

AD EDUCATION NETWORK MEETING

18th June 2021



Notes

Present: Lucy Butler (W Sussex), Paul Wagstaff (W Sussex), Clive Haines (RBWM), Elizabeth Funge (E Sussex), Chris Hilliard (Bracknell Forest), Mark Storey (Brighton & Hove), Michelle Stanley (Kent), Marie Denny (Milton Keynes), Mike Stoneman (Portsmouth), Brian Pope (Hampshire), Hayley Good and Kim James (Oxfordshire), Simon James (Bucks), Ian Pearson (W Berkshire), Johnny Kyriacou (Slough).

Apologies: Carol Cammiss and Sal Thirlway (Wokingham), Jane Winterbone (Surrey), Christine McInnes (Kent), Clodagh Freeston (Southampton), Kate Reynolds (Reading).

Notes	Actions
<p><u>Actions and decisions:</u></p> <p>Local strategic education system tool:</p> <ul style="list-style-type: none"> The Tool was supported as a useful document and the peer discussions as a very positive process. Is there any project funding from SESLIP? Interest from Hants and Kent for a joint systems / improvement project on their local school improvement arrangements. All LAs to send their completed self-review to Chris, together with any comments / edits for the tool itself. Chris to collate key themes and reflections from these and update the tool. This synthesis will be shared with the co-chairs, then back to the group and Lucy and Carol will take the themes to SESLIP Steering Group. <p>Children missing education:</p> <ul style="list-style-type: none"> Both draft model EHE policy and flexi-school review were noted by the Network. The flexi-school report will be posted on the SESLIP AD Education Network page. The model will await updates from the DfE. <p>Sexual harassment in schools and Trans Toolkit:</p> <ul style="list-style-type: none"> Update about Trans Toolkit JR being faced by Hampshire at next meeting. Send Chris any guidance or initiatives to monitor or coordinate approaches with schools to address sexual harassment / abuse. These will be shared on website. 	<p>CO</p> <p>All</p> <p>CO LB/ CC</p> <p>CO</p> <p>BP</p> <p>All</p>
<p><u>Welcome and introductions and matters arising:</u></p> <ul style="list-style-type: none"> <i>Drop in new entrants for Reception: There appears to be a trend across London, the South-east and some other urban areas (e.g. Birmingham). The reduction from 2020 has been as much as 7 – 9 % in some areas. Reasons offered include the impact of Brexit and parents missing application deadlines linked to covid-19 disruption.</i> <i>Portsmouth confirmed that they are concerned about the increase in the numbers of NEET young people in the city linked to covid-19 disruption. Strategies to address the concerns are being developed with colleges and schools.</i> <i>From SESLIP DCS meeting: support for the recommendations from the In-year Fair Access group, though little confidence about the DfE being open to conferring greater powers for LAs to direct academies to admit pupils; no news about additional funding for SESLIP from the DfE yet; DCSs are working on a joint letter to the DfE in support of an ambitious programme to support learning recovery championed by Kevan Collins prior to his resignation, rather than the current plan from the DfE.</i> <i>DCSs will look to have further conversations with MAT CEOs about the potential for workforce movement between senior roles in schools / MATs and LA children's services</i> 	

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<p><i>(linked to 'Pushing at an Open Door'). IP commented that the disparity in salaries between headteachers and school improvement roles had been a barrier in W Berks.</i></p>	
<p>1. Local Strategic Education Systems Framework</p> <p>Nearly all had managed to at least undertake a personal self-evaluative view and most had also made time to meet in the nominated pairs. Lots of positives about the challenge to thinking from the Review and the value of the peer-to-peer discussions.</p> <p>Examples of strengths cited include:</p> <ul style="list-style-type: none"> • A local shared vision for vulnerable children and young people (CYP) across the partnership. • Strongly improved partnership with children’s social care during the pandemic. • Established relationships with school leaders and many MATs (especially local); plus increased understanding from schools about the breadth of LA responsibilities. Others are continuing support arrangements for headteachers that have been set up during the pandemic. <p>Examples of challenges cited include:</p> <ul style="list-style-type: none"> • Achieving impact and improvements in outcomes for disadvantaged CYP e.g. those with SEND and those with poor attendance. • Enabling good relationships between headteachers when there has been a 25% turnover in the past year. • Achieving buy-in from some national MATs to what are seen as local priorities. • New Teaching School Hubs have been a disruption in some areas and direction / liaison needs working on. • SEND sufficiency and planning, plus coherent pathways at post-16 for which the LA is seen as a respected partner. <p>Tool was timely for one or two LAs who have work underway on their education / skills strategies.</p> <p>It was noted that RSCs and the DfE have viewed the partnership with LAs more positively during covid-19. How can the Tool help to build on this? Portsmouth is also participating in a research project about the role of the LA that the DfE has commissioned ISOS Partnership to conduct with 10 LAs in England. The focus is on place planning / admissions and vulnerable learners.</p> <p>Peer conversations / reviewing were experienced positively and should be encouraged in the future; including buddying arrangements for those new into AD role.</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Is there any project funding from SESLIP? Interest from Hants and Kent for a joint systems / improvement project on their local school improvement arrangements. • All LAs to send their completed self-review to Chris, together with any comments / edits for the tool itself. • Chris to collate key themes and reflections from these and update the tool. This synthesis will be shared back to the group and for Lucy and Carol to share with SESLIP Steering Group. 	<p>Chris</p> <p>All</p> <p>Chris.</p> <p>Lucy / Carol</p>
<p>2. Children Missing Education</p>	

Notes	Actions
<p>Update on EHE from DfE (at June CME Group meeting). Key points included:</p> <ul style="list-style-type: none"> the increasing number of children who are EHE is a focus in the Dept implementation of a Children Not In School (CNIS) register (in 2021 possibly): with a legal duty on LAs to maintain and legal duties on parents / carers and schools / settings to inform LA about CNIS. A duty on LAs to support families who EHE is also under consideration and no information about funding was available. other updates to statutory guidance await the outcome of legal cases, such as the judicial review being defended by Portsmouth, which should clarify reasonable measures to monitor what is suitable, full-time education. <p>The model template for LA EHE policies was shared. This reflects best practice identified in the EHE policy review: setting out the shared focus of the best interest of each child, and examples of procedural agreements with schools (for readmission, usually if no more than 6 months EHE, linked to the FAP), social care (case meeting if child who is known to social care moves to EHE) and SEND (an early annual review to revise the EHCP arrangements). The plan is to publish as is and then update as policy or case law changes.</p> <p>The review of LA flexi-school advice for schools was shared. Key features are that decisions are those of the headteacher, but that information that provides advice or guidance is helpful. Ensuring safety for the pupil must be paramount.</p> <p><u>Action:</u> The flexi-school report will be posted on the SESLIP AD Education Network page and the slides circulated. The draft model EHE policy is noted and will be updated following anticipated changes from the DfE.</p>	<p>Chris</p>
<p>3. Update on relationships and sex education / trans toolkits</p> <p>Mark confirmed that the updated Trans Toolkit has been approved by members in Brighton & Hove, following an extensive consultation exercise which was partly designed to pre-empt possible judicial challenge. The committee paper with the updated Toolkit can be found here: https://present.brighton-hove.gov.uk/ieListDocuments.aspx?CId=883&MIId=10126&Ver=4 . The revised version includes some changes from the original, but does not change the essence of the document. The updated version will be formally launched in September. No decision was made on whether a South-east joint position about the Toolkit should be sought. The update from the JR being faced by Hampshire had to be postponed to the next meeting.</p> <p>Ofsted sexual abuse in schools rapid review was discussed and examples of actions that have been agreed with headteachers in LAs were discussed.</p> <p><u>Action:</u> Please send any revised guidance (e.g. on RSE or sexual harassment) or initiatives to monitor or coordinate approaches with schools to address sexual harassment / abuse to Chris. Chris will replace part of the covid-19 update section on the website with materials from South-east LAs focused on this theme.</p>	<p>Brian</p> <p>All</p>
<p>4. Any other business</p> <p>Time ran out for discussions about learning recovery and other pandemic-related challenges.</p>	

Notes	Actions
<p>Future agenda items request: on the expanding role of the virtual headteacher and remit of virtual schools. To be covered in the autumn term please.</p> <p>The new drive towards academies: what have LAs found the impact of the 'try before you buy' approach? Have local protocols or an LA position been developed?</p>	<p>Chris / Lucy / Carol</p>
<p>5. Summary / future meetings</p> <ul style="list-style-type: none"> • 17th September, 10am to midday: focus on SEND Review? • 12th November: B&H strategy for disadvantaged children? Virtual schools? • 28th January 2022. 	