

Scrutiny Children & Young People Sub-Committee Agenda



To: Councillor Robert Ward (Chair)
Councillor Sean Fitzsimons (Vice-Chair)
Councillors Sue Bennett, Jerry Fitzpatrick, Bernadette Khan, Shafi Khan,
Ola Kolade and Louisa Woodley

Co-optee Members

Josephine Copeland (Non-voting Teacher representative), Mr Leo Morrell (Voting Diocesan Representative), Ms Elaine Jones (Voting Diocesan Representative (Catholic Diocese)) and Paul O'Donnell (Voting Parent Governor Representative)

Reserve Members: Margaret Bird, Mike Bonello, Alison Butler, Pat Clouder, Mary Croos, Patsy Cummings, Felicity Flynn, Helen Redfern and Andy Stranack

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 18 January 2022 at 6.30 pm. This meeting will be held remotely**

Katherine Kerswell
Chief Executive
London Borough of Croydon
Bernard Weatherill House
8 Mint Walk, Croydon CR0 1EA

Simon Trevaskis
Senior Democratic Services & Governance
Officer
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www.croydon.gov.uk/meetings
Monday, 10 January 2022

Members of the public are welcome to view the webcast both live and after the meeting has completed at <http://webcasting.croydon.gov.uk>

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If you require any assistance, please contact Simon Trevaskis as detailed above.

AGENDA – PART A

1. **Apologies for Absence**

To receive any apologies for absence from any members of the Committee.

2. **Minutes of the Previous Sub-Committee Meeting** (Pages 7 - 14)

To approve the minutes of the meeting held on 2 November 2021 as an accurate record.

3. **Disclosures of Interest**

Members and co-opted Members of the Council are reminded that, in accordance with the Council's Code of Conduct and the statutory provisions of the Localism Act, they are required to consider **in advance of each meeting** whether they have a disclosable pecuniary interest (DPI), an other registrable interest (ORI) or a non-registrable interest (NRI) in relation to any matter on the agenda. If advice is needed, Members should contact the Monitoring Officer **in good time before the meeting**.

If any Member or co-opted Member of the Council identifies a DPI or ORI which they have not already registered on the Council's register of interests or which requires updating, they should complete the disclosure form which can be obtained from Democratic Services at any time, copies of which will be available at the meeting for return to the Monitoring Officer.

Members and co-opted Members are required to disclose any DPIs and ORIs at the meeting.

- Where the matter relates to a DPI they may not participate in any discussion or vote on the matter and must not stay in the meeting unless granted a dispensation.
- Where the matter relates to an ORI they may not vote on the matter unless granted a dispensation.
- Where a Member or co-opted Member has an NRI which directly relates to their financial interest or wellbeing, or that of a relative or close associate, they must disclose the interest at the meeting, may not take part in any discussion or vote on the matter and must not stay in the meeting unless granted a dispensation. Where a matter affects the NRI of a Member or co-opted Member, section 9 of Appendix B of the Code of Conduct sets out the test which must be applied by the Member to decide whether disclosure is required.

The Chair will invite Members to make their disclosure orally at the

commencement of Agenda item 3, to be recorded in the minutes.

4. Urgent Business (if any)

To receive notice of any business not on the agenda which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

5. Action List Update

To review any actions arising from previous meetings of the Sub-Committee.

6. Early Help, Children Social Care & Education Performance Dashboards (Pages 15 - 30)

The Children & Young People Sub-Committee is asked to review the performance dashboards provided for Early Help, Children Social Care and Education and consider whether there are any areas of concern that may need to be scheduled for further scrutiny at a future meeting.

7. Children, Young People & Education Budget Scrutiny Challenge (Pages 31 - 42)

The Children & Young People Sub-Committee is asked to review the information provided on the identified budget proposals and reach a conclusion on the following:-

1. The savings are deliverable, sustainable and are not at unacceptable risk.
2. The impact on service users and the wider community is understood.
3. That all reasonable alternative options have been explored and no better options exist.

8. Education Estates Strategy (Pages 43 - 134)

The Children & Young People Sub-Committee is asked to: -

1. Note the draft report setting out the Education Estates Strategy for consideration by the Cabinet
2. Consider whether there are any considerations or concerns it may wish to submit to the Cabinet during its consideration of the Strategy.

9. Croydon Safeguarding Children Board - Annual Report 2020-21
(Pages 135 - 182)

The Children & Young People Sub-Committee is asked to: -

1. Note the Croydon Safeguarding Children Board Annual Report 2020-2021
2. Consider whether there are any considerations or concerns it may wish to submit to the Cabinet during its consideration of the Annual Report.
3. In particular, give consideration as to whether the Annual Report provides sufficient reassurance on the performance and effectiveness of the Croydon Safeguarding Children Board.

10. What Difference Has This Meeting Made To Croydon's Children

To discuss the findings from this meeting and expectations for Croydon's Children.

11. Exclusion of the Press and Public

The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder of a meeting:

“That, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended.”

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Public Document Pack Agenda Item 2

Scrutiny Children & Young People Sub-Committee

Meeting of held on Tuesday, 2 November 2021 at 6.30 pm. This meeting was held remotely via Microsoft Teams.

MINUTES

Present: Councillor Robert Ward (Chair);
Councillor Sean Fitzsimons (Vice-Chair);
Councillors Sue Bennett, Jerry Fitzpatrick, Bernadette Khan, and Ola Kolade

Co-optee Members

Josephine Copeland (Non-voting Teacher representative), Mr Leo Morrell (Voting Diocesan Representative) and Ms Elaine Jones (Voting Diocesan Representative (Catholic Diocese))

Also Present: Councillor Alisa Flemming, Cabinet member for Children Young People and Learning.
Councillor Ian Parker
Roisin Madden, Director of Children's Social Care
Kerry Crichlow, Interim Director of Improvement and Quality
Sarah Bailey, Head of Access to Education
Rachel Flowers, Director of Public Health
Matthew Kershaw, Chief Executive, Croydon Health Service
Juliatt Penney, Head of Public Health Nursing, Croydon Health Service
Andrew Stenton , Association Director of Operations, Croydon Health Service

Apologies: Councillor Louisa Woodley
Paul O'Donnell

PART A

53/21 Apologies for absence

Apologies received from Councillor Louisa Woodley.
Apologies received from Paul O'Donnell

54/21 Minutes of the previous sub-committee meeting

The minutes of the meeting of 14 September 2021 were agreed as an accurate record.

55/21 Disclosures of interest

There were no disclosures of interest.

56/21 Urgent Business (if any)

There was none.

57/21 Action list update

It was confirmed that all actions were up to date

58/21 Update on Antenatal and Health Visiting Visits

The Director of Public Health introduced the item. Following the introduction, the Associate Director of Operation, Croydon Health Service outlined details in a [presentation](#)

Following the presentation, Members has the opportunity to ask questions.

In response to queries raised by the Committee, the following was clarified:

- In order to provide reassurance despite the backdrop of challenges, that the action plan for 2021/22 was deliverable, officers said that a development plan was in place that was being monitored on a monthly basis. They worked closely with commissioners and were all committed to pushing the service forward
- If it was identified that they were not where they needed to be, the plan would be reviewed with further actions put in place where necessary. The importance of the issue was not underestimated and if changes needed to be made, they would be where appropriate.
- A decision was made for the project manager and analyst to be in post, initially for six months. This was a decision made between the health service and commissioners. This team would be tasked to assist in achieving robustness of data and ensure data was being collected and reported appropriately.
- In addressing planning strategy and resource allocation to cover statutory responsibilities, officers were confident that the budget would cover the ability to respond to mandatory responsibilities. The main challenge was in workforce availability which was essential in the ability to drive forward change and meet targets.
- Members were reminded that only a qualified Health Visitor could conduct statutory visits and carry out the necessary assessments and due to the national shortage there had been an impact in time scales. Whilst the service had adapted the way they work and had been utilising skill mix of staff where possible, the Health Visitor remained the accountable professional and had to maintain oversight.
- The service was now back to conducting face to face visits and no longer doing video consultations which were put in as a measure during the height of the pandemic. Thorough risk assessments were conducted prior to face to face visit in order to protect both staff and clients.
- There had been instances where visits had not taken place as whilst the service always strived to offer and undertake visits, parents were able to exercise the choice to not have one despite it being mandated. Some families chose not to engage and unless there were

safeguarding issues, which would trigger separate protocols, they could not be made to accept a visit.

- In order to maintain oversight over performance, the associate directors would have monthly meetings with commissioners and quarterly with directors. There would be a clear expectation for through discussions on data, improvement and what needed to be done if not achieving as expected. Having a Metrix would assist in keeping on track as they were also accountable to Public Health colleagues who review the data on a monthly basis.
- It was important to note that staff had been working tirelessly under extremely challenging conditions brought on by the pandemic. Their health and well-being was recognised and remained a priority. Practitioners has access to a wealth of support and services including regular 121 supervision with their line manager.

The Chair thanked officers for their engagement with the Sub-Committee

RESOLVED TO:

1. Note the content of the presentation and information provided
2. That an update be provided to the sub-committee in six months on progress.

59/21 Early Help CSC and Education Dashboard

The Sub-Committee considered a [report](#) which provided an overview of Service updates from Education and Early Help & children's social care, Budget updates and Children's Continuous Improvement Plan 2021- 2024. The Sub-Committee also considered the Early Help and Education Dashboards. An introduction to the items was provided by the Interim Director of Education and the Director of Children's Social Care

In response to queries raised by the Sub-Committee, the following was clarified:

- The two remaining children following the closure of Virgo Fidelis Schools that had not secured a place was due to the families not accepting offers of places despite being offered numerous places.
- The reason behind the completion of only 72% of assessment was a consequence of structural change in the department, this was now being improved on. Additionally there had been a higher percentage of agency staff supporting children and families had been subject to the locum staff leaving as well as sickness levels in the department.
- There had been a notable impact on the mental health of young people who were at crucial stages of their development without the support of schools, and peers during periods of the pandemic. All services, statutory and voluntary were working together to provide support to young people and their families.

RESOLVED: To note the content of the report and dashboards.

60/21 Service Impact and Budget Update

This item was taken as part of Agenda Item 7, minute no 59/21

61/21 Task and Finish Group Final Report: Exclusions and Off-rolling in Croydon Schools

The Chair of the Task and Finish Group, Councillor Jerry Fitzpatrick introduced the item and outlined details in a [Presentation](#)

Following the presentation, Members had the opportunity to ask questions

During the consideration of the recommendations, the Committee discussed the following:

- It was difficult to evidence off rolling in schools the Local Authority did not hold school registers as it was not compulsory for schools to provide this data, additionally if it was provided there was no resource available to monitor in the way and level of detail required. There was however concerns on all level including central government of the issue.
- It was important to understand the term 'Off rolling' in order to comprehend the issue it presented. There were currently several legal ways in which a child could come off the school roll. Off rolling is not a legal tern and it's a school initiated removal of a child without having gone through the legal process.
- On the issue of reintegration back into mainstream school of children referred to Pupil Referral Units (PRU), there was no headline figure and in 2019 the number of children was extremely low.
- Managed moves occurred for very young children and across the borough there appeared to be different practices within Fair Access Panels (FAP). Guidance on processes needed to be clearer to ensure practices were transparent and streamlined
- The evidence showed very positive arrangements between primary schools, in particular the inclusion peer group working between schools to keep children in school which had resulted in very few primary school exclusions
- There were some schools that stood out in the level of pupils that left the school and some schools that had high vacancies and as a result would accept children that had been excluded more readily. This in turn meant the schools faced multifaceted challenges as they may not necessarily have the expertise to deal with the challenges that come with the children.
- There was evidence to support that a high proportion of children that went through managed moves were documented as having special educational needs, emotional and mental health issues, had experienced child sexual exploitation or gang activity as well as many other issues.
- It was evident that the challenges faced by officers should be shared at school governor level as many were not aware of the challenges experienced

by officers on gathering information or of trying to get headteachers to accurately share data.

- It was encouraging that an information pack for parents and families on their rights was being developed

The sub-committee endorsed all the recommendations made

The Sub-Committee **RESOLVED**: To agree the recommendations as set out in the report:

Recommendations One to Six (to the Director of Education)

Recommendation One

That the Scrutiny and Overview Children and Young People Sub Committee seek from the Director of Education an annual report on Exclusions and Managed Moves, such report to be presented at an Autumn meeting and separate from the Standards report, the report to include the following areas at least in relation to managed moves:

The number of managed moves agreed by the Fair Access Panel in the preceding academic year, including the provision of data as to the following characteristics of the children concerned: age, gender, free school meal eligibility, national curriculum year, SEND provision, ethnic group and level of deprivation - these are the characteristics which must be reported in respect of permanent exclusion

- the number of managed moves from a mainstream school to a PRU or other alternative provision
- the number of managed moves from a mainstream school to another mainstream school
- the number of managed moves which broke down during the 12 weeks probationary period
- an analysis of the reasons for the breakdown during the probationary period and information about the subsequent pathways of the children concerned
- the number of children reintegrated from alternative provision into mainstream, broken down into the number reintegrated who immediately prior to admission to AP had undergone permanent exclusion and the number reintegrated who immediately prior to admission to AP had undergone a managed move
- in respect of managed moves to mainstream schools the number from each presenting school, and the number to each receiving school

- such information as the local authority may possess about the number of managed moves not passing through the FAP process, including the characteristics set out in the first bullet point above
- the chart of givers and takers (that is, for each school, the number of children each school successfully presents to FAP, and the number each school accepts)
- the destinations of children who have been permanently excluded

Recommendation Two

The Director prepares a paper on managed moves for the consideration of key stakeholders in FAP which sets out factors perceived to conduce to both good and bad outcomes, and including some objective case studies

Recommendation Three

- The Director instigates an independent evaluation of how participants perceive the collegiality of the managed moves process, and what might be done to enhance it.

Recommendation Four

- The Director requests headteachers who are invited to the FAP to include information about the number of managed moves to and from their school in their termly report to their governing body, such as data to include all managed moves whether brokered through the FAP or in some other way.

Recommendation Five

- The Governor Supports Team briefs secondary school governors on managed moves and provides guidance as to how they might scrutinise the issue.

Recommendation Six

- The Director requests that the headteachers notify the Local Authority of a managed move they have arranged other than through FAP, such notification to be provided by the headteacher of the presenting school immediately after a starting date for the move has been agreed by all relevant parties.

Recommendations Seven and Eight (to the Secretary of State for Education)

Recommendation Seven

- There should be statutory or at least non-statutory guidance to school admissions authorities on the subject of managed moves.

Recommendation Eight

- There should be consideration of whether paragraph 3.16 of the statutory guidance for school admission authorities should be extended to refer to managed moves so that (the suggested inserted words are highlighted) the relevant part reads as follows:” no school should be asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, who are placed via the Protocol, **or who have been admitted as the result of a managed move**”

Recommendations Nine and Ten (to Her Majesty’s Chief Inspector of Schools)

Recommendation Nine

- The secondary school inspection framework should encompass managed moves

Recommendation 10

- Consideration should be given in the HMCI’s Annual Report to the provision of an overview of how schools are using managed moves

62/21 What difference has this meeting made to Croydon's children

Following discussions, it was agreed that:

- Members had become more strategic in their questioning which led to a more effective meeting and use of time
- The discussions as part of informal briefings were invaluable
- Members remained focused on the topics of discussion.
- Some of the reports and presentations were late which was unacceptable and would be communicated to officers
- Presenting officers needed to be smoother in their delivery
- The summary sent by the Chair to members ahead of meetings was useful
- The Chair had attended a recent refresher training course on effective chairing of meetings and the practices learnt would be beneficial in all future meetings.

63/21 Work Programme 2021-22

The sub-committee noted the work programme for the remainder of the municipal year.

The meeting ended at 9.15 pm

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Signed:

Date:

Agenda Item 6

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|------------------------|---|
| REPORT TO: | Children & Young People Sub-Committee 18 January 2022 |
| SUBJECT: | Early Help, Children Social Care & Education Performance Dashboards |
| LEAD OFFICER: | Debbie Jones : Executive Director, Children, Families & Education |
| CABINET MEMBER: | Councillor Alisa Flemming Cabinet Member for Children, Young People and Learning |
| PUBLIC/EXEMPT: | Public |

| | |
|---------------------------------|---|
| ORIGIN OF ITEM: | Performance dashboards are provided for the Children & Young People Sub-Committee on a regular basis. |
| BRIEF FOR THE COMMITTEE: | The Children & Young People Sub-Committee is asked to review the performance dashboards provided for Early Help, Children Social Care and Education and consider whether there are any areas of concern that may need to be scheduled for further scrutiny at a future meeting. |

1. EARLY HELP, CHILDREN SOCIAL CARE & EDUCATION PERFORMANCE DASHBOARDS

- 1.1. In order for the Children & Young People Sub-Committee maintain an overview of the performance of the Early Help, Children Social Care and Education services, performance data is provided in dashboard form at most meetings.
- 1.2. The performance dashboards are appended to this cover report.
- 1.3. If in reviewing the data provided the Sub-Committee identifies an area of concern that it feels may require further investigation, in line with the new scrutiny work programming process agreed by the Scrutiny & Overview Committee on 7 September, this will be reported to the Scrutiny Work Programming Group by the Chair for further consideration.

REPORT AUTHOR: Simon Trevaskis – Senior Democratic Services & Governance Officer

APPENDICES:

Appendix 1 – Early Help & Children Social Care Performance Dashboard

Appendix 2 – Education Performance Dashboard

BACKGROUND DOCUMENTS: None

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Children and Young People's Scrutiny Committee

Early Help & Children's Social Care Performance Analysis

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January 2022



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Overview of performance across EH & CSC KPIs

GOING WELL OR BETTER

- The number of CLA cases and active CIN plans have remained stable over the last 3 months, whilst open CP cases have increased in the last few months (reflecting post-Covid lockdown trend as seen in other authorities)
- Percentage of children subject to Child Protection Plan and Children Looked After for whom a visit has taken place within timescales
- Over all CLA numbers have reduced with Local CLA currently at 451 whilst Unaccompanied Asylum Seeking Children is 124.
- Average caseloads are stable and within targets

ONES TO WATCH

- Percentage of referrals that were re-referred with 12 months
- Percentage of CIN with an up to date plan
- Percentage of ICPC's within 15 days of the strategy meeting
- Percentage of CLA in care 12+ months having same social worker for the last 6 months
- Percentage of children who had their supervision and completed in timescales
- Percentage of cases audited that are Good or Outstanding

THINGS TO DO BETTER

- Percentage of Early Help stepped up to CSC is high at 18%
- Percentage of assessments completed in 45 days at 69% is below benchmarks
- Percentage of children with CIN Plans for whom a visit has taken place with the last 4 weeks was 78%
- Percentage of children on CP plans for a 2nd time or more is currently 25%, this is higher compared to benchmarks
- Percentage of care leavers in employment, education or training (19-21 yr olds) is below target at 58% but better than benchmarks available

Overview of performance across EH & CSC KPIs

| | | | 2020/21 | | | | | | | | | | | | 2021/22 | | | | | | | | | | | | Comparative Data | | | | |
|------------------|--|----------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|----------------|-------|------------|-----------------------|---------------------------------|----------------------------|----------------|-----------------|--|--|--|------------------|--|--|--|--|
| Indicator Number | Indicator Title | Polarity | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | RO | 2021-22 Target | RAG | YTD/LATEST | 2021-22 YTD or latest | DfE Publis hed Croyd on 2020-21 | Stats Nbr Avera ge 2020-21 | London 2020-21 | England 2020-21 | | | | | | | | |
| EH 7 | Percentage of cases closed due to family no longer requiring service | SIB | 29% | 25% | 14% | 26% | 20% | 24% | 17% | 34% | 17% | 14% | 14% | 33% | JD | 10% | Red | YTD | 22% | | | | | | | | | | | | |
| EH 9 | Percentage of Early Help cases that were stepped up to CSC | SIB | 20% | 19% | 21% | 28% | 19% | 13% | 26% | 13% | 14% | 20% | 15% | 10% | JD | 15% | Red | YTD | 18% | | | | | | | | | | | | |
| FD 8 | Percentage of re-referrals within 12 months | SIB | 28% | 23% | 29% | 31% | 24% | 25% | 22% | 25% | 25% | 18% | 25% | 25% | JD | 22% | Amber | YTD | 24% | 19% | 18% | 19% | 23% | | | | | | | | |
| AMT 2 | Percentage of C&F assessments completed within 45 working days | BIB | 77% | 79% | 83% | 82% | 69% | 72% | 73% | 65% | 72% | 61% | 66% | 63% | JD | 85% | Red | YTD | 69% | 81% | 92% | 89% | 88% | | | | | | | | |
| CIN 3 | Rates of CIN* per 10,000 of Under 18 Population | | 70.5 | 66.8 | 69.2 | 65.8 | 63.3 | 62.1 | 59.7 | 62.0 | 65.5 | 63.6 | 60.5 | 63.0 | RC | NA | Grey | LATEST | 63.0 | | | | | | | | | | | | |
| Page 19 | CIN 4 Percentage of CIN* for whom a visit has taken place within last 4 weeks (excludes CWD Family Support) | BIB | 91% | 95% | 81% | 84% | 84% | 82% | 82% | 75% | 81% | 81% | 79% | 78% | RC | 95% | Red | LATEST | 78% | | | | | | | | | | | | |
| | CIN 8 Percentage of CIN with an up-to-date child's plan | BIB | 89% | 92% | 90% | 90% | 89% | 97% | 88% | 90% | 90% | 90% | 92% | 83% | RC | 95% | Amber | LATEST | 83% | | | | | | | | | | | | |
| | CP 5 Percentage of children for whom ICPC was held in the month within 15 working days of the Strategy discussions | BIB | 48% | 68% | 89% | 81% | 88% | 89% | 66% | 48% | 70% | 65% | 71% | 31% | DW | 77% | Amber | YTD | 68% | 72% | 74% | 78% | 83% | | | | | | | | |
| CP 11 | Percentage of Child Protection Children subject to a plan for a second or subsequent time (ever) | SIB | 23% | 24% | 27% | 26% | 30% | 28% | 27% | 29% | 27% | 25% | 24% | 22% | DW | 18% | Red | LATEST | 25% | 19% | 20% | 18% | 22% | | | | | | | | |
| CP 13 | Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 4 weeks (20 Working Days) | BIB | 98% | 96% | 99% | 98% | 96% | 97% | 93% | 94% | 98% | 95% | 93% | 96% | RC | 95% | Green | LATEST | 96% | 99% | | | | | | | | | | | |
| MC 1c | Repeat Missing Children - Overall number of children with 3 or more missing episodes started in the month | | 15 | 20 | 19 | 16 | 21 | 22 | 18 | 21 | 23 | 23 | 16 | 13 | JD | NA | Grey | YTD | 173 | | | | | | | | | | | | |
| MC 8 | Number of missing episodes started in month - CLA who have run away from their home | SIB | 115 | 138 | 137 | 119 | 126 | 142 | 140 | 154 | 148 | 137 | 84 | 83 | JD | NA | Grey | YTD | 1,133 | 1,801 | 498 | 14,580 | 71,470 | | | | | | | | |
| CLA 3 | Number of CLA at the end of the month who are Local CLA (Non-UASC) | | 485 | 486 | 481 | 456 | 451 | 462 | 469 | 470 | 458 | 451 | 447 | 451 | SH | NA | Grey | LATEST | 451 | 69% | | | | | | | | | | | |
| CLA 4 | Number of CLA at the end of the month who are UASC | | 214 | 211 | 210 | 205 | 190 | 171 | 153 | 146 | 137 | 138 | 123 | 124 | SH | NA | Grey | LATEST | 124 | 211 | 36 | 1,330 | 4,070 | | | | | | | | |
| CLA 10 | Percentage of CLA for whom a visit has taken place within statutory timescales (6 weekly Visits) | BIB | 95% | 96% | 95% | 95% | 93% | 96% | 94% | 93% | 95% | 94% | 95% | 90% | SH | 95% | Green | LATEST | 90% | 95% | | | | | | | | | | | |

Overview of performance across EH & CSC KPIs

| | | 2020/21 | | | | | | | | | | | | | 2021/22 | | | | | | | | | | | | | Comparative Data | | | | |
|------------------|---|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|----------------|-------|------------|-----------------------|---------------------------------|----------------------------|----------------|-----------------|--|--|--|--|------------------|--|--|--|--|
| Indicator Number | Indicator Title | Polarity | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | RO | 2021-22 Target | RAG | YTD/LATEST | 2021-22 YTD or latest | DFE Publis hed Croyd on 2020-21 | Stats Nbr Avera ge 2020-21 | London 2020-21 | England 2020-21 | | | | | | | | | |
| CLA 19 | Percentage of CLA that have been in care for 12+ months, that have had same social worker for last 6 months | BIB | 71% | 66% | 72% | 73% | 75% | 62% | 57% | 57% | 54% | 55% | 53% | 57% | SH | 65% | Amber | LATEST | 57% | 72% | | | | | | | | | | | | |
| CL 1 | Number of Care Leavers in employment, education, or training (EET) on their 17th to 21st Birthday | BIB | 336 | 339 | 352 | 352 | 350 | 348 | 356 | 353 | 342 | 326 | 369 | 349 | SH | NA | Grey | LATEST | 349 | | | | | | | | | | | | | |
| CL 1a | Percentage in employment, education, or training (EET) on their 17th to 21st Birthday | BIB | 58% | 58% | 57% | 58% | 59% | 61% | 65% | 65% | 64% | 59% | 64% | 61% | SH | 85% | Red | LATEST | 61% | | | | | | | | | | | | | |
| CL 1c | Percentage in employment, education, or training (EET) on their 19th to 21st Birthday (New*) | BIB | | | | | | | | 63% | 61% | 60% | 61% | 58% | SH | 85% | Red | LATEST | 58% | 42% | 56% | 55% | 52% | | | | | | | | | |
| Caseloads | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W 1 | Average Caseload per Worker | SIB | 15.1 | 15.1 | 16.7 | 16.7 | 16.3 | 16.4 | 16.3 | 15.4 | 15.4 | 15.1 | 15.2 | 15.4 | RM | 17 | Green | LATEST | 15.4 | | | | | | | | | | | | | |
| W1 a | Average Caseload per Worker - Croydon Supporting Families | SIB | 14.4 | 15.8 | 20.4 | 20.8 | 19.8 | 21.9 | 20.1 | 17.1 | 15.0 | 16.4 | 16.6 | 16.7 | RM | 20 | Green | LATEST | 16.7 | | | | | | | | | | | | | |
| W1 b | Average Caseload per Worker - Social Work With Families | SIB | 14.5 | 14.1 | 13.8 | 14.5 | 14.7 | 14.7 | 15.2 | 14.5 | 15.0 | 14.6 | 14.3 | 14.9 | RM | 16 | Green | LATEST | 14.9 | | | | | | | | | | | | | |
| W1 c | Average Caseload per Worker - Children In Care | SIB | 14.6 | 14.9 | 17.3 | 17.1 | 16.2 | 15.6 | 14.5 | 14.7 | 14.4 | 14.4 | 15.2 | 15.4 | RM | 16 | GREEN | LATEST | 15.4 | | | | | | | | | | | | | |
| W1 d | Average Caseload per Worker - CWD | SIB | 17.8 | 14.4 | 15.5 | 16.1 | 15.2 | 14.6 | 15.8 | 15.8 | 15.1 | 14.5 | 14.2 | 14.7 | RM | 20 | Green | LATEST | 14.7 | | | | | | | | | | | | | |
| W1 e | Average Caseload per Newly Qualified Social Worker (ASYE) | SIB | 12.7 | 11.3 | 11.8 | 12.7 | 13.3 | 13.4 | 15.9 | 11.3 | 12.0 | 11.8 | 11.1 | 10.8 | RM | 14 | Green | LATEST | 10.8 | | | | | | | | | | | | | |
| W1 f1 | Average Caseload per Worker - Young People 1 | SIB | | | | | | | | | | 18.5 | 18.7 | 18.7 | RM | 25 | Green | LATEST | 18.7 | | | | | | | | | | | | | |
| W1 f2 | Average Caseload per Worker - Young People 2 | SIB | | | | | | | | | | 19.7 | 18.7 | 18.7 | RM | 25 | Green | LATEST | 19.7 | | | | | | | | | | | | | |
| W1 g | Average Caseload per Worker - Adolescent Support | SIB | 11.0 | 9.2 | 11.2 | 9.1 | 9.0 | 3.2 | 5.0 | 5.8 | 7.5 | 7.5 | 7.1 | 8.2 | RM | 10 | Green | LATEST | 8.2 | | | | | | | | | | | | | |
| QA 1 | Percentage of children who had their supervision and was within the timescales | BIB | 90% | 89% | 83% | 79% | 81% | 80% | 89% | 87% | 87% | 85% | 85% | 78% | All HoS | 90% | Amber | YTD | 83% | | | | | | | | | | | | | |
| QA 2 | Number of Cases Audited | | 38 | BM | 35 | BM | 48 | BM | BM | 31 | BM | BM | 48 | BM | DW | NA | Grey | NA | 127 | | | | | | | | | | | | | |
| QA 3 | Percentage of Cases Audited that are Good or Outstanding | BIB | 67% | BM | 71% | BM | 62% | BM | BM | 74% | BM | BM | 85% | BM | DW | 80% | Amber | YTD | 74% | | | | | | | | | | | | | |
| QA 4 | Percentage of Cases Audited that are RI | SIB | 30% | BM | 23% | BM | 38% | BM | BM | 23% | BM | BM | 13% | BM | DW | 20% | Red | YTD | 25% | | | | | | | | | | | | | |
| QA 5 | Percentage of Cases Audited that are Inadequate | SIB | 4% | BM | 6% | BM | 0% | BM | BM | 3% | BM | BM | 2% | BM | DW | 0% | Red | YTD | 2% | | | | | | | | | | | | | |



Education Performance Dashboard

December 2021

Produced by:
Performance Intelligence and Data Quality Team

Overview of performance across Education KPIs

GOING WELL OR BETTER

- In 2019/20 (latest published data), 94.6% of pupils were in a sustained education, apprenticeship or employment destination post KS4, higher than England (93.7%) and our statistical neighbour average (93.1%).
- In 2020/21, the average attainment 8 score for pupils in Croydon receiving SEN support was 39.2 and 19.5 for pupils with an EHCP, above England and our statistical neighbours average. There are both are in the top quartile of local authorities in England.*
- In 2020/21, 18.3% of pupils with an EHCP and 50.8% of pupils receiving SEN support achieved grades 9-4 in both English and Maths at KS4 which both rank in the top performing third of LAs in England. They are both above England and our statistical neighbours average.*
- The Average EBacc average point score per pupil in 2020/21 was 3.27 for pupils receiving SEN support and 1.44 for pupils with an EHCP, above England and our statistical neighbours average. There are both are in the top performing third of LAs.*

ONES TO WATCH

The persistent absence rate from state-funded primary, secondary and special schools in Autumn 2020/21 was 13.9%, which is line with our statistical neighbours and 0.9 percentage points higher than England

THINGS TO DO BETTER

- In 2020/21, the Average Attainment 8 score per pupil* in Croydon was 50.0, lower than England (50.9), our stat neighbours (51.6) and 2nd lowest in London.
- In 2020/21, 50.7% of pupils achieved grades 9-5 in English and Maths* in Croydon, which is lower than England (51.9%), our statistical neighbours (52.5%) and 4th lowest in London.
- In 2020/21, 89.2% of students achieved at least 2 substantial level 3 qualifications*, which is below England (94.1%), the 2nd lowest compared to our statistical neighbours and in the bottom 25% of LAs.
- In 2020/21, 73.5% of students achieved at least 2 A levels*, which is 15 percentage points below England (88.5%) and our statistical neighbours (88.7%). This is the 6th lowest in England, 2nd lowest in London and lowest compared to our statistical neighbours.
- The overall absence rate from state-funded primary, secondary and special schools in Autumn 2020/21 was 4.9%, higher than England (4.7%), our statistical neighbours (4.8%) and in the worst performing third of LAs. This is 0.2 percentage points higher than last year. This does not include sessions where pupils were not attending in circumstances related to coronavirus (COVID-19) for which a further 6.1% of sessions were recorded and is lower than England (7.0%).

* The changes to the way GCSE, A/AS and VTQ grades have been awarded over the last two years mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance

| Indicator Title | Polarity | 2020/21 | | | | | | | | 2021/22 | | | |
|--|-------------|---------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|
| | | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 |
| Elective home education | | | | | | | | | | | | | |
| Number of elective home educated pupils | | 571 | | | | 591 | | | | 618 | 629 | 641 | 635 |
| Number of elective home educated pupils with an EHCP | | 33 | | | | 27 | | | | 27 | 27 | 27 | 27 |
| Children missing education | | | | | | | | | | | | | |
| Number of children who are missing education | Low is good | 46 | 42 | 111 | 68 | 66 | 69 | 60 | 17 | 157 | 72 | 77 | 46 |
| Number of children with an EHCP who are missing education | Low is good | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 5 | 3 | 4 | 4 | 3 |
| Exclusions | | | | | | | | | | | | | |
| Number of suspensions (fixed term exclusions) | Low is good | 5 | 13 | 153 | 81 | 227 | 157 | 148 | N/A | 146 | 129 | 133 | 115 |
| Number of permanent exclusions | Low is good | 0 | 1 | 5 | 0 | 5 | 0 | 5 | N/A | 5 | 1 | 0 | 5 |
| Education, Health and Care Plans (EHCP) | | | | | | | | | | | | | |
| Number of requests for assessments made | Low is good | 30 | 59 | 60 | 55 | 60 | 65 | 103 | 15 | 35 | 40 | 47 | 87 |
| Number of children and young people with an EHCP | Low is good | 3477 | 3487 | 3502 | 3515 | 3520 | 3548 | 3559 | 3541 | 3521 | 3553 | 3592 | 3615 |
| Percentage of pupils with an EHCP in state-funded mainstream schools | | | | | 37.9 | 38.2 | 38.4 | 38.5 | 34.5 | 34.7 | 34.7 | 35.1 | 35.4 |
| Percentage of pupils with an EHCP in state-funded special schools | | | | | 33.3 | 33.2 | 32.8 | 32.6 | 32.6 | 33.1 | 33.3 | 33.2 | 33.0 |
| Percentage of pupils with an EHCP in post 16 institutions (excludes special and independent) | | | | | 16.6 | 16.5 | 16.3 | 16.1 | 19.5 | 19.5 | 18.9 | 18.1 | 17.9 |
| Percentage of pupils with an EHCP in an independent setting | | | | | 4.6 | 4.7 | 4.8 | 4.8 | 4.7 | 4.7 | 4.7 | 4.8 | 4.9 |
| Percentage of pupils with an EHCP in other provision | | | | | 6.8 | 6.8 | 6.8 | 7.0 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 |
| Percentage of pupils with an EHCP educated outside of Croydon | Low is good | | | | 26.9 | 27.0 | 26.9 | 26.9 | 27.9 | 28.1 | 27.4 | 27.3 | 27.1 |

| Indicator Title | Polarity | Croydon | | | | | | | England | | Statistical Neighbours Average | |
|---|--------------|---------|------|------|------|------|-------|---------------------------|---------|-------------------|--------------------------------|-------------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | Trend | Change from previous year | Latest | Croydon vs latest | Latest | Croydon vs latest |
| Quality | | | | | | | | | | | | |
| Number of schools inspected (includes nurseries, primary, secondary, PRU and special schools) | | 107 | 117 | 120 | 122 | 121 | | ↓ -1 | 21,724 | | 119 | |
| Percentage of schools rated 'good' or 'outstanding' | High is good | 86 | 82 | 83 | 89 | 89 | | ↓ 0 | 86 | ↑ 3 | 92 | ↓ -3 |
| Number of schools requiring special measures | Low is good | 1 | 5 | 3 | 3 | 3 | | → 0 | 539 | | 3 | → 0 |
| Number of primary schools inspected | | 71 | 83 | 84 | 86 | 86 | | → 0 | 16,667 | | 83 | |
| Percentage of primary schools rated 'good' or 'outstanding' | High is good | 81 | 78 | 83 | 91 | 90 | | ↓ -1 | 88 | ↑ 2 | 92 | ↓ -2 |
| Number of primary schools requiring special measures | Low is good | 1 | 5 | 3 | 3 | 3 | | → 0 | 333 | | 2 | ↑ 1 |
| Number of secondary schools inspected | | 20 | 22 | 23 | 23 | 22 | | ↓ -1 | 3,315 | | 22 | |
| Percentage of secondary schools rated 'good' or 'outstanding' | High is good | 90 | 87 | 78 | 83 | 86 | | ↑ 3 | 77 | ↑ 9 | 88 | ↓ -2 |
| Number of secondary schools requiring special measures | Low is good | 0 | 0 | 0 | 0 | 0 | | → 0 | 165 | | 1 | ↓ -1 |
| Number of special schools inspected | | 6 | 6 | 6 | 6 | 6 | | → 0 | 1,021 | | 7 | |
| Percentage of special schools rated 'good' or 'outstanding' | High is good | 100 | 100 | 100 | 100 | 100 | | → 0 | 90 | ↑ 10 | 94 | ↑ 6 |
| Number of special schools requiring special measures | Low is good | 0 | 0 | 0 | 0 | 0 | | → 0 | 29 | | 0 | → 0 |
| Incidence of SEND | | | | | | | | | | | | |
| Pupils with EHCP (all schools) | | 3.0 | 3.3 | 3.5 | 3.7 | 3.9 | | ↑ 0.2 | 3.7 | ↑ 0.2 | 4.1 | ↓ -0.2 |
| Pupils with SEN Support (all schools) | | 11.0 | 11.7 | 11.6 | 12.3 | 11.9 | | ↓ -0.4 | 12.2 | ↓ -0.3 | 12.2 | ↓ -0.3 |

| Indicator Title | Polarity | Croydon | | | | | | | England | | Statistical Neighbours Average | |
|--|--------------|---------|-------|-------|------|------|-------|---------------------------|---------|-------------------|--------------------------------|-------------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | Trend | Change from previous year | Latest | Croydon vs latest | Latest | Croydon vs latest |
| Outcomes | | | | | | | | | | | | |
| Early Years Foundation Stage Profile (EYFSP) | | | | | | | | | | | | |
| Number of children at EYFSP | | 5,052 | 4,802 | 4,696 | - | - | | ↓ -106 | 638,995 | | 4,744 | |
| Percentage of children achieving a good level of development | High is good | 73.4 | 73.8 | 74.6 | - | - | | ↑ 0.8 | 71.8 | ↑ 2.8 | 73.3 | ↑ 1.3 |
| Percentage of children achieving the expected standard across all the Early Learning Goals | High is good | 71.7 | 72.2 | 73.4 | - | - | | ↑ 1.2 | 70.7 | ↑ 2.7 | 72.4 | ↑ 1.0 |
| Average total point score across all the Early Learning Goals | High is good | 34.2 | 34.2 | 34.2 | - | - | | → 0.0 | 34.6 | ↓ -0.4 | 34.5 | ↓ -0.3 |
| Achievement gap between all children and the lowest 20% of achievers across all the Early Learning Goals | Low is good | 33.2 | 33.3 | 33.4 | - | - | | ↑ 0.1 | 32.4 | ↑ 1.0 | 34.0 | ↓ -0.5 |
| Key Stage 1 (KS1) | | | | | | | | | | | | |
| Number of children at KS1 | | 4,865 | 4,822 | 4,874 | - | - | | ↑ 52 | 666,394 | | 4,904 | |
| Percentage of pupils achieving the expected standard at KS1 in Reading | High is good | 77 | 77 | 77 | - | - | | → 0 | 75 | ↑ 2 | 76 | ↑ 1 |
| Percentage of pupils achieving the expected standard at KS1 in Writing | High is good | 69 | 72 | 72 | - | - | | → 0 | 69 | ↑ 3 | 71 | ↑ 1 |
| Percentage of pupils achieving the expected standard at KS1 in Maths | High is good | 76 | 78 | 78 | - | - | | → 0 | 76 | ↑ 2 | 77 | ↑ 1 |
| Percentage of pupils achieving the expected standard at KS1 in Science | High is good | 85 | 85 | 84 | - | - | | ↓ -1 | 82 | ↑ 2 | 82 | ↑ 2 |
| KS1 Phonics | | | | | | | | | | | | |
| Percentage of year 1 pupils achieving the required standard of phonic decoding | High is good | 82 | 85 | 84 | - | - | | ↓ -1 | 82 | ↑ 2 | 83 | ↑ 1 |
| Key Stage 2 (KS2) | | | | | | | | | | | | |
| Number of eligible pupils at KS2 | | 4,172 | 4,460 | 4,640 | - | - | | ↑ 180 | 639,823 | | 4,743 | |
| Percentage of pupils achieving expected standard at KS2 in Reading, Writing and Mathematics | High is good | 64 | 67 | 67 | - | - | | → 0 | 65 | ↑ 2 | 69 | ↓ -2 |
| Percentage of pupils achieving expected standard at KS2 in Reading | High is good | 73 | 77 | 75 | - | - | | ↓ -2 | 73 | ↑ 2 | 76 | ↓ -1 |

| Indicator Title | Polarity | Croydon | | | | | | | England | | Statistical Neighbours Average | |
|--|--------------|---------|-------|-------|------|------|-------|---------------------------|---------|-------------------|--------------------------------|-------------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | Trend | Change from previous year | Latest | Croydon vs latest | Latest | Croydon vs latest |
| Percentage of pupils achieving expected standard at KS2 in Grammar, Punctuation & Spelling | High is good | 80 | 81 | 79 | - | - | | ↓ -2 | 78 | ↑ 1 | 83 | ↓ -4 |
| Percentage of pupils achieving expected standard at KS2 in Maths | High is good | 78 | 78 | 79 | - | - | | ↑ 1 | 79 | → 0 | 82 | ↓ -3 |
| Progress between age 7 and age 11 at KS2 in Reading | High is good | 0.2 | 0.7 | 0.8 | - | - | | ↑ 0.1 | 0.0 | ↑ 0.8 | 0.6 | ↑ 0.2 |
| Progress between age 7 and age 11 at KS2 in Writing | High is good | 0.2 | 0.6 | 0.7 | - | - | | ↑ 0.1 | 0.0 | ↑ 0.7 | 0.5 | ↑ 0.2 |
| Progress between age 7 and age 11 at KS2 in Maths | High is good | 0.8 | 1.1 | 0.9 | - | - | | ↓ -0.2 | 0.0 | ↑ 0.9 | 1.0 | ↓ -0.1 |
| Key Stage 4 (KS4) | | | | | | | | | | | | |
| Number of pupils at the end of KS4 | | 3,579 | 3,452 | 3,640 | 3755 | 3831 | | ↑ 76 | 575,863 | | 3,833 | |
| Average Progress 8 score per pupil | High is good | 0.1 | 0.1 | 0.1 | - | - | | → 0.0 | - | | - | |
| Average Attainment 8 score per pupil | High is good | 45.1 | 45.8 | 45.5 | 48.9 | 50.0 | | N/A | 50.9 | ↓ -0.9 | 51.6 | ↓ -1.6 |
| Percentage of pupils achieving grades 9-5 in English and Maths | High is good | 40.6 | 42.4 | 40.5 | 48.9 | 50.7 | | N/A | 51.9 | ↓ -1.2 | 52.5 | ↓ -1.8 |
| Percentage of pupils achieving grades 9-4 in English and Maths | High is good | 60.9 | 63.4 | 61.2 | 69.0 | 70.4 | | N/A | 72.2 | ↓ -1.8 | 71.7 | ↓ -1.3 |
| Percentage of pupils entering the English Baccalaureate | High is good | 42.7 | 45.5 | 46.7 | 44.9 | 39.8 | | N/A | 38.7 | ↑ 1.1 | 50.2 | ↓ -10.4 |
| English Baccalaureate Average Point Score per pupil | High is good | - | 4.0 | 4.0 | 4.3 | 4.4 | | N/A | 4.5 | ↓ -0.1 | 4.6 | ↓ -0.2 |
| Percentage of pupils achieving the English Baccalaureate (9-5 grades in English and Maths) | High is good | 20.6 | 16.0 | 14.6 | 19.5 | 18.8 | | N/A | 21.5 | ↓ -2.7 | 25.7 | ↓ -6.9 |
| Percentage of pupils achieving the English Baccalaureate (9-4 grades in English and Maths) | High is good | 23.5 | 23.7 | 23.6 | 28.8 | 26.5 | | N/A | 29.5 | ↓ -3.0 | 35.7 | ↓ -9.2 |
| Destinations of KS4 | | | | | | | | | | | | |
| Percentage of KS4 cohort at all state-funded mainstream schools in a sustained education, employment or training destination at 17 | High is good | 93.8 | 93.9 | 94.2 | 94.6 | - | | ↑ 0.4 | 93.7 | ↑ 0.9 | 93.1 | ↑ 1.5 |

| Indicator Title | Polarity | Croydon | | | | | | | England | | Statistical Neighbours Average | |
|--|--------------|---------|-------|-------|-------|-------|-------|---------------------------|---------|-------------------|--------------------------------|-------------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | Trend | Change from previous year | Latest | Croydon vs latest | Latest | Croydon vs latest |
| Percentage of KS4 cohort destination not sustained at 17 | Low is good | 4.8 | 5.1 | 4.9 | 4.6 | - | | ↓ -0.3 | 5.1 | ↓ -0.5 | 4.6 | → 0.0 |
| Key Stage 5 (KS5) | | | | | | | | | | | | |
| Number of Level 3 students | | 2,517 | 1,839 | 1,866 | 1,922 | 1,972 | | ↑ 50 | 325,143 | | 1,773 | |
| Level 3 cohort Average Point Score (APS) per entry | High is good | 33.7 | 28.0 | 28.9 | 34.3 | - | | N/A | 38.0 | ↓ -3.7 | 37.1 | ↓ -2.9 |
| Percentage of students achieving at least 2 substantial level 3 qualifications | High is good | 85.3 | 65.3 | 74.2 | 77.8 | 89.2 | | N/A | 94.1 | ↓ -4.9 | 95.0 | ↓ -5.8 |
| Number of A level students | | 1,681 | 1,628 | 1,458 | 1,390 | 1,453 | | ↑ 63 | 271,072 | | 1,418 | |
| A level cohort APS per entry | High is good | 28.4 | 27.7 | 29.3 | 36.8 | 38.2 | | N/A | 41.6 | ↓ -3.4 | 40.8 | ↓ -2.6 |
| Percentage of students achieving at least 2 A levels | High is good | 60.9 | 58.8 | 66.0 | 73.7 | 73.5 | | N/A | 88.5 | ↓ -15.0 | 88.7 | ↓ -15.1 |
| A level cohort APS per entry, best 3 A levels | High is good | 31.0 | 27.4 | 28.1 | 34.5 | 37.0 | | N/A | 41.3 | ↓ -4.3 | 41.1 | ↓ -4.0 |
| Percentage of students achieving 3 A*-A grades or better at A level | High is good | 5.8 | 4.7 | 4.1 | 14.2 | 16.9 | | N/A | 28.9 | ↓ -12.0 | 26.0 | ↓ -9.1 |
| Percentage of students achieving grades AAB or better at A level | High is good | 13.1 | 8.4 | 9.7 | 23.8 | 27.1 | | N/A | 41.4 | ↓ -14.3 | 38.3 | ↓ -11.1 |
| Percentage of students achieving grades AAB or better at A level, at least two facilitating subjects | High is good | 7.7 | 5.9 | 7.1 | 15.4 | 16.4 | | N/A | 28.6 | ↓ -12.2 | 27.7 | ↓ -11.3 |
| Number of Academic students | | 1,702 | 1,641 | 1,465 | 1,412 | 1,531 | | ↑ 119 | 278,404 | | 1,440 | |
| Academic cohort APS per entry | High is good | 28.5 | 27.8 | 29.3 | 36.8 | 38.1 | | N/A | 41.8 | ↓ -3.7 | 36.9 | ↑ 1.2 |
| Percentage of students achieving at least 2 substantial level 3 academic qualifications | High is good | 60.3 | 58.4 | 65.8 | 72.7 | 69.8 | | N/A | 87.9 | ↓ -18.1 | 87.4 | ↓ -17.6 |
| Number of Tech level students | | 482 | 157 | 157 | 181 | 228 | | ↑ 47 | 20,213 | | 74 | |
| Tech level cohort APS per entry | High is good | 38.6 | 30.8 | 30.1 | 31.2 | 35.2 | | N/A | 31.8 | ↑ 3.4 | 34.3 | ↑ 0.9 |

| Indicator Title | Polarity | Croydon | | | | | | | England | | Statistical Neighbours Average | |
|--|--------------|---------|------|------|------|------|-------|---------------------------|---------|-------------------|--------------------------------|-------------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | Trend | Change from previous year | Latest | Croydon vs latest | Latest | Croydon vs latest |
| Number of Applied General students | | 1,065 | 370 | 594 | 742 | 827 | | ↑ 85 | 85,832 | | 554 | |
| Applied General cohort APS per entry | High is good | 40.3 | 27.6 | 27.1 | 28.8 | 30.7 | | N/A | 32.8 | ↓ -2.2 | 33.9 | ↓ -3.3 |
| Number of students achieving Tech Bacc | High is good | 0 | 0 | 0 | 0 | 1 | | ↑ 1 | 203 | | 0 | |
| Percentage of 19 year olds qualified to Level 2 | High is good | 85.6 | 84.7 | 84.2 | 82.7 | - | | ↓ -1.4 | 82.8 | ↓ -0.1 | 82.5 | ↑ 0.3 |
| Percentage of 19 year olds qualified to Level 3 | High is good | 63.1 | 62.4 | 61.2 | 63.3 | - | | ↑ 2.1 | 60.2 | ↑ 3.1 | 63.0 | ↑ 0.2 |
| Destinations of KSS | | | | | | | | | | | | |
| Percentage of KSS cohort at all state-funded mainstream schools in a sustained education, employment or training destination. | High is good | 86.1 | 85.9 | 84.6 | 85.9 | - | | ↑ 1.3 | 87.7 | ↓ -1.8 | 85.0 | ↑ 0.9 |
| Percentage of KSS cohort destination not sustained | Low is good | 9.0 | 9.4 | 9.2 | 9.0 | - | | ↓ -0.2 | 8.1 | ↑ 0.9 | 9.3 | ↓ -0.3 |
| Absence (2020 and 2021 data covers Autumn term only due to COVID-19 related school closures in the Spring and Summer terms) | | | | | | | | | | | | |
| Overall absence rate from State-funded primary, secondary and special schools | Low is good | 4.6 | 4.7 | 4.6 | 4.7 | 4.9 | | ↑ 0.2 | 4.7 | ↑ 0.2 | 4.8 | ↑ 0.1 |
| Overall absence rate from State-funded primary schools | Low is good | 4.0 | 4.1 | 4.0 | 4.1 | 4.1 | | ↓ 0.0 | 3.7 | ↑ 0.4 | 4.4 | ↓ -0.3 |
| Overall absence rate from State-funded secondary schools | Low is good | 5.2 | 5.3 | 5.3 | 5.2 | 5.7 | | ↑ 0.5 | 5.7 | ↑ 0.0 | 5.6 | ↑ 0.1 |
| Overall absence rate from State-funded special schools | Low is good | 9.4 | 9.2 | 9.8 | 9.7 | 11.0 | | ↑ 1.3 | 10.6 | ↑ 0.4 | 11.7 | ↓ -0.7 |
| Persistent absence rate from State-funded primary, secondary and special schools | Low is good | 10.8 | 10.9 | 10.7 | 12.7 | 13.9 | | ↑ 1.1 | 13.0 | ↑ 0.9 | 13.9 | ↑ 0.0 |
| Persistent absence rate from State-funded primary schools | Low is good | 9.1 | 8.8 | 8.5 | 11.1 | 11.5 | | ↑ 0.4 | 9.9 | ↑ 1.7 | 12.6 | ↓ -1.1 |
| Persistent absence rate from State-funded secondary schools | Low is good | 12.9 | 13.1 | 13.2 | 14.4 | 16.2 | | ↑ 1.9 | 16.3 | ↓ 0.0 | 16.2 | ↑ 0.0 |
| Persistent absence rate from State-funded special schools | Low is good | 28.5 | 29.4 | 29.3 | 26.9 | 30.5 | | ↑ 3.6 | 29.2 | ↑ 1.3 | 33.6 | ↓ -3.2 |
| Exclusions (in the 2019/20 DfE publication fixed term exclusions have been renamed suspensions) | | | | | | | | | | | | |
| Permanent exclusions from schools as a percentage of the school population | Low is good | 0.07 | 0.06 | 0.06 | 0.05 | - | | ↓ -0.02 | 0.06 | ↓ -0.01 | 0.03 | ↑ 0.01 |

| Indicator Title | Polarity | Croydon | | | | | | | England | | Statistical Neighbours Average | |
|--|-------------|---------|------|------|------|------|-------|---------------------------|---------|-------------------|--------------------------------|-------------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | Trend | Change from previous year | Latest | Croydon vs latest | Latest | Croydon vs latest |
| Permanent exclusions from primary schools as a percentage of the school population | Low is good | 0.04 | 0.02 | 0.01 | 0.00 | - | | ↓-0.01 | 0.02 | ↓-0.01 | 0.01 | ↓ 0.00 |
| Permanent exclusions from secondary schools as a percentage of the school population | Low is good | 0.13 | 0.13 | 0.13 | 0.11 | - | | ↓-0.02 | 0.13 | ↓-0.01 | 0.08 | ↑ 0.03 |
| Suspensions (fixed period exclusions) from schools as a percentage of pupils | Low is good | 3.70 | 3.83 | 3.82 | 3.39 | - | | ↓-0.44 | 3.76 | ↓-0.37 | 2.55 | ↑ 0.84 |
| Suspensions (fixed period exclusions) from primary schools as a percentage of pupils | Low is good | 1.18 | 1.25 | 1.47 | 0.93 | - | | ↓-0.54 | 1.00 | ↓-0.08 | 0.64 | ↑ 0.29 |
| Suspensions (fixed period exclusions) from secondary schools as a percentage of pupils | Low is good | 7.61 | 7.84 | 7.25 | 6.93 | - | | ↓-0.32 | 7.41 | ↓-0.48 | 5.35 | ↑ 1.58 |
| Pupils with 1 or more suspensions (fixed period exclusions) from schools as a percentage of pupils | Low is good | 2.39 | 2.35 | 2.50 | 2.27 | - | | ↓-0.23 | 1.87 | ↑ 0.40 | 1.73 | ↑ 0.54 |
| Pupils with 1 or more suspensions (fixed period exclusions) from primary schools as a percentage of pupils | Low is good | 0.60 | 0.58 | 0.80 | 0.51 | - | | ↓-0.29 | 0.50 | ↑ 0.01 | 0.39 | ↑ 0.12 |
| Pupils with 1 or more suspensions (fixed period exclusions) from secondary schools as a percentage of pupils | Low is good | 5.14 | 5.07 | 4.97 | 4.79 | - | | ↓-0.18 | 3.68 | ↑ 1.11 | 3.74 | ↑ 1.05 |

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Agenda Item 7

For general release

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| REPORT TO: | Children and Young People Scrutiny Committee Date: 18th January 2022 |
| SUBJECT: | Children, Young People & Education Budget Challenge |
| LEAD OFFICER: | Debbie Jones, interim Corporate Director, Children, Young People and Education |
| CABINET MEMBER: | Cllr Alisa Flemming, Cabinet Member for Children, Families and Learning |
| PERSON LEADING AT SCRUTINY COMMITTEE MEETING: | Debbie Jones, interim Corporate Director, Children, Young People and Education |

CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON:

[Corporate Plan for Croydon 2018-2022](#)

The plans and recommendations in this report focus on ensuring that all Croydon's children live a happy, healthy life, free from harm and that they have every opportunity to thrive and become fulfilled adults.

| | |
|---------------------------------|---|
| ORIGIN OF ITEM: | As part of its assurance process on the 2022-23 Council Budget, the Scrutiny & Overview Committee has asked its three Sub-Committee to identify and scrutinise specific budget proposals to deliverable, sustainable and do not create undue risk. |
| BRIEF FOR THE COMMITTEE: | The Children & Young People Sub-Committee is asked to review the information provided on the identified budget proposals and reach a conclusion on the following:- <ol style="list-style-type: none">1. The savings are deliverable, sustainable and are not at unacceptable risk.2. The impact on service users and the wider community is understood.3. That all reasonable alternative options have been explored and no better options exist. |

1. EXECUTIVE SUMMARY

- 1.1 To scrutinise the proposed savings in the Children, Young People and Education directorate members identified three areas to review and challenge in more detail:
1. Review of Children with Disabilities care packages 0-17
 2. The impact of the reduction in spend on the adolescent service
 3. The funding gap for unaccompanied asylum seeking children
- 1.2 The information in this report together with case study details to be presented at the committee meeting will enable committee members to challenge that:
- The savings are deliverable, sustainable and are not at unacceptable risk.
 - The impact on service users and the wider community is understood.
 - That were appropriate in the coming year, all reasonable alternative options have been explored and no better options exist.
- 1.3 All three of the savings areas selected by the committee have been reviewed and monitored at the Children's Continuous Improvement Board over 2021/22. In addition the CYPE Directorate Management Team receives a monthly exception report on all of the MTFS savings project plans. This report draws upon the most recent progress updates.

2. MTFS overview 2021-24

- 2.1 Following the transfer of the 18-25 transition service to the HWA directorate from April 2021 the original MTFS savings and growth for children with disabilities 0-25 were apportioned across the services as follows:

| | Original £000's | 0-17 service CYPE | 18-25 service HWA |
|---------|----------------------------|------------------------------|------------------------------|
| Growth | 6,110 | 1,976 | 4,134 |
| Savings | 384 | 124 | 260 |

- 2.2 Whilst the growth is a one-year allocation the savings will be cumulative over 2021-24. For the 0-17 service the total over the lifetime of the MTFS will be £372,000.

- 2.3 The MTFS savings are therefore:

| Ref. | Area | 21-22 £000's | 22-23 £000's | 23-24 £000's |
|--------------|---|-------------------------|-------------------------|-------------------------|
| CFESAV 04 | Review of Children with Disabilities care packages 0-17 | 124 | 124 | 124 |
| CFESAV 03 | Reconfiguration of Adolescent Services | 1,068 | 0 | 0 |

3. Review of Children with Disabilities care packages 0-17

- 3.1 2022-23 will be the second year of a three year review programme. The project plan at appendix 1 sets out the activity taking place under the following headings:
1. Rolling reviews of care packages, family support and direct payments
 2. Work collaboratively with the ASC SEN to facilitate a seamless transitions service for CYP aged 14+
 3. Review of Calleydown Respite Unit
 4. Commissioning: Review, commissioning and procuring CWD service: short breaks and personal care and equipment
 5. Systems, business processes and payments including integrated case recording and finance system, oversight of payments processes, improved end-to-end across dept. and council (placement, non-placement and staffing spend)
- 3.2 Detailed reviews of the support and care provided for individual children alongside up to date assessments of needs is addressed under the first heading. Case study examples will be provided to the Committee to provide more granular detail on the service approach to ensuring that packages of care are focused on meeting children and families' needs, keeping children safe and families together wherever possible.
- 3.3 Changes in the costs of packages of care is not the only action required to make a sustained reduction in spend in this area. Improved value for money that balances costs and quality alongside greatly improved business systems and payment processes are also essential.

4. Reconfiguration of adolescent services

- 4.1 The proposals for this service restructure were presented and challenged at the Children's Improvement Board in January 2021, and a progress update was provided in May 2021.
- 4.2 Three case-holding teams of practitioners including social workers, youth and family support staff have been reduced to one non case-holding team. A significant number of staff from the service have been deployed into posts across children's social care, ensuring that some of the expertise built up has been embedded in day to day practice.
- 4.3 Children's cases where risks of harm arise outside of family relationships i.e. extra-familial harm or contextual safeguarding are now worked by practitioners and managers across the social care statutory system. Knowledge and skills in this area requires continual focus to achieve consistency for all children proportional to their needs.
- 4.4 The restructure of the children looked after and care leavers' service took longer than anticipated and was fully implemented by October 2021. The dedicated team of Adolescent Support Workers in the new

structure of Children in Care & Young People's Service is re-focusing to include supporting safeguarding for care experienced adults (care leavers). Developing the post-18 response to extra familial harm continues to be an area of focus in the new services. However it must be noted that staffing changes and recruitment challenges have impacted on the level of expertise across the CSC system.

Young Croydon

- 4.5 The development of the Young Croydon suite of services to respond to extra familial harm with a multi-disciplinary approach rather than through council-only services has been supported by the appointment of an experienced interim Service Manager who has been in post since October 2021. The Service Manager is taking a key role in reviewing practice, systems and processes that will contribute to our evaluation of the impact of service reduction.
- 4.6 Young Croydon will draw together services that respond to adolescents alongside the Youth Offending Service working collaboratively with the Public Protection Met Police Teams, specialist commissioned services, CAMHS and Health response services
- 4.7 Our quality assurance of practice in this area identifies the need for continual training and development in both practitioners and managers given the dynamic nature of extra familial harm.
- 4.8 In light of the tragic deaths of children and young people over last year we are reviewing how services work together across children's services and across the council, and of our capacity to respond in this dynamic sphere of extra familial safeguarding.
- 4.9 As part of the Croydon Renewal Plan new indicators have been developed to monitoring the number of adolescents entering and leaving care. A small suite of measures, including for example those around children missing from home, care and education could be developed to provide more rounded assurance on potentially vulnerable young people and to set out how this intelligence informs preventative actions.

5. Unaccompanied Asylum Seeking Children and young people

- 5.1 Work is underway to review and where necessary update the underlying assumptions in the financial model that identifies the budget gap due to the disproportionate number of children and in particular care leavers accommodated in Croydon.
- 5.2 Whilst the number of unaccompanied children coming into Croydon's care has continued to reduce the number and proportion of care leavers aged 18+ has not reduced at the same rate.
- 5.3 A detailed update on the financial modelling and the impact on future budgets will

be presented to the Committee meeting.

Appendix 1

Project Plan MTFS SAV04: Review of Children with Disabilities care packages

0-17

CONTACT OFFICER:

Debbie Jones, Corporate Director, Children, Young People and Education

Review of Children with Disabilities care packages 0-17
Project Plan

| | | |
|---|--|---|
| Project Manager: Rodica Cobarzan | | Ref CFE SAV04 |
| Description | | |
| <ul style="list-style-type: none"> Recent analysis has identified areas for improvement in social care for children with disabilities and their transition to adult social care A new service for children with disabilities is being developed alongside a dedicated transition service for 18-25 year olds within adults' service. This will require a new way of working with shared accountability for these budgets and services across Children's and Adults social care, education and health New commissioning frameworks to be introduced focused on frequently used provision e.g. home care, family support and removing spot purchasing of care as a practice New governance arrangements to be introduced for the recording of provider costs and enforcement of disciplines for accurate forecasting and financial management | | |
| Finance - £000s | | |
| 2021/22 | 2022/23 | 2023/24 |
| 124 | 124 | 124 |
| (of a total saving of £384,000 for 0-17 and 18-25) | (of a total of £384,000 for 0-17 and 18-25) | (of a total of £384,000 for 0-17 and 18-25) |
| Performance metrics | | |
| Finance measure (s): (tbc with finance) | - Net current expenditure on Children with disabilities care packages | |
| Performance measure | Ensure that every care packages is reviewed at least annually, ongoing assessment of quality of service provision and to ensure these are in line with spend , quality of care and similar with benchmarked authorities. | |
| Performance measure | • Dip sampling of a range of cases to provide additional assurance | |
| High level milestones 2022/23: | | |
| <ul style="list-style-type: none"> <i>Review of care packages in Access to Resources Panel yearly as part of business as usual and regular monthly finance tracking (Rodica Cobarzan, ongoing,)</i> <i>Implement recommendations from Calleydown Respite Unit Review to improve access, explore further options to expand provision in the long term (Rodica Cobarzan, Alan Thorne, June 2022)</i> | | |

- Consider longer term options for value for money Family Support Services (**Shelley Prince/Matt Weeks and Rodica Cobarzan, before March 2023**)
- Following the review of current short break provision further exploration around joint commissioning. Current contracts extended until March 2023, to allow time to undertake work (**Matt Weeks, Rodica Cobarzan**)
- Implement a framework for home/personal care provisions 0-17, by April 2022 (**Matt Weeks, Rodica Cobarzan**)
- Fully implement Controcc and monitor all payments through this system, reviewing and making relevant adjustments on a biannual basis (**Simon Townsend and Rodica Cobarzan**)

Key Risks

- Legal challenge and Judicial Reviews at cost to the council
- Complaints will increase from families with CWD
- Children's needs no longer being managed within the home, leading to children coming into residential care at increased cost
- Possible challenges through the SEN tribunal process; additional legal costs and potential adverse rulings
- Ofsted scrutiny following increased tribunal activity
- Reputational damage to the council
- Delay in procurement timetable due to decision making or capacity/lack of resource

Equality EA completed in April 2021.

Impact on residents: Some packages are long-standing and have not been reviewed. Changes will need to be carefully managed with families

Consultations/communications: If eligibility criteria are reviewed it will require consultation with stakeholders including families

| REF | ACTIONS | LEADS | TIMESCALES | RISK |
|---|---|---|---|--|
| 1. Rolling reviews of care packages, family support and direct payments | | | | |
| 1.1 | Weekly ARP are in place to discuss /agree any proposed care packages in accordance to children and families' assessed needs – this panels involve health and SEN and improve oversight of spot purchased care | Rodica Cobarzan | ongoing | |
| 2. Work collaboratively with the ASC SEN to facilitate a seamless transitions service for CYP aged 14+ | | | | |
| 2.1 | Review of the transition protocol is underway alongside a joint leadership regular group to review progress and appreciative enquiries sessions to unpick areas that need improvement. | Rodica Cobarzan Azuka Agbai Kathy Roberts | Ongoing March 2023 | Poor services to children who reach 18 resulting in complaints Risk to CYPE savings if delayed transition |
| 2.2 | Monthly meeting led by Service Managers to consider Young People who are due to transition into Adult Social Care | Jodie Cabrera Alan Thorne Eunice Awosika | Ongoing March 2023 | Young People do not have Care Act Assessments completed prior 18 th birthday , which will prevent holistic planning |
| 3. Review of Calleydown Respite Unit | | | | |
| 3.1 | The Calleydown review has been completed using transformation funding - no significant changes recommended, although future feasibility study to see if can convert building to contain an assessment unit for CYP with disabilities who need emergency placements Action plan to consider minor adjustment to service delivery to increase capacity (recruitment of staff) Business case to include the cost of extending the provision to be completed by June 2022 | Rodica Cobarzan Alan Thorne | Feasibility study Tbc- likely June 2022 Tbc, once feasibility study undertaken | Not able to extend provision due to additional capital costs |

| REF | ACTIONS | LEADS | TIMESCALES | RISK |
|--|--|--|------------|--|
| 4. Commissioning: Review, commissioning and procuring CWD service: short breaks and personal care and equipment | | | | |
| 4.1 | <p>Strengthening Joint Funding Process</p> <p>Directors to agree which cases are presented at panel</p> <ul style="list-style-type: none"> • Ensure criteria for cases being presented at JFP is communicated and understood by all partners and practitioners • Ensure process for JFP working effectively • Ensure appropriate cases are selected and prepared for presentation at panel with discussions between social care, education and health workers before panel • Efficacy of panel to be evaluated after 6 and 12 months of operation <p>From the 'Joint South West London Clinical Commissioning Group (Croydon) and LA funding protocol for children's placements and care packages' create:</p> <ul style="list-style-type: none"> • Processes for cases prior to presentation at the Joint Funding Panel. <p>Presentation at the Joint Funding Panel</p> | <p>Roisin Madden</p> <p>Health Education</p> <p>Commissioning –CCG</p> <p>CWD & Transitions (CSC)</p> <ul style="list-style-type: none"> • Rodica Cobarzan • Alan Thorne <p>Commissioning</p> <p>Roneeta Campbell-Butler</p> | 31.07.2022 | Risk if cases aren't brought to Panel lack of joint oversight and funding agreement |
| 4.2 | <p>Development of Children's Services Commissioning Plan and Tender and</p> <p>Full procurement of a personal care and support framework:</p> <p>The commissioning of personal care is still on track to go live on 1st April including the implementation of the new Care Provider Register:</p> <ul style="list-style-type: none"> • to ensure contractual relationship with providers, ensuring high quality, registered providers are used, who offer the best value for money rates. | <p>Commissioning</p> <p>Matt Weeks</p> <p>CWD and Transitions Service</p> | 01.04.22 | <p>Delay in tendering has meant that framework from next financial year.</p> <p>Price structure might not allow for proposed savings</p> |

| REF | ACTIONS | LEADS | TIMESCALES | RISK |
|-----|---|---|-----------------|--|
| 4.3 | <p>Short breaks (activities) commissioning programme is next area of focus Review completed of short breaks activities (so excluding domiciliary care support). Next steps:</p> <ul style="list-style-type: none"> -survey to parents in January –February 2022 current provision has been extended until 31.03.2023 Longer term need to consider commissioning short break activities for under 8s as this identified as a gap Contract monitoring with commissioned providers Joint commissioning with Sen to be explored to cover the entire cohort of children with SEN | <p>Commissioning:</p> <ul style="list-style-type: none"> Matt Weeks <p>Service:</p> <ul style="list-style-type: none"> Rodica Cobarzan Alan Thorne Jodie Cabrera | Survey Jan 2022 | Provision of shortbreaks vis inclusive activities might not reflect the needs of families |
| 4.4 | <p>Opportunity for pooled budgets/joint contract between Children and Adults to procure OT equipment from Croydon Equipment Service through a Section 75 Agreement. Before this can be realised the following actions are in train:</p> <ul style="list-style-type: none"> CWD to identify the referral pathway and funding mechanisms for Paediatric OT. CWD to identify OT budget and how it is being monitored CWD to confirm if other providers are used for OT Discussion with Croydon Equipment Service, Adults and CWD on the existing specification and the opportunities for savings Understand if referrals for OT equipment is made via schools To consider appropriate KPIs for the S75 agreement | <p>Rodica Cobarzan Alan Thorne Jodie Cabrera</p> <p>Commissioning: Roneeta Campbell-Butler</p> | September 2022 | <p>Lack of transparency about how OT equipment services are used and charges made</p> <p>No control over parts of budget e.g. OT</p> |

| REF | ACTION | LEAD | TIMESCALES | RISK |
|--|--|-----------------------------------|-----------------------------|------|
| 5. Systems, business processes and payments including integrated case recording and finance system, oversight of payments processes, improved end-to-end across dept. and council (placement, non-placement and staffing spend) | | | | |
| 5.1 | <p>Monitoring use and implementation of new systems</p> <p>Implementation of ContrOCC use for all care packages continues with plan to move all onto this in the new year</p> <p>Monitor and Review six months post implementation and every six months after that, making any adjustments necessary.</p> | Simon Townend, Rodica Cobarzan | July 2022, Jan 2023 reviews | |

Agenda Item 8

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|------------------------|---|
| REPORT TO: | Children & Young People Sub-Committee 18 January 2022 |
| SUBJECT: | Education Estates Strategy |
| LEAD OFFICER: | Debbie Jones : Executive Director, Children, Families & Education |
| CABINET MEMBER: | Councillor Alisa Flemming Cabinet Member for Children, Young People and Learning |
| PUBLIC/EXEMPT: | Public |

| | |
|---------------------------------|--|
| ORIGIN OF ITEM: | The Children & Young People Sub-Committee is given the opportunity to review the Education Estates Strategy prior to its consideration by the Cabinet in order to provide feedback to inform decision making. |
| BRIEF FOR THE COMMITTEE: | The Children & Young People Sub-Committee is asked to: <ol style="list-style-type: none">1. Note the draft report setting out the Education Estates Strategy for consideration by the Cabinet2. Consider whether there are any considerations or concerns it may wish to submit to the Cabinet during its consideration of the Strategy. |

1. EDUCATION ESTATES STRATEGY

- 1.1. The Children & Young People Sub-Committee is presented with a copy of a draft Cabinet report setting out the Education Estates Strategy. The Strategy is due to be considered by the Cabinet at its meeting on , the Sub-Committee is provided the opportunity to scrutinise the information provided.

REPORT AUTHOR: Simon Trevaskis – Senior Democratic Services & Governance Officer

APPENDICES:

Appendix 1 – Draft Cabinet Report – Education Estates Strategy (including appendices)

BACKGROUND DOCUMENTS: None

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| Key communications Implications (Informal Cabinet only) | <p>The proposals outlined in this report will ensure that the Council is compliant with its School place planning duties (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure provision for children with SEN; and respond to parental preference.</p> <p>This report focuses on 3 of Croydon’s main statutory responsibilities as an education authority:</p> <ul style="list-style-type: none"> • School Admissions – determination of admission arrangements for all Croydon community schools for admission in 2023/24; and Pan London co-ordination arrangements; • School Place Planning – ensuring a sufficient supply of school places to enable the Council to fulfil its statutory duties; • School Maintenance – ensuring that school buildings meet minimum standards. |
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For General Release

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|------------------------|---|
| REPORT TO: | CABINET 24 JANUARY 2022 |
| SUBJECT: | Education Estates Strategy |
| LEAD OFFICER: | <p>Debbie Jones - Interim Corporate Director Children, Young People and Education</p> <p>Shelley Davies – Director, Education and Youth Engagement</p> <p>Denise Bushay – Head of Service, School Place Planning, Admissions and Early Years</p> |
| CABINET MEMBER: | Cllr Flemming, Children, Young People and Learning |
| WARDS: | All |

CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON

The recommendations in this report are in line with the new corporate priorities and new Ways for renewing Croydon:

- We will live within our means, balance the books and provide value for money for our residents.
- We will focus on tackling ingrained inequality and poverty in the borough.
- We will focus on providing the best quality core service we can afford.

This report sets out the draft education estates strategy for the three year period 2021-2024. The strategy aims to minimise council borrowing to an absolute minimum.

[Appendix D - Administration Priorities for the Croydon Renewal Plan](#)

FINANCIAL IMPACT

The overall cost of the Education Capital Programme is estimated at £18,741m over the period 2022/23 – 2024/25 as set out in Appendix 3.

FORWARD PLAN KEY DECISION REFERENCE NO.: 0121CAB

The notice of the decision will specify that the decision may not be implemented until after 13.00 hours on the 6th working day following the day on which the decision was taken unless referred to the Scrutiny and Overview Committee.

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1. DRAFT RECOMMENDATIONS

The Cabinet is recommended to

For approval

School Admission

- 1.1 agree to recommend to full Council that it determine the proposed community schools' Admission Arrangements for the 2023/24 academic year (Appendix 1);
- 1.2 approve the continued adoption of the proposed Pan London scheme for co-ordination of admissions to Reception and Junior schools – Appendix 1a; and adoption of the proposed Pan London scheme for co-ordination of admissions to secondary schools – Appendix 1b.

School Place Planning

- 1.3 approve the Capital Programme Budget summary (Appendix 3).

School Maintenance and Compliance

- 1.4 approve the proposed Schools' Maintenance Plan (Appendix 4) for 2022/23 with an overall budget cost of £3.7m
- 1.5 Delegate authority to the Interim Corporate Director – Children, Young People and Education to vary the proposed Schools' Maintenance Plan to reflect actual prices and new urgent issues that may arise, including authorising spend against the allowance for emergency and reactive works. The Corporate Director, Children, Young People and Education shall report back to members in respect of any exercise of such authority.

For information

School Place Planning

- 1.6 note comparison between the available School Places vs 2021 School Capacity (SCAP) Projections Pupil Projections Appendices 2 (primary) and 2a (secondary).

- 1.7 Academy conversion
note the change of status of Kenley Primary School to an academy.
- 1.8 Early Years
note the 2021 Childcare Sufficiency Assessment report – Appendix 5.
- Special Educational Needs and Disability(SEND)
- 1.9 note that the SEND Estates strategies are contributing positively to the development of local provision maintaining some of our most challenging and vulnerable children and young people with SEND within their families and communities.
- Alternative Provision / Pupil Referral Unit (PRU)
- 1.10 note information on Alternative Provision / PRU.

2. EXECUTIVE SUMMARY

2.1 This report outlines the Council’s Education Estates Strategy for three stages of education: Early Years, Primary and Secondary, including Pupil Referral Unit and Special Educational Needs and Disability. It covers: School Place Planning; School Admissions; and Schools’ Maintenance and Compliance.

2.2 Key Points

- We are not proposing any changes to the previously agreed admission arrangements for community schools.
- There is sufficiency of school places to meet demand at primary and secondary education phases.
- There has been a decline in birth rate resulting in a high level of unfilled places in some schools, especially in the North West of the Borough.
- The new Addington Valley Academy Special School opened in September 2021.
- The review of the Special Educational Needs estate conditions surveys have been completed.
- There is sufficiency of early years provision.

2.3 **School Admission**

Admission authorities, including local authorities, are responsible for admissions and must act in accordance with the School Admission Code, and the School Admission Appeals Code. All admission authorities must determine (i.e. formally agree) admission arrangements every year, by 28 February. As part of determining their admission arrangements, all admission authorities must set an admission number for each ‘relevant age group’. The Council is also responsible for having in place a scheme for coordinating admission arrangements. The admission arrangements are part of the policy framework and are therefore reserved to full Council for decision. There are no proposed change to the admission arrangements that have been previously determined in January 2021 that requires consultation.

2.4 All schools must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more

applications than places at the school. Academies, foundation schools and voluntary aided schools are their own admission authority.

2.5 In-Year Admission

Croydon School Admissions manage the in-year admissions for the majority of primary schools in Croydon either because they are a community school or on behalf of the governing body of an academy, Voluntary Aided, Foundation or Free school.

2.6 **School Place Planning**

In accordance with the Education and Inspections Act 2006 (“EIA”) the Council has a statutory duty to “secure that sufficient schools for providing— (a) primary education, and (b) secondary education are available for their area” as well as to “secure diversity and increase opportunities for parental choice when planning the provision of school places” in the borough. The Council also has statutory duty to manage a potential surplus of schools places. A report which will outline the council’s strategy for managing surplus school places will be submitted to cabinet in the new year.

2.7 School Maintenance and Compliance

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The Schools’ Maintenance Plan (Appendix 4) contains the planned repairs and maintenance programme for 2022/23.

2.8 Special Educational Needs and Disability

The SEND Estates strategies are contributing positively to the development of local provision maintaining some of our most challenging and vulnerable children and young people with SEND within their families and communities. In turn, this contributes to the High Need Fund Recovery Plan as agreed previously by Cabinet. These include:

2.9 Addington Valley Academy for severe and complex children with Autism Spectrum Conditions is completed and opened September 2021.

2.10 St. Nicholas Special School was completed and the school moved in over the last academic year. This has supported the increase of provision by additional 15 places for September 2021. Further scheduled growth is planned for 20 places in September 2022 and September 2023.

2.11 Croydon College Coulsdon Pathways provision for students with SEND aged 19-25 is now in its fourth year. The partnership with Waddon is proving successful and in demand.

2.12 The review of the SEND estate – Red Gates / St. Giles / Priory - in terms of its quality, safeguarding and feasibility as approved by Cabinet in January 2020 is underway. Conditions surveys have been undertaken.

- 2.13 Mainstream / Community / Voluntary Aided Schools
Feasibility is being undertaken at Gresham Primary to see if a permanent bulge class is practical and achievable for 2022/23 due to projected increase in demand for school places in the South of the borough. Currently, there is no other plan to create additional school places, however, we are reviewing our strategy following consultation and a decision on the Local Plan in order to assess the likely number of pupils that new housing developments will generate and the number of additional school places that may be required.
- 2.14 Kenley Primary school changed its status to an academy, and it is now part of The Collegiate Trust, effective 1st September 2021.
- 2.15 Virgo Fidelis Convent Senior School, a Roman Catholic voluntary aided secondary school for girls aged 11–18 that was located in Upper Norwood, formally closed on 31st August 2021.
- 2.16 Early Years
Local Authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents. Croydon's Childcare Sufficiency Assessment 2021 report indicates that there are sufficient early years and childcare places for families. The Sufficiency Assessment report is attached as Appendix 5.
- 2.17 Alternative Provision / Pupil Referral Unit (PRU)
The Council has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made.

3. DETAIL

3.1 School Admissions

Croydon is the Admission Authority for Community schools and is therefore responsible for determining the Admission Arrangements for these schools. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years. Croydon is not proposing any changes to the previously agreed admission arrangements

- 3.2 Admission authorities must determine admission arrangements for entry in September 2023 by 28 February 2021. The proposed Admission Arrangements for Community schools include the criteria by which schools places are allocated when a school receives more applications than places. The council is not proposing any significant changes to the previously agreed admission arrangements, barring additional information relating to looked-after children added from the DfE guidance which do not require consultation:

- This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
 - A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation or any other provider of care whose sole or main purpose is to benefit society.
 - If an application is made under the 'looked-after' criterion, it must be supported by:
 - a letter from the relevant local authority children's services department and/or relevant documents or
 - evidence which demonstrates that a child was in state care outside of England and left that care as a result of being adopted.
- 3.3 The Council is also responsible for having in place a scheme for coordinating admission arrangements. Croydon has participated in a Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications for several years.
- 3.4 The annual school admissions arrangements are part of the Council's policy framework and as such require determination by the full Council. The Council is required by statute and regulations to approve its admissions policies for the schools it is responsible for the 2023/24 academic year (including Published Admissions Numbers – PANs). Accordingly Cabinet is requested to recommend to full Council that it determine the proposed Admission Arrangements for Croydon's community schools for the 2023/24 academic year (Appendix 1) and adoption of the proposed Pan London co-ordination arrangements (Appendix 1a & Appendix1b).
- 3.5 The governing bodies of voluntary aided, foundation schools and academies are their own admission authorities and therefore responsible for determining their own admission arrangements.
- 3.6 In-year admissions
An in-year admission is when parents/carers apply to a school outside the normal admissions round and at a time when their child should already be attending school. In-year admissions generally arise when a parent/carer wants their child to transfer between schools or when a child moves into the area.
- 3.7 Local authorities must, on request, provide information to prospective parents about the places still available in all schools within their area. To enable them to do this, the admission authorities for all schools in the area must provide the local authority with details of the number of places available at their schools whenever this information is requested, to assist a parent/carer in seeking a school place.
- 3.8 The council is not required to co-ordinate in-year applications for schools for which they are not the admission authority. However, Croydon School

Admissions manage the in-year admissions for the majority of primary schools in Croydon either because they are a community school or on behalf of the governing body of an academy, Voluntary Aided, Foundation or Free school.

4. **School Place Planning**

Under section 14 of the Education Act 1996, every local authority (LA) has a statutory duty to provide sufficient school places for all pupils in its area. This includes the planning and reviewing of school places, securing diversity and increasing opportunities for parental choice to ensure the needs of the community are met, as well as managing surplus places.

4.1 Pupil Projections for SCAP 2021

Like most London Boroughs, Croydon commissions the Greater London Authority (GLA) School Roll Projection (SRP) service to forecast future demand for school places. The GLA methodology generally has provided a more accurate and credible set of pupil projection numbers to support better pupil places planning for Croydon. The projections are also used to complete the council's annual statutory School Capacity (SCAP) return to the Department for Education.

4.2 The projections are designed to give a strategic-level indication of where additional demand may arise in future. It is not intended that the projections be considered as definitive evidence that additional provision is required in a particular planning area. We apply local knowledge to ensure that local factors are taken into account to enhance the robustness of the projected figures.

4.3 Currently, there are more places than pupils at both primary and secondary levels, but the balance between the two varies across the borough, within educational planning areas and particularly school-by-school.

4.4 Shortages of places at popular schools can exist alongside surplus places at others. And over the next three years, the expected growth in pupil numbers varies widely: in some places, numbers are expected to increase due to pupil yield from planned housing developments; in others, particularly in the primary phase, they are expected to be a decrease due to fall in birth rates.

4.5 Pupil projection indicates sufficiency of mainstream school places for both primary and secondary schools for the next 3 years. There is the potential for some schools across the borough, both primary and secondary, to have higher levels of unfilled places. Appendices 2 (primary) and 3 (secondary) contain a table that shows a comparison between the Available School Places vs 2021 School Capacity (SCAP) Projections Pupil Projections.

4.6 Changes in demand

Across London, local authorities are trying to manage a high level of unfilled places which in part is due to a drop in birth rate. Between 2012-13 and 2018-19, the number of live births across London decreased by 10%. The number of births in an area will have a direct effect on the number of children on roll four years later. Anecdotal evidence in relation to the potential effect of the COVID-19 pandemic on future birth rates suggests that the pandemic may lead to an acceleration in the decline of the birth rate in the UK.

Surplus Places

- 4.7 In 2012, there was unprecedented increase in demand for school places in Croydon with these children starting school in either 2016/17 or 2017/18 academic years. However, not all children attend school in their borough of residence. Since 2013, there has been a fall in birth rate nationally and locally which has resulted in a drop in demand for school places, and a high level of surplus school places in some schools across the borough. This can have a negative impact on schools finance as schools are funded on a per pupil basis and unfilled places mean that schools will get less funding which could affect the quality of education as schools might have to reduce staff and resource.
- 4.8 To allow for unexpected in-year growth in demand and parental choice, and provide some leeway in case the projections underestimate the actual level of demand, the Council aim to allow approximately 5% surplus places across the borough.
- 4.9 The school place planning team has been and will be in contact with affected schools to discuss / agree potential solutions for the drop in demand for school places, including proposed reduction of published admission number and alternative use of empty classrooms. Some of the surplus places will be taken up by asylum seeking children and child yield from planned housing developments across the borough. It is important to note that the council has already taken steps to remove some of the surplus places, mainly through the reduction of affected schools' Published Admission Number. A report outlining the council's strategy for managing surplus school places will be submitted to cabinet in the new year. This will include:
- the use of up to date and accurate data to inform the school organisation process and to enable accommodation to be used to the best effect
 - school roll projection for future demand of school places
 - ensuring that admission arrangements are applied effectively
- However, it is important to highlight that it is not realistic and possibly undesirable to aim for a perfect match of pupils and places at each school as not all unfilled places are surplus and not all surplus places can be removed in a cost-effective way.
- 4.10 Primary Schools
Following London's rapid population growth, in 2013, Croydon experienced an unexpected drop in birth rate. In Croydon, the birth rate dropped by 5% which later impacted the 2017/18 Reception intake. Between 2014 and 2016, Croydon's birth rate recovered however, since 2017, the rate has consistently fallen each year. This is expected to affect the 2021/22 – 2023/24 Reception cohorts
- 4.11 Croydon has six educational planning areas – North West, East, Central, South East, South, South West - for the primary phase pupil of place planning; each with its own distinct demographic profile and migration patterns. A significant number of schools in the North West planning area have experienced the biggest fall in the demand resulting in the highest number of surplus places. To date, 1260 places have been removed, across primary year groups (Reception – Year 6). Most of these unfilled places, were in the North West and East planning area.

- 4.12 For the 2021/22 academic year - the percentage of first preference offers is up by 1% this year to 85%. The percentage of parents/carers receiving one of their first three preference schools is 96.5% (96% last year). There also has been a decrease of 7.12% in the number of primary applications received on-time with 4472 pupils applied for primary school places, compared to 4815 in 2020.
- 4.13 The demand for places in Croydon's primary phase is not restricted to the rising 5's, nor does the on-time admissions round adequately provide an accurate picture of the number of places that will be required during the following education year. 'In year' applications create an all year pressure to find additional places, and since families who make these applications characteristically have young families with primary aged children, there is a continued pressure across the whole primary estate.
- 4.14 Secondary Schools
There are two secondary educational phase planning areas, North and South, which reflect home to school journeys tend to travel further to school independently due to good transport links.
- 4.15 The majority of the additional primary aged pupils have now moved through the year groups and transitioned into the secondary phase. Within three years, the bulge will have fully transitioned and the drop in demand that was seen by primary schools will be felt in the secondary phase. Between 2014 and 2019, Croydon's transition rate fell from 90% to 84%. There has been an increase by 2.1% in the number of secondary applications received for the 2021 intake (compared to 2020). This year, 4667 pupils applied for secondary school places, compared to 4571 in 2020. Across the secondary school estate, 180 Year 7 additional places were created through a new free secondary school in the North for 2020/21.
- 4.16 Mainstream / Community schools
A mainstream school is a maintained school or academy which is not a special school. A Community School is a school that is controlled and run by the Local Authority (LA). The LA owns the land/building and determines the admission arrangements. Croydon has a total of 87 mainstream primary schools of which 22 are maintained / community schools. None of Croydon's 23 secondary schools are maintained by the Local Authority.
- 4.17 Academy Conversion
Academies and free schools are state-funded, non-fee-paying schools in England, independent of local authorities. They operate in accordance with their funding agreements with the Secretary of State. Where the Secretary of State makes an Academy Order under the Academies Act 2010, the local authority (LA) is obliged to cease to maintain the school following conversion. The council is legally obliged to transfer the school to the relevant Academy under a 125 year lease with an associated Commercial Transfer Agreement (CTA).
- 4.18 Kenley Primary school has changed its status to an academy, and it is now part of The Collegiate Trust, effective 1st September 2021. The lease and CTA for

Kenley has been agreed between the Council's in-house legal team and the solicitors acting for The Collegiate Trust.

4.19 School Maintenance

Local Authorities have responsibility to maintain school buildings so that they are safe, warm and weather tight and provide a suitable learning environment, including dealing with emergencies promptly and effectively and managing and procuring maintenance works efficiently. The Council is responsible for the larger condition and maintenance works in maintained schools.

4.20 The condition of some of the education estate has improved due to investment in the refurbishment of the building fabric and maintenance / replacement of electrical and mechanical equipment. However, as school buildings age, they present age related issues and the cost of maintaining them is increasing steadily. In addition, some of the buildings are nearing the end of their lives and structural issues are beginning to emerge.

4.21 The 2022/23 annual maintenance capital budget (Appendix 4) currently stands at £3.7m which is sufficient to only undertake the highest ranked projects; those categorised as the worst defects and designated D1 in the condition survey report. The council retains a percentage of its annual maintenance capital budget to address unexpected and urgent works in schools.

4.22 The School's Maintenance plan (Appendix 4) has been developed using information from condition surveys commissioned by the Council. These surveys are comprehensive and identify costed items across each school rated from A (good condition) to D (poor condition) as well as assessing the urgency of each (on a scale of 1 to 4, with 1 being the most urgent). School Condition surveys have been undertaken in 2021, they will be reviewed and validated to inform the 5 next years school maintenance programme.

4.23 Asbestos Management in Community Schools

Where asbestos is present, the council will take the following steps to manage the asbestos in our schools ensuring they have the following:

- a) Management survey of asbestos-containing materials (ACMs)
- b) Assess the risks associated with ACMs.
- c) A plan for managing asbestos.
- d) Ensure staff and visitors know the risks and precautions they need to take.
- e) Keep the management of asbestos under continuous review

4.24 Statutory compliance Inspections

Both the Council and maintained schools are required to ensure school buildings are meeting the statutory standards by regularly undertaking statutory tests which includes Legionella Risk Assessment, Gas Safety Checks, Fire Alarm tests, NICEIC 5 Year Periodic Inspections, NICEIC Emergency Lighting, Fire Risk Assessment and Asbestos Management. The Council ensures that the policies and the condition of the school estate are compliant with appropriate legislation by requesting and checking the relevant certification.

4.25 Fire Safety

Cabinet approved an additional £3m from 2018/19 through to 2019/20, extended to 2020/21 to undertake fire safety remedial works at schools for which it is the responsible body. This works programme will now conclude in 2022/23 due to challenges that have arisen in delivering the works on-site. The works are progressing well across the estate with significant progress made in 2020/21. The remaining works are currently being reviewed against other planned / agreed works to ensure the works are coordinated and minimise disruption to teaching and learning.

4.26 Special Educational Needs and Disability (SEND)

The new Addington Valley Academy Special School opened in September 2021. It provides a school and setting of high quality and currently supports 80 children and young people across Reception and Key Stages 1 – 3. In addition, OHCAT also supports Post 16 students on a 2 year programme within the school. The school will expand to 120 places for Croydon children and young people from September 2022.

4.27 The new St Nicholas school provides outstanding facilities for the school population and has extended place numbers for September 2021 by 15. There is further growth planned of 20 places for September 2022 and 2023.

4.28 Croydon College Coulsdon Pathways provision for students with SEND aged 19-25 is now in its fourth year and has been a great success. The accommodation to support the delivery of this programme is in place until September 2022 to allow time for provision options to be further explored.

4.29 Development of St. Giles to become a 2-19 aged provision has progressed with relevant staff TUPE processes completed. The Early Years specialist nursery is now housed in the modular build which provides a high quality environment at the heart of the school.

4.30 The review of the SEND estate – Red Gates / St. Giles / Priory - in terms of its quality, safeguarding and feasibility as approved by Cabinet in January 2020 is underway. A conditions survey has been undertaken and the report is now under consideration.

4.31 All of the aforementioned SEND Estates strategies are contributing positively to the development of local provision maintaining some of our most challenging and vulnerable children and young people with SEND within their families and communities. In turn, this contributes to the High Need Fund Recovery Plan as agreed previously by Cabinet.

4.32 Early Years

Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area. The Council's duties around inclusion birth to five are detailed in the Children and Families Act 2014, (section 2 Childcare Act 2016).

4.33 For the purposes of this assessment the supply of formal childcare includes private day nurseries, pre-schools, schools with nursery provision, childminders (funded childminders are accredited to deliver the free entitlement on behalf of the local authority), out of school clubs and holiday clubs. In total, there are 739

childcare providers in our local authority, offering 14,667 childcare places.

4.34 In Croydon there are an estimated 17 childcare places per 100 children based on 86,290 children aged 0 to 14 years. Ofsted’s national figures as at 31.8.20 state that the proportion of childcare providers on the Early Years Register judged to be good or outstanding was 96%.

4.35 Alternative Provision / Pupil Referral Unit (PRU)

Under Section 19 of the Education Act 1996 the Local Authority has a statutory duty to make arrangements for the provision of suitable full time education to those pupils who are unable to attend a mainstream school due to illness, exclusion or otherwise.

4.36 In this context, Alternative Provision in Croydon is provided by separate specialist providers for each of the Primary and Secondary settings, a Medical Tuition Service and the London Borough of Croydon supplement this with provision commissioned from the independent sector as required. The number of commissioned places from the Independent Sector varies according to need. All of this place funded provision is good or outstanding. The number of places available at each setting is:

- Medical 90 places
- Primary 48 places
- Secondary 190 places

5. CONSULTATION

5.1 Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.

6. PRE-DECISION SCRUTINY

6.1 This report will go to a Scrutiny meeting.

7 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

7.1 Revenue and Capital consequences of report recommendations

| | Budget | Medium Term Financial Strategy – 3 year forecast | | |
|------------------------|------------------|--|------------------|------------------|
| | 2021/22 £'000 | 2022/23 £'000 | 2023/24 £'000 | 2024/25 £'000 |
| Capital Budgets | | | | |
| Permanent expansions | 425 | 44 | 0 | 0 |
| FTE / Bulges | 69 | 3,243 | 0 | 0 |

| | | | | |
|---|---------------|---------------|--------------|----------|
| SEN provision | 11,109 | 2,226 | 506 | 0 |
| Major Maintenance | 2657 | 9,261 | 2,558 | 0 |
| Fire Safety Works | 450 | 902 | 0 | 0 |
| Other schemes | 454 | 0 | 0 | 0 |
| Effect of decision from report (Total) | 15,164 | 15,676 | 3,065 | 0 |

| | | | | |
|-----------------------------------|---------------|---------------|--------------|----------|
| Funding sources | | | | |
| School Condition Allocation | 3,107 | 10,163 | 2,558 | 0 |
| Special Provision Capital Funding | 1,833 | 1,689 | 147 | 0 |
| Basic Need Funding | 949 | 3,287 | 0 | 0 |
| ESFA | 5,934 | 210 | 0 | 0 |
| S106 | 240 | 0 | 0 | 0 |
| Borrowing | 2,801 | 0 | 0 | 0 |
| CIL | 300 | 327 | 360 | 0 |
| Total | 15,164 | 15,676 | 3,065 | 0 |

7.1.1 The table above details the Education Capital Programme for the current and future three financial years and the associated funding sources. The spend in the 2022/23 and 2023/24 may increase dependent on the outcome of the following:

- a) The completion of the Condition Surveys across all of our community schools. This will determine the required level of funding over the coming years to ensure that our schools are compliant and safe.
- b) Conclusion of the viability study of the SEN estate; Red Gates, Priory and St Giles.
- c) The outcomes of the Croydon Local Plan Consultation.

7.1.2 A detailed breakdown of the projects can be found in Appendix 4 to this report. With a further detailed breakdown of the Schools' Maintenance Programme in Appendix 3.

7.1.3 The ESFA have commissioned Croydon to lead on the delivery of the new special free school - Addington Valley Academy (on Timebridge site). This project is predominately funded by the ESFA. Both the expenditure and funding for this project is detailed in the table above and the project is listed in Appendix 3.

7.2 The effect of the decision

7.2.1 The use of the free schools route to provide new school places within the borough in the future will result in a reduction in the requirements for future capital funding from the council as this will be funded by central government.

7.3 Risks

- 7.3.1 Due to the nature of this programme there is a risk that projects may overspend and regular monitoring of all projects and the programme will be undertaken and reported to this Cabinet as part of the quarterly financial monitoring reports.

7.4 Future savings/efficiencies

- 7.4.1 If additional free school providers are interested in opening schools in Croydon, the cost to the Council could be reduced further in the future years. Also the Council's borrowing requirement may also be reduced if any further funding is allocated by the Department for Education. The fall in birth rate and associated demand for school places would however result in reduced demand and this would be monitored closely to make future savings.
- 7.4.2 The provision of more school places within the borough will result in a reduction in the need for young people to travel outside of the borough, which will result in financial savings to the SEND budget.

Approved by: Phil Herd, Interim Head of Finance, CYPE

8. LEGAL CONSIDERATIONS

- 8.1 School place planning duties (s13-14 Education Act 1996).
- 8.2 The Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This should be sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.

Approved by: on behalf of Interim Director of Legal Services & Interim Deputy Monitoring Officer.

9. HUMAN RESOURCES IMPACT

- 9.1 There are no direct HR implications arising from this report. Any resultant future increases or changes in staffing will be handled by schools' governing bodies in accordance with the appropriate school/council policy and procedures.
- 9.2 Approved by: Gillian Bevan, Head of HR – Resources and Assistant Chief Executives

10. EQUALITIES IMPACT

- 10.1 An equality analysis has been undertaken as part of the January 2022 report to help us to understand whether people with protected characteristics, as defined by the Equality Act 2010, will be disproportionately affected by the proposed changes and recommendations in the Education Estates Strategy report.
- 10.2 The proposed changes in this report will help the Council meet its statutory duty to provide sufficient school places for protected and non-protected groups. Croydon schools provide diverse educational provision in terms of type/category, size and educational sponsors. These include special schools, enhanced learning provisions at mainstream schools; and Academies /Free Schools. Pupils are allocated a school place based on the admissions criteria which aims to promote fair access to schools and are compliant with the School Admissions Code.
- 10.3 The proposed strategy supports the Council's Equality and Inclusion Policy by extending the existing provision to accommodate students with an SEND need. This will support Croydon's aspiration to:
- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
 - Promote provisions that close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through greater opportunity to access to quality schools and learning.
 - Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.
- 10.4 The proposed strategy supports the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.
- 10.5 The equality analysis indicates that the proposed changes and recommendations will not negatively impact on any groups that share protected characteristics and that no major change is required as the strategy meets the general and specific equality duties as required by the Equality Act. An Equality Analysis Impact is attached at Appendix 6. Furthermore there is a written commitment in the Equality Analysis to continue to keep the strategy under review and make changes as appropriate should the need arise.

Approved by: Denise McCausland, Equality Programme Manager

11. ENVIRONMENTAL IMPACT

- 11.1 Through the delivery of the Education Capital Programme of works the Council will strive to deliver energy efficient solutions through design and construction methodologies with the intention to reduce energy use and associated carbon emissions in our schools.

11.2 The Council will work with schools to monitor the energy performance post works so that this can be captured in lessons learnt for future projects

12. CRIME AND DISORDER REDUCTION IMPACT

12.1 Children being in school will help prevent criminal and anti-social behaviour or being victim of such behavior and reduce the number of children and young people in the criminal justice system.

13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

13.1 The recommendations of this report are set out to ensure that the Council is compliant with its statutory duties as an education authority:

- School Place Planning (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure sufficient primary and secondary education, including SEN to meet the needs of the population of its area
- School Admissions (School Admission Code 2014) to determine the Admission Arrangements for its community schools annually
- School Maintenance - school buildings meet the minimum standard and premises are maintained so that they provide a suitable learning environment.

14. OPTIONS CONSIDERED AND REJECTED

14.1 In relation to mainstream schools, there are no confirmed plans to deliver any new/additional mainstream school places. A review of demand will be undertaken following consultation and decision on the Local Plan to ensure that any potential increase in demand is included in future pupil place projections. Future demand for new schools will be delivered through the free school route.

15. DATA PROTECTION IMPLICATIONS

15.1 **WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?**

No.

15.2 **HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?**

No.

This report does not include any personal data.

The Director of Education comments that this report is an overview of education estates and does not contain any personal data.

CONTACT OFFICER:

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APPENDICES TO THIS REPORT:

- Appendix 1 – Community Schools Admission Arrangements
- Appendix 1a – Pan London Co-ordination – Reception and Junior
- Appendix 1b – Pan London Co-ordination – Secondary
- Appendix 2 – Available Primary School Places vs SCAP 2021 Pupil Projections
- Appendix 2a - Available Secondary School Places vs SCAP 2021 Pupil Projections
- Appendix 3 – Capital Programme Budget Summary
- Appendix 4 - Schools Maintenance Plan
- Appendix 5 – Early Years Childcare Sufficiency Assessment report
- Appendix 6 – Equality Impact Assessment

BACKGROUND DOCUMENTS:

None

DRAFT - Community Schools Admission Arrangements 2023/24

The criteria outlined below apply only to Croydon community schools.

Should any community school convert to academy status prior to September 2023, the admissions arrangements will apply as published below unless stated otherwise in their funding agreement.

Where the number of applications for a community school is higher than the published admission number, the following criteria will be applied in the order set out below to decide the allocation of places:

Children with an Education, Health & Care Plan (EHCP) that names a school will be admitted to the school before the admissions criteria are applied to all other applicants. (See note 7)

1. **Looked-after children and previously looked-after children** (see Note 1).

2. **Linked schools**

Children who are on the roll of their linked infant school at the time of application. (see Note 2).

3. **Siblings:**

Children with a brother or sister who will be in attendance at the school or the linked infant/junior school at the time of enrolment of the new pupil (see Note 3).

4. **Exceptional medical need:**

Pupils with a serious medical need for attending a particular school. (See Note 4)

Supporting professional evidence must provide specific reasons why a particular school is the only school that can meet your child's needs and the detriment that would be caused if your child had to attend another school. Your application must be supported by a GP or consultant.

For primary age children, their need to attend a particular school because of a parent's serious and continuing medical condition may also be relevant.

Supporting evidence should be set out on the medical form which is available online at: <https://www.croydon.gov.uk/education/schools-new/school-admissions/applications-due-to-a-medical-need> and both the completed medical form and the supporting evidence from the GP or consultant must be submitted with the application (see Note 4).

By submitting your evidence to the local authority you consent to this information being shared with the local authority's medical advisor.

5. Distance:

Priority will be given to pupils living nearest to the school as measured in a straight line (see Notes 5 and 6).

Tiebreaker

In the event that the number of applications for places exceeds the number of places available, after application of the admissions criteria, distance will be used to decide between applications. Where distance is the same for two or more applications the authority will use random allocation.

Note 1: Looked-after children are defined as 'children in public care at the date on which the application is made'. Previously looked-after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately after being looked-after. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation or any other provider of care whose sole or main purpose is to benefit society.

If an application is made under the 'looked-after' criterion, it must be supported by:

- a letter from the relevant local authority children's services department and/or relevant documents or
- evidence which demonstrates that a child was in state care outside of England and left that care as a result of being adopted.

Note 2: This criterion does not include siblings on the roll of the infant school's nursery class, if it has one.

A list of all infant and junior schools is provided in the table below. The shaded schools are their own admission authority, therefore, please refer to the individual school's admissions policy.

| Linked Infant School | Linked Junior School |
|---|-----------------------------|
| Beulah Infant | Beulah Junior |
| Elmwood Infant | Elmwood Junior |
| The Minster Nursery and Infant | The Minster Junior |
| Park Hill Infant | Park Hill Junior |
| St Joseph's Catholic Infant and Nursery | St Joseph's Catholic Junior |

| | |
|-------------------------------------|---------------------------|
| St Mary's Catholic Infant | St Mary's RC Junior |
| Whitehorse Manor Infant and Nursery | Whitehorse Manor Junior |
| Winterbourne Infant | Winterbourne Junior Girls |
| Winterbourne Infant | Winterbourne Junior Boys |

Note 3: A sibling is defined as a brother or sister, half-brother or sister, step brother or sister, foster-brother or sister or adopted brother or sister whose main residence is the same address as the child for whom the school place application is being made.

Children with siblings allocated a place in the Reception or Year 3 class at a linked junior school to start in September will be eligible for priority under the sibling criterion from 1 August each year when this local authority opens waiting lists for the new academic year.

In the case of in-year admissions, eligibility for sibling priority will apply at the time of an offer.

This criterion does not include siblings on the roll of the school's nursery class, if it has one.

Note 4: All schools have experience in dealing with children with a range of medical needs and all schools are required to make reasonable adjustments in order to do this.

In a very few exceptional cases however, there may be reasons why a child needs to attend a specific school and this could be due to the child's medical need or the medical condition of the parent or the main carer with responsibility for the child. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the section provided in your application, and complete the medical form which is available online at :

<https://www.croydon.gov.uk/education/schools-new/school-admissions/applications-due-to-a-medical-need> setting out the reasons to support your case.

All requests for priority consideration on medical grounds must be supported in writing by a doctor or consultant and this must make clear which school you are making a special case for, the reason why it is necessary for your child to attend this school in particular, and the difficulties it will cause for your child to attend another school.

It is for you to decide how to support your case and what documents to provide but these must be submitted, together with the completed medical form and supporting statement by the GP/consultant, by the closing date of **15 January 2023**. The admissions team is not responsible for chasing you to submit medical evidence or for contacting professionals for information about your case. Any decision will be based on documents you submit by the closing date.

The local authority, using guidance received from Croydon's admissions panel (this is comprised of professionals from health and education), will decide whether an application for a school is to be prioritised on medical grounds, in light of the medical evidence submitted by the parent for their child to attend a particular school. Claims for priority of admission on medical grounds submitted after a decision on the original application has been made will only be considered if the documents submitted were not readily available at the time of application or if they relate to a new medical condition. Any submission made after the initial application must be supported by details of how the circumstances have changed since the original application and by further professional evidence.

Applicants who submit supporting information on medical grounds will not be advised whether their application is likely to be successful prior to the offer of places on 17 April 2023. If evidence is received after the closing date of 15 January 2023, it will not be taken into account until after places have been offered on 17 April 2023.

Note 5: 'Home' is defined as the address where the child normally resides Monday to Friday as their only or principal residence.

Addresses involving child-minding (professional or relatives) are excluded. There have been occasions when parents/carers have tried to use false addresses to obtain a place at a school. To prevent this happening, Croydon Council undertakes checks using an address verification tool called Datatank. If after these checks have taken place we cannot be satisfied that the address is the parent and child's normal place of residence, the parent/carer will be asked to provide further proof of their home address. In this instance two forms of address verification will be required: a solicitor's letter confirming completion of contract or a tenancy agreement along with a recent utility bill in the applicant's name.

If the parent/carer is found to have used a false address or deliberately provided misleading information to obtain a school place, the offer will be withdrawn.

Should there be doubts about the address to be used, parents/carers may be asked to provide evidence concerning the child's normal place of residence. This could include a court order stating where the child should live during the course of the week. The local authority would expect that the parent/carer with whom the child is normally resident receives the child benefit for the child. If the residence is split equally between both parents, the home address may be determined to be the address where the child is registered with the doctor. This may be used to determine the normal place of residence for the purpose of measuring the home to school distance.

If parents/carers have more than one property they may be required to provide proof of the normal place of residence for the child.

The processing of applications outside England for admission to school within the normal admissions rounds (excluding Crown servants)

Applications with an address outside England can only be accepted for processing when this local authority is satisfied that there is **evidence of a link to an address in its area** and that **the child will be resident at that address on or before the date of admission** (i.e.start of September). Such evidence must include:

- Booked travel tickets and
- End of lease/notice to tenants in Croydon property or

- Start of employment contract in the Croydon area or
- End of employment contract abroad

The address outside England will apply until such time as there is evidence of a child's return to the linked address. In the event that a family does not return to the linked address provided by the start of September, this local authority will withdraw the application submitted and any offer made.

Note 6: The distance will be measured in a straight line from the child's home address to the designated entrance(s) of the school using a computerised measuring system (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). Those living closer to the school will receive higher priority.

If a child lives in a shared property such as flats, the geographical references will determine the start point within the property boundaries to be used for distance calculation purposes.

Distance measurements can be obtained using various internet sources however these do not replicate the system used by Croydon Council. Additionally, the distance measurement which can be obtained from the Croydon website using the 'Find It' link on the home page will not always be identical to that of the measurement obtained using the Croydon school admissions measuring tool (known as GIS) as the 'Find It' link is set up to measure to a range of council facilities and is not set up to measure for school admission purposes. It also does not give measurements to three decimal points.

Note 7: Education, Health and Care Plan

An Education, Health and Care plan (EHCP) is an integrated support plan for children and young people with complex special needs and disabilities. The plan gives a detailed description of the range of difficulties a child is facing and the level and type of provision required to help the child make progress and achieve positive outcomes.

Child minding arrangements:

Child-minding cannot be taken into account when allocating places at oversubscribed community schools.

Children attending a nursery class attached to an infant or primary school

Parents of children attending the nursery class at an infant or primary school must apply for a reception class place in the usual way. These children are not guaranteed a reception place at the school where they are attending the nursery class.

All applications are considered strictly in accordance with a school's admission criteria. Unless otherwise stated, children on the roll of a school's nursery class are not given priority admission into a reception class.

Twins/triplets or other multiple births for admission into an infant class

If you are applying for twins, or children from a multiple birth, and there is only one place available at the school, legislation allows us to admit them all i.e. all siblings from a multiple birth.

Waiting lists

If you are offered a place at a school through the in-year admissions process and you have also expressed a higher preference for another school or other schools, you will not be placed on the waiting list for your higher preference school/schools. You may request for your child to be added to the waiting list by completing a new in-year application form using the online parent portal on the website.

In-year waiting lists are maintained for one academic year and applicants who have been unsuccessful for their preferred school(s) and who wish to remain on the waiting list are required to re-apply the following academic year.

Waiting lists for community schools for applicants who applied as part of the main admissions rounds are held for the first term of the reception year and thereafter, applicants are required to complete the local authority's in-year online application form if they wish to remain on the waiting list.

Admission of children below compulsory school age deferred entry to school

Parents can defer the date their child is admitted to the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made. Parents can also take up a part-time place until later in the school year but not beyond the point at which they reach compulsory school age.

A child reaches compulsory school age the term after their fifth birthday. Therefore, if you are offered a reception class place at a school, you can opt to defer your child's start date, but they **MUST** start full time school following their fifth birthday by the dates given below:

- Children born on or between 1 September and the end of December must start full time school by the beginning of the spring term in January

- Children born from 1 January to the end of March must start full time school on 1 April
- Children born from 1 April to the end of August must start school at the beginning of the autumn term in September.

The local authority's expectation is that a child born between 1 April and 31 August should start the reception class at the beginning of the summer term at the latest. However, parents may choose that their child does not start school until the September (beginning of the autumn term) following their fifth birthday. Parents must note the place cannot be held open beyond the summer term, this will mean that as their child will be a year one pupil when they join, parents will need to apply for a year one school place, using the in-year application form.

Admission of children outside their normal age group

Parents may request that their child is exceptionally admitted outside their normal age group. The admission authority will decide whether or not the individual child's circumstances make this appropriate on educational grounds.

It is the expectation of Croydon Council that a child is educated alongside his/her age equivalent peers, in almost all cases. We would strongly advise that all children enter into their normal year group. The responsibility for addressing individual educational needs lies with the school through an appropriately differentiated and enriched curriculum.

Parents must submit their request for their child to be educated outside their normal year group by completing the local authority online form at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/admission-outside-of-normal-year-group/admission-outside-normal-year-group-request>

Parents should include evidence from a relevant professional detailing their child's needs and circumstances which make education outside the normal age group necessary. This could include:

- Evidence from a health or social care professional who is involved in the care or treatment of the child e.g. speech and language therapist, social worker, paediatrician.
- The view of any nursery or other early years setting the child attends and any records of the child's development.
- The progress the child has made in an early years setting, including the rate of progress.
- Whether the child's premature birth has caused health problems or developmental delays that mean the child would benefit from a delayed school start.

Decisions are made on the basis of the circumstances of each case and in the best interest of the child. This will require the admission authority to take account of the child's individual needs and abilities and to consider whether these can best be met in

reception or year one. It will also involve taking account of the potential impact on the child of being admitted to year one without first having completed the reception year. The admission authority will consider:

- Parents' views.
- Information relating to the child's academic, social and emotional development, where relevant medical history and the views of a medical professional.
- Any previous history of a child being educated outside of their normal age group.
- If a child was born prematurely, the age group the child would have fallen if the child had been born on time.
- Views of the head teacher of the school(s) concerned.

PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Schemes for Co-ordination of Admissions to Reception/Junior in Maintained Schools and Academies in 2023/24

Contents

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PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Schemes for Co-ordination of Admissions to Reception/Junior in 2023/24

Definitions used in the template schemes

| | |
|--|---|
| “the Application Year” | the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it). |
| “the Board” | the Pan-London Admissions Executive Board, which is responsible for the Scheme. |
| “the Business User Guide (BUG)” | the document issued annually to participating LAs setting out the operational procedures of the Scheme. |
| “the Common Application Form” | this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order. |
| “the Equal Preference System” | the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place. |
| “the Highly Recommended Elements” | the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible. |
| “the Home LA” | the LA in which the applicant/parent/carer is resident. |
| “the LIAAG Address Verification Register | the document containing the address verification policy of each participating LA. |
| “the Local Admission System | the IT module for administering admissions in |

| | |
|----------------------------------|---|
| (LAS)” | each LA and for determining the highest offer both within and between participating Las. |
| “the London E-Admissions Portal” | the common online application system used by the 33 London LAs and Surrey County Council. |
| “the Maintaining LA” | the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed. |
| “the Mandatory Elements” | those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register. |
| “the Notification Letter” | the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2. |
| “the Prescribed Day” | the day on which parents/carers outcome are notified of their outcome. 16 April in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day. |
| “the Pan-London Register (PLR)” | the database which will sort and transmit application and outcome data between the LAS of each participating LA. |
| “the Pan-London Timetable” | the framework for processing of application and outcome data, which is attached as Schedule 3. |
| “the Participating LA” | any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here. |
| “the Qualifying Scheme” | the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating arrangements for the admission of children to |

maintained primary and secondary schools
and academies.

PAN- LONDON CO-ORDINATED ADMISSIONS SYSTEM

Template LA Scheme for Co-ordination of Admissions to Reception/Junior in 2023/24

All the numbered sections contained in this scheme are mandatory except those marked with an which are highly desirable.*

Applications

1. Applications from residents of Croydon LA will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by this LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
2. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in a nursery class within a maintained school or academy - in this LA or any other maintaining LA - is informed about how they can access Croydon LA's composite prospectus and apply online. Croydon LA also uses libraries, schools, early years' providers, social media to advertise the closing date for applications. Additionally, this LA offers parents support and assistance with their online application at schools and its offices. Parents/carers who do not live in Croydon LA will have access to Croydon LA's composite prospectus on the Council's website. It will advise parents/carers to contact their home LA for further information on the application process.
3. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within this LA, Croydon LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2021.
4. Where supplementary information forms are used by admission authorities in Croydon LA, they will be available on this LA's website, on the school's website, or a paper copy of the supplementary information form can be requested directly from the school. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's composite prospectus and website will indicate which schools in this LA require supplementary forms to be completed and where they can be obtained.

5. Where a school in Croydon LA receives a supplementary information form, this LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2021.
6. *Applicants will be able to express a preference for up to six maintained primary schools or academies within and/or outside the Home LA.
7. The order of preference given on the Common Application Form will not be revealed to a school within the area of this LA to comply with paragraph 1.9 of the School Admissions Code 2021. However, where a parent resident in this LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
8. Croydon LA undertakes to carry out the address verification process set out in its entry in the LIAAG Address Protocol. This will in all cases include validation of resident applicants against Croydon LA's maintained nursery and primary school data and the further investigation of any discrepancy. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **10 February 2023**.
9. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is currently or previously a 'Child Looked After' and will provide any additional evidence on receipt of a reasonable request by the maintaining LA in respect of a preference for a school in its area by **3 February 2023**.
10. Croydon LA will advise a maintaining LA of the reason for any application which is made in respect of a child resident in the area of this LA to be admitted outside of their correct age cohort, and will forward any supporting documentation to the maintaining LA by **3 February 2023**.

Processing

11. Applicants resident within Croydon LA must submit their online Common Application Form to this LA by **15 January 2023**.
12. *Supplementary Information Forms for schools in Croydon LA must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not

strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.

13. *Schools that require a supplementary information form will check that a supplementary information form has been completed for each child. Schools will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common application Form, schools will share this information with Croydon LA.*
14. *Admission authority schools will start seeing details of their applications on **21 January 2023**.*
15. *Any changes to the preferences or the order of preference on a Common Application Form made after **15 January 2023** will not normally be considered until after the initial round of allocation – that is after 17 April 2023, unless there is a change of circumstances.*
16. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of Croydon LA's scheme, will be up-loaded to the PLR by **3 February 2023**. Supplementary information provided with the Common Application Form will be sent to maintaining LAs by the same date.
17. *Alternative arrangements will be made by Croydon LA to forward applications and supporting information securely to non-participating LAs.*
18. Croydon LA shall, in consultation with the admission authorities within this LA's area and within the framework of the Pan-London timetable in Schedule 3B, determine its own timetable for the processing of preference data and the application of published oversubscription criteria.
19. *Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is **9 February 2023**.*
20. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
21. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **10 February 2023**.

22. *Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up until **9 February 2023**, on the basis that an on-time application already exists within the Pan-London system.
23. Croydon LA will participate in the application data checking exercise scheduled between **13 and 17 February 2023** in the Pan-London timetable in Schedule 3B.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order in accordance with paragraph 1.9 of the School Admissions Code 2021. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, Croydon LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Own Admission authority schools must provide Croydon LA with the electronic list of their applicants in criteria order by **01 March 2023**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS for all maintained schools and academies in this LA's area before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **16 March 2023**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **24 March 2023** if this is sooner.
29. Croydon LA will not make any additional offers between the end of the iterative process and **17 April 2023** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at a maintained school or academy in this LA, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to

resolve a multiple offer, or if the impact is too far reaching, Croydon LA will accept that the applicant(s) affected might receive a multiple offer.

31. Croydon LA will participate in the offer data checking exercise scheduled between **27 March and 6 April 2023** in the Pan-London timetable in Schedule 3B.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **12 April 2023**. (33 London LAs & Surrey LA only).

Offers

33. Croydon LA will ensure that, if there are places available, each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place in accordance with paragraph 2.12 of the School Admissions Code 2021. *This will usually be the nearest school to the child's home address which has a place available, after the allocation of places has been completed.*
34. This LA's notification of the outcome will include the information set out in Schedule 2.
35. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
36. Croydon LA's notification information will include the information set out in Schedule 2.
37. Croydon LA will, on **17 April 2023**, publish online the outcome of resident applications. Resident applicants who applied online will be able to view the result of their application online as well as accept or decline their offer. *Croydon LA will not send out outcome letters in the post.*
38. *Resident applicants who are not successful in their application will be offered the right to appeal.*

Late applications

39. **Croydon LA will accept late applications as 'on-time' only if they are late for a good reason, deciding each case on its own merits. Examples of what will be considered as 'good reason' include when a single parent has been ill for some time, or has been dealing with the death of a close relative; a family who has just moved into the area or is returning from*

abroad (proof of ownership or tenancy of a property within Croydon LA will be required in these cases). Other circumstances will be considered and each case decided on its own merits and it is expected that all requests of this nature will be supported with evidence.

40. *The latest date that an application, that is late for good reason, can be accepted for a resident of Croydon LA will be **9 February 2023**. The date for an out-borough resident is fixed by the relevant home LA and is likely to be different for authorities outside the PAN London scheme.*

41. *Applications which are late for no good reason and those that are received after 9 February 2023 but before 17 April 2023 will not be considered in the initial allocation round but will be allocated a place after all on-time preferences have been processed. If the application is from a resident of Croydon LA and they cannot be offered a place at one of their preferences, they will be considered for a place at other maintained schools or academies in this LA that have vacancies, in accordance with the school's admission criteria. If the application is from a resident of another LA, their application will only be considered for the schools to which they have applied.*

Post Offer Process

42. Croydon LA will request that resident applicants accept or decline the offer of a place by **2 May 2023**, or within two weeks of the date of any subsequent offer.

43. *If resident applicants do not respond by this date, Croydon LA or the school, where it is its own admission authority, will make every reasonable effort to contact the applicant to find out whether or not they wish to accept the place. Where the applicant fails to respond and the admission authority can demonstrate that every reasonable effort has been made to contact the applicant, the offer of a place be withdrawn.*

44. Where an applicant resident in Croydon LA accepts or declines a place in a school maintained by another LA by **2 May 2023**, Croydon LA will forward the information to the maintaining LA by **9 May 2023**. Where such information is received from applicants after **2 May 2023**, Croydon LA will pass it to the maintaining LA as it is received.

45. Where a place becomes available in an oversubscribed maintained school or academy in Croydon LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.15 of the School Admissions Code 2021.

46. When acting as a maintaining LA, Croydon LA will place an applicant resident in the area of another LA on a waiting list for any higher

preference school. Where this is not done automatically, it will be done immediately following a request from the home LA.

47. Where a waiting list is maintained by an admission authority of a maintained school or academy in this LA's area, the admission authority will inform this LA of a potential offer, in order that the offer may be made by the home LA.
48. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
49. When acting as a maintaining LA, Croydon LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
50. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered. ***As a result, any offer held by the applicant resident at a lower preference school will automatically be withdrawn as a higher preference has been offered. Resident applicants who no longer wish to remain on the waiting list for a higher preference school must notify Croydon LA as soon as they receive their initial offer.***
51. ***When acting as a home LA, Croydon will offer a place at a Croydon maintained school or Academy to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered. The lower preference school offered will automatically be withdrawn as a higher preference school has been offered. Resident applicants who no longer wish to remain on the waiting list for a higher preference school must notify Croydon LA as soon as they receive their initial offer.***
52. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
53. When acting as a home LA, when Croydon LA has agreed to a change of preferences or preference order, it will inform any maintaining LA affected by the change. In such cases, paragraphs 51 and 52 shall apply to the revised order of preferences.

54. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
55. When acting as a maintaining LA, Croydon LA will accept a change of preferences or preference order (including reinstated or additional preferences) from home LAs for maintained schools and academies in its area.
56. When acting as a home LA, Croydon will accept applications for additional preferences after National Offer Day before the start of the new term.
57. Croydon LA, when acting as a home LA, will allow applicants to express up to three additional preferences before the start of the new term.
58. When acting as a home LA, Croydon LA will endeavour to fill any vacancies that become available after National Offer Day within four weeks from National Offer Day.
59. This LA's admission authorities will maintain a waiting list for at least one term until 31 December 2023. This LA will accept waiting lists requests from other LAs' residents through the maintaining LA.
60. *Croydon LA will maintain waiting lists for each school in its area with the exception of Voluntary Aided Schools who will maintain their own waiting lists. Croydon LA will notify applicants on the waiting list if a place becomes available. Any lower preference previously offered will be automatically withdrawn if an offer is made at a higher preference school.*
61. *Resident Applicants who receive an offer at their first preference school will only be placed onto a waiting list for a lower preference school in exceptional circumstances which would need to be supported with relevant evidence. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school in exceptional circumstances.*
62. *Resident applicants who receive an offer at their first preference school will be able to apply for lower preference schools at the start of the new term through the in-year admission process.*
63. *Resident applicants who are unsuccessful in receiving an offer at one of their preferred schools will be given the opportunity to make late applications to schools they did not originally apply for.*

64. *Applications received after 17 April 2023 will be added to the waiting lists for the schools in this LA. Waiting lists will be ordered in accordance with each school's admission criteria.*
65. *Admission authorities for each school within Croydon LA will share details of their waiting lists with this LA.*
66. *When a vacancy occurs at a school within this LA, the first child on the waiting list will be considered for the place. Croydon LA will liaise with the admissions authority for the school and advise the parent/carer or home LA of the offer.*
67. *Where the first child is a resident of this LA, Croydon LA will issue notification of the outcome to the parent, provided that the school is ranked higher on the Common Application Form than any other school already offered.*
68. *When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.*
69. *When acting as a maintaining LA, Croydon will not inform an applicant resident in another LA that a place can be offered.*
70. *Own Admission Authority schools within Croydon LA will not inform any applicant that a place can be offered.*
71. *Waiting lists for schools in Croydon LA will be held for the first term of the Reception Year only, until **31 December 2023**. Applicants wishing to remain on a school's waiting list after this date must apply using the LA or school's In- Year Application Form in accordance with each admission authority's arrangements. This is to ensure that this LA has the most up to date information for an applicant, including a correct proof of address as at the time of the new application.*
72. *Waiting lists will be maintained and places allocated as they become available, in accordance with each admissions authority's published admission and oversubscription criteria, and without regard to the date the application was received or when a child's name was added to the waiting list.*

Applications for places in Reception after 31 December 2023 and applications to year groups other than to the Reception class.

73. *Applications for places in Reception after 31 December 2023 and to year groups other than the normal year of entry to primary school will be treated as in-year admissions.*

74. *Applications will be made and considered in line with the schools' admission arrangements. Please refer to Croydon's website and in-year guidance for more information.*
75. *Once an offer is made applicants will only be added to a waiting list if the parent/carer requests this by completing a new in-year application form.*

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 1**

**Minimum Content of Common Application Form for Admissions to
Reception/Junior in 2023/24**

Child's details:

Surname

Forename(s)

Middle name(s)

Date of Birth

Gender

Home address

Name of current school

Address of current school (if outside home LA)

Parent's details:

Title

Surname

Forename

Address (if different to child's address)

Telephone Number (Home, Daytime, Mobile)

Email address

Relationship to child

Preference details (x 6 recommended):

Name of school

Address of school

Preference ranking

Local authority in which the school is based

Additional information:

Reasons for Preferences (including any medical or social reasons)

Does the child have an Education, Health and Care Plan Y/N*

Is the child a 'Child Looked After (CLA)'? Y/N

Is the child formerly CLA but now adopted or subject of a 'Child Arrangements

Order or 'Special Guardianship Order'? Y/N

If yes, name of responsible local authority

Surname of sibling

Forename of sibling

DOB of sibling

Gender of sibling

Name of school sibling attends

Other:

Signature of parent or guardian

Date of signature

* Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

SCHEDULE 2

Template Outcome Letter for Admissions to Reception/Junior in 2023/24

From: Home LA

Date: **17 April 2023**
(prim)

Dear Parent,

Application for a Primary/Junior School

I am writing to let you know the outcome of your application for a primary school. Your child has been offered a place at X School. The school will write to you with further details.

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.

You must contact this office if you wish to apply for any other school, either in this borough or elsewhere.

*Please return the reply slip to me by **2 May 2023(prim)**. If you have any questions about this letter, please contact me on _____*

Yours sincerely

(First preference offer letters should include the paragraphs in italics only)

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 3B**

Timetable for Admissions to Reception/Junior in 2023/2024

| | |
|---|--|
| Sun 15 Jan 2023 | Statutory deadline for receipt of applications |
| Fri 3 Feb 2023 | Deadline for the transfer of application information by the Home LA to the PLR (ADT file) |
| Fri 10 Feb 2023 | Deadline for the upload of late applications to the PLR. |
| Mon 13 – Fri 17 Feb 2023 | Checking of application data |
| Thur 16 Mar 2023 | Deadline for the transfer of potential offer information from the Maintaining LAs to the PLR (ALT file). |
| Fri 24 Mar 2023 | Final ALT file to PLR |
| Mon 27 Mar- Thur 6 Apr 20223 | Checking of offer data |
| Wed 12 Apr 2023 | Deadline for on-line ALT file to portal |
| Mon 17 April 2023 | Outcomes published online. |
| Tues 2 May 2023 | Deadline for receipt of acceptances |
| Tues 9 May 2023 | Deadline for transfer of acceptances to maintaining LAs |

PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Scheme for Co-ordination of Admissions to Year 7/Year 10 in Maintained Schools and Academies in 2023/24

Contents

Page 2: Definitions used in this document

Page 5: Template scheme for co-ordination of admissions to Year 7 in September 2023

Page 12: Content of Common Application Form -Year 7 Scheme (Schedule 1)

Page 14: Template outcome letter -Year 7 Scheme (Schedule 2)

Page 16: Timetable for Year 7 Scheme (Schedule 3A)

PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Scheme for Co-ordination of Admissions to Year 7/Year 10 in 2023/24

Definitions used in the template schemes

| | |
|---|--|
| “the Application Year” | the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it) |
| “the Board” | the Pan-London Admissions Executive Board, which is responsible for the Scheme |
| “the Business User Guide (BUG)” | the document issued annually to participating LAs setting out the operational procedures of the Scheme |
| “the Common Application Form” | this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order |
| “the Equal Preference System” | the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place |
| “the Highly Recommended Elements” | the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible |
| “the Home LA” | the LA in which the applicant/parent/carer is resident |
| “the LIAAG Address Verification Register” | the document containing the address verification policy of each participating LA |
| “the Local Admission System” | the IT module for administering admissions in |

| | |
|----------------------------------|--|
| (LAS)” | each LA and for determining the highest offer both within and between participating LAs |
| “the London E-Admissions Portal” | the common online application system used by the 33 London LAs and Surrey County Council |
| “the Maintaining LA” | the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed |
| “the Mandatory Elements” | those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register |
| “the Notification Letter” | the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2 |
| “the Prescribed Day” | the day on which parents/carers are notified of their outcome. 1 March (secondary) in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day. |
| “the Pan-London Register (PLR)” | the database which will sort and transmit application and outcome data between the LAS of each participating LA |
| “the Pan-London Timetable” | the framework for processing of application and outcome data, which is attached as Schedule 3A |
| “the Participating LA” | any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here. |
| “the Qualifying Scheme” | the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating |

arrangements for the admission of children to maintained secondary schools and academies.

PAN LONDON CO-ORDINATED ADMISSIONS SYSTEM

Template Scheme for Co-ordination of Admissions to Year 7/Year 10 in 2023/24

All the numbered sections contained in this scheme are mandatory, except those marked with an which are highly desirable.*

Applications

1. Croydon LA will advise home LAs of their resident pupils on the roll of this LA's maintained primary schools and academies who are eligible to transfer to secondary school in the forthcoming academic year.
2. Applications from residents of Croydon LA will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
3. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in their last year of primary education within a maintained school or academy, either in Croydon LA or any other maintaining LA, is informed how they can access Croydon's composite prospectus and apply online. Parents/carers who do not live in Croydon LA will have access to this LA's composite prospectus which will advise parents/carers to contact their home LA for further details on the application process.
4. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, the LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2021.
5. Where supplementary information forms are used by admission authorities in Croydon LA, they will either be available on the school's website, on the LA's website or a paper copy of the supplementary information form can be requested from the school directly. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's composite prospectus will indicate which schools in this LA require

supplementary information forms to be completed and where they can be obtained.

6. Where an admission authority in this LA receives a supplementary information form, Croydon LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2021.
7. *Applicants will be able to express a preference for six maintained secondary schools or Academies within and/or outside the Home LA.
8. *Croydon LA will advise applicants that they will receive no more than one offer of a school place on 1 March 2023. Applicants will also be advised that a place will be offered at the highest preference school for which they are eligible for a place. If the parent nominates a school outside of a PAN-London LA, Croydon LA will pass relevant details on to that authority and will make every reasonable effort to resolve any multiple offers with them.*
9. The order of preference given on the Common Application Form will not be revealed to a school within the area of this LA. This is to comply with paragraph 1.9 of the School Admissions Code 2021 which states that admission authorities must not give extra priority to children whose parents rank preferred schools in particular order, including 'first preference first' arrangements. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
10. Croydon LA undertakes to carry out the address verification process as set out in its entry in the LIAAG Address Protocol. This will in all cases include validation of resident applicants against this LA's primary school data and the further investigation of any discrepancy using Council Tax and Electoral Register records. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **12 December 2022**.
11. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is currently or previously a 'Child Looked After' and will provide any additional evidence on receipt of a reasonable request by the maintaining LA in respect of a preference for a school in its area by **14 November 2022**.

12. Croydon LA will advise a maintaining LA of the reason for any application which is made in respect of a child resident in the area of this LA to be admitted outside of their correct age cohort, and will forward any supporting documentation to the maintaining LA by **14 November 2022**.

Processing

13. Applicants resident within Croydon LA must return the Common Application Form, which will be available and able to be submitted online, to this LA by **31 October 2022**.
14. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of this LA's scheme, will be up-loaded to the PLR by **14 November 2022**. Supporting documentation provided with the Common Application Form will be sent to maintaining LAs by the same date.
15. Croydon LA shall, in consultation with the admission authorities within its area and within the framework of the Pan-London timetable in Schedule 3A, determine and state its own timetable for the processing of preference data and the application of published oversubscription criteria.
16. *Supplementary information forms must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.
17. *Admission authorities will start seeing details of their applications on the Schools Access Module (SAM) from **4 November 2022**. Schools that require a supplementary form will check that a supplementary form has been completed for each child and will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common Application Form, schools will share this information with Croydon LA.*
18. *Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is **9 December 2022**.*
19. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. This LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.

20. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **12 December 2022**.
21. Where an applicant moves from one participating home LA to another after submitting an on-time application under the terms of the former home LA's scheme, the new home LA will accept the application as on-time up to **9 December 2022**, on the basis that an on-time application already exists within the Pan-London system.
22. *Applications which are late for no good reason and applications received after **9 December 2022** but before **1 March 2023** will be considered after all on-time applications have been processed.*
23. Croydon LA will participate in the application data checking exercise scheduled between **13 December 2022 and 3 January 2023** in the Pan-London timetable in Schedule 3A.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order to comply with paragraphs 1.9 of the School Admissions Code 2021. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, this LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Schools must provide Croydon LA with an electronic list of their applicants ranked in criteria order by **16 January 2023**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS for all maintained schools and academies in this LA before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **31 January 2023**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **13 February 2023** if this is sooner.

29. Croydon LA will not make an additional offer between the end of the iterative process and **1 March 2023** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at a maintained school or academy in this LA, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, this LA will accept that the applicant(s) affected might receive a multiple offer.
31. Croydon LA will participate in the offer data checking exercise scheduled between **14 and 22 February 2023** in the Pan-London timetable in Schedule 3A.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **22 February 2023**. (33 London LAs & Surrey LA only).

Offers

33. Croydon LA will ensure that, if there are places available, each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place in accordance with paragraph 2.11 of the School Admissions Code 2021. This will usually be the nearest school to the child's home address which has a place available, after the allocation of places has been completed.
34. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
35. This LA's online notification will include the information set out in Schedule 2.
36. *On **1 March 2023**, all resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters in the post.*
37. *All maintained primary schools and academies in this LA will be able to view destination data of their resident applicants on the SAM portal by the end of the summer term 2023.

Post Offer

38. Croydon LA will request that resident applicants accept or decline the offer of a place by **15 March 2023**, or within two weeks of the date of any subsequent offer.
39. Where an applicant resident in this LA accepts or declines a place in a school within the area of another LA by **15 March 2023**, Croydon LA will forward the information to the maintaining LA by **22 March 2023**. Where such information is received from applicants after **15 March 2023**, this LA will pass it to the maintaining LA as it is received.
40. Where a place becomes available in an oversubscribed maintained school or academy in this LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.15 of the School Admissions Code 2021.
41. Where a waiting list is maintained by an admission authority of a maintained school or academy in this LA's area, the admission authority will inform Croydon LA of a potential offer, in order that the home LA can offer the place.
42. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
43. When acting as a maintaining LA, this LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
44. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
45. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
46. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 44 and 45 shall apply to the revised order of preferences.

47. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
48. When acting as a maintaining LA, Croydon LA will accept a change of preferences or preference order (including reinstated or additional preferences) from home LAs for maintained schools and academies in its area.
49. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
50. This LA, when acting as a home LA, will allow applicants to express additional preferences before the start of the school term, after National Offer Day. The number of additional preferences will be unrestricted.
51. Croydon LA, when acting as a home LA, will aim to start filling any vacancies which become available after 1 March 2023 within four weeks of National Offer Day. Secondary schools will be asked to rank all applicants on their waiting list, including late applications received after 31 October 2022, in accordance with their oversubscription criteria. Secondary schools will then advise Croydon LA of the offers to be made.
52. *Resident applicants who receive an offer at their first preference school will only be placed onto a waiting list for a lower preference school in exceptional circumstances which would need to be supported with relevant evidence. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school following a change of circumstances.*

Waiting lists

Waiting lists will be maintained by Croydon secondary schools for at least one term until **31 December 2023** and places will be filled in accordance with each school's admission criteria. After this date, parents/carers will need to apply through the in-year application process if they wish their child to remain on a school's waiting list. Parents/carers must also refer to each school's admission policy for more information regarding the management of waiting lists.

Parents/carers' enquiries regarding waiting list positions or appeal procedures must be made directly to the schools.

The PAN London Coordinated Admission Scheme ends on **31 August 2023**. Applications for Year 7 received after this date will be treated as in-year applications. Please refer to Croydon Council's website and the in-year admissions guidance for more information.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME SCHEDULE 1

Minimum Content of Common Application Form for Admissions to Year 7/Year 10 in 2023/24

Child's details:

Surname

Forename(s)

Middle name(s)

Date of Birth

Gender

Home address

Name of current school

Address of current school (if outside home LA)

Parent's details:

Title

Surname

Forename

Address (if different to child's address)

Telephone Number (Home, Daytime, Mobile)

Email address

Relationship to child

Preference details (x 6 recommended):

Name of school

Address of school

Preference ranking

Local authority in which the school is based

Additional information:

Reasons for Preferences (including any medical or social reasons)

Does the child have an Education, Health and Care Plan Y/N*

Is the child a 'Child Looked After (CLA)'? Y/N
Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order or 'Special Guardianship Order'? Y/N
If yes, name of responsible local authority
Surname of sibling
Forename of sibling
DOB of sibling
Gender of sibling
Name of school sibling attends

Other:

Signature of parent or guardian

Date of signature

*Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

SCHEDULE 2

Template Outcome Letter for Admissions to Year 7/Year 10 in 2023/2024

From: Home LA

Date: **1 March 2023**
(sec)

Dear Parent,

Application for a Secondary School

I am writing to let you know the outcome of your application for a secondary/primary school. Your child has been offered a place at X School. The school will write to you with further details.

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

Your child's name has been automatically added on the waiting list for any higher preference school you have been unsuccessful.

Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.

*Please return the reply slip to me by **15 March 2023(sec)**. If you have any questions about this letter, please contact me on _____.*

Yours sincerely

(First preference offer letters should include the paragraphs in italics only)

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 3A**

Timetable for Admissions to Year 7/Year 10 in 2023/24

| | |
|---|---|
| Mon 31 Oct 2022 | Statutory deadline for receipt of applications |
| Mon 14 Nov 2022 | Deadline for the transfer of application information by the Home LA to the PLR (ADT file). |
| Mon 12 Dec 2022 | Deadline for the upload of late applications to the PLR. |
| Tues 14 Dec 2022 – Tues 3 Jan 2023 | Checking of application data |
| Tues 31 Jan 2023 | Deadline for the transfer of potential offer information from Maintaining LAs to the PLR (ALT file) |
| Mon 13 Feb 2023 | Final ALT file to PLR |
| Tues 14 – Tues 21 Feb 2023 | Checking of offer data |
| Wed 22 Feb 2023 | Deadline for on-line ALT file to portal |
| Wed 1 Mar 2023 | Outcomes published online. |
| Wed 15 Mar 2023 | Deadline for return of acceptances |
| Wed 22 Mar 2023 | Deadline for transfer of acceptances to maintaining LAs |

Available Primary School Places vs SCAP 2021 Pupil Projections

| Planning Area | Academic Year | Available places (Year R) | Forecast (Year R) | Surplus / deficit | FE | % |
|---------------|---------------|---------------------------|-------------------|-------------------|----|----|
| North West | 2021/22 | 1410 | 1190 | 220 | 7 | 16 |
| | 2022/23 | 1380 | 1190 | 190 | 6 | 14 |
| | 2023/24 | 1380 | 1160 | 220 | 7 | 16 |
| | 2024/25 | 1380 | 1180 | 200 | 7 | 14 |
| | 2025/26 | 1380 | 1133 | 247 | 8 | 18 |
| East | 2021/22 | 1470 | 1191 | 279 | 9 | 19 |
| | 2022/23 | 1410 | 1161 | 249 | 8 | 18 |
| | 2023/24 | 1410 | 1096 | 314 | 10 | 22 |
| | 2024/25 | 1410 | 1106 | 304 | 10 | 22 |
| | 2025/26 | 1410 | 1058 | 352 | 12 | 25 |
| Central | 2021/22 | 660 | 665 | -5 | 0 | -1 |
| | 2022/23 | 660 | 658 | 2 | 0 | 0 |
| | 2023/24 | 690 | 654 | 36 | 1 | 5 |
| | 2024/25 | 690 | 661 | 29 | 1 | 4 |
| | 2025/26 | 690 | 641 | 49 | 2 | 7 |
| South East | 2021/22 | 360 | 282 | 78 | 3 | 22 |
| | 2022/23 | 360 | 294 | 66 | 2 | 18 |
| | 2023/24 | 360 | 286 | 74 | 2 | 20 |
| | 2024/25 | 360 | 297 | 63 | 2 | 17 |
| | 2025/26 | 360 | 297 | 63 | 2 | 17 |
| South | 2021/22 | 630 | 581 | 49 | 2 | 8 |
| | 2022/23 | 630 | 602 | 28 | 1 | 4 |
| | 2023/24 | 630 | 553 | 77 | 3 | 12 |
| | 2024/25 | 630 | 532 | 98 | 3 | 15 |
| | 2025/26 | 630 | 517 | 113 | 4 | 18 |
| South West | 2021/22 | 690 | 694 | -4 | 0 | -1 |
| | 2022/23 | 690 | 641 | 50 | 2 | 7 |
| | 2023/24 | 690 | 604 | 86 | 3 | 13 |
| | 2024/25 | 690 | 612 | 78 | 3 | 11 |
| | 2025/26 | 690 | 608 | 82 | 3 | 12 |

| Planning Area | Academic Year | Available Places | Forecast (Year R) | Surplus | FE | % |
|----------------------|----------------------|-------------------------|--------------------------|----------------|-----------|----------|
| Borough Wide | 2021/22 | 5220 | 4603 | 617 | 21 | 12 |
| | 2022/23 | 5130 | 4545 | 585 | 19 | 11 |
| | 2023/24 | 5160 | 4353 | 807 | 27 | 16 |
| | 2024/25 | 5160 | 4389 | 771 | 26 | 15 |
| | 2025/26 | 5160 | 4255 | 905 | 30 | 18 |

Available Secondary School Places vs SCAP 2021 Pupil Projections

| Planning Area | Academic Year | Available Places | Forecast (Year 7) | Surplus | FE | % |
|----------------------|----------------------|-------------------------|--------------------------|----------------|-----------|----------|
| North | 2021/22 | 2654 | 2359 | 295 | 10 | 11 |
| | 2022/23 | 2654 | 2351 | 303 | 10 | 11 |
| | 2023/24 | 2654 | 2352 | 302 | 10 | 11 |
| | 2024/25 | 2654 | 2282 | 372 | 12 | 14 |
| | 2025/26 | 2654 | 2244 | 410 | 14 | 15 |
| | 2026/27 | 2654 | 2248 | 406 | 14 | 15 |
| | 2027/28 | 2654 | 2280 | 374 | 12 | 14 |
| | | | | | | |
| South | 2021/22 | 1574 | 1542 | 32 | 1 | 2 |
| | 2022/23 | 1574 | 1572 | 2 | 0 | 0 |
| | 2023/24 | 1574 | 1553 | 21 | 1 | 1 |
| | 2024/25 | 1574 | 1490 | 84 | 3 | 5 |
| | 2025/26 | 1574 | 1500 | 74 | 2 | 5 |
| | 2026/27 | 1574 | 1547 | 27 | 1 | 2 |
| | 2027/28 | 1574 | 1532 | 42 | 1 | 3 |

| Planning Area | Academic Year | Available Places | Forecast (Year 7) | Surplus | FE | % |
|----------------------|----------------------|-------------------------|--------------------------|----------------|-----------|----------|
| Borough Wide | 2021/22 | 4228 | 3902 | 327 | 11 | 8 |
| | 2022/23 | 4228 | 3923 | 305 | 10 | 7 |
| | 2023/24 | 4228 | 3906 | 322 | 11 | 8 |
| | 2024/25 | 4228 | 3772 | 456 | 15 | 11 |
| | 2025/26 | 4228 | 3744 | 484 | 16 | 11 |
| | 2026/27 | 4228 | 3795 | 433 | 14 | 10 |
| | 2027/28 | 4228 | 3812 | 416 | 14 | 10 |

Appendix 3 - Capital Programme Budget Summary

| Capital Programme Budget Summary | | | | | | |
|----------------------------------|--|-------------------|-------------------|------------------|-----------|-------------------|
| Planning Area | Project Description | 2021-22 | 2022-23 | 2023-24 | 2024-2025 | Total |
| | Permanent Expansions | | | | | |
| North West | Chestnut Primary Academy | 37,000 | | | | 37,000 |
| Central | 3FE Harris Purley Way (pka Fiveways) | 296,792 | 25,000 | | | 321,792 |
| Central | Heathfield Academy, Aberdeen Road | 34,706 | | | | 34,706 |
| East | 1 FE Heavers Farm | 1,962 | | | | 1,962 |
| East | Oasis Shirley Park | 13,500 | | | | 13,500 |
| South West | 1 FE Chipstead Valley | | | | | - |
| South West | 1FE Smitham Primary School | 41,010 | 19,000 | | | 60,010 |
| North West | 2 FE West Thornton Academy | | | | | - |
| East | Stroud Green Lodge Primary (Oasis) | | | | | - |
| Various | Primary Programme Feasibility | | | | | - |
| | TOTAL | 424,970 | 44,000 | | | 468,970 |
| | Fixed Term Expansions / Bulges | | | | | |
| South | Smitham Primary School (Bulge) | 19,252 | 9,000 | | | 28,252 |
| South | Gresham Primary School (Bulge) | 50,000 | 494,000 | | | 544,000 |
| Various | Contingency provision (Basic Need Allocation) - not yet allocated | | 2,740,031 | | | 2,740,031 |
| | TOTAL | 69,252 | 3,243,031 | | | 3,312,283 |
| | SEN | | | | | |
| South | St Giles Internal Re-modelling Works | 120,000 | | | | 120,000 |
| South | St Giles 2 Classroom Modular Expansion | 427,696 | 37,000 | 75,000 | | 539,696 |
| South | St Giles Suctioning Treatment Space | 63,067 | | | | 63,067 |
| South | Red Gates 1 classroom Modular Building Expansion 2018 | 23,321 | 25,000 | 80,000 | | 128,321 |
| South | Red Gates 2 classroom Modular Building Expansion 2019 | 29,686 | 30,000 | 80,000 | | 139,686 |
| South | St Nicholas (112 place SEN primary expansion) | 500,386 | 200,000 | 200,000 | | 900,386 |
| South | Meridian School improved suitability for ASD secondary ELP | 100,000 | | | | 100,000 |
| South | Castlehill School places for children with ASD at primary ELP | 50,000 | | | | 50,000 |
| North East | Priory School Hermitage Road Site Fencing | | | | | - |
| North East | Priory School Hermitage Road ICT Replacement | | | | | - |
| North East | Priory School Hermitage Road Safeguarding & Suitability Works | 46,066 | | | | 46,066 |
| TBC | Post 16 SEN Permanent Provision | 3,000,000 | | | | 3,000,000 |
| South | Post 16 SEN Temp. Modular - Coulsdon College Site | 60,000 | 60,000 | 71,705 | | 191,705 |
| South East | Addington Valley Academy (For ESFA) | 6,173,681 | 210,345 | | | 6,384,026 |
| South East | Redgates Staffroom Extension | 420,739 | | | | 420,739 |
| South East | Redgates Playground Works | 93,552 | 88,148 | | | 181,700 |
| Various | SEN Future Provision | | | | | - |
| Various | High Needs Capital Funding Allocation - not yet allocated | | 1,576,250 | | | 1,576,250 |
| | TOTAL | 11,108,193 | 2,226,743 | 506,705 | - | 13,841,642 |
| | Major Maintenance | | | | | |
| Various | Education Major Maintenance Programme | 2,657,070 | 3,729,395 | 2,558,535 | | 8,945,000 |
| Various | Contingency provision (SCA) - not yet allocated | | 5,531,708 | | | 5,531,708 |
| | TOTAL | 2,657,070 | 9,261,104 | 2,558,535 | | 14,476,709 |
| | Fire Safety Works | | | | | |
| Various | Fire Safety Works | 450,000 | 901,972 | | | 1,351,972 |
| | TOTAL | 450,000 | 901,972 | - | | 1,351,972 |
| | Miscellaneous | | | | | |
| South | Kenley Modular Replacement | 366,482 | | | | 366,482 |
| North | Cypress Junior Kitchen Renewal | | | | | - |
| Central | St Andrews Furniture Removal | | | | | - |
| Central | Elmwood Junior Kitchen Replacement | | | | | - |
| North East | Kensington Avenue | | | | | - |
| South | Kenley Internal Remodelling Works | | | | | - |
| Various | Unidentified | | | | | - |
| Various | Basic Need Spend | | | | | - |
| | TOTAL | 366,482 | - | - | - | 366,482 |
| | Secondary Estate | | | | | |
| East | Oasis Arena | 87,980.00 | | | | 87,980 |
| | TOTAL | 87,980 | | | | 87,980 |
| | Totals | 15,163,947 | 15,676,850 | 3,065,240 | - | 33,906,037 |

Appendix 4 Schools Maintenance Plan 2022-2023

| School | Works Description | Budget | Comments: |
|--|---|----------------------|-----------------------|
| GENERAL BUILDING WORKS | | | |
| Beulah Junior | Installation of new windows - subject to survey | £100,000 | |
| Beulah Junior | Replacement of cast Iron Guttering - rotten brackets subject to survey | £50,000 | |
| Forestdale Primary | New External Access Stairs and Ramp | £40,000 | |
| Howard Primary | Re-instatement of Boundary Wall | £100,000.00 | |
| Howard Primary | Repairs to Flooding Playground | £213,000.00 | |
| Selhurst Nursery | Roof covering - Leaks | £200,000 | |
| Allow for Survey/Design for Projects - 10% | | 51,300.00 | |
| TOTAL | | £754,300.00 | |
| HEALTH & SAFETY COMPLIANCE | | | |
| Asbestos - AMP/Re-inspections | Annual re-inspection survey/required remedial works in schools | £50,000.00 | |
| Howard Primary School - Fire safety works | H&S and Compliance Works | £200,000 | |
| Allow for Survey/Design for Projects - 10% | | £5,000.00 | |
| Total | | £255,000.00 | |
| MECHANICAL WORKS | | | |
| School | Description of Issue | Estimated Costs | Comments |
| Bensham Manor | Hot Water Storage and pipework distribution - deteriorated | £200,000.00 | |
| Bensham Manor | Cold Water Storage and pipework distribution – deteriorated | £200,000.00 | |
| Greenvale Primary | Cold Water Storage and pipework distribution – defective | £40,000.00 | |
| Norbury Manor Primary | Cold Water Storage and pipework distribution – defective | £30,000.00 | |
| St. Giles School | Repair/ Replace solar Thermal panels serving 3-Coil Vaillant Hot water storage cylinder | £10,000.00 | |
| Allow for Survey/Design for Projects - 10% | | £48,000.00 | |
| TOTAL | | £528,000.00 | |
| ELECTRICAL WORKS | | | |
| School | Description of Issue | Estimated Costs | Comments |
| Beaumont Primary | Replace existing FRCC/Rewirable boards with new metal clad MCB/RCBO split load/split metered power and lighting lockable distribution boards. | £10,000.00 | |
| Downsview Primary | LED luminaries throughout school | £50,000 | |
| Elmwood Infant | Replace existing with new metal clad MCB/RCBO split load/split metered power and lighting lockable distribution boards | £20,000.00 | |
| Norbury Manor Primary | Replace all 25+ year luminaries throughout old part of school – end of life | £110,000.00 | |
| Purley Nursery | Replace all 25+ year luminaries throughout nursery – end of life | £10,000.00 | |
| Smitham Primary | Replace all 25+ year luminaries throughout school – end of life | £147,000.00 | |
| Allow for Survey/Design for Projects - 10% | | £29,700.00 | |
| TOTALS | | £376,700.00 | |
| Fire Safety Works 2022-2023 | Easter 2022 - 3 schools Summer 2022 - 7 schools | £856,500 | |
| Re-active Maintenance | Undertake emergency works in schools throughout the year | £224,250 | |
| Grand Total | | £2,242,500 | |
| OTHER - Slippage 2021-2022 | | | |
| Work Area | Description of Works | Estimated Costs | Comments |
| Slippage Electrical Works | Slippage from 2021-22 programme including retention fees | £119,153 | See slippage document |
| Slippage Mechanical Works | Slippage from 2021-22 programme including retention fees | £610,000 | See slippage document |
| Slippage General Build Works | Slippage from 2021-22 programme including retention fees | £757,742 | See slippage document |
| Total | | £1,486,895.22 | |
| Total budget & slippage | | £3,729,395.22 | |

Croydon's Childcare Sufficiency Assessment 2021

Croydon Childcare Sufficiency Assessment (CSA)

2021

CONTENTS

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1. Introduction

All councils are required by law to *‘report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents’*¹. We have prepared this report in order to meet this duty.

Having sufficient childcare means that families are able to find childcare that meets their child’s learning needs and enables parents to make a real choice about work and training. This applies to all children from birth to age 14, and to children with disabilities. Sufficiency is assessed for different groups, rather than for all children in the local authority.

In this report we have made an assessment of sufficiency using data about the need for childcare and the amount of childcare available.

We use this information about childcare sufficiency to plan our work supporting the local childcare economy.

The ongoing pandemic this year saw a further lockdown in January which has impacted, like many other areas, on the childcare and early education sector. Whilst schools closed to all pupils to all except vulnerable² pupils and children of critical workers, early years settings remained open to all children, offering early education and childcare to their families. However, settings were not immune to Covid and many had to make temporary closures due to staff shortages and/or cases of the virus. Many families chose *not* to send their children to a setting, due to anxiety around the spread of the virus and a reduced need for childcare.

¹ Statutory guidance on Early Education and Childcare, effective from 1 March 2018

² Vulnerable children and young people include those who: Vulnerable children and young people
Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance, this might include:

children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services

adopted children or children on a special guardianship order

those at risk of becoming NEET (‘not in employment, education or training’)

those living in temporary accommodation

those who are young carers

those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

care leavers

others at the provider and local authority’s discretion including pupils and students who need to attend to receive support or manage risks to their mental health

2 Demand for childcare

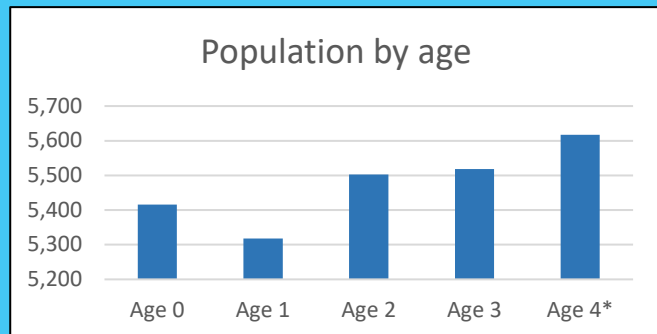
Population of early years children

In total, there are 27,372 children under the age of five living in our local authority³. These children may require early years childcare.

Numbers by age

| Age | Number of children |
|--------|--------------------|
| Age 0 | 5,416 |
| Age 1 | 5,318 |
| Age 2 | 5,503 |
| Age 3 | 5,518 |
| Age 4* | 5,617 |

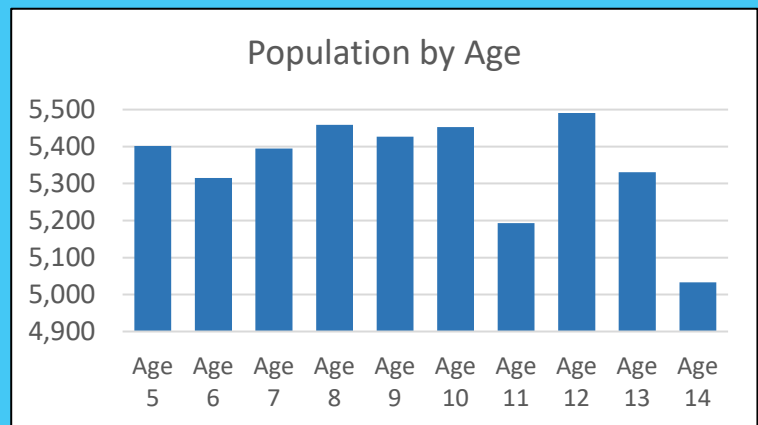
* Some four-year-olds will have started reception



Population of school age children

In total there are 37,644 children aged 5-11, and 15,855 children aged 12-14 living in our local authority. These children may require childcare before and after school, and/or during the school holidays.

| Age | Number of children |
|--------|--------------------|
| Age 5 | 5,402 |
| Age 6 | 5,315 |
| Age 7 | 5,395 |
| Age 8 | 5,459 |
| Age 9 | 5,427 |
| Age 10 | 5,453 |
| Age 11 | 5,193 |
| Age 12 | 5,491 |
| Age 13 | 5,331 |
| Age 14 | 5,033 |



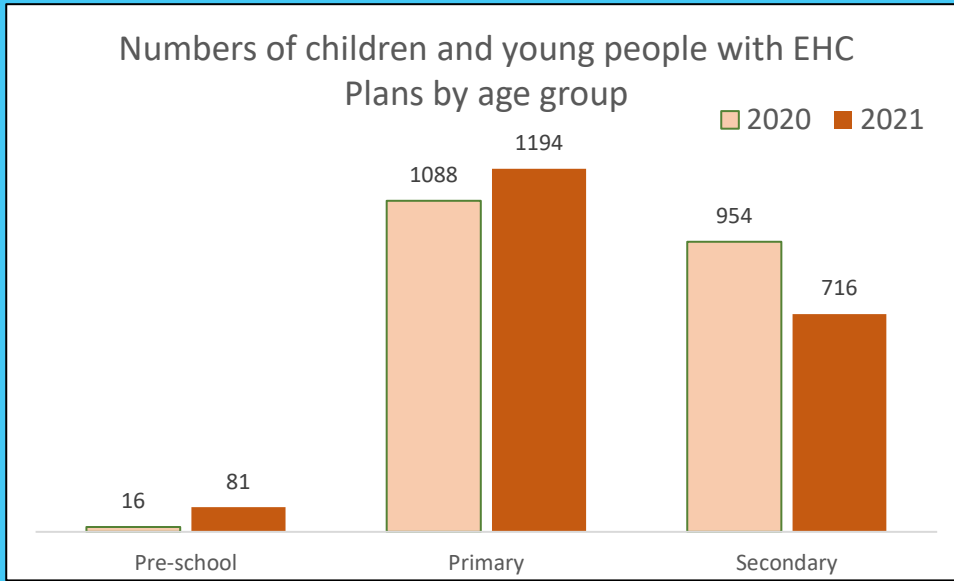
Number of children with special educational needs and disabilities

Children with special education needs and disabilities (SEND) are entitled to support with childcare up to the age of 19 (age 14 for children who do not have a special need or disability). The number of children with an Education, Health and Care (EHC) plan in our local authority is:

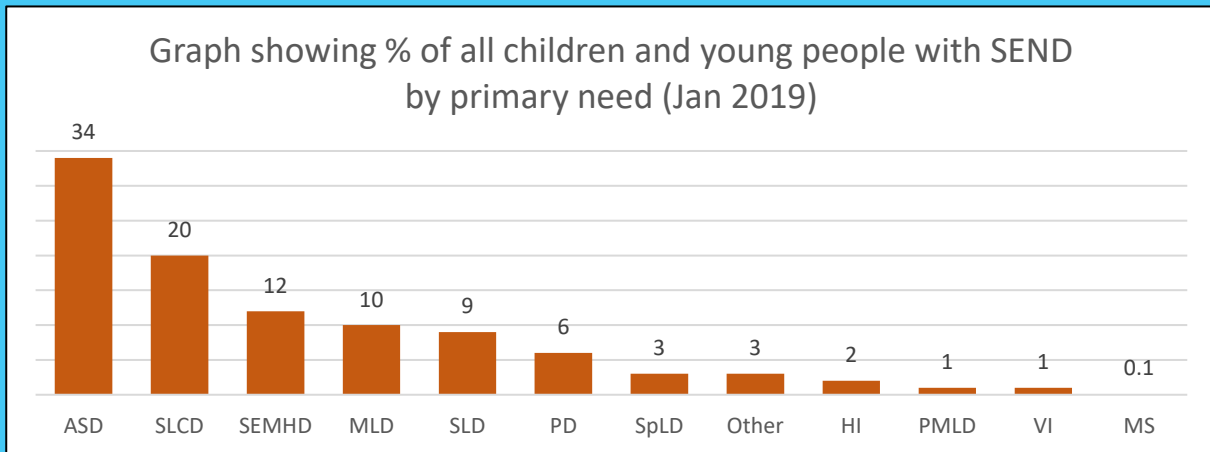
| Age | Number of children |
|---|--------------------|
| Birth to school age | 81 |
| Primary school (reception to year six) | 1,194 |
| Secondary school (year seven to thirteen) | 716 |

³ Data from <https://www.croydonobservatory.org/wp-content/uploads/2021/09/SEND-Profile-August-2021.pdf>

The number of children and young people requiring an EHC plan in 2021 has increased overall since 2020, with numbers rising significantly in the pre-school and secondary age groups.⁴



Children’s needs change over time and are identified at different ages. Among the youngest children, SEND may only be identified when they start in childcare or school, and it can take some time from problems being identified to an EHC plan being issued. It is therefore possible that the number of children with SEND aged 0-4 is an underestimate. Some children have SEN but do not have an EHC plan.



Key:

- ASD – Autistic Spectrum Disorder
- SLCD – Speech, Language & Communication Needs
- SEMHD – Social, Emotional, Mental Health Difficulty
- MLD – Moderate Learning Difficulty
- SLD – Severe Learning Difficulty
- PD – Physical Disability
- SpLD – Specific Learning Disability (Dyslexia)
- HI – Hearing Impairment
- PMLD – Profound & Multiple Learning Disability
- VI – Visual Impairment
- MS – Multi Sensory Impairment

Croydon has 3 specialist provision school nursery classes, each providing 12 part-time places. St Giles caters for children with complex physical disabilities, medical needs, speech and language difficulties and a range of associated learning difficulties; Willow

⁴ <https://www.croydonobservatory.org/wp-content/uploads/2021/09/SEND-Profile-August-2021.pdf>

Tree caters for children with severe learning difficulties and autism; and Winterbourne caters for children with social communication difficulties

3 Supply of childcare

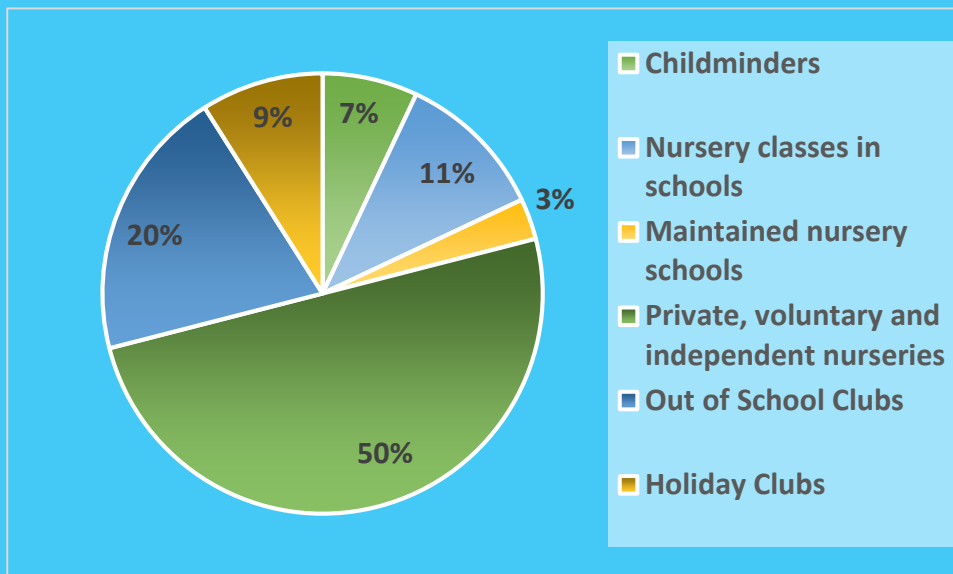
For the purpose of this assessment the supply of formal childcare includes private day nurseries, pre-schools, schools with nursery provision, maintained nursery schools, childminders, out of school clubs and holiday clubs.

Number of early years providers and places

In total, there are 739 childcare providers in our local authority, offering 14,667 childcare places.

| Type of provision | Number of providers | Number of registered places |
|--|---------------------|-----------------------------|
| Childminders* | 396 | 990 |
| Nursery classes in schools | 44 | 1,562 |
| Maintained nursery schools | 5 | 379 |
| Private, voluntary and independent nurseries | 162 | 7,398 |
| Out of School Clubs | 67 | 2,949 |
| Holiday Clubs | 22 | 1,389 |
| Total | 696 | 14,667 |

The data in this table is correct as of 17.11.2021



For private, voluntary and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places.

Children may attend childcare full time or part time. This table records places for children who are attending full time, or for as many hours as the setting is open. In some cases, two or more children attending part time may use one full time equivalent place. For example, one child may attend in the morning and one child may attend in the afternoon.

Although we ask providers to report vacancies to us so we can help promote them. Not all choose to do this. In general, vacancy rates are higher in the autumn, when children move to school.

Early years atypical hours

Childcare is most commonly delivered during the typical working day – between 8am and 6pm on weekdays. Some parents require childcare outside these times in order to fit with their work or other responsibilities.

65 childcare providers in Croydon offer atypical hours on weekdays. These are all from the private, voluntary & independent (PVI) sector. It is unknown how many childminders offer childcare outside of the typical hours or at weekends.

Number of school age providers and places

In total, there are 58 providers of childcare for school age children during term time, and 21 providers of childcare for school age children during the holidays. There are also 396 childminders who may provide care for school age children

Tracking supply of childcare for school age children is difficult because not all of this type of provision is registered with Ofsted. It is possible that we have under-counted the provision of breakfast and afterschool clubs and holiday clubs. Parents may also use provision which is not considered ‘childcare’, for example sports or arts clubs after school or in the holidays.

School age atypical

49 providers offer atypical hours (before 8am and/or after 6pm) during the week for families. These are all out of school clubs. Childminders may also offer atypical hours for school aged children, including weekend hours.

4 Funded early education

All children aged 3 and 4 are entitled to 15 hours per week over 38 weeks (570 hours) until they start reception class in school. This is known as the ‘universal offer’. Parents can access this universal offer over a longer period of time, with less hours per week, depending of each setting’s offer. This is known as a ‘stretched offer’.

Children aged 3 and 4, where both parents are working, or from lone parent families where that parent is working, are **entitled** to 30 hours per week until they start reception class in school⁵

Children aged 2 whose families receive certain benefits (including low income families in receipt of in-work benefits), or those who meet additional non-economic **criteria** , are entitled to 15 hours per week. Nationally, about 40% of 2 year olds are entitled to this offer, but the proportion varies by area.

⁵ Available to families where each parent (or one parent in a single adult household) are earning the equivalent of working sixteen hours per week on the minimum wage to a maximum of £100,000 each.

Take up of funded early education

The take up of funded places is shown in the tables below:

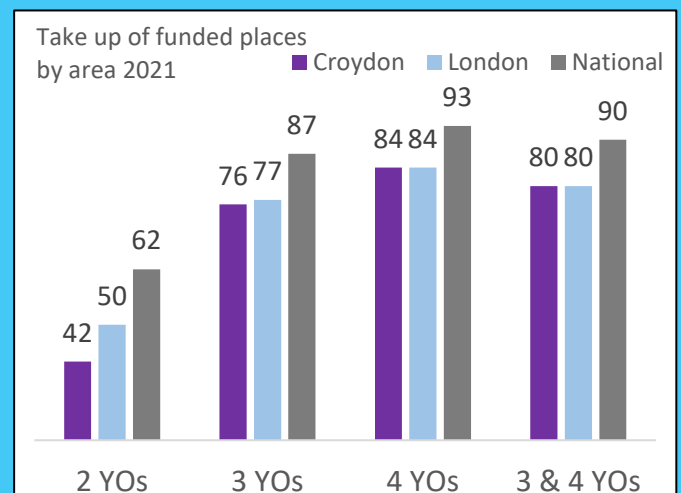
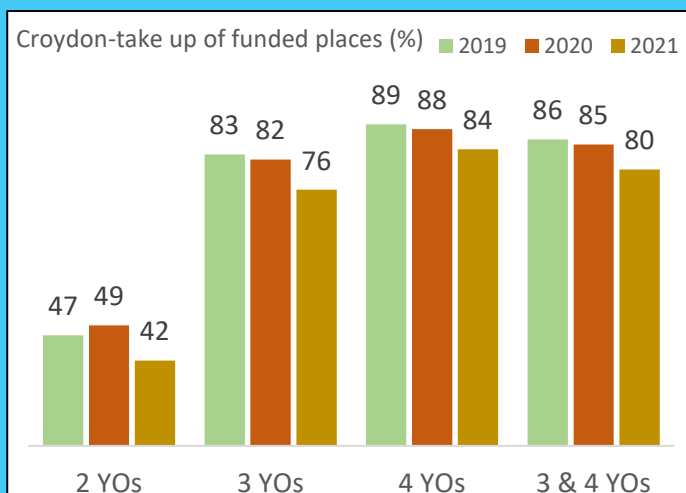
3 & 4 year olds take up:

| | Number 3 & 4 YOs Croydon | Take up % Croydon | Take up % London | Take up % National |
|------|-----------------------------|-------------------|------------------|--------------------|
| 2018 | 9,409 | 85 | 85 | 94 |
| 2019 | 9,507 | 86 | 85 | 93 |
| 2020 | 9,624 | 85 | 84 | 93 |
| 2021 | 8,935 | 80 | 80 | 90 |

2 year olds take up:

| | Number 2 YOs Croydon | Take up % Croydon | Take up % London | Take up % National |
|------|-------------------------|-------------------|------------------|--------------------|
| 2018 | 1,127 | 82 | 61 | 72 |
| 2019 | 1,021 | 47 | 56 | 68 |
| 2020 | 1,014 | 49 | 59 | 69 |
| 2021 | 761 | 42 | 50 | 62 |

<https://explore-education-statistics.service.gov.uk/data-catalogue/education-provision-children-under-5>



The Department for Education published figures show that the proportion of eligible children taking up their funded place has dropped significantly since 2020.

<https://explore-education-statistics.service.gov.uk/data-tables/education-provision-children-under-5>

Early Years Pupil Premium (EYPP)

Children are eligible for EYPP if they are receiving their early years' entitlement and meet the benefits related criteria for free school meals or are in/have left the care of the local authority. In Croydon, the setting where the child is receives £0.53 per hour EYPP plus a deprivation uplift of £1.02, resulting is an additional payment of £1.55 per hour. In January 2021, 453 children received EYPP funding.

5 Prices

Prices of early school years childcare

For early years childcare outside the funded entitlements, we report on average prices per hour, reported to us by settings. There may be variations to prices based on the number of hours a family uses, with reductions for longer hours, or discounts for sibling groups. There may be additional payments for additional services, e.g. lunch and other meals which are not included in these prices.

| Average fees charged per hour as of August 2021 | Private, voluntary and independent nurseries | School and maintained nursery schools which make charges to parents | Childminders |
|---|--|---|--------------|
| 0 and 1 year olds | £6.20 | N/A | £6.20* |
| 2 year olds | £5.90 | N/A | £6.20 |
| 3 and 4 year olds | £5.40 | £5.50 | £6.20 |

*based on fees of funded CMs only

Prices of school age childcare

The cost of childcare for school aged children varies greatly. The costs detailed below are for a daily sessions. (Please note that the daily sessions vary in length)

| Fees charged as of August 2021 | Highest price | Lowest price | Average price |
|--------------------------------|---------------|--------------|---------------|
| Breakfast club per day | £11.00 | £1.00 | £4.88 |
| After-school club per day | £20.25 | £6.00 | £12.80 |
| Holiday club per day | £55.00 | £12.00 | £31.50 |

6 Quality of childcare in Croydon

Ofsted inspection grades

All childcare providers must register with and be inspected by Ofsted, who give them an overall grade for the quality of their provision. Childminders and private and voluntary providers are on the Early Years Register, and schools and standalone maintained nursery schools are on the Schools register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade for the whole school and most also have a separate early years grade.

Both schools and early years providers have four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'.⁶ Some providers are still awaiting their first full inspection. These providers are excluded from our calculation.

⁶ For more information see <https://reports.ofsted.gov.uk/about-our-inspection-reports>

Nursery classes in independent schools do not generally have an Ofsted grade.

The table below shows the Ofsted judgements by type of provision and inspection grade

| | Outstanding | | Good | | Requires Improvement | | Inadequate | | Awaiting | |
|-----------------|-------------|------------|-------|------------|----------------------|------------|------------|------------|----------|------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| Day nursery | 6 | 5% | 77 | 65% | 3 | 2.5% | 6 | 5% | 27 | 23% |
| Pre-school | 7 | 16% | 27 | 63% | 0 | 0% | 1 | 2% | 8 | 19% |
| School nursery* | 4 | 8% | 33 | 66% | 3 | 6% | 0 | 0% | 10 | 20% |

* early years grade if available, otherwise overall school grade

When providers do not have any children on site at the time of their first inspection, they are given an Ofsted grade of 'met' or 'not met'. This shows whether they are meeting the requirements for Ofsted registration, and usually happens when new providers are being set up.

| | Outstanding | | Good | | Requires Improvement | | Inadequate | | Met | | Not Met | | Awaiting | |
|---------------|-------------|------------|-------|------------|----------------------|------------|------------|------------|-------|------------|---------|------------|----------|------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| Childminder | 31 | 8% | 154 | 39% | 4 | 1% | 1 | 0% | 72 | 18% | 18 | 5% | 116 | 29% |
| Out of School | 6 | 9% | 27 | 40% | 1 | 1% | 0 | 0% | 3 | 5% | 2 | 3% | 28 | 42% |
| Holiday Club | 1 | 5% | 5 | 22% | 0 | 0% | 0 | 0% | 6 | 27% | 3 | 14% | 7 | 32% |

Data from Croydon Early Years Sufficiency and Marketing Team

7 Parents and providers views of sufficiency in our local area

This year we did not complete a parental questionnaire. These are usually carried out during the summer term, but due to the uncertainties around the pandemic, we did not feel it appropriate.

Feedback from providers shows us that, currently we have ample childcare in Croydon. A few day nurseries are reporting low numbers of children returning post-Covid restrictions and we will monitor the situation with them. Many settings are reporting issues with staffing. This appears to be a London wide issue as settings struggle to engage qualified staff.

Other formats and languages

For a large print, Braille, disc, sign language video or audio-tape version of this document, please contact us at the address below:

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If you would like a summary of this document in your language, please phone the number or contact us at the address above.

1. Introduction

1.1 Purpose of Equality Analysis

The council has an important role in creating a fair society through the services we provide, the people we employ and the money we spend. Equality is integral to everything the council does. We are committed to making Croydon a stronger, fairer borough where no community or individual is held back.

Undertaking an Equality Analysis helps to determine whether a proposed change will have a positive, negative, or no impact on groups that share a protected characteristic. Conclusions drawn from Equality Analyses helps us to better understand the needs of all our communities, enable us to target services and budgets more effectively and also helps us to comply with the Equality Act 2010.

An equality analysis must be completed as early as possible during the planning stages of any proposed change to ensure information gained from the process is incorporated in any decisions made.

In practice, the term '**proposed change**' broadly covers the following:-

- Policies, strategies and plans;
- Projects and programmes;
- Commissioning (including re-commissioning and de-commissioning);
- Service review;
- Budget allocation/analysis;
- Staff restructures (including outsourcing);
- Business transformation programmes;
- Organisational change programmes;
- Processes (for example thresholds, eligibility, entitlements, and access criteria).

2. Proposed change

| | |
|---|---|
| Directorate | Children, Families and Education |
| Title of proposed change | Education Estates Strategy / School Admission Arrangements |
| Name of Officer carrying out Equality Analysis | Denise Bushay |

2.1 Purpose of proposed change (see 1.1 above for examples of proposed changes)

Briefly summarise the proposed change and why it is being considered. Please also state if it is an amendment to an existing arrangement or a new proposal.

The proposed Education Estates Strategy will ensure that the Council is compliant with its statutory requirements relating to school place sufficiency duties across three stages of education: early years, primary, and secondary and in relation to special school provision. The Strategy includes:

School Place Planning - Early Years; Alternative Provision / Pupil Referral Unit (PRU); Special Educational Needs and Disability (SEND);

School Admissions - proposed Admission Arrangements for Croydon's community schools for the 2021/22 academic year and adoption of the proposed Pan London co-ordination arrangements;

School Maintenance and Compliance - proposed Schools' Maintenance Plan for 2020/21 including asbestos management; and fire safety works in Croydon community schools.

All of the proposed changes are amendments to existing arrangements.

The Strategy is submitted/approved by Cabinet, and full Council in relation to Admission Arrangements on an annual basis. An update report is submitted to Cabinet in July.

School Place Planning

In accordance with the Education and Inspections Act 2006, the Council has a statutory duty to "secure that sufficient schools for providing— (a) primary education, and (b) [secondary] education are available for their area" as well as to "secure diversity and increase opportunities for parental choice when planning the provision of school places" in the borough. The strategy aims to ensure that there are sufficient and suitable school places available for all of Croydon's children; admission arrangements and policies are fair and lawful; the education estate is maintained to a good standard and comply with our duties under equalities and health and safety legislation and compliance with statutory safety legislation and mandatory fire safety requirements.

Early Years

Local authorities are required by legislation - Childcare Act 2006 and Children and Families Act 2014 - to secure early education places for three and four year olds, as well as disadvantaged two year olds Early Years, until the child reaches compulsory school age. Croydon has a wide range of provision offering funded places ranging from day nursery, preschool; schools with nursery places and funded childminders. Cabinet has been asked to note the information contained in the Education Estates Strategy report. There are no proposed changes.

Alternative Provision / Pupil Referral Unit (PRU)

Under Section 19 of the Education Act 1996 Local Authorities have a statutory duty to arrange suitable education for permanently excluded pupils, and for pupils who – because of illness or other reasons – would not receive suitable education without such provision. Education outside of school, when it is arranged by Local Authorities or schools is called alternative provision. There are no immediate proposed changes. .

Special Educational Needs and Disability (SEND)

Nationally and in Croydon, about 97% of children are educated in the state-funded school system without the need for help or support beyond that which a mainstream school can provide. Of these children between 11-12% need some additional support at some stage to address a learning need for varying periods of time. The Council as an education authority has specific duties in relation to provision of education for children with special educational needs (SEN). The main duties include: to identify whether a child for whom they are responsible has SEN; and to assess a child who in their opinion has SEN. If the assessment shows that it is necessary, to make an EHC Plan: determining the child's needs and the educational provision required and to ensure the

specific provision set out in the Plan is provided. The proposed strategy / changes, include change of provider of Rainbow nursery from September 20120 with a related consultation on the extension of the age range for St Giles School. This change will contribute to improved care, and early years educational outcomes and life chances for all children with Special Educational Needs and/or Disabilities. Consultation will be undertaken on a proposal to extend the age range of St Giles Special School to provide specialist education for children with learning difficulties from 3 - 4 years old, to enable Croydon's offer of early education to be provided effectively for all children.

The Council is undertaking feasibility studies and suitability/quality survey of a number of special schools (Red Gates; Priory and St Giles Schools) to inform options for the development of the Education Estate, specifically to ensure equality of opportunity to access good or outstanding special education provision in the Borough for children and young people with a wide range of special educational needs and disabilities.

School Admissions

In line with the Schools Admission Code, 2014, Admission Authorities, including Local Authorities are responsible for ensuring that admission arrangements are compliant with the School Admissions Code. This includes consulting on proposed changes to admission arrangements annually and at least every 7 years where there have been no changes.

School Maintenance

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The programme of works / maintenance plan will ensure that schools are properly maintenance and remain open and supports educational performance and the health & safety of pupils, staff and school community.

3. Impact of the proposed change

Important Note: It is necessary to determine how each of the protected groups could be impacted by the proposed change. If there is insufficient information or evidence to reach a decision you will need to gather appropriate quantitative and qualitative information from a range of sources e.g. Croydon Observatory a useful source of information such as Borough Strategies and Plans, Borough and Ward Profiles, Joint Strategic Health Needs Assessments <http://www.croydonobservatory.org/> Other sources include performance monitoring reports, complaints, survey data, audit reports, inspection reports, national research and feedback gained through engagement with service users, voluntary and community organisations and contractors.

3.1 Additional information needed to determine impact of proposed change

Table 1 – Additional information needed to determine impact of proposed change

| If you need to undertake further research and data gathering to help determine the likely impact of the proposed change, outline the information needed in this table. | | |
|--|--------------------|---------------------|
| Additional information needed | Information source | Date for completion |
| Croydon has a diverse range of educational provision, as outlined below: | | |

| | | |
|--|--|--|
| | | |
| | | |
| | | |

For guidance and support with consultation and engagement visit <https://intranet.croydon.gov.uk/working-croydon/communications/consultation-and-engagement/starting-engagement-or-consultation>

3.2 Deciding whether the potential impact is positive or negative

Table 2 – Positive/Negative impact

For each protected characteristic group show whether the impact of the proposed change on service users and/or staff is positive or negative by briefly outlining the nature of the impact in the appropriate column. . If it is decided that analysis is not relevant to some groups, this should be recorded and explained. In all circumstances you should list the source of the evidence used to make this judgement where possible.

The primary aim of the Education Estates Strategy is to ensure that as an education authority the Council fulfils its statutory duties relating to school place planning, school admission and school maintenance. Local authorities are required to meet their statutory duty by providing a school place for every child that requires one, regardless of race, ethnicity, gender or disability and the other protected characteristics. Admission arrangements for all Croydon community schools must be determined annually. All schools are required by law to have oversubscription criteria for admissions, which are used to determine the offer of places if a school receives more applications than there are places available. The criteria must be clear, fair and objective in line with the School Admission Code, Equality Act and other relevant legislations, promoting equality and inclusiveness for residents.

One of the key aims of the Education Estates Strategy is to improve diversity and choice of schools, the right amount of and different types of schools to improve parental choice. This will help to ensure that all pupils have equitable access to school and ensure that the Council's duty to provide sufficient school places for pupils of statutory school age is fulfilled.

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works ensuring that school buildings meet minimum standards.

| Protected characteristic group(s) | Positive impact | Negative impact | Source of evidence |
|-----------------------------------|---|-----------------|--------------------|
| Age | In line with the School Admissions Code, school places are allocated using the agreed/published admissions criteria. The proposed changes relate to children and young people of statutory school age. Admissions to schools are a function that operates within a statutory framework. | | |

| | | | |
|-------------------------------|--|--|--|
| | Croydon is the admission authority for community schools and there are arrangements and criteria for the admission of pupils to nursery, primary and secondary mainstream schools. | | |
| Disability | <p>Children and young people with special educational needs and/or disability are given priority in the admissions criteria or attend special schools. All schools are required to admit a child if their Education and Health Care Plan names the school. The proposed extension of the age range for St Giles School is a re-provision of specialist nursery places at a mainstream nursery school.</p> <p><u>Equality & Diversity Monitoring</u> As part of the consultation process on the proposed change relating to the extension of the age range at St Giles Special School, respondents will be asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help to identify any special requirements; promote equality; and improve choice and diversity.</p> | | |
| Gender | As above, children allocated school place in line with Admissions Code. The proposed changes are not gender specific. The admission arrangements do not contain criteria that impact differently on people with a particular gender. | | |
| Gender Reassignment | As above. | | |
| Marriage or Civil Partnership | N/A | | |
| Religion or belief | The admission arrangements for voluntary aided school could contain a denominational criterion within the policy, to enable priority for children whose parents are active members of the C of E and who request admission to a church school on denominational grounds. However, all | The admission criteria is based on determined admission arrangements compliant with the relevant legislation and is unlikely to discriminate unlawfully. | |

| | | | |
|---|--|--|--|
| | applications, including those with no faith basis for applying, are considered applying the published arrangements. | | |
| Race | The Admission Criteria, based on the Admissions Code, are used to allocate school places and do not include ethnicity or race as criteria. The proposed changes are not intended to have any negative impact on pupils from different ethnic groups | | |
| Sexual Orientation | As above | | |
| Pregnancy or Maternity | As above. | | |
| <p>Important note: You must act to eliminate any potential negative impact which, if it occurred would breach the Equality Act 2010. In some situations this could mean abandoning your proposed change as you may not be able to take action to mitigate all negative impacts.</p> <p>When you act to reduce any negative impact or maximise any positive impact, you must ensure that this does not create a negative impact on service users and/or staff belonging to groups that share protected characteristics.</p> | | | |

3.3 Impact scores

Example

If we are going to reduce parking provision in a particular location, officers will need to assess the equality impact as follows;

1. Determine the Likelihood of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the likelihood of impact score is 2 (likely to impact)
2. Determine the Severity of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the Severity of impact score is also 2 (likely to impact)
3. Calculate the equality impact score using table 4 below and the formula **Likelihood x Severity** and record it in table 5, for the purpose of this example - **Likelihood (2) x Severity (2) = 4**

Table 4 – Equality Impact Score

| | | | | |
|---------------------------|-----------------------------|---|---|---|
| Severity of Impact | 3 | 3 | 6 | 9 |
| | 2 | 2 | 4 | 6 |
| | 1 | 1 | 2 | 3 |
| | | 1 | 2 | 3 |
| | Likelihood of Impact | | | |

Key

| Risk Index | Risk Magnitude |
|------------|----------------|
| 6 – 9 | High |
| 3 – 5 | Medium |
| 1 – 3 | Low |

Table 5 – Impact scores

| Column 1 PROTECTED GROUP | Column 2 LIKELIHOOD OF IMPACT SCORE Use the key below to score the likelihood of the proposed change impacting each of the protected groups, by inserting either 1, 2, or 3 against each protected group. 1 = Unlikely to impact 2 = Likely to impact 3 = Certain to impact | Column 3 SEVERITY OF IMPACT SCORE Use the key below to score the severity of impact of the proposed change on each of the protected groups, by inserting either 1, 2, or 3 against each protected group. 1 = Unlikely to impact 2 = Likely to impact 3 = Certain to impact | Column 4 EQUALITY IMPACT SCORE Calculate the equality impact score for each protected group by multiplying scores in column 2 by scores in column 3. Enter the results below against each protected group. Equality impact score = likelihood of impact score x severity of impact score. |
|---|---|--|--|
| Age | 1 | 1 | 1 |
| Disability | 1 | 1 | 1 |
| Gender | 1 | 1 | 1 |
| Gender reassignment | 1 | 1 | 1 |
| Marriage / Civil Partnership | 1 | 1 | 1 |
| Race | 1 | 1 | 1 |
| Religion or belief | 1 | 1 | 1 |
| Sexual Orientation | 1 | 1 | 1 |
| Pregnancy or Maternity | 1 | 1 | 1 |

4. Statutory duties

4.1 Public Sector Duties

Tick the relevant box(es) to indicate whether the proposed change will adversely impact the Council's ability to meet any of the Public Sector Duties in the Equality Act 2010 set out below.

Advancing equality of opportunity between people who belong to protected groups x

Eliminating unlawful discrimination, harassment and victimisation x

Fostering good relations between people who belong to protected characteristic groups x

Important note: If the proposed change adversely impacts the Council's ability to meet any of the Public Sector Duties set out above, mitigating actions must be outlined in the Action Plan in section 5 below.

5. Action Plan to mitigate negative impacts of proposed change

Table 5 – Action Plan to mitigate negative impacts

Complete this table to show any negative impacts identified for service users and/or staff from protected groups, and planned actions mitigate them.

| Protected characteristic | Negative impact | Mitigating action(s) | Action owner | Date for completion |
|----------------------------|-----------------|----------------------|--------------|---------------------|
| Disability | N/A | | | |
| Race | N/A | | | |
| Sex (gender) | N/A | | | |
| Gender reassignment | N/A | | | |
| Sexual orientation | N/A | | | |
| Age | N/A | | | |
| Religion or belief | N/A | | | |
| Pregnancy or maternity | N/A | | | |
| Marriage/civil partnership | N/A | | | |

6. Decision on the proposed change

Based on the information outlined in this Equality Analysis enter **X** in column 3 (**Conclusion**) alongside the relevant statement to show your conclusion.

| Decision | Definition | Conclusion - Mark 'X' below |
|---|---|-----------------------------|
| No major change | Our analysis demonstrates that the policy is robust. The evidence shows no potential for discrimination and we have taken all opportunities to advance equality and foster good relations, subject to continuing monitoring and review. If you reach this conclusion, state your reasons and briefly outline the evidence used to support your decision. | X |
| Adjust the proposed change | We will take steps to lessen the impact of the proposed change should it adversely impact the Council's ability to meet any of the Public Sector Duties set out under section 4 above, remove barriers or better promote equality. We are going to take action to ensure these opportunities are realised. If you reach this conclusion, you must outline the actions you will take in Action Plan in section 5 of the Equality Analysis form | |
| Continue the proposed change | We will adopt or continue with the change, despite potential for adverse impact or opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the change. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned. If you reach this conclusion, you should clearly set out the justifications for doing this and it must be in line with the duty to have due regard and how you reached this decision. | |
| Stop or amend the proposed change | Our change would have adverse effects on one or more protected groups that are not justified and cannot be mitigated. Our proposed change must be stopped or amended. | |
| Will this decision be considered at a scheduled meeting? e.g. Contracts and Commissioning Board (CCB) / Cabinet | | Meeting title: Date: |

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7. Sign-Off

Equality Analysis

| | |
|---|---|
| Officers that must approve this decision | |
| Equality lead | Name: _____ Date: _____ Position: _____ |
| Director | Name: _____ Date: _____ Position: Director of Education |

DRAFT

| | |
|------------------------|---|
| REPORT TO: | Children & Young People Sub-Committee 18 January 2022 |
| SUBJECT: | Croydon Safeguarding Children Partnership Annual Report 2020-21 |
| LEAD OFFICER: | Debbie Jones : Executive Director, Children, Families & Education |
| CABINET MEMBER: | Councillor Alisa Flemming Cabinet Member for Children, Young People and Learning |
| PUBLIC/EXEMPT: | Public |

| | |
|---------------------------------|---|
| ORIGIN OF ITEM: | The Children & Young People Sub-Committee is given the opportunity to review the Croydon Safeguarding Children Board Annual Report each year to reassure itself on the performance of the Board. |
| BRIEF FOR THE COMMITTEE: | The Children & Young People Sub-Committee is asked to: - <ol style="list-style-type: none"> 1. Note the Croydon Safeguarding Children Board Annual Report 2020-2021 2. Consider whether there are any considerations or concerns it may wish to submit to the Cabinet during its consideration of the Annual Report. 3. In particular, give consideration as to whether the Annual Report provides sufficient reassurance on the performance and effectiveness of the Croydon Safeguarding Children Board. |

1. CROYDON SAFEGUARDING CHILDREN BOARD – ANNUAL REPORT 2020-21

- 1.1. The Children & Young People Sub-Committee is presented with a copy of a draft Cabinet report setting out the Croydon Safeguarding Children Board – Annual Report 2020-21. The Annual Report will be submitted to the Cabinet for its consideration and before this takes place, the Sub-Committee is provided the opportunity to scrutinise the information provided.
- 1.2. The Sub-Committee is asked to note the content of the report and consider whether there are and considerations or concerns it would wish to draw to the attention of the Cabinet. The Sub-Committee is particularly asked to consider whether the information provided in the annual report provides sufficient reassurance on the performance and effectiveness of the Croydon Safeguarding Children Board.

REPORT AUTHOR: Simon Trevaskis – Senior Democratic Services & Governance Officer

APPENDICES:

Appendix 1 – Draft Cabinet Report – CSCB Annual Report (cover report)

Appendix 1A - Croydon Safeguarding Children Board – Annual Report 2020-21

BACKGROUND DOCUMENTS: None

| | |
|---|---|
| REPORT TO: | INFORMAL CABINET 10th January 2021 |
| SUBJECT: | <i>Croydon Safeguarding Children Partnership Annual Report 2020-21</i> |
| LEAD OFFICER: | Debbie Jones : Executive Director, Children, Families & Education |
| CABINET MEMBER: | Councillor Alisa Flemming Cabinet Member for Children, Young People and Learning |
| WARDS: | All |
| COUNCIL PRIORITIES 2020-2024 To safeguard children and promote their welfare in line with the Council's ambition for Independence of children and their families. Corporate Plan for Croydon 2018-2022 | |
| FINANCIAL IMPACT There are no direct financial implications arising from this report. | |
| FORWARD PLAN KEY DECISION REFERENCE NO: Not a key decision | |

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1. DRAFT RECOMMENDATIONS

The Cabinet is recommended to:

- 1.1 note the Croydon Safeguarding Children Partnership (CSCP) Annual Report for 2020-21 which sets out to:
 - a) summarise both single agency activity and partnership activity to safeguard and promote the welfare of children in Croydon
 - b) reflect on the challenges and responses to Covid-19 to support the safeguarding agenda
 - c) summarise the quality of safeguarding arrangements
 - d) evidence the effectiveness of the partnership to:
 - share learning from Safeguarding Practice Reviews
 - impact on outcomes for children
 - know what it hasn't achieved and how it will address this

2. EXECUTIVE SUMMARY

- 2.1 The CSCP Annual Report 2019/20 fulfils the statutory duty required of all

LSCPs to publish an annual account of the work undertaken to safeguard and promote the welfare of local children.

3. STATUTORY ROLE OF THE LSCP AND INDEPENDENT CHAIR/SCRUTINEER

- 3.1 The statutory roles, objectives and functions of LSCPs are set out in Section 14 of the Children Act 2004, (as amended by the Children and Social Work Act 2017). The three safeguarding partners have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children in a local area. The three safeguarding partners are:
- a) the local authority
 - b) a clinical commissioning group
 - c) the chief officer of police

Each partner is represented by their Deputy on the CSCP Executive which meets monthly, although met weekly from March to July 2020, during the Covid 19 pandemic lockdown period.

- 3.2 The three safeguarding partners have agreed on ways to
- co-ordinate their safeguarding services;
 - act as a strategic leadership group in supporting and engaging others;
 - and to implement local and national learning including from serious child safeguarding incidents

- 3.3 The purpose of these arrangements is to support and enable local organisations and agencies to work together in a system where:
- children are safeguarded and their welfare promoted
 - partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children
 - organisations and agencies challenge appropriately and hold one another to account effectively
 - there is early identification and analysis of new safeguarding issues and emerging threats
 - learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice
 - information is shared effectively to facilitate more accurate and timely decision making for children and families

- 3.4 The three safeguarding partners have continued to employ the independent chair as the CSCP Scrutineer to ensure that the scrutiny is objective, acts as a constructive critical friend and promotes reflection to drive continuous improvement.

4. PERFORMANCE OF THE CSCP

- 4.1 Throughout 2020/21 the role of the CSCP has been pivotal in terms of securing improvements in multi-agency working and promoting and embedding learning from serious case reviews. It has also provided continuity and consistency of safeguarding advice during Covid-19, including keeping each other agency fully apprised of what work was occurring or indeed at risk during this time.
- 4.2 The Annual Report also outlines progress and achievements in relation to the three CSCP priorities; Neglect, Vulnerable Adolescents and Children with Disabilities.
- 4.3 The report provides account of the work of each of the individual partner agencies in respect of safeguarding children, their success and the areas that require further attention.

5. CONSULTATION

- 5.1 Each agency was asked to self-assess its activity and outcomes during the period in question. Very few agencies responded using the template provided and further discussions took place on a one-to-one basis. These discussions were a positive opportunity for agencies to reflect on their processes and plans to safeguard children, both in what they do and how they evidence achieving it.
- 5.2 The work to prepare this report commenced in July 2021 and this process has highlighted that a more robust and informative response will be achieved by having a number of discussion sessions with agencies, which will start from January 2022 in order to compile the 2021/22 report.

6. PRE-DECISION SCRUTINY

- 6.1 The CSCP Annual Report was presented to Pre-Scrutiny Committee on 5th October 2021, the main points highlighted from the meeting were:-
 - Comments were mostly focused on their being insufficient evidence to show the impact the CSCP activity had, to improve outcomes for children, particularly around neglect. (This was revised)
 - Further work is needed on this report to provide the necessary reassurance to Scrutiny that the partnership is working effectively to protect Croydon's children and that improvements are being identified and delivered. (Some amendments made, but we believe it does meet this brief)
 - Additional data around Antenatal and HV checks is requested, to show how Croydon performs against statistical neighbours. (Comparable data not available)
 - More Croydon focused evidence of Police activity (Revised following more information provided by the police)
 - There is an impression that the partners are not writing this together but that they all send in their contributions which is then edited. Do the partners have joint ownership? We suggest a joint statement by the three leads that they are confident that children in the Borough are being properly safeguarded. (This was revised)

- The formatting was not uniform and therefore difficult to read/process in places. (Noted for future)

6.2 Steps are in place to have meaningful discussions with Scrutiny much earlier in the process for the 2021/22 Report.

7 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

7.1 There are no resource implications arising from this report, as this is a retrospective report. The CSCB operates within a budget to which partner agencies contribute.

Approved by: Philip Herd, Head of Finance CYPE on behalf of Richard Ennis, Corporate Director

8. LEGAL CONSIDERATIONS

8.1 The Interim Head of Social Care and Education Law comments on behalf of the Interim Director of Law and Governance.

8.2 Section 16E of the Children Act 2004 requires the safeguarding partners for a local authority area in England to work together to exercise their functions in relation to safeguarding and promoting the welfare of children in their area. The safeguarding partners include the local authority.

8.3 Section 16G of the Children Act 2004 requires the safeguarding partners to prepare and publish a report at least every 12 months on what the safeguarding partners and relevant agencies have done as a result of the children's safeguarding arrangements, and how effective the arrangements have been in practice.

8.4 There is also statutory guidance on the working of local safeguarding arrangements in Working Together to Safeguard Children (2018, updated 2019).

8.5 The matters set out in this report comply with the above legislation and guidance.

Approved by Petrena Sharpe, Interim Head of Social Care and Education Law on behalf of the Interim Director of Law and Governance & Deputy Monitoring Officer.

9. HUMAN RESOURCES IMPACT

9.1 Whilst there are no direct human resources implications arising from this report the information presented will help to shape and influence HR practice, policy and procedures in relation to roles and responsibilities that are safeguarding children.

Approved by: Deborah Calliste on behalf of the Director of Human Resources

10. EQUALITIES IMPACT

- 10.1 The role of the CSCP is to safeguard all children and promote their welfare. The CSCP has played a leading role in challenging inequalities and in safeguarding protected groups. For example the three CSCP Priority Groups have championed the needs of
- children with disabilities,
 - vulnerable adolescents and
 - Children suffering neglect.
- 10.2 The vulnerable adolescent priority group has encouraged agencies across Croydon to identify and challenge disproportionality in particular in respect of BAME children. The [VAR Report](#) made recommendations that disproportionality relating to ethnicity, gender and deprivation requires attention and action. This has evidenced over-representation of male BAME children in many areas, such as school exclusion and criminal justice yet under-representation in receiving support. This is a core approach across the work of the CSCP and will be evidenced in the 2021/22 report.
- 10.3 The CSCP has recently provided Unconscious Bias Awareness training, funded by Crystal Palace Football Club. Hundreds have already completed the training and commitment given that every Croydon School staff team will complete this online course. The training outcomes will be evidenced in the 2021/22 report.
- 10.4 The Council has a statutory duty to comply with the provisions set out in the Sec 149 Equality Act 2010. The Council must therefore have due regard to:
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- 10.5 If a characteristic is found to experience an adverse impact, an action plan to mitigate this should be produced.

Approved by Denise McCausland, Equalities Programme Manager

11. ENVIRONMENT AND CLIMATE CHANGE IMPACT

11.1 Not applicable

12. CRIME AND DISORDER REDUCTION IMPACT

12.1 Not applicable

13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

13.1 Cabinet is asked to not the CSCP Annual Report 2020/21

14. OPTIONS CONSIDERED AND REJECTED

Not applicable

15. DATA PROTECTION IMPLICATIONS

15.1 WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

NO

15.2 HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?

NO

The Director of Early Help and Children's Social Care comments: There is no individual or confidential information contained within the report. Information has been provided in summary form from each of the relevant agencies.

Approved Debbie Jones, Interim Corporate Director CYPE.

CONTACT OFFICER:

*Donna Kingsley, Interim CSCP Manager
Mobile 07917 527 402*

APPENDICES TO THIS REPORT

Appendix 1 – CSCP Annual Report 2020/21

BACKGROUND PAPERS

None

Croydon Safeguarding Children Partnership Annual Report 2020-21



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CSCCP

CROYDON SAFEGUARDING
CHILDREN PARTNERSHIP

Working Together to safeguard & protect children & young people from harm



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Foreword – CSCP Executive

The Croydon Safeguarding Children Partnership has embedded its good working practices over the past year. It has been a difficult time for many of our young people and the Covid-19 pandemic has given us significant challenges as to how we deliver positive outcomes for our children and young people.

Each of our organisations have adapted to those challenges with enthusiasm and an eagerness to achieve quality outcomes through the use of new technologies and working practices. Some of which (like the use of mobile technology) will be maintained moving forward as they have enabled the voice of the child to be heard more clearly.

As a partnership we have maintained close contact so that we can adapt and learn from each other through the ever changing landscape of Covid-19. We have continued to work together to support families, professionals and our community to ensure that our young people have been protected and have the opportunity to thrive.

The quality of our Executive Partnership is evidenced by the fact that even though we have had a number of personnel changes, the shared ethos, commitment and tenacity of the various members has been a constant strength which has ensured both the ‘business as usual’ and the more adaptive response to Covid-19 has remained a quality offer which has impacted positively on outcomes for children.

Debbie Jones
Executive Director
for Children, Families
and Education,
Service, Croydon Council

Elaine Clancy
Chief Nurse,
NHS Croydon CCG & CHS

Fiona Martin
Detective Superintendent
Safeguarding,
Metropolitan Police

Message from the CSCP Independent Scrutineer

I was appointed as Independent Scrutineer in February 2020 and took over the role from my predecessor Di Smith. This Annual Report therefore, covers the period prior to my involvement and is an excellent reflection of the achievements of the partnership in Croydon, ably supported by Di, initially as a Chair for 3 years, then as the Independent Scrutineer during 2020/2021.

Croydon is a vibrant, diverse and complex borough. It is an exciting but challenging environment in which to work. The partnership is committed and strong, and the report reflects that. There are many references to the difficulties posed by Covid-19 and the added stresses that has placed on families and the professionals who work with them. As it says here, the response of the partnership was outstanding.

The report brings this work to life with some clear examples of how our interventions have improved children's experiences. It is also explicit about the demands and challenges of providing effective safeguarding responses.

I would like to pay tribute to the hard working staff in Croydon who's work is outlined in this report.

Eleanor Brazil, Independent Scrutineer

Covid-19: Good Practice across the Partnership

Co-ordinated and strategic work around vulnerable adolescents led by Violence Reduction Network

Completed well-being checks on named individuals who were identified through executive scrutiny

Supported trauma informed training roll-out

Ensured follow up on children not attending school

Set up mental health priority group to tackle rise in mental health concerns

A co-ordinated partnership approach to contact with families in response to county lines, missing children and food poverty issues

Briefing tools to raise awareness of the impact of Covid-19 created

'The response of the partnership to Covid was outstanding. Whilst we continued to be concerned about the hidden harm to children not already known to services, the children and families who were in the system were 'seen' whether virtually or in many cases, still face to face'



Covid-19 : New ways of working and activity

The CSCP recognises the need to improve the way some of this activity is communicated. This has commenced with audits being very focused, less time consuming and the activity seeking to evidence the “what difference does it make for Croydon Children”.

The new arrangements were being refined for much of the year. Like many LSCPs Covid-19 impacted on key areas of work, particularly audit activity. However during Covid the CSCP were very responsive to ensure the wider partnership had access to a frequently updated CSCP Covid Safeguarding Information pack.



Strong evidence of the voice of children, in how they have responded to intervention from partnership members and how their thoughts and experiences have shaped future service delivery continues to elude written reports provided by the CSCP. This will require not only specific focus, but some inspired and creative thinking to ensure this is meaningful.



Safeguarding Statistics 2020-2021

Safeguarding children is a partnership activity.

The Executive and its sub-groups regularly review statistics and performance data to inform the work that we do and the activities we prioritise. The numbers are important, as is the quality of the interventions with children and their families. The following slides provide data on activity in Croydon and some examples that demonstrate how we know we are making a difference.

There are 95,309 children in Croydon aged 0-17. Only a very small number are children where there are very serious child protection concerns.

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As at 31st March 2021, there were:

- *703 children cases open to early help*
- *2253 open referrals (excludes allocations to CwD)*
- *657 children on Child In Need plans (CIN)*
- *280 children on Child Protection Plans (CP)*
- *481 local Children Looked After (CLA)*
- *280 Unaccompanied Asylum Seeking Children (UASC)*



Safeguarding Statistics 2020-2021

Children with a Child Protection Plan - We are higher than average for CP plans which end between 6 months and a year or less

| Total number of CP plans ended | 153 | 100% | Statistical neighbour/England av. | Current CHaT data |
|---|-----|-------|-----------------------------------|-------------------|
| Number of CP plans ended at under 3 months | 21 | 13.5% | 17.5% | 13% |
| Number of CP plans ended at between 3 months and 6 months | 22 | 14% | 12% | 11% |
| Number of CP plans ended between 6 months and a year | 83 | 54% | 42% | 52% |
| Number of CP plans ended between a year and 2 years | 26 | 17% | 25% | 18% |
| Number of CP plans ended over 2 years | 1 | 0.5% | 4% | 5% |

The importance of quality assurance: We reviewed the data and carried out a dip sample to ensure decision making and planning was appropriate. Of the 53 children who became subject of a CP plan for a second or subsequent time; 12 children the previous CP plan ceased over 5 years ago and 13 children's CP plan ended over 2 years ago. For the remaining 28 a review of the final RCPC was carried out. The majority of decisions to cease CP planning were viewed as appropriate and timely and were mainly unanimous. The focus is to ensure as much work as possible is undertaken with the family before an ICPC is considered and that we are creative about how we manage risk with the family and the professional network using the lowest level of intervention as is safely possible



SPOC - Single Point of Contact



All new referrals for children and young people's emotional wellbeing and mental health became managed through the Croydon Single Point of Contact (SPOC). This allowed for decisions about the best services for children and families to be taken holistically by experienced practitioners in the SPOC and referrers will benefit from a single referral pathway.

Scrutiny of Referrals leading to NFA – in many forums from Exec to Dataset meetings, lead to a better understanding of thresholds, more clarity about step downs to Early Help and the knowledge that No Further Action wasn't the same as No Help Offered.

The SPOC Transformation Project commenced with virtual workshops across the partnership to hear about the new Thorpe Model : replacing written referrals with conversations with partner agencies and families.

“Written referrals are a real missed opportunity to have the right discussions with colleagues from other agencies to fully understand what they are worried about. The social workers will use our systemic practice framework to inform their conversations with referrers to ensure children, young people and their families receive the right services, at the right time.”

Unfortunately this has be delayed until the new telephone system is in place. (Financial Year 22-23)



Children with a Child Protection Plan

Actions & Impact

In order to safely reduce the numbers of children subject of a CP plan this we carried out a number of activities including:

- Work alongside SPOC and Croydon Supporting Children Service to ensure more thought was given to considering when a strategy discussion was needed, robust s47 enquiries were carried out before the ICPC and social workers were more confident in recommending a CiN plan where the risks could be safely managed this way.

Increased oversight of the decision making for an ICPC – the SQA service manager or the senior child protection chair would review the S47 and where needed to hold a reflective case discussion with the relevant service manager, team manager and social worker to both review the threshold and to consider if the risk could safely be managed under a different framework.

- Learning and development with the CP chairs about managing risk and implementing ‘safe uncertainty’ therefore enabling more work being able to be carried out safely with the family under a CiN plan.
- Developing the scope and function of the monthly oversight by the SQA service manager. This included increasing the monthly file review of children subject of a CP plan from 12 months to 9 months to ensure earlier scrutiny and decision making regarding step up or step down.
- The multi-agency child protection panel also expanded its terms of reference to consider children subject of a CP plan over 9 months (was previously 12 months) and to include children subject of a CP plan for a second or subsequent time, children who had transferred-in subject to a CP plan and any child subject to a CP plan where it was felt it would be beneficial to be discussed with senior managers at a multi-agency panel.

As a result of this the number of children subject to a CP plan has reduced as has the average duration of a CP plan.



Children with a Child Protection Plan

The numbers of children subject of a CP plan in Croydon have significantly reduced from over 700 in March 2019 to 518 in March 2020. We were previously significantly higher per 10,000 children in comparison with our statistical neighbours and the national average and had a larger number of children subject of a CP plan over 18 months (73 per 10,000 children in 2018/19 and 53 per 10,000 in 2019/20). In March 2021 we were 36 per 10,000 which was more in line with our statistical neighbours and the national average.

Since January 2020 we have developed a new approach to how we hold child protection conferences and develop plans for young people at risk of significant harm where there are extra-familial safeguarding concerns. The conference follows the same structure as a traditional CPC but the core professionals invited may differ and the language used focuses on looking at the strengths and concerns in relation to peers, education, community and home and the focus is much more focused on how to manage/reduce the risk the young person faces outside of the home. There is also a greater focus on involving the young person in the process and ensuring the plan focuses on safety planning and developing resilience with the young person. The categories of abuse and neglect have also been amended to reflect contextual harm. Professionals have engaged well in this new process.





Children Looked After

Impact of COVID 19

An assessment of all children looked after was carried out and a rag rating given in March/April 2020 to ensure that the child and the carer's social workers maintained contact with the child and their carer during lockdown – door step visits, virtual visits, emails, WhatsApp etc.

Schools also ensured children looked after had access to technology so they could continue their education and continued to complete PEPs.

The CLA health team ensure that health assessments were completed albeit virtually during this period.

IROs quickly adapted to carry out virtual CLA reviews. This included having a virtual meeting or a series of discussions. Children and young people engaged with this and it also increased the level of participation by parents and the professional network.

Ensuring children and young people's wellbeing and safeguarding

Professionals working with children looked after and care leavers have contributed to the work of the Vulnerable Adolescents Priority Group and the Safeguarding Practice Review Group to ensure agencies work together to enable children in care to supported and safeguarded especially where there are contextual safeguarding and emotional wellbeing concerns

There has been a lot of work carried out to ensure that whenever possible young people are only placed in an unregulated placement in exceptional circumstances and this has been appropriately risk assessed and managed.



Children at risk & impact of crime



The DIT was established in response to the HMIC report 2016 which highlighted areas within Safeguarding requiring improvement. They provide an assurance function for both the Met and MOPAC by auditing child safeguarding cases to the standards set out by the HMIC.

The Police review the findings internally and are being encouraged to share the learning with the wider partnership, but this is still a work in progress.

The Police work to a different definition of Neglect however they are consistent members of working groups to tackle neglect and have complied with audit activity requests.

- 326 Child Neglect/Cruelty investigations in the year.
- Croydon is ranked 5th for volume of Serious Youth Violence offences across London (same as previous 12 months). However the crime rate per 1000 residents aged 1-19 is ranked 19th (down from 16th for the previous 12 months)
- Knife crime with injury continues to be a concern. Currently ranked 1st (up from 4th) for volume and 5th for crime rate per 1000 residents (up from 17th).
- There continues to be a number of initiatives and interventions involving a wide range of community partners working well together, but similarly to other London boroughs, struggling to have an impact on numbers. If teenage deaths continue at the current rate, this will be the worst year for young homicides in London since 2008
- Arrested Juveniles = 7 per week or 1 per day average across Croydon

Police responsibility in relation to child abuse is underpinned by two key principles:

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their part
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children



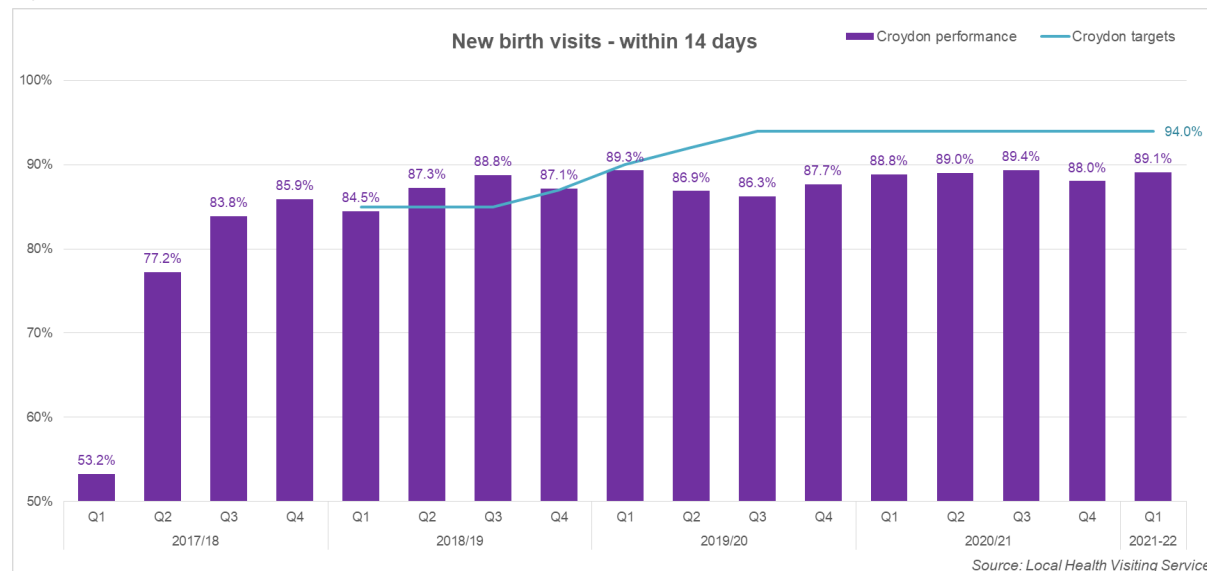
Antenatal / Health Visitor Services

Mandated New Birth, 6 week, 1 & 2 year checks continued to be scrutinised, including raising the poor performance to the Exec.

This enabled a much greater understanding of the context such as the historically low funding and excessive case loads. Performance is monitored additionally at Cabinet. A new contract award due in July 2021 will provide for a new framework to measure performance and raise awareness to the other partnership members so they can consider how they might best support the service when safeguarding needs are identified.

Covid-19 significantly impacted the Public Health Nursing Team. They were improving on performance, however half of the team was re-deployed to acute services from March-July 2020.. There was a national suspension of Health Visitor Mandated Checks (except New Birth/Safeguarding) and a blended model of face-to-face and virtual visits were introduced.

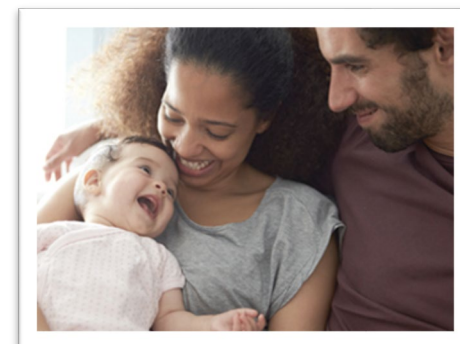
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Source: Local Health Visiting Service

New Birth Visits have continued throughout COVID as a key safeguarding appointment.

NBVs Q1 2021/22 at 14 days is 89%
This increases to 95% by 30 days.





How do we know we make a positive difference?

Story Boards were introduced to demonstrate how to effect change for families and deliver outcomes. Here are some examples

What were the concerns?

Substance misuse by O using cannabis and other drugs i.e. ketamine.
Peer influences who also misuse drugs.
Aggression towards parents, erupting into arguments.
Dad left the discipline of O for mum to manage.
Concerns around O and his younger brother's relationship.
Conflict in the home with parents.
Parents were afraid of O and his behaviour was perceived as being unpredictable.
Concerns in relation to maternal grandmother and conflict when O could visit her home.
Risk of homelessness.
Concerns of impact on younger sibling
Diagnosis of ADHD
Excluded from school

Where were we?

Risk of homelessness
O continuing to use substances
Impact on O and his relationship with ADHD and what this meant for him.
How did O's parents experience O's diagnosis?
Police called to the home
Excluded from school.
Or had different views from his parents
O felt parents were acting over the top
Lack of understanding between O and his parents

What difference have we made?

- Family were still together and family had expressed a wish to remain together.
- O has said he will stay away from substances and focus on his exams.
- O had considered staying away from some events knowing that he would use substances if he went so evidences he had developed insight into his drug use.
- Developed an understanding on drug use and being able to separate O's behaviour from O as a person.
- Understanding the push/pull factors.
- Parents have informed of success using the strategy in regards to de-escalation and talking and had found this useful.
- Family were offered ongoing support once O turned 18 years.
- School attendance has improved.
- The family now feel empowered by the work of the professionals and have a better understanding of their son and their relationships.

What did we do?

- Multiagency approach -edge of care involved and social worker systemic therapist, school.
- Regular intervention up to 3 times a week by professionals-Attended rehab after conversations with the social worker -Sessions competed with O as an individual, then with parents and then with family as a whole. Consider the intention and emotional support.
- Management oversight and supervision in regards to relapse on O's drug taking and conflict in the home and managing frustrations and discussions around what next, plan evaluation, recognising strengths and small wins and understanding addiction.
- Sessions on de-escalation –encouraging and supporting conversations and narratives.
- Communicating with school for O to sit his exams.
- Joint sessions, encouraging to talk and then responding a safe environment
- Recognising strengths in relationships and encouraging to remember =good points.



How do we know we make a positive difference?

What were the concerns?

The family accessed the Family Solution Service after the London Ambulance Service was called by KW reporting that she had taken 16 tablets of paracetamol with an intent to end her life, the LAS referral raised concerns for the welfare of KW due to previous self-harm

PS also raised concern about KW 's relationship with her parents, reporting that it is difficult especially with her mother, which has led to her taking an overdose.

Parental conflict led to KW and sister feeling unloved and unwanted



Where were we?

KW shared with the Key Worker C that she was unhappy at home, which seemed to stem from her relationships with her parents and her experiences growing up

KW shared that her relationship with her mother is what led to her overdose

KW was very clear about her wishes which is that she no longer wants to live with her parents. KW said she does not trust her parents and does not want to build a relationship with them refusing any family therapy intervention



What difference have we made?

- KW has returned to school back on a full time timetable, and is doing very well again.
- Parents report more positive communication at home with relationship between KW and mum improving.
- Family awaiting contact with CAMHS on their next steps.
- School and CAMHS have been informed of case closure to Family Solution Service
- Feedback from Father *"I have no doubt that C contributed to the KW's positive improvement in a very significant way"*
- Father stated *"I feel so lucky to have Claire helping us during this period of very difficult time for our family"*



What did we do?

- Child and Family Well-being Assessment – informed views of all family members including older sister at university
- Initial team around the family held with 6 weeks reviews
- Parenting support put in place through the support and interventions team
- Liaised with school and CAMHS
- 1:1 sessions completed with KW – led by KW who enjoys writing rather than face to face meetings. Work was child led
- C worked hard to improve relationships by helping parents to understand KW's perspective and improve communication
- Shared service details for young people such as Kooth, Off the record directly with KW – giving her the choice to make her own decision about future help



SOUTH WEST LONDON CHILD DEATH OVERVIEW PANEL

Annual Report April 2020 – March 2021

A report on organisational arrangements, operations, statistical analysis and commentary.

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A collaboration of the activities of South West London CCG Partnership Child Death Overview Panels of Croydon, Kingston and Richmond upon Thames, Merton, Sutton, and Wandsworth

- Croydon Deaths: 25
- 80 across SW London CDOP
- Croydon JARS: 6
- [Full Report](#)



Safeguarding Practice Reviews

In the period April 2021 – March 2022 we commenced:

- 3 Rapid Reviews (RRs)
- 2 Safeguarding Practice Reviews (SPRs)
- 25 Child Death Overview Processes (CDOPs)

In addition there were another 4 SPRs where other boroughs were the lead, but we retained oversight.

We were also continuing to work on 6 SPR cases which had commenced before April 2021 – including the publication of “Emily & Jack”.



Sharing the learning - A multi-agency Audit on Neglect took place. In addition findings from Police and SPOC audit activity was shared. Twice a year a Practice Week takes place. This also includes observation of practice (strat discussions, CiN meetings, CPCs, CGMs, CLA reviews etc). This was expanded further in 2020/21 to include multi-agency auditors and observers which has enabled a review of practice from a range of perspectives.

The CSCP has continued to provide a number of briefings which reflect the findings from not only SPR cases, but also Rapid Review learning.

Briefings have been well received across the partnership – as well as continuing to be posted as resources on the CSCP website and newsletter.

- *“The fact is that too many professionals working to protect children are frequently working in crisis mode, meaning that the ‘urgent’ drive out the important.*
- *Actions/interventions which are needed are missed, especially if they fall outside statutory or procedural requirements, resulting in opportunities to pause and reflect being lost.”*

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1 Critical Events

3 month old baby 'Emily' died in March 2019

In July 2019, the baby's mother admitted killing her child, pleading guilty to infanticide, she was given a Hospital Order (Sec37 Mental Health Act 1983).

The Safeguarding Practice Review considered how services worked with the family, including Emily's older sibling 'Jack'.

2 Safeguarding concerns up to critical event

- During her first pregnancy, Mother disclosed to midwife mental ill-health history including in-patient treatment
- A referral to perinatal mental health services was made but not accepted as Mother appeared stable, a letter was sent to Mother's GP to monitor
- When Emily was 12weeks, Mother was taken to Emergency Department (ED) by ambulance (LAS) because of an ibuprofen overdose
- LAS submitted a safeguarding referral to MASH, referral noted a previous overdose attempt in Mother's country of origin
- Mother was discharged with advice to visit GP and ED sent a letter to GP
- Mother attended GP surgery and prescribed anti-depressants
- Social Services visited Mother but felt a language interpreter was needed to properly discuss issues, a second visit happened two days later
- Social Worker referred to Community Mental Health 3weeks after the overdose incident, referral was considered same day as baby's death.

3 Findings

- Lack of consistent knowledge, use and complete picture of Mother's mental health (MH) history and current needs
- At different points Mother had told services about aspects of her MH and that of her family – such as with midwife and ambulance service. However when asked by her GP about MH issues after the overdose incident, Mother said there were none
- System did not take into account factors which either limited or made Mother reluctant to talk about her MH needs
- It is the role of systems to engage parents, not the other way round, services need to create emotional safety to talk about MH
- Mother told the review she was reluctant to talk about her MH needs for fear of having children removed
- Both parents spoke some English but it was not their first language. There was inconsistent use of interpreters to discuss complex needs such as use of post-natal services, this meant opportunities to provide appropriate support were missed
- Perinatal services did not accept the first referral from midwife which detailed in-patient history and significant family MH, this was an important opportunity missed
- Safeguarding system did not share information well enough
 - Following first perinatal referral, a letter was sent to GP about monitoring needs, later when Mother changed GP, the letter was not migrated
 - Midwifery records held MH information but was not accessed when Mother was at ED
 - Handover of LAS record of previous overdose what not captured by ED when treating Mother
 - Handover to new health visitor (HV) was lacking because records were not read
 - ED note to GP did not mention safeguarding referral
- Process dominated over critical thinking, such as opporto, ED to discuss MH needs with triage nurse and MH team resulting in no referral to MH services by ED
- HV service under-utilised by other professionals to support assess risks
- Social care discussions with Health partners lacking due to concerns about information sharing
- Agency safeguarding responsibilities to siblings in immediate aftermath need to be clear allocated


**Safeguarding Practice Review
Emily & Jack**

5 Achieving Change

Reflect on the findings & discuss the implications for your practice/team

Outline steps you/team will take going forward

The full SPR Report can be downloaded at www.croydoniscb.org.uk



4 Learning

- Perinatal MH services to accept referrals involving mother's with previous in-patient treatment (this has been put in place)
- All health professionals need to understand perinatal pathway
- Safeguarding system to provide emotional safety for parents who have previous/current MH needs taking into account what might have them feel reluctant to talk or share information
- Consistent use of up-to-date NICE MH risk assessments in health settings
- Consistent use of interpreters to help services to meet family's needs and avoiding assumptions as to what is understood
- Information exchange and handovers within safeguarding network to take a proactive approach to access information recorded and shared
- Professional curiosity about what is going on beyond immediate presentations needed to explore needs
- Better use of HV services by GP and social care to provide support
- Adult safeguarding teams and approaches when concerned about an adult who is a parent, needs to consider child also
- Trauma informed approach to support bereaved parents and siblings
- Use of strengths based approach to identify sources of resilience and support



LADO Annual Report Summary 2020-21

Local Authority Designated Officers

Throughout the pandemic the LADO service has continued to provide support to children's organisations with the management of allegations and complaints. Whilst the activities of many groups such as schools, youth services and clubs etc. have been significantly curtailed during the periods of lockdown, many services such as fostering, early years settings and residential provision have continued to offer services. Indeed the challenges on these and other services as a result of Covid 19 has been significant.

In addition to handling and managing allegations, the LADO service provides awareness training to schools, nurseries, fostering agencies, and residential homes within the Borough and also provides regular briefing and training sessions to a variety of safeguarding forums across the children's workforce. These sessions are popular and well received. In total, the LADO service has provided over 100 hours training during this period.

The Croydon LADO service is now well established at local, regional and national levels and is involved in developments of policy and procedure at all levels of strategic thinking.

The LADO Service was inspected during the Ofsted inspection of children's services in February 2020 and was described positively.

Ofsted reflected that improvements had been made to tracking systems and complimented the service on its ability to spot and address patterns of concerns and behaviours.

The LADO process continues to ensure that allegations against those who work or volunteer with children are not seen in isolation, that the welfare of children is prioritised and that organisations and employers are supported in investigating and managing the outcomes of such concerns. This ensures that services for children within the Borough are provided in a safer manner and supports training or the exclusion of, those who pose a risk to children or should not be working in the sector.

What difference have we made? - As a result of allegations overseen by the Croydon LADO Service, 4 individuals have been referred to the Disqualification and Barring Service, 3 individuals to professional regulatory bodies and 11 members of staff from a variety of agencies were dismissed following disciplinary processes. In addition a number of those working with children have received additional support and training to continue to work in a challenging sector of care.

You can read the full report here: [LADO-Annual-report-2020-21.pdf](#)

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Private Fostering

The Private Fostering Team were impacted by not having a Private Fostering Social worker in post between September 2020 until the end of this report period.

The Social Work with Families Team Manager has taken on the responsibility for this work during this period.

Private Fostering Awareness Week was held 13-17th July 2020. Campaigns in Croydon included:

- *Letters to all GPs to remind them to be professionally curious about the relationships of children registered at their practices.*

*A joint webinar with Bromley Private Fostering Team open to all professionals to raise awareness of how to identify children who are privately fostered and how to make appropriate referrals. Professionals who attended included colleagues from Housing, Education, Assessment Teams, Connected Persons as well as a care leaver who sits on the Fostering Panel. **Feedback was positive with attendees saying the event helped them to understand the legal requirements and their duty to notify as well as improve their need to be professional curious.***

- *A webinar for Croydon professionals with a presentation by Maryam Hussein from the Children's Society to raise awareness of the potential for children who have been trafficked to be 'hidden in plain sight' within private fostering arrangements.*
- *Bespoke training sessions within team meetings to ensure the wider professional network is confident in their knowledge of private fostering arrangements and their duty to safeguard children. Some of these were presented in conjunction with the CSCP Officer to share knowledge of safeguarding themes.*



CSCP Priorities 2020/2021

Six Safeguarding Standards

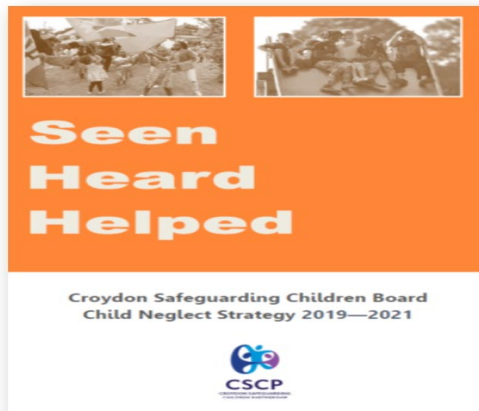


1. The three core partner leads are actively involved in **strategic planning and implementation**
2. The wider safeguarding **partners are actively** involved in safeguarding children
3. **Children, young people and families are aware of and involved** with plans for safeguarding children
4. **Appropriate quality assurance** procedures are in place for data collection, audit and information sharing
5. There is a process for **identifying and investigating learning** from local and national case reviews
6. There is an active program of **multi-agency safeguarding children training**

The CSCP would like to acknowledge the work of the University of Bedfordshire in devising the six safeguarding standards which the partnership has used to review and evaluate the effectiveness of its work.

Standard 1: Strategic planning and implementation – active involvement across the partnership

The Neglect Priority Group led work to:



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The CSCP ensures that neglect is seen and understood through increased awareness of the needs of children at risk or experiencing neglect.



That all safeguarding partners understand how neglect can be prevented through early recognition of neglect and use of the Croydon Early Help arrangements.



That all safeguarding partners understand how neglect can be prevented through early recognition of neglect and use of the Croydon Early Help arrangements.

Croydon has been chosen as a pilot site for the new Graded Care Profile 2 Antenatal Tool. This will help to identify neglect from pre-birth, as well as have those difficult conversations to empower families to change.

The Safeguarding Children With Disability Group continued until September 2020 when the outstanding work was progressed by the SEND Strategic Board

Mapping

- Map CWD to influence commissioning/service delivery - **ACHIEVED**

Framework

- Develop a multi-agency framework for safeguarding CWD including strengthening capacity of families to help themselves **ACHIEVED**

Awareness

- Raise Awareness of CWD, hear the VOC
- Strengthen the pathways and training/support available **ACHIEVED**

Standard 1: Strategic planning and implementation : Vulnerable Adolescent Priority Group

This priority is the legacy of the Vulnerable Adolescent Thematic Review into the lives of 60 Croydon adolescents. Changes to the Adolescent service have been a concern and a future CSCP Member meeting will be looking at how that service has evolved, what resources and support the wider partnership is also providing and how we communicate those messages to front line staff.

Early intervention & prevention is critical :
the offer for children and their families during the school closures due to Covid-19 and the summer holidays was increased and took into account the emerging issue of a deterioration in mental health
The VAR 60 cohort was reviewed again to ensure support in place, pregnant women or those with babies were referred to early help

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Schools should be at the heart of multi-agency intervention :

Start of the Social Work in schools programme – 8 social workers placed in Croydon secondary schools
Curriculum and change group set up to share resources, strategies and information on racial harassment, teacher recruitment, retention and promotion, governor recruitment, exclusions and pupil achievement

Black Lives Matter:

- High quality data now exists to provide month on month intelligence of crime hotspots and areas of concern. Multi-agency response via the Violence Reduction Network.
- Unconscious Bias on-line course launched. Paid for by Crystal Palace Football club as part of their commitment to Community Values.

Disproportionality linked to ethnicity, gender and deprivation needs attention and action:

- High quality data now exists to provide month on month intelligence of crime hotspots and areas of concern. Multi-agency response via the Violence Reduction Network.
- Soft Systems Methodology Group looked at over representation of black children receiving exclusions and presentation to Fair Access Panel.

Greater recognition of, and response to, children's emotional health and wellbeing is needed:
My Endz Program - a Public Health, contextual safeguarding & whole family approach delivered via Croydon Voluntary Action. Programme is prevention led, including mentoring and parenting projects with a focus on the voice of young people.

Strong partnership buy in, including BME Forum, Palace For Life Foundation. Includes a landmark piece of work with the Police to change their way of working from enforcement to engagement.

Standard 2 : The wider safeguarding partners are actively involved in safeguarding children

Croydon has a wealth of voluntary sector partners some supported via Croydon Voluntary Action, others via The BME Network and



CVA mobilised in mid-March to provide an emergency food support service that by the lockdown was operating in tandem with the Council to target aid at the households most affected by Covid-19.

A You Tube video on the work of the **CVA Community Partnership at the Local Collection Point** can be found at

<https://youtu.be/qAQixdYnKTU>

During COVID19 ABCD community builders, have increased the support to residents using their creativity and flexibility in approaching challenges. They joined and supported the setup of Mutual Aid groups to support families on where to get appropriate advice: from referrals to Food Banks to free counselling, support with job applications and use of the internet. From Children's Behaviour Management to Fun Learning for African families online, emerging projects have been diverse and responsive to these challenging times.

Emma's online initiative is an example: *"Noma is a mental health nurse who works with young children. Noma has a great passion for supporting children who are suffering from poor mental health; she believes that they can be supported positively by the community to alleviate the pressure the parents feel at home. Her mission is to educate parents on how to recognise the signs of mental health in their children and how to cope with them in a positive manner. Noma runs a monthly zoom session for parents introducing different topics and responding to questions."*

80+ such initiatives were supported by our community builders between April 2020 and March 2021.



Standard 2 : The wider safeguarding partners are actively involved in safeguarding children



Croydon Health Services NHS Trust

The Safeguarding Business Continuity Plan (BCP) was implemented at the beginning of April 2021, developed to ensure statutory duties were met in addition to ensuring essential safeguarding support was available to practitioners and to maintain visibility across the community and acute service. It ensured the safeguarding duty line/generic emails were always covered by a member of the team and that there was always a physical presence in the safeguarding children office.

The safeguarding team implemented a safeguarding **daily huddle** as part of the BCP to ensure safeguarding was prioritised during Covid 19. The huddle began in October 2020, data collection between February and March demonstrated that 227 patients were discussed in ED. There were 325 follow up discussions.

The Huddle includes adults and children – the top 4 presentations in the daily huddle were :

- **Mental Health Concerns**
- **Care and support needs (complexities linked to mental capacity).**
- **Neglect**
- **Domestic Abuse**

The liaison health visitor is based in the Croydon ED supports staff and reviews all the attendances to see if the safeguarding has been considered.

Activity via CSCP

Elaine Clancy, Chief Nurse is the Partnerships Executive Member and Chairs the Safeguarding CWD Priority Group

Associate Director for Safeguarding Chairs DASV Board.

Safeguarding Team members provide information for SPRS and attend the VA Priority Group, QIG, MAPPA. MARAC CAP, DASV and Adolescent MH Strategy Group. Regular Data provided with supporting commentary.

Impact/Outcomes

Sharing of information from multi-agency partnership working panels and strategic groups. For example, the complex adolescent panel information was shared with public health nursing to raise awareness of the hot spots for child exploitation. Similar appropriate information from QIG/DASV and CSCP Priority meetings has improved Health Staff knowledge of Croydon and the risks to children and young people.

Action from SPRS

Extra training to recognise and support victims of Domestic Abuse. embedding the DA Policy across the trust.

Health Staff routinely attend SPR Panels, Learning Events and Audit Activities, using the multi-agency forum as an opportunity to understand other professional involvement and take back the learning to other Health colleagues.

Staffing capacity has had impact on the safeguarding team and delivery of services. Several steps have been taken to ensure that there has been sufficient cover for essential areas of practice including the recruitment of interim practitioners to support with training and supervision. This was acknowledged as a risk until staffing levels increase – there has been an active recruitment programme to address this shortfall.



Standard 2: Police

Activity via CSCP

- Detective Superintendent Fiona Martin is the Partnerships Executive Member and Chairs the Vulnerable Adolescent Priority Group
- Panel members provide information for SPRS and attend the VA Priority Group, QIG, MAPPA, MARAC CAP, DASV and Violence Reduce Network. Regular Data provided with supporting commentary.

Impact/Outcomes

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Think Every Child Every Time is an initiative to help ensure early interventions and support for arrested children. The simple **Every Child Every Time** protocols do not take long and assist police with identifying risks and risk management, assists with sharing risk with the local authority, helps with ensuring earlier and better interventions that could support the child or their family and reduce re-offending.

- Joint initiative with Croydon Police & CSC (SPOC) - develop better outcomes for arrested juveniles.
- NRM Challenge – raised at QIG, encouraged better recording of NRM status and ensured appropriate Advocates for recognised victims. As a result Croydon now records the highest number of NRMs across London and presented its methods at the London Modern Slavery workshop.

Those below 18 are children

THINK EVERY CHILD EVERY TIME

TO ARREST A CHILD IS A SIGNIFICANT EVENT. CHILDREN & YOUNG PEOPLE ARE VULNERABLE TO CRIME, MORE LIKELY TO BECOME VICTIMS AND MORE LIKELY TO BE GROOMED AND EXPLOITED INTO CRIME.

You **MUST** engage with parents guardians and speak with Children's Social Services

If you feel that it is not safe for them to leave the police station, then you need to discuss this with a supervisor and children's social services as soon as possible

Children's Social Services:
Croydon 0208 255 2888 Out of Hours: 0208 726 6400
Childreferral@Croydon.gov.uk

Bromley 0208 461 7368/7026/7373 Out of Hours: 030 0303 8671
mash@bromley.gov.uk

Sutton 0208 770 6001 Out of Hours: 020 8770 5000
childrensfirstcontactservice@sutton.gov.uk



Standard 2 : CAMHS: Child & Adolescent Mental Health Service



Waiting times

Croydon Waiting profile for 39+ weeks



Waiting times continue to be a source of concern, however there is better understanding of the triage service to ensure children are not left in crisis whilst awaiting an appointment. The CSCP has scrutinised this data at several CSCP Data meetings as well as raised awareness of the other services available such as the Emotional Health & Well-being Service via SPOC, to encourage professionals to choose the right service, first time. On-going dialogue with Children's Commissioners has been useful, but hampered by numerous staff changes which mean relationships have to be re-built.

Croydon CAMHS provides a service to children and young people and their families for people who live in Croydon. The service is organised in the following teams:

- Child Wellbeing Practitioner Team - Short-term, low intensity, guided self-help interventions for treatment of mild to moderate mental health conditions.
- Crisis Care Service - Crisis care for young people that present at Croydon University Hospital.
- Getting Advice Team - Assessments for children and young people with moderate to severe mental health disorders.
- Getting Help Team - Follow up treatment for children and young people with moderate to severe mental health disorders,
- Learning Disabilities Team - Help for children and young people with a significant intellectual disability, and/or complex neurodevelopmental disorder.
- Mental Health Support Team - Help in schools and colleges for young people with mild to moderate mental health issues.
- Support, Engagement and Delivery in Schools (SEaDS) - Help in primary and secondary schools for young people with mild to moderate mental health issues.

Activity via CSCP

Panel members provide information for SPRS and attend the Vulnerable Adolescent Priority Group, Safeguarding CWD Priority Group, QIG Regular Data provided with supporting commentary

Impact/Outcomes

- Used the learning around Domestic Abuse to provide client facing leaflets as well as literature to support professional learning/awareness.
- Following the publication of the CSCP Safeguarding Supervision Policy CAMHS has refined it's own version and is awaiting ratification. All safeguarding leads have been trained to deliver safeguarding supervision.
- The CSCP Newsletter and Briefings are disseminated and discussed at service meetings.
- Worked with the Transition to Adulthood Service, including the development of a document approved by the SEND Board.



Standard 2: Education

Activity via CSCP

Panel members for SPRG/VAPG/QIG.

Provide regular data/commentary. Schools Section 11



Impact/Outcomes

- Excellent support by schools, including SEND during Covid to keep schools open, vulnerable children in schools as well as laptops for those who were home-schooled. As a result of on-going work to reduce the number of children being permanently excluded from school in particular the black male cohort which is over represented; the Learning Access team have managed to successfully challenge six potential exclusions which have been rescinded (overturned). Those children have been reinstated back to school with a reintegration plan of support.
- As a result of using the briefing materials from SPRs schools are understanding risk and safeguarding thresholds and also becoming more empowered to challenge.
- The Education team is in a position to influence both strategically and operationally to support positive educational outcomes of vulnerable children and families and achieve key partnerships.
- Use of the neglect tool supports risk management and threshold understanding.



Standard 2: Complex Adolescent Panel (CAP) incorporating MACE

Activity via CSCP

Panel members provide information for SPRS and attend the Vulnerable Adolescent Priority Group. Regular Data provided with supporting commentary.

Impact/Outcomes

- Clear link between the experiences of individual children and the panel function. Linking up SWs with relevant police/YOS/Housing/Health/Education contacts to ensure speedy interventions and intel can be shared in efficient manner.
- Improvements in recording/reporting/training in relation to the implementation of National Referral Mechanism (NRM) in
- More effective housing planning where children need to flee violence – police providing more supporting letters to enable quick housing moves away from threats of violence/gang reprisals etc
- More impactful peer mapping with involvement from Schools/SWs/YOS and Police
- Better partnership work with Police Missing/CCE teams/YOS



Standard 2: Turning Point

Activity via CSCP

Panel members for SPRG/VAPG/QIG.

Provide regular data/commentary.

**TURNING
POINT**



Impact/Outcomes

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Gave staff an insight into the impact of Hidden Harm on a child

Re-iterated the importance of attending multi-agency meetings to share/receive information

- Contextual safeguarding framework incorporated into practice
- Professional curiosity incorporated into practice
- Was to be a pilot for the Child Wellbeing Tool but delayed due to Covid
- Data allows us to analyse the service. For example we have had an increase in Xanax/poly drug users and now have a pathway in place for clients using Xanax/poly drugs, including ensuring that all young people using Xanax/poly drugs will be offered a medical appointment



Standard 2: Youth Offending Service

Activity via CSCP

Panel members for SPRG/VAPG/QIG.
Provide regular data/commentary.

Impact/Outcomes

Disproportionality – We continue to see an over-representation of young black males within the YOS cohort and continue to evolve our response to systemic and institutional racism that influences the perseverance of such numbers. The YOS has devised a Disproportionality Action Plan which separates each section of their work and details how we all can proactively address oppressive practice and inequality. The Lead has presented this at the Youth Crime Board. Collaboratively working with the BME Forum and forming part of a wider strategic discussion with partners has enabled the YOS to be more informed and retain more focus on this matter. They have delivered a number of sessions for young male, inviting a number of inspirational black male professional guest speakers to speak to our young people on the topic of the Criminal Justice System and future aspirations. The group was positively referenced in an article written for the law society.

Reduction in the number of young people entering the Criminal Justice System for the first time (*4 years in a row*)

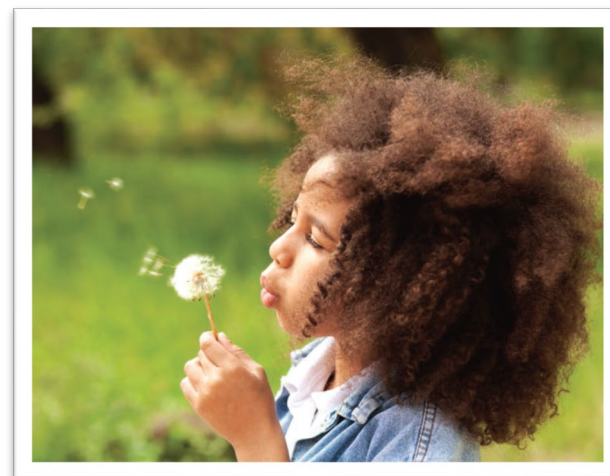
Improved Education and Speech and Language Offer – Each young person in contact with YOS is screened by a SALT Worker.

Standard 3: Involvement of children and families

IROs started writing letters to children rather than write detailed CLA review minutes. These are given to the child or young person and the letter outlines the reason they are looked after, who was at the meeting, what was discussed and what the outcomes were. The carer holds the letter for the child if they are too young to read it so it is part of their life story work. Training on how to word and structure these was provided and audits have identified some lovely examples of these.

A pupil was almost excluded from secondary school in Y9. The Virtual School Team intervened and supported a transition to another secondary school. She has become Head girl in Y11- is on track for 9 7s or above at GCSE, as well as achieving a place for A levels at Westminster college. – *“I’m proud of my versatility, strength and potential, the Virtual School saw my potential.”*

We used the feedback from the BME Forum focus groups in the main CSCP Meeting to bring their feedback directly to the members (see next slide)





Standard 3 : Listening to children and Young People

The focus of the CSCP Meeting July 2020 was on responding to diversity and understanding the needs of BME children and young people:

It was important to recognise the profound impact that Covid 19 had upon the work of all agencies. In addition, the tragic death of George Floyd and the Black Lives Matter movement highlighted ongoing discrimination and injustices here in Croydon and in wider society which need to be tackled proactively.

The first part of the meeting sought to give an opportunity to reflect on what had happened and the second to provide a forum for ideas, thoughts, and actions to address concerns and plan steps to tackle the shortcomings of current circumstances.

There was important contribution from the BME forum, who had held a number of forums with children, enabling them to give voice to their concerns during those difficult and uncertain times. They were worried about their education, about youth violence, about the increased likelihood of County Lines due to lack of money and opportunity, about unemployment, and in particular youth unemployment.

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BME Focus Groups; what did the children say?

We don't want to be treated special, we want to be treated equally. For example, if our names are different from yours.

We want to be able to have the opportunity to get that job, to have that job interview.

We want to walk down the road without getting stopped by the Police.

We would like to be able to wear our own clothes without being judged in clothes shops.

We would like to be taught more Black History, not just in October but over the whole year, not just sports and music.

We would like the same work experience opportunities that white students are being offered.

We are angry and frustrated.

Standard 4 : Quality Assurance

The QIG is the “engine room” a business plan ensures the priorities are set early and traction is evidenced via rag rating the actions.

Examples of work likely to impact on outcomes for children include:

Ethnicity: The QIG requested data to reference ethnicity, many partners found this difficult and pledged to review their methods for recording data. YOS in particular made significant effort and now have a Disproportionality Action Plan.



NRM: referring and recording victims was poor. Working with the police, Barnardo’s ICTGs and the Modern Slavery network, numbers improved and child victims of Exploitation have received additional support.

Standards 5 & 6 : Learning and Training: Safeguarding E-Learning 20-21

Within the CSCP safeguarding L&D programme e-learning provides important opportunity for introductory knowledge and awareness raising.



8560 successful course completions



Just over 100% increase in completion rates compared to last year



Two new courses – Safeguarding Children with Disabilities and Unconscious Bias, achieved good completion rates

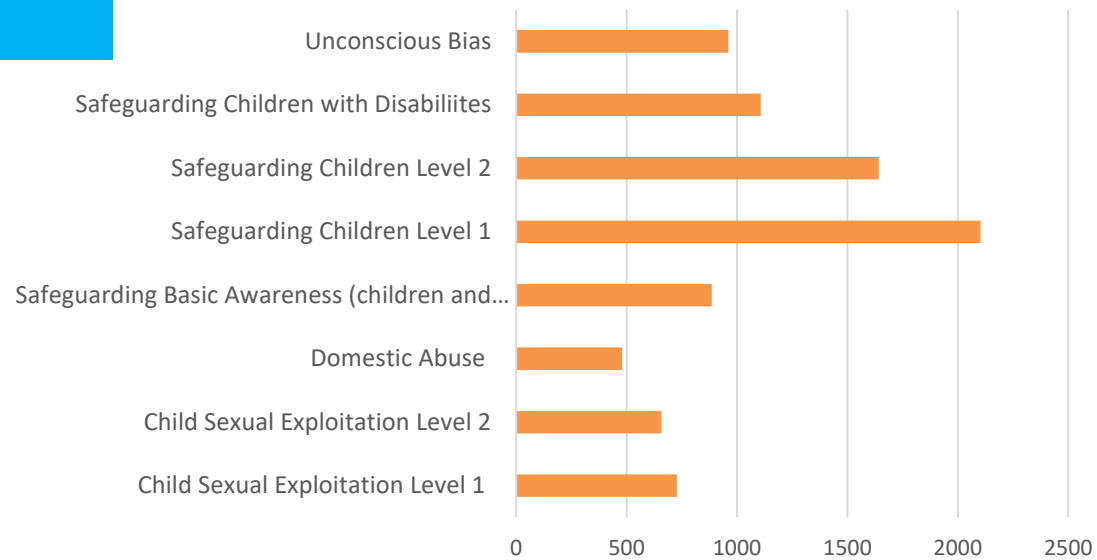


High engagement from education sector

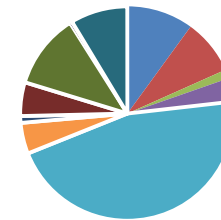


Positive feedback for the courses

E-Learning courses completed 20-21

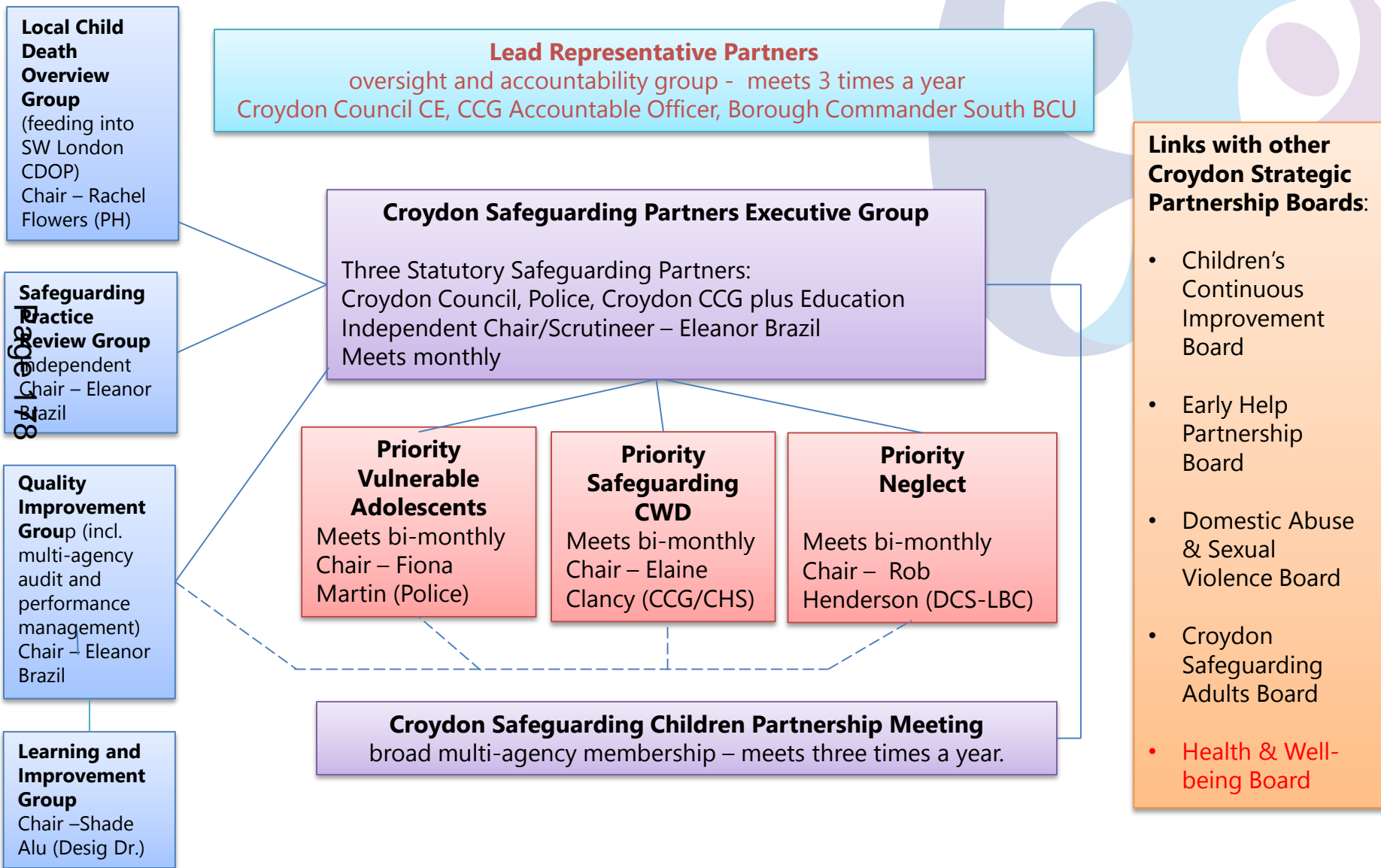


All course completion by sector 20-21





CSCP Arrangements 2020-21





CSCP Budget & Expenditure 2020/21

| CSCP Income | £ |
|-----------------------------------|----------------|
| South London & Maudsley NHS Trust | 13,540 |
| Met Police | 5,000 |
| Croydon CCG | 33,850 |
| Croydon Health Service | 33,850 |
| National Probation Service | 2,000 |
| Partnership Income | 88,240 |
| LB Croydon | 238,013 |
| Sub-total | 326,253 |
| Reserves | 37,900 |
| Total Income | 288,353 |

| CSCP Spend | £ |
|--------------------------------|----------------|
| Staffing & related costs | 229,666 |
| Serious Case Reviews | 33,135 |
| CSCP Training provided | 10,304 |
| Services recharge | 9,025 |
| Premises, equipment & catering | 465 |
| Miscellaneous | 1,500 |
| Mailroom, stationery, supplies | 255 |
| Website | 1,000 |
| Translation | 3,003 |
| Total Spend | 288,353 |



Glossary

| | |
|----------------|--|
| BAME | Black, Asian Minority Ethnic |
| BCU | Basic Command Unit |
| BHM | Black History Month |
| BLM | Black Lives Matter |
| CALAT | Croydon Ault Learning & Training |
| CAMHS | Child & Adolescent Mental Health Service |
| CAP | Complex Adolescent Panel |
| CCE | Child Criminal Exploitation |
| CCG | Clinical Commissioning Group |
| CDOP | Child Death Overview Panel |
| CDR | Child Death Review |
| CHat | Child Health at home |
| CHIST | Croydon Health Integrated Safeguarding Team |
| CHS | Croydon Health Service |
| CIN | Child in Need |
| CLA | Children Looked After |
| CLIP | Croydon Local Intelligence Programme |
| CP | Child Protection |
| CPFC | Crystal Palace Football Club |
| CQC | Care Quality Commission |
| CSC | Children's Social Care |
| CSE | Child Sexual Exploitation |
| CWD | Children with Disabilities |
| CYP | Children & young people |
| DA/DASV | Domestic Abuse/ Domestic Abuse & Sexual Violence |
| ETE | Education, Training & Employment |
| FGM | Female Genital Mutilation |

| | |
|------------------------|--|
| GCP2 | Grade Care Profile version 2 |
| HV | Health Visitor |
| ICPC | Initial Child Protection Conference |
| JSNA | Joint Strategic Needs Analysis |
| KPI | Key Performance Indicator |
| LADO | Local Authority Designated Officer |
| LCSPR | Local Child Safeguarding Practice Review |
| LeDeR | Learning Disabilities Mortality Review |
| M/A | Multiagency |
| MACE | Multiagency Child Exploitation Panel |
| MH | Mental Health |
| PH/PHN | Public Health/Public Health Nursing |
| PVI | Private, Voluntary and Independent |
| QA | Quality Assurance |
| RHI | Return Home Interviews |
| RISE | Refuge, Information, Support and Education Charity |
| S & L/ SALT | Speech & Language/ Speech & Language Therapy |
| SCR | Serious Case Review |
| SEND | Special Educational Needs & Disabilities |
| SLAM | South London & Maudsley NHS Trust |
| SPOC | Single Point of Contact |
| SYV | Serious Youth Violence |
| TAS | Team Around the School |
| VAR | Vulnerable Adolescent Review |
| VOC | Voice of the Child |
| WT | Working Together 2018 |
| YAG | Youth Advisory Group |
| YOS | Youth Offending Service |



The CSCP Annual Report 2020/21 has been produced by the CSCP Team from the contributions of CSCP partners.

It has been approved by the CSCP Executive, the Croydon Council Children & Young People Scrutiny Committee.

(to be added once approved)

The report is published on the CSCP website at <https://croydonlcsb.org.uk/>

If you require any further information about any of the content please contact the CSCP team at cscp@croydon.gov.uk

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