeguarding, supporting Slough's ambition to becoming a good children's service
- Spent £26m of Capital Funding to expand school places and secured revenue funding of £1.5 million to stabilise and improve services
- Established a new Strategic Education Partnership Board, School Improvement Board, SEND board and Early Help Board to strengthen partnership working with schools

Next year we will...

- Support SCST to ensure a successful inspection outcome
- Strengthen the visibility, coherence and quality of the Early Help offer across Slough
- Review Children's Centres to create financial stability and ensure alignment to wider strategic changes in council
- Improve SEND services
- Review the school improvement strategy
- Create a stronger 14-19 offer including employment opportunities for post-16 young people with SEND
- Implement an expanded and fully hosted Capita One service (data base)
- Strengthened support for school governance
- Deliver a new website for schools and settings www.thelink.slough.gov.uk

Our longer term priorities are to...

- Ensure financial sustainability of CLS
- Ensure there is strong and appropriate provision in Slough for pupils with SEND
- Create a self improving school system
- Ensure that the quality of children's social care remains high



School Effectiveness Service

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What we do...

The School Effectiveness team comprises a small core group which includes two permanent FTE and a team of consultants, some of whom work up to 3 days a week in Slough:

- Service Lead - School Effectiveness
- Education Safeguarding Officer
- External consultant team
- Senior Standards and Effectiveness Officer (Primary 3 days a week)
- Senior Standards and Effectiveness Officer (Secondary 2 days a week)
- Senior Education Liaison Officer - 2 days a week
- Standards and Effectiveness Officer (SEND)
- Team of primary and secondary consultants

Services for schools

- Autumn term school improvement visits offered to all schools
- Ongoing school improvement support for schools that request it
- Sharing of good practice in schools
- Liaison with Ofsted
- Liaison with the Regional Schools Commissioner
- Facilitation of Local School Improvement Fund (LSIF)

- Data sharing
- Responding to Ofsted complaints
- Responding to Safeguarding complaints
- Facilitation of Safeguarding networks
- Facilitation of SEND networks
- Statutory test moderation

Over the past year we have...

- Established a Slough School Improvement Board
- Established and implemented a Local School Improvement Fund of which £79,000 has been accessed by Slough schools
- Worked to strengthen and rebuild positive relations and collaboration with schools in the local authority
- Appointed to the following roles in order to better support Slough schools:
 - Education Safeguarding Officer
 - SEND Standards and Effectiveness Officer
 - Senior Education Liaison Officer (p/t fixed term, 2 days a week)
 - Primary Standards and Effectiveness Officer (p/t fixed term 3 days a week)
 - Secondary Standards and Effectiveness Officer (p/t fixed term 3 days a week)

Next year we will...

- Consult on and implement a new Slough School Improvement Strategy
- Further embed the strategic oversight of the Slough School Improvement Board
- Lead on a Strategic School Improvement Fund bid for Slough schools
- Take on the costs of the roles of Education Safeguarding Officer; Senior Education Liaison Officer (p/t fixed term, 2 days a week); Primary Standards and Effectiveness Officer (p/t fixed term 3 days a week); Secondary Standards and Effectiveness Officer (p/t fixed term 3 days a week). These will be funded by the council general fund and not the Dedicated Schools Grant for at least one year, in order to support Slough schools
- Continue to work with schools to facilitate school to school support through the Local School Improvement Fund

Our long term priorities are to...

- Support all schools to become good or better
- Embed and facilitate the school led improvement system
- Support all schools to close the gap between disadvantaged and vulnerable pupils and their peers



Case study Effective Work

The Slough Local School Improvement Fund arises from an agreement by schools forum to use an underspend of £150,000 centrally retained funds to support local school improvement initiatives from 2016/17. In the same year the fund was topped up (from centrally retained funds) with an additional £30,000 for specific primary school projects. In the 2017/18 financial year a final top up from centrally retained funds of £49,500 was made, making the total of the local school improvement fund £229,500. Schools are able to 'bid' for funding for school to school support or to work on collaborative projects, linked to local priorities. The funds are held by the Slough Teaching School Alliance on behalf of the Slough schools' community and can be accessed through a simple application and assessment process.

The Slough Teaching School Alliance (STSA) and Slough Borough Council (SBC) work in partnership to oversee the bids and are responsible for quality assurance once funds have been released. Action plans and outcomes of the bids are monitored to ensure value for money and maximum outcomes.


SBC has seconded a local head teacher (2 days a week) as a Senior Education Liaison Officer, who acts in a 'bridging' role between the council and the Slough Teaching School Alliance. The purpose of this role is to work with the Slough Teaching School Alliance to broker support for schools and ensure quality assurance of the bids that are received and also to monitor and assess impact of successful bids. The role is being fulfilled by Rachel Cross, head teacher at St Mary's CoE Primary.

To date (April 2018) 75% of schools in the town are involved in projects and £79,875 has been spent. One primary school project involves the collaboration of 11 schools.

SEND Service

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What we do...

The Special Educational Needs and Disabilities (SEND) Service has a statutory duty to identify and assess the special educational needs (SEN) of children and young people for whom they are responsible.

The SEND service becomes responsible for a child/young person in Slough when we become aware that the child/young person has or may have SEN. The SEND service must then ensure that those children and young people receive a level of support, which will help them achieve the best possible educational and other outcomes.

As part of this service, the SEND team is responsible for securing provision for those children/young people with SEND from 0-25. This includes initiating the statutory assessment of Request for Education Health and Care Needs Assessment and the conversion of Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs).

Over the past year we have...

- Conducted a review of SEND processes leading to significant improvement in school engagement and understanding
- Transferred from Slough Children's Services Trust back to Slough Borough Council (October 2017)
- Established a permanent structure within the service from Head of Service, SEND Manager to SEND Officers

- Made significant progress in statutory compliance through increasing the number of conversions from Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs) and 20 week timescale for assessment
- Improved governance structures around the SEND service, including the creation of a SEND Strategic Partnership Board
- Finalised the SEND Strategy (2016-2020)

Next year we will...

- Continue to work with children, young people, families, social care, health and providers in establishing appropriate provision that can meet the needs of children and young people
- Improve the support offered to Early Years settings, schools and post 16 providers with training and development opportunities to ensure that providers are able to meet the needs of children and young people
- Refresh the SEND Strategy to ensure that it is relevant, appropriate and accurate
- Recommission the Speech and Language Therapy (SaLT) Service to maximise delivery output
- Establish a new banding system for individual top-up funding that is transparent and equitable for all Slough providers

- Ensure that there is reliable and robust data from source that enables the service to strategically plan provision in Slough
- Develop the Local Offer website

Our long term priorities are...

Our vision is to invest in and develop good quality local provision which is responsive and meets the needs of children and young people with SEND within Slough.

This will be done by:

- Ensuring that we are able to identify children and young people with SEND as early as possible in their lives and plan for their future
- Investing in the local offer to support children and young people with SEND without an Education Health and Care Plan (EHCP)
- Ensuring that pupils with SEND make educational progress, working to close the attainment gap between them and their peers
- Ensuring that we are meeting the needs of children and young people with ASD
- Supporting young people with SEND in any 'moving on'/transition points to ensure this is seamless so they can achieve as much independence as possible as they move into adulthood
- Building capacity and being responsive to the growing and increasing complexity of SEND needs



Case study

Conversion of Statements of Special Educational Needs

The deadline for the conversions of Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs) was the 31 March 2018.

As of the beginning of April, there were 96 remaining Statements of Special Educational Needs left to convert.

Whilst the service did not complete all outstanding conversions by 31 March, there was a significant amount of work that took place to ensure that this was a person-centred, multi-agency process.

There were over 650 outstanding conversions remaining in August 2017. Since then, the SEND service has worked closely with colleagues within healthcare and social services, educational providers, parents/carers and children and young people to finalise EHCPs.

Throughout this process, the service communicated to the Department for Education (DfE) that we would not compromise the quality of conversions and that this would not be simply a paper-based activity.


The service expects that all conversions will be completed by June 2018.

Correspondence was sent to all parents/carers or young people who were yet to receive a final Education, Health and Care Plan informing them that there will be no changes to their current provision to alleviate any concerns they could have.

Early Years Service

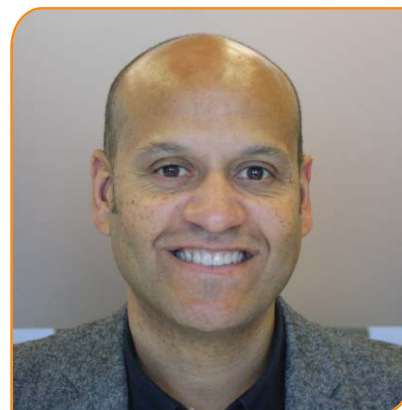
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What we do...

Children's Centres

Children's centres work directly with children and families. The core purpose includes:

- Childcare (including full day care) integrated with free early learning for two, three and four year olds, including the extended entitlement - 30 hours
- Support and advice to families on a range of topics including child development, housing, debt management, benefits advice and adult and community learning
- In house services for example play and learn sessions (modelling interactions)
- Information: free early learning, parenting, family support, health, keeping safe and information on early years SEND

Central Early Years functions

Supporting practitioners who work with children from birth to 5+. Key functions include:

- Management of funded free early learning including 30 hours
- Standards and effectiveness across early years settings
- Early help support in partnership with health and SCST
- SEND early years provision
- EYFS (early years foundation stage) assessment monitoring

The Family Information Service

- The family information service provides information about services available to families in Slough, and can help residents with a range of enquiries from finding suitable childcare and activities, to signposting to school admissions services, children's centres or benefits advice
- In addition to information, the team offers extra support where necessary to enable people to access the services they need
- The team supports partner agencies in Slough by providing information about services and supporting them to identify a family's needs and create an action plan to meet these needs.

Over the past year we have...

- Achieved a good level of development at the end of the Early Years Foundation Stage above the national average for the first time
- Reduced the number of children at risk of delay in their communication and language through the continued delivery of the I talk programme
- Chalvey Grove and Monksfield Way Children's Centres were the first two children's centres nationally to pilot the Active Movement programme, with reported improvements in children's physical development

- Increased levels of registrations and reach across all of Slough Children's Centres
- Ensured 30 hours of free childcare is available in every locality across Slough
- Successfully reintegrated the Family Information Service from Slough Children's Services Trust, back into SBC as part of the Early Years Service
- Successful launch of the new local offer with improved access to information through the new FIS website
- Increase number of childminders undertaking the I talk programme
- Develop early years and childcare places in order to meet demand through the provision of a sustainable market
- Support the development of gender diversity and qualification levels within the early years workforce with a specific focus on recruitment and retention

Next year we will...

- Develop a clear and focused Early Years Strategy in line with corporate priorities and statutory duties
- Increase the good level of development for all children in Slough beyond last year's percentage
- Increase the number of early years and childcare places in Slough, to meet growing demand as indicated in the Childcare Sufficiency Assessment
- Continue to reduce the number of children at risk of speech and language delay through the I talk programme
- Further increase the registration and reach rates across all of Slough Children's Centres
- Implement a new workforce strategy to broaden the childcare workforce
- Increase the number of 2 year olds in receipt of a funded early learning place

Our long term priorities are to...

- Review and redesign the Early Years Service towards a more sustainable and integrated model including the network of children's centres
- Contribute to reductions in the levels of obesity at the end of Reception
- Improve oral health among under 5s
- Reduce the gender gap in attainment at the end of the Early Years Foundation Stage

Case study

Awareness raising and family learning

As part of delivering outcome one of the Five Year Plan - Slough children will grow up to be happy, healthy and successful - we want all Slough children to adopt a healthy lifestyle, keep active and look after their bodies.

Slough children's centres have signed up to the #BeRealistic campaign and staff have been helping children and their parents to make wise choices to develop good habits and health for the future.

Staff have been running a series of fun activities for children and their families to raise awareness about obesity and the importance of a healthy diet and exercise.

The 'Move and Munch' activities have included:

- *Getting families on their feet with rhyme, song and dance sessions*
- *Advice to parents on how they can incorporate exercise into their daily lives*
- *Information about healthy eating, diet and nutrition*
- *Fun cookery sessions for parents and children - making delicious recipes using healthy ingredients*
- *Advice on portion control and how much young children need to eat to sustain healthy growth whilst avoiding unwanted weight gain*

Access and Inclusion Service

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What we do...

The Access and Inclusion Team provide a range of services for pupils, parents and schools. The overall aim is to ensure all Slough resident children access suitable education and remain in education. This includes ensuring there are sufficient school places, coordinating school admissions processes, monitoring attendance and home education, providing a home to school transport service for eligible pupils and responding to referrals about children who may be missing education (CMEs).

The team also manages an integrated pupil database which links with school systems and supports the work of all CLS staff.

Over the past year we have...

- Reviewed and improved home education monitoring
- Recruited Attendance and CME Officers and improved attendance case referral procedures with schools
- Introduced online applications for in-year admissions
- Improved the secondary fair access process with secondary school heads
- Completed 2018 reception and secondary transfer admissions rounds with all applicants offered places

- Reviewed Capita IT contracts and completed funding bids for new arrangements starting September 2018

Next year we will...

- Complete the home to school transport tendering process
- Review transport contracts with Haybrook and Littledown
- Update home education monitoring arrangements following new guidance
- Complete Capita project work plan and implement Year 1 tasks
- Review the primary fair access protocol
- Improve special school attendance rates
- Promote good practice to improve under 5s attendance
- Support effective school place planning
- Establish a governor support service

Our long term priorities are to...

- Update all service publicity and application processes making maximum use of the latest technology
- Fully implement the Capita contract and improve use of data and Capita systems across CLS
- Respond to any changes in national legislation
- Review local service policies and procedures
- Review service commissioning and contracts
- Review team structure and working arrangements



Case study

One of the team's annual tasks is to manage the secondary transfer process. The objective is to ensure that all Slough resident year 6 pupils are offered a place at a secondary school, with as many as possible at one of their preferred schools. The process starts in early autumn when all parents of year 6 pupils are required to apply for places for the following September. Almost all now apply online. Applications have to be completed by the end of October. After the closing date the Admissions Team work with schools in Slough and neighbouring authorities to process the applications. Where there are more applications for a particular school than places,

the admissions criteria of the school are used to decide which pupils receive an offer. Data is exchanged between schools and neighbouring LAs between November and February in preparation for national offer day on the 1 March. The process is fully coordinated to ensure that all parents receive one place offer. The LA must ensure that as many as possible receive an offer at one of their preferred schools. The table below shows the number of applications received in recent years and the proportion offered one of their preferred schools.

Between March and September the Admissions Team updates the allocation lists for Slough schools as parents accept and decline offer and receive the outcome of admissions appeals.

	2014	%	2015	%	2016	%	2017	%	2018	%
1st Preference	1,089	61	1,366	72	1,399	71	1,488	69	1,570	70
2nd Preference	268	15	258	14	246	12	273	13	299	13
3rd Preference	120	7	106	6	118	6	135	6	146	7
4th-6th Preference	179	10	82	4	132	7	136	6	114	5
Other	131	7	82	4	74	4	131	6	112	5
Total	1,787	100	1,894	100	1,969	100	2,163	100	2,241	100

Commissioning, Partnerships and Performance Service

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What we do...

Commissioning, Partnerships and Performance works across services in CLS and at the interface with other corporate Directorates, Slough Children's Services Trust (SCST) and other partners. The remit includes contract management of the council's key delivery partner for children's social care (SCST) and ensuring that operational services in CLS are supported by an effective "back office" infrastructure.

Over the past year we have...

- Worked collaboratively with partners to establish an Early Help Board
- Published the Slough Multi-Agency Early Help Strategy 2017-2021 and agreed a pilot to take forward the implementation of this strategy
- Promoted the agenda for the Joint Parenting Panel, which was noted favourably in a recent Ofsted Monitoring visit
- Made significant progress promoting safeguarding through embedding the corporate section 11 group
- Actively worked in partnership with Slough Children's Services Trust, supporting Slough's ambition to become a "good - rated" children's service
- Worked with SCST to refresh our contract monitoring process

- Worked with colleagues across CLS/Avarto to launch the Link website supported by our partner Big Blue Door
www.thelink.slough.gov.uk

Next year we will...

- Review the pilot model for Early Help for lessons learned prior to transitioning to business as usual to ensure visibility, coherence and quality of the Early Help offer across Slough
- Support SCST to ensure a successful inspection outcome and then to maintain sustainability
- Produce a CLS Commissioning Framework
- Refresh the Corporate Parenting Strategy

Our long term priorities are to...

- Ensure that CLS is supported by a robust service planning and commissioning framework, integrated with corporate systems, which support operational areas to deliver excellent outcomes for children and young people

Case study

Early Help

The work undertaken via the Multi-Agency Early Help Task and Finish Group has been invaluable in evidencing the strengths and weaknesses of Slough's existing model and informing the way forward. The first milestone was agreement between SBC and SCST to pilot a new way of working, involving:

- *The immediate implementation of an Early Help pilot team supported by the recruitment of two dedicated Early Help social workers*
- *A new and simpler multi-agency co-designed referral process against clear and concise thresholds*
- *The de-commissioning of Early Help Module access to Schools and other Early Help providers*

Schools will be the initial beneficiary of the new pilot: the Multi-Agency Early Help Task and Finish Group will be the vehicle driving the pilot forward, shaping performance indicators and reviewing progress in order to develop a model, which works for all Slough children, families and partners.

Over the pilot phase (April to September 2018), we will:

- *Develop an operational implementation strategy*
- *Establish key deliverables of operational workforce and recruit to vacant posts*
- *Work with key-stakeholders to ensure the pilot can go live and effectively deliver*
- *Effectively de-commission the Early Help Module and develop an interim case-management system*
- *Be transparent with all partners on progress and pilot launch date*



4. The budget

CLS and DSG Budget High Level 2018/19

Service area	General Fund £'000	Transformation Fund £'000	Central Schools Services Block (DSG) £'000	Schools' Block (DSG) £'000	Early Years Block (DSG) £'000	High Needs Block (DSG) £'000	Commentary
Schools	0	0	0	35,396	0	0	This is the delegated funding received by the council and is "passported" to schools via the agreed funding formula. As these budgets are passed onto schools there will no significant variance on this budget heading.
Directorate	1,082	1,220	431	0	0	0	This funds senior management and the council's contribution to its PFI schemes. The £1.2m is the remaining Transformation Funding that was provided to the Directorate last year. This will be allocated to front line services during the year. The DSG funding via the CSSB funds a number of statutory and regulatory services to schools.
Commissioning Partnerships & Performance	73	0	0	0	0	0	Funds the Commissioning, Partnerships and Performance Team. The gross expenditure of this service is £0.243m of which £0.118m is funded by an external grant. No budget pressures are expected whilst the external grant is received.
Early Years and Development	2,135	0	0	0	15,304	251	The General Fund budget funds the council's 10 Children Centres, Family Support Services and Early Years and Development. The DSG budgets fund the entitlement for disadvantaged two year olds, the universal entitlement for three and four year olds, the additional entitlement for three and four year old children of eligible working parents, supplementary funding for Maintained Nursery Schools (MNS), Early Years Pupil Premium (EYPP) and the Disability Access Fund (DAF). Expenditure depends hugely on take up for these services and the funding will fluctuate accordingly.
Access and Inclusion	2,201	0	336	0	0	418	Covers the budget for school transport, Governor Support and Strategic Information Resources. These are funded by the General Fund. The CSSB DSG funds services including Admissions & Attendance. The HNB supports access to education for hard to place pupils. The transport service has overspent significantly in recent years due to increased demand. Additional resources have been provided in the short term.
School Effectiveness	744	0	134	0	0	404	General Fund budgets pay for School Improvement Services, Educational Psychology (with a traded service element) and Education Safeguarding together with a Business Support service. CSSB funds some statutory and regulatory duties including school audit, SACRE, National Curriculum Monitoring and the LSCB. The HNB funds the Autism outreach team and SENCO Support.
SEND	415	0	0	0	0	17,079	Funds provision for children and young people with Education, Health and Care Plans including assessment of need. The council's DSG High Needs budgets (like many other HNB budgets nationally) is under severe pressure and has been for the past 2 years. The HNB is expected to have an overspend of £7m by the end of 2018/19.
SCST	24,117	0	0	0	0	0	This is the net funding for the Slough Children Services Trust.
TOTAL	30,767	1,220	901	35,396	15,304	18,152	

5. Keeping track of progress

It is important that we are able to provide evidence of progress towards achieving better outcomes to improve children's lives.

We have identified a high level set of key performance indicators in the table below, which is broken down by service area within Children, Learning and Skills.

School Effectiveness

Directorate Priority	Performance measure
Revise school improvement strategy and risk register	<ul style="list-style-type: none"> Strategy implemented for 2018/19 by Sep 2018
Develop self sustaining system	<ul style="list-style-type: none"> Production of Local Schools Improvement Fund (LSIF) evaluation report by Dec 2018 Analysis of LSIF performance data to inform improvement priorities
School/group performance profile	<ul style="list-style-type: none"> Production of schools profiles by October 2018 Analysis of performance data to inform improvement priorities

SEND

Directorate Priority	Performance measure
Completion of all conversions of Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs)	<ul style="list-style-type: none"> Outstanding conversions of no more than 100 by April 2018 All outstanding conversions completed by June 2018
Develop a new banding model that supports individual top up for Slough CYP with SEND	<ul style="list-style-type: none"> New banding model agreed by December 2018 - March 2019 New banding model in place for April 2019
Review Resource Bases within Slough	<ul style="list-style-type: none"> Clear curriculum offer for all 17 Resource Bases in Slough Information presented to parents/carers New contracts arranged with providers which include monitoring of key performance indicators

Early Years Service

Directorate Priority	Performance measure
Children's Centre reach	<ul style="list-style-type: none"> Sustained and meaningful contact with at least 65% of all children and families from identified priority groups
EYFS outcomes	<ul style="list-style-type: none"> Number of children achieving Good Level of Development at end of EYFS to reach 72% or above
Participation in funded early learning	<ul style="list-style-type: none"> 65% of eligible 2 year olds participating in funded early learning

Access and Inclusion

Directorate Priority	Performance measure
Pupils are offered places at one of their preferred schools	<ul style="list-style-type: none"> 96%-98% of pupils offered a place at one of their preferred schools for reception 93%-96% of pupils offered a place at one of their preferred schools for year 7
Pupils attend school	<ul style="list-style-type: none"> Overall Local Authority attendance rates for primary, secondary and special schools above national averages

Commissioning, Partnerships and Performance

Directorate Priority	Performance measure
Support SCST to ensure a successful inspection outcome and then to maintain sustainability	<ul style="list-style-type: none"> SCST achieves at least 'Requires Improvement' rating by Ofsted in its service inspection framework
Pilot a new model of Early Help to ensure visibility, coherence and quality of the Early Help offer across Slough	<ul style="list-style-type: none"> Implement pilot EH model (April to September 2018) prior to mainstreaming the model (KPIs for early help to be defined as part of the pilot phase)
Produce a CLS Commissioning Framework	<ul style="list-style-type: none"> Framework produced by July 2018

This document can be made available on audio tape, braille or in large print, and is also available on the website where it can easily be viewed in large print.

Children, Learning and Skills Directorate Plan 2018/19

If you would like assistance with the translation of the information in this document, please ask an English speaking person to request this by calling 01753 785093.

यदि आप इस दस्तावेज़ में दी गई जानकारी के अनुवाद कए जाने की सहायता चाहते हैं तो कृपया किसी अंग्रेजी भाषी व्यक्ति से यह अनुरोध करने के लए 01753 785093 पर बात करके कहें.

ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਸੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੇ ਵਿਅਕਤੀ ਨੂੰ 01753 785093 ਉੱਤੇ ਕਾਲ ਕਰਕੇ ਇਸ ਬਾਰੇ ਬੇਨਤੀ ਕਰਨ ਲਈ ਕਹੋ।

Aby uzyskać pomoc odnośnie tłumaczenia instrukcji zawartych w niniejszym dokumencie, należy zwrócić się do osoby mówiącej po angielsku, aby zadzwoniła w tej sprawie pod numer 01753 785093.

Haddii aad doonayso caawinaad ah in lagu turjibaano warbixinta dukumeentigaan ku qoran, fadlan weydiiso in qof ku hadla Inriis uu ku Waco 01753 785093 si uu kugu codsado.

اگر آپ کو اس دستاویز میں دی گئی معلومات کے ترجمے کے سلسلے میں مدد چاہئے تو، براہ کرم ایک انگریزی بولنے والے شخص سے 01753 785093 پر کال کر کے اس کی درخواست کرنے کے لئے کہیں۔