

## **1 The SEN and Disability Partnership Inspection**

Status: Action required

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The Children and Families Act of 2014 and the resulting SEND Code of Practice (2014) fundamentally changed the way in which local councils and their colleagues in clinical commissioning groups identified and met the needs of children and young people. The legislation posed a number of changes in relation to how children and young people's needs were identified as part of a statutory assessment. New processes were expected to be person centred, putting the child and young person at the centre of the assessment and planning process. A tell it to us once approach was also emphasised in order to reduce the duplication that parents had previously experienced under the old SEN system. Professionals were expected to work together in order to identify and support a child's holistic needs and the old statements of special educational needs were replaced by education, health and care plans.

Local Authorities and their partners in the CCG were requested to work together in order to identify the needs of the local population and commission appropriate services to meet these needs. The legislation also requested that a personalised approach to identifying need be used, and resulting service provision be flexible, creative and responsive. Planning and service delivery now very much focussed on outcomes and the whole purpose of the reforms contained within this piece of legislation was to improve both educational and social outcomes as well as preparing children and young people to be independent adults.

The scope of the changes that Local Authorities and clinical commissioning groups have had to make as a result of this legislation is considerable. The effectiveness of local area's procedures for identifying and meeting needs and improving pupil outcomes has now become the subject of a new Ofsted and Care Quality Commission (CQC) (2016) inspection framework. Many areas throughout the country have already been inspected and their letters of finding are published on the DfE website. Whilst the letter of findings does not contain a category judgement it does in some instances (where significant weaknesses have been identified in the partnerships' arrangements) direct further follow up inspection activity.

Liverpool has yet to be inspected. However when we are, inspectors will wish to visit a number of schools. The focus of the visit will be on how effectively Liverpool (i.e. the council and the CCG) identify and meet the needs of pupils identified as having special educational needs and to what extent we are able to improve pupil outcomes. The inspection will focus on all groups of pupils identified as having SEN and Disability. However, a strong focus will be on looking at the progress of pupils whose needs are met via SEN support processes in mainstream schools. With this in mind the purpose of this briefing is twofold;

- (1) To brief you on the SEND partnership inspection framework which has implications for each and every Liverpool school, and
- (2) To seek your help and support in improving city wide practice in relation to children and young people who have been identified as having SEN and Disability.

In order to assess the effectiveness of Liverpool’s partnership on assessing and meeting children and young people’s needs we are now focussing on how best to evidence an improvement in pupil outcomes. Obviously educational outcomes are easy to identify and determine as is rate of educational progress. It is however, much more difficult to identify and quantify broader improvements in areas such as wellbeing or independence. Given this, the Local Authority would be really grateful if school governors, particularly those that have specific responsibility for SEND could begin to ask those more difficult questions in relation to evidence and impact. In particular, inspectors will be interested in determining the effectiveness of resources (i.e. the use of a school’s notional SEN funding or a Local Authorities Top Up) on improving outcomes.

<p><b>2 School Website</b></p>	<p>Status: Action required</p>
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Governors are advised to ensure their schools are fully compliant with the DfE requirements for school websites. LSIPs have provided schools with updated guidance and an easy to use RAG rating tool, but Governors are reminded that it is their responsibility to ensure the school is compliant. Governors are advised to check their schools have received this guidance and have acted upon it. Failure to comply could result in an Ofsted failure.

DfE guidance: [www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online)

<p><b>3 Effective use of the Pupil Premium Funding</b></p>	<p>Status: Information</p>
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Schools are advised to use the NCTL templates to plan their future spend and to analyse the impact of previous year spend [www.tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/](http://www.tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/)

Previous impact and the current plan must focus on improvement in educational outcomes for PP pupils.

Schools are of course free to use their own documents but they must ensure they are clear, based on evidence and have clear evaluative strategies and can demonstrate educational outcome impact.

Governors play a vital role in this aspect and should be fully involved at all levels. It is recommended all Governing Bodies have a PP Champion who works alongside the designated member of SLT for PP. The effective use of PP funding to improve educational outcomes for disadvantaged pupils continues to be a key priority. Governors are advised to ensure PP outcomes are tracked across all year groups and compared with National Other and not National PP outcomes. In-school comparisons will not be viewed favourably by external review. Schools are advised to ensure SIMS and census returns clearly identify the Ever6 PP pupils and not just those currently in receipt of FSM.

Attendance and persistence absence of PP pupils is an increasing national concern. Governors are advised to ensure they are aware of the trends within their school and have a clear narrative of their actions to address this.

## 4 Life after RAISEonline

Status: Information

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After many years of getting to grips with Raise, it was discontinued on 31 July. The Ofsted Data Dashboard has also been discontinued.

The new format from the DfE for reporting school performance is called ASP (Analysing School Performance). In June 2017 this was made available to schools for 2016 school data. The DfE will update this in December 2017 for primary schools and February 2018 for secondary schools once the validated performance tables are released. Governors are advised to view the current ASP for 2016 and acquaint themselves with the new format

It was recently announced that the Ofsted Inspection dashboard is being replaced with the IDSR (Inspection Dashboard School Report). At the time of writing there is no information on format or what it will report on although it is likely it will follow the previous dashboard format.

Governors are advised to request schools to monitor emails from Ofsted to access their IDSR and to share the information with governors promptly

School Improvement Liverpool has commissioned a new primary data tool which provides clear numerical and graphical analysis of current and historical data for all key stages. It is easy to view and understand. It allows you to drill down into vulnerable groups and is updated regularly with national data releases. Schools can access it via a tool called Perspective. Governors are advised to use this in discussions with SLT regarding current data outcomes.

For primary schools, LPHA has agreed that the primary data tool would be useful in allowing a school to compare their data to other Liverpool schools. A sharing document request was sent to all schools in June 2017 but returns have been slow. Is your school prepared to share? If not, why not?

## 5 Removal of a Governor

Status: Information

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From 01 September 2017 regulations now permit any category of governor to be removed from the governing board.

Foundation Governor – may be removed by the appointing body.

Ex-officio Foundation Governor – may be removed by the governing board at the request of the person named in the instrument of government.

Local Authority Governor – may be removed by the local authority.

Parent / Staff / Co-opted Governor – may be removed by the governing board.

Where a governing board has any concerns over the effectiveness or behaviour of a governor appointed by another body, they should bring their concerns to the attention of that body. It would then be for the appointing body to consider whether the information brought to light is sufficient to change their opinion of whether the individual concerned has the skills to contribute to effective governance, and if not to remove the individual and appoint someone else who does.

The power to remove a governor should only be used in exceptional and serious circumstances. Examples which could give rise to removal are where:

(a) there have been repeated grounds for suspension;

(b) there has been serious misconduct. Governing bodies should decide what constitutes serious misconduct based on the facts of the case. However, it is expected that any actions that compromise the Nolan principles, if sufficiently serious, would be considered in scope of this reason for removal.

(c) a governor displays repeated and serious incompetence; for example where a governor is unwilling or unable, despite all appropriate support, to develop the skills to contribute to effective governance; or where attendance is so irregular that the governor is unable to make any meaningful contribution to the work of the board.

(d) the governor has engaged in conduct aimed at undermining fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs; and/or;

(e) the actions of the governor are significantly detrimental to the effective operation of the governing body, distracting it from its core strategic functions; and/or the actions of a governor interferes with the operational efficiency of the school thereby wasting a significant amount of headteacher and /or senior leadership time.

#### **Procedure for removal by the governing board**

Removal is effected by resolution of the governing body but only if:

- the removal of the governor has been specified as an item on the agenda of both meetings; and
- the governing board considers the reasons for removal and gives the governor concerned the chance to make a statement in response.
- the removal is confirmed by a resolution passed at a second meeting of the governing board not less than 14 days after the first meeting;

Governing boards are expected to provide an appeals procedure to enable any removed governor to test the reasonableness of the board's decision to remove them. It is advised that an independent panel conducts the appeal, which could include governors from another school, and/or a suitable official from the local authority, or a suitable diocesan representative.

It is advised that any governor subject to removal is provided with written details of the case against them ahead of any meeting, and it is advised this includes details of how their case is being handled, and the timeframes involved. They must then be given sufficient time and support to respond.

Anyone removed from office as an elected governor is disqualified from being a governor for five years.

DfE guidance can be found at: <https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>

<b>6</b>	<b>CEO report on Liverpool Learning Partnership Strategic Plan 2015-17</b>	Status: Information
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*Please refer to separate report.*