

**COMPOSITE MINUTES OF THE 2017 SPRING TERM AREA MEETINGS
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

South **Wednesday 22 February 2017**
North East **Thursday 23 February 2017**
West **Wednesday 1 March 2017**
Mid **Thursday 2 March 2017**

Action

1. WELCOME, THANK YOU AND NOTICES

- a)** Clare Kershaw, Director for Commissioning Education and Lifelong Learning, the Area Commissioners and the Area Chairs, welcomed those present to the meetings, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

South

Terri Chudleigh	Briscoe Primary School (Head of School)
Sue Clarke	Barling Magna Primary Academy
Nicola Coggin	Briscoe Primary School (Head of School)
Andrea Farrant	Blackmore Primary

North East

Abbie Fairbairn	St Andrew's CE Primary, Weeley (Acting Head)
Marie Kelly	St Joseph's Catholic Primary, Harwich (Acting Head)
Jakki Sibley	Fordham All Saints CE Primary (now substantive Head)
Ruth Smith	Two Village CE Primary (Acting)
Clare Woodward	Queen Boudica Primary

West

Erica Barnett	Waltham Holy Cross Primary
Patricia Bryson	St John Fisher Catholic Primary, Loughton
Ann Grisley	Limes Farm Infant and Nursery (Acting Head)
Natalie Marris	Buckhurst Hill Primary (Acting Head)
Fiona Reid	Matching Green CE Primary
Michelle Hughes	Thaxted Primary
Vanessa Thomas	Dr Walkers Primary (Interim)

Mid

Lisa Finch	Westlands Primary (Interim Head)
Mary Gurr	Hatfield Peverel Infant School
Janet Hoy	Trinity St Mary's, South Woodham Ferrers

- b) Thank you and farewell** to those headteachers who are retiring or leaving their current post at the end of term:

South

Brenda Dalley	Hadleigh Infants
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West

Lesley Lewis	Theydon Bois Primary
Anne Marie McCann	St Luke's and St Alban's Catholic Primary Schools

Mid

Christina Gooday	Trinity St Mary's CE Primary, South Woodham Ferrers
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Clare also congratulated the primary headteachers who had won awards in the recent Essex Teaching Awards:

Sue Bardetti, who won primary headteacher of the year and Anne Marie McCann and Claire Mills who were both highly commended.

2. LOOKING FORWARD

a) Looking back to 2016/17

Clare Kershaw referred to the Statistical First Data release document, which collates and analyses the Key Stage 2 pupil outcomes from June 2016.

2016 KS2 Performance							
Subject	Measure	Essex	England	Rank (152 LAs)	Quartile	From top quartile	
						Actual	Pupils
RWM	% expected standard or higher	56	53	50	2nd	2	304
	% higher standard	7	5	26	2nd	1	152
Reading	% expected standard or higher	67	66	64	2nd	4	609
	% higher standard	19	19	65	3rd	4	609
	Average Scaled Score*	103	103	32	2nd	1	
	Average Progress Score	-0.1	0.0	88	3rd	0.8	
Writing	% expected standard or higher	76	74	58	2nd	3	456
	% higher standard	18	15	31	2nd	1	152
	Average Progress Score*	0.5	0.0	59	2nd	0.5	
Maths	% expected standard or higher	71	70	65	2nd	4	609
	% higher standard	17	17	57	2nd	3	456
	Average Scaled Score*	103	103	50	3rd	2	
	Average Progress Score	0.1	0.0	76	3rd	1	
GPS	% expected standard or higher	74	74	62	2nd	4	609
	% higher standard	23	23	61	2nd	3	457
	Average Scaled Score*	104	104	53	3rd	2	

* this measure has not been tested for statistical significance. Rankings and quartiles calculations are limited by data only being available to the nearest whole number (multiple LAs with same published score).

2016 KS2 Performance : % pupils achieving at least the expected standard										
Pupil Group	RWM		Reading		Writing		Maths		GPS	
	Essex	England	Essex	England	Essex	England	Essex	England	Essex	England
Boys	52	50	63	62	70	68	72	70	69	68
	60	57	71	70	83	81	71	70	79	78
Disadvantaged	38	39	52	53	63	64	57	58	52	53
	62	61	72	73	81	79	76	76	72	73
Non EAL	56	54	67	68	76	74	71	69	67	68
	60	52	67	61	82	75	77	74	67	61
No SEN	64	62	75	74	85	84	79	78	75	74
	13	16	28	32	31	32	33	36	28	32
	9	7	16	14	18	13	18	15	16	14
White	55	54	67	67	76	74	71	69	67	67
	59	56	69	69	78	76	74	71	69	69
	71	56	76	64	86	78	83	75	76	64
	57	51	66	63	82	76	73	69	66	63
	76	72	78	76	91	85	94	92	78	76

She noted that pupil outcomes were generally positive in comparison with national data, but there were still some key areas of concern, in particular the gap between disadvantaged and non-disadvantaged

At Key Stage 2 the outcomes are

Disadvantaged 38% achieved expected standards (39% national)
 Non-disadvantaged 62% achieved expected standards (61% national)

The gap gets even wider at Key Stage 4 on the Progress 8 measure.

In addition, the gap between children with SEN Support and those without, is significant.

At Key Stage 2 the outcomes are

SEN Support 13% achieved expected standards (16% national)
 Non-SEN 64% achieved expected standards (62% national)

At the West meeting, one headteacher noted that the data tells one picture, but he asked the LA to drill down and interrogate where schools are doing well in relation to disadvantaged and SEN pupils, and to ensure that these strategies are shared effectively.

b) Ofsted outcomes

92% of primary schools in Essex are now judged by Ofsted to be good or outstanding, compared with just 64% in 2008.

So far this academic year there have been 79 inspections and 76% of those resulted in a good or outstanding judgement.

	Grade 1	Grade 2	Grade 3	Grade 4
Grade 1			1	
Grade 2	3	25	6	1
Grade 3	1	26	5	3
Grade 4		1		
No grade		4	3	

New Good Schools	31
New Outstanding schools	4
Schools dropped from good	8

c) The financial year 2017/18 and the budget

The Schools Forum discussed and agreed proposals for the 2017/18 schools' budgets (meeting on 18 January 2017), including de-delegation from the DSG. The final allocation of funding in the schools block will be £817.9 million and the Forum agreed that £1.6 million should be moved to the High Needs block, partly to support top up funding.

The Schools Block has increased by £16.3 million of which £13.2 million is due to an increase in pupils numbers, which have increased by 3049 pupils from 185,486 to 188,535 pupils. Primary has increased by 2,460 pupils and secondary by 589 pupils.

An additional £3.1 million increase in the schools block is due to the transfer of the retained element of the former Education Service Grant at £15 per pupil. The DfE expects Schools Forums to allow LAs to retain the funding and this was agreed by the Schools Forum.

There is still a considerable over-spend position in Early Years. There has been an uplift in funding this year due to the introduction of the Early Years National Funding Formula which significantly increases funding for Essex by £18 million. The hourly rate for 3 and 4 year olds is £4.47 – an increase of 58p from the 2016/17 baseline. The LA is working with Schools Forum to mitigate the previous overspend in the EY block and is focusing on reducing the LA Early Years' expenditure.

With the number of exemptions now applicable to Key Stage 1 class sizes, the limit of 30 pupils is often exceeded. The LA had proposed to remove the KS1 class size contingency fund altogether, but it was agreed by the Schools Forum (primary representatives) that a fund of £600,000 should be retained for the coming financial year to support affected schools.

In addition to the £3.1m retained by the LA, the LA requested a further retention of £2.3 million to meet its statutory requirements in relation to school improvement and, in particular, to support maintained schools. This works out to £6.55 per pupil. This de-delegation was approved by the Schools Forum.

The Primary AWPU will be £2721.35, an increase of £14.54 per pupil.

	2016/17	2017/18	Change
Primary	2,706.81	2,721.35	14.54
KS3	3,868.00	3,893.00	25.00
KS4	4,711.17	4,741.62	30.45

Number of school affected by Minimum Funding Guarantee

	Primary	Secondary
2016/17	116	23
2017/18	89	9
Difference	(27)	(14)

Growth fund

	2016/17 £m	2017/18 £m	Increase / (Decrease) £m
Planned growth	2.3	3.7	1.4
Short Term Viability	0.5	0.1	(0.4)
Bulge Classes	0.1	0.2	0.1
DfE Summer Term Reimbursement	(0.3)	0	0.3
Furniture & Equipment	1.0	1.5	0.5
Key Stage 1 Class Size	1.1	0.5	(0.6)
Total Growth Fund	4.7	6.0	1.3

Under the National Funding Formula there will not be an opportunity to de-delegate or move funding between blocks (with the exception of being able to move funds between the schools and high needs blocks in 2018/19).

Headteachers made the point that the small increase in funding in the primary AWPU, whilst welcome, is far outweighed by the increasing costs to schools, including the cost of school improvement services. Clare acknowledged this, but noted that the LA and Schools Forum has attempted to set the fairest budget possible given the constraints of schools funding and the reduction of the Education Services Grant.

The National Funding Formula will result in a redistribution of funding nationally, not an increase. In Essex the majority of secondary schools will be net losers, partly due to the proposed re-distribution of the primary-secondary formula.

The NFF is weighted to the disadvantaged, so those schools that have a low percentage of disadvantaged pupils will lost out. In addition, the NFF proposes that the Lump Sum should be reduced.

Headteachers were reminded that the National Funding Formula consultation closes on 22 March, and there will be an extraordinary Schools Forum meeting on 10 March to agree a response.

d) Apprenticeship Levy

The new levy will come into effect on Thursday 6 April 2017. It affects all employers with a wage bill of more that £3m per year. The levy is paid at 0.5% of the entire wage bill and is placed into digital account for each employer. The government will contribute a £15,000 'levy allowance' for each employer.

All community and voluntary controlled schools will fall under the wage bill of Essex County Council. All foundation, voluntary aided academies and free schools are treated

as individual employers. The levy will be collected at source as part of PAYE and we are looking to set up a separate account for schools. The levy can be used to contribute to the cost of any apprentices training or assessment, it cannot though be used to offset any wage bills or associated employment costs.

Many schools in Essex have had positive experiences about employing apprentices in their offices and as part of the catering and IT teams. We are still a bit unclear as to how the training of apprentices will change but any more information will be shared as it is released. There is a useful summary from the NAHT which can be found on the EPHA website.

e) **Governor Services subscription**

As everyone is aware, the Education Support Grant will be significantly reduced by the close of this financial year and central funding will no longer be available to support the provision of support to governing boards, chairs and individual governors. The impact of this is that for 2017/18 the Governance Support Service will now be accessible through an additional fee of **£250 per annum** linked to the Governor Training package. Governing boards **not subscribing to Governing Training** can subscribe to Governance Support for **£275 per annum**. The support package will offer

- Telephone and email helpline
- Welcome pack for new governors
- Support for new chairs
- Model policies and good practice toolkits etc.
- Support with governor recruitment
- On-line resources
- Further support on a traded basis

To be commissioned by Standards and Excellence

- Governor peer review – evaluation of pilot and roll out across SLIS partnerships
- Termly governor electronic newsletter (replacing LA governor mailing, e-bulletin, Gateways & termly chairs newsletter)
- Termly clerks' briefings – non-agency clerks
- Maintaining a central database of governors

To be reviewed:

- Director's briefings/governor conferences
- Reviews of Governance (traded)
- Recruitment of LA governors

f) **Role of the Local Authority**

Clare noted that new legislation is expected in April, with an announcement in the Queens Speech. A new White Paper is expected, likely to retain some of the former White Paper and much of the Green Paper. In addition the Government has carried out a review of the role of Local Authorities. It is anticipated that LAs will retain the following responsibilities:

- School Place Planning
- Home to School Transport and Admissions
- Vulnerable Children
- SEND
- Safeguarding

- Attendance and CME
- Maintained Schools
- Facilitating a School-led Improvement System

g) Restructure of the Standards and Excellence Service

Principles

- A single team –cross phase
- Increased capacity for School-led Clusters
- Individual support for schools RAGed red and amber
- Prioritise outcomes for vulnerable children
- Safeguarding support retained
- 20% traded
- LA initiated MAT

From September, it has been confirmed that Essex LA has received an allocation from the (new) School Improvement Fund of £666,000. With the retained funding of £3.1 million and the additional de-delegated funding of £2.3 million (see above) the LA will be able to maintain a commissioner team (albeit reduced in size) for the next two years. 20% of commissioner time will be offered as a traded service at a competitive rate of £450 a day. Schools will not be limited to using their own SEC and may buy in the services of other commissioners, either to support an individual school or as a group of schools.

Currently schools have a linked SEC and a guaranteed visit(s) depending on their RAG rating, and in additional school clusters or partnerships have a notional number of commissioner days, 3 days of time which can be used flexibly. From September, the majority of SEC support will be through clusters, and whilst there will be some activities that the SECs will cover as a non-negotiable, the focus for the majority of SEC support time will be decided with the partnership.

However, if a school is RAG rated yellow, amber or red, they will continue to have additional individual support from a SEC, and around 40 primaries that are not identified as being part of a formal collaboration or other partnership will be given individual time, so that no school is unknown to the LA. It was confirmed that Basildon and Harlow schools will be included as part of this support strategy.

Clare noted that any possible staff changes are yet to be notified as HR processes need to be followed over the next few months.

h) Banding descriptors and top-up funding rates

- Banding descriptors support a fair and equitable distribution of resources for statutory plans for SEN
- To allocate element 3 top up pupil led funding to each Education Health and Care plans (EHCP)

A consultative group was established to consider the banding descriptors and funding levels, followed by a pilot and consultation with some schools and SENCos.

As a result, a matrix has been developed and new bands from 1 -10 will be introduced.

- Schools have been consulted and all feedback obtained as part of the pilot phase and consultation phase has been considered and has informed updates

to the matrix

- Local Authority panels will look at the descriptors of need as part of an EHC needs assessment and the matrix will indicate the suggested band required to meet the child's needs
- There are 10 Bands each representing a financial value

Band 0	£0
Band 1	£1,800
Band 2	£2,700
Band 3	£4,800
Band 4	£7,500
Band 5	£10,000
Band 6	£15,000
Band 7	£20,000
Band 8	£25,000
Band 9	£30,000
Band 10	£40,000

The new system will be introduced from September, although new assessments will use the descriptors from now on.

At each of the area meetings there were discussions about the far higher number of children in mainstream schools, many who have complex additional needs at a younger and younger age, who should really be in special schools or alternative provision. There are insufficient places for these children and schools are coping with extremely complex needs, with a resulting impact on the individual children and their families, as well as staff and the other pupils. Clare noted that the outcomes for pupils who have full time one to one support are not good, and so the SEND and EP services do not recommend this as an educational strategy. However, headteachers noted the following points in relation to one to one support:

- It is not possible to employ a member of support staff on an occasional basis and so LSAs are taken on to work with individual children;
- Whilst the impact of 1:1 support may not result in the best outcomes for these children, the SEND and EP services fail to take into account the educational impact on the other pupils in the class. As far as headteachers are aware, no research has been done into how much effect there is on other children, who are learning in a classroom with some highly disruptive children with extremely complex needs.
- In many areas there is a lack of specialist teachers available to support these children and the schools.

i) ECC central payments

Headteachers in the Mid Area complained that there are enormous problems around reconciliation from the central payment system. Clare **AGREED** to look into this further.

j) Priorities for Essex in 2016/17

Raise the achievement of all disadvantaged children and young people and those in receipt of the Pupil Premium thus reducing the gap between Essex and National performance – *emphasis on the use of the Essex Toolkit and accountability for impact on improved outcomes*. There is still a 24% gap between disadvantaged children and their peers in Essex.

Ensure that every school in Essex will be judged to be at least good *and more schools are judged outstanding*

Deliver a school led improvement system – *strongly encourage schools not yet in a formal partnership to join one, support partnerships with additional resources to support their development to a mature partnership*

Transforming SEND Services in Essex

Teacher Recruitment and Retention

3. PRIMARY IMPROVEMENT

a) Ofsted complaints

The Lead Commissioners fed back about the increasing number of parental complaints that the LA receive from Ofsted, which have to be investigated by the Commissioners (or Jo Barclay, if related to safeguarding). Once the LA is notified of a complaint, they must investigate within a strict timeframe and then respond to Ofsted. Unfortunately, Ofsted does not then respond to either the LA or, indeed, the parent – they have been challenged about this and acknowledge that this is a flaw in their system!

On occasion, a parent may repeat a complaint to Ofsted and that then has to be investigated all over again. This is really frustrating and a waste of time for all concerned. Lisa noted that parents are also making complaints through the ECC “have your say” facility on the website – in some cases, this is the same complaint that they are making to Ofsted.

It was confirmed that these complaints must be investigated, but it is unusual for them to result in a no-notice or an early inspection – it was agreed that headteachers should be reassured about this as this causes a great deal of anxiety.

At the West meeting, Prue Rayner (Senior HMI) confirmed that when complaints are received by Ofsted, in the majority of cases the complainant is instructed to follow the school’s complaints procedure. However, if the complaint is a “qualifying complaint” then Ofsted either carries out a waiver inspection, or undertakes a Section 11a investigation as above. The information received is collated and a decision is made about the next steps. The HMI conducting the investigation will make a recommendation to the Regional Director, either:

- immediate inspection,
- bringing forward an inspection in the cycle, or
- the complaint is retained on file but discussed in the next inspection.

The commissioners have agreed to generate a visit report at the close of a complaint, so that the school has a record that this has happened and of the outcome.

There has been an increase in the number of schools requesting safeguarding audits – Maz Norman leads on this – and it was agreed that this remains a useful course of action for schools.

b) Safeguarding issues in Ofsted inspections

Since September, 6 inspections have brought up safeguarding issues – in two cases the schools were graded inadequate, the remaining four were downgraded (but given time to correct the safeguarding problem). The following issues have been raised:

- SCR non-compliant
- Staff training is out of date – all staff (e.g. site manager, MDAs) – and/or not recorded properly
- Referrals not made properly/followed up/poor record keeping
- CP Policy out of date and/or policies not on the website
- Vetting arrangements and risk assessments not completed properly
- Governors unaware of their statutory duties

c) Moderation

2016

KS1	# of schools	Reading % at least expected	Writing % at least expected	Maths % at least expected
Moderated	104	75	65	72
Non Moderated	300	78	69	76
Essex		77	68	74
National		74	65	73

KS2	# of schools	Writing % at least expected
Moderated	107	74
Non Moderated	290	77
Essex		76
National		74

104 schools were moderated at Key Stage 1 so depending on the size of the well over 400 children would have been moderated for each subject. The percentage of teacher assessment levels that were amended as a result of discussion between the moderator and teacher were 9% reading, 20% writing and 12% maths. More changes (5%) were made to judgements in writing in 2016 when compared to 2015 and 2% more changes in maths. However some of the changes in writing were where schools needed to just gather evidence for one part of the statement; for example using sentences in different forms in their writing (statements, questions, exclamations and commands). Some of these children would have then been judged at the original standard by the time the

data was submitted to the LA.

KS2 107 schools were moderated, about 600 pupils. 11% of judgements were changed. 4.9% (30 pupils) were moved up a standard and 6.4% (39 pupils) were moved down a standard.

2017

The Lead Commissioners for each area reported that the Secretary of State has confirmed that there will be no significant changes to testing or assessment before the 2018/19 academic year. A consultation on primary assessment and the implications for accountability has been announced which will cover issues including the best starting point to measure the progress that children make in primary school and the role and operation of teacher assessment.

The planned statutory mathematics and English reading resits for children starting Year 7 will not be introduced and although there is an intention to introduce a multiplication tables check this will not be before September 2018 at the earliest.

The Early Years Foundation Stage profile was due to become non-statutory from September 2016. However, this will now remain in place for this year and for the 2017 to 2018 academic year.

The Key Stage 1 and 2 interim teacher assessment frameworks and pre-key stage standards introduced in 2016 are to be used again in 2017. There is a single amendment to frameworks which makes the guidance for assessing pupils with physical disabilities or sensory impairment clearer. The Key Stage 1 English grammar, punctuation and spelling test will remain optional for 2017 and materials will only be available as downloads from NCA tools. New attendance register codes have been introduced at Key Stage 2 to replace the T code.

The Standards and Testing Agency (STA) have carried out a review of the 2016 external moderation process and used this feedback to improve the approach for this year. They have published the Key Stage 1 and Key Stage 2 teacher assessment external moderation guidance to support schools and local authorities in statutory moderation in 2017. Schools and LAs must comply with this guidance to ensure that the external moderation process results in valid and accurate teacher assessment judgements. To further support this process all LA moderators must pass a standardisation test set by STA before moderating in schools this year.

It was noted that the LA cannot ask schools to provide their data in advance of the moderation window, although schools may share their data in advance of a moderation meeting if they wish to. The LA will notify the 25% of schools that are to be moderated in the week commencing 22nd May. In the majority of cases just one moderator will conduct the visit, but schools will be told if more than moderator is attending.

The moderation period is 5th – 29th June, but the 27th and 28th will be retained for appeals and re-moderation.

Schools don't have to produce evidence for the preceding standard as it is now assumed that they will have evidence for these. At the time of the moderation visit, there may be pupils who haven't met a small number of the 'pupil can' statements. If

the school and the moderator agree that these pupils will be able to consistently demonstrate the relevant knowledge or skills after the external moderation visit, but before the deadline for data submission on 29 June the LA can agree to accept additional evidence for the pupils in order to validate the proposed standard.

- If the school TA judgements were accepted in full by the LA moderator, any pupils that the school and the LA external moderators agree demonstrate the potential to meet the next standard (before the data submission deadline) can have evidence internally moderated by the school without the need for a LA review of evidence.
- If the school TA judgements were not fully accepted by the LA moderator, any pupils that the school and the LA moderators agree demonstrate the potential to meet the next standard (before the data submission deadline) must have evidence reviewed by the LA before final submission of the TA data.

There is no particular strategy this year to include schools where a teacher is new to a key stage, but schools with NQTs, schools that haven't been moderated before, or schools which are cause for concern may be within the 25% group. Schools are able to buy in moderation as in previous years.

Teachers who have been trained previously as moderators will be invited to re-train and take the online test, to become Senior Moderators. In addition, clusters will be invited to put forward at least two teacher to become moderators. They will be trained at no charge (training dates are 17th and 24th March), including completing the standardisation test, but will then be asked to offer three days moderating other schools during the June moderation window.

Support from the LA

- Assessment and reporting arrangements 2017
- 2017 teacher assessment external moderation guidance
- Essex Infolink
- Education Essex
- School assessment leader updates
- EES for schools
- STA media and training website
- STA weekly update

Raising achievement for disadvantaged pupils conference

- Wednesday 26th April – morning only
- Great Leighs
- Theme: LEARNING TO Learn for Disadvantaged pupils.
- Key Note speaker: Jonathan Sharples

4. SUPPORTING YOUNG CARERS IN ESSEX

Tim Frances, Youth Work Commissioner

Context and government policy

- The Government commitment to young carers was reaffirmed in October 2014 -
- *“Children and young people will be protected from inappropriate caring and have the support they need to learn, develop and thrive and to enjoy positive childhoods”.*

The Children and Families Act 2014 defines a young carer as

“..a person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or as voluntary work)”

- The Children and Families Act 2014, in conjunction with the Care Act 2014, seeks to make sure young carers get the support they need. Under this Act, **local authorities are expected to take reasonable steps to identify young carers so they can be offered a Statutory Needs Assessment leading to appropriate support.**

Anne Longfield, the Children’s Commissioner produced a report in December 2016, “Young Carers, the support provided to young carers in England.”

It is estimated that there are in excess of **10,000** young carers in Essex who provide care to someone every day, with almost **6,000** providing more than one hour of care a day.

Many young carers suffer consequences that can be serious and long lasting.

- 1 in 20 misses school because of their caring responsibilities.
- Significantly lower educational attainment at GCSE level, equivalent to nine grades lower overall than their peers e.g. the difference between nine B’s and nine C’s.
- 1.5 times more likely than their peers to be from BAME and 2x as likely to not speak English as their first language.
- 1.5 times more likely than their peers to have SEN or a disability.
- Average annual income for families with a young carer is £5000 less than families who do not have a young carer.
- Essex 2015, young adult carers had a NEET rate of 30% - 6x av
- Many come from hidden and marginalised groups, including children caring for family members with mental illness or a substance dependency.

Young Carers and Young Adult Carers tell us that..

- Many were bullied at school for their caring role
- More than 1 day per month was lost at school through lateness or absence due to caring.
- 50% find college or university difficult due to their caring role
- Nearly 90% of young adult carers felt they had not received good career advice at school
- Over 50% reported a mental health problem – twice the national average.
- SHEU 2016 – “Young carers, pupils receiving free school meals and pupils with special needs in mainstream schools are generally less positive about their lives compared to their peers.”

Key areas of improvement identified

- Improved identification of young carers/young adult carers
- Increase access to statutory assessment of young carers needs
- Improved understanding and support in Schools/FE/HE and Employers
- Provide personalised and appropriate support when needed
- Provide support to ‘cared for’ to reduce inappropriate caring and caring burden where necessary.
- Raise awareness and understanding of young carers
- Improve access to information for young carers and their families

Essex Action Plan

- Increase access to independent assessment
- **Introduce 'Healthy Schools Award' young carers support Benchmarks**
- **Support schools to achieve the National Young Carers in Schools Award**
- Engage with FE/HE & Employers to better support Young Carers
- Provide a network of 'local' 1:1 Key Workers for young carers to access when needed.
- Key Workers ensure emergency plans in place
- Develop a network of 'Street Nannies' to provide support with tasks in the home
- Improve access to Essex specific web based information + app development /Facebook groups
- Improve engagement of GPs & Health to identify and support young carers in their roles
- Engage school nurses and community health workers in providing complimentary support
- Improve 'whole family approach' to assessment and identification
- Improve engagement with BME communities
- Provide personal budgets to most in need
- Increased access to Specialist services – Mental health
- Provide meaningful 'respite' opportunities
- Support continuation of existing local Groups

Young Carers in Schools (YCiS) is a free England-wide initiative making it as easy as possible for schools to support young carers and awarding good practice.



<https://youngcarersinschools.com>

A whole school approach, in which schools

- Have assigned members of staff
- Promote positive images and information
- Give staff the information they need to identify hidden carers
- Consult and listen to young carers
- Embed in existing systems for vulnerable pupil groups
- Support and signpost young carers

Identifying a young carer at school

- Often late or miss days for no apparent reason.
- Often/periodically tired or withdrawn.
- Have difficulty joining in extra curricular activities. Make excuses not to be involved.
- Isolated. This can be either because of the situation in the family or because they lack social skills when with their peers. In contrast, they may be confident with adults.
- A victim of bullying
- Under- achievement. Homework/coursework may be of poor quality, not submitted

on time or not handed in at all.

- Expressed anxiety or concern over ill/disabled relative.
- Behavioural problems...rudeness, lack of care, etc. as the young person takes out their pent-up frustration or stress at school.
- Physical problems such as back pain from lifting an adult.
- Over sensitivity to others who are upset, etc. Adopting carers role.
- Reluctance to talk about home/relatives.

Young carers referral for assessment – follow link for online referral

<http://youth.essex.gov.uk/schools/young-carers-assessment/>

Will be independently carried out by Targeted Youth Advisers (ECC)

The full presentation is available on the EPHA website

<http://essexprimaryheads.co.uk/meetings/termly-area/composite/>

5. DATES AND TIMES OF FUTURE MEETINGS

Area Heads Meetings

Summer term 2017

SOUTH	Wednesday 14 June	Holiday Inn, Basildon
N-EAST	Thursday 15 June	Weston Homes Community Stadium
WEST	Wednesday 21 June	Weston Homes Business Centre, Takeley
MID	Thursday 22 June	Chelmsford City Football Club

Autumn term 2018

N-EAST	Wednesday 8 November	Weston Homes Community Stadium
SOUTH	Thursday 9 November	Holiday Inn, Basildon
WEST	Wednesday 15 November	Weston Homes Business Centre, Takeley
MID	Thursday 16 November	Chelmsford City Football Club

Spring term 2018

SOUTH	Wednesday 21 February	Holiday Inn, Basildon
N-EAST	Thursday 22 February	Weston Homes Community Stadium
WEST	Wednesday 28 February	Weston Homes Business Centre, Takeley
MID	Thursday 1 March	Chelmsford City Football Club

Summer term 2018

SOUTH	Wednesday 13 June	Holiday Inn, Basildon
N-EAST	Thursday 14 June	Weston Homes Community Stadium
WEST	Wednesday 20 June	Weston Homes Business Centre, Takeley
MID	Thursday 21 June	Chelmsford City Football Club

EPHA Annual General Meeting

Thursday 12 October 2017

Chelmsford City Football Club

EPHA Conferences

Headteachers' Conference

Friday 17 March 2017

Stock Brook Country Club, Nr. Billericay

Deputy/Assistant Headteachers' Conference

Friday 6 October 2017

Weston Homes Community Stadium

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