



Agenda

To all Members of the

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Notice is given that a Meeting of the above Panel is to be held as follows:

Venue: Council Chamber - Civic Office

Date: Thursday, 8th August, 2019

Time: 4.00 pm

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Items for Discussion:

1. Apologies for absence
2. To consider the extent, if any, to which the public and press are to be excluded from the meeting.
3. Declarations of Interest, if any.
4. Minutes of the meeting held on 5th March 2019 (*Pages 1 - 8*)

Damian Allen
Chief Executive

Issued on: Wednesday, 31 July 2019

Governance Services Officer for this meeting
Doncaster Metropolitan Borough Council

Caroline Martin
Senior Governance Officer

5. Public Statements

(A period not exceeding 20 minutes for statements from up to 5 members of the public on matters within the Panel's remit, proposing action(s) which may be considered or contribute towards the future development of the Panel's work programme).

A. Items where the Public and Press may not be excluded

6. Inclusion Programme Overview- Including Elective Home Education, Inclusion, Attendance And Special Education Needs (*Pages 9 - 46*)
7. Education and Skills 2030 Framework for Consultation (*Pages 47 - 106*)
8. Children & Young People Overview & Scrutiny Work Plan Report - August 2019 Update (*Pages 107 - 124*)

MEMBERSHIP OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Chair – Councillor Neil Gethin

Vice-Chair – Councillor Lani-Mae Ball

Councillors Nick Allen, Jane Cox, Susan Durant, Sean Gibbons, Nikki McDonald, Frank Tyas and Sue Wilkinson

Invitees:

Jim Board (Unison)

Education Co-optees*

John Hoare

Bernadette Nesbit

*Education Co-optees are invited to attend the meeting and vote on any Education functions which are the responsibility of the Authority's Executive. They may also participate in but not vote on other issues relating to Children and Young People.

Agenda Item 4.

DONCASTER METROPOLITAN BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

TUESDAY, 5TH MARCH, 2019

A MEETING of the CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL was held in the COUNCIL CHAMBER - CIVIC OFFICE, DONCASTER on TUESDAY, 5TH MARCH, 2019 at 5.00 PM

PRESENT:

Chair - Councillor Neil Gethin

Councillors Lani-Mae Ball, Nick Allen, Jane Cox and Frank Tyas

ALSO IN ATTENDANCE:

Councillor David Nevett

Debbie Hogg, Director Corporate Resources
Leanne Hornsby, Assistant Director Commissioning and Business Development
David Bishop, Assistant Director Learning and Opportunities
Lee Golze, Head of Business Transformation and Strategic Commissioning
Debbie Burton, Engagement Manager
Mandy Burns, Participation Officer

Alex Winter, Young Advisor
Alannah White, Youth Councillor
Jaylen Tracey, Youth Councillor

APOLOGIES:

Apologies for absence were received from Councillors Sean Gibbons, Nikki McDonald, Sue Wilkinson and Hoare

		<u>ACTION</u>
1	<u>TO CONSIDER THE EXTENT, IF ANY, TO WHICH THE PUBLIC AND PRESS ARE TO BE EXCLUDED FROM THE MEETING.</u>	
	There were no items where the press and public would be excluded from the meeting.	
2	<u>DECLARATIONS OF INTEREST, IF ANY.</u>	
	There were no declarations of interest.	
3	<u>MINUTES OF THE MEETING HELD ON 11TH DECEMBER, 2018</u>	

	RESOLVED: That the minutes of the meeting be agreed as a correct record.	
4	<u>PUBLIC STATEMENTS</u>	
	There we no public statements made at the meeting.	
5	<u>DONCASTER YOUTH COUNCIL UPDATE</u>	
	<p>Connected Council Doncaster Growing Together Theme</p> <p>Members of the Youth Council provided a presentation updating the Panel on the Youth Council Elections and Knife Crime Campaign.</p> <p>With regard to the Youth Council Elections, all schools were sent promotional information, Youth Councillors promoted it within their own schools, ward Councillors were asked for support within their catchment area and a film was produced and shown within all schools. The Application to stand as a Youth Councillor was undertaken through a Google form and webpage.</p> <p>It was explained that Knife Crime was a priority campaign for young people and through the Youth Council’s “Make your Mark” consultation event, it was identified as a the second biggest concern across Doncaster for 11 to 18 year olds.</p> <p>The Youth Council has met with Chief Superintendent Shaun Morley and Detective Superintendent Una Jennings to discuss how young people and partners were tackling knife crime to keep young people safe.</p> <p>Youth Councillors were planning facilitated focus groups in schools to gather information from young people looking at concerns, perceived views, gang related issues and peer pressure.</p> <p>Following the presentation, discussion specifically addressed the following areas:</p> <p><u>Youth Council Membership</u> – the current membership had increased by 5 schools. All categories were canvassed including young apprentices and pupils who were home schooled. Two schools in the Borough had not taken part in encouraging young people to take part in the Elections.</p> <p>With regard to pupils who had chosen to undertake Elective Home Education, it was noted that being part of the Youth Council gave young people the opportunity to acquire a sense of belonging.</p> <p>Additional to school representatives, there were also seats on the</p>	

	<p>Youth Council for LGBTQ+, Doncaster College, LADDER, Young Careers, CICC and Visual/Hearing impairment.</p> <p><u>Knife Crime</u> – South Yorkshire was positioned 7th nationwide for problems relating to knife crime but that was mainly issues being experienced in Sheffield.</p> <p>It was stressed by Youth Councillors that information presented to children and young people needed to be delivered in a way that was not frightening and that they learnt it was ok to run away from a dangerous situation.</p> <p>It was noted that Year 9 pupils were receiving information/presentations on knife crime, however, concern was expressed that younger children were already in contact with Knife Crime and therefore, “Make Your Mark” had been introduced to Young Advisors to specifically seek Primary School issues.</p> <p>A Member outlined that young people in her ward were not surprised by the amount of knife crime and expressed strong concern that gangs were travelling into the area from cities like Sheffield.</p> <p>It was noted that week commencing 11th March, there were many knife amnesty areas, with Sheffield undertaking a week long operation.</p> <p>The Chair concluded the discussion by thanking the Youth Councillors for highlighting the issues to the Scrutiny Panel and invited them to attend a future meeting in the 2019/20 civic year.</p> <p>RESOLVED: That the discussion be noted and work being undertaken by the Youth Council, particularly relating to combatting knife crime, be supported.</p>	
6	<p><u>CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH IN DONCASTER</u></p>	
	<p>Doncaster Caring Growing Together theme</p> <p>The Panel was provided with a presentation relating to tackling children and young people’s mental health. Members were informed of progress made by the Taskforce established in September, 2014 to address how mental health services were organised, commissioned and provided. The Future in Mind (2015) report set out principles that were fundamental to creating a system to support and Doncaster’s progress was outlined for each theme.</p> <p>It was highlighted during discussion that:</p> <ul style="list-style-type: none"> • one in ten children need support or treatment for mental health problems; 	

- still a minority of children and young people have a diagnosis;
- it can result in lower educational attainment in young people;
- 75% of mental health problems start by the age of 18;
- Early intervention avoids young people falling into crisis; and
- There was a lot of need around emotional well-being;

Trailblazer (The Green Paper) – Doncaster had been selected to pilot the recommendation of this paper, one of 22 sites nationally, and would include the piloting of mental health support teams in mainstream and special educational needs schools, which should be fully operational by December 2019. Staff training would be led nationally from February 2019.

With regard to waiting times for a medical assessment, Doncaster was currently 34 days with the aim of achieving 28 days.

The Young Advisor confirmed that they had taken part in the Trailblazer campaign addressing the most appropriate type of information to be provided and on what platforms.

It was noted that the Trailblazer sites would have a mental health lead.

Improving Mental Health Assessment for Looked After Children (LAC): Pilot – Doncaster had also been selected as one of 9 sites nationally to pilot a new mental health assessment framework for LAC. It was being led by The Anna Freud Centre and gave children and young people and providers the opportunity to directly influence and shape this framework.

Health Champions – It was confirmed that they held varying levels of expertise and training had been identified.

Strategy Development – A young advisor stated how pleased she was when she learnt that this piece of work was being undertaken as it was still the most important issue that young people felt they faced. However, reassurance was sought that it was being carried out at a people level ensuring they received the correct help, rather than high level showing numbers in documents.

Children's Plan – the Young Advisors had been holding interviews and developed a report to be presented to the Director and Cabinet Member identifying gaps in service.

Access to support – A 24/7 All Age Crisis telephone line was available, however, a Member stressed that young people may not like to use the phone, but prefer different options, including texting or online chat and asked that this be taken into consideration. It was highlighted that positive quotes could be posted in bite size pieces because this is what young people would respond to.

	<p>It was acknowledged that this was a fair point and an area that would be investigated. It was outlined that not many telephone calls had been received and was an area that was being addressed.</p> <p>With regard to pastoral care, concern was expressed with regard to the inconsistency of access to services across the Borough, but it was stressed that partners would know they were doing a good job when the service was being openly discussed. It was stressed that Members needed to know how they could signpost people to access the services they require.</p> <p>RESOLVED: That the discussion be noted and the increased use of modern technology be investigated to reach young people more easily.</p>	
7	<p><u>TO RECONFIGURE THE DONCASTER CHILDREN'S TRUST AS AN ARMS LENGTH MANAGEMENT COMPANY</u></p>	
	<p>Connected Council Doncaster Growing Together theme</p> <p>The Panel was presented with a report outlining the change of governance of Doncaster Children's Services Trust (DCST) to an Arm's Length Management Company owned by Doncaster Council.</p> <p>It was noted that various company models had been addressed to provide sustained improvement and reduced risk, in terms of financial and performance position. The branding of the company would remain the same.</p> <p>A Board would be constituted to direct the Company's affairs, with the Department for Education (DFE) being prescriptive about the skill sets required, to ensure a focused lead.</p> <p>It was noted that future finance and performance reports would be provided to the Overview and Scrutiny Management Committee on a quarterly basis.</p> <p>RESOLVED: That the proposed recommendations for Cabinet's consideration, be supported.</p>	
8	<p><u>SOCIAL MOBILITY OPPORTUNITY AREA PROGRAMME</u></p>	
	<p>Doncaster Learning Growing Together Theme</p> <p>The Panel gave consideration to a report that detailed progress made against the Social Mobility Opportunity Areas Programme Plan published in January 2018.</p> <p>It was noted that significant progress had been made with over £6m being allocated to a variety of projects and programmes with the ambition to have allocated the full budget by the end of this academic</p>	

year. It was outlined alongside this funding the programme brought £2.75m of Essential Life Skills funding.

Members were briefed on progress on the following four priorities:

- Solid foundations for primary children;
- Brilliant teaching and leadership at secondary
- No career out of bounds;
- Opportunity for All.

It was stressed however that challenges remained around ensuring the school sector was able to engage and that investment had an ongoing impact.

Children's University – Members wished to ensure that all children were receiving the opportunity to realise their potential and if they wished, attend university when older. They were pleased to see funding being rolled out to more disadvantaged schools and following detailed discussion, it was noted that the Russel University programme was only part of a wider offer addressing academic capability.

It was stressed that education was the most significant social mobility for young children, ensuring their gain social skills for future life.

Aspiration and determination – in Doncaster there was real determination ensuring outcomes for all was addressed, for example the current work on education and skills project. It was stressed that there were many ongoing activities in Doncaster with the lively desire to ensure outcomes were realised.

Members stressed that a cultural change in Doncaster was required and telling children in Doncaster they were valued was essential. Engagement was required from businesses in addition to educational establishments.

The Panel recognised and was aware that partners could provide the opportunity for a child to reach their aspiration but once they reached secondary school, there were many distractions therefore, there was the need to educate parents.

Schools not engaging with the SMOA – in response to queries raised, it was explained that there were actions in place to address future engagement with schools that had not engaged, to ensure that children were all receiving the same opportunity.

RESOLVED: that the update and discussion be noted.

	<p>Doncaster Learning Growing Together Theme</p> <p>A report was presented to the Panel relating to the high number of fixed term exclusions and managed moves in Doncaster’s schools and how this was being addressed through the three year plan for improved behaviour.</p> <p>Members noted the establishment of the Big Picture Learning School, the commissioning of new specialist provision for Social Emotional Mental Health and communication and interaction needs. It was stressed that there was the sense of collective responsibility and purpose evident across the Team Doncaster partnership to address the issues Doncaster’s schools face.</p> <p><u>Pupil Referral Unit (PRU)</u> – there was the need for this facility to be more of an assessment centre to ensure children and young people were returning to main stream education. It was noted that pupils were now classed as being a guest at a PRU where a package of support was established, and they were not removed from their school register.</p> <p><u>Support and Challenge</u> – this was a role undertaken by the Local Authority, and was now in a position where officers were working with everyone to understand best practices. Conversations with schools were continuing with regard to accountability around exclusions.</p> <p>It was noted that in January, 2019 all Secondary Heads met for the first time in many years, and there was support for this to continue. An Education and Skills summit had also been arranged to take place during the Summer term.</p> <p>RESOLVED: That the SEND and Inclusion Strategy and Attendance update be considered at the next meeting.</p>	
10	<p><u>OVERVIEW AND SCRUTINY WORK PLAN 2018/19</u></p>	
	<p>The Chair highlighted the Scrutiny work programme and Council’s Forward Plan of Key decisions to the Panel and requested that items be suggested for consideration during the 2019/20 period.</p> <p>Members suggested the following items be recommended for consideration at the Panel’s work planning session in June.</p> <ul style="list-style-type: none"> • July 2019 Meeting: SEND and Inclusion Strategy and Attendance update; • Academies and Local Authority relationships; • Home schooling following bullying incidents; and • Invite to the Youth Council. <p>RESOLVED: That the discussion be noted and the following be</p>	

	<p>considered for inclusion in the 2019/20 work plan:</p> <ul style="list-style-type: none">• July 2019 Meeting: SEND and Inclusion Strategy and Attendance update;• Academies and Local Authority relationships;• Home schooling following bullying incidents; and• Invite to the Youth Council.	
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Doncaster Council

Date: 8 August 2019

To the Chair and Members of the Children and Young People Overview and Scrutiny Panel

INCLUSION PROGRAMME OVERVIEW- INCLUDING ELECTIVE HOME EDUCATION, INCLUSION, ATTENDANCE AND SPECIAL EDUCATION NEEDS.

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Nuala Fennelly Portfolio Holder for Children, Young People, and Schools	All	No

EXECUTIVE SUMMARY

1. Doncaster currently has, over the last three years and beyond seen significant challenges regarding high numbers of fixed term exclusions, high rates of persistence absence. These challenges have been augmented by historically low performance of SEND support students across the school sector and high numbers of young people who have been educated away from the mainstream sector- in alternative provision, special schools or Elective Home Education.
2. The Inclusion Programme Board oversees a suite of projects aimed at improving outcomes for vulnerable young people. These projects include the Behaviour Transformation Programme and the SEND and attendance strategies.
3. All of the above areas have been recently inspected as part of the OFSTED Local Area SEND Inspection and the report has been recently published (Appendix 1) which presents an outline evaluation of the work of the council and other local partners in this area. The inspection report identifies the accuracy of our local self-evaluation and the clarity of our strategy (Appendix 2) in this area as a strength.
4. The above self-evaluation and report identify significant challenges in delivering change in the local area. These challenges include the impact of Multi-Academy Trusts, particularly within our secondary sector, the historical policy for dissemination of the high needs block to support early intervention and the need to build stronger partnership and leadership capacity in our schools.
5. This report will set out a summary of our work in these areas.

EXEMPT REPORT

6. This report is not exempt.

RECOMMENDATIONS

7. To note the work undertaken by the council since September 2018 and the current position in relation to the re-shaping of SEND and behaviour support within the borough and the continuing impact upon provision and outcomes.
8. To continue to monitor the impact of this work as the strategy is being delivered and as further outcomes are published.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

9. The large number of young people who are educated out of mainstream settings (including those educated at home) has a direct impact upon qualifications and the level of skill and expertise within the local workforce. As we equip and fund mainstream schools to meet student needs within their own settings, we will build the diversity, tolerance and capacity of our schools.
10. In addition to absence and exclusions, it is also known that young people who are accessing alternative provision due to their behaviour do not fare well academically and struggle to progress later on in life. Furthermore, due to their limited engagement in learning and the environments they grow up in, they are at a higher risk of engaging in risk taking behaviours/anti-social/criminal activity and potentially could suffer with low self-esteem/resilience/mental health. The development of a continuum of provision that accurately matches curriculum to individual need will allow a significant number of our most vulnerable young people to lead happier and more successful adult lives, thereby reducing the social costs mentioned above.

BACKGROUND

The current challenge around inclusion

11. Doncaster currently has high and increasing numbers of fixed term exclusions and managed moves and high rates of persistence absenteeism. More recently there has also been a sharp rise in the number of permanent exclusions issued by schools and growing demand for alternative provision places (children being educated in settings away from mainstream provision). There is a need to ensure that schools are both supported and challenged so that they are planning effectively to meet the needs of their students.
12. Doncaster's attendance and Persistent Absentee figures have been significantly below National Average in both compulsory phases of education for the last nine year and had worsened in the period leading up to the launch of the initial strategy. The national rank for absence in 2016-2017 was 133 / 151 for primary schools and 150/151 for secondary schools. The Doncaster absence profile features significantly higher rates of longer-term absences from school than the national average and there being a direct correlation between schools with high levels of fixed term exclusions and longer absences of this type.
13. The picture in Doncaster reflects the national trend of growing spending on specialist and out of area provisions for young people with SEND. This has been reflected in a higher than usual number of young people attending alternative provision (and concerns

regarding the historic quality and appropriateness of this provision). Whilst Doncaster has not experienced the funding challenges confronting the majority of L.A.s in administering the high needs block, we are seeing growing pressures in this area. There is an increasing reluctance by mainstream schools to embrace and plan for the needs of young people with SEND.

14. Whilst outcomes for young people with EHCPs are in line with national averages, the outcomes (including progress, exclusions, attainment, attendance and attainment) for SEND support (whilst improving) have been below national averages for a number of years.
15. Whilst the proportion of young people who educated at home continues to grow nationally, the rate of growth is also rapid in Doncaster. There are currently 634 young people educated at home in Doncaster. The vast majority of these are in the secondary sector (421) and there are nearly even numbers of males and females. Young people with vulnerabilities are overrepresented in these figures.

UPDATE ON STRATEGY IN KEY AREAS:

16. Attendance:

What have we done?

We developed our Attendance strategy in autumn 2017. The key actions were:

- We wrote to leaders and governors from 64 schools who were identified as having long-term concerns around attendance and identified them as schools requiring support. Our officers then worked with leaders in these schools in order to audit leadership practice and to build a whole school approach.
- We held attendance networks and professional development events.
- Attendance and behaviour teams have worked together to identify schools requiring further support to reduce the impact of exclusions upon attendance and to co-develop strategy in relation to reducing exclusions. The L.A. has developed new processes for analysing attendance data alongside other outcomes in order to identify schools for intervention and further action.
- A borough-wide attendance campaign during key points of 2018-2019 year. The L.A. also conducted a review of its own practice during this period. Impact:

17. Impact:

2017-2018:

Overall absence has stabilised at both phases of education during Autumn and spring of the last academic year. This is in the context of a national trend where absence is rising. Overall absence at primary remains 0.2% behind the National Average, but as absence has increased overall nationally and regionally, this has led to Doncaster improving its national ranking from 133 to 131st and ranking compared to 11 statistical neighbours from 10th to 9th.

Our secondary absence rates have remained at 6.6% whilst the national average has worsened to 5.4% and the regional average has grown to 0.2%. This supports an improvement of two places in the national rankings from 150/151 to 148/151.

Whilst P.A. (persistent absenteeism) is 18.1% at secondary level and has grown (from 17.8%), there has been a steeper increase nationally, regionally and amongst our statistical neighbours which has led to our national rank shifting from 149 to 145. The rate of fixed term exclusions has continued to grow in the secondary sector during this period, whilst it reduced in primary.

The 64 'focus' schools were identified due to their absence being a concern over the last three academic years. 31 out of the 64 'focus' schools made immediate improvements in their overall attendance figure over the first two terms of the intervention.

In our 'focus' primaries absence grew at a slower rate than in our other schools and the gap between the focus schools and the national average reduced from 0.8% to 0.7%. In relation to persistent absenteeism (P.A) the gap with the national average also dropped, from 4.5% last year to 3.8% this year. Persistent absenteeism (P.A.) dropped by 0.4% across our secondary schools, with the gap with national averages reducing from 8.9% to 7.7%.

18. 2018- 2019

There has been a notable improvement in outcomes compared to previous years in both absence and persistent absence across the borough during Autumn 2018. Compared to the same period for the previous year our overall absence rates improved by 0.7% in secondary and 0.1% in primary in schools. P.A. reduced from 18% to 15% in secondary and reduced by 1% in primary.

Update on Elective Home Education:

19. The Local Authority employs two officers who have a role in supporting families who offer home education and monitoring the delivery of education in order to ensure that children have appropriate education- although there are legal constraints on our powers to monitor and enforce. We spend £30k more than average (£57k) in this area.

20. The EHE Officers prioritise contact where there are vulnerabilities identified and will work closely with other professionals involved with the family. EHE Officers attend CP, CIN, TAC, TAF, strategy meetings.

21. The L.A. has a responsibility to monitor young people who are 'missing' from a school roll or are not receiving suitable education. This cohort are monitored by the Attendance team- a weekly report is published based on a variety of forms of data. This includes young people who are awaiting school places through the admissions processes.

22. Of the 634 children in the EHE cohort, 95 of these pupils are GRT, which is 3 times more than any other Yorkshire local authority. 232 have some SEN needs including 26 with EHCPs and 3 known to CAMHS. The number of referrals have increased over the last year, with 274 (Primary 107, Secondary 167) compared to 305 in total last year. Since September 45 of these have returned to school. There has been substantial growth in this population nationally, growing 32%. There has been much debate regarding extending legislative powers for local authorities in regard to intervening where there are concerns about quality of education and safety, but there are still no obligations for parents to co-operate with councils in these situations. Central government has announced that, in their view, there are sufficient safeguards in the system and are requiring L.A.s to maintain a register of young people in EHE.

23. The most common reasons given for electing to go into home education in Doncaster are traveller culture, philosophy and dissatisfaction with school.

Our Strategic response:

24. We have:

- Developed a new EHE protocol, which all schools have signed up to- effective from

Autumn 2019.

- This will define expectations of schools via a checklist.
- It will also allow an intervention/ cooling off period.
- Developed a mechanism for monitoring schools. All data regarding children coming off-roll is routinely shared with OFSTED and is raised in challenge meetings with academies. From Autumn 2019 we will provide this information to Lead Inspectors whenever an inspection is announced.

Update on behaviour

25. Activity against the three year plan since September 2018 is outlined below. Whilst there is no recent data available, we are aware that outcomes will remain challenging for the time being. Our absence figures for Autumn 2018 demonstrate that there is a reducing rate of fixed term exclusions at secondary level- a partial consequence of our initial phase of work with schools around the Inclusion charter and behaviour networks. However, there has been a growth of permanent exclusions at both phases, but particularly at secondary level. Much of our work in this area has aimed to achieve collective responsibility around permanent exclusions and developing a system-wide strategy for reducing these patterns. Our activity, described below by tiers of intervention, is set out below:

26. Tier One:

We have developed a borough wide 'collective responsibility' system through our work with the Opportunity Area. This work covers all of the areas stipulated in the original plan.

Schools have signed an Inclusion Charter which commits schools to:

- Principles regarding prioritising Doncaster children and families and reducing exclusions.
- Creating a plan for reducing exclusions and committing to attendance at all networks and strategic meetings.
- Co-producing future strategy regarding high needs block and key partnership activity such as Fair Access and other decision-making protocols.
- Developing a protocol between school for preventing Elective Home Education.

27. Head teachers in primary and secondary schools have conducted two 'Inclusion Summit' meetings in order to agree strategy regarding collective responsibility for processes, outcomes and funding around inclusion. Key areas of our SEND strategy are now being developed by head teacher groups and other partners, with a view to building a single school wide governance structure for Autumn term 2019. The key areas of this work including developing proposals for devolving behaviour and SEN funds, improving decision making and bringing specialist provision closer to schools and localities. This work will be brought together in September as part of the borough wide Transition conference for Head teachers.

28. Tier Two:

- The Primary Learning Centre closed in July 2018. The Team has now become the Behaviour Outreach Service (BOS), following a retraining programme in Autumn 2018 so that they have a full set of skills and knowledge in preventative and therapeutic support in order to support schools. The secondary behaviour support element comes online in September 2019. This will be accompanied by a transition team who will work across phase to develop strategic and operational consistency across the borough.

29. Tier Three:

- Learning Centres have been de-commissioned.
- The Pupil Referral Unit is being re-purposed in order to ensure a clear role in supporting specialist support and reintegration packages, with increased secondary school capacity.
- Pilot specialist AP- knife crime- Summer 2019.
- Big Picture Learning is now open and working with an initial cohort of 26 pupils.
- AP Framework with 32 providers launched in March 2019.

30. Tier Four:

- Provision is being developed within timeframe of original plan, with 10 SEMH spaces being available during 2019-202 as part of the new profile of our PRU.

31. Next Steps - to July 2019:

Tier 1	New decision making process in place for September 2019, with powers expanding for Summer 2020. Head teachers publish 3-year plan re devolved funding including definitions of SLA and accountability. This will involve schools taking responsibility for all aspects of permanent exclusion, thereby obviating the need for such exclusions. Introducing a new protocol for scrutinising and auditing inclusion practice within schools. Developing a transition calendar and contract for all schools.
Tier 2	Review use of special school outreach and align with new council outreach team. Building a learning and cognition outreach offer.
Tier 3	Define capital needs for future PRU provision at KS3. Extend range of providers on AP framework Use AP framework in order to ensure greater integration of students at KS4.
Tier 4	Review of existing specialist provision- planned changes over 3 years, with a view to increasing mainstream capacity and developing more local provision. Develop timeline for commissioning of future SEMH provision as part of the above based upon analysis of OOA and special school cohort.

REASONS FOR RECOMMENDED OPTION:

32. Not applicable. Update for information.

33. IMPACT ON THE COUNCIL'S KEY OUTCOMES

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are 	<p>This strategy will significantly impact upon the ability of our young people to be able to access fulfilling work, developing the skills and resilience of some of our most vulnerable young people.</p>

	<p>supported to flourish</p> <ul style="list-style-type: none"> • Inward Investment 	
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>The provision of high quality learning environments for young people will support their engagement in cultural and sporting activities within educational settings and beyond.</p>
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>Young people will be more able to access education as they benefit from increasingly personalised experiences in all learning environments.</p> <p>Teachers and school leaders will benefit from the increases in skills and understanding that this strategy will deliver. This will, in turn, improve outcomes for children and secure an increase in the number of 'good' schools. We will diminish the difference between disadvantaged and non-disadvantaged children and young people as we improve educational provision and develop increasingly effective models of early help and prevention for young people from less affluent backgrounds</p>
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>The plan will deliver an increasingly effective early intervention for vulnerable children and young people through strong assessment and placement in provisions that will be able to build their social skills and resilience.</p>
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money 	<p>We will engage all of our key stakeholders in managing the system more effectively through 'collective responsibility'. Curriculum within all of our settings will be increasingly focused upon building self-reliance in our young people.</p>

	<ul style="list-style-type: none"> • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	
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RISKS AND ASSUMPTIONS

34. Key risks are:

- Not maintaining effective partnerships with schools.
- Schools failing to agree on principles and actions around a devolved model.
- More schools in the borough introduce steeply escalating behaviour policies.
- Demand for alternative provision places continues to grow despite our work.
- Funds not being available to extend and re-frame our EHE offer or to extend the attendance strategy.
- Not delivering change on time.

35. These will be mitigated by:

- Regular communication and transparency at all possible opportunities with leaders from across the school system through our continued engagement via the OA and the Inclusion Summit.
- Developing an improved graduated provision offer which clarified expectations at all points and transports greater funding to schools for early intervention on the basis of need.
- Sound financial planning around DSG / HNB in order to ensure that sufficient funds are devoted to preventative work.

LEGAL IMPLICATIONS HMP 23.07.19

36. The provision of SEMH services are delivered within a legal framework set out in the Children and Families Act 2014. Local authority responsibilities include identifying and assessing a child's special educational needs and working with parents, carers and schools to make sure these needs are met. Section 33 of the Children and Families 2014 states that the local authority must secure that the EHC plan provides for the child or young person to be educated in a maintained nursery school, mainstream school or mainstream post-16 institution, unless that is incompatible with: (a) the wishes of the child's parent or the young person, or (b) the provision of efficient education for others.

37. Parents are responsible for ensuring that their children of compulsory school age receive full-time education that is suitable to their age, ability, aptitude and any special educational needs (*section 7, Education Act 1996 (EA 1996)*). LAs must make arrangements to identify children in their area who are not registered pupils at a school, and are not receiving suitable education otherwise than at a school (*section 436(A), Education Act 1996*).

FINANCIAL IMPLICATIONS SB 26.07.19

38. The financial implications of many of the Services outlined within this report are funded from the High Needs Block of the Dedicated Schools Grant (DSG) which is a ring fenced grant, provided by the DfE for these purposes, with carry forward of any balance to the

following year. It is the LA's responsibility to manage the High Needs Block of DSG within budget, with accountability to School Forum on how it manages and makes arrangement for provision.

39. The DSG High Needs Block medium term financial plan is currently being reviewed, with the overall position across the 3 year period from 2019/20 - 2021/22, taking account of changes included within this report to be presented to Schools Forum in September 19.

40. The medium term financial plan will show:

- High Needs DSG revenue grant funding that Doncaster is expected to receive across the 3 year period, increasing as a result of the DfE's National Funding Formula consultation (less deductions for places funded in Academies which DfE pass the funding on for);
- Current expenditure projections, including costs of Big Picture learning and the commissioning of new specialist provision for SEMH referenced in this report;
- A summary of the additional costs and savings expected as a result of the changes identified within this report: and,
- The overall balance of funding remaining for each year.

41. There are a number of risks and assumptions associated with the costs and savings within the overall budget that will require careful monitoring throughout the period to ensure that the High Needs Block DSG can be managed within the overall budget available. Should there be any significant changes to any of the figures these will need to be reviewed and if necessary the High Needs Block budget overall reconsidered & revised in order to ensure the budget remains balanced.

42. Should there be any capital requirements for future PRU provision at KS3 as detailed in this report this will need to be reported separately.

HUMAN RESOURCES IMPLICATIONS [Officer Initials KW Date 26/07/2019]

43. There are no HR implications arising from this report.

TECHNOLOGY IMPLICATIONS [Officer Initials ET Date 29/07/19]

44. There are no specific technology implications in relation to this report. ICT must always be involved via the technology governance model where technology-based procurements, developments or enhancements are required. This ensures all information is safe and secure and the use of technology is maximised providing best value.

HEALTH IMPLICATIONS [Officer Initials CW Date 23/07/19]

45. Learning outcomes and health outcomes are intrinsically linked. Evidence shows that education, training and employment are key socio-economic factors in determining health status (Marmot, 2010). The inclusion programme described is aimed particularly at supporting groups who may suffer disadvantage in educational attainment such as children with SEND and minority groups such as GRT. Programmes that aim to improve accessibility and attendance to education, and reduce the gap in educational attainment are likely to impact positively on reducing long-term health inequalities in Doncaster.

EQUALITY IMPLICATIONS [Officer Initials MO date 19/07/19]

46. The equality of expectation for all children, including those that are disadvantaged, is a core

value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers. This strategy aims to ensure that our provision offers genuine equality of opportunity to young people, respecting the key themes of Chapter 6 of the SEND code of Practice (2014) and the presumption that young people should be educated within their locality/ community.

47. The Local Authority has established an Organisation of Learning Provision Strategy which is managed by the Organisation of Learning Provision Board. One of the key outcomes of the Strategy is to ensure there are sufficient places to meet the needs of learners with individual needs and those who require additional support in order to access an appropriate curriculum. It is therefore important that the future demand for such provision and for meeting Behaviour Needs arising from demographic changes are given full consideration as part of the Behaviour Review. This will include undertaking a review of the current and potential accommodation options. Where options require additional accommodation or disposal of premises these will be considered by the Local Authority's Assets Board with any necessary Key Decisions brought to Cabinet as necessary.

CONSULTATION:

48. Consultation with schools March- April 2018, June 2018.
SEND strategy and decision making changes September - December 2019

BACKGROUND PAPERS

Doncaster LA SEND Report
Doncaster SEND Strategy

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12 July 2019

Mr Damian Allen
Director of Children's Services, Doncaster LA
Civic Office
Waterdale
Doncaster
DN1 3BU

Jackie Pederson, Chief Officer, NHS Doncaster Clinical Commissioning Group
Riana Nelson, local area nominated officer

Dear Mr Allen and Ms Pederson

Joint local area SEND inspection in Doncaster

Between 20 May 2019 and 24 May 2019, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Doncaster Metropolitan Borough Council to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors, including an Ofsted Inspector and a children's services inspector from the CQC.

Inspectors spoke with children and young people with SEND, parents and carers, along with local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they are implementing the SEND reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

This letter outlines our findings from the inspection, including some areas of strength and areas for further improvement.

Main Findings

- Local area leaders are committed to improving the life chances of children and young people with SEND. The strategies that they have used have secured improvements to the quality of health, education and social care provision. This is having a positive impact on the quality of services for most children and young people. The 'big picture' in Doncaster is one of steady improvement.
- The voice of children and young people with SEND is given high priority in Doncaster. Local arrangements ensure that the ideas of children and young people influence leaders' strategic planning and the development of services. For example, the local offer has been shaped by the voice of children and young people.
- The local area's self-evaluation is detailed, accurate and comprehensive. Leaders know what is working well and where improvements are needed. They are acting quickly to bring these about. Development plans are sharply focused on what needs to improve.
- Relatively soon after the reforms in 2014, decisions to align services geographically into 'neighbourhoods' brought easier access to support for children and young people with SEND and their families. This structure has enabled more effective communication between health, care and education professionals from that point.
- Local area leaders have a history of working together to improve services and outcomes for children and young people with SEND. Child and adolescent mental health services (CAMHS) work effectively with education professionals to support the needs of children and young people with SEND. Systems to identify emerging need operate in a well-established and timely fashion, especially for children and young people with hearing impairments, and young people who are involved with the youth offending service (YOS).
- Leaders have an accurate picture of the local area's effectiveness in identifying, assessing and meeting the needs of children and young people with SEND. As a result, the development plans that are in place are strong. Leaders know what needs to be done and are moving at a pace to further improve provision and outcomes for children and young people.
- Support for children in the local area aged 0 to 5 years is cohesive and coherent. Frontline practitioners in early years services show a clear commitment to improving health, education and care provision for young children with SEND. Partnership working is contributing to better outcomes for this group of young children.
- Inspectors have identified some areas for development. For example, some children and young people with SEND do not always receive effective support

at points of transition. Education, health and care (EHC) plans are not of a consistently high quality. Rates of absence and the number of fixed-term exclusions are too high for children and young people with SEND. In addition, the progress that children and young people make by the time they leave Year 11 is slower than that of their peers nationally.

- Although there are examples of effective joint commissioning and co-production (a way of working where children and young people, families and those that provide services work together to decide or create a service which works for them all), local leaders have been slower to implement these aspects of the 2014 reforms than others.
- There is variation in the quality of schools' work in the local area. Despite the support offered by the SEND education support team, this variation is having an impact on how well the needs of children and young people are met.
- Only a few parents to whom inspectors spoke were aware of the local offer or the special educational needs and disability information, advice and support service (SENDIASS). Many of the parents in individual schools and settings were unaware of the support that is available from Doncaster Parents' Voice. Consequently, even though the quality of the support offered in the local area is relatively strong, parents that were unaware of this support described feeling isolated.

The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- The needs of children aged 0 to 5 years are identified early and swiftly. This is because early childhood health programmes and working relationships between health, care and education colleagues are well established. Professionals have a good understanding of each other's roles, they share information, and coordinate support effectively. A prime example of this is the way in which the health visiting service delivers the Healthy Child Programme in which families access a range of universal services from the antenatal period onwards. This helps to identify any additional needs that children have.
- Access to services is a relative strength in the local area. For example, children and young people do not need a formal diagnosis to access specialist health interventions. This ensures that children and young people's needs are identified in a timely fashion. Access to mental health services is an example of this.
- Children and young people with complex needs benefit from specialist health visiting and school nursing services to ensure that their individual and unique

needs are met. Because of this additional provision, health visitors and school nurses have more time to support other children and young people with SEND.

- Children and young people with a hearing impairment have their needs identified at an early stage; the hearing impairment service works closely with health colleagues to identify any additional needs from birth. The support that children and their families receive is swift and effective. It is appreciated by parents. These strengths are mirrored for children and young people with visual or physical impairment, who also benefit from early identification of any additional needs.
- Within the YOS, young people have access to a range of specialist services such as speech and language therapy and forensic psychology. As such, they benefit from a range of specialist assessments and interventions. This ensures that any previously unmet or additional needs they have are identified accurately and in a timely fashion.

Areas for development

- Some children and young people do not receive high-quality support at key transition points. Families report a wide variation in how much support they receive and how effective it is. Sometimes, preparation for transition between schools does not begin early enough or in a fully joined-up way. Within health services, the transition process between paediatric and adult services is of variable quality. Although improvements are under way, this is not having a consistently positive impact at this point.
- The emerging needs of children and young people with SEND are not consistently identified well by schools. As a result, any additional support is not always timely or appropriate.
- The health needs of some children and young people are not always identified at the earliest opportunity. For example, too few young people after the age of 14 access their annual health assessment. Health assessments for some children who are looked after are not completed within statutory timescales.

The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- Arrangements for identifying any emerging SEND needs among young children aged 0 to 5 years are effective. Education, health and care colleagues work together in integrated teams to ensure that children's needs are met. As a result, children with SEND are accurately matched to

appropriate nursery placements in specialist or enhanced provision.

- Professionals in the portage service work effectively with children with SEND from pre-birth to school age. Professionals from the service support families in the home environment, as well as attending other settings to help to assess any additional needs. They then shape any support given more effectively. This service is highly valued by parents.
- Children from Doncaster benefit from an integrated two-year health review to assess any potential additional needs and support is provided accordingly.
- The General Development Assessment (GDA) pathway is the route for children and young people to be formally assessed for autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and non-global developmental delay. This pathway is increasingly effective. It helps to ensure that children and young people can access the most appropriate service to meet their individual needs.
- The local offer is informative and well considered. Children and young people are actively involved in its formulation and development. Indeed, local area leaders actively seek the views of children and young people with SEND. The Learning About Disability, Discrimination, Equality and Rights youth forum, and the youth council provide opportunities for the voices of children and young people to be heard. These are two examples among many.
- Children and young people appreciate the range of participation and involvement activities that take place across the local area. For example, within CAMHS, children and young people with SEND help to shape the development of services. Representatives are part of the scrutiny panel that holds senior local area leaders to account.
- SENDIASS in Doncaster is viewed positively by parents who have accessed the service. Many families value the support and guidance that they have received. Similarly, the networks and support provided by Doncaster Parents' Voice are appreciated by a range of parents.
- Within health services, families benefit from a 'tell it once approach'. Therapy services work effectively and collaboratively in assessing children and young people with additional needs. Joint assessments are in place where this is applicable. Support is particularly effective for children and young people with hearing impairment, and for those with ASD.
- Children at risk of hospital admission benefit from an 'Intensive Homebased Treatment Service'. As a result, hospital admissions have significantly reduced. More children can stay at home with their families.
- Children and young people with SEND who are educated at home have access to the school nursing service. There is a robust process for sharing information across agencies to ensure that the health needs of these children

and young people are met.

- Children and young people have open access to mental health services. Children and young people are placed on the most appropriate pathway to meet their individual needs and are seen in a timely manner. CAMHS works closely with local schools, with a link practitioner to all settings within 'neighbourhoods' to this end.
- Children and young people who are additionally vulnerable are, overall, well supported to make progress to meet their goals. Children and young people who are fostered talked animatedly to inspectors about the emotional support they receive. In addition, young people with SEND who are supported by the YOS make gains in their development due to the additional support that they receive.
- Children and young people who are looked after with SEND are well supported by the virtual school. Teachers and other professionals are attuned to any additional emotional needs these children and young people may have. Intensive support and tracking ensure that children looked after and young people make gains in their wider development and learning.
- The support that school leaders receive from the SEND education team is appreciated. Professional networks for special educational needs coordinators in schools are valued by school leaders.
- Children and young people with complex SEND are increasingly well supported at school. Members of the SEND education team support schools with a tailored and creative approach to help teachers to support individual pupils. In addition, special schools in the local area share their expertise with mainstream schools and offer packages of support for teachers. By doing so, some mainstream settings are developing specific expertise in supporting children and young people with more complex needs.

Areas for development

- Children and young people have not always benefited from a cohesive approach to the organisation of support across the local area to meet their needs. Joint commissioning arrangements across the local area have been slow to develop. Leaders have recognised this issue and sharply focused plans to further strengthen and build upon current joint commissioning arrangements are in place.
- Some children and young people with ASD and ADHD wait for too long for a formal diagnostic assessment of their needs, despite improvements because of the GDA pathway.
- There is too much variation in the quality of EHC plans. Health and care professionals do not contribute consistently well to the plans. The perspective

of the child or young person and their parents is sometimes missing. Desired outcomes in the plans sometimes lack precision. Aspirations for individuals are sometimes too low. As a result of this, some children and young people are not having their needs met precisely enough.

- There is variation in the quality of support provided by some schools for children and young people with SEND. The SEN education team is working to tackle inconsistencies in the effectiveness of 'SEN support' for children and young people in schools where this is an issue. Variation remains at this point, however.
- Although several parents that contacted inspectors were happy with much of the support that their children were receiving, others talked of the need to 'fight' to have the needs of their children identified and met. Despite the quality of the support on offer, many parents are unaware of the range of services available. Many have not heard of the local offer or SENDIASS.
- Opportunities for leisure activities in the community for young people with the most complex needs are limited.
- There is no paediatric splint service available for children and young people in Doncaster. As a result, children are not benefiting from specialist intervention that would improve their long-term outcomes.

The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- There have been some improvements in the standards that children and young people reach and the progress that they make. For example, the proportion of children and young people with SEND reaching the expected standard in the phonics screening check has improved steadily. The standards reached by children and young people has been on an improving trend, both at key stage 2 and key stage 4.
- Children and young people who are looked after and who have SEND make gains in their learning due to the bespoke support they receive through the virtual school and local settings.
- The number of young people accessing supported internships has increased. In addition, Doncaster Project Search, which started in 2014, has been increasingly successful in supporting young people with SEND to secure employment.
- A greater number of young people are living independently due to more accessible accommodation being commissioned. For example, the housing department and the supported living service worked together to develop

Harmony House. This renovated accommodation also enables young people with SEND to develop the necessary life skills to live independently.

- On an operational level, health services use a range of systems to check that the work of professionals is having a positive impact for children and young people. 'Star outcomes' and feedback from children and young people from social media platforms have helped to shape services and to improve outcomes.

Areas for improvement

- Rates of attendance in school are too low for children and young people with SEND. Too many are persistently absent. Local area leaders have made sure that systems are in place to pinpoint individual settings where absence is a particular issue. They challenge these headteachers and governors to this end. Improvements at this point are too slow.
- The proportion of children and young people with SEND who receive fixed-term exclusions is too high. Similarly, the number of permanent exclusions of children and young people with SEND is too high. Local area leaders have forged positive links with multi-academy trusts and local school leaders with the intention of addressing this issue. This is beginning to have a positive impact. Several schools are now seeing a rapid decline in the use of fixed-term exclusions. All secondary schools have signed an 'inclusion charter' to limit the number of exclusions and to work creatively to support the behaviour of some children and young people with SEND. The number of fixed-term exclusions among these children and young people in Doncaster remains high.
- By the end of key stage 4, children and young people with SEND make less progress from their individual starting points than all pupils nationally, and other pupils in Doncaster. Although some gains in progress are evident, the rate of improvement is currently too slow.
- The CCG is not routinely collecting information about the holistic impact of their services in relation to children and young people with SEND. As a result, there are a few gaps in the understanding of senior leaders as to how to have a greater impact on the health outcomes of children and young people with SEND.
- Therapy and community nursing services have been under review for a prolonged period, which has led to drift and delay. Leaders are aware and have a clear plan to drive forward and implement the change.

Yours sincerely

Ofsted	Care Quality Commission
Katrina Gueli, HMI Acting Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Michael Wardle, HMI Lead Inspector	Rebecca Hogan CQC Inspector
Mark Emly Ofsted Inspector	

Cc: DfE Department for Education
 Clinical commissioning group(s)
 Director Public Health for the local area
 Department of Health
 NHS England

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**Doncaster
Council**

Doncaster SEND Strategy

Final V1

July 2019

Version Control	
Version:	V1
Signed off by:	Inclusion Programme Board
Date:	03/07/2019



Doncaster SEND Vision

We aim to be the most child friendly borough in the country. Our ambition is to provide the best possible support for our children and young people to plan for and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons.

For children who have special educational needs and disabilities (SEND) there are additional imperatives which must drive our ambition for them to achieve fulfilling lives; in particular, the timeliness and sophistication of identification and assessment of special educational need, and the effectiveness and efficiency of collaborative planning, involves the right people at the right time in the delivery and review of the impact of this support.

In Doncaster, children who have SEND, will have the best possible start in life, and as they grow up, they will have prompt access to reliable local, high-quality education, health and care services. These services will work closely with the children, young people and their families to help them to:

- Make excellent progress in achieving their ambitions and targeted outcomes.
- Be fully included in their home community and participate in society.
- Be as healthy as possible.
- Stay safe.
- Be successfully prepared for adulthood.
- Secure sustained meaningful employment, wherever possible.
- Live as independently as possible.
- Have choice and control over their lives.
- Be at the heart of decision making about provision for their needs, both individually and strategically.

More specifically, children and young people with SEND and their parents /carers will:

- Have their education, health and care needs accurately identified and assessed and met in a timely manner
- Receive timely information, advice and support to enable them to participate fully in discussions, decisions and choices about their lives.
- Receive services that will communicate effectively together so that children and their parents/carers only have to 'tell it once'.
- Have the routine option and be well supported to, take up a personal budget, and the right to access a personal health budget when meeting Continuing Care needs.
- Experience a smooth transition when they move between education settings or service providers.
- Continue to receive the health and care provision needed to meet their needs beyond the age of 16 and 19.
- Receive timely support for young people's preparation to adulthood

The realisation of this vision is governed by an Inclusion Programme Board which reports to the Children and Families Executive Board, and is comprised of senior representation from Parent Voice, the Council's elected member for Children and Young people, senior officers from the Council's LOC&YP Directorate, Health Trusts, Children's Trust, Early Years providers, Schools and the post -16 sector.

Strategic Intent

The LA, local area partner agencies, families, children and young people will work together with education, health & care services to realise this vision. We will jointly design, commission and produce services that are informed by a clear understanding of needs in the local area and accurate self-evaluation. This will ensure that high quality provision and good value for money services are delivered. Doncaster 'children's workforce' will be well trained and supported to equip them to play an effective part in ensuring that needs are met.

The strategy is important as it demonstrates how the local authority and its partners are taking a joint and integrated approach to meeting statutory requirements as set out in legislation. It also demonstrates how these requirements relate to the local context and should be read in conjunction with the Doncaster Local Area SEND self-evaluation (February 2019) and our Inclusion Action Plan. Our self-evaluation provides details about our strengths and areas for development in our approach to supporting the needs of children & young people with SEND, along with detail about the context of our SEND provision and the characteristics and trends of our SEND cohort.

Local Strategic Context

This strategy is a reflection on the journey so far and strengthening of our joint intent in relation to SEND. Subsequent to the publication of the *One Doncaster* Report in 2016, improving outcomes for vulnerable learners has been at the centre of our local strategic approach and has been a core focus of Doncaster's transformation journey in Education and Skills. Within the *One Doncaster* Report (which was adopted enthusiastically by key stakeholders including local politicians, businesses and school leadership from all sectors), we committed to undertaking a full review of SEND provision sufficiency (recommendation 7). This was undertaken in 2018 and has been linked to the research underpinning our current strategic statement of intent for SEND (2018-2022), which outlines our strategic approach to SEND learning in detail. The latter is current and elucidates many of the core principles upon which this document is based.

The *One Doncaster* Report, with its concordant set of recommendations, was fully reviewed by the external Independent Commission (Sir Tim Brighouse and Dr. Anne Limb) in October 2018, who confirmed that Doncaster was in a 'virtuous circle' of improvement and that we are making significant progress against each of the areas detailed in the original report, including those which both specifically and intrinsically affect SEND learners. Subsequent to the *One Doncaster* Report, Learning and Skills was placed at the heart of the Mayor's four year plan for the future of the borough, *Doncaster Growing Together (DGT)*, with a commitment to ensure that "Learning in Doncaster prepares young people for the world of work". Through an ambitious partnership ranging across the Doncaster Council, Doncaster Opportunity Area, the Doncaster Chamber of Commerce and Business Doncaster, we are developing a tailored approach to helping SEND learners into work. This includes exciting plans for a new business-education Middle Tier Organisation (MTO) which will work to develop progression pathways into fulfilling careers for learners with SEND and utilise the pre-existing expertise of the Careers Hub in helping SEND learners progress into Further Education, Higher Education and Work. This will include working with businesses to ensure that they are 'SEND learner-ready' and understand the needs of SEND entrants to the workforce. This will be supported by an all-age, all-ability Careers Platform, which will be fully DDA-compliant and have sections specifically tailored to SEND learners.



Within our child-led Children and Young People's Plan (2017), we further renewed consistent commitment to developing inclusive forms of tailored learning for vulnerable pupils. We have introduced Big Picture Learning, an innovative form of education which seeks to engage the disengaged through tailored individual support. We are the first location in the UK for this form of learning, which is specifically targeted as a form of alternative provision for vulnerable learners. Furthermore, we are making a major investment in our SEND capital infrastructure through exciting plans for a new Communication and Interaction Free School (the Bader School) for pupils with social and communication needs and we have further plans afoot for a facility to provide high-quality learning for children with social, emotional and mental health needs.

We have also successfully secured an Opportunity Area (OA) Programme for Doncaster (2017-2021), which includes a specified commitment to developing pathways through suitable education to fulfilling careers for SEND Learners (Priority 3). The Opportunity Area has also funded a wide-ranging Essential Life Skills Programme, which has provided SEND learners in the community an opportunity to fully engage with extra-curricular activities and develop key 'soft' skills which are invaluable for progression.

Long Term: Moving Forward to a 2030 Vision in Learning

Moving forward, we are working closely with an appointed Education Advisor to develop a vision for Education & Skills to 2030. Initial engagement with key stakeholders from across the sector has suggested that we focus on eight core characteristics of a successful Education and Skills system, which we are going to subject to a full and robust programme of public and community consultation over the course of Summer 2019. The characteristics which are of specific relevance to SEND learners are:

Cradle to career approach

"This characteristic is about ensuring that all Doncaster residents **have access to high-quality career pathways with supporting services that are tailored** to their individual needs and aspirations. This will mean that people of all ages will be effectively supported to access fulfilling and rewarding forms of learning that will enable them to pursue a fulfilling career that will also meet the skills challenge posed by our local economy. This will be supported by a wrap-around Careers Information, Advice and Guidance service for Doncaster. **Employers and sector specialists will be at the heart of this characteristic**; with their reach extending into all sectors as champions for the development of progression pathways. This will ensure that all residents, regardless of age, demographic or background, will be supported to access the highly skilled, highly paid jobs of tomorrow."

High Ambitions, High Expectations

"This is about ensuring that all in our locality have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future. What is **key is ensuring that all in Doncaster can achieve what they want in life, no matter what their background**. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, **a relentless focus on the basics** – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement in the borough. This is to be complimented by a wider



essential life skills offer, in order to ensure that all young people have the tools they need to participate in our local economy and society.”

An inclusive learning system which delivers for all

“Inclusive growth means no individual or community is ‘left behind’ in Doncaster. A successful learning system is one which meets the needs of all learners and Doncaster’s should be no exception. **An inclusive learning system is a system where vulnerable pupils are supported with an education that is appropriately matched to their needs and capabilities and they have clear defined pathways into adulthood and the world of work.**, No child should be excluded from opportunity on account of their SEND status. An inclusive learning and skills system is one which is characterised by low exclusion rates and high participation in education. For gifted learners, a successful system works together to provide them with the opportunity to access either a world-class technical education or some of the country’s top universities. These three core elements represent an inclusive learning system, which delivers for all learners in a place.”

An open approach to innovation

“A successful learning system utilises both nationally-recognised and internationally successful ‘best practice’ models to engender continuous improvement in the local learning sector. This includes using technology and community assets to drive forward change in education and skills provision. **A successful learning system forges strong and lasting partnerships with local, regional and national organisations**, as well as academic institutions to ensure that practice in the classroom is robust, innovative and evidence based. **This characteristic is also key to addressing the health and social care barriers to learning**, which represent an important challenge to Doncaster’s learners. Furthermore, in a landscape of continuing public sector retrenchment, **we should be open to working collaboratively to secure external funding in order to build capacity and capability within our Education and Skills system.**”

Priority themes for consultation

From the initial consultation process, the following emerged as ‘thematic clusters’ to focus on over the course of the next ten years:

- The Best Start: Ready to Learn at all Stages and Ages
- Accelerating Achievement for All
- Better Work & Jobs
- Reaching and Engaging with Vulnerable People and Places
- How we can work better together – the sum of the parts.

All of the themes feature strongly in this SEND strategy plan. Through this strategic framework, we are seeking to advocate the development of inclusive forms of education that will allow all of our residents, no matter what their background, to access fulfilling forms of learning and progress on to appropriate employment. Through the consultation process, we will be engaging with those partners and organisations who work closely with SEND learners and in so doing, develop a strategic framework that both addresses and is responsive to their needs within a changing society.



The national picture

The 2014 Children and Families Act (Part 3) introduced new duties and reforms to the way local authorities, health commissioners, service providers and settings in local areas should work together with children and families to:

- Improve outcomes for children and young people who have SEND.
- Prepare children and young people with SEND effectively for adulthood.

The [*Special Educational Needs and Disability Code of Practice: 0 to 25 years*](#) provides statutory guidance for local authorities, CCGs, schools, colleges, early year's providers, NHS trusts, local health boards, youth offending teams and other relevant custodial establishments involved in supporting children and young people with SEND. This guidance is focused particularly on the need for:

- Effective participation of children, young people and their families in decision-making about provision for their need.
- Greater choice and control for young people and parents when decisions are being taken about provision.
- Early identification of children and young people's needs and early intervention to support them.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.

Other associated legislation and regulations are: [The Special Educational Needs and Disability Regulations 2014](#); [The Special Education Needs \(Personal Budgets\) Regulations 2014](#); [The Equalities Act 2010](#); [Mental Capacity Act 2005](#)

Inclusive practice and removing barriers to learning

We are committed to inclusive education of all children and young people, and the progressive removal of barriers to learning and participation in mainstream education. In line with national policy and articles 7 & 24 of the United Nations Convention of the Rights of Persons with Disabilities, the 2014 Children and Families Act's general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.

Equality of opportunity

We seek to ensure that no child or young person with SEND is further disadvantaged because of the area of Doncaster they live in, the school or setting they attend or variation in the quality of care or health services, in line with the 2010 Equalities Act 2010. What is **key is ensuring that children and young people with SEND can achieve what they want in life, no matter what their background or category of need**. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, **a relentless focus on the basics** – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement of our children. This should be available in every setting and at every stage from cradle to career.

Child quotation: “Integration would possibly help with perception regarding SEND and help to “improve the ignorance that is shown towards them”

Local provision

We believe that children and young people who have SEND should be able to grow up and be educated alongside their peers. **We will have a shared approach so children and young people’s needs are met locally where possible.**

Quotation from a parent: “All schools should be set up to meet the needs of all children”

Early intervention

We know that children and young people are better able to thrive if support is provided at an early stage when needs first arise. Early identification and intervention for children and young people with SEND will support our children in settings in their local area with their peers.

Absolute focus on preparing for adulthood

We will ensure that plans and provision throughout childhood are routinely and progressively focussed on preparing children and young people who have SEND to lead as full as possible life as an adult. This is about ensuring that children and young people with SEND have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future.

Co-production

Views of children and young people who have SEND and their parents /carers must be evident at all stages in the planning, delivery and monitoring of services.

Joint working, responsibility and accountability

All involved partners across the local area have joint responsibility for realising our vision for SEND.

Effective communication, high quality information, advice and guidance

We ensure that our children and young people who have SEND and their families are well informed and receive helpful support that enables them to be fully involved in decision making, securing provision that meets needs and improves outcomes.

Key strategic themes for the next three years 2019 – 2022

There are significant strengths in our approach and impact in meeting the needs and improving outcomes for children and young people who have SEND but we know there is more to be done. These strengths include the timeliness of statutory plans, an improving picture around attainment - particularly at Key Stage 2 and the development of the partnership approach to the graduated response through our GDA work.



Our area SEND strategy is informed by our overarching strategic themes around inclusion which are reflected in the priorities of the Inclusion Strategy and action plan. In this plan we recognise that we will aim to improve the effectiveness of the graduated approach for young people with SEND by:

- Clarifying and reinforcing the 'assess, plan, do and review' approach to effective graduated provision.
- Improving the capacity and sufficiency of provision.
- Developing our partnership leadership capacity, efficiency and effectiveness.

We recognise the need to overcome historic weaknesses in partnership working and strategic co-production and this is now being addressed. The SEND strategy defines how we will work together over the next three years to address these areas for improvement.

Our strategic priorities

Priority 1 - To ensure that the graduated response to meeting special educational and disability needs is delivered coherently and consistently and where possible locally.

We know this is important because most parents and carers of children and young people with SEND would prefer their children to be educated in their local area, provided that the provision is of a suitable, high quality and meets their child's needs.

This will be done by:

- Ensuring the child or young person with SEND and their family is at the centre of the planning process, that their views and feelings form the basis of provision by communicating and listening to the views of children and young people with SEND and their families and acting on them wherever possible
- Defining, publicising and modelling what the graduated response should be for children and young people with SEND, ensuring that all school leaders and service providers have a strong understanding of this.
- Working with children, families, schools, settings, health and care services to strengthen the effective person-centred process which results in consistently sharp plans (SEND Support Plans and Education, Health & Care Plans) with clearly defined, measurable outcomes focused on successful progression from the cradle to career.
- Have a graduated approach in making funding available to support children with SEND at the earliest opportunity, i.e. making sure that decisions made at the high needs panel are consistently informed by a clear understanding of the provision previously in place and why extra funded is now needed to meet a child or young person's needs.
- To review the effectiveness of notional SEND funding in our mainstream schools , alongside the review of specialist provision and Element 3 funding in order to secure consistently early intervention and to reinforce the school role in this.
- Developing a clear and effective process for securing timely information sharing and assessment from health services.
- Ensuring that the education, health and care provision is closely aligned with the agreed outcomes identified on these plans and there is a clarity about the nature and purpose of support from external agencies and therapeutic services.
- Ensuring that the identified outcomes, planned strategies and provision set out in SEN Support Plans and EH&C Plans have been developed in conjunction with the child and their family and are clearly communicated to all delivery partners, understood by professionals and that the plans are implemented effectively.



- Establishing a routine quality assurance process to secure consistently good quality plans, making sure that the annual review process includes reviewing the quality of the EHC plan and reworking it when needed.
- Streamlining assessments for short breaks and travel support so suitable provision can be identified and planned for as part of the EHC planning and review process.
- Securing effective leadership of strategic co-production, so that children and young people who have SEND and their families are fully engaged in the planning, delivery and monitoring of services as a matter of routine.
- Making sure that SEND funding is targeted on effective provision at the earliest possible stage, reinforcing the responsibilities of schools and provider settings to maximise the impact of their interventions by focussing on early diagnosis and intervention.
- Embedding the transition protocol so that children and young people are supported into adulthood effectively.
- Developing the quality and awareness of the published local offer so it provides children and young people who have SEND, parents, carers and professionals with easily accessible information and advice which helps ensure effective person-centred planning to meet needs.
- Reviewing the “high needs” funding process in collaboration with Doncaster schools

Priority 2 - Making sure that children and young people (CYP) with SEND with social emotional and mental health (SEMH) needs have their needs identified and met effectively in a timely manner so they can engage and make good progress, particularly in mainstream settings. We know this is important because parents and carers have told us it is their most important priority that their children get the support they need at the earliest opportunity.

This will be done by:

- Ensuring a consistently clear understanding in the area of the role key education, health and care professionals should play in identifying and meeting the needs of this cohort of young people.
- Ensuring there is a clear understanding of the current impact of work in schools to meet the needs of CYP with SEMH needs, including the quality of the curriculum and interventions, support provided by CAMHs, locality workers, school nursing services and developing a coherent strategy for improvement which is owned by all key stakeholders. Applying the principles of a graduated approach to support.
- Ensuring equality of access for children and young people with SEND to the trailblazer pilot (see Appendix 2)
- Challenging and supporting schools to develop a comprehensive and effective approach to meeting SEMH needs through an improving school improvement and outreach offer. Develop further peer challenge between schools in this area and ensure that good practice is shared through the inclusion network and head teacher forums.
- Commission a new school provision for children and young people with high functioning ASD and SEMH.

Priority 3 - Ensuring that children and young people on the autism, attention deficit disorder and other neurodevelopmental pathways have their needs identified and met in a consistently timely manner and post diagnosis support is a focus for the future.

We know this is important because parents and carers of children and young people on these pathways tell us that the range of provision in Doncaster to meet the needs of their children needs



to be reviewed and expanded with an emphasis on early diagnosis and whole family, multi-agency support.

This will be done by:

- Recruitment of additional consultant capacity to work towards continued reduction of the autism waiting list.
- Continue to look for innovative solutions to assessment that allow for more timely assessments.
- Continue to review the current commissioned pathway for attention deficit disorder in recognition of the increasing waiting list as a direct result of the changes made to the GDA pathway
- Allocate new funding for post diagnostic support for ASD and seek to match fund with NHS England funding. The aspiration being to provide more holistic support to children and families. In particular, for children and young people with more complex needs.
- Strategic oversight of the review and developments to ensure clear synergies between partner agencies. This will sit within the community paediatric strategy group.
- Ensuring that schools are supported to identify assess and meet the needs of this cohort at SEND support level.
- Continue to effectively manage children on the dynamic, at risk register through the Programme Management and Support Group, after the end of the Transforming Care Partnership Programme. Doncaster has made a clear commitment to continue to work to the principles of the programme.

Priority 4 - Ensuring that Doncaster's secondary schools provide curricula and teaching that effectively meet the needs of students who have SEND so that they make good progress and are well prepared for their next stage in education and future employment.

We know this is important because children and young people say that they need a good basic educational grounding so they can progress into independent post 16 training and/or learning.

This will be done by:

- Involving school leaders in the development, implementation and review of this SEND strategy thereby creating improved joint accountability for SEND outcomes.
- Developing a transition strategy which builds greater continuity of planning, assessment and curriculum for young people at transition points.
- Pooling information held by local authority, care and health services to provide the area leaders with a clear understanding of the effectiveness of provision for SEND in each school.
- Developing a coherent framework for high quality CPD for schools in Doncaster including that provided by the teaching school alliance and the local authority.
- Further improving our support and challenge continuum so that all school leaders will receive the challenge and support needed to secure effective provision involving the Regional Schools Commissioner if and when needed to ensure that the local area's multi-academy trusts (MATs) are fully on board.
- Develop the local authority's school effectiveness strategy so that there is a clear inclusive focus on improving provision and outcomes for all children and young people including those with SEND.
- Further developing understanding and inclusion of children and young people with SEND in mainstream settings by ensuring the secondary inclusion summit and primary inclusion



summit continues pace with a focus on meeting needs, reducing exclusions and ensuring a joined up approach to transitions and meeting needs.

- Ensuring that targeted support provided to schools by the local authority's participation team enables effective partnership work to secure successful transition and pathways in to employment.

Priority 5 –Improve positive transitions for young people with SEND so transitions are planned, young people are prepared for adulthood and they are able to independently access suitable sustainable employment or supported employment.

We know this is important because progress has been made in a number of areas of the post 16 curriculum in recent years, both professionals and parents recognise that post 16 SEND provision can be fragmented, lacking in coherence and does not prepare young people with SEND for work or independence as well as it should.

This will be done by:

- Establishing a 'pathways into employment SEND sub group' which includes all key stakeholders (training providers, college, transition workers, participation team, DWP rep, ESF providers and rep from the post-16 group).
- Carrying out a strategic analysis of the effectiveness of further education (FE) and training provision, special school sixth forms and sixth form level 2 vocational and ESF and DWP programmes in providing successful pathways in to employment.
- Improving transition planning by identifying need early (14 years) and building robust transition plans which outline support at all key stages from cradle to career
- Listening to the voice of young people with SEND who are NEET (who achieved level 2 and those at entry level and level 1) and developing case studies to ascertain the barriers to employment and inform future strategy.
- Using the information gained from the strategic analysis and case studies to identify good practice and gaps in provision.
- Creating a mechanism for sharing good practice between post-16 providers.
- Working with local providers to fill gaps in provision and, if needed work with the Regional Schools Commissioner Education Funding Agency to bring in new providers.
- Developing increased opportunities for young people with SEND to engage in work-based learning clearly linked to long term employment opportunities- drawing on learning from Project Search and other successful supportive internship programmes in other local areas.
- Work through the Local Integration Board to engage with employers and support them to take on young people who have SEND.

Priority 6 - Improving the use of information to inform strategic planning and joint commissioning. We know this is important because parents and carers of children and young people in Doncaster agree that having a shared professional direction can only benefit individual children

This will be done by:

- Build on current intelligence and deliver a SEND specific Joint Strategic Needs Assessment (JSNA), which projects future SEND specific education, health and care needs. This will underpin future commissioning decisions and resource allocation across the Borough and partnership. This includes finances from all funding streams, including dedicated schools grant and the high needs block.
- Ensure there are clear routes for children, young people, parents and carers to shape future commissioning decisions, building on existing links and processes, in particular the young commissioners/ young advisors and the work with Doncaster Parents Voice.



- Understanding of current local provision and how this overlays to identified needs. This will underpin future market shaping linked to agree commissioning principles. This is across education, health and social care.
- Better understanding the themes and trends from panels within the Borough to shape future thinking and decisions around commissioning. For example are there services not in place that need to be provided?
- Commissioning of new educational provision to match identified need, in particular the new Bader school (Communication and Interaction School) and Big Picture Doncaster. The commissioning team will lead on the development and management of service specifications and outcome monitoring.
- Applying commissioning principles to overarch all future commissioning decisions for both single and joint agency commissioning decisions.
- Continue to explore the possibility of pooled budgets for children and with special educational needs, through a section 75 arrangement.
- Building upon the principle of commissioning for outcomes, in particular for areas where performance and quality outcomes are less visible, i.e. therapy services. This is likely to result in the development of new performance dashboards and review of governance arrangements.
- Further embed functionally and structurally the move towards integrated commissioning to maintain the rate of progress already evidenced.
- Creating a conversation, reporting to and further developing the governance through the Children and Family Executive board, Overview and scrutiny, Inclusion board and Corporate parenting Board.

Putting the strategy into action

The delivery of this strategy is not the responsibility of a single agency or service. It requires a partnership approach by health, education, social care, educational settings and voluntary and community organisations. The objectives listed above form the starting point for Doncaster's Local Area SEND high level plan. The plan, identifies the key actions being taken by the local authority and the CCG in partnership with local settings and providers, to meet these objectives over the next 3 years.

Ensuring effective governance and accountability

The SEND high level plan defines the anticipated impact of the plan by key points over the three years. The Inclusion Board has responsibility for monitoring the plan and ensuring that the local area is on track to meet its key SEND objectives alongside its broader inclusion role. Alongside this, the Board will keep take account of the SEND performance information report which will be updated for each meeting. Members of the Inclusion board have responsibility for ensuring that decisions made at the board are informed by effective evaluation of the success of the plan related to their areas of responsibility. The purpose and responsibilities of the Inclusion board are clearly described in terms of reference.

Inclusion board members will make sure that there is effective two-way communication between the board and their team, service, and/or the people or providers they represent.

The Inclusion board is accountable to the Children and Families Executive Board with reporting responsibilities to the Doncaster Growing Together Programme Board, Health and Well-being board. The CCG Designated Clinical Officer will also continue to report into the Quality Patient Safety Engagement Group (CCG) as a matter of course.



0-25 Special Educational Needs and/or Disability (SEND) Strategy on a Page

We aim to be the most child friendly borough in the country

Our vision for Doncaster	Our Priorities	We will address our priorities by	We will know we have made a difference when
<p>Our ambition is to provide the best possible support for our children and young people to plan for and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons.</p> <p>For children who have special educational needs and disabilities (SEND) there are additional imperatives which must drive our ambition for them to achieve fulfilling lives; in particular, the timeliness and sophistication of identification and assessment of special educational need, and the effectiveness and efficiency of collaborative planning, involves the right people at the right time in the delivery and review of the impact of this support</p>	<p>To ensure that the graduated response to meeting special educational and disability needs is delivered coherently and consistently and where possible, locally.</p>	<p>Making sure that SEND funding is targeted on effective provision at the earliest possible stage, reinforcing the responsibilities of schools and provider settings to maximise the impact of their interventions</p>	<p>Young people and families tell us that they are listened to and that their views have been reflected in service developments</p>
	<p>Making sure that children and young people (CYP) with SEND with social emotional and mental health (SEMH) needs have their needs identified and met effectively in a timely manner so they can engage and make good progress, particularly in mainstream settings.</p>	<p>Communicating and listening to the views of children and young people with SEND and their families and acting on them wherever possible</p>	<p>A wider range of post 16 educational/training opportunities are made available</p>
	<p>Ensuring that children and young people on the autism, attention deficit disorder and other neurodevelopmental pathways have their needs identified and met in a consistently timely manner and post diagnosis support is a focus for the future.</p>	<p>Reviewing the effectiveness of notional SEND funding in our mainstream schools and reviewing our specialist provision.</p>	<p>Professionals confidently signpost families to appropriate services</p>
	<p>Ensuring that Doncaster's secondary schools provide curricula and teaching that effectively meet the needs of students who have SEND so that they make good progress and are well prepared for their next stage in education and future employment.</p>	<p>Developing more robust communication systems and information sharing</p>	<p>Local Offer consultations result in increasingly positive feedback</p>
	<p>Improve positive transitions for young people with SEND so transitions are planned, young people are prepared for adulthood and they are able to independently access suitable sustainable employment or supported employment</p>	<p>Improving planning for transition to adulthood</p>	<p>Young people and families tell us that services and support meets their individual needs and that they feel well supported by professionals.</p>
	<p>Improving the use of information to inform strategic planning and joint commissioning</p>	<p>Improve capacity by recruitment and allocation of funding post diagnosis for children or Young people with complex needs.</p>	<p>Professionals report that they understand their role and the role of others in supporting families</p>
		<p>Involving school leaders in the development, implementation and review of this SEND strategy.</p>	<p>Professionals are confident that they have the skills to effectively and sensitively engage with children, young people and families</p>
		<p>Improving transition planning by identifying need early and building robust transition plans which outline support at all key stages from cradle to career</p>	<p>Reduced waiting lists for ADD diagnosis</p>
		<p>Ensure there are clear routes for children, young people, parents and carers to shape future commissioning decisions, building on existing links and processes, in particular the young commissioners/ young advisors and the work with Doncaster Parents Voice.</p>	<p>Young people and families tell us relationships with professionals are positive and are solution focussed</p>
		<p>Strengthening joint commissioning of services between the Council, health and CCG</p>	<p>Young people and families tell us that they are confident and happy to contribute to, and question, support decisions</p>
		<p>Data tells us children and young people with SEND make good progress and interventions improve outcomes</p>	
		<p>A wider range of social/community activities that provide inclusive opportunities for community participation are available</p>	
		<p>Services have been jointly evaluated and commissioned</p>	



Appendix 1

The following legislation and guidance may be considered:

SEND Code of Practice 2014 (0 to 25 years)/Children and Families Act (2014)
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special Educational Needs and Disability Regulations (2014)
www.ipsea.org.uk and www.legislation.gov.uk

Equality Act (2010)
www.legislation.gov.uk and www.disabilityrights.org

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
www.gov.uk and <http://www.sec-ed.co.uk/best-practice/>

Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
<https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review>

And
<https://www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers>

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf

Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
www.gov.uk/government/publications/mental-capacity-act-code-of-practice

Version Control	
Version:	V1
Signed off by:	Inclusion Programme Board
Date:	03/07/2019



The Statutory Framework for the Early Years Foundation Stage

www.gov.uk/early-years-foundation-stage and <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

SEMH Trailblazer

Supporting the Mental Health of Children and Young People. In 2017, the Government published the Green Paper for Transforming Children and Young Peoples Mental Health, which identified proposals for the expansion of mental health support for children, and young people. Consequently to a 13-week public consultation, the Response to the Children and Young Peoples Mental Health Green Paper was issued.

This was formulated on the responses of 2,700 individuals and highlighted the responsibility of two main commitments: □ Identifying new mental health support teams to develop models of early intervention and support risk factors of mental health including exam stress, anxiety, as well as providing help to staff within educational provisions. The Mental Health Support Teams will act as a link with young people's mental health services and local children and supervised by NHS staff. Providing a four-week waiting time to access support.

Within England, 25 areas have been selected to pilot the mental health support teams, Doncaster and Rotherham being one of those joint areas. Through the pilot, it will be understood how helpful the running of the project is and exactly what is helpful and what can be developed further. Staff from CCG Doncaster and Rotherham including employees from RDASH, Clinical Psychologists, and CAMHS Outreach team will be supporting the project. Staff from Doncaster Council including the Educational Psychology Service, Public Health, and educational outreach services including BOSS and ASCETS will be heavily involved.

Working with schools to develop a 'whole school approach' will provide links between NHS treatment of mental health in children and young people to educational intervention to meeting SEMH needs in schools, as stated in the SEN Code of Practice 2014.

The Mental Health Support Teams (MHST) consists of Educational Mental Health Practitioners (EMHP) will be managed by a Clinical Lead. The MHST will look at developing children and young people's emotional resilience, support within meetings, support staff members within educational provisions and also support existing resources. The EMHP are currently receiving training to be committed to supporting the mental health for individuals with the vision to begin applying this in practice from later this year.

Within Doncaster, 41 education establishments have been chosen to take part in the pilot of the project. This consists of primary schools, secondary schools, alternative provision, colleges and elective home educated. The establishments that were chosen were based on locality to provide an ideal representation of Doncaster.

Currently within these 41 education establishments, a range of focus groups are being run to identify the most effective way to develop the service and the Mental Health Support Teams from the students perspective. This is in collaboration with Rotherham who are also doing the same. Once the focus groups are completed, the feedback will be collated to produce a direction forward in supporting the development of resources and support.

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Doncaster Council

Report

Date: 8 August 2019

To the Chair and Members of the Children and Young People Overview and Scrutiny Panel

Education and Skills 2030 Framework for Consultation

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Nuala Fennelly Portfolio Holder for Children, Young People, and Schools Cllr Bill Mordue Portfolio member for Business, Skills, and Economic Development	All	No

EXECUTIVE SUMMARY

1. The Strategy and Performance Unit (SPU) and the Strategic Advisor for Education and Skills, have been working to develop a Framework for Education and Skills in Doncaster to consult on, in order to define and co-produce a strategy for Education and Skills to 2030. SPU are ensuring that the Scrutiny Committee are appraised of the draft Framework for Education and Skills, attached to this report. This document is currently out for public consultation. The document details the vision for the future Education and Skills System, the characteristics that such a system would exhibit, and the priority areas for action in order to realise that vision.

EXEMPT REPORT

2. This report is not an exempt item.

RECOMMENDATIONS

3. That Members consider the appended report (Appendix 1) and note its findings.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Framework for Consultation presents a vision for the future of the Education and Skills system in Doncaster. The vision is for Doncaster to be a learning city; providing residents with life-long learning and enabling people, places and businesses to participate in a growing and productive economy. The vision recognises learning as a key driver for inclusive growth – a means to improving living standards and earnings, in-work progression and reducing long-term unemployment. Fundamentally, the Education and Skills System must help achieve a social return by helping more people to participate meaningfully in our economy. The Framework will drive the development of Education and Skills policy, informing strategy development to 2030.

BACKGROUND

5. Michael Jameson (an experienced ex-DCS, who has supported and led on regional and national, social care, education and skills developments) has been commissioned as Strategic Director for Education and Skills to conduct a full programme of consultation with partners. Michael has interviewed over fifty partners from across the sector to shape the formation of the document and overall, has consulted with around 600 stakeholders in the system. This has included schools, Governors, Higher and Further Education, Multi-Academy Trust CEOs, Doncaster Children's Service Trust, Opportunity Area Board members, council colleagues, the Chamber of Commerce, health and sector colleagues, lead members, the Mayor and, most importantly, young people. Specific areas of enquiry have included:
 - What the characteristics of a successful Education & Skills system would look like in Doncaster and whether these have changed since the publication of the *One Doncaster Report* in 2016.
 - What common, unifying key themes could be focussed on to address some of the areas of development highlighted by initial consultees.
 6. Using the feedback from this initial phase of consultation, SPU has worked with Michael Jameson to develop a Framework for Education and Skills in Doncaster. This Framework will form the basis of a co-produced strategy for Education and Skills to 2030.
 7. The consultation is now in its second phase, with the first draft of the Framework out for consultation (published 5th July 2019, and closing 20th September 2019). The consultation portal can be found here:
<https://www.doncaster.gov.uk/services/get-involved/education-skills-2030-consultation>
 8. The method of consultation has been tailored as appropriate to different stakeholder groups. For example, the consultation portal and online survey has been developed for professionals; and members of the public are being engaged through focus groups and the Doncaster Talks programme.
 9. Once this second phase of consultation has ended, SPU and Learning and Opportunities Colleagues will be working closely with partners to develop a ten-year Statement of Intent for Education and Skills in Doncaster, which will be launched in November 2019 (tentatively, for implementation in April 2020 onwards).
 10. The Framework outlines a number of strong foundations for development in Doncaster's Education & Skills System. These have been highlighted by the initial phase of consultation:
 - **Lots of known core strength areas within the sector** – Early Years, the Business-Education link, sectoral strengths in rail, engineering, creative, media and digital, improved attainment at KS2 and an open approach to innovation.
 - **Key local learning and skills assets** – including Doncaster and Bassetlaw Teaching Hospital; Doncaster College; the National College for High Speed Rail; Partners in Learning; the Opportunity Area Programme, and some outstanding practice across the education system.
- Initial Consultation has also highlighted:
- **Political leadership and chief officers** - offer good support and challenge, with political leaders acting as strong and visible advocates for positive change.
 - **A strengthening local infrastructure for collaboration** – with the Local Authority playing a strong 'broker' role and more partners than ever before engaged (e.g. Inclusion Summit).
 - **A greater sense of place and increasing pride in Doncaster.**
11. Consultation has highlighted that there is much more to do with some substantial areas for challenge within the local system, including:

- Many known historic challenges are still pervasive – child poverty, social mobility, low levels of attainment and aspiration within the secondary sector, low levels of access to and attainment within Further and Higher Education.
- The current system is faced with a national policy framework that has fragmented learning provision and disconnected it from the place-context.
- The fact that the collaborative infrastructure is still fragmented in places. There are issues with the secondary sector and wider partners collaborating effectively and there is a perception of ‘preferred partners’ within the system.
- The need for a renewed focus on clear, consistent straplines and objectives for success within the system, supported by realistic plans for delivery and improved evaluation arrangements.
- The need to ensure that projects and programmes are effectively aligned to strategic priorities with on the ground delivery.

Further areas for development include:

- Requirement for a sustained focus on numeracy, literacy, and essential life skills.
- Variable inclusion practice across the secondary sector, with a need to reduce Elective Home Education and Fixed Term, Permanent Exclusions.
- A requirement to improve on communication, responsiveness and pace within the sector and Local Authority.
- The need for a comprehensive strategy for lifelong learning.
- The need to improve the quality of job placements and link them to career pathways.
- Simplification of strategies and delivery plans, and the need to focus on a number of core objectives.
- Recruitment and retention of the best teachers and leaders.
- A need to further develop the collaborative infrastructure for business, education and community organisations.
- Joining up regional and local approaches to innovation and address health and social care barriers to learning.
- Addressing the aspirations, expectations and engagement of parents and learners.
- Communicating and celebrating Doncaster as a Learning City.

12. During the initial consultation, stakeholders answered some of these questions and described the features of what a successful Education and Skills system for Doncaster might look like. These responses have been collated and reflected back into **a vision**:

“Our vision is to create a learning city, where life-long education and culture engage and inspire, giving everybody the opportunity to flourish. Learning is at the heart of our ambitious plans for inclusive growth, where everybody has the chance to access a fulfilling career and share in the proceeds of economic development, with few limitations arising from their social background. This will be achieved through maximising the borough’s social capital through the effective utilisation of technology, community assets and the pre-existing talents of our people. To achieve this, Team Doncaster will forge a strong relationship with business to create industry-driven career pathways, ensuring that training is linked to employer needs and that everybody has the opportunity to develop their skills and fulfil their aspirations.”

13. These responses have been distilled into eight key characteristics of a successful Education and Skills System:

- **Great Distributed Leadership**
- **A ‘Cradle to Career’ Approach**
- **High Ambitions, High Expectations**
- **Developing an Outstanding Workforce**
- **An Inclusive Learning System, that delivers for all**
- **Culture and Heritage at the Centre of the System**
- **An Open Approach to Innovation**

- **Communicating and Celebrating Doncaster as a Place**

These characteristics are still tentative Members are invited to feedback on how well these resonate. Specifically, whether anything can be added, if anything has been missed or if there are any further characteristics that should be included in a successful Education and Skills System for Doncaster.



14. To develop a successful and positive system associated with achievement and transformation, it is necessary to focus resources on priority areas. From the initial consultation process, the following emerged as ‘thematic clusters’ and potential areas of focus for action for the next ten years:

- **The Best Start: Ready to Learn at all Stages and Ages** – A successful education system and a growing, inclusive economy is one where people of all ages face no social or economic barriers to accessing the enriching, fulfilling learning that will allow them to fulfil the career of their dreams. This is why Doncaster wants to be the most child-friendly borough in the country, ensuring that all are ready for learning.
- **Accelerating Expectations and Achievement for All** – Outcomes need to improve for all at a pace. High performing systems are characterised by a culture of high support and challenge.
- **Better Work & Jobs** - To move from a low paid, low skilled economy to a productive, modern local economy with a highly skilled workforce driving economic development means placing our education and skills system at the very heart of our ambitions plans for inclusive growth.
- **Reaching and Engaging with Vulnerable People and Places** – Through reaching and engaging with vulnerable people and places, we can ensure that all of our communities can access opportunity and share in the proceeds of growth, with no person or place left behind.



15. This culminates in a unifying characteristic which we have called ‘**Sum the Parts –Working Better Together**’. Together, we can achieve much more and everybody has a role that they can play in securing the future for our Education & Skills System. What is now required is a long-term perspective and a clear strategy for delivery to 2030, including:
- A framework of entitlements and expectations of all the key stakeholders including learners and parents in shaping and delivering on the key priorities to accelerate education outcomes and develop confident and skilled employees;
 - Provision for the arrangement of strategic forums to consider and address key strategic issues attended by system leaders;
 - Provision for developing an infrastructure to further strengthen collaboration at a local, regional and national level;
 - Clear delivery mechanisms to implement the partner owned strategy with delivery plans on a 3, 5 and 10-year basis;
 - Sustainable and partner-led governance arrangements, supported by appropriate levels of capability and implemented after the conclusion of the Opportunity Area Programme in 2020.
16. The presentation (Appendix 2) highlights the following key questions:
- Are the themes and characteristics right for Doncaster?
 - What more could we do/what else can we focus on to deliver an inclusive, successful learning and skills system in our borough?
 - Will a focus on these areas make growing up, learning and working in Doncaster better?
 - Should there be a focus study by young people view on growing up, learning and living in Doncaster?
 - Should an engagement strategy for and with families be developed and also to elicit their views and the reasons for their choices?
 - Will the themes proposed deliver on the characteristics of a successful Education and Skills system outlined?
 - Do these characteristics and themes align with where you see learning and work in Doncaster in ten years’ time?

OPTIONS CONSIDERED

17. Not applicable – the Framework is being presented for discussion rather than decision and as such, this element of consultation with members precedes the full options appraisal for content which shall follow during the strategy development process.

REASONS FOR RECOMMENDED OPTION

18. Not applicable – the Framework is being presented for discussion rather than decision.

IMPACT ON THE COUNCIL’S KEY OUTCOMES

19.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>The Education and Skills System is central to the Working Theme, and reforms arising from this strategy will shape the direction of this theme.</p> <p>The production of this Education and Skills Framework is key to delivery of our commitments under the Inclusive Growth Strategy (which has, within its</p>

		key areas of focus: Industry Specialisms, Education & Skills, Better Work & Jobs, and Reaching Vulnerable People & Places). The <i>better work and jobs</i> strand has particular relevance for this.
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	The proposed system characteristic ' <i>Culture and Heritage at the Centre of the System</i> ' is about placing cultural capital at the centre of a borough-wide offer to all learners, with integrated programmes for participation in heritage, culture and learning activities.
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	The majority of our strategic and funding commitments for the Learning Theme extend only to 2021. It is therefore crucial for the Learning Theme and Team Doncaster more widely to develop a long-term, ten-year vision for Education and Skills. This will allow partners to work together, and to focus their efforts, to achieve a successful learning system.
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	The production of a new Education and Skills strategy determines reforms and game changers that will influence this theme. For example, <i>ensuring that all children get a good start</i> and that they are ready to learn forms the very foundation of a successful education system; and the focus on better work and jobs will see residents enjoying better levels of health and wellbeing.
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole 	By focussing on <i>working better together</i> , and <i>engaging vulnerable people and places</i> , we can ensure that all of our communities access opportunity and share in the proceeds of growth, with no place or person left behind; and help to deliver our

	<p>life focus on the needs and aspirations of residents</p> <ul style="list-style-type: none"> • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	<p>commitments under the Connected Council Theme.</p>
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RISKS AND ASSUMPTIONS

20. The production of an Education and Skills Strategy ensures that reforms and activity aimed at improving our Education and Skills System are aligned to sound financial decision making; without a clear strategic plan we could risk investing in reforms that provide no or little economic benefit to our residents and economy.

LEGAL IMPLICATIONS [Officer Initials: HW, Date 25/7/19]

21. There are no specific legal implications associated with this report. The Council has a number of legal duties in relation to the provision of education, learning and skills with associated strategies aimed at improving the same. Specific legal advice can be provided on these strategies as required.

FINANCIAL IMPLICATIONS [Officer Initials: SB, Date: 26/07/19]

22. There are no specific financial implications arising from this report however, the delivery of any outcomes from the Framework for Education and Skills will need to take place within agreed budgets. Any financial implications relating to specific areas of the Framework will need to be included further reports.

HUMAN RESOURCES IMPLICATIONS [Officer Initials: KW, Date: 29/07/2019]

23. There are no specific Human Resources implications contained within this report, should there be any staffing changes following the outcome this should be included in further reports.

TECHNOLOGY IMPLICATIONS [Officer Initials: AM, Date 25/07/19]

24. There are no direct implications at this stage, however, any technology requirements to support delivery of the framework would need to be considered, agreed and prioritized by the Technology Governance Board (TGB). ICT must always be involved where technology-based procurements, developments or enhancements are required. This ensures all information is safe and secure and the use of technology is maximized, providing best value.

HEALTH IMPLICATIONS [Officer Initials: RS, Date: 24/07/19]

25. Improving education and skills and building on the capability of Doncaster residents should lead to improved health outcomes. Decision makers will want to ensure that the consultation draws responses from all populations and stakeholders. The consultation should adhere to the best practice principles of the consultation institute integrity, visibility, accessibility, transparency, disclosure, fair interpretation and publication in order to ensure future decisions do no widen health inequalities.

EQUALITY IMPLICATIONS [Officer Initials: DA, Date: 24/07/19]

26. Inclusivity is at the heart of the vision set out in the Framework, which states that Doncaster will be a learning city, which gives everybody the opportunity to flourish. The vision sees learning as being at the heart of our ambitious plans for inclusive growth, where everybody

has the chance to access a fulfilling career, with no limitations arising from their social background. A wide range of stakeholders has been consulted to ensure the priority areas for action are inclusive for all residents to, learn, grow, and develop.

CONSULTATION

27. Key to the development and adoption of a new Education and Skills Strategy is the comments and views from our partners, public and businesses. To ensure the development of a strategy that sets the right tone and ambition for skills and education, we are undertaking a series of consultations to provide the best quality narrative for our residents (see Appendix 3).

BACKGROUND PAPERS

Appendix 1: Education & Skills 2030 Framework Consultation Document

Appendix 2: Presentation Slides

Appendix 3: Consultation Timeline

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Doncaster
Council

Education & Skills 2030 Framework Consultation Document | July 2019

Contents

Foreword	3
Executive Summary	5
What Happens Next?	6
Doncaster’s Strengths & Challenges	7
System Strengths, Including those Identified Through Consultation	7
Areas for Development & Future Challenges	8
Known Challenges Facing the Current System	8
Feedback from Parents & Young People	10
Future Challenges Identified through Consultation	11
Doncaster’s Future Learning & Skills System	13
The Vision for Consultation	13
Key Characteristics for Consultation	13
Priority Themes for Consultation	16

Foreword

I was asked to bring an external perspective and strategically review the work across Doncaster with the aim of helping to develop a long-term strategy for learning and skills. I have met many borough and external colleagues including head teachers, governors, Higher Education (HE) and Further Education (FE) leaders, Chief Executive Officers of Multi-Academy Trusts (MATs), the regional Schools Commissioner, the Department for Education (DfE), Chamber of Commerce, industry specialists, health and public sector agencies, the Mayor, the Lead Member, and Executive members from her Cabinet, the leads for the voluntary and community sector, adult skills, adult services, and economic growth, Doncaster Children's Trust and most importantly parents and young people, to help shape the initial thinking, and ensure that the developed product has the full buy-in of all key partners from the outset.

To assist in the process, I asked some essential questions:

- What would a successful learning and skills system look like in 2030?
- Where are we now in terms of strengths and areas for development?
- Are we pursuing the right goals to get there?
- Are we working in the right way?

This document outlines the findings of this initial consultation. It considers the current state of the system and begins to articulate what the shared long-term vision and the characteristics of what a successful system would be, with a series of priority theme proposals for consideration in the ongoing development of the collective strategic plan for Doncaster. A summit is planned for the autumn to take forward the statement of intent. In this document, I also propose a number of priority actions for discussion and consideration. If Doncaster is serious about delivering on its high ambitions, it will have to agree on its priorities and how they will be delivered.

I have also considered whether the characteristics of a successful system identified by the *One Doncaster* process (2016) and the revisit (2018) were still relevant. Many of the core characteristics identified are still very relevant and my revisions are informed by many discussions within the borough. Now, they are presented for your consideration.

In summary, there is still so much more to do if Doncaster is to fully realise its ambitions to be a thriving place to live, learn and work, as a place where all young people and adults are engaged in learning and where the education and training system supports economic growth for workers and provides employers with the skills and workforce that they need.

The current education and learning system faces a number of challenges arising from a legacy of deindustrialisation, low expectations, entrenched poor performance, relatively low pay and low skill levels. These have been compounded by reforms to education and skills at a national level which have resulted in a fragmented, centrally driven system, focused on narrow targets and fiscally challenged. The plethora of short-term plans now available often read as sector specific programmes and not as a coherent long-term narrative on how to press forward to improve education, employment and skills.

There is the opportunity and desire to build on the strong foundations witnessed by the Independent Commission for Education and Skills in October 2018 to develop a long-term vision for learning and skills across Doncaster. Stakeholders highlighted some key components of a long-term vision. Through my conversations with individuals and groups from across the borough, I noticed a common desire to start to consider how to develop a system where children, young people and adults thrive, which adopts a whole life approach to learning and work, where children are ready to learn, achieve well and attain good numeracy and literacy skills. A system which recognises achievement and offers opportunities for progression and the development of highly skilled individuals, and fulfilling careers and employment for Doncaster's residents.

Doncaster is proud of its rich heritage and the transformation journey in Education and Skills that has developed over the course of the last three years. All recognised the sheer scale of Doncaster's challenges but were equally optimistic about the significant opportunities present in the borough. There is now a growing recognition that the sum is greater than its parts and by working better together, Doncaster has every opportunity to deliver on its substantial ambitions. **This is the moment for Doncaster to define its long-term future.**

Michael Jameson, Strategic Advisor for Education and Skills

Executive Summary

Doncaster Council is about to begin engaging in discussion with communities through the Doncaster Talks programme. This is a dialogue with local people and our partners that will help us shape our overall borough strategy for the next ten years. The work of Team Doncaster subsequent to the implementation of the *One Doncaster Report (2016)* and *Doncaster Growing Together (2017)* transformed education and skills in the borough and we have delivered on the majority of our commitments – a fact confirmed by the revisit of Doncaster’s Independent Commission for Education and Skills in 2018. Now it is time to think ahead. The majority of our strategic and funding commitments extend only to 2021 and Team Doncaster is now committed to establishing a long-term, ten-year vision for Education and Skills (to 2030). This is an invitation for you to shape the future for learning and skills in our borough.

We know that parents, teachers, employers and other members of the local community have the most valuable insight into how our education and skills system works. We want to know all about what your experiences of the education and skills system have been, and if there are any improvements you would like to see in the future. This is your chance to have a frank, open, and honest conversation with us about how we can work together as Team Doncaster to improve our education and skills system so every resident can reach their full potential and access good employment.



This document provides a framework for consultation, which has been developed by a Strategic Advisor for Education and Skills. As an experienced leader with extensive expertise in these areas, the Strategic Advisor has met with, and posed questions to, many borough and external colleagues, parents and children; providing independent and external challenge and insight to assess the challenges and strengths of the current Education and Skills system, and to suggest a vision with priority themes and actions for the system over the next ten years.

This report first outlines the strengths and challenges faced within the current system – those that we were aware of prior to consultation, and those which were raised following this. The document then outlines a vision for the future system, along with eight key characteristics that we think it ought to exhibit in order to reflect that vision.

We then propose a set of priority areas for action based on these – these will build on the strengths and address the challenges presently facing Doncaster in order to realise a future education and skills system which delivers better outcomes for all of Doncaster’s residents.

What Happens Next?

We would like your views on the current Education and Skills system in Doncaster, and what you would like this to look like over the next ten years. Specifically, we would welcome your views on the following sections:

- **Areas for Development and Future Challenges (p.8)**
- **The Future Vision for the Education and Skills System (p.13)**
- **Eight Key Characteristics of the Future System (p.13)**
- **Five Priority Themes for Action (p.17)**

To share your views, please visit our [consultation web page](#), and complete the [online survey](#).

If you have any questions, please contact

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We will then analyse and collate this feedback, to inform the development of the Strategic Document which will outline a detailed Future Framework for Education on Skills. We will then share this Framework for further public consultation during October 2019.

Doncaster's Strengths & Challenges

System Strengths, Including those Identified Through Consultation

Doncaster's Education and Skills system has a number of pre-existing areas of outstanding practice as well as areas that have demonstrated substantial improvement over the course of the last three years:

- **Early Years** – We have one of the best Early Years sectors in the country. **99% of settings are rated as being 'Good' or 'Outstanding' by Ofsted** (against a national average of 94%). The number of children reaching a Good Level of Development at the end of Early Years is in line with the national average (at 70%), increasing by 28% since 2013.
- **Rapid School Improvement at Primary Level** – 2018 saw progress with Key Stage 2 results, with **the number achieving the expected standard or above in reading, writing and maths rising to 60%**. This demonstrates sustained improvement, with the results for 2016 and 2017 being 46% and 54% respectively. We are closing the gap with the national average too (from 7% to 4% behind).
- **A Strong Interface between Business and Education, mediated by the Doncaster Chamber of Commerce** – Reflected in the development of the new business-led Doncaster University Technical College (UTC), the new Careers-Business Middle Tier Organisation (Opportunities Doncaster) and the new all-age Careers Information, Advice and Guidance (CIAG) provision for the borough, epitomised through the new digital platform (Start Doncaster) and the work of the Doncaster Careers Hub.
- **An enthusiastic and open approach to innovation in learning** – The system is being increasingly 'infected from the edge' by innovation. This has been clearly evidenced by our innovative, partnership-led organisation, EXPECTYouth, who have not only protected youth services in Doncaster, but expanded their reach significantly. Another example is Partners in Learning's ground-breaking **new Research School**, which is committed to bringing best practice in education to learning in the classroom.
- **Good Social Care for Children and Young People, provided by Doncaster Children's Services Trust (DCST)** – **DCST has recently been rated as 'Good' by Ofsted**. This is key to the Education and Skills System, given the importance of health and wellbeing in relation to educational outcomes for vulnerable learners.
- **A developing culture and heritage provision** – This has been epitomised by major capital investments in the borough's cultural infrastructure. This includes **a new £15m Culture and Learning Centre** and new creative incubator spaces in Doncaster town centre. Building a collaborative approach is central to making this work, which is why Team Doncaster has convened a cross-sectoral Cultural Education Partnership to bring cultural and heritage learning to schools.

- **Sectoral strengths in rail, logistics, health/social care and creative, digital and media** – These are identified by Doncaster’s *Inclusive Growth Strategy* as key existing growth sectors for the local economy, with many of these businesses directly linked to and engaged with the local Education and Skills System.

Over the course of the initial consultation process, stakeholders interviewed made it clear that **the current political leadership and Chief Executive offer good support and challenge, with political leaders acting as strong and visible advocates for positive change within the system.** The Education and Skills sector also attested to increasingly effective systems-leadership from the Local Authority, where senior officers have made a significant investment in brokering relationships within the Education and Skills sector.

It is also clear that Team Doncaster is **meeting the challenge posed by the original Independent Commission for Education and Skills through strengthening the local infrastructure for collaboration.** This has been reflected in the recent success of the Inclusion Summit, which has brought partners from across the Education & Skills landscape together to address one of the key priorities for development – inclusive practice in the secondary sector. This has been symptomatic of a pace of expansion in collaboration, also in part driven by a stabilisation in the cast of system-leaders within the borough.

Participation from all sectors of the economy and the local community has expanded over the course of the last five years. Although there is still some way to go in broadening the array of local and external partners involved in the transformation of Education and Skills. The Team Doncaster approach is stronger than ever before but we need to build on this further to deliver for Doncaster.

A key change commented on by many of the people interviewed through this process is the **greater sense of place and increasing pride in Doncaster that has arisen since the *One Doncaster Review*.**

Areas for Development & Future Challenges

Known Challenges Facing the Current System

Doncaster is facing a number of known challenges in the Education and Skills Sector. Moving into the 2020s, resolving these will continue to be the focus of attempts to reform the learning landscape in our borough.

- **High levels of child poverty** – Child poverty stands at 21% in Doncaster, against a national average of 17%. This represents a barrier to learning for too many children in our borough.
- **Low levels of aspiration and social mobility** – Doncaster has consistently ranked amongst the lowest (298th out of 324 LA areas in 2017) for the combined indicators which form the social mobility index in the UK. These low levels of social mobility are also reflected in the fact that while the national average is for 1 in 6 of all university applicants to enter Russell Group Universities. In Doncaster, that figure is 1 in 50.

- **Health and wellbeing** – Healthy life expectancy at birth in Doncaster is 59.6 years for males (against a national average of 63.3) and 61.9 for females (against 63.9 nationally). This extends to children – with high levels of childhood obesity. Almost a quarter (23%) of children aged 4-5 years and over a third (35.8%) of children aged 10-11 years are overweight or very overweight. As poverty, poor health and wellbeing have a detrimental impact on learning and cognition.
- **Poor attainment at secondary level** - The average Attainment 8 Score at GCSE stands 3.1% below the national average (28.9% against 32% nationally). In 2018, the proportion of young people with a Level 2 (GCSE level) qualification fell 3.3% to 75.3%, against a national average of 82.2%, placing the borough 139th out of 150 nationally.
- **Low attainment of Level Three Qualifications** – The numbers achieving a level 3 qualification at 19 in 2018 stood at 42.7%, against a national average of 57.2%, placing the borough 148th out of 150 nationally.
- **Low attainment of HE qualifications/Level Four Qualifications** – The proportion of the working population qualified to NVQ 4 or above stands at 23.6% against a national average of 38.6%. This trend has remained largely static over the course of the last three years, despite increases nationally.
- **Unequal market demand for school places** – The fragmentation of the secondary school system has led to the development of excess capacity within less popular schools. This has led to an uneven distribution of opportunity within the borough and in so doing, has perpetuated and entrenched division and poor performance. This polarity has resulted in substantial over-subscription for some schools and three secondary schools who are substantially below capacity.
- **An increasing number of Children in Need (CIN)** – The number of CIN per 10,000 has gradually been increasing from 345.9 in 2013/14 up to 404.2 in 2016/17 (this equates to 2,646 children). This is in contrast to the national trend which has been gradually declining since 2013/14. Local data shows the rate has continued to increase since then too although there are no comparisons for this yet (404.2 Doncaster; 394.1 Similar Authorities; 348.9 Yorkshire & Humberside; 330.4 England).
- **Doncaster’s productivity per worker is relatively low and our economy is low skilled, low wage** – This means that we struggle to attract and develop high value jobs and the businesses that will create them. Feedback from local businesses has reflected that they need a good local supply of skills/qualified workers before they consider inward investment.

Emergent Themes – Arising from the Initial Consultation Process

“We have moved away from finger-pointing and we want to work on some shared areas, the Doncaster Opportunity Area has been enormously helpful in this.”

“We have moved beyond open hostility but we are not there yet on mutual respect.”

Whilst there is increasing collaboration across the Education and Skills landscape in Doncaster, **there are barriers to developing a coherent infrastructure for collaboration in the secondary sector and with wider partners.** There is concern that a number of the larger MATs have not always engaged with Local Authority or DfE initiatives and concern within the sector that engagement in the other direction is not always appropriate to the needs of particular schools – at times, **there is a perception that there are ‘preferred partners’ for engagement within the system.** There are some notable strengths, including the Schools Forum and the Doncaster OA, but system-wide collaboration and ownership of change remains a substantial challenge for the borough. **It is time to utilise national, regional and local system-assets and expertise for the benefit of Doncaster.** In so doing, it is necessary to be inclusive, bringing new stakeholders into the collaborative infrastructure and in so doing, ensure that all feel that they are **‘part of Doncaster and part of the solution’** to the ongoing educational and skills challenges.

A consistent theme **was the call for simplicity and clarity in the renewal of strategic priorities for Doncaster.** This includes an understanding of **what sits at the top of the chandelier for Doncaster** – is it the University City, City of Learning, Child Friendly borough or something else? A set of simple, strong core objectives for the borough; shared, owned and underpinned by realistic delivery plans with appropriate resource allocation will meet Doncaster’s challenges in the future.

There is also the desire, expressed across all the sectors, to ensure that projects are effectively aligned to strategic priorities and delivered. Many stakeholders expressed the view that there is often a difference between the commitments detailed in public strategy and the delivery on the ground. There are concerns that **a number of commitments exist with no clear road maps** and consequently, they are not always delivered. There is also a concern over unrealistic targets being set for the borough, which can create unrealistic expectations between partners. Therefore, there is a requirement to improve the evaluation of strategy and interventions undertaken across the sector.

Feedback from Parents & Young People

Consultation undertaken with parents, carers, children, and young people thus far has also highlighted a number of issues. **Young people from across the borough have they told us that they felt that they had been designated for an ‘academic’ or a ‘vocational’ education too early** and that they would appreciate transparent routes between the two modes of learning, allowing them to build a curriculum which works for them. Discussions with the Youth Council highlighted the need for **improved mental health and well-being support; improved careers advice** on the range of options open to young people leaving statutory education; **more consistent behaviour approaches** and all **schools being held to account.**

When consulted, parents raised the importance of **a positive school ethos – one which values each child as an individual, raises aspirations, and respects difference.** Parents have told us that **schools need to improve the mental and emotional health provision** available to children, and have stressed the importance of making time in the school day for pastoral

support. The education system must place **‘children at the centre’**; with a **curriculum that engenders positive social relationships, celebrates creativity, and breaks down any barriers to what they can achieve in life and work**. Parents and some head teachers have consistently said that transition planning is a weakness of the system.

Parents of children with SEND expressed a number of key concerns. These included the need to significantly **improve transition planning** at all key stages, and the need for a **curriculum which offers more creativity and provides bespoke support** tailored to the individual needs of each learner. Further perceived issues included an **over-obsession with behavioural policies**, and a **lack of clear pathways and opportunities into life and work** for children with learning difficulties.

Future Challenges Identified through Consultation

“Don’t chase too many unicorns; focus on numeracy and literacy”

Within this renewed collaborative infrastructure, it may be necessary to focus on a number of core issues arising within the system. The following areas emerged from the initial consultation process as potential challenges to focus on as we move into the next decade:

- **The need to emphasise the core focus on literacy, numeracy and essential life skills – Raising outcomes in each of these core areas remains central to the continuing transformation of education and skills in Doncaster.** This is currently a key priority of the Opportunity Area (OA) Programme and should be sustained subsequent to its end in 2021. There is a need to ensure that the whole system is clear about these core priorities and to support them with strong governance and accountability.
- **The need to address the variable inclusion practice across the statutory education system** – Inclusive practice remains highly variable across Doncaster. The result is undermining outcomes for vulnerable learners and creates friction between stakeholders within the system. A system which is committed to ensuring effective achievement for all should embrace all learners, including the most vulnerable, enabling them to access an education that is appropriately matched to their needs, as well as clear defined pathways into adulthood and the world of work.
- **A requirement to improve on communication, responsiveness and pace within the sector, including from the Local Authority** – This was raised as an area of particular concern, with stakeholders raising a number of individual and general cases where communication has not been of the quality that they would expect. There is an urgent requirement to strengthen communications and both create and sustain a culture of open dialogue within Doncaster’s Education and Skills system. For example, the concept of University City was not initially clearly defined or commonly understood, which impacted on the development of the borough’s HE and FE infrastructure (Though, it is to be noted that a programme of work, driven by the University City Partnership, is making the effective communication of the new conceptual framework for Higher Education a priority).

- **The requirement to celebrate both the system and young people’s successes and achievements** – The challenge moving forward is to establish strong, clear and consistent messages of success and achievement in Doncaster. This will support the development of a positive culture of celebration around learning and raise the value of aspiration in the borough.
- **The need for a lifelong learning strategy** – There is no coherent and long-term strategy for the development of a community-wide lifelong learning entitlement within Doncaster at the present time. Given the low wage, low skilled nature of the Doncaster workforce, this is a key weakness of the current system.
- **The need to improve the supply of meaningful job placements, which are linked to career pathways** - It is time to take a step away from the historic strategy of simple work experience to job placements that add value. There is the opportunity to develop sector and employer led career pathways approach to support our young people and adults into secure and rewarding work.
- **The need to simplify the number of core objectives within local learning strategy** – This is the requirement to focus on a few core elements (e.g. literacy and numeracy and essential life skills) and do them really well.
- **Further develop the collaborative infrastructure between business, education and community organisations** – While significant progress has been made in this area already (e.g. the Business-Education Middle Tier Organisation), there is still the requirement to strengthen relationships and purposeful networks to enable better collaboration within the sector and to develop meaningful pathways to fulfilling, high paid work for all.
- **The need to join up local and regional approaches to innovation and to address the health and social care barriers to learning in Doncaster** - The challenge is to engage with all families in the borough to develop a greater sense of parental responsibility, a relevant curriculum to engage learners and a culture of aspiration. This could be conceptualised as a ‘strategy for parents and communities.’ The requirement for a strategic and comprehensive approach to parental engagement was consistently raised as a requirement for the development of the sector.
- **The need to prioritise investment in recruitment and retention of the best teachers and leaders** as part of a broader corporate strategy to promote the wider public sector workforce.

Doncaster's Future Learning & Skills System

The Vision for Consultation

Team Doncaster is working in partnership to develop an Education and Skills system which builds on the borough's intrinsic strengths to address some of the core challenges wrought by both our local context and the changing international economy. The OECD 2030 Learning framework outlines the fact that our young people will be facing unprecedented economic, environmental and social challenges operating in the world of tomorrow and there is a need for them to become more innovative, responsible and socially aware. All of these imperatives require the development of a system which is not only focussed on getting the basics (literacy and numeracy; attainment of qualifications) right but also on enabling all residents to think creatively, develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new enterprises, new technologies, new sectors, new business and social models.

The system, however, needs to be inclusive and accessible to all residents in Doncaster. There should also be a focus on developing employees whilst they are in work, creating employment opportunities for all in order to address Doncaster's entrenched challenges and deliver on the borough's ambitious plans for inclusive growth. This is why we would like to consult on the following vision, which we feel is ambitious, forward-thinking and open about our challenges:

"Our vision is to create a learning city, where life-long education and culture engage and inspire, giving everybody the opportunity to flourish. Learning is at the heart of our ambitious plans for inclusive growth, where everybody has the chance to access a fulfilling career and share in the proceeds of economic development, with no limitations arising from their social background. This will be achieved through maximising the borough's social capital through the effective utilisation of technology, community assets and the pre-existing talents of our people. To achieve this, Team Doncaster will forge a strong relationship with business to create industry-driven career pathways, ensuring that training is linked to employer needs and that everybody has the opportunity to develop their skills and fulfil their aspirations."

Key Characteristics for Consultation

The characteristics detailed in the *One Doncaster Report* have been reviewed and tested with initial consultees, co-creating eight characteristics of a successful future Education and Skills system. We now wish to understand whether these are right for Doncaster through this consultation process.



1. Great Distributed Leadership

The focus here is on developing strong leadership in all areas of the Education and Skills sector in Doncaster –including schools, businesses, communities and the third sector. Across the local learning and skills landscape, **some system leaders have wider, regional remits and an effective system is one which facilitates their inclusion – they need to feel that they are part of the solution for Doncaster.** This requires a **strong Team Doncaster commitment to the development for all system-leaders within the sector and the creation of a vibrant middle tier for the effective and specialised provision of services.** Developing great leadership within the sector will be vital in forging the new partnerships and delivery mechanisms that are required to respond to our rapidly changing and improving local educational landscape.

2. A 'Cradle to Career' Approach

This characteristic is about ensuring that **all Doncaster residents have access to high-quality career pathways with supporting services that are tailored to their individual needs and aspirations.** This will mean that people of all ages will be effectively supported to access fulfilling and rewarding forms of learning that will enable them to pursue a fulfilling career that will also meet the skills challenge posed by our local economy. **Most crucially, employers and sector specialists will be at the heart of this characteristic and will lead on the development of progression pathways.** This cradle-to-career approach will mean that all of our residents, regardless of age, demographic or background, will be supported to access the highly skilled, highly paid jobs of tomorrow.

3. High Ambition & High Expectations for All

Our ambition is that **everyone, no matter what their background or circumstances, should have the opportunity to progress through an education and training system that provides the foundation for a happy and fulfilling life.** This is about ensuring that everyone has the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future. Having the skills employers need increases people’s earning power, opportunities for better jobs and social mobility. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications, and careers. Alongside this, a strong focus on the basics is needed – developing outstanding literacy and numeracy skills across the education and skills sector is required to support achievement in the borough. This is to be complemented by a wider essential life skills offer, in order to ensure that all young people have the tools they need to participate in our local economy and society.

4. The Development of an Outstanding Workforce

Despite the considerable economic growth that Doncaster has enjoyed over the course of the last five years, we remain significantly behind in terms of the proportion of our population engaged in highly skilled employment (34.9% against a national average of 45%). Central to fulfilling the borough’s ambitious Inclusive Growth strategy is **ensuring that the workforce is able to participate in the highly paid, highly skilled future growth sectors;** benefitting from raised living standards within a more prosperous borough. Education and Skills are vital to this. **Firstly, Team Doncaster must work collaboratively to ensure that we have more outstanding teachers and leaders in our schools through a focus on investment, recruitment and retention in the sector.** Furthermore, for those who are already in work, it is necessary to develop a collaborative infrastructure between the public sector and business to provide an effective, vocationally-relevant lifelong learning strategy for the borough.

5. An Inclusive Learning System, Which Delivers for all Learners

Inclusive growth means ensuring that no individual or community is ‘left behind’ in Doncaster. Learning should be no exception; a successful learning system is one which meets the needs of all learners. **An inclusive learning system is a system where all learners including the most vulnerable are supported with an education that is appropriately matched to their needs and capabilities and have clear defined pathways into adulthood and the world of work.** Furthermore, no child should be excluded from opportunity on account of their Special Educational Needs and Disabilities (SEND) status. An inclusive learning and skills system is one which is characterised by low exclusion rates and high participation in education – Doncaster has some of the highest Fixed Term and Permanent Exclusion rates in the country and an aim of an inclusive learning system would be working collaboratively to substantially reduce this. For gifted learners, a successful system works together to provide them with the opportunity to access either a world-class technical education or some of the country’s top universities.

6. Culture & Heritage at the Centre of the System

Doncaster has distinguished itself over the course of the last decade, making a major investment in arts, culture and heritage. The capacity of an individual to flourish lies beyond formal assessment and should include a wider set of life skills, including creativity and appreciation of the shared local cultural and historic context. **A characteristic of a successful Education and Skills system would be placing this cultural capital at the centre of a borough-wide offer to all learners, with integrated programmes for participation in heritage, culture and learning activities.** Few initial consultees highlighted the centrality of this priority, so its importance will need to be championed across the system. Capitalising on the rich variety of cultural assets in the borough will be vital to the development of an inclusive form of informal lifelong learning for all.

7. An Open Approach to Innovation

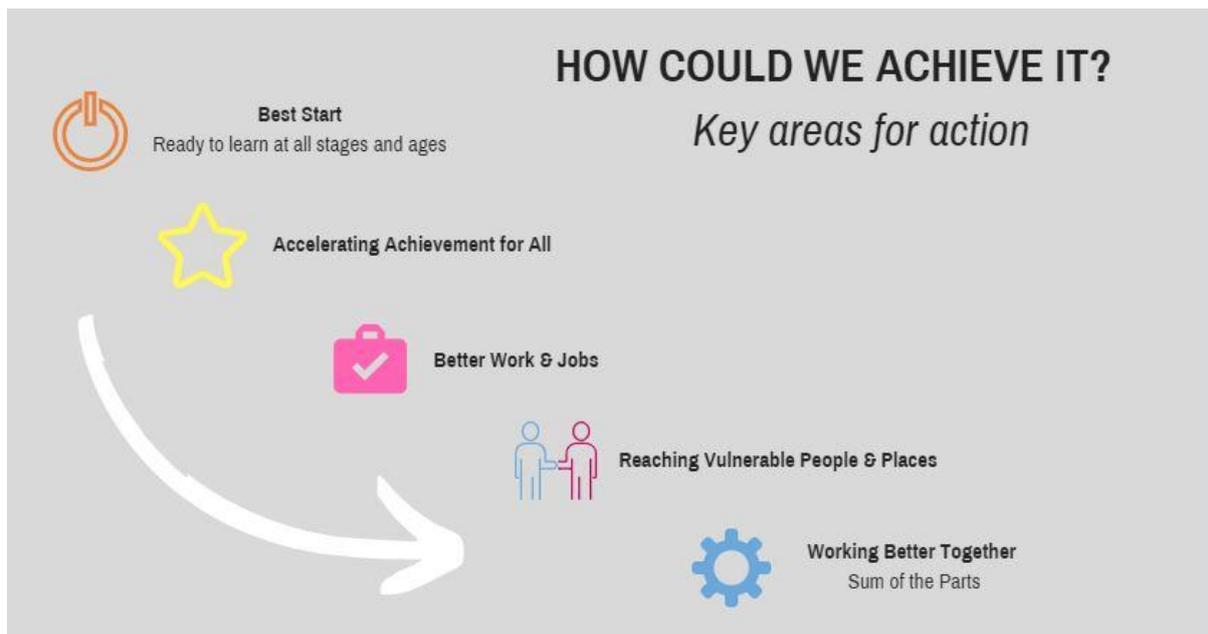
A successful learning system utilises both nationally-recognised and internationally successful 'best practice' models to engender continuous improvement in the local learning sector. This includes using technology and community assets to drive forward change in education and skills provision. **A successful learning system also forges strong and lasting partnerships with local, regional and national organisations, as well as academic institutions to ensure that practice in the classroom is robust, innovative and evidence based. This characteristic is also key to addressing the health and social care barriers to learning, which represent an important challenge to Doncaster's learners.** Furthermore, in a landscape of continuing public sector retrenchment, there should be an openness to working collaboratively to secure external funding in order to build capacity and capability within the Education and Skills system.

8. Communicating & Celebrating Doncaster as a Place

Promoting Doncaster as a place where all can fulfil their aspirations and the borough as an outstanding place to live, work and learn. **This characteristic is about a developing a system which is open about its challenges, celebrates and praises the successes of its residents and workforce, and being confident in articulating its requirements for future development.** This is about promoting Doncaster as the most child friendly borough in the country and ensuring that our borough is viewed as one of the best places to live, learn and develop a successful and fulfilling career.

Priority Themes for Consultation

The following five Priority Themes are those areas that it is recommended Doncaster focus on over the next decade to demonstrate these characteristics. These priority areas for action have been chosen on the basis of consultation already undertaken, recent changes in national policy, and known (data informed) challenges.



1. The Best Start: Ready to Learn at all Stages & Ages

Doncaster should be one of the best places in the country to raise a family and experience childhood. There is a strong pre-existing strategic commitment through the *Children and Young People's Plan (2017-2021)* to be the most child-friendly borough in the country. Key to delivering on this commitment is the need to ensure that all children get a good start and that they are ready to learn forms the very foundation of a successful education system. Academic evidence conclusively demonstrates the importance of parental involvement in children's learning and aspiration [Desforges, 2003]. A successful education system and a growing, inclusive economy is one where people of all ages face no social or economic barrier to accessing the enriching, fulfilling learning that will allow them to pursue the career of their choosing.

- **Continuing the focus on the first 1,000 Days.**
- **Renewing our focus on speech and language acquisition and development.**
- **Continuing the strong Early Years settings support provided by the Local Authority.**
- **A strong all-age Early Help offer which provides families with the services they need to give their children the best start in life; and which ensures that young people and adults remain engaged through their learning and employment.**

2. Accelerating Expectations & Achievement for All

Outcomes need to improve and at a pace. There is widespread recognition across the system of the scale of the challenge in improving education and skills and employment prospects in Doncaster. The combination of socio-economic disadvantage, low levels of aspiration and social mobility and challenges in raising the standard of the local learning offer has led to a need to build on the transformation journey that was initiated in 2016. However, high

performing systems are characterised by a culture of high support and respectful challenge with strong partnership and governance arrangements.

Specifically, there is a requirement **to improve numeracy and literacy skills, recruit, develop and retain the best teachers and leaders and develop essential life skills** in our learners in order to raise standards across the board. Furthermore, a strong education and skills system is inclusive and accessible to all with no resident left behind. This includes the offer of an inclusive curriculum, which is tailored to the needs of each young person.

The following recommendations could be instrumental in accelerating expectations and achievement for all:

- **Working with schools and families to improve the delivery of the basics (numeracy and literacy) but also to develop the delivery of essential life skills to children and young people** – forming part of a **“Doncaster Entitlement or Curriculum”** for all.
- **Reducing the level of Permanent, and Fixed Term Exclusions from school and reducing the numbers electively home educated** -- through focussing on implementing consistent behaviour approaches and the adoption of best practice models in inclusion currently promoted through the Doncaster Inclusion Charter, it is hoped that there will be a substantial impact on the rates of exclusion, which are currently far too high.
- **Ensuring that all SEND pupils and vulnerable learners can access appropriate, tailored learning that allows them to fulfil their potential.** Agencies from across Team Doncaster are to work together closely to create defined life and career pathways for young people with SEND needs and vulnerable learners.
- **Development of consistent and effective transition planning at all stages.**
- **Working collaboratively to embed a culture and clear strategy of bespoke support and high challenge across the Education and Skills sector in Doncaster.**
- **A joined up local and regional approach to innovation, making best practice in learning common practice in our classrooms.** Specifically, the focus would be to address the health and social care barriers to learning in Doncaster.
- **Working to sustain the outcomes of the Doncaster OA subsequent to the end of the programme in 2021, ensuring that disadvantaged children and young people receive the same opportunities as their more affluent peers.** This will require working collaboratively to secure further external funding.
- **Prioritising the recruitment and retention of the brightest and the best to teaching, leadership and the wider public sector workforce in Doncaster.**
- **Actively recognising and adequately celebrating achievement within the system.**

3. Better Work & Jobs

“Every person in Doncaster should have a line of sight to a rewarding, fulfilling career”

Doncaster lags substantially behind the national average in terms of the attainment of Level 3 and Level 4 qualifications (16.4% & 15% below the national average respectively in 2017). This is holding our economy back, as a low skilled economy is one which faces a major productivity challenge. Over the course of the last nine years, median real wages (in £ per week) in Doncaster have remained stagnant (registering no growth at all in 2017-18), with the average rate (£479) now being even more behind the national average of £555. The proportion of highly skilled jobs sits at 34.6%, against a national average of 45.8% and standing 3% below authorities with similar profiles. To move from a low paid, low skilled economy to a productive, modern local economy with a highly skilled workforce driving economic development means placing our education and skills system at the very heart of our ambitions plans for inclusive growth.

Young people, when consulted, highlighted this as a key area of concern. There is a desire among this group to access meaningful work experience placements and first jobs that will add value, supported by their education setting. They also wanted to be able to access relevant, up to date information about career options, as well clear, well defined pathways to a challenging and rewarding career. It is without doubt that this is vital in ensuring that young people can fulfil their potential, see a prosperous future for them in Doncaster and in so doing; provide the highly skilled labour market our local economy needs.

Specifically:

- **To move away from a system that has historically delivered job placements to one which adds real value for learners.** There is a timely opportunity to improve the supply of skilled workers by the development of pathways into work and for the workforce to become more skilled at work. Industry and employers will be at the heart of this approach to ensure there is the workforce to with the right skills to boost productivity.
- **Team Doncaster must work collaboratively in order to ensure that Post-16 provision is rationalised and suitably matched to the requirements of Doncaster's learners.** This will include the implementation of the borough's Post-16 Review.
- **Key local institutions are to work in partnership to develop a University-level centre of excellence for Health, Social Care and Public Services in the borough of Doncaster.** The offer here will be integrated with qualification-led pathways from other institutions and for lifelong learners, ensuring that progression within the borough's largest economic sector is accessible to all.
- **The University City Partnership will work hard to develop Doncaster's pre-existing assets and centres of excellence and produce a greatly expanded Higher Education offer.** It is anticipated that this will allow Doncaster's numbers of NVQ4 and above qualified residents to rise to the national average by 2030.
- **Team Doncaster partners will work together to forge a stronger relationship between businesses and education and develop sectoral career progression pathways.** This will be facilitated through the development of the new Careers Middle Tier Organisation (Opportunities Doncaster), ensuring that the provision of

qualifications effectively matches the needs of business. Fundamentally, this will be based on a series of sectoral career progression pathways (e.g. creative, media and digital; engineering; health and social care) which will be supported by a 'wrap-around' learning offer at all NQF levels, as well as functional and intermediate level qualifications.

- **There is the need to ensure the types of education and training on offer matches the different local aspirations and needs of our industries.** This means meeting the demand for STEAM qualifications, offering more diverse, customised vocational or technical based learning packages and more high quality apprenticeships for older adults. The growth opportunities presented by Doncaster's emerging industry specialisms will require residents to develop transferable skills. This aligns well with national and sub-regional initiatives (e.g. Future Mobility as a Grand Challenge), but requires us to take a more holistic approach to training, encouraging cross-sectoral working and collaboration.

4. Reaching & Engaging with Vulnerable People & Places

Doncaster consists of a number of distinct communities, each with their own profile and needs for development. These also reflect a number of significant educational and skill disparities. In Thorne and Mexborough, for example, 36% and 37% of the working-age population respectively have no NQF-recognised qualifications at all (against roughly half that proportion in Tickhill, Sprotborough and Finningley). Socio-economic disadvantage continues to be an issue and a key goal for the system over the course of the next ten years is to build upon the achievements of the Doncaster OA in narrowing the gap in attainment and opportunity between the affluent and their more disadvantaged peers. Through reaching and engaging vulnerable people and places, we can ensure that all of our communities access opportunity and share in the proceeds of growth, with no place or person left behind.

- **Explore developing Doncaster as an accredited RSA 'City of Learning'**, with an expansion of lifelong and community-based learning opportunities for all residents across the borough.
- **Developing a borough where arts and culture engage and inspire**, ensuring that all in our local society can engage and interact with their culture and heritage.
- **Team Doncaster will work together to broaden partnership working arrangements across the borough**, specifically including the Voluntary and Community Sector in decision making and empowering them to further develop their offer to local communities. Services are best delivered closer to people: a successful learning system in Doncaster will deliver both universal and targeted services through schools and local community assets, 'joining up' provision in the locality for the service user.
- **Maximising the social value return for local residents, communities and businesses** from the significant capital and regeneration initiatives currently being undertaken across the Borough.

- **Supporting our most vulnerable learners throughout their life** - Ensuring that those adult learners who have complex lives and needs are able to access learning close to home and to learn in a manner that suits their needs. Specifically, also working as a partnership to support those learners who are transitioning from a SEND school setting to adult provision, to ensure that they can access fulfilling and enriching continuing education where desired.
- **Building on intergenerational practice and adopting a community learning approach** – Ensuring that our Education & Skills system forges strong and enduring connections with both communities and the health and social care system. We believe that our communities have a huge amount to offer schools and learners in our borough and the impact of community involvement on vulnerable learners and outcomes for young people are without question [RSA, 2019]. The implementation of a place-based, socially-situated form of learning will be vital in supporting vulnerable people and places.

5. Working Better Together

“Team Doncaster, the community’s political leadership, and Doncaster Council all clearly recognise the importance of education, learning and good skills on the economy and future prosperity of the borough. This recognition is now extending to the shaping of a new role for Team Doncaster: inspiring, leading and cajoling various partners drawn from every sector and occupation to play their part in cementing the importance of education, learning and skills in Doncaster.”

Greater than the sum of our parts...In order to demonstrate those great characteristics of a successful education and skills system and meet the needs posed by the proposed key themes for Doncaster, it is necessary to strengthen our ability to work together and deliver the Education and Skills system that Doncaster’s residents deserve. When the Independent Commission revisited Doncaster in October 2018, they attested to the strength of the Team Doncaster partnership and the good work that was being undertaken across all sectors in the local community to transform the Education and Skills System. This is an enduring strength and it is one of the key assets that the community brings forward into the next decade. Everyone has a role to play in supporting the ambition to offer a strong cradle to career pathway for all of our residents. There is now so much more to do to not only bring Doncaster’s education and skills system up to the national average but to produce a form of learning that is relevant, socially situated and accessible to all. To achieve this, the system should recognise that **Team Doncaster is greater than the sum of its parts; and must come together to implement system-wide change in Doncaster.**

This is a key strategic moment to harness our collective commitment to learning. Everybody who has a stake in our local education and skills sector, from pupils in statutory education to our HE Institutions, can get involved to deliver a learning system which displays those characteristics for success. This is why we need to establish the role that everybody can play in delivering for Doncaster, outlining the expectations of system leaders including the council,

local education leaders, CEOs of MATs and the DfE. In addition, doing this will help facilitate and coordinate the vital role of parents, young people, community organisations and businesses can play in ensuring that all residents have access to an excellent education and fulfilling careers. This could be complimented by an Employment and Skills Charter, which will address the issues faced by employers in accessing appropriate training and commits the local education and skills sector to working with employers to develop the labour market skills that they require.

Other localities have had various degrees of success in mobilising their local assets to develop a culture and a sense of place whereby everybody can benefit by everybody contributing. The Oldham Cooperative Borough, Wigan Deal and Bradford Education Covenant are just three examples of successful models that could be utilised for the development of learning and skills in Doncaster. Crucial to making the Doncaster model and its implementation a success, there will be a requirement **for a full and partner-owned strategy for the delivery of Doncaster's ambitions for Education and Skills** - with 5 to 10 year delivery plans underpinned by clear, agreed, and mutually understood roadmaps for the development of Education and Skills in the borough. With this in mind, a number of key further recommendations are proposed:

- **To establish through consultation and engagement a framework of entitlements and expectations of all the key stakeholders** including learners and parents in shaping and delivering on the key priorities to accelerate education outcomes and develop confident and skilled employees.
- **For the Director of Children's Services (DCS) to arrange strategic forums to consider and address key strategic issues attended by system leaders.**
- **For the DCS with corporate colleagues to develop an infrastructure to further strengthen collaboration at a local, regional and national level.**
- **To ensure that there are clear delivery mechanisms to implement the partner owned strategy** with delivery plans scaffolded on a 3, 5 and 10-year basis.
- **To underpin these delivery plans with sustainable and partner-led governance arrangements**, supported by appropriate levels of capability and implemented subsequent to the conclusion of the OA Programme in 2020.

**ONE
DONCASTER**



August 2019

Developing a 2030 Education and Skills Framework for Doncaster

Consultation Slides

*Michael Jameson
Strategic Advisor for Education and Skills to
Doncaster Council*



Key Questions

- What would a successful learning and skills system look like in 2030?
- Where are we now in terms of strengths and areas for development?
- Are we pursuing the right goals to get there?
- Are we working in the right way?

The brief considered learning and skills for all residents as well as children and young people.

Through this process, I have met with many leader representatives from schools, governors, HE and FE, CEO MATs, RSC, Opportunity Area Board members, chamber of commerce, industry specialists, health and public sector agencies, leads for VCS, adult skills, adult services and economic growth, Children's Trust, lead member, the Mayor and her Cabinet and most importantly young people and parents.

Methodology

Specifically, I wanted to examine:

- What the characteristics of a successful Education & Skills system would look like in Doncaster and whether these have changed since the publication of the *One Doncaster* Report in 2016.
- What common, unifying key themes could be focussed on to address some of the areas of development highlighted by initial consultees.



Key Strengths – Strong Foundations

- **Lots of known core strength areas** – Early Years, the Business-Education link ('a business sector to die for' with sectoral strengths in rail, engineering, creative, media and digital), improved attainment at KS2 and our open approach to innovation.
- **Learning and skills assets** – e.g. Doncaster and Bassetlaw Teaching Hospital; National College for High Speed Rail; Partners in Learning; Opportunity Area and some outstanding practice across the education system.

Initial Consultation has also highlighted...

- **The current political leadership and chief officers offer good support and challenge, with political leaders acting as strong and visible advocates for positive change.**
- **A strengthening local infrastructure for collaboration** – With the Local Authority playing a strong 'broker' role and more partners than ever before engaged (e.g. the successful Inclusion Summit process).
- **A greater sense of place and increasing pride in Doncaster.**

Key Areas for Development – Much More to Do

- **Still contending with many of our known historic challenges** – Child poverty, social mobility, low levels of attainment and aspiration within the secondary sector, low levels of access to and attainment within Further and Higher Education
- Low skills and low wage economy with low levels of productivity.
- **Faced with a national policy framework that has fragmented learning provision and disconnected it from the place-context**

Initial Consultation has also highlighted:

- **The Collaborative infrastructure is still fragmented in places** – There are issues with secondary sector and wider partners collaborating and a perception of ‘preferred partners’ within the system.
- **The need for a renewed focus on clear, consistent straplines and objectives for success within the system, supported by realistic plans for delivery and improved evaluation arrangements.**
- **The need to ensure that projects and programmes are effectively aligned to strategic priorities with on the ground delivery.**

Much More to Do II

- **A requirement for a sustained focus on numeracy and literacy and essential life skills.**
- **Variable inclusion practice across the secondary sector – a need to reduce the numbers of Fixed Term, Permanent Exclusions and Elective Home Education.**
- **A requirement to improve on communication, responsiveness and pace within the sector and from the LA.**
- **The need for a comprehensive strategy for lifelong learning.**
- **The need to improve the quality of job placements and link them to career pathways.**
- **To simplify and consolidate the number of strategies and delivery plans and to focus closely on a number of core objectives – ‘what sits on the top of the chandelier?’**
- **Recruitment and retention of the best teachers and leaders.**
- **Further develop the collaborative infrastructure for business, education and community organisations.**
- **Joining up regional and local approaches to innovation and address health and social care barriers to learning.**
- **Address the aspirations, expectations and engagement of parents and learners.**

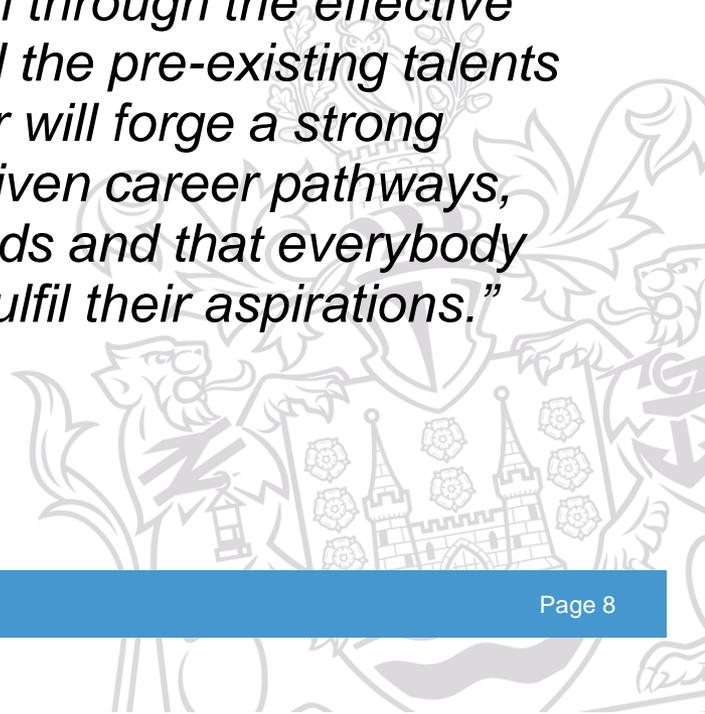
Do these feel like the right areas for development? Are there any more?

Findings from Consultation with Parents, Children, & Young People

- **Young people from across the borough** – feel they've been **designated for an 'academic' or a 'vocational' education too early** and would appreciate transparent routes between the two modes of learning, allowing them to build a curriculum which works for them.
- **The Youth Council** – highlighted the need for **improved mental health and well-being support; improved careers advice** on the range of options open to young people leaving statutory education; **more consistent behaviour approaches and all schools being held to account.**
- **Parents** – raised the importance of a **positive school ethos – one which values each child as an individual, raises aspirations, and respects difference.** They've also expressed a desire for **greater mental and emotional health provision**, and have stressed the importance of making time in the school day for pastoral support. The education system must become **more child friendly**; with a curriculum that celebrates creativity.
- **Parents of children with SEND** – would like to see **improved transition planning at all ages**, and a curriculum which offers **more creativity** and provides **bespoke support.** They cited a **lack of clear pathways and opportunities into life and work.**

The Vision for Consultation

“Our vision is to create a learning city, where life-long education and culture engage and inspire, giving everybody the opportunity to flourish. Learning is at the heart of our ambitious plans for inclusive growth, where everybody has the chance to access a fulfilling career and share in the proceeds of economic development, with no limitations arising from their social background. This will be achieved through maximising the borough’s social capital through the effective utilisation of technology, community assets and the pre-existing talents of our people. To achieve this, Team Doncaster will forge a strong relationship with business to create industry-driven career pathways, ensuring that training is linked to employer needs and that everybody has the opportunity to develop their skills and fulfil their aspirations.”



Key Characteristics

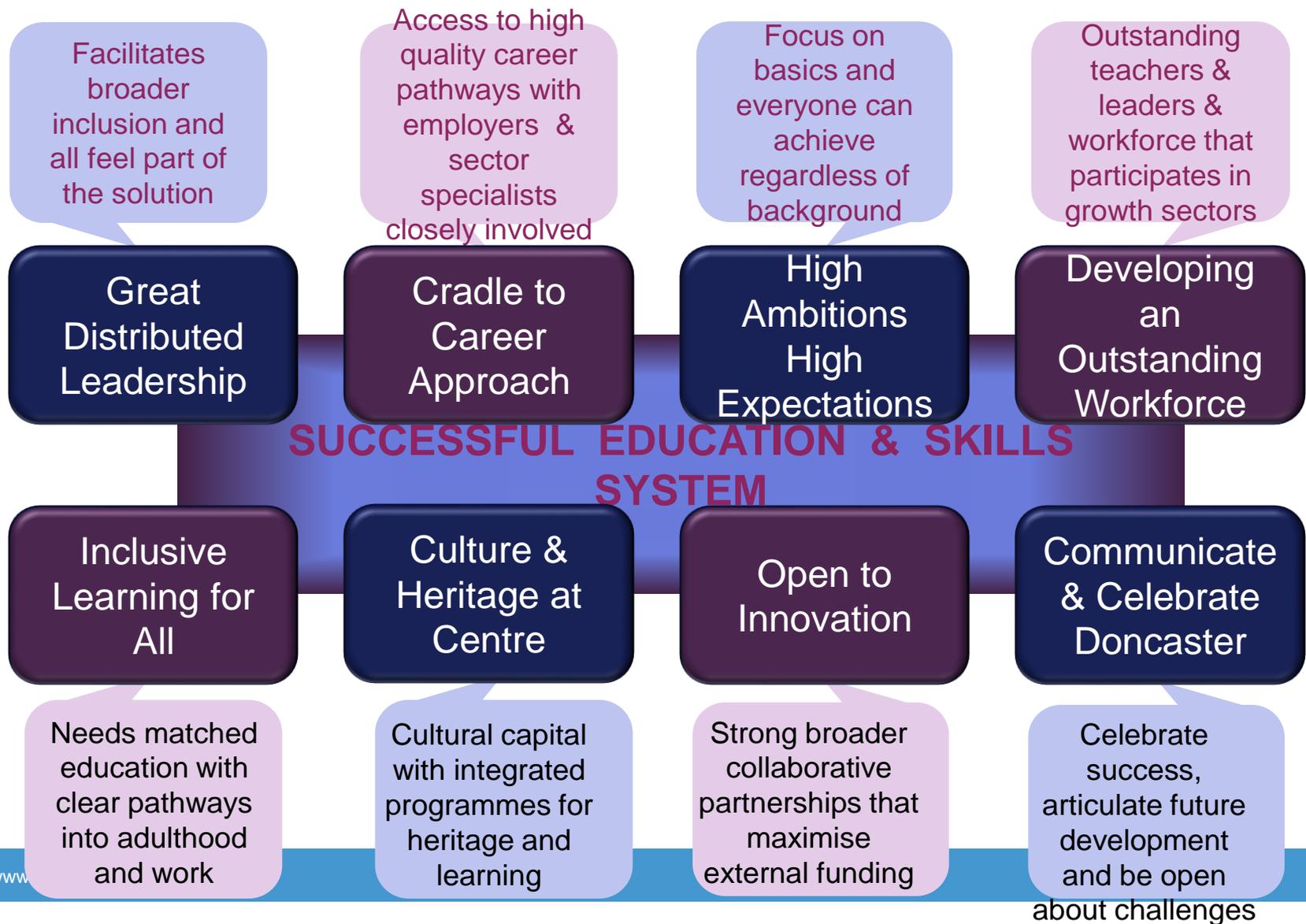
In the initial consultation, stakeholders answered some of these questions and described the features of what a successful Education and Skills system for Doncaster might look like. These responses have been distilled into **eight key characteristics of a successful E&S System**:

1. **Great Distributed Leadership**
2. **A 'Cradle to Career' Approach**
3. **High Ambitions, High Expectations**
4. **Developing an Outstanding Workforce**
5. **An Inclusive Learning System, that delivers for all**
6. **Culture and Heritage at the Centre of the System**
7. **An Open Approach to Innovation**
8. **Communicating and Celebrating Doncaster as a Place**

As each characteristic is explained, think:

- Is this right for Doncaster? What can be added or subtracted from this?
- Are there any further characteristics which demonstrate a successful learning and skills System.

Characteristics



1. Great Distributed Leadership

“The focus here is on developing strong leadership in all areas of the sector – from leadership at the Local Authority to Head Teachers, middle leaders in schools, the wider public sector and also business and community leaders. **Some system leaders have wider, regional remits and an effective system is one which facilitates their inclusion – they need to feel that they are part of the solution for Doncaster.** This requires a strong Team Doncaster commitment, with investment, to the development for all system-leaders within the sector and the creation of a vibrant middle tier for the effective and specialised provision of services. Developing great new leadership within the sector will be vital in forging the new partnerships and delivery mechanisms that are required to respond to our rapidly changing and improving local educational landscape.”



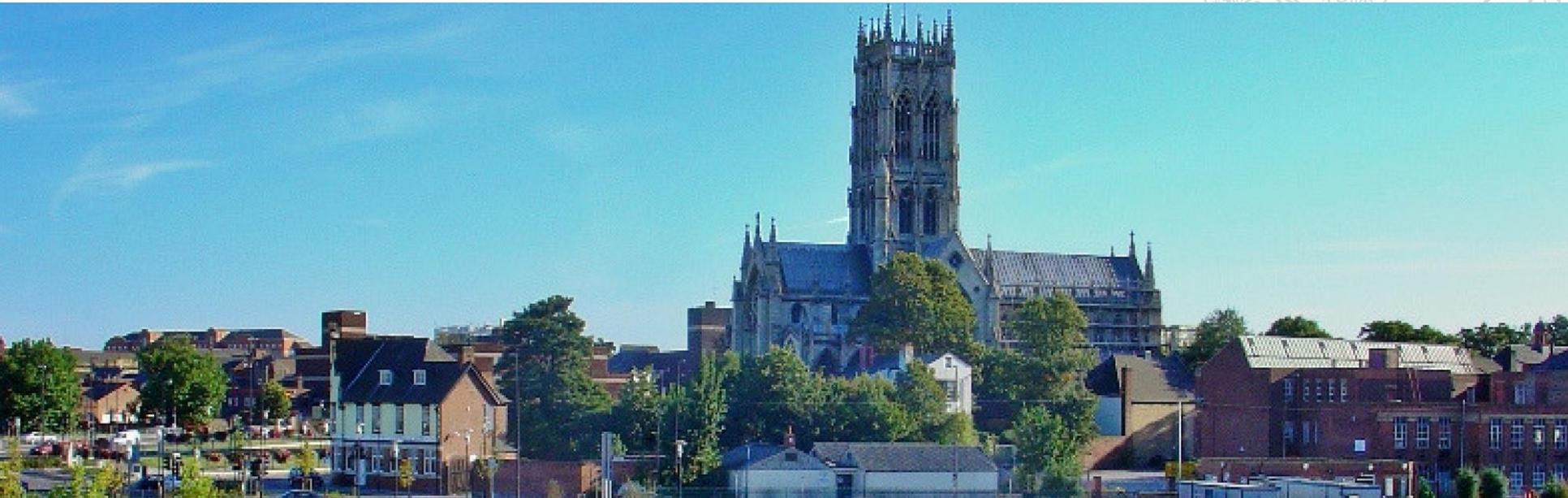
2. A 'Cradle to Career' Approach

“This characteristic is about ensuring that all Doncaster residents **have access to high-quality career pathways with supporting services that are tailored** to their individual needs and aspirations. This will mean that people of all ages will be effectively supported to access fulfilling and rewarding forms of learning that will enable them to pursue a fulfilling career that will also meet the skills challenge posed by our local economy....This will be supported by a wrap-around Careers Information, Advice and Guidance service for Doncaster. **Employers and sector specialists will be at the heart of this characteristic**; with their reach extending into all sectors as champions for the development of progression pathways. This will ensure that all residents, regardless of age, demographic or background, will be supported to access the highly skilled, highly paid jobs of tomorrow.”



3. High Ambitions, High Expectations

“This is about ensuring that all in our locality have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future. What is **key is ensuring that all in Doncaster can achieve what they want in life, no matter what their background.** Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, **a relentless focus on the basics** – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement in the borough. This is to be complimented by a wider essential life skills offer, in order to ensure that all young people have the tools they need to participate in our local economy and society.”



4. Developing an Outstanding Workforce

“Central to fulfilling the borough’s ambitious Inclusive Growth strategy is ensuring that the workforce is able to participate in the highly paid, highly skilled future growth sectors and in so doing, reap the benefits of higher living standards and a more prosperous borough. Education and Skills are vital to this. **Team Doncaster must work collaboratively to ensure that we have more outstanding teachers and leaders** in our schools through a focus on investment, recruitment and retention. Furthermore, for those who are already in work, it is necessary to develop a collaborative infrastructure between the public sector and business to provide an effective, vocationally-relevant lifelong learning strategy for Doncaster.”



5. An Inclusive Learning System, which delivers for all

“Inclusive growth means no individual or community is ‘left behind’ in Doncaster. A successful learning system is one which meets the needs of all learners and Doncaster’s should be no exception. **An inclusive learning system is a system where vulnerable pupils are supported with an education that is appropriately matched to their needs and capabilities and they have clear defined pathways into adulthood and the world of work.** No child should be excluded from opportunity on account of their SEND status. An inclusive learning and skills system is one which is characterised by low exclusion rates and high participation in education. For gifted learners, a successful system works together to provide them with the opportunity to access either a world-class technical education or some of the country’s top universities. These three core elements represent an inclusive learning system, which delivers for all learners in a place.”



6. Culture, Arts & Heritage at the Centre of the System

“The capacity of an individual to flourish lies beyond formal assessment and should include a wider set of life skills, including creativity and appreciation of the shared local cultural and historic context. **A characteristic of a successful Education and Skills system would be placing this cultural capital at the centre of a borough-wide offer to all learners, with integrated programmes for participation in heritage, culture and learning activities.**”



7. An Open Approach to Innovation

“A successful learning system utilises both nationally-recognised and internationally successful ‘best practice’ models to engender continuous improvement in the local learning sector. This includes using technology and community assets to drive forward change in education and skills provision. **A successful learning system forges strong and lasting partnerships with local, regional and national organisations**, as well as academic institutions to ensure that practice in the classroom is robust, innovative and evidence based. **This characteristic is also key to addressing the health and social care barriers to learning**, which represent an important challenge to Doncaster’s learners. Furthermore, in a landscape of continuing public sector retrenchment, **we should be open to working collaboratively to secure external funding in order to build capacity and capability within our Education and Skills system.**”



DONCASTER

The UK's Big Picture Learning Pioneer



Cities of Learning

8. Communicating and Celebrating Doncaster as a Place

“This characteristic is about a developing a system which is open about its challenges, celebrates and praises the successes of its residents and workforce, and being confident in articulating its requirements for future development. This is about promoting Doncaster as the most child friendly borough in the country and ensuring that our borough is viewed as one of the best places to live, learn and develop a successful and fulfilling career.”



Priority Themes for Consultation

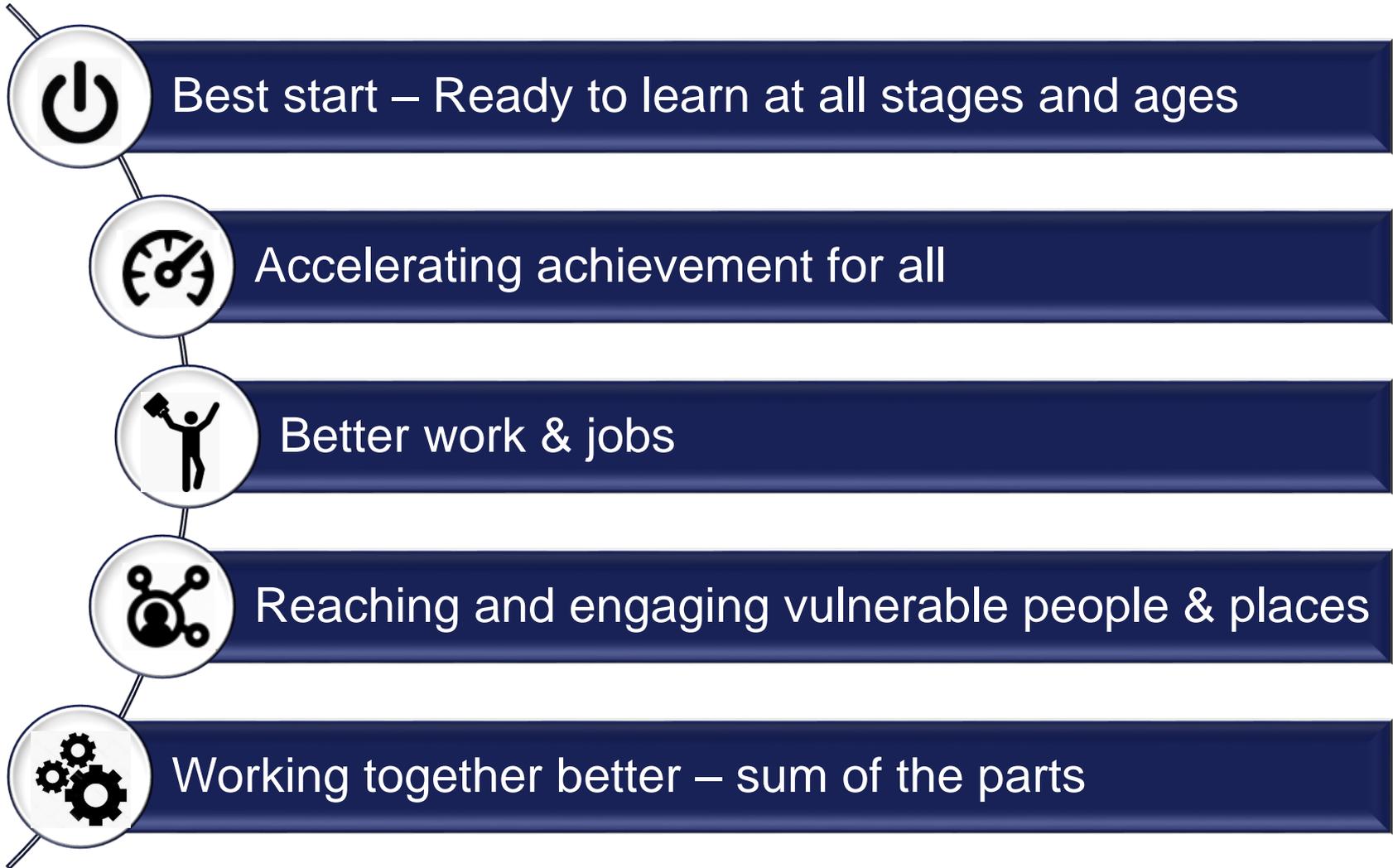
To achieve a system which displays successful and positive characteristics associated with achievement and transformation, it is necessary to focus resources on priority areas. From the initial consultation process, **the following emerged as ‘priority themes’** to focus on over the course of the next ten years:

- **The Best Start: Ready to Learn at all Stages and Ages**
- **Accelerating Achievement for All**
- **Better Work & Jobs**
- **Reaching and Engaging with Vulnerable People and Places**
- **How we can work better together – the sum of the parts.**

Key Questions:

- Are these the right areas to focus on over the course of the next ten years?
- Are there any further priorities?
- What should be a priority within each of these areas?

Priority Themes



The Best Start: Ready to Learn at all Stages and Ages

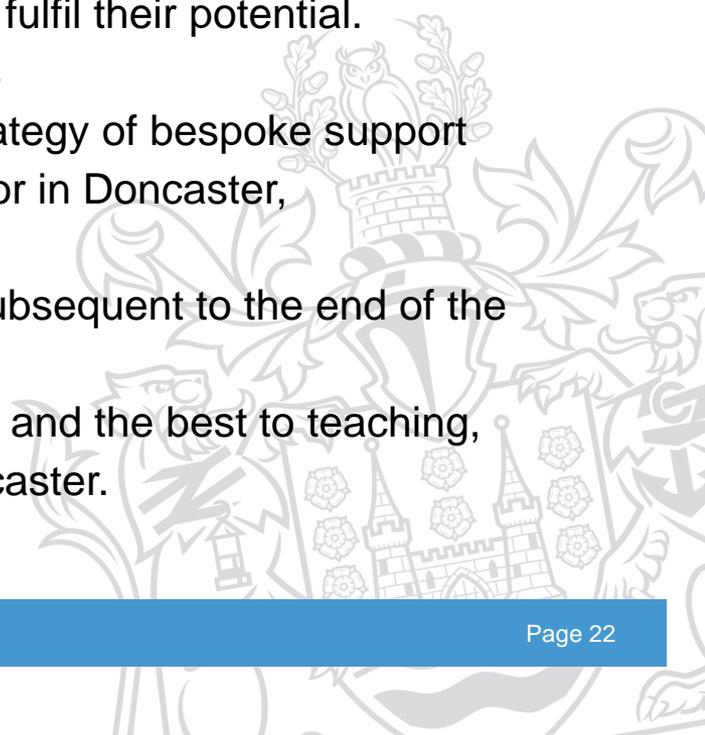
A successful education system and a growing, inclusive economy is one where people of all ages face no social or economic barriers to accessing the enriching, fulfilling learning that will allow them to pursue the career of their dreams. Doncaster wants to be the most child-friendly borough in the country. Proposed cornerstone areas of this theme are:

- Continuing the focus on the first 1,000 Days.
- Renewing the focus on speech and language acquisition and development.
- Continuing the strong EY settings support provided by the Local Authority.
- A **strong all-age early help offer** which provides families with the services they need to give their children the best start in life and ensures that **young people and adults remain engaged through their learning and employment.**

Accelerating Expectations & Achievement for All

Outcomes need to improve for all at pace. High performing systems are characterised by a culture of high support and challenge. Within this theme, areas of focus could include:

- Working with schools and families to **improve the delivery of the basics** (numeracy and literacy) but also to develop the delivery of essential life skills – A ‘**Doncaster Entitlement or Curriculum**’.
- Reducing the level of Permanent, and Fixed Term Exclusion from school and the numbers electively home educated in the borough.
- Ensuring that all SEND pupils and vulnerable learners can access appropriate, tailored learning and career pathways that allow them to fulfil their potential.
- Development of effective transition planning at all stages
- Working collaboratively to embed a culture and clear strategy of bespoke support and high challenge across the Education and Skills sector in Doncaster,
- A joined up local and regional approach to innovation.
- Working to sustain the outcomes of the Doncaster OA subsequent to the end of the programme in 2021.
- Prioritising the recruitment and retention of the brightest and the best to teaching, leadership and the wider public sector workforce in Doncaster.
- Recognising and celebrating the achievements of all.



Better Work & Jobs

To move from a low paid, low skilled economy to a productive, modern local economy with a highly skilled workforce driving economic development means placing our education and skills system at the very heart of our ambitions plans for inclusive growth. Specifically:

- **To move away from a system which has historically delivered job placements to one that adds value** (e.g. Doncaster's Advance Programme).
- Rationalising Post-16 Provision and implementing the Post-16 Review.
- Developing a University Centre for Health and Social Care at the Waterfront site
- Working through the University City Partnership to significantly expand the proportion of the workforce qualified to Level 4 and above.
- **Forging a strong relationship between business and education and creating a series of sectoral career progression pathways** (e.g. for health and social care, engineering, creative, media and digital).

Reaching and Engaging Vulnerable People & Places

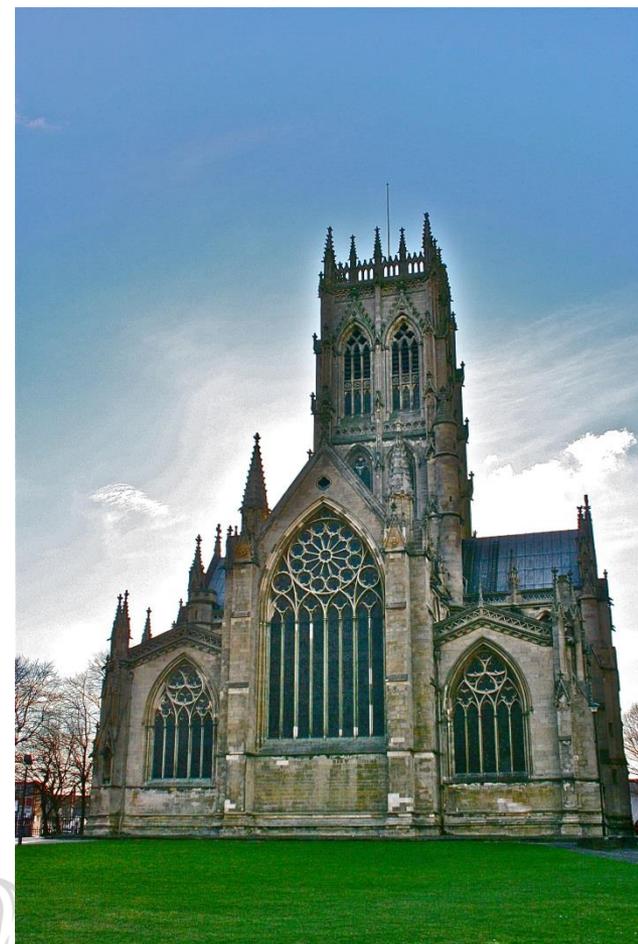
Through reaching and engaging vulnerable people and places, we can **ensure that all of our communities can access opportunity** and share in the proceeds of growth, with **no place or person left behind**:

- Working together to **explore developing** Doncaster as an accredited RSA 'City of Learning'.
- Developing a borough where arts and culture engage and inspire, ensuring that all in our local society can engage and interact with their culture and heritage.
- Broaden partnership working arrangements across the borough, specifically including the Voluntary and Community Sector in decision making.
- Localism: delivering our services within communities, close to residents.
- **Maximising the social value return** for local residents, communities and businesses from the significant capital and regeneration initiatives currently being undertaken across the Borough

The Sum of its Parts – working better together

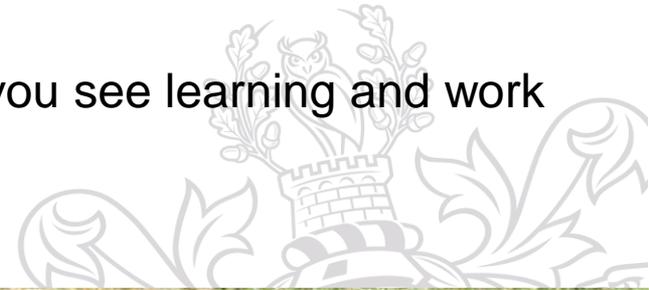
Together, we **need to achieve much more and everybody has a role that they can play** in securing the future for our Education & Skills system. What is now required is a **long-term perspective** and a clear strategy for delivery to 2030 with:

- **A framework of entitlements and expectations** of all the key stakeholders including learners and parents in shaping and delivering on the key priorities to accelerate education outcomes and develop confident and skilled employees.
- Provision for **the arrangement of strategic forums** to consider and address key strategic issues attended by system leaders.
- **Deeper engagement with young people and parents on the changes they would want for** learning, living and working in Doncaster.
- Provision for **developing an infrastructure to further strengthen collaboration** at a local, regional and national level.
- **Clear delivery mechanisms** to implement the partner owned strategy with delivery plans on a **3, 5 and 10-year basis**.
- **Sustainable and partner-led governance arrangements, supported by appropriate levels of capability** and implemented after the conclusion of the OA Programme in 2020.



Discussion Points

- Are the themes and characteristics right for Doncaster?
- What more could we do/what else can we focus on to deliver an inclusive, successful learning system in our borough?
- Will a focus on these areas make growing up, learning and working in Doncaster better?
- Should there be a focus study by young people on growing up, learning and living in Doncaster?
- Should an engagement strategy for and with families be developed?
- Will the themes proposed deliver on the characteristics of a successful Education and Skills system outlined?
- Do these characteristics and themes align with where you see learning and work in Doncaster in ten years' time?

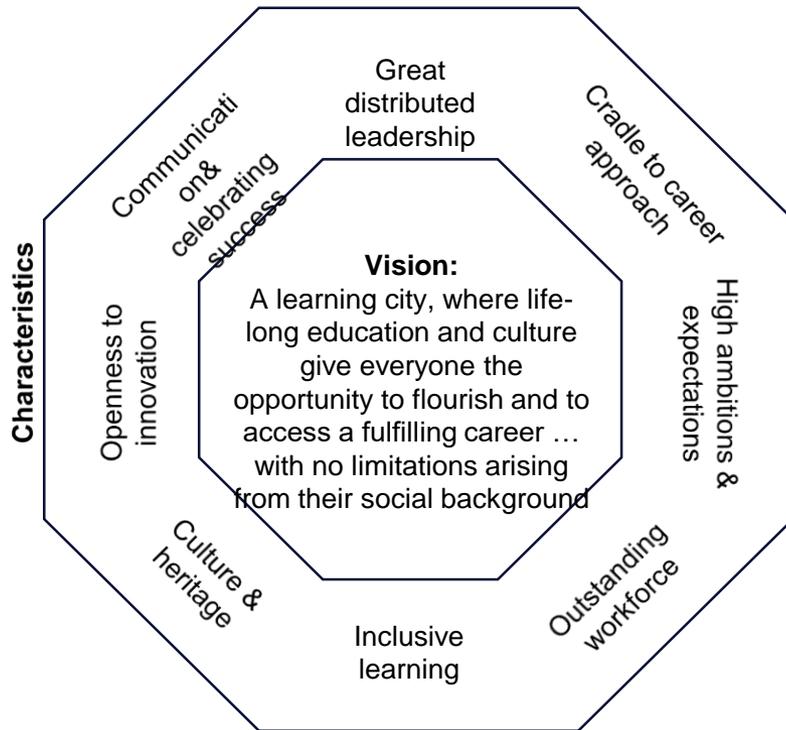


Next Steps

- **28th May** – Presentation at Team Doncaster
- **3rd June** - University City Steering Group/Directors
- **11th June** – Presentation at Executive Board
- **19th June** – Youth Parliament
- **June** – Head Teachers (Secondary, Primary and Special) Consultation/Schools Forum.
- **June** – Internal Consultation
- **June/July** – Business Consultation Event
- **11th July** – Opportunity Area Board
- **16th July** – Governors Seminar/CIAG Launch
- **8th August** – Overview & Scrutiny
- **September** - Open Space Event
- **September/October** – Head Teacher’s summit
- **November** – Launch



A PICTURE OF THE 2030 EDUCATION & SKILLS SYSTEM



HOW WE WILL ACHIEVE IT

Key actions



Appendix 3: Education & Skills 2030 Consultation Timeline

Key Dates & Events for Consultation

Date	Event
8-9 th May 2019	Submission to L&O Leadership Team Approval by DA
14 th May 2019	MJ to present E&S Framework principles to Mayor Ros Jones & Councillor Fennelly.
15 th May 2019	Presentation of the Consultation Slides and Consultation on key principles at JLT
W/C 20 th May 2019	MJ to meet with Cllr. Mordue
23 rd May 2019 PM	Presentation to Young Advisor's Panel
25 th May 2019 PM	Discussion at the Strategic Policy Forum
28 th May (AM)	Team Doncaster
Early June 2019	Formatting of the consultation document & development/agreement of a project comms plan.
3 rd June 2019 (AM)	Presentation of Consultation Slides at Directors
3 rd June 2019 (PM)	Presentation at the University City Steering Group
4 th June	DA Reviews/Signs off the Document
11 th June 2019	Presentation of Consultation Slides at Exec Board
13 th June	University City Steering Group
19 th June 2019 (PM)	Youth Council Presentation and Engagement
19 th -20 th June 2019	Parental Engagement Events
27 th June 2019 (AM)	Secondary Head teachers' Briefing
27 th June 2019 (PM)	Schools Forum
28 th June 2019	Primary Heads Consultation Event
5th July 2019	Consultation Portal Goes Live
9 th July 2019	DMBC Officers Consultation
8 th July 2019	Special School Heads Briefing
11 th July 2019	VCF Forum
11 th July 2019	Doncaster Opportunity Area Meeting
16 th July (Daytime)	Governors' Seminar
16 th July (Evening)	Careers-Business Launch Event
22 nd July	LOCYP Officers Invited to Complete Online Survey
25 th July (ongoing – fortnightly meetings to be held)	Programme Governance Development
26 th July	Public Health Officers Invited to Complete Online Survey

7 th August	Meeting with to discuss Developing Doncaster's Pathways
8 th August	Meeting with the Adult, Family, and Community Learning Team
8 th August	Meeting with the Advance service
8 th August	Overview & Scrutiny
9 th August 2019	Business Breakfast
Summer 2019	Informal consultation through Ros Jones' roadshow events (Doncaster Talks)
August/September (TBC)	Consultation with adults and minority groups through VCF, Advance, DWP, Adult, Family, and Community Learning
September 10 th & 11 th	Consultation at four of the family hubs: - Central - 10th September @ 09:00 - East - 10th September @ 13:00 - North - 11th September @ 09:00 - South - 11th September @ 13:00
17 th September 2019	Secondary Heads Meeting
September TBC	Primary Heads (Partners in Learning) Meeting
20th September	Closure of the first phase of consultation
20 th September – 27 th September	Consultation feedback analysis and write up
TBC (September)	Head Teachers' Summit
September (date TBC)	Open Space Consultation Event
First Week of November 2019	Team Doncaster Summit (Launch of Statement of Intent)



Doncaster Council

1st August 2019

To the Chair and Members of the Children and Young People Overview and Scrutiny Panel

OVERVIEW AND SCRUTINY WORK PLAN 2018/2019 – August 2019

Relevant Cabinet Member(s)	Wards Affected	Key Decision
The Mayor	All	None

EXECUTIVE SUMMARY

1. The Panel is asked to agree an Overview and Scrutiny work programme for 2019/20.

EXEMPT REPORT

2. The report is not exempt.

RECOMMENDATIONS

3. The Panel is asked to:
 - Note the agreed Children and Young People Overview and Scrutiny work plan for 2019/20 in Appendix A.
 - Consider the Council's Forward Plan of key decisions attached at Appendix B;
 - Note that the work plan is a living document and will be reviewed and updated at each meeting of the Panel to include any relevant correspondence, updates, new issues and resources available to meet additional requests;

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. Regular review of the Overview and Scrutiny work plan enables the Panel to ensure it remains relevant and is responding to important issues for citizens and the borough. The work plan update helps support openness, transparency and accountability as it summarises outcomes from overview and scrutiny activities. Citizens are able to contribute to the work of overview and scrutiny by attending meetings or contributing to reviews.

BACKGROUND

5. Overview and Scrutiny has a number of key roles, which focus on:
 - Reviewing decisions made by the Executive of the Council;
 - Policy development and review;
 - Monitoring performance (both service indicators and financial); and
 - Considering issues of wider public concern.

Council's Forward Plan of Key Decisions

6. Attached at Appendix B is the Council's Forward Plan of key decisions for consideration by the Committee.

Monitoring the Work Programme

7. An updated version of the work plan is regularly presented to OSMC and Panels for consideration. The Panel is asked to consider the unresolved issues in Appendix A and agree when items should be programmed or removed from the list. It should be noted that the work plan highlights those items that have been considered and those that are planned at the time this agenda is published.

OPTIONS CONSIDERED

8. There are no specific options to consider within this report as it provides an opportunity for the Panel to review its work plan for 2019/20.

REASONS FOR RECOMMENDED OPTION

9. There is no recommended option.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

- 10.

	Outcomes	Implications
	Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;	The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing

	<ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>performance and policy development through robust recommendations, monitoring performance of the Council and external partners, services and reviewing issues outside the remit of the Council that have an impact on the residents of the Borough.</p>
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	
	<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible 	

	<p>workforce</p> <ul style="list-style-type: none"> • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	
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RISKS AND ASSUMPTIONS

11. To maximise the effectiveness of the Overview and Scrutiny function it is important that the work plan is manageable and that it accurately reflects the broad range of issues within its remit. Failure to achieve this can reduce the overall impact of the function. National research has identified that over ambitious work plans that include too many items are a common cause of frustration for Scrutiny Members as they fail to achieve any outcomes. The work plan will continue to be reviewed at each ordinary meeting and officers will advise on the capacity available to undertake any additional work. This provides an opportunity to ensure work plans can be regularly monitored and reviewed.

LEGAL IMPLICATIONS (SF 16.05.19)

12. The Council's Constitution states that subject to matters being referred to it by the Full Council, or the Executive and any timetables laid down by those bodies, Overview and Scrutiny Management Committee and its Panels will determine its own Work Programme (Overview and Scrutiny Procedure Rule 6a). Specific legal implications and advice will be provided as required on matters brought to the Panel.

FINANCIAL IMPLICATIONS [DB 20/5/19]

13. There are no specific financial implications arising from this report however, the delivery of the work plan will need to take place within agreed budgets. Any financial implications relating to specific reports on the work plan will be included in those reports.

HUMAN RESOURCES (AT 25/05/19)

14. There are no specific HR implications related to the contents of this report. There may be HR implications relating to specific elements on the work plan but these will be highlighted in the relevant reports at the appropriate time.

TECHNOLOGY IMPLICATIONS (PW 17/05/19)

15. There are no specific technology implications in relation to this report

HEALTH IMPLICATIONS (CW 22/05/2019)

16. This report provides an overview on the work programme and as such there are no specific health implications associated with this report. Within its programme of work, Children and Young People Scrutiny Panel will need to ensure it is able to review how the Council addresses health inequalities within its policies and programmes and ensure that these do not engender inequalities.

EQUALITY IMPLICATIONS [CM 02/05/19]

17. This report provides an overview on the work programme and there are no significant equality implications associated with the report. Within its programme of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

18. During June 2019, OSMC and the standing Panels held work planning sessions to identify issues for consideration during 2019/2020.

BACKGROUND PAPERS

19. Agenda, guidance and draft work plan produced following OSMC workplanning events held during June 2019.

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Damian Allen
Director of People
**Learning and Opportunities: Children and Young People/
Adults Health and Wellbeing Directorates**

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** Please note dates of meetings/rooms/support may change

OVERVIEW & SCRUTINY WORK PLAN 2019/20

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
May					
June	Wed, 5th June 2019, 1pm (AS/CR)	Mon 17th June 2019 1pm (CM)	Thurs 20th June, 2pm (CM)	Tues, 11th June 2019, 10am (CM)	Wed, 5th June 2019, 10am (CR)
	<ul style="list-style-type: none"> OSMC Workplanning 	<ul style="list-style-type: none"> H&ASC O&S Workplanning 	<ul style="list-style-type: none"> CYP O&S Workplanning 	<ul style="list-style-type: none"> R&H O&S Workplanning 	<ul style="list-style-type: none"> C&E O&S Workplanning
	Thurs, 27th June 2019, 10am (AS)				
	<ul style="list-style-type: none"> Youth Justice Plan Qtrly Finance & Performance Report – Qtr 4 <ul style="list-style-type: none"> DMBC SLHD Scrutiny Work Plan 				
July	Thurs, 11th July 2019, 10am (CANCELLED)	Thurs, 4th July 2019, 10am (CR)			Wed, 17th July 2019, 10am (CM)
		<ul style="list-style-type: none"> JSNA State of Health/Workplan Your Life Doncaster Update (Transformation) The Care Quality Commission (CQC) Inspection and Regulation of Adult Social Care. Scrutiny Workplan 			<ul style="list-style-type: none"> Social Isolation & Loneliness Alliance Update Scrutiny Workplan

FP – Forward Plan Decision
 CR, CM or AS – Officer Responsible

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
Aug			Thurs 8th August 2019, 4pm (CR)		
			<ul style="list-style-type: none"> • Consultation of the Education & Skills Strategy 2030 • Send and Inclusion Strategy/Attendance Strategy • Elective Home Education – Overview and Scoping • Scrutiny Workplan 		
Sept	Thurs, 12th Sept 2019, 10am (AS)	Thurs 26th Sept 2019, 1pm (CM)	Thurs 5th Sept 2019, 4:30pm (CR)		
	<ul style="list-style-type: none"> • Qtrly Finance & Performance Report – Qtr 1 <ul style="list-style-type: none"> • DMBC • SLHD • DCST • Annual Complaints Report 	<p><u>Starting Well Theme (invite to CYP O&S)</u></p> <ul style="list-style-type: none"> • Autism & Learning Disability Strategy (with 2 evidence gathering sessions held early Sept) – (DMBC/NHS CCG) • Hidden Harm (also Living Well theme) • Childhood Obesity (TBC) 	<ul style="list-style-type: none"> • Early Help Demand Management • Council’s Response to Child Poverty • Educational Attainment/Schools Performance tables • Doncaster Children’s Safeguarding Board Annual Report 		
Oct	Thurs, 3rd Oct 2019, 10am (CM)			Wed, 16th Oct 2019, 10am (CR)	
	<ul style="list-style-type: none"> • State of Borough Assessment • Universal Credit Update • Mid Term Financial Forecast 			<ul style="list-style-type: none"> • Delivery of the Management of Doncaster Markets 	

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
Nov	Thurs, 7th Nov 2019, 10am (CR)	Thurs, 28th Nov 2019, 10am (CM)			
		<u>Living Well Theme</u> <ul style="list-style-type: none"> • DRI <ul style="list-style-type: none"> • HSR – Maternity • Cancer care waiting times • Other areas (TBC) • Suicide Prevention Update • Dental (TBC) 			
Dec	Thurs, 12th Dec 2019, 10 am (AS)		Thurs 5th Dec 2019, 4:30pm (CM)		
	<ul style="list-style-type: none"> • Qtrly Finance & Performance Report – Qtr 2 <ul style="list-style-type: none"> ○ DMBC ○ SLHD ○ DCST 		<ul style="list-style-type: none"> • Children & Young People Plan • Placement Strategy • Universal Credit – impact on children • Youth Services 		
Jan	Wed 22nd Jan 2020, 10am (CR)	Thurs, 30th Jan 2020, 1pm (CM)			
		<u>Living Well Theme</u> <ul style="list-style-type: none"> • Adult Safeguarding Annual Report • Primary Care Networks (NHS CCG) • Integrated Area Based Working (invite to C&E O&S) • The Care Quality Commission (CQC) 			

FP – Forward Plan Decision
 CR, CM or AS – Officer Responsible

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
		Inspection and Regulation of Adult Social Care.			
Feb	Thurs, 6th Feb 2020, 10am (CR)				Wed, 12th Feb 2020, 10am (CM)
	<ul style="list-style-type: none"> Budget (TBC) 				Specific areas from the list below to be confirmed: <ul style="list-style-type: none"> Update on Safe Doncaster Partnership priorities and performance Knife Crime Long-term stabilisation of people with complex needs Crime in prisons Child criminal exploitation
	Thurs, 27th Feb 2020, 10am (AS)				
	<ul style="list-style-type: none"> Qtrly Finance & Performance Report – Qtr 3 <ul style="list-style-type: none"> DMBC SLHD DCST 				
Mar	Thurs, 26th March 2020, 10am (CM)	Wed, 19th March 2020, 1pm (CR)	Thurs 12th March 2020, 4:30pm (CM)	Wed 4th March 2020, 10am (CR)	
		<u>Ageing Well Theme</u> <ul style="list-style-type: none"> Frailty – (NHS CCG) Other areas TBC <u>Other</u> <ul style="list-style-type: none"> Public Health Protection 	<ul style="list-style-type: none"> Youth Council – Feedback on key issues Early Help Demand Management 		

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
Apr	(Date to be confirmed)				
	• DGT				
May					

POSSIBLE ISSUES FOR FUTURE CONSIDERATION OR TO BE SCHEDULED

<ul style="list-style-type: none"> Consultation Strategy (Role of the Voluntary Sector) 	<ul style="list-style-type: none"> Well North-Well Doncaster Update – briefing note. 	<ul style="list-style-type: none"> Suicide Prevention – lessons learnt/support provided through Education/Schools (H&ASC O&S update to be provided in Nov 2019) 	<ul style="list-style-type: none"> Urban Centre Masterplan 	<p>Meeting to consider the following updates:</p> <ul style="list-style-type: none"> Waste; Tree Policy and 5G installation; Selective Licensing (possible invite to Edlington Community Groups)
<ul style="list-style-type: none"> Overview on Impact of Universal Credit – potential for further work to be considered at Panel level e.g. impact on children attending at primary level – Programmed 3rd October, 2019 	<ul style="list-style-type: none"> Progress on new initiatives being undertaken to support people with gambling addiction and actions taken through Gambling and Financial Inclusion Group – briefing note. 	<ul style="list-style-type: none"> Briefing notes (to be supplied asap) on; <ul style="list-style-type: none"> New governance arrangements of DCST Academies/Local Authority relationships – where are the statutory duties/challenges Working Together Safeguarding (new arrangements) 	<ul style="list-style-type: none"> Large centres located outside Doncaster (work currently being undertaken for Mexborough and Thorne centres) - areas to be agreed for the Panel to consider 	<p>Environment Strategy theme – to be prioritised</p> <ul style="list-style-type: none"> What does a Smart City look like; Fly tipping update following the action week; Rewilding – how do we use our green spaces; Sustainability; Climate change
<ul style="list-style-type: none"> Overview and Scrutiny – review/sharing best practice 	<ul style="list-style-type: none"> Smoke Free Doncaster Action Plan 	<ul style="list-style-type: none"> Engagement with Children in Care e.g. possible Member visit – to also 	<ul style="list-style-type: none"> Future High Street Fund 	<ul style="list-style-type: none"> Invitation to Doncaster East Internal Drainage Board following a

** Please note dates of meetings/rooms/support may change

	OSMC	H&ASC O&S	CYP O&S	R&H O&S	C&E O&S
			focus discussions throughout the year, for example when addressing School Performance Tables/Attainment		recommendation made at the Flood Review
			<ul style="list-style-type: none"> Gaps in housing for Children in Care between 17 and 18 (Housing Needs Study) 	<ul style="list-style-type: none"> Homeless Strategy (SLHD) to include Complex Lives – (joint area with C&E O&S) 	
				<ul style="list-style-type: none"> Housing Needs Study findings and Housing Delivery Programme (potential for 2 sessions) – to include Affordable Housing/Older People’s Housing (to reflect on previous review undertaken by the Panel on the Delivery of Affordable Housing) – September TBC 	
				<ul style="list-style-type: none"> Transport Infrastructure Strategy 	
				<ul style="list-style-type: none"> Focus on individuals faced with a number of barriers gaining employment(could form part of an update on Doncaster Inclusive Growth Strategy) 	

DONCASTER METROPOLITAN BOROUGH COUNCIL
FORWARD PLAN FOR THE PERIOD 1ST AUGUST TO 30TH NOVEMBER, 2019

The Forward Plan sets out details of all Key Decisions expected to be taken during the next four months by either the Cabinet collectively, The Mayor, Deputy Mayor, Portfolio Holders or Officers and is updated and republished each month.

A Key Decision is an executive decision which is likely:-

- (a) to result in the Local Authority incurring expenditure which is, or the making of savings which are, significant having regard to the Local Authority's budget for the service or function to which the decision relates; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising two or more wards or electoral divisions in the area of the Local Authority;
- (c) any decision related to the approval or variation of the Policy and budget Framework that is reserved to the Full Council.

The level of expenditure/savings which this Authority has adopted as being financially significant are (a) in the case of the revenue budget, gross full-year effect of £250,000 or more b) in the case of capital budget, £1,000,000 or more in respect of a single project or otherwise across one financial year.

Please note in addition to the documents identified in the plan, other documents relevant to a decision may be submitted to the Decision Maker. Details of any additional documents submitted can be obtained from the Contact Officer listed against each decision identified in this plan.

In respect of exempt items, if you would like to make written representations as to why a report should be considered in public, please send these to the contact officer responsible for that particular decision. Unless otherwise stated, representations should be made at least 14 days before the expected date of the decision.

KEY

Those items in **BOLD** are **NEW**

Those items in **ITALICS** have been **RESCHEDULED** following issue of the last plan

Prepared on: Monday 1st July, 2019 and superseding all previous Forward Plans with effect from the period identified above.

Damian Allen
Acting Chief Executive

MEMBERS OF THE CABINET

Cabinet Member For:

Mayor - Ros Jones
Deputy Mayor - Councillor Glyn Jones

Councillor Nigel Ball
Councillor Joe Blackham
Councillor Rachael Blake
Councillor Nuala Fennelly
Councillor Chris McGuinness
Councillor Bill Mordue
Councillor Jane Nightingale

- Housing and Equalities
- Public Health, Leisure and Culture
- Highways, Street Scene and Trading Services
- Adult Social Care
- Children, Young People and Schools
- Communities, Voluntary Sector and the Environment
- Business, Skills and Economic Development
- Customer and Corporate Resources.

Some Decisions listed in the Forward Plan are to be taken by Full Council

Members of the Full Council are:-

Councillors Nick Allen, Duncan Anderson, Lani-Mae Ball, Nigel Ball, Iris Beech, Joe Blackham, Rachael Blake, Nigel Cannings, Bev Chapman, Phil Cole, John Cooke, Mick Cooper, Jane Cox, Steve Cox, Linda Curran, George Derx, Susan Durant, Nuala Fennelly, Neil Gethin, Sean Gibbons, John Gilliver, Martin Greenhalgh, Pat Haith, John Healy, Rachel Hodson, Charlie Hogarth, Mark Houlbrook, David Hughes, Eva Hughes, Glyn Jones, R. Allan Jones, Ros Jones, Ken Keegan, Majid Khan, Jane Kidd, Nikki McDonald, Tosh McDonald, Chris McGuinness, Sue McGuinness, Bill Mordue, John Mounsey, David Nevett, Jane Nightingale, Ian Pearson, Andy Pickering, Cynthia Ransome, Tina Reid, Andrea Robinson, Kevin Rodgers, Dave Shaw, Derek Smith, Frank Tyas, Austen White, Sue Wilkinson, Jonathan Wood, Paul Wray.

WHEN DECISION IS EXPECTED TO BE TAKEN	KEY DECISION TO BE TAKEN	RELEVANT CABINET MEMBER	DECISION TO BE TAKEN BY	CONTACT OFFICER(S)	DOCUMENTS TO BE CONSIDERED BY DECISION MAKER	REASON FOR EXEMPTION – LOCAL GOVERNMENT ACT 1972 SCHEDULE 12A
6 Aug 2019	<i>Review of the Business Investment Incentive Scheme</i>	<i>Councillor Bill Mordue, Portfolio Holder for Business, Skills and Economic Development, Mayor Ros Jones, Mayor of Doncaster with responsibility for Budget and Policy Framework and Lead on Local Plan.</i>	<i>Cabinet</i>	<i>Chris Dungworth, Investment and Tourism Team Manager Tel: 01302 737857 chris.dungworth@doncaster.gov.uk</i>		<i>Open</i>
20 Aug 2019	DCST 2019-20 Quarter 1 Finance and Performance Report	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	James Thomas, Director of Performance and Improvement, DCST, James.Thomas@dcs trust.co.uk, Rob Moore, Director of Corporate Services and Company Secretary rob.moore@dcstrust.co.uk		Open

20 Aug 2019	Finance and Performance Report and the 'Delivering for Doncaster' Booklet - Quarter 1 2019-20	Mayor Ros Jones	Cabinet	Faye Tyas, Head of Financial Management faye.tyas@doncaster.gov.uk, Louise Parker, Head of Service Strategy & Performance Unit Manager Louise.Parker@doncaster.gov.uk		Open
20 Aug 2019	St Leger Homes Performance Report 2019/20 - Quarter 1 (Non-Key Decision)	Portfolio Holder for Housing and Equalities	Cabinet	Julie Crook Tel: 01302 862705		Open
17 Sep 2019	All Age Joint Strategy for People with Learning Disabilities and People with Autism (2019-2024).	Councillor Rachael Blake, Portfolio Holder for Adult Social Care and Chair of Health and Wellbeing Board, Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	Jayne Gilmour, Project Lead, Health and Wellbeing Jayne.Gilmour@doncaster.gov.uk		Open

17 Sep 2019	Approval and endorsement of an Enforcement Strategy to be implemented across Regulation and Enforcement services and utilised throughout the Doncaster Borough	Councillor Chris McGuinness, Portfolio Holder for Communities, Voluntary Sector and the Environment	Cabinet	Tracey Harwood, Head of Service Regulation & Enforcement tracey.harwood@doncaster.gov.uk		Open
1 Oct 2019	To approve the Medium-term Financial Strategy (MTFS) for 2020/21 to 2022/23.	Mayor Ros Jones	Cabinet	Faye Tyas, Head of Financial Management faye.tyas@doncaster.gov.uk		Open
19 Nov 2019	Finance and Performance Report and the 'Delivering for Doncaster' Booklet - Quarter 2 2019-20	Mayor Ros Jones	Cabinet	Louise Parker, Head of Service Strategy & Performance Unit Manager Louise.Parker@doncaster.gov.uk, Faye Tyas, Head of Financial Management faye.tyas@doncaster.gov.uk		Open
19 Nov 2019	DCST 2019-20 Quarter 2 Finance and Performance Report	Councillor Nuala Fennelly, Portfolio Holder for Children, Young People and Schools	Cabinet	James Thomas, Director of Performance and Improvement, DCST, James.Thomas@dcstrust.co.uk, Rob Moore, Director of Corporate Services and Company Secretary rob.moore@dcstrust.co.uk		Open

19 Nov 2019	St Leger Homes Performance Report 2019/20 - Quarter 2 (Non-Key Decision)	Portfolio Holder for Housing and Equalities	Cabinet	Julie Crook Tel: 01302 862705		Open
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