



Levelling Up Our Learning

**Education Provision &
Inclusion
Delivery Plan
2023-2027**

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Introduction

The vision of the London Borough of Havering's Education Provision & Inclusion Service is one of a world-class education and training offer to support those living in the area, and to attract families considering building their lives here. This provision will build and develop the knowledge, skills and qualities in our children, young people, and adults needed to support the local and wider economy in the future, and to ensure that the London Borough of Havering is dynamic, ambitious, prosperous - the very best place to grow up, live and work.

This strategy document outlines our ambition and journey towards excellent education and training provision in Havering in our Early Years settings, schools, Alternative Provision, and in post-16 provision (including our very own Adult Learning Service, the Havering Adult College). It sets out our aspirations for all children and young people in the area. Within it is a core set of values, policies and principles which define our shared responsibility for educational improvement and excellence. These are already implicit in the very strong partnerships that already exist between the Council, early years settings, maintained schools, academies, post 16 providers, and other key partners with whom we work, and our vision, discussed shortly, brings our central ambition into sharp focus.

The Local Authority wants the best for the children and families in Havering, who are the heart of our communities. We acknowledge that there is a very close relationship between the strength of our education provision - regardless of governance - the economic wellbeing of the area, and the way Havering is perceived by those around us - across London, and more widely. We are ambitious for the communities we serve, and want to ensure we remain the location of choice where families want to live because of the very high quality of life and education provision available to them.

The foundations for our ambition are built upon three related concepts:

1. **Equity** - every child and young person deserves to thrive regardless of their starting point
2. **Excellence** - excellent provision in teaching and learning to help every child, young person and adult make excellent progress
3. **Entitlement** - it is every child's entitlement to be safe and happy in well-led education provisions, supporting the development of the whole child to become a well-equipped and confident citizen of tomorrow

After the unprecedented challenges seen between 2020 and the dawn of 2022, the centrality of a robust and reliable continuum of education provision has never before been more essential.

Across all phases of education, never have we seen a time when they have been under greater pressure to succeed both because of the increasing demands of the communities they serve and, for young people and adults to thrive in an increasingly competitive global economy, education providers must perform to their very best and deliver only the best education, training and skill development that can be provided. Nor has there been a time where settings, schools and colleges in particular, with Local Authorities, find themselves under the scrutiny of society, Government and regulators to successfully address the attainment gap in general, but also as a result of the pandemic that practically devastated almost two full years of learning potential.

Education provision should be at least “Good” to meet the needs of the children, young people and adults they serve. All providers must accept that it is their responsibility to ensure that they are working purposefully and with enthusiasm to become the very best they can be. Increasingly, the role of the authority is to support all schools and other education providers strategically in establishing the conditions where they can sustain an OFSTED judgement of ‘Good’ or better without external support, but with available support nevertheless until that ambition is achieved.

Havering has a clear and refreshed Strategic Vision developed collaboratively by the Assistant Director for Education, School Leaders and other core stakeholders. This Delivery Plan explores those local strategic implementation considerations for the Education Provision & Inclusion Team, and – through this – inform the next iteration of the Havering Commissioning Plan for Education.

Vision & Context

This delivery strategy document outlines the key quality indicators required of those with a responsibility to provide education and training opportunities (the 'providers') to all the children, young people and adults in our Borough, and to ensure that they reach their full potential the best possible outcomes.

In the London Borough of Havering we have the same expectations for everyone to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic, personal, cultural and social life as they become young adults and beyond.

Every child, young person and adult will go to good or outstanding education provision, have access to the best teaching and learning opportunities, and benefit from settings and schools and other providers working in partnership with each other to share the best practice as they continue to improve. To create a cultural, economic and physical environment that stimulates children and young people to open their minds to the full range of opportunities that are available to them, and to nurture an aspirational desire for both lifelong learning and ongoing development. Our strategic priorities in the London Borough of Havering are to ensure all those engaged in education meet their full potential, to shape education and skills provision around the needs of our economy and our partners in the sub region and beyond; at the same time we must continue to improve services for the most vulnerable people of all ages.

Our vision that all children, young people and adults thrive and achieve through accessing high-quality education provision, and are supported to live safe and healthy lives is ambitious, and is driven by three core priorities:

1. Leadership

- Move from *Good* to *Outstanding* across all phases of education, using a system leadership approach.
- Promote and support good physical and mental health wellbeing of leaders and all staff.
- Implement a framework of professional development and training opportunities through the Academy of Leadership.
- Attract and develop the most effective governors.
- Implement recruitment and retention strategy, attracting professionals to roles, and promoting Havering as a destination.
- Ensure provisions are inclusive and fair, promoting equalities and race equality.
- Ensure governance structures and protocols are in place for the Education Strategic Partnership Boards and Groups.
- Develop sector-led improvement model, promoting provider-to-provider support.

2. Inclusion

- Promote and support good physical and mental health wellbeing of learners of all ages.
- Ensure high quality skills and training, including support for children with SEND, and supported employment opportunities.
- Promote a system-wide approach to Inclusion and behaviour management, with targeted interventions using a single model of practice.
- Implement the Adolescent Safeguarding Strategy, developing prevention activities.
- Strengthen Early Help and implement clear transition support/processes for all phases.
- Reduce exclusions, managed moves, and home education, addressing issues of disproportionality in excluded groups.
- Establish communication structures with partners on offer/services/threshold levels.
- Use practitioners to lead, drive and inspire.

3. Aspiration

- Develop an innovative educational offer, matched to the needs of the local communities. Ensure a broad, relevant and inclusive curriculum is on offer.
- Develop partnerships with the private sector to develop pathways linked to key employment opportunities.
- Raise aspirations of local communities from all backgrounds, developing routes through Apprenticeships, Further, Adult and Higher Education.
- Encourage participation in civic and cultural activity, including community support and democracy.
- Capitalise on Havering's location to access opportunities for children and families.
- Raise the profile and the benefits of early education within the community.

Our Ambition:

Central to our ambition is the desire to create the conditions in which all learners, no matter their age, experience the best learning and teaching, and where pupils' moral and intellectual development and confidence can flourish, where they can reach their full potential. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the London Borough of Havering and wider London economy.

We will do this by focusing relentlessly on improving standards and the quality of education provision so that excellence is promoted across the system. We will ensure children and young people continue to get a good start in life, by working alongside all the agencies who work with very young children and their families, particularly health practitioners and those providing services through our Early Help Services especially our Children's Centres, so that we promote the highest quality early learning and childcare in the Foundation Stage.

We will grow and commission provision, wherever possible, that is, or will, become rapidly good provision through our School's Commissioning Plan.

We will work tirelessly to ensure every child can go to a good school where they make good progress and can have "fair access" to school provision, and we will ensure every young person to age 18 (and up to 25 for those young people with an Education Health and Care Plan) is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning.

We will achieve this by learning from, and spreading the influence of, the best practice, whether locally, nationally or internationally and through working in partnership across all types of school and phases of education and learning and with partners across the business sectors, further and higher education, local government, health, social care, the arts and cultural sector, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

We will support the best education providers and the best leaders to lead the system and drive improvement across all schools, settings, education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people. We will promote innovation and creativity in teaching and learning and the curriculum, so that the London Borough of Havering achieves a world class education system, greater social mobility and reverses the national trends of under performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

We see learning as a lifelong process in which learners should always be able to progress to the next stage of their lives, with the necessary foundations for success, to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations.

We are aware of the challenges posed and the issues related to lower funding, as Havering is ranked 21st out of 31 boroughs, and 88 out of 150 nationally. Our young people and their families deserve the very best we can provide in our rapidly changing, and expanding, community.

The world overall is changing rapidly, expectations are rising continually and the need for a more diverse education system is developing quickly. The

United Kingdom has to achieve a far more educated and skilled workforce, and simply cannot afford to lose the potential of so many children, young people and, ultimately, adults who, if they are not educated sufficiently, will lead less productive and satisfying lives. The economic and social cost of potential educational failure is immense. In this shifting climate, the function and responsibility of the local authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for children, young people and the adults of the London Borough of Havering by being a strong and influential partner with schools and other providers. As a borough where all secondary provision has moved from being maintained to academies, and the primary sector is following closely, the need for closer and effective collaborative working could not be more vital.

To support this vision, our ambition is:

- For all educational provisions to be judged 'Good' or better by OFSTED at the earliest opportunity, and by 2025 at the latest
- That our best education providers, their leaders and educators, contribute to provide support to all provisions to improve
- That all children, young people and adults will be able to access their preferred route to success in a system that values a collaborative approach. We will do this by developing skills provision across the schools, colleges and other providers in the Local Authority and beyond, developing both academic and vocational routes to excellence
- For every learner, no matter their age, to make good or better progress from whatever their starting point
- That high quality early years and pre-school support will give children the very best start ensuring they are prepared for school-life and confident and eager to learn.
- That all education providers will be supported and challenged to improve in line with their progress on the journey to excellence
- Ensure accurate forward planning across all sectors to optimise strategic readiness for all providers to ensure, making particularly effective use of data to drive decision making

To achieve this, we require all education provisions to:

- Improve to a 'Good' or 'Outstanding' judgement by Ofsted within 2 years of a 'Requires Improvement' (or worse) judgement through engagement with Quality Improvement partners
- Tackle the inequality of disadvantage, by working to narrow the performance gap for pupils entitled to free school meals (FSM), Looked After children and those pupils with special educational needs (SEN) through early help and support
- Be courageous in the early identification of potential additional needs within children to allow for the earliest interventions to prevent later

interruption and disruption to the learning journey of individuals (and others impacted)

- Ensure that the most able children, young people and adults in learning are challenged to thrive and attain at the very highest possible level
- Ensure that learners of all ages are challenged with high expectations to achieve and pursue ambitious aspirations
- Minimise in-school, school-to-school and setting-by-setting variability by maximising progress, and addressing inconsistency across the authority

Delivering the Vision

1. *Early Years Foundation Stage:* We want to see greater numbers of young people enabled to succeed at 16 and beyond; this is very much connected to ensuring that children in the borough have the best start in life. In Havering, despite performance which has met or been close to the national benchmark on the headline 'Good Level of Development' measure, the 'Inequality Gap' at early years between the lowest performing children and their peers remains unacceptably wide. This gap becomes much harder to close once children move through school. Addressing this is paramount if all children are to achieve their goals and dreams in early years, adolescence and into adulthood.

As such, Early Years provision must take an active role in identifying support needs at the earliest point, and accessing high quality support for those children, their families and their ability to achieve their potential. As the provision of Early Years settings within Havering is weighted significantly towards Private, Voluntary or Independent (PVI) settings, not affiliated to specific primary or all-through schools, the LA has limited ability to direct their activity other than through influential discussion, which is a challenge

2. *Disadvantaged groups:* The Education Policy Institute 'Education in England: Annual Report 2020' demonstrated that for local pupils, 12.5% of their school lives are spent as disadvantaged, with 6.4% being permanently disadvantaged. Looked after children (LAC) continue to require additional, tailored and high quality support to help them perform as well as their peers, and access post-16 learning opportunities to avoid being at risk of NEET. Effective information, advice and guidance for all is essential to avoid numbers of those at risk of becoming NEET increasing, and this is currently delivered through a commissioned third party with a high level of success.
3. *Specialist provision and tailored support for children and young people with SEND:* We have seen particularly rapid growth in the number of children and young people with SEND, or requiring assessment for SEND, who require specialist support and/or placement. Families

expect inclusive local provision, although the growth in costs and diminishing resources remains a key challenge for schools, so the increased need to improve local inclusivity practices and share the very best practices has never been more significant.

4. *Ensuring capacity at Alternative Provisions to support schools with managing challenging pupils:* Currently, there are a limited number of commissioned places for pupils across the key alternative provisions (AP) within Havering. This is also a point of pressure with regard to pupils who may benefit from being kept apart from those likely to trigger hostile or challenging behaviours. Close working with the Inclusions Team has seen schools avoid resorting to permanent exclusions, given the potentially damaging labelling this can result in, affecting the long term aspiration and opportunities for pupils receiving such an outcome. Ensuring the quality, capacity and range of curriculum for pupils accessing alternative provision continues to be a priority, as does the on-going collaborative nature of our relationship with school leaders to place the needs of all children at the heart of decision making.
5. *Post 16 participation:* For a long time, local post-16 provision has been limited to a single large FE provider, one stand-alone Sixth form College, and a small number of school-based sixth form options. Parental choice and participant surveys completed in 2021 identified that residents are dissatisfied with the range of choice within the borough. This leads to either (i) settling for the local provision that narrows access to more diverse curriculum, or (ii) requiring the young person to travel out of borough to access the provision of choice. Starting in 2021/22, Havering has initiated extensive work with school and post-16 leaders to explore the local post-16 landscape, and provide a local strategic position on the expansion and delivery of an extended post-16 offer to best serve the needs of residents.
6. *Adult learning engagement:* Following a turbulent couple of years in adult learning due to the pressures and constraints of the global pandemic and associated lockdowns, a rebuilding of the adult learning curriculum is key for the 2022-2023 academic year from which to integrate it fully into the lifelong learning continuum represented within the Education Provision and Inclusion team. Priorities will be driven by local employment needs (including skill deficits as well as targeted work with the JobCentres building on the excellent work supporting the Kickstart Initiative) and ESOL provision to meet the evolving demands on the local communities to reflect the influx of those for whom English is not their first language.

Supporting Local Provision Through Strategic Engagement

There is a critical need in Havering to continue to manage a sufficient supply of places at the right locations which are ably led, high quality and inclusive. This includes effectively meeting the demand for places for children and young people with SEND. Particular attention must be paid to:

a) Continuing to forecast pupil numbers using a combination of data including birth rates, demographic changes, migration patterns, house building and data supplied by the Greater London Authority. This indicates, along with School Capacity Survey data returns, school planning areas which require greater capacity to meet demand. Going forward, this is likely to come from new communities arising from urban regeneration and new housing developments (such as Beam Park and Waterloo Road).

b) Ensuring that the timing of any new provision remains of the highest priority so that the borough can meet demand as it arises. Where necessary, we will support schools to grow incrementally, on a year by year basis, starting in Reception for Primary stage and in Year 7 for Secondary stage. Reviewing demand in Havering includes the types of specialist provision that will likely be required. Current plans include creating more places at Additional Resourced Provisions and one new special school.

c) Ensuring that the planning, timing and construction of developments aligns with our forecast requirements, although recognising that data can also indicate the need to reduce required places and all settings need to respond in a timely fashion to the indicative data to best secure and future proof their sustainable position, without compromising on the quality of available provision.

The next section will explore our strategic approach to the key areas of the local activity covered by the Education Provision and Inclusion teams, specifically –

- a) Early Years Delivery Strategy
- b) Alternative Provision Strategy
- c) Post-16 Delivery Strategy
- d) Adult Learning Strategy *(to be added in 2022/23)*
- e) Elective Home Education Strategy, in line with the 2022 White Paper *(to be added 2022/23)*

Early Years Delivery Strategy 2023-2027

In Havering, the Early Years sector is currently led by the Private, Voluntary and Independent (PVI) sector, with a limited number of school-aligned nursery provision. Whilst this can allow for market forces to support the work of the Quality Assurance team in driving up standards, it is the ambition of the authority to see all new school applications embrace the notion of providing on-site Early Years childcare provision.

Early Years provision and provider-led partnerships are essential to ensuring a continued focus on improving provision and outcomes for the youngest children. The authority will continue to develop strong partnerships between individual settings, children's centres and providers so that expertise can be shared, leadership embedded and professional development for all practitioners supported. This also enables the highest of expectations and aspirations to be embedded into the learning culture, without losing the sense of learning through play.

Children who have access to high quality early years provision are significantly more likely to achieve better than those who have had no or poor quality early years experiences. This strategy re-enforces the Authority's commitment to our youngest children, underlines its commitment to work in partnership with all early years' settings, schools, children's centres and PVI providers in the borough and sets out the challenge for the coming three years.

Havering continues to support and deliver the statutory functions contained within the Childcare Act 2006, specifically:

- Ensuring sufficient childcare for working families
- Ensuring sufficient early education provision for 2,3 and 4 year olds and managing the roll out of 30 hours of early education for eligible children
- Providing information, advice and assistance to parents and carers on the provision of childcare, early education and other services for children aged 0-5
- Providing information, advice, training and support to childcare providers.

All providers are responsible for the quality of their own provision. The Quality Assurance Team within the Local authority is responsible for overseeing quality in Private, Voluntary and Independent (PVI) early years settings, and for supporting improvement in all aspects of those settings' work.

There is a particular responsibility to ensure that the public funded provision for 2, 3 and 4-year-olds is of the highest quality. This essential relationship reinforces that our strategy is linked to the legal duty placed upon Local

Authorities to secure sufficient and accessible high quality childcare provision as directed in the Childcare Act (2006).

It also forms part of the Local Authority's commitment to eliminate child poverty by providing good quality childcare that supports parents to take up or stay in employment or training.

Accessing high quality childcare also underpins children's cognitive and social development, and can help raise both their attainment levels and their aspirations, in line with Havering's overarching Education Strategic Vision.

Havering, working in partnership with local provision, continues to seek to provide childcare that is sufficient in terms of quality, accessibility, inclusivity, flexibility, sustainability and affordability to meet the needs of parents in the local authority area.

The Childcare Act 2006 outlines the legal responsibility of local authorities to firstly assess and secondly secure sufficient childcare within their local area and be the strategic leader in facilitating the childcare market.

The Act particularly focuses on facilitating *good quality, sufficient, sustainable, accessible and flexible childcare that is responsive to parental needs*. This is to be achieved in partnership with the Private Voluntary and Independent (PVI) sector.

Sufficiency is defined as for the purposes of this strategy as meeting the needs of local families who have need of childcare in order to empower them to take up, or remain in, work or undertake training or education that will lead to work. There is a particular emphasis on providing sufficient childcare for tax credits claimants and families with children with additional needs. The Childcare Act 2006 stipulates that local authorities are not expected to deliver childcare, but do need to act as a market facilitator in providing support across childcare sectors to achieve sufficiency. Havering works closely with its Family Information Service to support that duty.

A sufficiency assessment is routinely undertaken by the Local Authority to ensure forward planning strategically supports all sectors with regards to sufficiency planning. This enables all local authorities to fulfil their duty under section 6 of the Childcare Act – to secure sufficient childcare. The assessment coupled with local data analysis will underpin local authority projections to support planning, as is detailed below. This activity serves to identify any potential gaps in the childcare market, and plan how to address these as part of a longer term strategy. The needs of working parents have to be fully considered, and so will the need for free (at point of delivery) early education places for all eligible 2, 3 and 4 year olds.

Factors that affect sustainability common within PVIs were high running costs such as premises costs, utility costs and high staff costs. Some providers feel

they cannot charge higher fees for fear of losing business. As part of the development of a Commissioning Plan, it is essential to rely on core data (such as birth rates) that can support longer term discussions with PVI's (and, by extension, the planning of school PANs, preparation for projected bulge classes and – as necessary – plan to support school expansions, or support schools in advance to prepare for potentially falling rolls where this dip is projected to move through the sectors).

The following table details the birth rate data (linked to historical actuals) to demonstrate the current position, and the impact on the Early Years sector as well as the primary/secondary sector by default. It should be noted that Havering, like other Authorities, is recognising a decline in the birth rate, which will translate to an overall decline in place demand, and projections lean heavily into these data. It is similarly recognised, however, that migration of families into the borough is probable, and so contingency places are required to allow for reasonable flex within the amount of provision so it can be sustainable at a baseline but agile enough to respond to fluctuations that cannot be reasonably predicted.

Academic year starting reception	Birth rate five years earlier	Applications submitted from Havering residents Week 23 total	Applications as proportion of birth rate
2019/20	3152	3161	100%
2020/21	3464	3371	97%
2021/22	3381	3170	94%
2022/23	3347	3297	99%
2023/24*			
2024/25*			

**Projections based on trends analysis*

The data allows the School Organisation team to make projections (within a tolerable margin of error due to migration, immigration and other developments beyond predictable forecasting) not only for the commissioning of suitable places within the EYFS, but also – longer term – into the primary and secondary sectors as well.

It is this data that drives the strategic decision making around local sufficiency that starts within EYFS and dovetails with the compulsory sector.

The following table illustrates how the through-flow of the data above has seen transition from the EYFS into the Primary sector in terms of application for entry in Sept 2022 (although it should be noted that this includes out-of-borough applicants that form part of the Pan-London admissions process who have expressed a preference for a Havering Primary school)*.

For context:

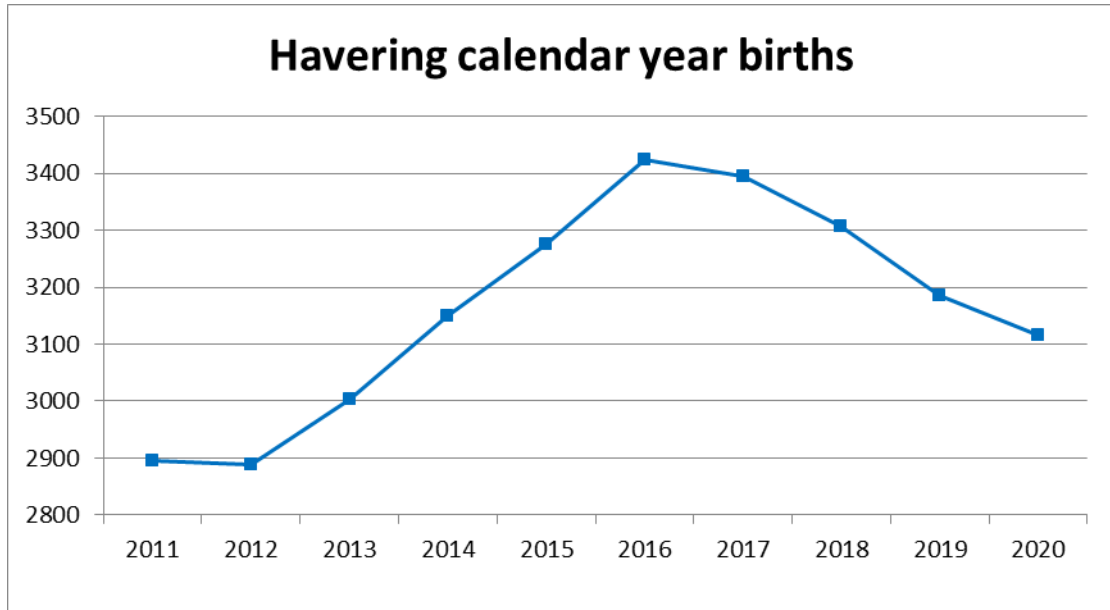
- The green highlight equates to where 1st preferences expressed are in excess of PAN, which will be full on National Offer Day
- No highlight equates to where 1st preferences expressed are close to the PAN, and are likely to fill on National Offer Day
- The red highlight equates to where 1st preferences expressed are below 90% of the PAN, and are at risk of not filling on National Offer Day

Planning Area	Preference School Name	PAN	Pref 1	1st prefs as % of PAN
Collier Row	Oasis Academy Pinewood	60	42	70%
	Clockhouse Primary School	90	98	109%
	Crownfield Infant School	120	97	81%
	Parklands Primary School	120	94	78%
	Rise Park Infant School	90	67	74%
	Dame Tipping Church of England Primary School	15	12	80%
	St Patrick's Catholic Primary School	60	50	83%
Total		555	460	
Elm Park	Elm Park Primary School	60	59	98%
	Hacton Primary School	84	75	89%
	Scargill Infant School	90	80	89%
	Suttons Primary School	60	48	80%
	Scotts Primary School	60	113	188%
	The R J Mitchell Primary School	60	39	65%
	St Alban's Catholic Primary School	30	28	93%
Total		444	442	
Harold Hill	Harold Wood Primary School	90	79	88%
	Harold Court Primary School	60	28	47%
	Drapers' Maylands Primary School	60	31	52%
	Drapers' Brookside Infant School	60	72	120%
	Broadford Primary School	90	88	98%
	Drapers' Pyrge Priory School	60	32	53%
	Mead Primary School	120	93	78%
	Hilldene Primary School	90	77	86%
	St Ursula's Catholic Primary School	60	73	122%
Total		690	573	
Hornchurch	Ardleigh Green Infant School	90	149	166%
	Benhurst Primary School	60	62	103%
	Langtons Infant School	60	31	52%
	Harrow Lodge Primary School	60	39	65%

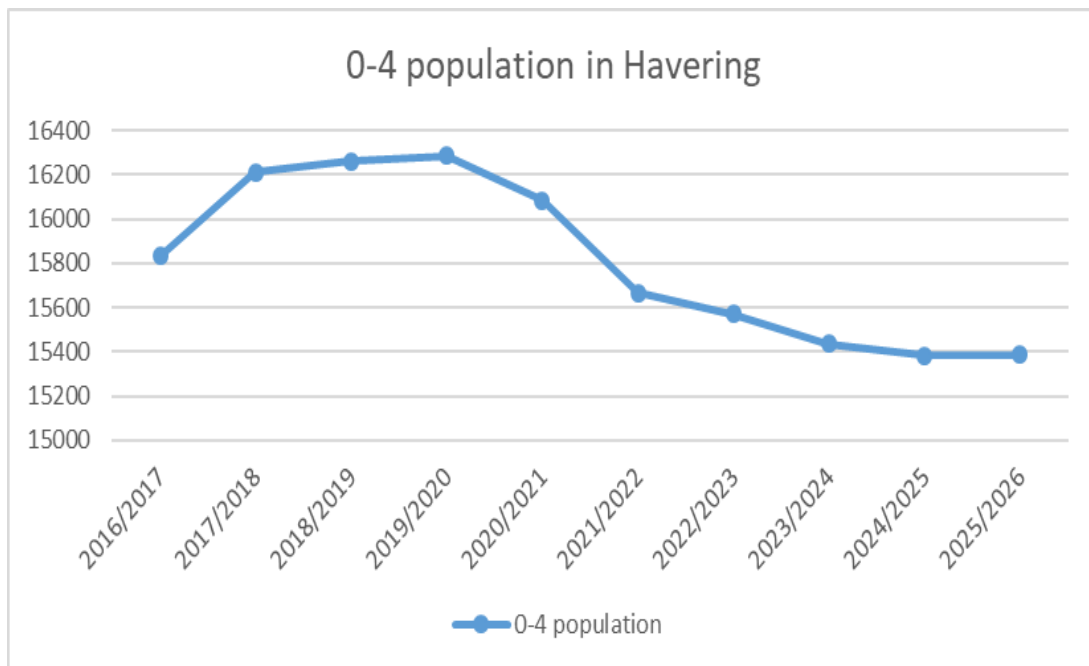
Planning Area	Preference School Name	PAN	Pref 1	1st prefs as % of PAN
	Squirrels Heath Infant School	90	63	70%
	Towers Infant School	90	98	109%
	Nelmes Primary School	60	97	162%
	St Mary's Catholic Primary School	60	45	75%
Total		570	584	
Rainham and South Hornchurch	Whybridge Infant School	90	80	89%
	Parsonage Farm Primary School	90	61	68%
	Brady Primary School	60	46	77%
	Newtons Primary School	30	49	163%
	Rainham Village Primary School	60	63	105%
	La Salette Catholic Primary School	30	19	63%
Total		360	318	
Romford	Hylands Primary School	90	84	93%
	Concordia Academy	90	96	107%
	Gidea Park Primary School	60	81	135%
	The Mawney Foundation School	90	80	89%
	Crowlands Primary School	90	72	80%
	St Edward's Church of England VA Primary School	90	65	72%
	St Peter's Catholic Primary School	60	67	112%
Total		570	545	
Upminster	The James Oglethorpe Primary School	60	58	97%
	Upminster Infant School	90	82	91%
	Engayne Primary School	90	79	88%
	St Joseph's Catholic Primary School	60	56	93%
	Branfil Primary School	90	67	74%
Total		390	342	
Grand Total		3579	3264	

*Data correct as at time of writing (Feb/March 2022).

As mentioned above, the birth rate in Havering has been increasing from 2012 onwards and peaked in 2016, since then the birth rate has reduced each year.



The 0-4 population has been in decline since 2020/21. This reduction is in line with the reduction in birth rate Havering has been experiencing since 2017. The reduction in the 0-4 population is projected to continue for future years as shown in the chart below



The Childcare Sufficiency report highlights that there continues to be sufficient early education and childcare places in most of the wards in the borough. Due to the decline in 0-4 population there are surplus places in some wards. Some areas still have low childcare sufficiency especially the two Housing Zones

Strategic Development Areas- Romford and Rainham and Beam Park where new Early Education and Childcare provisions are planned.

Being able to access the right early years and childcare provision is a key contributory factor to enabling parents to work and children to achieve good early years outcomes. There are a wide variety of options for early education and childcare, but these do not always meet the needs of all parents. Covid is likely to have long term implications on the sector which may make this worse.

We'll effectively support the long-term sustainability of our early years and childcare sector, including working with providers to manage the short, medium, and long-term impacts of the pandemic.

The data demonstrates the future considerations needed when developing the latest iteration of the Commissioning Plan to ensure sustainable sufficiency for child places within education settings for the next three years.

Key strategic recommendations, based on the available data, are:

- Increase the visibility and value to Havering families of the 2 year old entitlement, to support social and economic stimulation.
- Apply reasonable pressures onto Corporate Planning & Development teams to ensure planned units incorporated into data projections to inform place planning across phases are delivered to avoid risk of reputational damage of the Education Provision teams in delivering appropriate strategic advice to the Department for Education, as well as education settings needing to embrace projected growth
- Direct new builds to incorporate facilities and capacity for on-site pre-school nursery provision, to address the balance of PVI/school-based EY providers, learning from the experiences of the recent pandemic on managing operational delivery of sufficient places
- Continue the successful work of projecting future trends in terms of pupil numbers to empower settings to be prepared for forecasted year groups, any anomalies that may affect their funding and physical capabilities, and plan to work collaboratively to ensure education settings have a high standard of material learning environment from which to deliver high quality learning, and ensure this is detailed within the Commissioning Plan.
- Continue the successful work of projecting future trends with regards to pupils with special, or additional, educational needs and/or disabilities, (SEND) and – working with available data – apply these projections to the good work undertaken to identifying and securing sufficient,

appropriate provision for the educational journey of those pupils within Havering, and ensure this is detailed within the Commissioning Plan.

- Extend the provision of information, guidance and support to schools to enable them to develop and offer Free Entitlement and/or wraparound and/or holiday childcare places
- Extend advice, support and training for providers in relation to governance and business and financial planning, in order to promote and facilitate a sufficient and sustained market.
- We need established early years provision and schools to work effectively together to support children moving into school and schools to commit to providing a positive and inclusive early years' experience through Reception to Year 1, which can meet the needs of all children.

Alternative Provision Strategy

The Local Authority has a statutory duty to provide pupils who have been Permanently Excluded an education from day 6 of the PEX. The Inclusion Team work with schools / academies to avoid PEX where possible and offer other alternative pathways to support pupils and set them back on track to achieve. Schools / academies are expected to work with children and their families to prevent unnecessary transfers happening.

In-Year Fair Access Protocol

The Local Authority has a Statutory Duty to provide a Fair Access Protocol. This is managed by the Team who:

- Assess the real needs of vulnerable young people who are not on the roll of a school and ensures an appropriate placement is identified quickly and pupils/young people are on roll within 10 school days of a Fair Access Panel meeting;
- Seek to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion;
- Fairly share the admission of vulnerable students across all schools / academies (where the panel agree that another mainstream school place should be identified);
- Arrange such admissions openly through a process which has the confidence of all;
- Record the progress and successes of the young people placed through this panel.

The Admissions & Inclusions Team, coordinates the inclusion of children aged 5-16 into school / academies and alternative provisions to prevent exclusions where possible and offers alternative pathways to support pupils and set them back on track to achieve the best possible outcome from their education.

During the COVID-19 school closures, Havering's alternative provision's remained open to support at risk of exclusions, vulnerable and key workers pupils. This strategy resulted in 205 pupils and their families receiving education, support and supplies during this time.

One of the Council's approved alternative provisions provided a virtual platform for the School Inclusions teachers and mentors to continue to teach medical pupils face to face and also reach those pupils who were in Queens Hospital. It is through our established 'Inclusions Gateway Referral Process' below that schools request educational support for their pupils as and when the needs arise.



The Core Alternative Provision (AP) Offer that the Inclusions Team offer to Schools and Academies to avoid Suspensions and Permanent Exclusions is outlined in the table below:

Programme Name	Impact is to:
Keep Safe & Self Esteem workshops for pupils. These are delivered in primary schools to years 5 and 6 in preparation for secondary school.	Develops an awareness of risks and how to avoid and prevent harm from knife crime, criminal and sexual exploitation. These are planned for summer term 2022
Peace of Mind face-to-face weekly therapeutic intervention in schools or at pupil's home with hypnotherapy if required.	Enables pupils to speak with someone to find clarity and develop resilience around their own mental ill health, social & emotional behaviour, trauma or anxiety that was brought about by COVID-19 or life experiences.
5 Day Direction off site to improve behaviour. This programme covers, reflection, strategies, aspirations and self-management and also includes a weekly parent's session.	Replaces suspensions of 3 days or more to allow pupils to explore their anxieties and behaviours over a 5 day period. Pupils and parents learn strategies to enable them to return to school and maintain their education.
Part time Alternative Provision which includes Medical Provision.	Provides a vocational curriculum with a more suitable learning environment for pupils who were unable to function effectively in a large school setting. This approach is also used as a direction off site to improve behaviour.
Transition Programme for pupils who are at imminent risk of Permanent Exclusions and who are presenting with social & emotional needs.	Supports pupil's full time who were unable to remain in their mainstream school due to presenting with high levels of social and emotional behaviours. 99% of the pupils who accessed the Transition Programme leave with an EHCP.
Full Time AP	Avoids a Permanent Exclusion and provide a smaller setting, where acute needs are able to be met more effectively without disrupting the education of others.

The strategies adopted by the School Inclusions Team has resulted in a larger number of vulnerable pupils being supported during COVID-19 and on their return to the face to face world.

The increase of referrals through the Inclusions Gateway to avoid exclusions, so far at the time of writing (Sep 21 - Feb 22) has resulted in further AP developments around the Raphael Site to increase the number of good or outstanding AP places being made available to meet the immerging needs of the pupils.

Number of pupils placed annually	Autumn	Spring	Summer	Total	Increase
2018/2019	133	119	49	301	
COVID Schools Closures 2019/2020	202	110	20	332	8%
COVID Schools Closures 2020/2021	138	105	142	385	14%
2021/15 February 2022	433	166		599	26%

Permanent exclusions for Havering are still at Zero with 61 withdrawn permanent exclusions reported between 01/09/2020–28/02/2022 (57 secondary & 4 primary). The School Inclusions Team are continuing to work closely with schools and academies both in Havering and cross borders to ensure this trend continues.

Suspensions (Fixed Term Exclusions) are reducing year on year as all of the AP programmes are designed to address behaviours early and avoid pupils being suspended and sent home. The 5 Day Direction provides Head Teachers with an alternative option, which means instead of suspending the pupil they can direct them off site, which is in line with government guidelines around good practice.

The 5 Day Direction Programme has avoided 79 suspension between September 2021 and February 2022.

5 Day Direction	
Year Group ▼	Pupils
NC Year 6	8
NC Year 7	4
NC Year 8	18
NC Year 9	17
NC Year 10	12
NC Year 11	20
Grand Total	79

It remains clear that the demands upon AP are only likely to increase, and the Inclusions team continue to identify (or support the expansion of) local specialised alternative provisions to ensure the on-going support of our most vulnerable children and young people.

Key strategic recommendations, based on this data, are:

- Ensure all approved Alternative Provision complies with the highest standards expected in terms of quality of learning, and outcomes, through the application of data auditing and class-based observations to satisfy the local authority's commitment to the most vulnerable and at-risk children and young people.
- Ensure, through on-going excellent collaboration with schools, that children demonstrating additional support interventions receive high quality and specific individual work at the earliest point, and prior to any escalation to a permanent (PEX) or fixed-term (FTE) exclusion being applied.
- Where such activity undertaken by a child or young person is categorised as warranting either a PEX or FTE, ensure rapid collaboration to examine the best, all-round solutions for all pupils, young people and adults (including staff) involved are explored, specifically the deployment of alternative provision in whatever form, or off-site direction, to avoid the unhelpful labelling of children and young people that could critically impact their longer-term education, employment and ability to contribute positively to society. It is recognised that each case is to be treated on its own facts, to ensure the most appropriate outcomes are determined.
- Continue to explore, identify and engage high quality alternative provision to ensure that Havering can be as responsive as possible in the shortest time to facilitate the best outcomes for all.
- Continue to develop an extended range of alternative interventions to support education settings in their work to support the most vulnerable, and continue to raise the profile of the traded and universal offers through established networks, as well as increasing awareness of the products available (including opportunities to celebrate the successes of those provisions in terms of the outcomes pupils and young people have achieved).
- The development and implementation of a stand-alone and agile AP Commissioning Strategy is developed to sit alongside this document and provide detailed coverage of the required agility so essential in a sector responsive to potentially unpredictable forces.

Post-16 Delivery Strategy 2023-27

Context

Historically, Havering has seen the local post-16 education provision offered across seven sixth forms and one large further education provider (with additional post-19 provision delivered predominately through Havering Adult College). The Local Authority carried out a survey reviewing Havering's post-16 education provision offer in October 2020.

The survey generated a good response from residents and confirmed the importance that parents hold when looking at opportunities available to their children, and can influence the secondary school they apply for at age eleven. Parents and young people are looking for a wide and diverse curriculum choice, and the LA wishes to continue to raise aspirations among young people by ensuring there is a broad and relevant offer available to all in the Borough.

In mid-2021, the LA initiated an open consultation with all Havering secondary schools, school sixth forms and Havering Colleges, focusing on the key recommendations that have come out of the survey and to discuss what the future may look like for Havering's Post-16 provision. At that stage, the following key strategic objectives were identified and/or actioned:

- Need to continue to develop links with the private sector and work with industry.
- Ensure the legacy of the pandemic does not adversely affect young people's future opportunities and result in a 'lost generation.'
- Havering post-16 curriculum mapping was collated from information provided by LBH 6th form schools and Havering Colleges. It gives a strategic view of the subjects available and informs all stakeholders where there may be gaps in the current provision.
- Geographical location of the current post-16 offer was collated, and at the time of writing plots the location of all LBH secondary schools, schools with 6th forms, special schools and colleges. It also plots Harris Academy showing as having a 6th form at planning stage. The map demonstrates which areas are better served for Post-16 and the pockets of provision over areas

Taking these points and data collations into consideration, the LA in conjunction with the providers who chose to participate considered the following two questions -

- How best can we all safeguard LBH's offer and provide the best post-16 opportunities that aspire learners to achieve but also keep them and their talent in the borough?

- Is the LA keeping pace with other boroughs and offering a comprehensive range of subjects and qualifications such as T Levels which focus on vocational skills?

On the second point, it was noteworthy that at the time of writing:

- *Havering College offers T Levels in Education and Childcare,*
- *Barking and Dagenham College offer T levels in Digital Support Services Design, Surveying and Planning (Construction)*
- *Newham College are offer T levels in Digital Business Services and Health & Health care science.*

Parents fed back that the transition from KS4-KS5 and the preparation for their YP's journey to post-16 came too late and learners should start receiving IAG earlier. It was also noted that due to the general feeling of uncertainty that the pandemic has caused, more young people are now looking to stay local in a sixth form.

An outcome of the pandemic was also to highlight that with digitalisation, jobs and opportunities can be accessed from anywhere around the world whilst remaining locally based.

It must be noted that schools must be wary not to unintentionally slip into competing against each other to open up a sixth form in order to attract learners. All schools need to recognise and take into consideration the results from the survey, and also consider the mobility and migration patterns of post-16 learners.

The following data represents this:

Travel to study data over 3 years indicates

(The London CCIS index provides London's local authorities with regional intelligence on the movements of young people into learning and enables cross-border casework management for individual young people. To do this it uses the data provided by each of the 5 sub-regional CCIS units)

16-17 year 12-13

Year	Educated YP in the borough	Total students exported	Total Students imported
2018	4,876	1,418	1,432
2019	5,025	1,515	1,586
2020	4,933	1,668	1,503

Over the three years (prior to the pandemic impact), the highest % imported in have been from the following boroughs:

- Barking & Dagenham 61%
- Newham 30%
- Redbridge 20%

Highest % exported out over last 3 years:

- Barking & Dagenham 40%
- Essex 29%
- Newham 10%

16-18 year 12-14

Year	Educated YP in the borough	Total students exported	Total students imported
2018	5,591	1,661	1,740
2019	5,639	1,634	1,836
2020	5,575	1,885	1,747

Over the three years, the highest % imported in have been from the following boroughs:

- Barking & Dagenham 49%
- Newham 20%
- Redbridge 11%

Highest % Exported out over last 3 years:

- Barking & Dagenham 30%
- Essex & Newham 25%

For demographic context, Havering's resident cohort remaining in borough for their education across the 3 years:

- In 2018 16-17 cohort saw a drop from 71% to 67% in 2020
- In 2018 16-18 cohort saw a drop from 70% to 67% in 2020
- Havering remains, however, above the East London average of around 50% (across all 3 years at 16-17 and 16-18)

It is the nature of academies that Havering, as an LA, cannot direct them to engage in the development of post-16 provision, but the adoption of an open and transparent approach to strategising is welcomed by all.

Specifically, whilst there is a degree of richness to the overall curriculum offer available within the borough for post-16 learners, the current perception demonstrated by families does not align with that.

Clearly, work is needed on two fronts –

1. The reflection and collaboration of school settings to explore their capacity, capability, resource and infrastructure either as a stand-alone

setting, as a Trust, or as a conglomeration working in partnership to serve planning areas/communities with the best choice of vocational and academic provision. This will require settings to consider the quality and breadth of the offer they are able to develop and provide, and work with the LA and other stakeholders to deliver on this.

2. The recognition and celebration of the work of existing providers at a strategic level to empower local families to have a clear understanding at an early point of their exploration of post-16 provision, through a concerted strategic approach to promotion of local opportunities.

Strategic key recommendations, based on this, are:

- Continue to facilitate the flow of data based on young person migration and travel to learn, participation etc, and share with schools to empower and inform their capacity to make informed decisions about their position to extend their delivery into post-16
- Continue to facilitate inter-school discussions to allow the market to generate the most effective local solutions to enabling greater parental (and young person) choice with regard to post-16 provision.
- Adopt a pro-choice attitude to supporting well-considered and thorough applications to create a high-quality entry by a school, a Trust, a conglomeration or similar configuration into the post-16 market that demonstrates an ability to provide a broadened, well-resourced, accessible and industry-relevant curriculum.
- Work with settings to continue to promote post-16 provision through virtual and face-to-face activity that will stimulate ambition, recognise the good and improving work of schools to support the through-line of learning, and instil parental and young person confidence in local learning opportunities.

How Will We Deliver This?

New ways of working are the key to success in a more diverse educational landscape, with many different providers across the early years, schools and post-16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and networks in which there can be pooled effort and shared priorities, to achieve better outcomes, to increase capacity in the system and to create more innovative solutions at a time of reducing levels of resource. More successful delivery in the London Borough of Havering will see the emergence of strengthened structures for joint working and partnership. Ensuring a clear line of sight and visibility through the deployment of a specialist Education Provision co-ordinator to support the collective profile raising of our services and provision with both education settings and with local families as required will empower and build our capacity for growth commercially as well as part of a concerted public relations campaign to enable a simplification of access. Our partnership working is based on the following beliefs and principles:

- Education improvement happens in settings, schools and post 16 provision where creativity and innovation is encouraged and supported
- Leaders, Principals and Headteachers have to become increasingly the system leaders for the local area
- Governors play a vital role in leading improvement in education settings
- The role of the Local Authority is to ensure the conditions are created whereby leaders are able to lead and teachers are able to teach without the distractions of excessive bureaucracy and interference
- The creation of excellent provision regardless of phase is a collaborative activity with a triangular relationship, between all education providers and the Local Authority and the parents
- A range of collaborative models is central to our strategy for change. Collaboration is the only way to deliver the full range of positive outcomes for all children and young people. Collaboration needs to take place across the full range of education partners
- Early Help and follow-on behavioural support to remove barriers to learning and success, whilst promoting inclusivity is key to enabling all children and young people to succeed and maximise their potential
- Continuing professional development (CPD) is a fundamental right of all members of the education workforce, and it must be relevant and close to practice to make an impact on outcomes for children, young people and adults in learning
- Where providers fail to deliver adequate standards, Local Authority intervention needs to be early and decisive, working alongside our good and outstanding education providers and their provisions to bring about rapid change
- High quality performance data is always used to identify and learn from rapidly improving trends

- There should be a focus on improvement and innovation in delivery so that all teaching and learning is set at 'good' as a baseline minimum, with aspirations to deliver environments where improvement-focused risks are embraced, and creativity is allowed to flourish to nurture the best outcomes for those engaged in learning
- Encourage peer-led creativity and innovation in all education phases
- Support system-wide innovation and experimentation, especially in the design of the curriculum, the development of new provision and better models of support for vulnerable learners

How We Will Measure Our Success

- Actions aligned to the overall Havering Education Delivery Plan is will assigned across all aspects of Education Services (Annex A)
- Provision and outcomes for all children and young people improves significantly to be in the top performing quintile for all measures against national and statistical neighbours (see Annex B)
- Education leaders will lead the system through the already established Education Strategic Partnership (ESP) and a Traded Services Steering Group with a strong and purposeful remit to deliver the best opportunities and outcomes for children and young people
- The majority of schools and academies will procure high quality services through Havering Education Traded Services and its local brokerage service
- Havering's School Improvement Service will deliver a school improvement model based on strong school collaborations and the development of effective school-to-school support
- Our key strategic partnerships with health, the voluntary sector and training providers to maximise effort and increase our capacity to transform early learning, education in schools, and post 16 learning and training so that it is truly excellent.

Annex A

Targets and Priorities

Following discussion with headteachers and other partners at a range of meetings we have a shared ambition to deliver our vision through the following actions:

Priority 1 - Leadership			
Our Actions	Lead	Deadline	Our Outcomes
Implement <i>Havering Education Recruitment and Retention Strategy</i>, attracting professionals to roles, and promoting Havering as a destination; <ul style="list-style-type: none">• Refresh and relaunch recruitment & retention strategy, ensuring education settings are aware of priorities and actions.• Development of a benefits package and non-pay benefits to promote the borough, and to support recruitment across all phases of education.• Review CPD offer, including support for early career teachers to ensure that staff have access to local, high quality,	TC, HAL	Mar '22	<p>Education settings aware of strategy and priority areas, and Havering attracts sufficient qualified and high quality staff to meet growing demand.</p> <p>Benefit package developed and made available to all staff, including non-pay benefits.</p> <p>Teachers new to their career feel supported and are motivated to remain and progress in their chosen career.</p> <p>‘Wellbeing Charter’ launched, with access to appropriate support, including Wellbeing App.</p>
	TC, HAL	Jul '22	
	TC, HAL	Feb '22	
	TC, HAL	Mar '22	

<p>responsive training.</p> <ul style="list-style-type: none"> Launch a 'Wellbeing Charter' for schools to sign up to, which will provide a supportive framework to encourage workforce to access physical and mental health and wellbeing support. 	TC, HAL		
<p>Ensure provisions are inclusive and fair, promoting equalities and race equality;</p> <ul style="list-style-type: none"> Ensure education settings are engaged in the external review of race relations across the borough. Develop Equality, Diversity and Inclusion (EDI) training offer, ensuring leaders understand their PSED responsibilities, and are promoting EDI through their actions. Through the Fair Access Protocol, ensure that issues of disproportionality in excluded groups are addressed. 	<p>TC</p> <p>HSIS</p> <p>DP</p>	<p>Apr '22</p> <p>Sep '22</p> <p>Jan '22</p>	<p>LA READI review action plan includes specific actions and priorities for education settings.</p> <p>EDI specific training offer developed, and included within wider HSIS/HAL training provisions. Wider training provisions consider embedding EDI outcomes.</p> <p>Fixed term exclusions, permanent exclusions, and managed move data is regularly monitored to identify any issues of disproportionality, and actions taken.</p>

<p>Ensure governance structures and protocols are in place for the Education Strategic Partnership Boards and Groups;</p> <ul style="list-style-type: none"> • Review existing governance structures to ensure that they are clear for all Boards and Groups, with identifiable decision making responsibility. • Regularly review attendance at Boards and Groups to ensure that they have suitable representation from all phases. • Develop a Primary HT Association, assigning leads to improvement areas who will deliver and lead, in particular those who express passion in a particular area. 	TC	Dec '21	Terms of reference for ESP reviewed, and shared with education settings.
	TC	Jul '22	Attendance reviewed each term to ensure appropriate attendance, and that feedback loops are in place to ensure key actions are communicated.
	TC, KC	Mar '22	Primary HT Association ToR developed, and regular meetings established with clear agenda items, priority areas, and identified leads.

Priority 2 - Inclusion			
Our Actions	Lead	Deadline	Our Outcomes
<p>Ensure high quality skills and training, including support for children with SEND, and supported employment opportunities;</p> <ul style="list-style-type: none"> Review SEND and Inclusion support and training offer to ensure it meets the needs of education settings, children and families. Target and prioritise specific support to areas of growing and high needs, such as Social, Emotional and Mental Health (SEMH). Develop further supported employment opportunities for young adults with SEND, engaging with regeneration projects to widen opportunities. 	<p>CP, DP</p> <p>CP</p> <p>CP</p>	<p>Mar '22</p> <p>May '22</p> <p>Jul '22</p>	<p>Support and training offer refreshed and updated. Streamlined referral routes to avoid duplication and delays.</p> <p>Increase in provision locally through additional ARPs. Refreshed SEMH/behaviour support offer available.</p> <p>Increase in breadth and number of opportunities, linked to specific local regeneration projects.</p>
<p>Promote a system-wide approach to Inclusion and behaviour management, with targeted interventions using a single model of practice;</p> <ul style="list-style-type: none"> Develop single model of practice, ensuring 	<p>TC,</p>		<p>Single model of practice developed and</p>

<p>that education setting staff have access to relevant social care training & development, including systemic supervision.</p> <ul style="list-style-type: none"> • Embed and promote EQF behaviour modules within training programmes. • Strengthen transition processes for all phases. 	CP, DP, PS	Jun '22	<p>promoted, with targeted training and CPD programmes across social care and education.</p>
	AJ	May '22	<p>EQF behaviour modules included within wider HSIS/HAL training provisions.</p>
	CP, DP	Jun '22	<p>Develop revised transition programme and processes for EY/Primary/Secondary/Post-16.</p>
<p>Establish communication structures with partners on offer/services/threshold levels;</p> <ul style="list-style-type: none"> • Host monthly cluster group meetings with representation/attendance from children's social care to implement referral feedback loops, and review impact quarterly. • Consider how to incorporate regular engagement with partner agencies to increase understanding of their offer, services and their service thresholds. 	HH	Jul '22	<p>Increased joint working and engagement between education settings and LA social care teams to identify issues, and areas of good practice that can be shared.</p>
	TC	Apr '22	<p>Termly updates on changes to LA service offer shared with all education settings.</p>

Priority 3 - Aspiration			
Our Actions	Lead	Deadline	Our Outcomes
<p>Raise aspirations of local communities from all backgrounds and abilities, developing routes through Apprenticeships, Further, Adult and Higher Education;</p> <ul style="list-style-type: none"> Engage with outreach programmes, such as Access HE, to identify groups to target higher education engagement, and to encourage further study. Embed Careers Enterprise within schools CEIAG offer to ensure young people have suitable introduction to the world of work. Engage with Regeneration projects and private sector to ensure that through Social Value, young people have access to opportunities to develop their knowledge of career pathways. Support education settings to access external grants and resources. 	<p>TC, DP</p> <p>DP</p> <p>DP</p> <p>DP</p>	<p>Mar '22</p> <p>Mar '22</p> <p>Apr '22</p> <p>Jul '22</p>	<p>Outreach programme developed, targeting key communities and schools to increase access to further studies and HE.</p> <p>Young people have increased access to work related activities and work experience.</p> <p>Social value projects actively engage with local schools to promote specific sectors and careers.</p> <p>Opportunities to access external grants and resources are shared with education settings.</p>

Encourage participation in civic and cultural activity, including community support and democracy; <ul style="list-style-type: none"> Engage with the Voluntary and Community sector to encourage participation on local community support programmes and democracy. Launch the Havering Local Education Cultural Partnership to promote and develop a range of cultural and creative activities and workshops. Implement Sport & Physical Activity strategy. 	TC	Dec '21	<p>Through the VCS Compact, 'Havering Changing', and Havering Volunteer Centre, identify key organisations to develop specific engagement programmes.</p> <p>LECP launched, with clear 'prospectus' of opportunities for education settings.</p> <p>Engage with Havering Sports Collective to ensure that strategy supports their priorities.</p>
	TC	Nov '21	
	TC, GS	Sep '22	
Raise the profile and the benefits of early education within the community; <ul style="list-style-type: none"> Promote benefits of early education offer, targeting vulnerable families and parents needing to re-skill. Use Children's centres, libraries and GP surgeries to promote early education offer. 	DP	Jan '22	Marketing and promotion campaign developed, targeting key groups to promote benefit of early education offer.
	DP	Mar '22	Extend marketing and promotion campaign to key strategic locations and businesses to ensure engagement with parents/carers of under 5's.

Annex B

Wider Partnership Working

1. For many children and young people, early years settings, schools and colleges are the public services that they benefit from most. It is where they spend much of their time and come into contact with adults not in their own families. This places significant responsibilities on those providers to play their role in ensuring that children and young people are kept safe from harm, and benefit from a good education. These responsibilities are enshrined in legislation; the authority has a duty to promote high standards, ensure fair access and the fulfilment of learning potential and all providers have a duty to safeguard their students and to cooperate with the local authority and other public agencies in keeping all children and young people safe as well as promoting their health, emotional and educational wellbeing.
 - 1.1. This role and the associated responsibilities of all local authorities as “Education Champions” have been helpfully clarified in the 2011 Education Act (see Annex C). These are set out here. Local Authorities must ensure that:
 - **high quality provision** is available for all children and young people, by the commissioning of places for children between the ages of 2-5, ie Early Years provision, Schools (5-19), and for those children and young people with special (up to 25) or additional needs or who have been excluded from school;
 - there is **equity of provision** by ensuring strong and robust challenge and early intervention where an individual child, groups of pupils or educational providers performance falls below national expectations, there is unfair practice leading to inequality, schools are in financial difficulty or there is unfair or unsafe practice taking place or early signs of failure in the provision;
 - there is **strong partnership working** with all agencies that ensure the wellbeing of all children and young people, irrespective of their needs or the governance arrangements of the provision.
2. The core principle of a shared commitment to improve the lives of children, young people and families – enshrined in Section 136 Education and Inspections Act 1996, Section 10 Children Act 2004, ‘duty to co-operate’ and the Education Act 2011; remains as important as ever and the focal point for decision-making about local children and young people clearly should be shaped by local considerations. In Havering, there remains a commitment to retain The Children’s Trust and the Children and

Young People's Plan with the Trust's primary responsibility for partnership working. This responsibility is shared also through the Education Strategic Partnership (ESP) which is a key platform for partnership working too. However, in addition to ESP and the Children's Trust, the introduction of the new Health and Wellbeing Boards across local authorities has provided a new opportunity to review the way we work together to ensure the long term wellbeing for all children and young people, along with the development of other Children and Young People's Commissioning and Partnership Boards that are being developed.

3. In Havering, the priorities for our Health and Wellbeing Board are:

- prevention, keeping people healthy, early identification, early intervention and improving wellbeing;
- better integrated support for people most at risk;
- quality of services and patient experience.

A number of these priorities focus on children and young people, and the Health and Wellbeing Board will be considering the services that need to be commissioned to improve outcomes for this group in our community, particularly for those with Additional Needs, eg Mental Health and Special Needs, such as Therapies.

Education Strategic Partnership

A review of the roles, responsibilities, and remit of the Education Strategic Partnership has recently been undertaken with a refreshed governance structure, based on discussions with headteachers, now set in place. The Education Strategic Partnership, now reporting more formally into the Children's Trust and with a ESP linked committee structure that enables headteachers to fully participate in all key LA decision making processes that affect children and young people. See Page 23

The Role of the Education Strategic Partnership is:

- To strengthen commissioning and policy decision making in relation to all 0-25 Education Provision including for Special Schools and the Pupil Referral Service through an increased knowledge and understanding of "grass roots" working; informing

key decision making and providing evidence to monitor the impact of activities carried out; and as a key consultative group for Education policy and practice within the authority.

- The main communication forum for decisions made by LA and other groups, Partnerships and Boards as well as a forum where by the views and issues from education providers/groups can be raised.
- A key influencing group as decisions are being made that impact on children and young people and education providers.
- To make recommendations about policy, or to confirm and share with partners the agreement of a new policy/direction of travel.

Its responsibilities are:

- To consult with key stakeholders before and after each meeting so that there can be “true” representation and hence effective decision making.
- To ensure issues/concerns/feedback from all education providers are brought to the meetings.
- To be advocates wherever possible, and information sharers at all times, to other education colleagues.

Representation (2 per category)

- Early Years Reference Group (Early Years providers), Primary, and Secondary Schools clusters/partnerships, Colleges, Independent Sector, Special Schools. (There is cross representation with LSCB, IFAP, SFF, School Improvement Alliance(Support for Schools by Schools Management Group, Traded Service Review Board via a wider termly all partners meeting)

Traded Services Steering Group

The role of the Traded Services Steering Group, broadly defined, is to support the development of the Local Authority’s traded services to schools. The board will act as a key consultative and advisory entity in ensuring that in-house services comply with established protocols and guidelines/policies such as quality standards and key performance indicators, fees and charging policy, complaint and communication management guidelines.

The Role of the Group is to:

- Support the development of the Local Authority's traded offers through knowledge sharing about school needs and market opportunities.
- Monitor compliance with quality standards and key performance indicators based on evidence from research, surveys and complaints.
- Monitor and inform on the impact/outcomes of activities carried out by in-house service teams.
- Contribute to and monitor the implementation of the Traded Services Development Plan
- Recommend modifications to procedures, guidelines and policies, or to confirm and share with partners and colleagues the agreement of a new policy/direction of travel.
- Act as informed advocates for the Local Authority's traded services in and out-of borough wherever possible, and information sharers at all times, to other education colleagues.

Its responsibilities are:

- To consult with key stakeholders before and after each meeting so that there can be "true" representation and hence focused and meaningful deliberation.
- To ensure issues/concerns/feedback from all education providers are brought to the meetings.
- Provide feedback on compliance with the terms set out in the service level agreements for maintained schools and contract for professional services for academies.
- Audit and/monitor adherence to LBH and Havering Education Services policies and procedures
- To gather and share market intelligence e.g. school needs, gaps in service provision and buying trends
- To review traded services activities, operational procedures, protocols and guidelines

Representation (2 per category)

Primary, and Secondary Schools clusters/partnerships, Colleges, Independent Sector, Special Schools.

School Improvement Service

The role of the School Improvement Service is:

- To improve outcomes for all children and young people educated in Havering, particularly the most vulnerable, by putting schools at the heart of our improvement process.
- To collect, collate and share good practice across the community of schools.
- To develop and support systems leaders to lead and support change beyond their own schools.
- To build and strengthen partnership working across the family of schools in the authority.

Its responsibilities are:

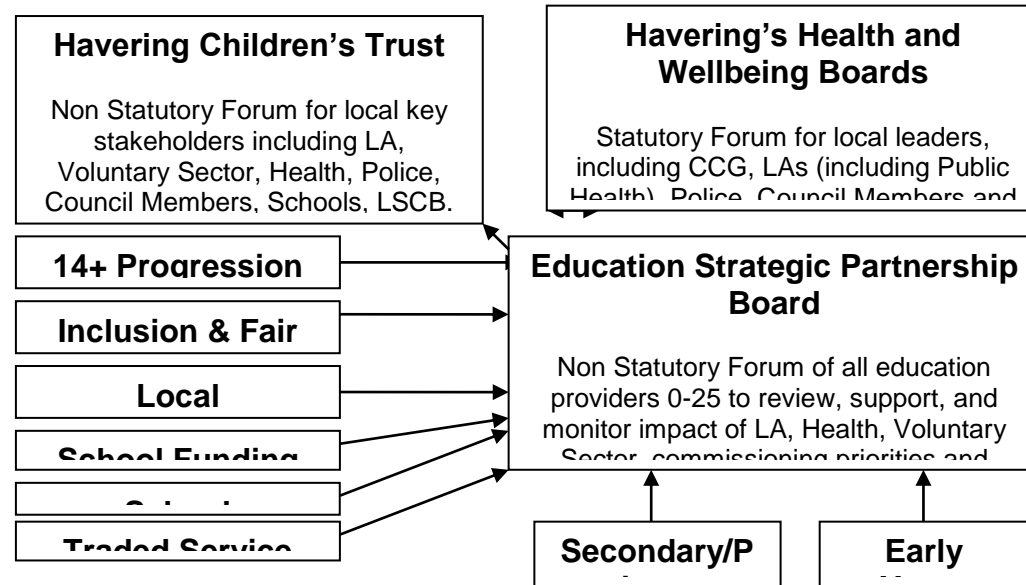
- To consider the strengths and areas for development across schools in Havering, both at LA and individual school level.
- To prioritise areas needing development across the authority and in particular schools.
- To support the allocation of resources, both financial or personnel from across the Havering community and Hsis.
- To agree and then monitor the outcome of support provided through this process.
- To agree the criteria and processes for identifying high quality support for aspects of individual schools needing support.

Representation:

- Teaching School(s), NLE, LLE, Local Leaders for School Improvement, Hsis, Representatives from the primary and secondary school partnerships/groups.

Delivery plans are being set out in the Children and Young People's Plan, Learning and Achievement Service Plan and a variety of strategies targeted at particular vulnerable groups eg Raising the Participation Age and Post 16 Strategy.

Current governance structures are as follows:



Annex C “Education Champions”- our statutory role

Strategic Vision for the authority	Strategy Documentation	Data Sets / Tools
	Education, Learning and Skills Strategy	LA data Dashboard
<p><u>Vulnerable Children and Young People</u></p> <p>Local authorities should work with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. This will help to improve educational attainment, narrow the gaps for the most disadvantaged and promote the wider wellbeing of children and young people, including at key transition points.</p> <p>More specifically, councils must:</p> <ul style="list-style-type: none"> act as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment, providing stable and high quality placements and proper planning for when they leave care; ensure that disabled children and those with special educational needs (SEN) can access high quality provision that meets their needs and fund provision for children with statements of SEN; must ensure arrangements are in place for 	<p>Early Help Strategy</p> <p>Special Educational Needs Strategy for Change</p> <p>Early Intervention – Attendance and Exclusions</p>	<p>LAC Performance Data</p> <ul style="list-style-type: none"> - Attainment - Progress - Attendance - Exclusions - Placement Stability <p>SEN</p> <ul style="list-style-type: none"> - Attainment - Progress - Attendance - Exclusions <p>PRS Performance Data</p>

<p>of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework);</p> <ul style="list-style-type: none"> • establish a schools forum for their area, maintain a scheme for financing maintained schools and provide financial information; • undertake specified responsibilities in relation to staffing and governance of maintained schools. 	<p>School Finance Scheme</p> <p>Education HR Policies & Procedures</p>	<p>Percentage of schools with deficit/surplus budgets</p> <p>Percentage of schools meeting financial management standards</p> <p>Percentage of schools judged with effective governance by Ofsted</p> <p>Percentage of schools with full LA governor's representation</p>
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