

**MINUTES OF THE LA AND EPHA EXECUTIVE COMMITTEE MEETING
THURSDAY 12 OCTOBER 2017 starting at 1.00 pm**

In attendance	Representing	email address
Clare Kershaw CK	Director of Commissioning, Education and Lifelong Learning	clare.kershaw@essex.gov.uk
Alison Fiala	Primary Improvement Commissioner Mid	Alison.fiala@essex.gov.uk
Sukriti Sen	Director of Local Delivery	Sukriti.Sen@essex.gov.uk
Henrietta Barkham	Mid Essex Partnership Lead	Henrietta.Barkham@essex.gov.uk
Lehla Abbott	EPHA North East Vice-Chair	head@st-georges-inf.essex.sch.uk
Lois Ashforth	EPHA Dengie	Head@coldnorton.essex.sch.uk
Sue Bardetti	EPHA Tendring South	admin@hollandhaven.essex.sch.uk
Nicky Barrand	EPHA South Chair	htpa@cherrytree-pri.essex.sch.uk
Isobel Barron	EPHA West Chair	head@roseacres.essex.sch.uk
Amanda Buckland Garnett	EPHA South Woodham Ferrers	abg@collingwood.essex.sch.uk
John Clements	EPHA Uttlesford South	jhclem@hotmail.com
Lyn Corderoy	EPHA South Treasurer/Wickford	admin@grange.essex.sch.uk
Emma Dawson	EPHA Castle Point & Benfleet	Head@thundersley.essex.sch.uk
Sarah Donnelly	EPHA Halstead	sdonnelly@richarddeclare.essex.sch.uk
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Mary Jo Hall	EPHA West Treasurer	Head@stmsw.co.uk
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Kate Mills	EPHA Braintree	head@johnrayinfants.essex.sch.uk
Nicola Morgan-Soane	EPHA Mid Chair	head@trinityroad.essex.sch.uk
Hayley O'Dea	EPHA Rochford	head@greatwaking.essex.sch.uk
Donna Parker	EPHA Tendring North	head@st-marys-ardleigh.essex.sch.uk
Paula Pemberton	EPHA Colchester East	paula.pemberton@hazelmere-jun.essex.sch.uk
Harriet Phelps-Knights	EPHA Chair	Head@janetduke.essex.sch.uk
Amanda Reid	EPHA Chelmsford North	admin@perryfields-inf.essex.sch.uk
James Rogers	Sub for Shelagh Harvey, Brentwood	headteacher@ingravejohnstone.essex.sch.uk
Angela Russell	EPHA Basildon West	angelarussell@st-anneline-inf.essex.sch.uk
Karen Tucker	EPHA Canvey Island	head@canvey-jun.essex.sch.uk
Jonathan Tye	EPHA Harlow	head@churchgate.essex.sch.uk

1. APOLOGIES FOR ABSENCE

Apologies were received from:

Dawn Baker	EPHA Chelmsford West
Anna Conley	EPHA Witham
Dawn Dack	EPHA Maldon
Shelagh Harvey	EPHA Brentwood
Julie Lorkins	EPHA West Vice-Chair
Lorna Pigram	EPHA Rayleigh

Action

Clare Kershaw welcomed headteachers and LA Officers to the meeting.

2. MATTERS ARISING FROM THE EPHA EXECUTIVE MEETING

a) Published Admission Number (PAN)

Clare Kershaw was asked about the current admissions appeal process, with one headteacher arguing that the need to demonstrate prejudice was nearly always impossible for the school to achieve. He questioned why a school had a PAN at all, when it was so easy for the LA to override. He also argued that decisions made during the appeals process were not always consistent.

Clare noted that, in accordance with fair access protocols, pupils admitted mid-year do have to be accommodated by the Local Authority. If a school states that it is full, the parent has the right to appeal that decision and they also have the right to keep their child on the school's waiting list.

Clare **AGREED** to discuss this issue with Paul Turner, to seek legal clarification.

CK

b) Domestic Violence notifications

Headteachers stated their ongoing concern about the lack of notification of domestic violence incidents that have affected pupils. Clare noted that whilst there has been a vacancy in the JDATT team, the post has now been filled and schools should be getting notifications.

Headteachers argued that schools are still not apparently trusted with this information, and may be told that an incident has occurred (often some weeks earlier) but are given no information that could help them keep a child safe. Clare stated this is not a matter of lack of trust; schools are given notifications of high (and medium?) risk cases, but data protection laws must be taken into account. However, she accepted that the notification process is not working as effectively as it should and she would follow this up.

CK

c) Pay scale advice

It was noted that schools have received conflicting advice from EES HR for Schools, and the School Finance Team, around the new Schools Teachers' Pay and Conditions guidance. Clare **AGREED** to ensure that the teams agree the advice they are giving schools, particularly in relation to the mainscale pay ranges.

CK

d) Exclusions and training for governors

The EPHA Executive accepted the importance of governors receiving up to date training around the exclusions of pupils; one headteacher noted that she had attended training recently and was reminded that permanent exclusions had risen in Essex by 55%.

However, it was argued that schools need more funding and support to ensure that children don't get to the point where they have to be excluded. Clare confirmed that the current SEND strategy is focused on shifting support into schools.

One headteacher noted that schools sometimes have no option but to permanently exclude; one young child in her school had already been excluded from three pre-schools and she had no choice but to permanently exclude, because of the severe impact on other children, families and staff. However, schools don't simply want to move children on, not least because they know there are rarely good options for children who are permanently excluded; headteachers want to be given the resources and support to

enable pupils to stay in school. Clare agreed that schools do need additional support, and also need to be sufficiently skilled to cope with low level disruption and poor behaviour and how to prevent this escalating.

Another head stated that all schools are under pressure in many different and contradictory ways, not least from the data driven accountability system of Ofsted and the DfE, and the curriculum in schools is not meeting the needs of these children.

Clare recognised the accountability in schools and noted her concerns that the current system seems to only offer additional funding when EHCPs are in place.

It has since been clarified that that the SEND Code of Practice talks about 'timely provision of services'. It requires the LA to put provision in place as soon as they understand and agree what is required. This may become evident at the beginning, or at any point through the EHC needs assessment process. The LA no longer has to wait until a final plan is issued to make provision IF everyone is agreed on the provision required. Where a child's school placement is at risk the LA teams would always consider putting interim funding in place if asked.

e) Funding for pupils admitted mid-year

Clare noted that headteachers should contact Yannick Stupples-Whyley if they need to access top-up funding. She **AGREED** to ensure that the SEND and finance teams were clear about the top-up funding available, so that contradictory messages do not go out to schools.

One headteacher stressed that if a school has a bulge year and admits pupils with additional needs who have not been expected, this puts a real strain on the budget and staffing requirements.

f) Process around schools causing concern

Alison Fiala noted that the Excellence in Essex document is currently being updated and will be sent out to schools soon. She reminded the Executive that if the Local Authority is concerned about a school's data then the headteacher and governors are invited to a meeting in County Hall to discuss strategies and plans for improvement. The meeting will ideally end with an agreement to put in place an Improvement Board; it was stressed that quite often the area of concern is governance. In response to a question, Clare said that if a headteacher/governors do not agree to a course of action, the LA will take a view on the way forward. The process is intended to be constructive.

Headteachers questioned why the call-in meeting had to take place at County Hall, as this can be intimidating for attendees. Clare explained that this is part of the Local Authority's statutory responsibility in relation to schools causing concern and therefore needs to be a formal process. Alison confirmed that the headteacher will always be contacted by phone before sending the letter asking them to attend a call-in meeting, or the SEP will meet with the Chair and Headteacher before the formal meeting.

Headteachers suggested that the LA already has information about the school as a School Effectiveness Partner will have worked closely with them, and questioned the need for this meeting. This was agreed, but it was explained that the LA wants to hear the school and governors' own view of the performance and their strategies to improve, as part of the journey to improvement.

Alison noted that just 5 primary schools in Essex were below floor target this year.

3. EDUCATION TEAM RESTRUCTURE

Clare explained that the next stage of the education restructure is in part driven by a new ECC strategy and also the need for the Council to save further funding (there is still a £30m gap). Dave Hill and Clare have been leading the process, reviewing what works well as well as which LA services could work more effectively. The feedback from last year's reviews of the Statutory Assessment Service and the Specialist Teacher Team will feed into this restructure.

There will now be a restructure of the whole education team aimed at re-configuring services within quadrants, to work around schools. Clare shared a proposed structure chart.

Dave Hill remains as Executive Director Social Care and Education, with Clare as Director of Education.

Four Education teams – one per quadrant – will include the following services:

- Statutory Assessment Service
- Education Psychology
- Specialist Teacher Service
- School Improvement
- Early Years and Childcare
- School Attendance
- Alternative education

The quadrant structure enables services to be delivered in an integrated way nearer to schools, children and their families.

Alongside these quadrant teams will be a number of other teams:

Education Advice and Guidance – co-located with the Children and Families Operations hub. This will provide access to advice and guidance, and some intervention, for families and schools, via both digital and online channels. Clare emphasised the importance of schools seeking early help about concerns.

Specialist Education Services – county wide, to include:

- Alternative provision
- Virtual service
- Children Missing in education
- Youth services
- Safeguarding
- SEND IASS

Strategy, performance and Planning

Services will include:

- Sufficiency and sustainability (EY)
School place planning
- Quality performance
- Monitoring and review
- Data intelligence
- Workforce and business development
- School crossing patrols
- School meals (*service under review*)
- Child Employment and entertainment licensing
- Dance theatre

SEND Strategy

Services to include SEN Tribunal and legal, and dedicated resources to deliver the SEND provision and support.

Timeline of the restructure process

Phase 1 – following consultation early this term – recruitment to new leadership roles

Phase 2 – recruitment to teams

Phase 3 - implementation.

The restructure will involve a significant shift in the ways that teams currently work and it is accepted that the make-up of the quadrant teams will be critical. The size of the quadrant teams will vary according to the needs of the area, and it is accepted that there will need to be consistency of quality and provision in each of the teams. The main changes will be at leadership level and the restructure is not aimed to reduce staff, but to make the services more effective.

The Executive Director asked about the alignment to CCGs (Clinical Commissioning Groups) and STPs (Sustainability and Transformation Partnerships - the NHS and local councils have formed partnerships in 44 areas covering all of England, to improve health and care. Each area has developed proposals built around the needs of the whole population in the area, not just those of individual organisations). Clare noted that each quadrant team will be led by an Assistant Director and part of their remit will be to liaise with other partners and help hold them to account for their statutory responsibilities in relation to schools.

She noted that the LA has written to the accountable officers of the CCGs, reminding them of their statutory obligations. She also noted that Ofsted and CQC are undertaking inspections and they may question the effectiveness of partnership working.

4. SEND STRATEGY

Clare reminded the Executive that the number one priority for the Local Authority this year is to achieve greater inclusion and effective support for children with special educational needs. She noted that the recent meetings with primary-phase West and North East Headteachers and SENCOs were helpful, and that similar meetings are being organised in Mid and South. Plans are underway to establish a Headteacher Round Table with a particular focus on the challenges of SEND in mainstream schools, but also considering how Special School outreach should be developed and how PEPs (Personal Education Plans) can be improved.

Clare stressed that there was a duty to ensure that every school is equally inclusive and effective at supporting special education needs; at the moment some schools are “better” than others, and some schools are reluctant to admit children with SEND.

There needs to be a focus on earlier intervention, for example for pupils who are at risk of permanent exclusion. Currently enormous sums of money are spent on individual children who have been excluded, and this money should and could be better spent working with them to avoid exclusion. The LA wants to develop the GROW and Thrive models and to expand successful strategies such as Super-SENCOs and MITIE. It was noted that EWMHS is a key partner and should be involved in the development of a SEND strategy.

It was suggested that a SEND strategy should include Early Years, as many issues start

to be identified when a child is in pre-school. It was argued that a common language for SEND needs to be developed across all partners, including schools, early years, Local Authority Services, health and social care, so that there is a common understanding of special educational needs and a consistent approach to support and provision.

5. SOCIAL CARE

Sukriti Sen and Henrietta Barkham were welcomed to the meeting.

In advance of the meeting, the association had sent a number of questions to Helen Lincoln (Executive Director for Children and Families, who was unable to attend the meeting). Sukriti circulated a briefing paper with the following responses:

1. How do social care plan to ensure that their communication with schools is always effective:

Helen Lincoln, Director Children's Services, regularly contributes articles and information into the Essex Education Weekly bulletin. Where specific issues arise or changes to social care's operating models are planned, Helen Lincoln has and will continue to write directly to schools and ESCB partners.

At a strategic level, Headteacher representatives are members of the countywide ESCB and EPHA are represented at quadrant-based Children's Partnership Boards and Stay Safe Groups. Schools are also represented by the ECC Schools Safeguarding Adviser at each of the above and by MECES at MACE 2.

At a quadrant level, there is a Lead for Partnership Delivery who has responsibility for supporting all partners to work well together, facilitating cross-partner communication and forums to develop partner relationships and agree responses to changing and emerging local practice issues.

At a local level, the social work teams / services hold partnership forums either specifically with school colleagues or a mix of local partners including school colleagues. Many social work teams across Essex also have identified link practitioners for local schools.

Attendance and presentations to the Quadrant Safeguarding Forums run by Jo Barclay by social care practitioners and leaders.

Ongoing cross-service liaison between Children & Families practitioners and leaders with Jo Barclay, Cathryn Adams and Clare Kershaw.

At an individual case level, school colleagues are routinely included in triage of Requests for Support, C&F Assessments (via agency checks) and participation in Child In Need, Child Protection and Looked After Children meetings and reviews.

During 2016, as social care transitioned to a new electronic case recording system there were problems providing outcome responses to all professionals who had submitted Requests for Support from social care – this was resolved at the end of 2016.

Provision of outcomes to professionals where the Request for Support receives Early Help triage is patchy due to issues caused by the new system. A Task & Finish Group are working together to identify and implement a solution to resolve this.

2. How will Social Care help schools to support children who are extremely vulnerable and at risk, but who don't meet the thresholds for referral.

The ESCB Effective Support for Children and Families in Essex details how all professionals across the children's partnership in Essex are expected to engage with children and their families to support them and prevent difficulties escalating.

Social Care form a part of this partnership network having responsibility for supporting children and families with specialist statutory services where children are at risk of significant harm or at risk of their development being significantly impaired.

Where children are at risk of significant harm, social care involvement under S47 Children Act does not require the consent of the parents – although we seek to work alongside families wherever this is safe and possible to do so as we know this is usually the best way to improve the situation for the child.

Where children require support because there is a risk of their development being impaired but are not at risk of significant harm social care involvement is on a voluntary and consensual basis under S17 Children Act – there are occasions when social care would want to offer a service but this is declined by parents.

Where it is determined that there is no statutory role for social care, ESCB expects other involved professionals across the children's partnership to provide Early Help support from within their organisation. The Effective Support document sets out how schools and other involved practitioners can work together with the family using an Early Help Plan and Team Around the Family approach.

Essex Children & Families Service (not just social care) also provide the following to all ESCB partners to support their Early Help work with children and families:

- Children & Families Hub Consultation Phone Line*
- Online Directory of Support Services in Essex – available through ESCB website link*
- Commissioned Early Help services i.e. Family Innovation Fund, Safer Places*
- Family Solutions involvement and lead professional support to family and involved agencies where more intensive Early Help support for a family is identified.*

Where children and families have been provided with a social care service, with consent from the parents, an Early Help Plan supported by the involved agencies is agreed as part of the case closure process.

In some areas of Essex, individual or groups of schools are using their Pupil Premium funding to commission services to support their Early Help responsibilities for children and this could be an option for other and smaller schools to consider how they could collaborate.

3.How will Social Care develop and ensure the links with Health, EWMHS and other professionals to enable a joined up and consistent approach?

EWMHS have a single point of access which provides information, advice and guidance to professionals as well as families and CYP should they wish to seek advice before making referrals. This is co-located with the Children and Families Hub so that there are opportunities for EWMHS and Social Care to communicate effectively.

Monthly meetings between Children's Mental Health Commissioner, EWMHS, the Directors of Local Delivery with responsibility for mental health which provides a space where issues can be addressed and consider developments which will improve joint working.

The Children's Mental Health Commissioner and Commissioning Director for Children and Families play a key role in facilitating relationships between EWMHS and Social Care colleagues and other partners to unblock issues – including those raised by schools where appropriate.

The Collaborative Commissioning Forum (the group of 10 partners who commissioned

EWMHS) in relation to links with Education chair an Education workstream which has representation from ASHE, EPHA and schools, Education Psychology, EWMHS lead for Education and other key partners such as Commissioners from Southend and Thurrock LAs. The workstream has been developing resources for schools and consulting on their contents to support them in their role with CYP and Families. This includes:

- a range of information which will be accessible on the schools information portal on Emotional Health and Wellbeing Issues – this information will be targeted at schools but will also enable schools to pass on information and resources to CYP and families*
- Self Harm guidance and toolkit for schools*
- Supporting NELFT to develop their offer to schools in terms of training and supervision*
- Review of current suicide prevention guidance for schools – this work is still ongoing and will lead to a resource for schools and other partners*
- Children’s Mental Health conference for schools on 30th November 2017 at Chelmsford City Racecourse to launch the above resources and have a range of speakers, both national and local to provide key updates and information to school colleagues to support them in their role.*
 - Workshops will provide opportunities to learn about how to put the resources into practice, learn from mentally healthy schools who already have effective practice in place and learn from EWMHS about their work to support schools.*

Sukriti noted that Social Care will be part of the County redesign, but will continue working in quadrants. She accepted that some of the structural changes, such as the introduction of a data base, have had an impact on schools and were not always done in a timely fashion.

The EPHA Executive had the opportunity to discuss their experiences and issues of Social Care at the meeting. It was noted that many headteachers are facing a lot of frustrations working with Social Care.

Communication and paperwork

An example given set out the contradictory and inconsistent processes around response times, and it was argued that the communication channels were frustrating. For example, one headteacher explained that she had tried to speak to a Social Worker and was told that she must submit a referral form. She did this, including an email address (as requested) and received a copy of her submission to that email. When she had not had a response two weeks later she contacted them again, but was told that they could not email a response (despite having used this earlier).

Schools are having to chase No Further Action letters. There is contradictory information around these, some heads are told that they are only sent if asked, others that they are automatically generated. However, these are an important part of a child’s records and one that Ofsted will check on during inspection.

Meetings with Social Care and other professionals

Several headteachers said that they do not always receive invitations to conferences and core group meetings and may only hear about these meetings from other professionals. The invitations and the information sent in advance is not consistent.

Headteachers argued that more pre-preparation is needed for CIN (Child in Need) meetings. Often there is no information about the purpose of the meeting, how many and which people will attend and who has received information in advance. Headteachers

have experienced Social Workers turning up for meetings that they have not been invited to (which may cause concerns for families). It was argued that there should be proper preparation and planning for every meeting.

Information to school staff

Sukriti asked how information is cascaded to staff in schools. The Executive replied that information is shared through staff training, bulletins and staff meetings. An example was given of the recently published Effective Support for Children and Families document. EPHA circulated this to all schools, and produced a staff training presentation and handout that schools could use to train their staff about this document.

Transfers

Concerns were expressed about families transferring from other authorities and the frustration experienced when Social Care doesn't want to get involved. One school admitted a child from the Isle of Wight, and was expected to liaise with that LA, including attending meetings about the child. This is simply not practical or reasonable. There are obstacles put in the way of a smooth transition, and ultimately it is the child who suffers. It was confirmed that Local Authorities should be passing on information about children who transfer with Child Protection Plans, and that Looked After Children are the responsibility of the placing authority.

The outcome of a referral

One headteacher asked what Social Care will do next if they fail to make contact with a parent. Sukriti noted that if there is a risk of immediate harm then they can act under Section 47. If not, they will talk to the school about their concerns and will look at the context of a referral. However, if the referral is under Section 17 they must get consent from the parent and will not act without it.

Headteachers argued that they are expected and obliged to do everything they can before they make a referral – everyone agreed that they never make a Social Care referral lightly, but only when they have serious concerns about the well-being or safety of a child. Social Care is always seen as a final resort.

Headteachers felt that Social Care is still not working as a partner with schools. The perception is that referral thresholds are getting more demanding because Social Care is under-staffed. Sukriti stated that she did not believe that this was the case, but stressed that Social Care must have all the information that they need to make decisions around referral.

One headteacher noted that she has attended numerous meetings where professionals turn up, but the parent does not attend; she asked at what point the parent is held to account. Sukriti argued that it is difficult for parents to attend these meetings. If a parent fails to attend the Social Worker will try to find out what the issues are for that parent.

One headteacher stated that she felt that there was sometimes a lack of “professional curiosity” from Social Care and this could put children at risk. Sukriti expressed her disappointment at this view.

Henrietta suggested that there may at times be professional disagreements. However, Clare felt that the way to make progress was to improve communication and dialogue between professionals, and she agreed to discuss how to improve both the informal and

formal communication structures with Sukriti, following the meeting.

6. SCHOOLS BROADBAND SERVICE

The Authority in consultation with Schools Forum has considered the funding model for the Schools Broadband Service for the next two years. The current costs of the service is £2,937,253 and is funded on a per-pupil cost for maintained schools and an actual cost for academies.

For 2017/18 maintained schools were charged at £18.40 per pupil for primary-phase schools.

The service has historically been subsidised by ECC from the Education Services Grant. With the removal of the ESG this subsidy is no longer affordable, although Schools Forum has asked ECC to offer a contribution to mitigate this loss. This is being considered and Clare confirmed that ECC has indicated that they are likely to contribute around £240,000 to the cost of Broadband this year.

The principle of enabling broadband provision for every school in Essex remains a key one for the Essex Primary Headteachers' Association. This is a particular issue for small, rural schools who might not be able to find an alternative provider at an affordable price. The Actica report showed that some individual schools would have to pay a significant amount more per annum to pay a like for like service. If the decision is taken to end de-delegation, following a consultation with maintained primary schools, it will be necessary to invoice every school for the cost of their broadband service. If schools wish to find alternative providers, they will need to make the decision to end their contract with the Schools Broadband Service by 31 December 2017, for termination at the end of March 2018. If a number of schools decide to leave the service the proposed per pupil cost will increase.

7. SMALL SCHOOLS STRATEGY

A task group was set up in Spring 2017 as a proactive strategy to explore the issues facing small schools, specifically financial stability and falling rolls. A toolkit has been produced to enable schools to take a proactive decision to secure their future and continue to provide a high quality education. A recommendation made was to identify a small subset of schools, using financial and pupil number information, to offer a school-based meeting involving Governors, Headteachers, Diocesan and ECC Officers. The aim is to discern viable and practical ways forward, including the school's plans for sustainability and succession. Eight schools will be included in the first round of discussions.

Schools with less than 120 pupils on roll in Spring 2017 will receive a personalised letter, this term, with contact details within the toolkit to support school based discussions.

Nigel Hookway (EPHA Executive Director) is a member of the strategy group, along with Local Authority and Diocesan officers. However, one headteacher argued strongly that this group did not include any serving small school headteachers, and that only those who were could understand the pressures that they were under.

It was agreed that representative headteachers (from faith and non-faith schools) will be invited to join a strategy group to make further recommendations on a Small School Strategy for Essex.

For further information, please contact Alison Fiala, Lead School Effectiveness Partner

Alison.fiala@essex.gov.uk or Joseph Chell, Lead School Organisation Officer on school.organisation@essex.gov.uk

8. SCHOOL IMPROVEMENT FUND

Lyn Wright is leading on this and she submitted a successful bid for £500,000. The first round of bids closed on 1st June – the ECC joint bid with the Teaching School Alliances was one of 33 bids in the Eastern region, only 8 of which were successful.

The criteria for the grant is improving boys' reading in KS1/KS2/KS3. There will be a focus on 80 schools –13 secondaries and their maintained school feeders. TSAs involved are Lyons Hall, Priory (Colchester) and Coast2Coast.

The next step is to put in a larger bid for an additional grant around disadvantaged and SEND, followed by a bid for funding to work with junior schools on their progress outcomes. One (infant) headteacher noted that it was also key to work with infant schools to ensure that they are not inadvertently contributing to any issues around junior school outcomes.

9. AUTUMN TERM AREA HEADTEACHER MEETINGS

The following items were agreed for the LA part of the termly meetings:

- Education team restructure
- SEND strategy
- Essex funding formula for 2018/19

Headteachers expressed their disappointment that the “one” page summary (widely regarded as very useful) has been replaced by a range of reports.

10. DATES AND TIMES OF MEETINGS FOR THE 2017/18 SCHOOL YEAR

Executive meetings (Chelmsford City Football Club)

Wednesday 24 January 2018

Thursday 10 May 2018

Area Heads Meetings

Autumn term 2017

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

The meeting ended at 3.20 pm
Pam Langmead, EPHA Professional Officer