



Education & Inclusion Services Redesign

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Context and aims

Where we have been - 2019

- For Key Stage 2 nationally, disadvantaged pupils' Progress score was -0.6 for Reading and -0.7 for Maths.
- In Somerset this was -1.8 and -2.4 respectively.
- For Key Stage 4 nationally, disadvantaged pupils' Progress 8 score was -0.45.
- In Somerset, it was -0.71 and this was on a downward trajectory, having steadily declined since 2016 when it was above the national level.



Where we have been - 2019

- In 2019/20, the rate of suspensions in the county was almost double the national average (**13** compared to 7.4)
- In 2019, 58% of young people nationally went on to do a degree-level qualification. In Somerset, this was **45%**.
- In the 2019 cohort there were more than 60 young people on our Troubled Families database who scored **zero for Attainment 8**.



Where we have been - 2020

OFSTED/ CQC Local Area Inspection – Written Statement of Action required

- “A history of services working in isolation... has led to a very poor experience for children and young people with SEND and their families”
- “Even when children and young people have had their needs identified accurately, many do not have these needs met well enough, particularly in the school system”
- Too many children and young people are not accessing education, because they are excluded or their parents look to provide for their needs by educating at home.





We need systemic change

- We have many individual strengths, great teams and there has been a great deal of progress since 2019
- But we have seen what can happen when the whole is less than the sum of the parts:
 - School failure
 - Blame culture
 - Escalating and unresolved condition issues
 - Additional needs not identified and met
 - Acute place planning pressures
 - Continued pressures on high needs budget
- We have gone as far as we can without making more root and branch changes
- We need to show schools, settings and partners we will not ask them to change without changing ourselves



What kind of service will we become?

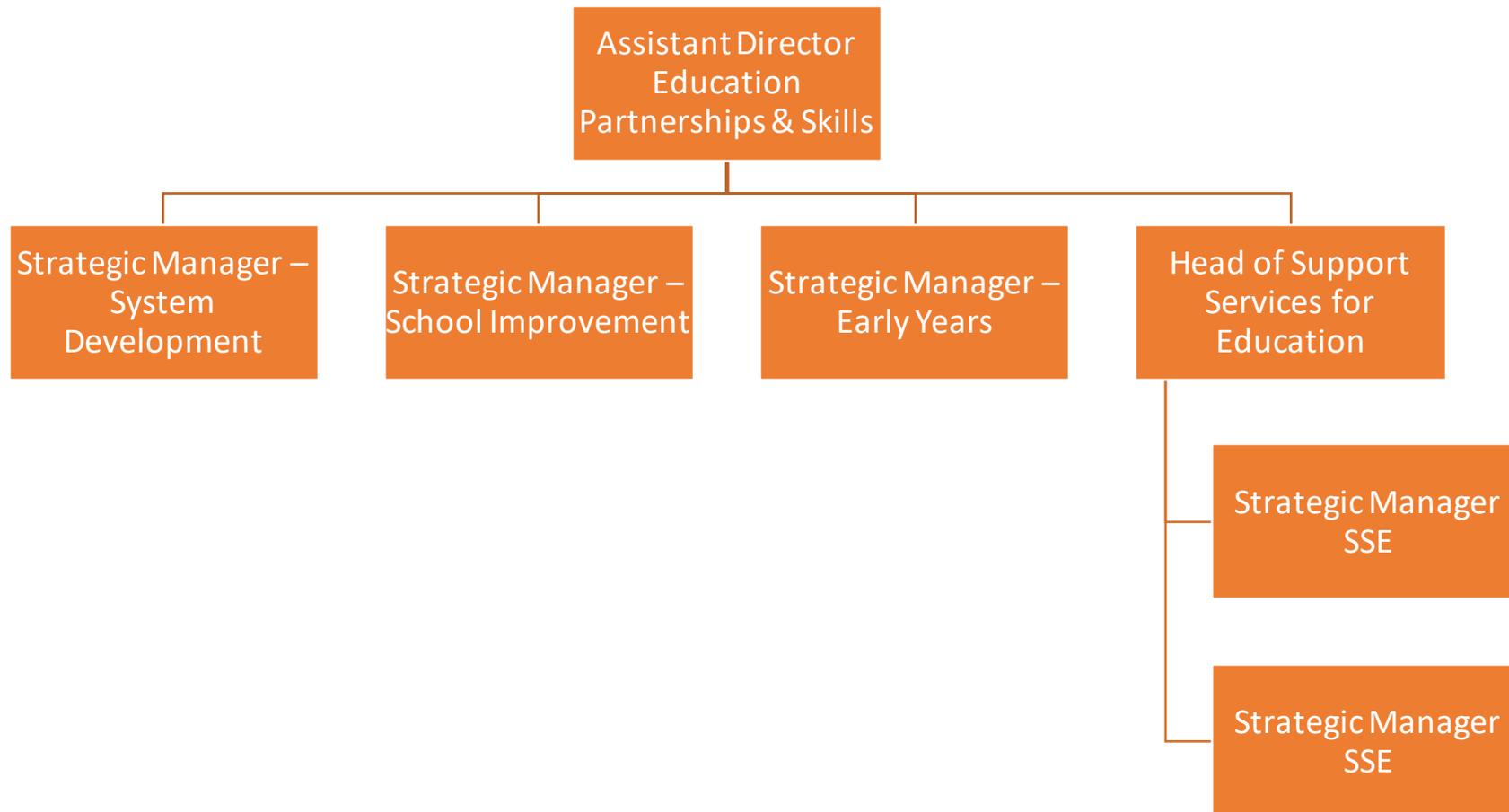
- Positive in our relationships with children, families, schools and settings
- Clear and accountable
- Focused on what matters most
- Closer to communities
- Ready for the future



Current structure



As is: Education Partnerships & Skills





Issues and challenges

- Approx. 100 employees – almost $\frac{3}{4}$ within SSE
- No review of structure since team came together
- Lack of clear service manager structure below strategic manager level
- Changing role of “school improvement”
- Lack of shared responsibility across 0-19 age range

SEND, inclusion & vulnerable learners – strategic context

- End of written statement of action.
- Schools Bill & role of the LA
- Extended role of virtual school.
- SEND Peer review:
 - Early help approach for inclusion
 - Embedding graduated response
- IMPOWER – missed opportunities to intervene; inconsistent practice.
- Sufficiency of SEND provision
- SEND Green Paper

Children & young people

- Too much education missed – exclusion, attendance
- Risks of NEET
- Pandemic has increased challenges



Education settings

- Confidence to support children with more complex needs
- Support offer is not well understood, easy to access



Families

- Difficult to navigate system
- Services not working together
- Tribunal rates are too high



As is: Inclusion





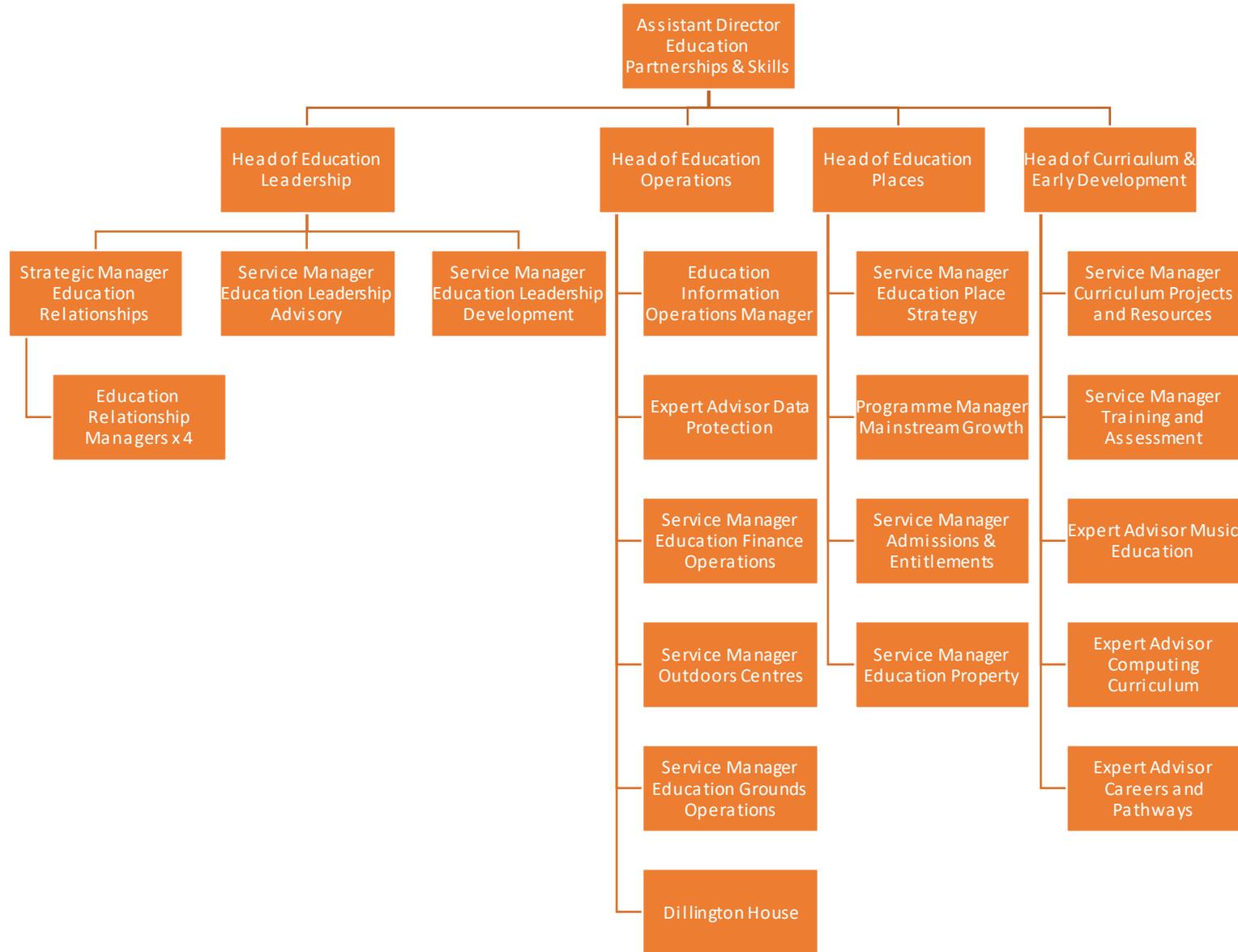
Issues and challenges

- Approx. 270 employees – around ½ in one service area
- Strategic managers staff at broad range of grades
- Split or unclear responsibilities, e.g.:
 - SEND commissioning and sufficiency;
 - Exclusions;
 - Virtual school and learning support
 - SEN support and advice
- Small teams – lack of integration, resilience



Our proposals

Education Partnerships & Skills

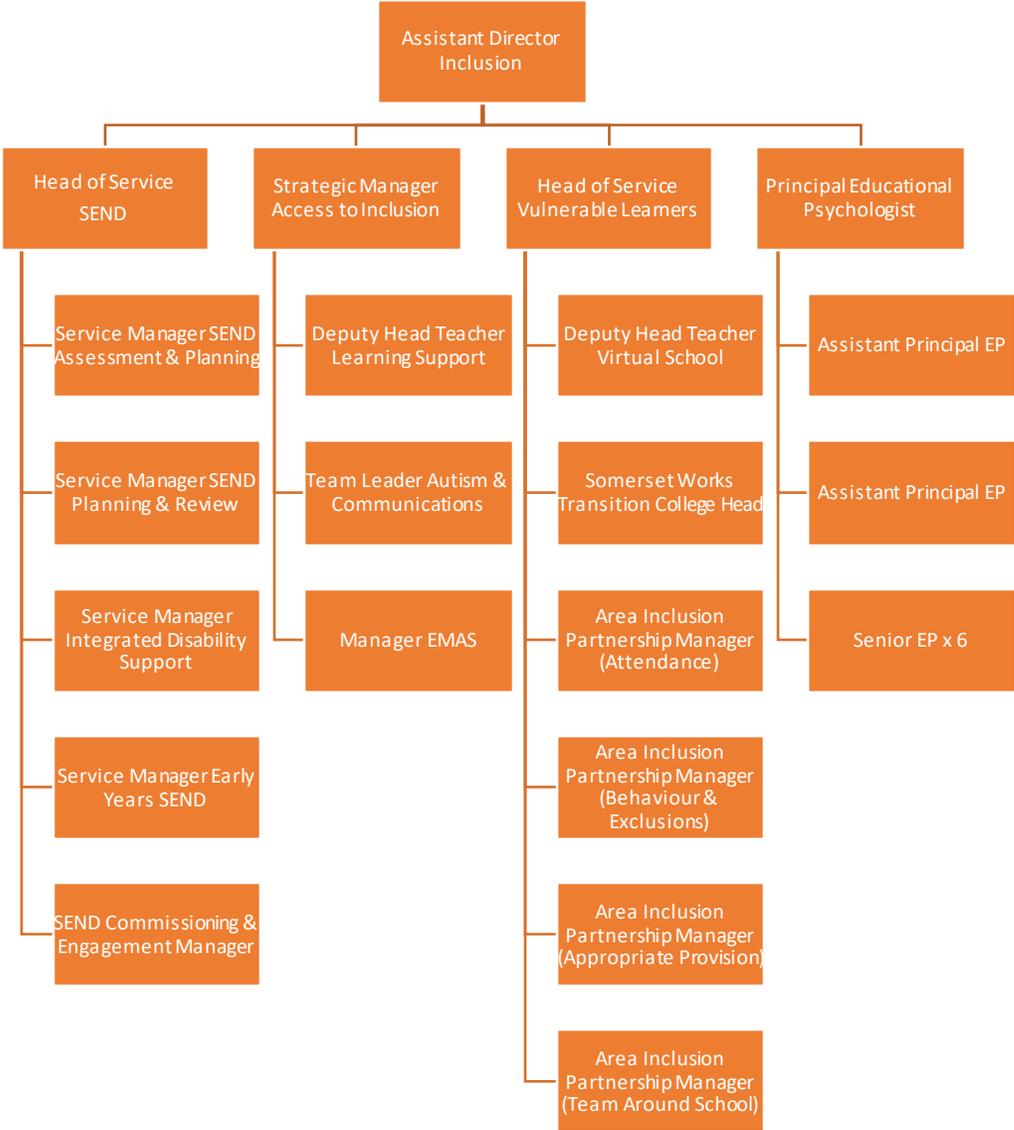


To achieve...

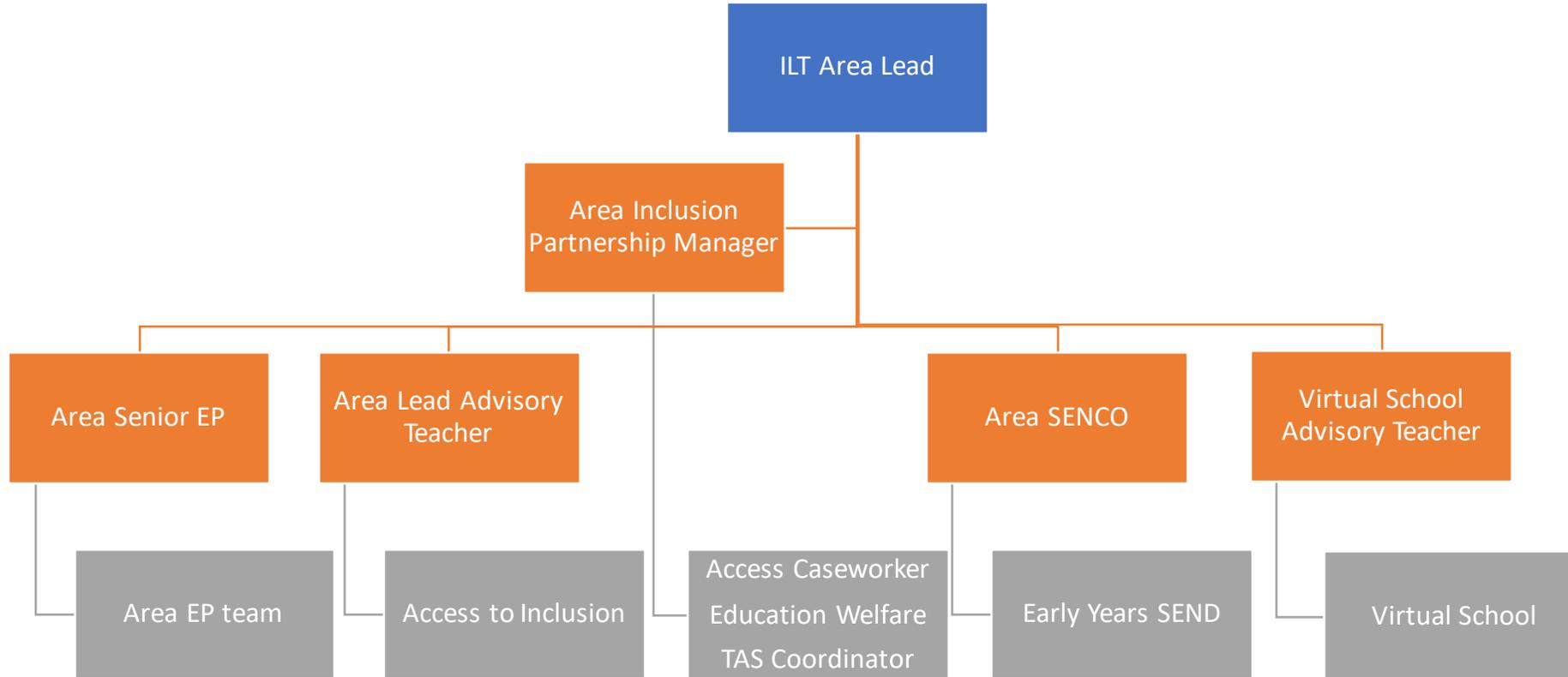
- SSE brand retained but SSE services re-integrated alongside other teams
- Early years responsibility integrated across all teams, with action to increase senior level involvement
- SSE management and commercial development streamlined
- New, dedicated capacity to be single point of contact with schools and settings on issues, including in crisis
- New focus on the things schools have told us they need help with:
 - Leadership development, recruitment and wellbeing
 - Curriculum expertise and support
- Admissions and Entitlements joins place planning, school growth and property
- School safeguarding joins Education Leadership Advisory



Inclusion



Within an area-based structure





To achieve...

- A stronger, more clear **focus on vulnerable learners** to ensure that they are engaged in appropriate education.
- Better working together to identify and **support children who are at risk of not being engaged in education**, and their families.
- Developing a model where each school can have a **single lead inclusion advisor** who will help them to access the right support, improve communication, and navigate they system
- Better **join-up and coordination** across education and partner services, so that teams work together more seamlessly and schools are able to work with a core area team.
- Smarter, **more effective commissioning** of provision and support for children with additional needs.

Overall changes

Roles to be deleted:

- Head of SSE
- Strategic Manager SSE x 2
- Strategic Manager Head of School Improvement
- Strategic Manager Access & Additional Learning Needs
- Principal Educational Psychologist and Head of SEN Advisory Services
- Head of Virtual School & Learning Support Service
- Strategic Manager SEND Statutory
- Strategic Manager Sufficiency
- Early Years Lead
- Primary Advisor x 2 (1 x Vacant)
- Interim Manager EMA/TES
- Service Manager Commercial Development
- Early Years Locality Officer x 2
- Early Years Senior Officer x 3
- Service Manager Schools Commissioning
- Service Manager HR Advisory
- Education Safeguarding Team Manager
- Service Manager Education Safeguarding x 2 (1 x Vacant)

Total: 24 posts

New roles:

- | | |
|--|--------------------|
| • Head of Service – Education Leadership | Indicative Grade |
| • Head of Service Education Operations | Grade 5 |
| • Head of Service Curriculum and Early Development | Grade 5 |
| • Head of Service – SEND | Grade 5 |
| • Head of Service - Vulnerable Learners | Grade 5 |
| • Head of Service Education Places | Grade 5 |
| • Strategic Manager - Access to Inclusion | Soulbury EIP 18-21 |
| • Principal Educational Psychologist | Soulbury B10-13 |
| • Strategic Manager Education Relationships and Intervention | Grade 6 |
| • Service Manager Education Leadership Development | Grade 7 |
| • Service Manager Education Leadership Advisory | Grade 7 |
| • Service Manager Curriculum Projects and Resources | Grade 7 |
| • Service Manager Place Strategy | Grade 7 |
| • Inclusion Commissioning & Engagement Manager | Grade 7 |
| • Area Inclusion Partnership Manager x 4 | Grade 8 |
| • Education Relationship Manager x 4 | Grade 8 |
| • Curriculum and Topic Lead x 2 | Grade 9 |
| • Education Safeguarding Lead x 3 | Grade 9 |
| • Senior Officer Education Places x 2 | Grade 10 |
| • Curriculum Networks Officer | Grade 12 |

Total: 30 posts



Financial implications

- Education, Partnerships and Skills:
 - This restructure should be cost-neutral
 - £500k withdrawn by central government will be incorporated in new trading relationship with LA maintained schools
- Inclusion:
 - Net cost of changes is £265k. £186k of additional costs will be funded from High Needs Block. £79k will be funded from existing Inclusion budgets.
- We will actively seek to minimise redundancy and maximise redeployment. The purpose is to increase the impact of the resources we have and avoid cuts to services, not to make savings.
- We will aim for the cost of redundancy to be zero, but should this not prove possible our estimate of the maximum likely exposure is £150k, which would be funded from current budgets



Key Dates within Consultation Timeline

Executive SLT	Monday 27 June
SLT approval to initiate consultation process	Tuesday 28 June
Business case formally shared with unions (subject to Exec SLT agreement)	Tuesday 28 June
Formal start of collective consultation	Tuesday 5 July
Share proposals with schools and early years sector reps	6 July, 19 July
Children and Families scrutiny committee	25 July
Conclusion of collective consultation	12 August
SLT discuss feedback	30 August
Circulate proposal to Exec/ SLT	5 September
Executive/ SLT to approve implementation	12 September
Consultation feedback to staff and trade unions	12 September



We want you to shape these proposals

- This is a consultation – we want you to help us make this as strong as it can be
- A feedback form will be made available for your responses to the consultation – this will be shared following this briefing
- Any feedback or questions, please send to educationredesign@somerset.gov.uk
- Staff at risk will be offered a 121 session
- 'Drop in' sessions for affected staff are available with Assistant Directors
- Open Q&As for any interested staff will be held on 13th & 18th July





Proposed Ring Fence & Slot In Arrangements

- Slot Ins – where there is an 80% or more match
- Ring Fence Arrangements

Ring Fence	New Posts	Who is in the Ring Fence? Current staff who will be displaced from the following roles
Ring Fence 1	Heads of Service and Strategic Manager roles	<ul style="list-style-type: none">• Head of Service• Strategic Managers
Professional Qualification Requirement	Principal Educational Psychologist	<ul style="list-style-type: none">• Strategic Manager Principal Educational Psychologist & Head of SEND Advisory Services
Ring Fence 2	Service Manager roles	<ul style="list-style-type: none">• Service Managers

Proposed Ring Fence & Slot In Arrangements continued



Ring Fence	New Posts	Who is in the Ring Fence? Current staff who will be displaced from the following roles
Ring Fence 3	<ul style="list-style-type: none"> • Curriculum & Topic Lead x 2 • Senior Officer Education Places x 2 • Curriculum Network Officer 	Early Years roles x 5 <ul style="list-style-type: none"> • Early Years Senior Officers x3 • Early Years Locality Officers x2
Ring Fence 4	<ul style="list-style-type: none"> • Wider Council vacancies • Unfilled roles in the new structure 	<ul style="list-style-type: none"> • Individuals unsuccessful in their ring fence will join the Council Resource Pool • Can express an interest in any unfilled role but outside of the first ring fence for that level

NB. Any pay protection will be in accordance with the Council's Redeployment Policy.



Support for staff

- Talk to your manager
- For those at risk, opportunities for one-to-one discussions with senior managers or HR representatives to discuss individual situations
- Trade unions and professional associations are being consulted with and able to provide advice and support
- Care first – independent confidential counselling 24 hours a day on 0800 174319 or visit <https://www.carefirst-lifestyle.co.uk>



Action for employees

Feedback your views on:

- Restructure proposals
- New role profiles
- Timeline
- Ring fence proposals

Or your questions to educationredesign@somerset.gov.uk

