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NOTICE OF MEETING

Meeting	Children and Young People Select Committee
Date and Time	Thursday, 12th July, 2018 at 10.00 am
Place	Ashburton Hall, Elizabeth II Court, The Castle, Winchester
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING (Pages 3 - 8)

To confirm the minutes of the previous meeting.

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. PROPOSED CHANGES TO THE SHORT BREAK ACTIVITIES PROGRAMME AND CONSULTATION OUTCOMES (Pages 9 - 64)

To subject to pre-decision scrutiny, the proposed changes to the Short Break Activities Programme.

7. ETHNIC MINORITY AND TRAVELLER ACHIEVEMENT SERVICE (EMTAS) ANNUAL REPORT (Pages 65 - 106)

To receive a report and presentation detailing the work of the Ethnic Minority and Traveller Achievement Service.

8. RELIGIOUS EDUCATION IN HAMPSHIRE (Pages 107 - 140)

To receive a report and presentation providing an update on Religious Education in Hampshire.

9. WORK PROGRAMME (Pages 141 - 146)

To consider and approve the Children and Young People Select Committee Work Programme.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

Agenda Item 3

AT A MEETING of the Children and Young People Select Committee of
HAMPSHIRE COUNTY COUNCIL held at the castle, Winchester on Friday, 25th
May, 2018

Chairman
p Councillor Roz Chadd

Vice-Chairman
p Councillor Ray Bolton

p Councillor Jackie Branson
p Councillor Ann Briggs
p Councillor Zilliah Brooks
p Councillor Fran Carpenter
a Councillor Steve Forster
p Councillor Marge Harvey
p Councillor Wayne Irish

p Councillor Gavin James
p Councillor Kirsty Locke
p Councillor Neville Penman
p Councillor Jackie Porter
a Councillor Robert Taylor
p Councillor Malcolm Wade
p Councillor Michael Westbrook

Substitute Members:

p Councillor Graham Burgess
p Councillor Pal Hayre

Co-opted Members:

a Ian Brewerton, Secondary School Parent Governor Representative
a Gareth Davies, Primary School Parent Governor Representative
p Jane Longman, Special School Parent Governor Representative
p Robert Sanders, Church of England School Representative
VACANT Roman Catholic Schools Representative

In attendance at the invitation of the Chairman:

p Councillor Keith Mans
p Councillor Stephen Reid
p Councillor Adrian Collett
p Councillor Jonathan Glen
p Councillor Judith Grajewski

58. APOLOGIES FOR ABSENCE

Apologies were received from Councillors Forster and Taylor. Councillors Burgess and Hayre were in attendance as the Conservative Substitute Members. Apologies were also received from Gareth Davies, Primary School Parent Governor representative and Ian Brewerton, Secondary School Parent Governor representative.

59. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regards to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regards to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

Jane Longman, the Parent Governor representative for Special Schools declared a personal interest in Item 6 as her son has special educational needs and is eligible for home to school transport.

60. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting held on 9 May 2018 were confirmed as a correct record and signed by the Chairman.

61. DEPUTATIONS

The Committee received one deputation on Item 6 'Proposed Changes to the Home to School Transport Policy Statement – Consideration of Request to Exercise Call-in Powers'.

Laura Dobson, Sarah Horton and Reha Malika Fossati made a deputation on behalf of the families of Ancells Farm. The Committee heard the concerns of the deputees which included the distance children would have to walk to school, increased volume of traffic as a result of the proposed new policy and gridlocked traffic around the school gates at drop off and pick up times. Members of the Committee were provided with photographs and other information which illustrated traffic volume along the walk to school route, distance of the route and also highlighted a recent protest walk by Ancells Farm families along the route. Concerns were also raised around the new policy of only providing home to school transport for children once they had reached compulsory school age, and the potential disadvantage to summer born children.

Following the deputations, the Chairman agreed that the local Councillor, Cllr Adrian Collett could also address the Committee. Cllr Collett set out the history behind the provision of home to school transport for children living in Ancells Farm to Committee Members. He also highlighted the recent protest walk as referenced by the deputees and informed Members of the Committee that the walk took 62 minutes with families having to cross 12 roads along the route. The volume of traffic along the walk to school route, especially at the entrance of Fleet railway station was also referenced. Attention was also drawn to the effect on families from the withdrawal of the historic bus provision, with the impact on working parents/carers and parents/carers who don't drive highlighted.

Cllr Collett also emphasised possible future long term affects on Ancells Farm as a community, as families may decide not to buy a house there in the future with the withdrawal of the home to school transport service as currently stands and urged that the decision was reconsidered.

62. CHAIRMAN'S ANNOUNCEMENTS

The Chairman welcomed Vice-Chairman Cllr Ray Bolton back to the Committee after his recent illness.

63. CONSIDERATION OF REQUEST TO EXERCISE CALL-IN POWERS

The Committee received a report (Item 6 in the Minute Book) from the Head of Law and Governance and Monitoring Officer following a request by a quorum of Members of the Children and Young People to exercise call-in powers in respect of a decision by the Executive Lead Member for Children's Services

The Head of Law and Governance and Monitoring Officer introduced the report and confirmed the purpose of the meeting, and Members were referred to the reasons for the call-in contained in Annex D. Members were informed that discussions did not have to purely focus on the call-in request and other matters in the Executive Lead Members report could be discussed if clarification was needed. The decisions taken by the Executive Lead Member at his Decision Day on the 9 May were set out at Annex A which had been subject to pre-scrutiny and supported by the Children and Young People Select Committee. Attention was also drawn to additional decisions d) and e) which were made by the Executive Lead Member at his Decision Day. The process of the call-in as set out in the Constitution at Annex E was explained as well as the role of the Scrutiny Committee as set out in Section 5 of the report.

Paragraph 4.3 of the report was explained to Members, which highlighted the savings options proposals approved by the County Council in respect to Home to School Transport Remodelling. These savings had been agreed by the Executive Lead Member on 20 September 2017, prior to consideration by the County Council on the 2 November 2017.

The Monitoring Officer explained that the decision of the Executive Lead Member was in line with the budget decision of the County Council on 2 November 2017 and concerned implementation of that budget decision. Therefore the option open to the Select Committee was to consider whether or not to ask the Executive Lead Member to reconsider his decisions, and if the decision was to ask the Executive Lead Member to reconsider his decisions, then the Select Committee must provide reasons as to why this is the case.

The Chairman invited the Director of Children's Services to speak and it was heard that the decisions made by the Executive Lead Member were within the County Council's Transformation to 2019 financial envelope.

The Chairman also invited the Executive Lead Member to speak and he drew attention to the difficult financial times that the County Council was experiencing and the difficult decisions that needed to be made to balance the books. He also highlighted that he had specifically added an additional decision d) following the discussions and concerns he had heard at the pre-scrutiny Select Committee meeting held on the 9 May. Cllr Mans also referred to the response he made to a question put to him at the recent full Council meeting in which he committed to parents having access to paid for seats where available.

Cllr Porter spoke to the call-in request and set out Members named on the call-in request's concerns as set out at Annex D. Cllr Porter highlighted that it was felt that the changes agreed by the Executive Lead Member did not match the policy. Following on from the points raised in the deputation, Cllr Porter reiterated the distance that families would have to walk from Ancells Farm to Fleet Infant and Velmead Junior Schools, as well as the safety concerns along this route, particularly around the entrance to Fleet Railway Station. Concerns relating to inequalities for summer born children were raised as the new policy would only provide home to school transport for those eligible children in Year R who were of compulsory school age. Other issues including capacity on community transport, potential loss of money for schools, and eligibility for transport for children on reaching their eighth birthday were also addressed. Concerns relating to equality, opportunity and clarity were also highlighted, as well as the importance of ensuring that parents were clear on policies before enrolling their children at school.

In response to questions, Members heard:

- That, as set out in the additional decision d) made by the Executive Lead Member, work would be undertaken with schools and Town and District Councils to examine the greater provision of school based minibuses and community transport.
- That Government guidance would be followed in relation to implementing the new policies and all eligible children would be guaranteed transport.
- That there were national guidelines for assessing walking routes to school which refer to paved routes and crossings, and if a child was accompanied by a parent/carers, then the route would be assessed as safe.
- That the opportunity to purchase spare seats on home to school transport would be available for non-eligible children, but the last purchased seat would have to be released with adequate notice period if a child moved to the area and was eligible for home to school transport.
- That no guarantee could be made for spare seats and this was in line with current policy as well as the proposed new policy.
- That transport from Ancells Farm to Fleet Infant and Velmead Junior School would become subject to the usual statutory distances and eight year olds would not have transport provided to Velmead Junior School.
- That some Town Councils may not be in a financial position to assist schools in providing community transport.
- That discussions with colleagues in Highways department to explore the possibilities of safer crossings on walk to school routes would be undertaken.

The Chairman moved to debate. A variety of arguments were heard, including:

- Some Members were concerned that the removal of the discretionary areas of the current policy would make it increasingly difficult for some parents to continue in employment.
- That it should be the responsibility of the parents to ensure that children are taken to school and that the agreement for Ancells Farm was an historic discretionary policy which was put in place when there was little pressure on the County Council financially.
- Concerns were raised about the increased traffic volume and parents may be reluctant to pay for available spare seats thus leading to empty seats on buses.
- That there were concerns that the change in policy would have a huge impact on some families and it was hoped that solutions would be put in place to mitigate this impact.
- That there were concerns that these changes would impact only a few schools, but these schools would be heavily affected, and it was hoped that a review of issues such as traffic congestion and school crossings near these schools would be examined before September 2019.
- That parents may choose to delay their children starting school specifically summer born children.
- That Officers should be congratulated on the work they have done during difficult financial times for the County Council.
- That there were positive opportunities to work with schools and other organisations to provide alternative transport arrangements within the schools.

At the end of the debate, the Chairman invited Cllr Porter to speak to the Committee. Cllr Porter reiterated that there was not enough clarity for parents within the new policy, and greater clarity was needed in regards to purchasable seats on buses for non-eligible children. Cllr Porter also raised concerns regarding the traffic impact and standard of footpaths on walk to school routes, as well as highlighting the role of the appeals process.

The Chairman also again invited the Executive Lead Member to speak and he informed the Committee that the County Council website would include information for parents regarding Home to School Transport which would provide clarification on key points and frequently asked questions.

In line with the option open to the Select Committee, the Chairman proposed that a vote should be taken on the recommendation in the report that the Members of the Select Committee determine whether or not they consider that the Executive Lead Member for Children's Services should re-consider his decisions as set out in the Decision Record attached at Annex A.

The recommendation was voted upon as follows:

- 11 Members of the Select Committee voted in favour of not requesting the Executive Lead Member to reconsider his decisions.
- 7 Members of the Select Committee voted in favour of requesting the Executive Lead Member to reconsider his decisions.

Chairman,

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	12 July 2018
Title:	Proposed Changes to the Short Break Activities Programme and Consultation Outcomes
Report From:	Director of Children's Services

Contact name: Suzanne Smith (Head of Procurement, Commissioning and Placements)

Tel: 01962 845450

Email: Suzanne.smith2@hants.gov.uk

1. Recommendation

- 1.1 That the Children and Young People Select Committee consider and support the recommendations being proposed to the Executive Lead Member for Children's Services in the attached decision report.

2. Purpose of Report

- 2.1. The purpose of this report is for the Children and Young People Select Committee to pre-scrutinise and make recommendations on proposed changes to the short break activities programme and the outcomes of public consultation as set out in the attached report to the Executive Lead Member.

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HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Lead Member for Children's Services
Date:	12 July 2018
Title:	Proposed changes to the Short Break Activities Programme and consultation outcomes
Report From:	Director of Children's Services

Contact name: Suzanne Smith,
Head of Procurement, Commissioning & Placements

Tel: 01962 845450

Email: Suzanne.smith2@hants.gov.uk

1. Recommendation(s)

1.1 To facilitate a Short Break Activities Programme that more clearly reflects the needs of parents, carers and young people accessing it, and taking into account relevant information and the outcomes of the public consultation, it is recommended that the following proposed changes to the Short Break Activities Programme are approved:

- a) Proposal 1: To commission the Short Break Activities Programme on the basis of priorities, agreed with a representative parent/carer panel
- b) Proposal 2: To require parents and carers to pay in advance for Short Break Activities, and for providers to collect advance payment of parents'/carers' contributions for those activities
- c) Proposal 3: To require providers of Short Break Activities to apply consistent parental/carer charges and hardship rates
- d) Proposal 4: To move to a new online Gateway Card application system
- e) Proposal 5: To require evidence of eligibility from a professional as part of the new Gateway Card application to access the Short Break Activities Programme
- f) Proposal 6: From 1 April 2019, to stop funding Short Break Activities for young people aged 18 and over
- g) Proposal 7: That Short Break Activities would only be funded for children who live in the Hampshire County Council authority area
- h) Proposal 8: To only fund Short Break Activities which allow parents and carers to leave their child
- i) Proposal 9: To stop funding swimming lessons as a short break activity.

1.2 It is further recommended that the charging policy setting out the consistent parent/carer contributions and hardship rates set out in *Integral Appendix D* is approved.

2. Executive Summary

2.1 The Breaks for Carers of Disabled Children Regulations 2011 bring into effect Paragraph 6(1)(c) of Schedule 2 to the Children Act 1989 (inserted by section 25 of the Children and Young Persons Act 2008), requiring local authorities to provide services to assist individuals who provide care for disabled children to continue to do so, or to do so more effectively, by giving them breaks from caring.

2.2 The Short Break Activities Programme seeks to offer a range of fun and educational activities for children and young people with disabilities and additional needs so that their parents or carers can have a short break from their caring responsibilities.

2.3 In order to access the Hampshire's Short Break Activities Programme, children and young people must currently meet the following eligibility criteria:

- Have a disability or additional needs;
- Need support to take part in leisure activities;
- Are between 0 and 19 years old (*proposal 6 seeks to change this*);
- Live in the Hampshire County Council authority area (*proposal 7 seeks to confirm this*), and/or;
- Attend a school in the Hampshire County Council authority area (*proposal 7 seeks to remove this*).

2.4 The majority of families currently access the Short Break Activities Programme through the use of a Gateway Card.

2.5 The Short Breaks Activities Programme also aims to provide parents or carers with the opportunity to take part in education, training, leisure activities, day-to-day tasks and to meet the needs of other children in the family. Short Break Activities are offered during daytimes, evenings, weekends and school holidays.

2.6 In 2016/17, 2,045 children accessed the Short Break Activities Programme. These activities are provided by voluntary sector organisations funded via grants, by some special schools directly, and by other community-based services such as sport and leisure centres (collectively referred to as 'providers') which can apply for funding to meet an individual's additional care and support needs.

2.7 The prolonged period of austerity has led to significant reductions in government grant for the County Council. In response, the County Council

has worked diligently to stretch every penny and deliver more with less money – achieving over £340 million in recurring savings, whilst protecting the quality of services as far as possible and keeping Council Tax low.

- 2.8 The Children's Services Department (excluding schools) has a two year savings target of £30.1million to be delivered by 2019, representing an overall budget reduction of 18%.
- 2.9 The current budget for Children with Disabilities is £19.5m of which £16.5m supports families eligible for social work support and interventions through children with disabilities social work teams. The budget also includes £3m of funding for a short break programme and £2.4m of this is used to provide open access short break activities delivered by third sector and charitable providers.
- 2.10 If the decision is taken to reshape the current Short Breaks offer as proposed in this report, it is estimated that £1million (a 5% reduction in the Children with Disabilities budget) could be saved and diverted towards enabling Children's Services to focus on its statutory responsibilities relating to child protection and looked after children.
- 2.11 The County Council carried out a twelve-week open, public consultation from 12 March to 3 June 2018 to seek residents' and stakeholders' views on proposed changes to its Short Break Activities Programme.
- 2.12 During the consultation period, communication took place in a range of ways to raise awareness of the consultation and provide opportunities for parents and carers to both raise questions and to have their say.
- 2.13 The purpose of this report is to provide information about the current Short Break Activities programme, proposals for changes to the Programme and how it could operate from 2019 and the outcome of the public consultation on the proposals.
- 2.14 The majority of respondents were parents or carers, family members or children or young people that either use short breaks now or did in the past, with 71% of the participant profile coming from this group. Although response numbers are low and cannot be considered a representative sample of the Hampshire population, this high response rate from the group that would be particularly effected by the proposals if implemented, gives a good indication of what this cohort of service users think about the consultation proposals.
- 2.15 Through the consultation, respondents told us what they considered a sufficient short break to be. Respondents generally mentioned a time frame of between 5-7 hours being the length of time a parent or carer receives as respite. Respondents said that their preferred time to use short break provision was during the school holiday period.

- 2.16 Respondents confirmed that the most preferred location of a short break is one that is close to home, and it would preferably take place afternoon. Respondents suggested that the length of travel time to a particular activity should be kept to a minimum.
- 2.17 Respondents reported that they thought the cost of an activity should be between £4 and £20. The cost that respondents would pay for an activity related to the relative length of short break on offer; the longest break was given the highest cost and shortest break given the least.
- 2.18 Respondents also suggested that a short break can also be about creating and consolidating family bonds through experiencing a short break activity together as a family
- 2.19 Respondents reported that the buddy scheme, Scouts/Brownies and other specialist activities, were among the hardest to access, mainly due to a lack of capacity or lack of suitable support available
- 2.20 Five of the nine proposals were overall generally agreed with:
- Proposal 2: to require parents and carers to pay in advance for short break activities;
 - Proposal 3: to require providers of short break activities to apply consistent parental/carer charges and hardship rates;
 - Proposal 4: to move to a new online Gateway Card application system;
 - Proposal 5: to require proof of eligibility from a professional; and
 - Proposal 7: that short breaks are only funded for children who live in Hampshire County Council authority area.
- 2.21 Respondents were less certain about proposal 1: To commission the short break activities programme on the basis of priorities agreed with a representative parent/carer panel. 50% of respondents agreed with the proposal, 39% disagreed and 11% neither agreed nor disagreed with the proposal.
- 2.22 The three least popular proposals were Proposal 6: stopping funding for young people aged 18 and over, Proposal 8: to only fund short break activities which allow parents and carers to leave their child, and Proposal 9: to stop funding swimming lessons as a short break activity:
- In their verbatim comments, respondents emphasised that swimming provides a parent or carer the chance to have a break, even though it is brief. Some respondents also claimed this type of activity is the only one they can access for their child due to the complex nature of their disability and/or care needs;
 - Regarding Proposal 6: stopping funding for young people aged 18 and over, respondents' main concern was the mental health and wellbeing of young people in this age bracket, as well as concerns around their transition to other care and respite services;

- Respondents from organisations or groups were more generally in favour of all nine proposals than individual respondents, although there were some reservations around Proposal 6: to stop funding for those that are aged 18 or over.
- 2.23 Of the 89 young people aged 18 and over currently accessing the Short Break Activities Programme, 74% are known to the Adults Health and Care department. In respect of the proposal to stop funding for young people aged 18 and over, if this proposal is approved, young people aged 18 and over who are accessing Short Breaks Activities (and/or their parents and carers), would be contacted by the County Council to advise them of alternative options available to them. For young people already receiving support from Adults' Health and Care under the Care Act, a review would be undertaken of their support plan to ensure any eligible needs continue to be met. The member of the Adults' Health and Care community team would contact the young person to arrange this. For young people not receiving support from Adults' Health and Care they would be advised of alternative options available to them. These may include the following options to be explored; family and friends, community based activities, voluntary groups, and supported breaks for example. If required they would also be advised of how to contact Adults' Health and Care, Contact and Resolution Team (CART), which could possibly result in a Care Act Assessment.
- 2.24 In respect of the proposal to only fund short break activities which allow parents and carers to leave their child, where families choose to continue accessing a family break they can either self fund and pay for these directly, or the activity provider can raise funds to deliver these services without statutory funding. A combination of both of these funding arrangements would be advantageous.
- 2.25 In the proposal to stop funding swimming as a short break is approved, the County Council proposes to work with local authority leisure providers to ensure that that the needs of disabled children and their parents or carers are being taken into consideration, and are published on FISH (the Hampshire Local Offer) accordingly.
- 2.26 Respondents highlighted potential impacts should the proposals go ahead. The main concern was around the mental health and the wellbeing of both the child and parents/carers. A lack of respite may impact on the ability of parents and carers to cope, which could lead to family breakdown. Many also reflected how the proposals could have a financial impact on families. Some respondents were worried that any loss in funding may mean a reduced service and therefore reduced capacity by activity providers.
- 2.27 Respondents submitted a number of alternative suggestions as to how the County Council could save money. Suggestions included: making efficiencies within the wider organisation instead, utilising more online methods, and applying more stringent eligibility criteria.

2.28 A comprehensive Equalities Impact Assessment (EIA) on the impact of these proposals on children and families who use the Short Break Activities Programme was carried out and published in March 2018. This EIA has been further considered and revised for this decision day, taking into account the consultation findings.

3. Contextual Information

3.1 The Breaks for Carers of Disabled Children Regulations 2011 bring into effect Paragraph 6(1)(c) of Schedule 2 to the Children Act 1989 (inserted by section 25 of the Children and Young Persons Act 2008), requiring local authorities to provide services to assist individuals who provide care for disabled children to continue to do so, or to do so more effectively, by giving them breaks from caring.

3.2 Children Act 2004 provides a general duty of cooperation of the Local Authority partners to improve well being of children which includes parents or other persons caring for them. This duty sits alongside the specific duty for the provision of health services which the Local Authority cannot substitute.

3.3 In addition, the SEN and Disability Regulations 2014 sets out the local offer provision which must include the healthcare provision for children and young people with a SEN or disability that is additional to or different from that which is available to all children and young persons in the area. Specifically, these universal services may reduce the need for short breaks.

3.4 The County Council is required to produce a Short Breaks Services Statement as set out in the *Short Breaks for Carers of Disabled Children – Departmental Advice for Local Authorities*. The Short Breaks Service Statement was first produced in 2012, in collaboration with representatives from Hampshire Parent Carer Network (HPCN), Parent Voice, the Disabled Children's Team and County Council officers. The Statement explains how the County Council's short breaks and social care support services for children and young people with disabilities are organised and how parents and carers can access them. The Short Breaks Service Statement is regularly reviewed to ensure it reflects the current service. The Statement was refreshed in 2018, in conjunction with the key stakeholders listed above, and will be finalised following the Decision Day, to ensure it contains the most up to date information for families. It will then be published and made available to families.

3.5 In order to access the Hampshire's Short Break Activities Programme, children and young people must currently meet the following eligibility criteria:

- Have a disability or additional needs;

- Need support to take part in leisure activities;
- Are between 0 and 19 years old (*proposal 6 seeks to change this*);
- Live in the Hampshire County Council authority area (*proposal 7 seeks to confirm this*), and/or;
- Attend a school in the Hampshire County Council authority area (*proposal 7 seeks to remove this*).

- 3.6 The Gateway Card is free and gives eligible families access to activities, play schemes and buddy schemes through the Short Break Activities Programme. Eligible families should have a Gateway Card to use any activities funded by Hampshire's Short Break Activities Programme. Children are entitled to a Gateway Card if they meet the criteria set out in paragraph 3.5 above.
- 3.7 In 2014, the Executive Lead Member for Children's Services considered a proposed budget for the Children's Services Department for 2014/15 which included a reduction in the budget for the Children with Disabilities Service of between £2.5m - £3.5m. The proposal for the Short Breaks programme was to realise a saving of £1.85m from an overall budget of £3.1m.
- 3.8 Following discussion at The Children and Young People Select Committee, a task and finish group was created to further understand the proposal and the impact upon the Short Breaks programme.
- 3.9 The task and finish group scrutinised a range of information from a variety of key stakeholders and fed back to the full committee that the Short Breaks programme should be sustained at that time.
- 3.10 The group identified recommendations to reduce the impact of budget reductions and enhance the sustainability of the Short Breaks programme following a reduction in County Council funding. The recommendations of the task and finish group have been progressed and the outcomes of this work are detailed in *Appendix C*.
- 3.11 The Buddy Scheme was not included in scope of the consultation.

4. Consultation Proposals

- 4.1 The County Council has developed a valued partnership with Hampshire Parent Carer Network and Parent Voice. Prior to the public consultation period, pre-engagement events were undertaken with representatives from Hampshire Parent Carer Network (HPCN), Parent Voice, and a small group of Gateway Card holders. Pre-consultation engagement was also carried out with providers of short break activities. Views were sought on how Children's Services could make the necessary savings required from the Short Break Activities Programme, as well as how the consultation document could be framed to make it easier for respondents to make an informed decision. Together, feedback was taken in to consideration in

development of proposals contained in the consultation document.

- 4.2 The views and comments from the engagement sessions were factored into the development of the proposals for public consultation.

5. Background information to the Short Break Activities Programme

- 5.1 Hampshire's Short Break Activities Programme provides support to parents or carers of children and young people with disabilities.
- 5.2 The Short Break Activities Programme seeks to offer a range of fun and educational activities for children and young people with disabilities and additional needs so that their parents or carers can have a short break from their caring responsibilities. It provides the opportunity for parents or carers to take part in education, training, leisure activities, day-to-day tasks and to meet the needs of other children in the family. Short Break Activities are offered during daytimes, evenings, weekends and school holidays.
- 5.3 In 2016/17, 2,045 children accessed the Short Break Activities Programme. These activities are provided by voluntary sector organisations funded via grants, by some special schools directly, and by other community-based services such as sport and leisure centres (collectively referred to as 'providers') which can apply for funding to meet an individual's additional care and support needs.
- 5.4 To better understand the users of Short Break Activities, an analysis of Gateway Card holders was undertaken which aimed to identify:
- The level of Short Break Activities service usage by different service user types;
 - The characteristics of the different types of service user; and
 - The contact channel preferences for the different types of service user.
- 5.5 Using postcodes, Experian's Mosaic system for the classification of UK households was used to model the service user base. Mosaic uses hundreds of datasets from a wide range of sources to give insight into a household's likely demographics, economics, purchasing and digital behaviours, and attitudes to certain topics.
- 5.6 The outcome of the Mosaic modelling was the categorisation of a large majority of postcodes with a Gateway Card (93.5% match). By comparing these postcodes on the basis of how frequently they used Short Breaks the following patterns were observed:
- Service users who accessed the Short Break Activities Programme more frequently tended to be more affluent and live in more affluent areas, than less frequent users;

- More frequent service users are more likely to degree educated, and less likely to be claiming tax credits and experiencing financial stress, than less frequent service users; and
- Service users of all types tended to be IT literate with access to smart devices, and tended to prefer to be contacted via email.

Current Short Break Activities grant funding programme

- 5.7 Currently, Short Break Activities funding is awarded to a variety of providers across the county through a system of grants, whereby providers proposed a wide range activities for County Council to fund.
- 5.8 The Hampshire Short Break Activities Programme invites applications from providers to apply for one of three grant funding streams:
- 1) Over £5,000 awards;
 - 2) Under £5,000 awards; and
 - 3) 'Support for Individuals (SFI)'.
- 5.9 All grant awards are for one financial year (from April to March each year). All applications are received online and are evaluated by Parent Voice, Hampshire Parent Carer Network parent/carer representatives and relevant officers, through the County Councils procurement system In-Tend.
- 5.10 Applications for the over £5,000 grant stream are received annually and recommendations presented to the Executive Lead Member for Children's Services for approval in the January prior to the financial year starting. Applications for the remaining two funding streams (Under £5k and SFI) are received throughout the year and reviewed at termly panel meetings.
- 5.11 The Short Break Activities Programme funds the following five strands:
- Specialist play schemes/youth schemes;
 - Inclusive play schemes/youth schemes;
 - Support for individual disabled children to attend an activity they choose;
 - Activity days and events for whole families;
 - A Community Buddy Scheme and support for children and young people to access mainstream activities.
- 5.12 All successful providers are required (under the terms and conditions of the funding) to return quarterly monitoring reports. These reports provide evidence of the uptake of each project and how the County Council's funding is being used.
- 5.13 There is a mixed approach to the provision of Short Breaks across other local authorities. Some incorporate the Short Breaks offer in their tenders for other respite services; some have a mixed economy of grants and contracts. Some local authorities give each eligible family a set amount of funding for the year to enable them to purchase the short breaks directly. It is common for schemes to apply parameters such as those proposed by

Hampshire County Council including capping the age limit for accessing Short Breaks services at 18 years, and for the service to only be available to children and young people who live in the local authority area.

6. Financial information

- 6.1 The prolonged period of austerity has led to significant reductions in government grant for the County Council. In response, the County Council has worked diligently to stretch every penny and deliver more with less money – achieving over £340 million in recurring savings, whilst protecting the quality of services as far as possible and keeping Council Tax low.
- 6.2 The Children’s Services Department (excluding schools) has a two year savings target of £30.1million to be delivered by 2019, representing an overall budget reduction of 18%.
- 6.3 The current budget for Children with Disabilities is £19.5m of which £16.5m supports families eligible for social work support and interventions through children with disabilities social work teams. The budget also includes £3m of funding for a short break programme and £2.4m of this is used to provide open access short break activities delivered by third sector and charitable providers.
- 6.4 If the decision is taken to reshape the current Short Breaks offer as proposed in this report, it is estimated that £1million would be saved, representing a 5% reduction in the Children with Disabilities budget.

7. The proposed new Short Break Activities Programme and findings from the consultation

- 7.1 The vision for the proposed new Short Break Activities Programme is to offer a flexible and targeted range of activities that offer parents and carers a break from caring, which meet the needs of children and which is responsive to need, acknowledging that these needs may change over time. If implemented, the proposals would aim to achieve a more equitable approach to awarding funding to service providers and would offer better opportunities to shape provision to meet the needs of parents, carers and children across Hampshire, whilst minimising bureaucracy and back office processes.
- 7.2 The proposals, if approved, would be implemented from 1 April 2019, although a move to commissioning based on priorities would need to be introduced in phases to ensure that priorities are co-produced with young people, parents and carers as far as possible.

Definition of a ‘short break’

- 7.3 Respondents were asked how they would define a 'short break'. Feedback showed that the length of time respondents think a short break from caring should be varied considerably: most respondents mentioned a time frame of between 5 -7 hours, although others said one hour or even a whole week. The regularity of a break is also of importance to respondents; having a break over the busy school holiday period was frequently mentioned by respondents. For many respondents, a 'short break' was not merely about what they as carers would prefer. Respondents considered that value also derives from the activity, and quality of that activity, that the child or young person would be doing while the parents/carers have a break. A quarter of respondents mentioned that developing the child's skills and maintaining a healthy social life was also of high importance.
- 7.4 Respondents were asked to give feedback against a set of questions about their use of the Short Break Activities Programme. Key findings include:
- 7.5 In terms of their priorities and experiences, the respondent base primarily used play schemes and swimming – which is reflected in a number of later verbatim comments.
- 7.6 Respondents were also asked which activities they have tried to use, but were unable to access through the Short Break Activities Programme. They were then asked why they could not access a particular activity or scheme:
- 38% of respondents that answered this question said that they were unable to access the buddy scheme. The reason most cited was a lack of qualified buddies available in their particular area;
 - 26% of respondents were unable to access uniformed youth groups (such as Scouts or Brownies), with the main reason cited as a lack of suitability of the activity, such as not having appropriate staff or 1-1 support needed to take part in the activity;
 - 24% were unable to access specialist activities mainly due to a lack of provider capacity;
 - 21% were unable to access swimming, with the principle reason cited as a lack of capacity.
- 7.7 The preferred location of a short break is near to the family home. This suggests that, pending a decision on this proposal, in designing a new commissioning system, updated Gateway Card holder address details should provide a steer as to demand in certain areas, which could reasonably be expected to change over time.
- 7.8 When asked what time of day they would prefer to access short break provision, 34% of respondents said they preferred the afternoon (between 12:00 and 16:00).
- 7.9 Having a break during the school holiday period is a clear first choice preference for most parents and carers 69%. Most respondents also chose 'a break over the weekend' 62% as their second preference and 'having a break available on weekdays' as a clear third preference 76%.

8. Proposal 1: To commission the Short Break Activities Programme on the basis of priorities, agreed with a representative parent/carer panel

8.1 In order to ensure a more effective, consistent and equitable way of distributing funding, and to ensure there is a sufficient range of activities across the county in the places where they are needed, a new approach is proposed to the allocation and management of Short Break Activities funding to providers.

8.2 The current process of awarding grants to a wide range of different activities based on applications from providers does not enable the County Council to target specific services or areas. It is dependent on which providers are active in any given area and what they apply for, not necessarily taking into account local need or family priorities.

Consultation feedback about proposal 1

8.3 Respondents were split with this proposal with 50% of respondents saying they agreed, 39% disagreeing and 11% neither agreeing nor disagreeing.

8.4 Those that were responding on behalf of an organisation or group were much more in favour of proposal 1 in comparison to the average 64%. Although a small sample size, some organisations or groups expressed concern that they or others may not be able to sustain services in the future, if Hampshire County Council moved to a commissioning model. With the uncertainty of receiving funding, some organisations fear this may mean they will be unable to remain operational. However, despite these concerns marginally more organisations/groups expressed a positive impact if the proposal went forward as the approach would be better suited for service users through the understanding local priorities, reducing duplication and increasing opportunities for providers to collaborate.

8.5 In consultation drop in events for parents and carers, there was concern that panels have been used in the past and set up online, leading to technical difficulties and complex arrangements.

If approved, how this proposal would be implemented

8.6 If Proposal 1 is approved, a representative stakeholder group of parents/carers would be established to define more detailed priorities. This could include parent/carer representatives from Hampshire Parent Carer Network, Local Children's Partnership and SEND Information, Advice and Support Service representation. Using the consultation feedback as a basis, the group would identify priorities for each area and any gaps in provision.

8.7 The consultation has identified the following priorities from families, in order of preference:

1. Having a break within the school holiday periods (including: half-terms, Easter, Christmas and summer holiday periods);
 2. Having a break that's available on weekends;
 3. Having a break that's available on weekdays, during the school term.
- 8.8 In order to maintain sufficient Short Breaks for all Hampshire parents and carers requiring a break from caring the County Council would also seek to set priorities regarding:
- After school clubs; and
 - Youth clubs.
- 8.9 By co-producing a set of priorities with a representative group of parents and carers, the County Council would be able to invite applications from providers to meet the areas of preference; this might be geographical or service-specific.
- 8.10 Having up to date Gateway Card data (see Proposal 4) would also enable the County Council to identify need and potential demand. The priorities would be regularly reviewed (at least annually) to ensure they reflect local need and data from Gateway Card holders.
- 8.11 A priority led approach would take some time to develop, and so interim arrangements would be required to ensure that there is provision in place while the new priorities are set.
- 8.12 If this proposal is approved, providers would be notified of the funding arrangements for 2019/20 following the Decision Day. It is likely that a six month grant opportunity would be advertised as soon as possible and applications would be invited based on the interim priorities set out in paragraphs 8.7 and 8.8.
- 8.13 Once the new priorities are set by the panel outlined in paragraphs 8.7 and 8.8, services may be formally commissioned via tender where deemed appropriate, or via grants. Providers would be supported throughout any new application process, and where formal commissioning arrangements are deemed beneficial, the County Council would ensure that opportunities are available for organisations with little or no experience of tendering to learn about the tender process and to understand the requirements.
- 8.14 Applications for funding would be evaluated by parent/carer representatives and relevant officers, through the County Council's e-procurement system. The evaluation members will review each application specifically to ensure it meets the priorities as set out in paragraphs 8.7 and 8.8. Funding would be prioritised for applications where providers can demonstrate they can meet the local priorities.

8.15 This new approach to the allocation and distribution of funds would reduce duplication and facilitate closer joint working arrangements with providers. The County Council would more easily be able to identify where any gaps are and target funding to ensure there is more equitable provision across the county, in line with demand.

8.16 In the future, it is likely that there would be a mixed economy of funding arrangements. This would mean there would be a combination of tendered contracts, (where it had been identified as beneficial to do so) and these would be supported by grants where that would be more appropriate.

9. Proposal 2: To require parents and carers to pay in advance for Short Break Activities, and for providers to collect advance payment of parents'/carers' contributions for those activities

9.1 Currently, parents and carers are asked to make a financial contribution for a child to attend an activity. However, the approach adopted by providers varies. Where a provider does not charge until the day of the activity or sends invoices after the event, there is no commitment for a child or young person to attend. Providers have told the County Council that this leads to a number of 'no shows' and creates capacity issues for the Short Break Activity Provider. Parents have also told the County Council that this lack of capacity can be frustrating if there are no spaces for their child, and other children to attend that activity.

9.2 In order to ensure there is a more effective management of access to activities, it is proposed that all providers would request payment at the point of booking, whether this is as a deposit or full payment.

9.3 The benefits of introducing this process would be:

- To allow providers to plan in advance of activities taking place as numbers would be known and therefore reduce the number of 'no shows';
- To enable providers to effectively manage waiting lists as cancellations would be known in advance;
- To promote notification of cancellation from parents/carers; and
- To support organisations to become more financially viable.

Consultation feedback about proposal 2

9.4 There was widespread agreement with the proposal to require upfront payment from parents/carers, with 68% of respondents agreeing or strongly agreeing with the proposal. 75% of organisations agreed or strongly agreed with the proposal. 17% of respondents overall disagreed or strongly disagreed with the proposal.

9.5 Respondents who indicated they were a parent, carer of a child with disabilities agree to the proposal almost in line with the overall average for

this question with 71% agreeing. Those that indicated they had a household income of up to £10,000 were more likely to disagree with the proposal compared with other groups (31% disagreement). However, half of this group are still in agreement (50%).

- 9.6 In consultation drop in events for parents and carers, there was some concern that requesting upfront payments from parents of autistic children might be difficult because an autistic child could refuse to go to an activity. Having to deal with last minute medical events which could make attendance impossible on a given day might mean cancellations, and therefore, parents and carers may be reluctant to pay an upfront charge. Parents would also need providers to be flexible with payment plans to enable them to spread out payments to make it affordable.

If approved, how this proposal would be implemented

- 9.7 If implemented, providers would need to ensure that a payment options available for families, in order to allow them to take either a deposit or full payment at the point of booking. In addition to this, providers would also be expected to have a clear refund policy.
- 9.8 The collection of advance payment of parents'/carers' contributions for Short Break Activities would be a condition of the grant or commissioned service agreement. This would also be monitored through grant or contract monitoring, to ensure providers are consistent in collecting parental contributions.

10. Proposal 3: To require providers of Short Break Activities to apply consistent parental/carer charges and hardship rates

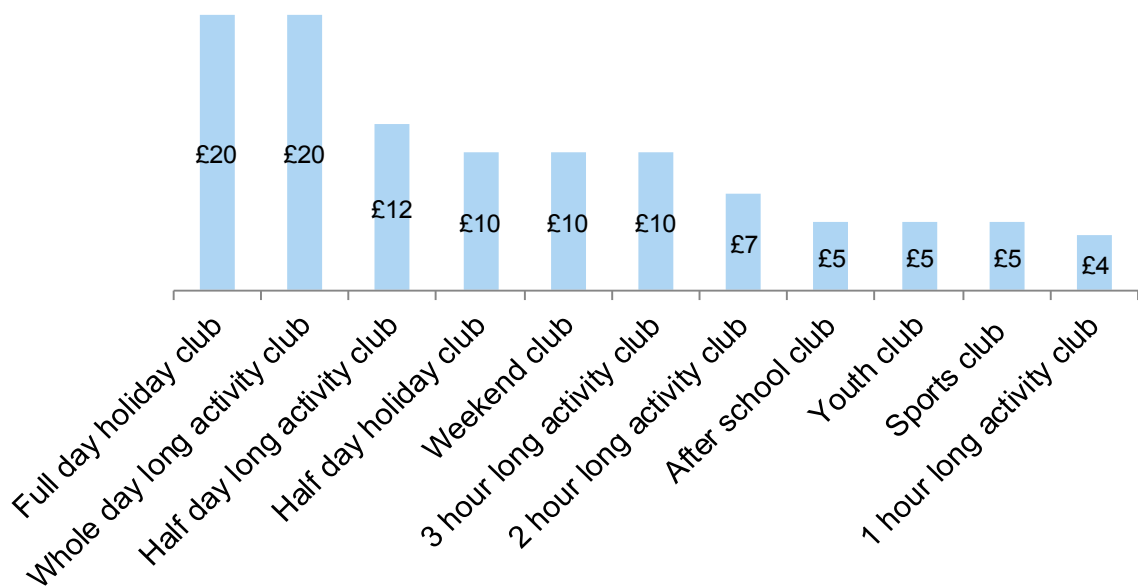
- 10.1 The current short breaks guidance states that "*It is important that providers set a reasonable parental contribution/charge.*" However, it is clear that the level of parental contribution being charged for like-for-like activities across all parts of Hampshire varies considerably. Despite collection of parental contributions being a condition of current grant funding, it is clear that some providers are not enforcing any parental charge for participants.

Consultation feedback about proposal 3

- 10.2 Respondents largely agreed with the proposal, with 66% giving a positive response and only 21% disagreeing with the proposal. Those that said they had a disability that affected them 'a lot' were more likely to disagree with the proposal compared with other groups (29% disagreement).
- 10.3 The proportion of organisations that strongly agreed or agree with this proposal was 75%. 21% of respondents disagreed or strongly disagreed with the proposal, but this did not include any organisations.

10.4 Respondents were asked if the proposal for consistent parental charges and hardship rates was applied to all providers of short break activities, how much should parents and carers be asked to pay towards those activities. The graph below shows the median amount respondents think parents and carers should pay per activity.

How much should parents and carers pay for the cost of an activity



10.5 This feedback has been compared to the desktop analysis on market rates for 'like for like' activities. It is evident that, in the main, the proposed parental charges are aligned to market rates. However, parents and carers seem to expect to pay less for holiday clubs and after school clubs, which actually charge more. Parental expectation here would only meet the proposed minimum rate.

10.6 Organisations responding to the consultation were asked what impact the potential changes to upfront payments and consistent parental charges and hardship rates might have on their organisation or group. Of those who provided a comment, 40% mentioned that this proposal is in many ways already being implemented. However, there was some concern that there would be a negative impact on parents and carers, with some parents and carers potentially struggling to meet the advance cost, with 30% of comments mentioning this as a potential negative impact. Despite respondents mentioning an impact on parents and carers, 25% of comments made by respondents reflected how there would be no initial impact on the organisation or group itself.

- 10.7 11% of comments to the consultation were around the financial implications of the proposals, and how charging at full market rates would affect the parents or carers ability to use Short Break Activities. Some respondents said that they would not be able to afford activities if a full market rate was applied. In relation to finding additional funding streams, some respondents also commented that some parents and carers could pay more towards their short breaks, by increasing charges for particular activities in order to generate additional income for the Short Break Activities Programme.
- 10.8 Concerns about the financial implications of this proposal were also raised in the consultation drop-in events. Parents/carers said that they would need providers to be flexible with payment plans to enable them to spread out payments, and thereby make a short break more affordable.

If approved, how this proposal would be implemented

- 10.9 In order to ensure parental charges are consistent across all activities, across all parts the county, it is proposed that the County Council would provide clear guidance for providers on the market rates to be charged for each type of short break activity funded by the County Council. The charging and collection of parental contributions would continue to be a condition of the grant or commissioned service funding agreement. The rates charged by providers would be monitored via grant or contract monitoring, to ensure that parent/carers are contributing appropriately and that providers are maximising their income.
- 10.10 It is also anticipated that by ensuring there are consistent parental charges which are in line with market rates, this could potentially make providers/services more sustainable as there would be a certain and more reliable income from parents and carers. This income would complement any funding received from the County Council and would reduce the level of funding being requested. It would remove disparity between different geographies within the boundaries of Hampshire.
- 10.11 The proposed market rate charges are based on Internet based research of provider published rates for mainstream/non specialist activities. These have been compared and validated through the consultation questionnaire. Where it has not been possible to find a mainstream like-for-like comparison, data from the 2018/19 Short Break Activities grant applications has been used to provide the indicative charges. The proposed charging policy which includes the proposed parental contributions and the concessions policy is set out in *Appendix D*. These rates include all activities which are currently funded by the Short Break Activities, and which are not affected by other proposals set out in this report (swimming is not included in the charging policy, for example).

It is proposed that charges would be reviewed and updated annually to take account of inflation and any other changes to market rates. Charges will be published on the County Council's Short Breaks website

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/shortbreaks/aboutshortbreaks>).

Hardship Concessions policy

- 10.12 In response to consultation feedback, it is proposed that consistent concessions criteria is applied to all County Council-funded Short Break Activities that provide reduced cost access to Short Break Activities for some service users.
- 10.13 The County Council understands that some providers already have a robust policy in place which may be used for services they deliver to other Local Authorities and is working well. Others have, *ad hoc* arrangements, a policy which would not stand up to scrutiny, or no policy at all. To ensure a more equitable concessions system for families it is proposed that providers consistently apply the criteria outlined in the the County Council's Short Break Activities Programme Charging Policy (Appendix D).
- 10.14 In summary, if parents/carers meet the following criteria, which are consistent with other parental contributions policies within Children's Services, the expectation is that they would be entitled to a reduced rate of up to 50% of the standard parental charge: :
- In receipt of income support, any element of child tax credit other than the family element of working tax credit, income-based job seekers allowance, or income related employment support allowance;
 - Low Income families earning a total household income from all sources of under £16,000.
- 10.15 By applying consistent concessions criteria across the programme, it is anticipated that this would provide parents/carers on lower incomes with a more equitable opportunity to access Short Break Activities provision.

11. Proposal 4: To move to a new online Gateway Card application system

- 11.1 Currently, children and young people are able to access Short Break Activities upon presentation of a Gateway Card. There are approximately 9,500 Gateway Card holders, but only around 2,000 actively use them.
- 11.2 The County Council is proposing to introduce a new online application system for the administration of Gateway Cards. For parents and carers, this proposal would mean a mandatory requirement to apply for, and use a Gateway Card, in order to access Short Break Activities.

Consultation feedback about proposal 4

- 11.3 Respondents largely agreed with the proposal, with 62% giving a positive response and only 21% disagreeing with the proposal to move to a new online system. 64% of respondents who were a parent or carer of a child with disabilities agreed to the proposal, slightly more than the average. Those who indicated they had a total household income of £50,000 or more, were more likely to agree with the proposal than the average (92% agreement).
- 11.4 The consultation questionnaire went on to ask how service users would prefer a gateway card to be issued. The most popular method indicated by respondents is the process that is currently used – to issue a plastic card, sent to a home address. A smaller proportion (27%) of respondents said that an online barcode sent to an email address would be their preference. The least preferred method is a paper card, printable from the internet, with only 12% of respondents choosing this option.
- 11.5 During the consultation drop in events, parents/carers commented on a lack of information about the current Gateway Card, where it can be used and lack of information available online. Some parents did not even know a Gateway Card existed. Parents supported the idea of having an online Gateway Card application system (perhaps via an app), also suggesting this extend to booking activities.

If approved, how this proposal would be implemented

- 11.6 To ensure accuracy of the Gateway Card data, if this proposal was implemented, all current Gateway Card holders would be asked to reapply for the new Gateway Card between October 2018 and March 2019, so that new cards are ready for use from April 2019.
- 11.7 For those unable to complete the application process online, the application could be completed by providers on behalf of a parent, through Early Help Hubs, or over the telephone with the County Council.
- 11.8 Even though this was not respondent's first preference, it is proposed that Gateway Cards would be provided electronically and would be accessible to holders and/or their families on mobile telephones, or over the internet, as a print at home card. A physical card would be provided by the County Council where there is a specific need, so that printing costs taken from the Short Break Activities budget are minimised.
- 11.9 For providers of Short Break Activities, this proposal would mean that they would be required to capture details of all Gateway Card holders accessing Short Break Activities as a condition of their contract/grant, and regularly provide access information to the County Council.
- 11.10 If implemented, this proposal would ensure that the County Council has up to date information about children's needs, which would then inform the future commissioning of activities. As far as possible, the new system

would be automated, aiming to reduce the administrative burden for both parents/carers, and the County Council. The County Council would articulate how Gateway Card data would be used in the Privacy Notice associated with the new Gateway Card.

- 11.11 Whilst this proposal would not make a specific saving, this could support the effective management of service delivery through:
- Clarity of process for parents and carers;
 - Maintenance of current and up-to-date information about Gateway Card holders;
 - Better understanding of demand;
 - Improved ease of application and use; and
 - A streamlined monitoring process for providers.

12. Proposal 5: To require evidence of eligibility from a professional as part of the new Gateway Card application to access the Short Break Activities Programme

- 12.1 The current application process for a Gateway Card does not require any formal evidence of a child's needs, condition or diagnosis. It is proposed that the County Council would require evidence of eligibility in so far as the young person:
- Has a disability or additional needs, and/or;
 - Needs support to take part in leisure activities.

Consultation feedback about proposal 5

- 12.2 The majority of respondents agreed with the proposal, with 71% giving a positive response and only 20% disagreeing with the proposal to require proof of eligibility to access the Short Breaks Activities Programme. 70% of respondents who indicated they were a parent, carer of a child with disabilities agreed to the proposal, in line with the overall average for this question.
- 12.3 Those who indicated they were responding on behalf of an organisation or group were more likely to have reservations about the proposal, with 32% disagreeing. However, just over half this group still agreed with the proposal (52%). Those that indicated they worked for a short break activity provider were more likely to agree than other groups, with 80% agreeing to the proposal.
- 12.4 Respondents were asked what evidence would, in their view, be appropriate in order to prove eligibility for access to the Short Breaks Activities Programme. 75% of respondents thought that providing proof of being in receipt of Disability Living Allowance (DLA) is an acceptable form of proof, and 65% thought that confirmation of an Education, Health and Care Plan (EHCP) would also be appropriate. 36% of respondents selected

'other associated professional involved with the family' to which respondents gave their suggestions. A Health professional, such as an occupational health therapist, mental health worker or physiotherapists were mentioned as a credible source of proof. Those responding on behalf of an organisation or group were more inclined to suggest that a 'letter from the child's teacher/ special education needs coordinator' provide the most appropriate proof, with 16 respondents mentioning this method.

- 12.5 Respondents were asked if the proposals around eligibility went ahead, how often parents and carers should have to fully reapply for a Gateway Card. 46% of all respondents thought that reapplying every three years was the best option, and 24% thought reapplication should be every five years.
- 12.6 In their open ended responses, respondents also considered the potential benefits of proposal 5, with 15% mentioning the theme of providing proof as a good way for the County Council to make savings. Just over half of these respondents were calling for a far stricter process than what is proposed. 6% of comments related to requiring proof, mainly with regards to reapplying and form filling, which could mean some families miss out on provision due to an already demanding and time consuming care-giving role. In addition, some respondents reflected how getting a formal diagnosis could take a considerable amount of time, which could mean parents and carers could miss out on receiving vital respite.
- 12.7 During consultation drop in events with parents and carers, there was feedback on the requirement to supply only one piece of evidence in order to access a new Gateway Card, or, alternatively, for providers to use an online database to check for eligibility. There was a concern that GPs charge for letters of eligibility and that this would add to the workload of a parent or carer. However, there was an understanding that there needs to be something to prove eligibility as, at present, anyone can currently apply for a Gateway Card.

If approved, how this proposal would be implemented

- 12.8 Having considered consultation feedback, the County Council intends to accept a variety of forms of evidence should this proposal be approved. This allows flexibility and choice to children, parents and carers to identify the professional they feel understands their circumstances most clearly.
- 12.9 Having listened to feedback from the consultation and considered those professionals most frequently supporting current Gateway Card applications, the County Council would accept any of the following forms of evidence if this proposal were to be approved:

- A letter from family's General Practitioner (GP), Paediatrician or Health Visitor;
- A letter from Child's Teacher/Special Educational Needs Coordinator (SENCo);
- Evidence of being in receipt of Disability Living Allowance (DLA) or Personal Independence Payment (PIP);
- Confirmation of Education, Health and Care Plan (EHCP), or;
- A letter from another associated professional involved with the family, selected from the following list:
 - Professional from Child and Adolescent Mental Health Service (CAMHS)
 - Social Worker.

No other forms of evidence, or letters from professionals not listed above would be accepted.

12.10 For parents and carers, this proposal would mean all existing Gateway Card holders and new applicants would need to provide evidence of eligibility in order to access the funded Short Break Activities Programme, going forward.

12.11 Gateway Card holders would be asked if there are any changes to their circumstances every 12 months. It is also proposed that Gateway Cards are time limited and expire after 3 years, at which point a new, full re-application would need to be made and evidence of eligibility provided again. This aligns to consultation feedback which indicated that three was the most commonly selected response.

12.12 Whilst this proposal would not make a specific saving, this may support reliable and accurate data being held about Gateway Card users, particularly in terms of current needs, which would inform future commissioning, ensuring those accessing the Short Break Activities Programme are eligible to do so.

13. Proposal 6: From 1 April 2019, to stop funding Short Break Activities for young people aged 18 and over

13.1 The current Short Break Activities programme provides over and above the County Council's statutory duty for Short Breaks: the Programme is currently available to young people until they become 20 years of age.

13.2 Whilst the County Council currently funds Short Break Activities for those agreed 18-20, providers set their own access policies. A number of providers restrict or withdraw services to young people once they reach 18 years of age due to the difficulties in mixing significantly older young people with younger children.

- 13.3 In order to bring the Short Break Activities Programme in line with the County Councils statutory duty under the Short Breaks for Disabled Children Regulations, and to be consistent with the majority of Hampshire's neighbouring local authorities, it is proposed to stop funding young people once they reach 18 years of age. Any provision for young people over 18 and their carers would be under the Care Act.

Consultation feedback about proposal 6

- 13.4 There was a strong negative reaction to this proposal, with 72% of respondents disagreeing that funding for those aged 18 and over should be stopped. Only 19% of respondents agreed with the proposal. Respondents who indicated they were a parent, carer of an adult with disabilities were more like to disagree with the proposal compared with the average, with 80% disagreeing. Those who indicated they had other children between the ages of 5 to 8 were also more likely to disagree when compared to the average with 83% disagreeing.
- 13.5 Those who indicated they were responding on behalf of an organisation or group were much more likely to agree with the proposal than the average, with 52% agreeing.
- 13.6 6% of open-ended comments to the consultation were also specifically related to the proposal around funding activities for those that are aged 18 or over with many suggesting the loss of Short Break Activities would particularly affect the mental wellbeing of those young adults as well as fuelling anxieties around the transition to other services.
- 13.7 At the consultation drop-in events, there was concern raised by parents and carers that many young people going through the transition from Children's Services to Adult Services would not meet adult social care eligibility criteria for support and the lack of comparable a similar provision for young adults. Of the 89 young people aged 18 and over currently accessing the Short Break Activities Programme, 74% are known to the Adults Health and Care department.

If approved, how this proposal would be implemented

- 13.8 2016/17 monitoring data shows that 89 young people aged over 18 used the following activities:
- Youth clubs;
 - Activity clubs;
 - Weekend clubs;
 - Holiday play schemes/clubs;
 - Sports clubs;
 - Participation groups; and
 - Family activities.

- 13.9 Following Decision Day, if this proposal is approved, young people aged 18 and over who are accessing Short Breaks Activities (and/or their parents and carers), would be contacted by the County Council to advise them of alternative options available to them. For young people already receiving support from Adults' Health and Care under the Care Act, a review would be undertaken of their support plan to ensure any eligible needs continue to be met. The member of the Adults' Health and Care community team would contact the young person to arrange this. For young people not receiving support from Adults' Health and Care they would be advised of alternative options available to them. These may include the following options to be explored; family and friends, community based activities, voluntary groups, and supported breaks for example. If required they would also be advised of how to contact Adults' Health and Care, Contact and Resolution Team (CART), which could possibly result in a Care Act Assessment.
- 13.10 The new age limit would mean that, once they reach 18 years of age, young people could possibly continue to access the activity (with the consent of the provider) but they may be required by the provider to pay the full rate, or they may access alternative community provision. Some young people may be entitled to support under the Care Act.
- 13.11 If proposal 4 is implemented for those currently under 18, it is proposed that the young person's Gateway Card would expire on their 18th birthday.
- 13.12 The eligibility criteria used by the Adults Health and Care department to access services is set out in *Integral Appendix F*.
- 14. Proposal 7: That Short Break Activities would only be funded for children who live in the Hampshire County Council authority area**
- 14.1 In order to bring the Short Break Activities Programme in line with the County Council's statutory duty and to be consistent with the majority of Hampshire's neighbouring authorities, it is proposed to stop funding those young people who live outside of the Hampshire County Council area but still attend a school within the Hampshire County Council area. The 2016/17 monitoring data shows that 48 children and young people used Short Break Activities programme.
- 14.2 The current Short Break Activities programme eligibility criteria states, that a child or young person should live in the Hampshire County Council authority area and/or children who go to school in the Hampshire County Council authority area.
- 14.3 The County Council are only responsible for providing and funding Short Break Activities for those children and young people who live within the Hampshire County Council area

Consultation feedback about proposal 7

- 14.4 The majority of respondents were positive about the proposal to only fund short breaks for those children that live in Hampshire County Council authority area, with 73% of respondents agreeing. Those who indicated they had other children between the ages of 16-18 were more likely to agree with the proposals when compared with the average (87% agreement).

If approved, how this proposal would be implemented

- 14.5 If this proposal was implemented, those young people who attend schools within the Hampshire County Council authority area, but reside in a neighbouring authority's area, would no longer qualify to access a Hampshire County Council funded short break. The children and young people may be able to continue attending if the activity provider agreed, however their place would need to be funded from the Local Authority in which they reside or be funded directly by the families.
- 14.6 The 48 young people currently accessing Hampshire County Council funded Short Breaks would be contacted by Childrens Services to outline their options

15. Proposal 8: To only fund Short Break Activities which allow parents and carers to leave their child

- 15.1 In accordance with the Children Act 1989 and The Breaks for Carers of Disabled Children Regulations 2011, the Short Break Activities Programme is designed to allow parents or carers to take a 'short break' from caring, to allow them the opportunity to spend time with other children/family members, or take part in: training; leisure activities; day-to-day tasks; or education.
- 15.2 The Short Break Activities Programme currently funds activities which require parents/carers to stay with the child. This means that parents are not able to achieve this regulatory objective as set out in paragraph 15.1.

Consultation feedback about proposal 8

- 15.3 Respondents were mostly unhappy with the proposal to only fund Short Break Activities which allow parents and carers to leave their child, with just over half of respondents disagreeing (55%). 34% of respondents said that they agreed with the proposals, while 11% said they neither agreed nor disagreed with the proposal.
- 15.4 Those who indicated they worked for a short break activities provider were more likely to disagree when compared to the average, with 80% disagreeing with the proposal.

- 15.5 In their comments on the consultation as a whole, some respondents reflected on how some proposals will have a direct impact on the types of activities parents and carers receive. If a parent was required to leave their child, 14% of parents/carers commented on the potential loss of family breaks or activity days. Respondents reported that they value this type of short break, as well as highlighting the impact that will be felt if they no longer receive funding.
- 15.6 There is a vibrant and responsive voluntary and community sector active in Hampshire and they have a role to play in seeking additional funding to support the needs of their service users to supplement provision that the Local Authority commissions to meet its statutory duties. By ensuring that Short Break Activities are prioritised and that families are contributing to costs appropriately, the proposals in this report should help to increase providers' sustainability. Providers can direct efforts at wider fundraising to support non statutory provision to include family breaks and activities for over 18's

If approved, how this proposal would be implemented

- 15.7 By implementing this proposal, the Short Break Activities Programme would no longer fund activities which require a parent or carer to stay with their child. This might include activities such as:
- Family fun days;
 - Sensory sessions;
 - Climbing;
 - Drama and dance clubs;
 - Horse handling; and
 - Family activity weekends.

Such activities would be excluded from the commissioning process for Short Break Activities.

- 15.8 This proposal **does not** include time-limited transition or settling in periods where parents/carers may need/want to stay for a short period of time to support their child to attend a new activity.
- 15.9 Where families choose to continue accessing a family break they can either self fund and pay for these directly, or the activity provider can raise funds to deliver these services without statutory funding. A combination of both of these funding arrangements would be advantageous.

16. Proposal 9: To stop funding swimming lessons as a short break activity

- 16.1 Through the consultation, respondents told us what they considered a sufficient short break to be. Respondents generally mentioned a time frame of between 5-7 hours being the length of time a parent or carer receives as

respite. Taking this into consideration, it is proposed that the Short Breaks Activities Programme would no longer fund swimming lessons, which includes group lessons and one to one lessons, as it does not offer parents or carers a short break from caring as described in paragraph 15.1. This is due to lessons being short in duration (a typical lesson is 30 minutes), which means that parents/carers are not able to have a sufficient break.

Consultation feedback about proposal 9

- 16.2 Respondents were mostly unhappy with the proposal to stop funding swimming lessons as a short break activity, with 58% of respondents disagreeing with the proposal. 26% of respondents said that they agreed with the proposals, while 17% said they neither agreed nor disagreed with the proposal. Those who indicated they had other children between the ages of 9-11 were more likely to disagree with the proposals compared with the average (71% disagreement).
- 16.3 To further understand the implications of proposal 9, respondents were asked whether they thought swimming provides a break for parents and carers. Respondents were marginally in agreement that swimming does provide parents and carers a chance to have a break, even though parents and carers would have to be present while the child is attending the activity. However, the results are not as definitive as other questions asked, with 22% disagreeing and an additional 22% unclear either way if swimming provides a break. Please note that 45% of respondents to this consultation said that they currently use swimming as a short break activity, accounting for the high prevalence of feedback about swimming.
- 16.4 Respondents (excluding those who indicated they were responding on behalf of an organisation or group) were asked whether they attended a swimming lesson as part of a short break. Those that said they had attended a swimming lesson were more likely to agree with the statement: "swimming lessons provide parents and carers with the chance to have a break," with 78% agreeing that swimming does in fact provide a break for the parent or carer.
- 16.5 24% of respondent comments relating to this proposal mentioned swimming and the impact of the loss of this activity. Of those comments that mentioned swimming, 39% highlighted concerns around the potential loss of a brief, but important break for the parent or carer. Respondents reflected how having a break by the poolside allows them chance to have a small but rewarding break watching their child learn to swim, as well as having the pressure of caring relieved even for a short while. The activity itself is mentioned as extremely valuable to respondents in this context, as it can have the added benefit of providing a valuable skill for the child, as well as having a positive impact on the wellbeing of the child, leading to calmer behaviour.

- 16.6 Respondent comments that were related to swimming suggested that the break itself has benefits for a child's development in terms of providing a valuable life skill. Respondents mentioned how, without this support, the child may not be able to access swimming lessons. This is coupled with respondents' concern that swimming lessons may become unaffordable for families without Short Break funding, thus disabled children may miss out on a much valued activity. These concerns were echoed by parents and carers at the consultation drop in events, however, there was a consideration by some parents that swimming is too short and stressful to be considered a break.

If approved, how this proposal would be implemented

- 16.7 By implementing this proposal, the Short Break Activities Programme would no longer fund swimming lessons and as a result they would be excluded from the commissioning process for Short Break Activities.
- 16.8 Swimming lessons are normally part of the school curriculum and so many children should benefit from swimming as part of their education. Furthermore, local authority managed leisure centres are bound by equality and disability discrimination legislation that should support access to swimming for disabled children and their parents and carers. If this proposal is approved, the County Council proposes to work with local authority leisure providers to ensure that the needs of disabled children and their parents or carers are being taken into consideration, and are published on FISH (the Hampshire Local Offer) accordingly.
- 16.9 Where families choose to continue accessing swimming privately they could self fund and pay for lessons directly to the provider. Providers could look to reshape current provision to provide smaller group lessons, instead of private one to one lessons, ensuring there are the correct staffing ratios in place. This could make the activity more affordable.

17. Respondent's ideas for alternative proposals or considerations

- 17.1 Respondents were asked if they had any other alternative suggestions to saving the necessary £1million from the Short Break Activities Programme budget. 158 respondents gave a comment for this question. This does not represent the total number of respondents' views and as this is a lower response rate, the data should be treated as anecdotal.
- 17.2 Respondents gave numerous alternative suggestions as to where money could be generated or saved. Respondents commented how an increase in the efficiency of how the Short Break Activities Programme is administered, along with how providers operate, could lead to savings, with 15% of comments attributed to this theme. Of those comments, a quarter mentioned that the duplication of services may be an area to consider, although this suggestion does reflect the outcomes of proposal 1, if implemented.

- 17.3 Respondents also suggested that money could also be further sought and saved within Hampshire County Council, by reducing the amount spent on administration and staff costs (12% of comments related to this theme).
- 17.4 A smaller proportion of respondent comments (8%) were around reducing the budget for other services across the County Council, with the ultimate message that avoiding budget savings for the Short Break Activities Programme would be the best way forward.

18. Consultation approach

- 18.1 The County Council carried out a twelve-week open, public consultation from 12 March to 3 June 2018 to seek residents' and stakeholders' views on proposed changes to its Short Break Activities Programme.
- 18.2 During the consultation period, communication took place in a range of ways to raise awareness of the consultation and provide opportunities for parents and carers to both raise questions and to have their say. The principle channels included:
- Online and paper surveys;
 - Easy read online and paper survey;
 - 18 drop-in events across the county, utilising a mix of HPCN events and local library venues (see paragraph 18.15);
 - Two scheduled virtual online question and answer sessions;
 - Attendance at the SEND information day;
 - Attendance at a meeting of Special School Head teachers;
 - Attendance at the HPCN Information Event; and
 - Engagement with young people who use Short Break Activities.
- 18.3 'Unstructured' responses could also be sent via email or written letter and those received by the consultation close date were incorporated into the consultation findings report.
- 18.4 Two consultation events for providers of short break activities.

Promotion and publicity

- 18.5 During the consultation period, communications took place in a range of ways to raise awareness of the consultation.
- 18.6 A dedicated webpage was set up on Hantsweb (Hampshire County Council's website), providing full details of the consultation timeframe, the drop-in events and links to the consultation document, and online/paper questionnaires. The web address for the consultation web page or hyperlinks to the page were included in all communications publicising the consultation.

- 18.7 A news item was placed on the home page of the County Council's external facing website (Hantsweb) and also on its intranet for staff (Hantsnet) with encouragement to both respond to, and spread the word about, the consultation. Information was also displayed on the plasma screens in the County Council's headquarters' reception/foyer and café areas.
- 18.8 An email inbox was set up during the consultation specifically to deal with non-media enquiries relating to the consultation. Enquiries were responded to within 10 working days of receipt.
- 18.9 The consultation was publicised through editorial in Hampshire newspapers.
- 18.10 Posts were placed at the start of the consultation on the County Council's Twitter feed (@hantsconnect) that has 44,000 followers, Hampshire County Council's Facebook account (over 3,000 followers) and on the County Council's LinkedIn account (13,500 followers). Additional reminders were posted at intervals during the consultation period. The postings were aimed at alerting people to the consultation and encouraging responses.
- 18.11 Through the County Council's schools communication channel, information was disseminated to all of Hampshire's 526 schools' head teachers and governors, and schools with nursery units (11) and the County Council's three maintained nursery schools to notify them of the consultation and asking for details and links to be included in their own parent mail communications. Officers also attended the Executive Heads meeting for Secondary, Primary and Special Schools.
- 18.12 Information about the consultation was sent to Support4SEND, FISH (the Hampshire Local Offer), Hampshire Parent Carer Network, and Parent Voice for adding to their own websites and sharing with/dissemination to parents and carers of children with learning difficulties and disabilities within their networks.

An email about the consultation was communicated to all County Councillors and two Member Briefing sessions were delivered. A link to the consultation was also sent, via email, to all Hampshire MPs.

Communication with parents and carers directly affected by the proposals

- 18.13 Online and paper Easy Read versions of the consultation document and response form were made. Paper copies of the Easy Read documents were posted on Hantsweb for ease of access. The online response form also linked to an online Easy Read questionnaire, in an effort to make the consultation as inclusive as possible.

- 18.14 Emails to all Gateway Card holders were sent to all parents and carers who would be directly affected by the proposals. The emails alerted them to the consultation, providing links to read the document and questionnaire. A small number of Gateway Card holders for whom the County Council did not have a valid email address were sent hard copy postcards about the consultation through the post.
- 18.15 18 drop-in events were arranged in venues across the county. Seven events were delivered in partnership with the HPCN at 'meet-up' events, with the remainder taking place in local Hampshire libraries. These drop-in consultation events enabled contact between parents and interested people to talk directly with County Council officers from the Children's Services department about the proposed changes and to pick up paper copies of the consultation documents. The events were advertised on the County Council's consultation webpage, through the Hampshire Parent Carer Network and Parent Voice, in local press and through the County Council's social media channels.
- 18.16 County Council Officers attended the SEND Information Day in order to publicise the consultation.
- 18.17 Postcards were designed containing details of the consultation. The postcards were distributed to various locations across Hampshire in places where families of children with disabilities were expected to visit, including activity centres/locations and special schools, in order to increase awareness of the consultation.

Engagement with young people

- 18.18 Engagement took place with young people via KIDS Young People's Engagement Group (YPEG) – a specialist independent group working directly with children and young people with additional needs to elicit their views in an appropriate manner according to their age and ability.
- 18.19 In order to aid this engagement, a specific, reduced Easy Read version of the response form was commissioned and provided to YPEG to use.

Communication with providers of short break activities

- 18.20 Existing short breaks providers were sent an email containing a link to the consultation document and online response form, along with contacts for further information and details of the information and engagement events.
- 18.21 Two information and engagement events were held with providers during the consultation period, in order to encourage responses to the consultation.

19. Consultation outcomes

- 19.1 The full findings report on outcomes from public consultation can be found at *Appendix E*.

Summary of respondents to the consultation

- 19.2 A total of 344 responses to the consultation questionnaire were submitted. 305 responses were received via the online response form, of which 22 were from an organisation or group, and 283 were individual responses. Of those individual responses, 24 were the Easy Read online version of the consultation questionnaire, 23 of which were responses from individuals, and one from an organisation or group.
- 19.3 270 responses were received from respondents who indicated they were current users and/or family or carers of a child who currently uses Short Break Activities.
- 19.4 From all 344 responses received, three were from young people who currently access short break activities. 240 respondents said they had a disabled child who was aged under 18, and 21 parents/carers of a disabled adult aged 18 or over.
- 19.5 There were 15 responses received via the paper response form; two from an organisation or group and 13 were individual responses.
- 19.6 The consultation received 11 'unstructured responses'. These are responses that were made within the consultation period, but were not submitted using the consultation questionnaire. The responses break down as follows:
- 19.7 Three responses were received from organisations or groups, including: Hampshire Parent carer Network (HPCN), Parent Voice, YPEG (the Young People's Engagement Group) and Ringwood Health and Leisure Centre, via email.
- 19.8 An additional eight responses were received via email from members of the public.

20. Key findings from engagement with young people

- 20.1 The Young People's Engagement Group (YPEG) run by KIDS, were asked to work with young people to seek their input to the consultation. A representative from KIDS and three young people met with County Council officers to present their findings on 14 June 2018.
- 20.2 There was some general feedback on the consultation document itself which the young people indicated they would have liked to have been more involved in producing (particularly in creating a young people's version of the consultation information pack). They indicated that both the information pack and the consultation questionnaire were very long and that some of

the questions did not seem relevant to young people. This feedback will be taken into account for future consultations.

- 20.3 KIDS used a specially-created Easy Read survey and also created their own survey that aligned to the consultation questionnaire in order to reach more young people.
- 20.4 KIDS fed back that young people who may not normally have their voices heard, took part in this consultation.
- 20.5 45 young people from across Hampshire answered the KIDS/YPEG easy read consultation response form, whilst others who just gave comments in relation to specific proposals. The young people responding had a variety of different disabilities including sensory difficulties, physical disabilities and learning difficulties. Key points were:
- a) 50% of respondents were aged 16-25, 43.75% were under 16 and 6.25% preferred not to say. The majority identified as having a disability.
 - b) Over half of young people agreed that asking a panel of parent and carers for priorities against which to commission short break activities was a good idea.
 - c) Whilst 25% said evening would be the best time for their short breaks others indicated a combination worked better for them, and suggested that factors such as term times and the timing of the school day need to be taken into consideration. 40% thought payment should be taken upfront prior to a short break. The young people who presented to County Council officers expressed a desire to attend short break activities without parents or carers once they had settled in to a new activity. They indicated that school holidays were particularly important times for them to be able to access short break activities.
 - d) Half of the young people who responded were unsure about the proposal to move to a new Gateway Card application system, although 25% were in agreement with the proposal and felt that there should be different ways to have a new card, including a card sent to your home and an app.
 - e) 45% of young people agreed with the proposal to require evidence of eligibility to access the short break activities programme, and they agreed that the forms of evidence identified in the consultation document were appropriate.
 - f) 60% of young people did not agree that short breaks funding should end at age 18, indicating that if there was no short breaks funding they would have nowhere to go. *[Please note that this survey was completed by mostly older children and young people].*
 - g) 40% of young people agreed that short breaks should only be funded for those who live within Hampshire.

- h) The young people asked, were less sure about whether swimming should or should not be funded as a short break activity, which may have been associated with the age of the majority of the respondents in the KIDS feedback. One third of those asked felt that swimming should be funded.
- i) Young people's suggestions for alternative options including charging more to access short break activities, seeking more private sector funding to support short breaks and ensuring Gateway Card applicants meet the Short Break Activities eligibility criteria.
- j) The young people suggested that short break providers could collaborate more and put forward a suggestion of a resource bank for equipment, materials and other resources that could be shared to reduce duplication and costs.

21. Key findings from consultation drop in events for parents and carers

- 21.1 Where feedback from parents and carers at the consultation drops ins related to a specific proposal, such feedback has been outlined in that section of the report.
- 21.2 In addition to feedback on specific proposals, parents and carers provided details of some more general issues regarding the Short Break Activities programme which are outlined below. Please note that attendance at these events was generally very low.

General issues regarding the current Short Break Activities Programme:

- 21.3 Some Parents/Carers have stated they are not able to easily identify activities on the Family Information Services Hub (FISH) which their child would be able to attend when using their Gateway Card.
- 21.4 Some parents raised concerns that some providers do not want to offer support (e.g. afterschool clubs) to certain types of children with additional needs even if funded through Hampshire County Council. Enforcement of inclusion policies is important to ensure continued access.
- 21.5 Transport can be a barrier to access of activities, particularly in the New Forest due to the lack of transport links and frequency of public transport.

Issues around access to the Buddy Scheme:

- 21.6 Concerns about the Buddy Scheme and its providers were raised, including the citation of incidences where buddies have not turned up, having poor timetables and high turnover of staff.

- 21.7 A more formal arrangement for the Buddy Scheme would be beneficial for parents/carers.

Ideas about potential alternative savings:

- 21.8 Parents and carers suggested that Hampshire County Council could work to secure corporate sponsorship from large businesses to supplement Local Authority funding for these services as part of these organisations' corporate social responsibility programmes.

22. Key findings from events for providers of short break activities

- 22.1 The providers were generally supportive of the proposal to move towards priority based commissioning.
- 22.2 The providers generally welcomed more consistency around hardship rates and recommended changing the name to a "concessions" rate.
- 22.3 They also generally welcomed proposals around payment in advance and the introduction of a range of standardised rates.
- 22.4 There were concerns raised around transition and what support would be available for young people potentially no longer eligible for Short Breaks. Providers wanted to see increased closer working between Children's Services and Adults' Health and Care Departments to minimise disruption to families transitioning between the two.
- 22.5 The sample letter to evidence eligibility was supported by providers, as it was felt this would reduce the burden on the professional and keep the evidence in a consistent format, ensure each Gateway Card application is assessed consistently.
- 22.6 Providers identified the need for reciprocal arrangements to be made with border Local Authorities to ensure children and young people potentially no longer eligible under Hampshire's scheme could still access Short Breaks via their home Local Authority.
- 22.7 Some providers fed back that family breaks and breaks where parents/carers stay still offer the family a break.
- 22.8 Communication was a theme in the discussions; providers wanted to know if the County Council had consulted with current Gateway Card holders and had sought views from young people. They emphasised the importance of timely communication with providers and families following decision day.

22.9 Providers encouraged the County Council to identify areas for avoiding duplication and reducing the onus on families in terms of completing forms and evidencing needs.

23. Feedback from HPCN and Parent Voice

23.1 The County Council wishes to thank both Hampshire Parent Carer Network and Parent Voice for their support to carry out this consultation, and for promoting the consultation proposals among their members, encouraging responses.

Summary of key points raised in HPCN feedback

23.2 HPCN members understood that savings need to be made and told HPCN that they broadly agreed with six of Hampshire's proposals. However, they felt that the proposed cut of £1million to the Short Break budget was disproportionate.

23.3 HPCN told reported that parents and carers would prefer to retain;

- Funding of Short Break Activities for young people aged 18 or over;
- Funding of activities which allow parents and carers to stay with the child – many of HPCN's members said that family sessions are amongst those they most valued;
- Funding of swimming lessons, and disagreed with the County Council's claim that swimming forms part of the curriculum.

23.4 HPCN Members felt that disabled children are excluded from school lessons but learning to swim saves lives. HPCN members value the short time that swimming lessons give them to step away and relax for half an hour, chat with a friend or have a coffee, and that they consider it to be a break from caring.

23.5 HPCN reported that would be long term effects if these proposals are agreed, and there may be extra costs that they might entail as families struggle to have a break, no matter how short.

Summary of key points raised in Parent Voice feedback

23.6 Parent Voice agreed with proposals 1, 5, 7, 8 and 9¹. The group gave no view either way on proposals 4 and 6².

¹ Commissioning based on priorities, evidence of eligibility for a Gateway Card, funding for children who live in the Hampshire County Council area, only funding Short Break Activities where which allow parents/carers to leave, stop funding swimming lessons.

² New online Gateway application system, to stop funding Short Break Activities for young people over 18.

- 23.7 Parent Voice strongly agreed with proposals 2 (advance payment) and 3 (consistent parental/carer charges and hardship rates). In their verbatim comments, the group gave support for pre-payment for activities, and said that hardship rates should be means tested.
- 23.8 Parent Voice said that they would prefer proof of eligibility to be re-obtained every three years.
- 23.9 The group expressed a preference for a plastic card which is posted to the home.

24. Mitigation of potential impacts

- 24.1 In addition to structured questions, the consultation questionnaire asked respondents to describe what, if any, impact, the proposals in the consultation could have on them or their family, or people they know or work with. Where these impacts related to specific proposal, any mitigating actions proposed to address the impact are identified in the relevant section of this report.
- 24.2 There are general issues regarding the current Short Break Activities Programme and accessing the Buddy Scheme which could be rectified with the following mitigations:
- 24.3 Parents and carers are not able to find activities which are funded through the Short Break Activities Programme on the Family Information Services Hub (FISH). It would be possible to amend the website, to add an additional search filter to enable parents/carers to search on 'Gateway Card'. This would then provide a list of all activities which Gateway Card holder could access.
- 24.4 Providers not wanting to offer support to children with additional needs where activities/services are funded by the County Council. This could be managed by having a clear feedback process available on the County Council website. This would enable the relevant department to investigate the issues and would be picked up through grant/contract monitoring.
- 24.5 The capacity and responsiveness of the Buddy Scheme will be discussed with the Buddy Scheme Providers and the County Council will work with those providers to address the issues going forward.
- 24.6 The County Council proposes to discuss access and support concerns raised in respect of accessing Scouts and Brownies with those organisations with the aim of agreeing clear expectations regarding when and how any additional support needs for children will be met in future.

Impact on mental health and wellbeing

- 24.7 18% of respondent comments considered the potential negative impact on wellbeing. Of those comments, 40% were concerned there would be a negative impact on parents and carers.
- 24.8 17% of comments also suggested that families would struggle to cope if provision is reduced, with some suggestion that the family unit may be compromised.
- 24.9 It is hoped that, if the proposals were approved, Short Break Activities would be commissioned on the basis of identified priorities, using Gateway Card data to support clear identification of need and the required location of provision. By offering a more targeted Short Break Activities Programme, the County Council would aim to ensure availability of Short Break Activities sufficient to meet need. More consistent application of parental charges would support providers to become more sustainable.

Exceptions grant pot

- 24.10 It is proposed that a small fund is set aside to provide additional funding for exceptional circumstances. This could include the funding of additional staff for children whose needs require increased staffing levels, (particularly for mainstream activities) funding for training to enable providers to support specific needs and to ensure there would be some flexibility in the proposed Short Breaks Activities Programme to support unforeseen circumstances.

25. Equality considerations

- 25.1 A comprehensive Equalities Impact Assessment (EIA) on the impact of these proposals on children and families who use the Short Break Activities Programme was carried out and published in March 2018. This EIA has been further considered and revised for this decision day, taking into account the consultation findings.
- 25.2 The EIA outlines the provision of services delivered by the Short Break Activities Programme to children with a disability or additional need who need support to take part in leisure activities. The EIA describes the potential impacts of the proposed changes on those with protected characteristics and the action that would be taken by the County Council to minimise these impacts. The protected characteristics that have been identified as medium or high impact are: Age, Disability, Gender, Poverty and Rurality.
- 25.3 The impact in relation to disability is considered to be high because the group of children and young people affected by these proposals have disabilities. The proposed introduction of a requirement to provide evidence of eligibility for the short breaks programme would ensure that short breaks are targeted at children who have a disability or additional need and who

need support to take part in leisure activities. The majority of respondents to the consultation agreed with this proposal.

- 25.4 The proposal to commission the Short Break Activities Programme on the basis of priorities, agreed with a representative parent/carer panel could enable activities to be commissioned specifically based on needs agreed by the parent/carer panel. There was a split response to this proposal. This new approach to the allocation and distribution of funds would reduce duplication and could encourage provision that is better suited to service users by understanding local priorities. The County Council would more easily be able to identify where any gaps are and target funding to ensure there is more equitable provision across the county, in line with demand.
- 25.5 The impact in relation to age is considered to be high because children and young people who are currently eligible for the programme are aged between birth and twenty years of age. In addition, siblings of the disabled children and young people are likely to include children in this age range. It is proposed to reduce the age range of children and young people who are eligible to access the short break programme from birth up to their 18th birthday, in line with the County Councils statutory duty under the Short Breaks for Disabled Children Regulations, and to be consistent with the majority of Hampshire's neighbouring local authorities. Analysis of current short break usage data shows that 89 18-20 year olds access the short break activities programme.
- 25.6 Consultation responses identified strong concerns about stopping funding for those people aged 18 and over. The main concerns raised were around the mental health and wellbeing of young people in this age bracket, as well as concern about their transition to other care and respite services. Similar concerns were raised at drop in events and additional concerns that this cohort would not meet adult social care eligibility criteria for support and a lack of a similar provision for young adults.
- 25.7 If the proposal to reduce the age of access to short break activities to the child's 18th birthday is approved, each young person and/or their carer affected would be contacted. For those that are already known to the Adults Health and Care department (AHCD), a review would be undertaken to ensure that any unmet needs that are eligible for support under the Care Act arising from the impact of stopping short break activities are addressed. For those that are not currently known to AHCD, the young person and/or their carer would be written to and given information about their options, including how they can access an assessment from AHCD.
- 25.8 In respect of the impact on poverty, concerns were raised by respondents that there would be a negative impact on parents and carers by the introduction of advance payment for activities which could mean that some parents and carers might struggle to meet the advance costs. There were also concerns that some respondents might not be able to afford activities if the full market rate for the activity was charged. These concerns were

also raised at the drop-in events; with parents/carers expressing that they would need providers to be flexible with payment plans to enable them to spread out payments.

- 25.9 Overall, there was widespread agreement with the proposal to require upfront payment from parents/carers, but this needs to be carefully balanced with the requirement to implement a consistent and robust hardship policy.
- 25.10 The proposed hardship policy is set out in section 10. By introducing this policy, it is anticipated that this would enable all parents/carers on lower incomes to have a fairer opportunity to access Short Break Activities provision.
- 25.11 Potential issues relating to rurality have been identified by the EIA. This is consistent with the current arrangements of the Short Break Activities Programme. If approved, it is anticipated that the proposal to commission activities according to locally set needs and priorities would have a positive impact on rurality, by enabling services to be provided in areas where there is demand and need and that reduce the impact on rurality by taking into account transport links and accessibility.
- 25.12 The full EIA is provided in Appendix B <http://www3.hants.gov.uk/childrens-services/about-cs/cs-equality-diversity.htm>

26. Legal implications

- 26.1 Short Breaks provisions are set out in Children Act 1989 and The Breaks for Carers of Disabled Children Regulations 2011. In essence, the statutory duties of Hampshire County Council are to have regard to the needs of those who provide care for a disabled child who would be unable to provide care unless breaks from care given to them and have regard to the needs of those carers who would be able to provide care for their disabled child more effectively if breaks from care were given to them to allow them to:
- Undertake education, training or regular leisure activity;
 - Meet the needs of other children in the family more effectively;
 - Carry out day to day tasks which they must perform in order to run their household.
- 26.2 Hampshire County Council must provide a range of services **so far as is reasonably practicable** to assist carers to continue to provide care or do so more effectively. This must include a range of services daytime/ overnight care, educational, leisure activities and services to assist in both the evenings, weekends and during the school holidays.
- 26.3 Hampshire County Council must prepare a statement for carers which gives details of the range of services provided under the Regulations,

setting out the eligibility criteria and how the range of services will need the needs of the carers.

- 26.4 In addition under the Chronically Sick and Disabled Persons Act 1970 a local authority must make arrangements for services for disabled children including outings and other recreational activities outside of the home.
- 26.5 Under Children and Families Act 2014 it is stated that a local authority must keep these services under review and consider how the proposed services will be sufficient in meeting the needs (educational, training and social care) of the children and young persons concerned. Furthermore in reviewing these services there is a specific duty to consult with relevant people set out in section 27(3).
- 26.6 The Care Act 2014 states that where it appears to the local authority that the adult may have needs for care and support the local authority must assess whether the adult has needs for care and support and what those needs are. Similarly for carers where it appears to the local authority that a carer may have needs for support now or in the future the local authority must assess whether the carer does have needs for support or is likely to do so in the future and if so what those needs are or are likely to be in the future.
- 26.7 On the basis of the assessments the local authority must determine if any of the needs meet the relevant criteria for care and support for an adult or support for a carer and consider what could be done to meet those eligible needs. The eligibility criteria are set out in Regulations.
- 26.8 In addition the local authority has duties in respect of providing written advice and information about what can be done to reduce or delay the development of needs for care and support.
- 26.9 Local authorities have a duty under the Equality Act 2010 section 149 to have due regard to the need to: eliminate discrimination, harassment and victimisation; to advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it; and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Other Significant Links

Links to previous Member decisions:	
Title	Date
Short Breaks for Disabled Children (Ref 2589)	06/04/11
Short Breaks Statement of Future Provision and Grant Awards (Ref 3153)	28/09/11
Short Breaks Grant Awards (Ref 3353)	17/10/11
Short Breaks Grant Awards (Ref 3440)	18/01/12
Short Breaks Grant Allocations for 2012-13 (Ref 3441)	01/02/12
Short Breaks Grant Allocations for 2012-2013 (Ref 3717)	17/07/12
Short Breaks for Disabled Children: Service Statement Review (Ref 4120)	06/12/12
Short Breaks for Disabled Children – Grant Allocations 2013-14 (Ref 4197)	23/01/13
Short Breaks for Disabled Children: Service Statement Review (Ref: 4593)	05/02/13
Short Breaks grant awards: Specialist playschemes in Basingstoke (2013-14) (Ref 4685)	25/03/13
Short Breaks activities for Disabled Children - Grants for the remainder of 2013-14 (Ref 4707)	12/06/13
Short Breaks for Disabled Children - Grant Awards for 2014-15 (Ref 5195)	22/01/14
Short Breaks Statement: Service Statement Review 2014-15 (Ref: 5580)	26/03/14
Short Breaks for Disabled Children – Grants for 2015-16 (Ref 6447)	23/03/15
Short Breaks for Disabled Children – Grants for 2016-17 (Ref 7216)	18/03/16
Short Breaks for Disabled Children – Grants for 2017-18 (Ref 8059)	13/03/17
Short Breaks for Disabled Children – Grants for 2018-19 (Ref: agenda item 1)	15/01/18
Children with Disabilities Public Consultation (Ref 5933)	25/07/14
Revenue Budget report for Children's Services for 2015/16 (Ref 6286)	21/01/15
Transformation to 2017 - Revenue Savings Proposals (Ref 6889)	16/09/15
Revenue budget report for Children's Services for 2016/17 (Ref 7131)	20/01/16
Revenue budget report for Children's Services for 2017/18 (Ref 8019)	18/01/17
Cabinet: Revenue Budget and Precept 2015/16 (Ref 6373)	01/02/15
Cabinet: Transformation to 2017: Consultation Outcomes (Ref 6942)	21/09/15
Cabinet: Medium Term Financial Strategy Update and Transformation to 2017 Savings Proposals (Ref 6920)	05/10/15

Children and Young People's Select Committee Respite Task and Finish Group report (Ref 6003)	23/07/14
Children and Young People's Select Committee Consideration of Request to Exercise Call-in Powers (Ref 6083) Serving Hampshire – Balancing the Budget consultation	12/09/14 Summer 2017
Cabinet: Medium Term Financial Strategy Update and Transformation to 2019 Savings Proposals	16/10/17
Full Council: Medium Term Financial Strategy Update and Transformation to 2019 Savings Proposals (Ref: agenda item 10)	02/11/18

Direct links to specific legislation or Government Directives	
Title	Date
Children Act https://www.legislation.gov.uk/ukpga/1989/41/schedule/2	1989
Local Government Act	1999
Equality Act	2010
Short Breaks: Statutory guidance on how to safeguard and promote the welfare of disabled children using short breaks	2010
The Breaks For Carers of Disabled Children Regulations http://www.legislation.gov.uk/uksi/2011/707/made	2011
Short Breaks for Carers of Disabled Children: Departmental Advice for Local Authorities	2011
Children and Families Act	2014
Best Value Statutory Guidance (revised and updated)	2015

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
None	

IMPACT ASSESSMENTS:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;

Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

Equalities Impact Assessment (EIA):

Please see sections 24 and 26 of this report.

The full EIA is provided in Appendix B and is available online at <http://www3.hants.gov.uk/childrens-services/about-cs/cs-equality-diversity.htm>

Impact on Crime and Disorder:

There is no assessed impact on crime and disorder.

Climate Change:

There is no assessed impact on climate change.

Outcomes of Task and Finish Group

Recommendation 1: The Task and Finish Group recommended that officers explore the potential for sharing costs with schools, academies and other venues hosting Short Break Activities with a view to achieving between £250k - £360k of savings. This was not progressed due to school budget pressures

Recommendation 2: The Task and Finish Group recommend that a full business case is developed for appointing a single strategic partner for the delivery of the short break programme with a view to it realising a further £100k in savings by removing the infrastructure within the county council. Further, the group recommend that if a strategic partner is appointed, it would be required to distribute a proportion (tba) of the funding to other organisations via an application process. Scoping work was undertaken at this time and no significant benefits of this approach were identified although some of the themes, regarding contracting are picked up in this report.

Recommendation 3: The Task and Finish Group recommend that all providers seeking short break funding submit details of their collaborative proposals to share management and overhead costs with other non-uniformed providers as feasible. The group consider that this could realise a further £200k - £250k of savings. A working group of providers was established however this has not produced any savings to date although contracting may provide further opportunities to progress this.

Recommendation 4: The Task and Finish Group recommend that officers explore the viability of using the volunteer recruitment scheme currently being set up as part of the Olympic Legacy or via the Early Help Hubs in order to support the use of HCC grant funded organisations to develop short break provision where they have the use of appropriate venues. The group consider that this could realise a further £100k of savings. This is still an aspiration however the availability of volunteer to provide a consistent reliable workforce is challenging and does not provide a consistent service to families.

Recommendation 5: The Task and Finish Group recommend that providers be encouraged to collaborate with other providers to enhance and maximise their fundraising activity. Workshops were held with providers to encourage this way of fund raising however there was little appetite to work in this way. There is an intention to pursue this further.

Recommendation 6: That all recipients of short break funding are required to provide match funding in order to deliver their short break offer. This would ensure that an additional £1 million would be made available for the delivery of short breaks sourced from the voluntary and independent sector. The group further recommended that the Executive Lead Member for Children Services identify temporary additional funding of at least £800k for the year 2015/16 in order to provide a reasonable time period for providers to source that match funding. This was not progressed as a stipulation for match funding was considered unrealistic for providers. However the current proposals include the recommendation for an

additional source of funding to be evidenced in applications. Providers considered that they already maximise their fund raising. It is considered that this proposal would possibly be achieved if providers were contracted rather than grant funded. This is explored in the current proposals.

Recommendation 7: The Task and Finish Group recommend that officers explore the opportunities for Direct Payments to be used for families to purchase short breaks themselves. This was not progressed for the following reasons:

- Administrative burden of managing such a model;
- Reduced buying power;
- Impact on provider market;
- Loss of control over delivery;
- Risks around funding families directly.

That said, the proposals for the new Gateway Card provide the potential for better targeted packages of short breaks.

**CHILDREN'S SERVICES DEPARTMENTAL PROCEDURE NO:
Charging and Concessions Policy for Children and Young People
accessing Short Break Activities**

DATE: 18 June 2018

EFFECTIVE DATE: 01/04/2019

CATEGORY: Finance

KEYWORDS: Parental Contributions, Charging, Hardship, Concessions

ISSUED BY: Stuart Ashley. Assistant Director Children's Services

CONTACT: Suzanne Smith,
Head of Procurement, Commissioning and Placements 01962
845450
Suzanne.smith2@hants.gov.uk

PROCEDURES CANCELLED OR AMENDED:

REMARKS: This policy will be applied to all parents and carers of children and young people accessing Short Break Activities.

SIGNED:

DESIGNATION:

YOU SHOULD ENSURE THAT:-

- You read, understand and, where appropriate, act on this information
- All people in your workplace who need to know see this procedure
- This document is properly filed in a place to which all staff members in your workplace have access

1. Introduction

This procedure sets out the expectations regarding parental charges for Hampshire County Council Short Breaks Activities. It informs providers of the proposed market rates to charge for Short Break Activities. It also explains when to apply the concessions policy for families, when collecting parental charges toward the cost of their child accessing Short Break Activities.

2. Requirements

In order to access Short Break Activities a child must be a Gateway Card holder. Families will have to show their Gateway Card when booking and attending activities. The Short Breaks website provides details about the Gateway Card and how to apply:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/shortbreaks/gatewaycard>

Parents/carers are required to pay the standard cost for their child to attend a Short Break activity. This means that parents/carers should be charged the same amount as a child accessing a mainstream equivalent activity. As explained on the Short Breaks website above, the Gateway Card will help activity providers apply for funding to cover any additional costs that are required for a child to participate fully.

The following indicative charges are based on research of like for like-for-like mainstream/non specialist activities. Where it has not been possible to find a mainstream comparison, the data from 2018/19 Short Break Activities (SBA) grant applications have been used to provide the required information and these have been indicated below. A summary of the charges are shown in Table 1.

Feedback from the Short Break Activities Consultation has been considered alongside the market analysis and with the exception of the holiday clubs, the proposed market rates have aligned.

The following information provides the minimum and maximum parental contributions for different categories of activity which should be charged.

3. Market Rates

a. After School Club:

After School Clubs (ASC) range in duration from 2– 3 hours with the average being 2.83 hours. It is expected that ASCs would charge between **£9.00 – £12.00 per session**.

b. Activity Club (based on Short Break Activities grant):

Whilst the following shows the range which should be charged for a multi-activity event, it is expected that any off site activities where an admission

entry is charged by another provider, such as Zoo, Soft Play or Theme Park – It is expected this would be paid at full market rate (unless group discount has been received) by the parent or carer. It is not expected that any concessions would be given for the whole activity.

It is expected that Activity Clubs would charge a minimum:

- **£4.00** for a 1 hour activity,
- **£7.00** for a 2 hour activity,
- **£10.00** for a 3 hour activity,
- **£13.00** for a 4 hour activity.

c. Holiday Club

Holiday Clubs vary in duration from half day to full day, however the market is very consistent across the county on the parental contributions. The average club would run between 9am and 4pm with wrap around care being charged at an additional rate.

It is expected that Holidays Clubs would charge per day between:

- Half day* - £13.00 – 17.00 per session (a session between 3 – 4 hours)
- Full day* - £20.00 – £39.00 per session (a session is 7 – 9 hours)
- *Wrap around care: Breakfast drop off/club - £2.00 - £4.00 per hour
- Afternoon club (4-6pm) - £4.00 - £7.00 per hour

d. Sports Club (Rugby, gymnastics, athletics and martial arts)

Sports clubs parental contributions vary greatly. Many mainstream clubs would have an annual membership charge, which would include insurances and administration costs. There is, in addition to the member costs usually an additional charge for uniforms or kits, these are paid separately by parents. A weekly parental contribution is then charged on top of this annual cost.

It is expected that Sports Clubs would charge between **£4.00 - £7.00 per session**, anticipated to last between 1-2hours.

e. Youth Club

Youth clubs parental contributions vary significantly therefore both data from current Short Break Activity grants and mainstream providers have been used to provide the charging range below.

It is expected that all Youth Clubs would charge between £2.50 and £6.50 per session, anticipated to last between 1-2.5hours

f. Weekend Club (Based on Short Break Activity grants)

This type of activity is specific to short breaks service users; therefore data from the Short Break Activity grants have been used. Weekend clubs vary significantly in duration and parental contributions. Therefore the amount of parental charges have been aligned to the Activity Club and Holiday Club rates:

It is expected that all weekend clubs would charge:

- £4.00 for a 1 hour session
- £7.00 for a 2 hour session
- £10.00 for a 3 hour session
- £13.00 for a 4 hour/half day session
- Full day weekend club minimum £20.00 - £30.00 for 6-7 hours

4. How to book and how payment is made / payment methods

Families book activities directly with the provider. They will need a free Gateway Card to take part in any activities funded by the short breaks programme.

It is expected that payment will be taken by the provider at the point of booking an activity. The provider will be required to take either a deposit or full payment through one or more of the following methods:

- Cash
- Cheque
- BACs Transfer
- Electronic Payment

The provider will be required to have a clear refund policy.

Providers' contact details can be located on the Family Information Services Hub website: <https://fish.hants.gov.uk>

5. How we will update and refresh pricing

The market rates will be reviewed annually by the 1 April each year and in consultation with the panel, to ensure market rates are inline with inflation and market shifts. The policy may be reviewed sooner if there are changes to legislation.

6. Concessions

It is expected that all providers will offer a concessions policy to parents and carers of children and young people attending Short Break Activities. In order to ensure a consistent and equitable approach to concessions across the scheme it is expected that providers use the following eligibility criteria which are consistent with other parental contributions policies within Children's Services:

Parents/carers will be eligible for concessions rate if they meet the following criteria:

- In receipt of income support, any element of child tax credit other than the family element of working tax credit, income-based job seekers allowance, or income related employment support allowance;

- Low Income families earning a total household income from all sources of under £16,000.

The County Council understands that some providers already have a concessions policy in place; however it is expected that providers will offer no more than a 50% reduction in parental charges where the criteria is met.

It is the provider's responsibility to check parents and carers are eligible and obtain the appropriate evidence. Providers should also review any concession arrangements with families on an ongoing basis to ensure they are still eligible. The Contracts and Grants team will undertake spot checks to ensure the policy is being applied consistently and fairly across projects.

Table 1

Activity Type	Minimum Charge	Maximum Charge	Comments
After School Club	£9.00	£12.00	
Activity Club	£4.00 for a 1 hour activity £7.00 for a 2 hour activity £10.00 for a 3 hour activity £13.00 for a 4 hour activity		Off-site activities – entrance fees to be charged at full market rate.
Holiday Club – Half day	£13.00	£17.00	Wrap around care: Breakfast drop off/club - £2.00 - £4.00 Afternoon club (4-6pm) - £4.00 - £7.00
Holiday Club – Full day	£20.00	£39.00	
Sports Club	£4.00	£7.00	Membership, insurance, kit charges would be in addition and paid by parent/carer
Youth Club	£2.50	£6.50	
Weekend Club	£4.00 for a 1 hour session £7.00 for a 2 hour session £10.00 for a 3 hour session £13.00 for a 4 hour/half day session Full day weekend club Min £20.00 - £30.00 for 6-7hrs		

Consultation Findings

AHC Eligibility Criteria

[Section 13: The eligibility criteria](#)

[The Care and Support \(Eligibility Criteria\) Regulations 2015](#)

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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	12 July 2018
Title:	Ethnic Minority and Traveller Achievement Service (EMTAS) Annual Report
Report From:	Director of Children's Services

Contact name: Michelle Nye County Inspector/Adviser, Inclusion Advisory Service

Tel: 01256 330195

Email: michelle.nye@hants.gov.uk

1 Recommendations

That the Children and Young People Select Committee:

- 1.1 Note the data and results presented in the report and the progress made in addressing the priorities in the service plan.
- 1.2 Are presented with the report earlier in the year as although attainment results will be provisional at this time the data will not be as dated. Currently the Spring census and result data are presented for the same cohort hence it has not been updated with the 2018 Census.

2 Summary

- 2.1 This report brings together a range of data and information relating to educational outcomes of children and young people from Black, Minority Ethnic (BME) and Traveller heritages in Hampshire schools. It highlights key issues affecting the progress and attainment of children from different ethnic groups and the ways in which EMTAS is working in partnership with schools, services and other agencies to address these. The report also sets out EMTAS service priorities and direction for 2017-18.

3 The EMTAS Service

- 3.1 Hampshire EMTAS is a dedicated multi-ethnic, multilingual team working closely with Hampshire schools to help raise attainment and close the performance gap for children and young people from BME and Traveller groups.
- 3.2 EMTAS offers bilingual support in over 25 different languages for children and young people for whom English is an

additional language. Additionally EMTAS provides a full range of services to improve access, engagement and participation of children, young people and parents/carers from Gypsy, Roma and Traveller (GRT) heritages.

- 3.3 EMTAS provides advice and training for teachers, senior leadership teams, EAL Co-ordinators, GRT Co-ordinators, Governors, Teaching Assistants and Office staff on all aspects of pedagogy, practice and provision for children at various stages of learning English as an additional language and their families.
- 3.4 The Young Interpreter Scheme continues to be developed and has now been digitalised and there will be a subscription element for new developments. The New Arrival Ambassador scheme with a particular focus on Travellers, Children in Care and Service children has been taken up in a number of schools. A mini conference for New Arrival Ambassadors in the Tadley area took place in September 2017 and will look to be replicated in other areas.
- 3.5 Language phone lines run in Arabic, Bulgarian, Nepali, Polish, Portuguese, Romanian, Chinese, Spanish, and Turkish. Details are on the EMTAS website and can be accessed by schools and parents.
- 3.6 EMTAS is developing as a rights respecting service advocating for the rights of the child; our work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

4 Population Data: Ethnicity

- 4.1 This paper combines attainment data and Spring census information focussing on different aspects of ethnic minority achievement. A summary of results is provided (Appendix 7), together with a section outlining progress towards EMTAS Service priorities (Appendix 11). To preserve confidentiality in line with DfE guidance 2013 a threshold of 6 is set so that values of 1 to 5 inclusive are suppressed.
- 4.2 School census (Spring 2017) data (Appendix 1) show that 12.3% of children in Hampshire come from Black and Minority Ethnic (BME) groups. This is an increase of 0.7% from the Spring 2016 census and equates to 1500 children. 6.1% children are recorded as having English as an Additional Language (EAL) compared with 5.8% the previous year. This equates to approximately 10,600 (Spring 2017 Census), approximately 700 children more than in 2016.
- 4.3 The largest minority group within Hampshire is Any Other White Background, within this group the linguistic diversity includes many European languages such as Polish, French, Russian, Romanian, Spanish, Portuguese, Bulgarian, Slovak, Swedish, Finnish, Hungarian, German, Belgian,

Dutch/Flemish, Italian, Czech, Latvian, Lithuanian as well as English and Afrikaans.

- 4.4 Between 750 and 900 children are referred to EMTAS every year for support. These children may not appear on the Spring 2017 census as it is dependent on when they arrived in Hampshire and were referred.

5 Population data: Language

- 5.1 56 languages were recorded as spoken by newly arrived children and young people in Hampshire schools (Hampshire EMTAS New Arrival data April 2016- March 2017). However, 167 languages are recorded on School Census data (Spring 2017). The accuracy of the census data is dependent on how parents, carers and young people (from secondary school age upwards) choose to see themselves and describe their ethnic group (a process known as 'ascription')
- 5.2 The county's linguistic profile changes year on year and the diversity within individual Hampshire districts varies enormously. A comparison based on the Spring Census 2017 can be seen in Appendix 2 which shows the top twenty languages (ranked in order of number of speakers) in Hampshire.
- 5.3 Hampshire EMTAS as a service needs to be flexible enough to respond quickly to new languages as well as to the transient and mobile nature of many BME and Traveller families. A further feature is the isolated nature of many ethnic minority families with very few sharing a common language, cultural background and ethnicity. Apart from in north Hampshire and Basingstoke where there are established Nepali and Polish communities, in most of Hampshire, the likelihood is that even where numbers are higher, several different rather than one dominant language will be spoken. EMTAS can support children who speak a language different to their own and we are training our Bilingual Assistant team through a carefully structured induction programme and the Supporting English as an Additional (SEAL) language course in order enhance their practice in schools.
- 5.4 The EMTAS team does not keep any specific data on migration patterns; however we are able to provide a breakdown of languages and ethnicity by county, district and school from the Spring Census. (Appendices 4 and 5)
- 5.5 The vast majority of EMTAS' new arrivals work is with children who are new to English, however in the case of Traveller children they may be new to the school or have a fragmented education. Although numbers of EAL are increasing in Hampshire, from April 2016 -March 2017 EMTAS received 142 fewer referrals than the same time the previous year. This may be due to the improved capacity of schools to meet children's

needs and the smaller increase on the Spring Census of children speaking EAL.

- 5.6 Polish speakers make up the largest number of new arrival referrals to EMTAS followed by Romanian with the highest number of referrals in the Rushmoor District followed by Basingstoke and Winchester. Appendix 3 illustrates the top 15 languages referred to EMTAS. However, the changing list of languages from 2016 to 2017 reflects the transient nature of BME communities in Hampshire, EMTAS have produced a leaflet giving information about home/first language which is available on the parents section of the website and is complimented by our 'Bringing up your Child Bilingually' leaflet which has been translated into thirteen languages.
- 5.7 Gypsy, Roma and Traveller (GRT) children are the third most referred group. These are not necessarily new arrivals but are referred to EMTAS due to a fragmented education, transition concerns or where relationships may have deteriorated between home and school. EMTAS sometimes acts as a conduit to remove barriers to participation and ensures every effort is made to support the child and family to remain in education.

6 Vulnerability in relation to ethnicity and language

- 6.1 Many children and young people from minority ethnic backgrounds achieve at the highest level, but for some groups, the gaps remain wide. For many vulnerable groups, gaps in attainment are apparent from an early age for example, Gypsy, Roma and Traveller ethnicities. However, this is not necessarily the case for all ethnic minority groups for example Black Caribbean pupils do well at KS1 and 2 but less well at KS4. Results can fluctuate year on year, due to the low numbers of pupils in groups.
- 6.2 6.8% of children from BME heritages (out of the total BME cohort) according to the Spring Census 2017 are eligible for Free School Meals (FSM). This figure represents 10% of the Hampshire All figure. BME parents are less likely to claim FSM.
- 6.3 In response EMTAS Bilingual Assistants have compiled a Frequently Asked Questions document for parents which is on the EMTAS website. This is communicated to parents through EMTAS phone lines and parental events run in conjunction with the school in order to support schools with clear communication around Free School Meals entitlement and the link with Pupil Premium.

7 BME Early Years Foundation Stage - Educational Outcomes

- 7.1 EMTAS is funded entirely by schools. There is no specific funding from Early Years settings; however through sold

service work EMTAS provides advice, training and guidance for practitioners plus bilingual support for the most vulnerable children who are referred to the service before they enter school.

- 7.2 The overall achievement of children from Black and Minority Ethnic (BME) and Traveller groups in Early Years and the Foundation Stage has increased by 1.7% to 72.7% (Appendix 6, Table 1) which is 3% below the Hampshire all figure of 75.7%. However there is a significant gender gap of 13 percentage points between boys and girls. This has decreased slightly by 1.4% as the previous year it was 14.4% (Appendix 6, Table 2). The gap for Hampshire all is 13.3%. For some groups including Any Other White Background, White and Black Caribbean, White and Asian, Any Other Mixed background, Black African, Any other Black Background and Any other Asian Background, the gap is even wider. In most cases girls outperform boys, apart from within the Black Caribbean and Chinese groups where boys out perform girls.

8 BME Key Stages 1, 2 and 4 Educational outcomes – Summary Analysis

- 8.1 Overall, data shows an improving picture in relation to educational outcomes for BME children and young people across all key stages in Hampshire and the IOW. Tables in Appendix 7 show the broad comparison between BME and 'Hampshire All' for key stages 1, 2 and 4. However it should be noted that not all ethnic groups achieve as well as each other and some are below that of the Hampshire All figure. IOW summary data is presented separately in Appendix 11 and not broken down into separate ethnicities for this report as numbers are very small and it would be difficult to draw any conclusions.
- 8.2 At Key Stage 1 BME results increased in 2017 and are in line with Hampshire All for reading and slightly above Hampshire All for maths and writing. (Appendix 8) Ethnic groups that are above Hampshire All for all three measure in reading, writing and maths are White and Black African, White and Asian, Any Other Mixed Background, Indian and Asian other.
- 8.3 Gypsy/Roma and Traveller of Irish Heritage were significantly below the Hampshire All figure in all three measures. White and Black Caribbean, Bangladeshi, Any Other Black and Any Other Ethnic Group were also below this figure.
- 8.4 At Key Stage 2, overall BME children achieve better than Hampshire All cohorts in the percentage of children achieving expected level and above for reading, writing and maths combined (Appendix 9). On the Isle of Wight, the percentage of children from BME and Traveller groups achieving Expected and above in reading, writing and mathematics combined was above the Isle of Wight All figure.

- 8.5 Ethnic groups above that of the Hampshire All figure are Any Other White Background, White and Asian, Any other Mixed Background, Indian, Pakistani, Any other Asian Background, Black Caribbean, Black African and Chinese.
- 8.6 Gypsy/Roma and Traveller of Irish Heritage were again significantly below that of the Hampshire All figure. White and Black Caribbean, White and Black African, Bangladeshi and Any Other Ethnic group were also below;
- 8.7 At Key Stage 4 BME students overall are above Hampshire All for the percentage achieving the Ebacc, GCSEs at Grade 9-4 (A*-C) including English and Maths and the Average Attainment and Progress 8 measure (Appendix 10). However, outcomes for BME have fallen from 2016 in Average Attainment, Progress 8 and percentage achieving the Ebacc. The majority of ethnic groups achieve above the Hampshire All figure for all measures except Gypsy/Roma, Traveller of Irish Heritage and White and Black Caribbean.

9 GCSE in Heritage Languages

- 9.1 During 2016-17, a total of 48 students were supported by EMTAS Bilingual Assistants to enter heritage languages GCSEs in 9 different languages which include Arabic, Mandarin, Greek, Portuguese, Italian, Polish, Russian, Turkish and Cantonese. Of this group, 97.7% of students entered were awarded an A*-C, 83.33% achieved A*-A. Students can be entered for a heritage language GCSE earlier than Year 11 depending on how well developed their first language skills are. However, the themes of the exams are sometimes better suited to older students (Year 9 onwards). Heritage Language GCSEs also contribute to the EBacc.

10 EMTAS work against service priorities

- 10.1 EMTAS has developed a highly valued e-learning modular resource to compliment training and it can also to be used for staff CPD. This is available to all Hampshire maintained schools as part of the SLA and has been sold to two universities to support initial teacher training and London Grid for Learning (LGfL) which also includes the digitalised Young Interpreter scheme.
- 10.2 EMTAS have also increased their sold services work through work with academies and training out of county.
- 10.3 As a result of analysing data EMTAS teachers are involved in small scale research projects. One project focused on White Other pupils looking into the experiences of Polish-speaking children and their families in Basingstoke schools to identify support strategies that have worked well (teaching and learning; home-school liaison/communication etc.) Analysing data by language within this category is particularly important

so as to not overlook performance of speakers of certain languages, especially when overall performance of the white other group is driven largely by English speakers. The key findings have been disseminated through the local network group and are on our website.

- 10.4 Another project in conjunction with schools and MOD funding is developing resources, pedagogies and videos using Persona Dolls to support schools working with children who experience mobility. Secondary students have developed the personas for the dolls which has been a positive experience looking at the variation in diversity.
- 10.5 The recommendations on the 'T' code report are being implemented by the Traveller team to ensure improvements in outcomes for Gypsy, Roma and Traveller children which are still significantly below the Hampshire All figure for all key stages. The team continue to provide support around transition between Year 6 and 7 which is a particularly vulnerable time for children and their families who may choose to electively home educate at this time.
- 10.6 EMTAS run a number of successful events in conjunction with schools to engage ethnic minority parents. The events explain how parents can support their child's learning, provide information about attendance expectations and answer any questions parents may have in a safe and secure environment. Approximately 137 parents attended events across Hampshire during April 2016 and March 2017. Additionally EMTAS are developing parental workshops to support parents who may need help with bringing up children in two cultures.
- 10.7 Outcome data suggests that White and Black Caribbean and African groups are still underachieving; as a result EMTAS are producing an audit tool that can be used to identify needs of Black children in school in order to improve educational outcomes and advise schools how to support Black children achievement and transition.
- 10.8 Although results for Key Stage 4 were above Hampshire All they have fallen from 2016; EMTAS have recently developed a new form of bilingual support for secondary students, available as an alternative to the traditional in-class bilingual support. This support programme is designed to support students in using skills in their first language to help them to independently access the curriculum.
- 10.9 To support schools to continue to develop good practice when supporting EAL learners, EMTAS have developed an EAL accreditation which encompasses self evaluation criteria. This will support schools develop their pedagogy and practice and ultimately improve outcomes.
- 10.10 The appointment of an EMTAS Advisory group consisting of Head Teachers will ensure that EMTAS priorities focus on measures to secure continued improvement in the quality and

consistency of services delivered to schools. This will involve further developing our relationships with schools, ensuring we are listening and responsive to changing needs and priorities, offering creative and innovative solutions.

- 10.11 Through sold service work EMTAS are developing their offer to schools on the Isle of Wight and have produced a brochure of available services. The amount of referrals from the island have increased.

11 Next Steps

- 11.1 EMTAS have adopted the new EAL Assessment Framework developed by the Bell Foundation; staff have been trained and will be using this with schools fully as part of assessment from September. The assessment will involve greater collaboration with school staff.
- 11.2 EMTAS will be proactively targeting work with schools to discuss EMTAS support and promote the service. There will be particular emphasis on the new EAL Excellence Award which will engage the team with schools and ultimately improve classroom practice working with EAL children and subsequently improve outcomes.
- 11.3 EMTAS will be reviewing support to Year R particularly around transition and develop work with Hampshire Services for Young Children team to identify how EMTAS can work with pre schools in order to support children, parents and colleagues in advance of the child starting school.
- 11.4 Following on from the Traveller transition work, EMTAS will be using pupil/student role models and case study examples to raise the aspirations of schools and the Traveller communities to improve education outcomes for Gypsy, Roma and Traveller Children and Young People.

12 Consultation

- 12.1 None

13 Legal implications

- 13.1 None

14 Financial implications

- 14.1 None

15 Personnel implications

- 15.1 None

16 Learning and development implications

16.1 This report identifies key issues affecting the progress and attainment of ethnic minority groups which EMTAS are addressing through the Service Development Plan

17 Impact assessment

17.1 This report is likely to impact positively on children and young people from Black, Minority Ethnic and Gypsy, Roma and Traveller groups which is detailed at Integral Appendix B.

Appendix 1

Spring Census 2017

Table showing Hampshire Black Minority Ethnic (BME) children in Hampshire schools 2017, 2016 and 2015 academic years

Ethnicity	Hampshire BME					
	2017		2016		2015	
	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire
White British	151604	86.8%	150219	87.2%	149678	87.8%
White - Irish	268	0.2%	260	0.2%	247	0.1%
Gypsy/Roma	507	0.3%	475	0.3%	415	0.2%
Traveller of Irish Heritage	93	0.1%	83	0.0%	63	0.0%
Any Other White Background	6025	3.4%	5445	3.2%	4869	2.9%
White and Black Caribbean	1099	0.6%	1052	0.6%	993	0.6%
White and Black African	854	0.5%	765	0.4%	676	0.4%
White and Asian	1915	1.1%	1754	1.0%	1629	1.0%
Any Other Mixed Background	2368	1.4%	2173	1.3%	2072	1.2%
Indian	1826	1.0%	1723	1.0%	1573	0.9%
Pakistani	409	0.2%	421	0.2%	405	0.2%
Bangladeshi	435	0.2%	421	0.2%	422	0.2%
Any Other Asian Background	2416	1.4%	2381	1.4%	2354	1.4%
Black - Caribbean	256	0.1%	237	0.1%	231	0.1%
Black - African	1215	0.7%	1122	0.7%	1020	0.6%
Any Other Black Background	482	0.3%	445	0.3%	384	0.2%
Chinese	550	0.3%	532	0.3%	524	0.3%
Any Other Ethnic Group	830	0.5%	745	0.4%	716	0.4%
BME Total	21548	12.3%	20034	11.6%	18593	10.9%
Non BME – Other Total	1562	0.9%	2037	1.2%	2234	1.3%
Hampshire All	174714	100.0%	172290	100.0%	170505	100.0%

(DAIT Interactive analysis 2017 SCH8)

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data sourced from the 2017, 2016 and 2015 Spring School Censuses

Appendix 2

Spring Census 2017

Table showing top 20 languages spoken by English as an Additional Language (EAL) pupils Hampshire schools by 2017, 2016 and 2015.

Language Description	2017		2016		2015	
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL
Polish	1795	16.8%	1573	15.8%	1310	14.2%
Nepali	1182	11.1%	1187	11.9%	1211	13.1%
Chinese*	464	4.3%	434	4.3%	432	4.7%
Malayalam	437	4.1%	435	4.4%	409	4.4%
Bengali*	378	3.5%	371	3.7%	380	4.1%
Romanian*	362	3.4%	286	2.9%	204	2.2%
Filipino*	352	3.3%	362	3.6%	364	3.9%
Spanish	349	3.3%	326	3.3%	304	3.3%
Portugese*	341	3.2%	283	2.8%	263	2.8%
French	320	3.0%	302	3.0%	278	3.0%
Urdu	306	2.9%	311	3.1%	277	3.0%
Italian	232	2.2%	189	1.9%	141	1.5%
Arabic*	232	2.2%	194	1.9%	193	2.1%
Hindi	215	2.0%	204	2.0%	169	1.8%
Panjabi*	209	2.0%	195	2.0%	188	2.0%
Turkish	208	1.9%	189	1.9%	173	1.9%
Tamil	206	1.9%	178	1.8%	166	1.8%
Russian	192	1.8%	186	1.9%	162	1.8%
Hungarian	179	1.7%	146	1.5%	120	1.3%
Other than English	167	1.6%	183	1.8%	223	2.4%

EMTAS databook 2017 SCH4

Notes:

- EAL pupils are those not in English (ENG), Believed to be English (ENB), British Sign Language (BSL), Information Not Obtained (NOBT), Refused (REF) and Classification Pending (ZZZ)
- Ethnic Group and language(s) spoken are defined by parents and/or pupils (if over the age of 11)
- Note there is some subgrouping of languages which may affect the accuracy of the data
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- Hampshire data sourced from the 2016, 2015, 2014 and 2013 Spring School Censuses.

Those Language groups with a star (*) have been combined as detailed below:

Tagalog / Filipino includes:

Tagalog / Filipino
Tagalog
Filipino

Romanian includes:

Romanian
Romany / English Romanes
Romanian (Romania)

Chinese includes:

Chinese
Chinese (Mandarin / Putonghua)
Chinese (Cantonese)
Chinese (Any Other)

Panjabi includes:

Panjabi (Pothwari)
Panjabi (Mirpuri)
Panjabi (Gurmukhi)
Panjabi (Any Other)
Panjabi

Bengali includes:

Bengali
Bengali (Sylheti)
Bengali (Any Other)

Arabic includes:

Arabic
Arabic (Morocco)
Arabic (Iraq)
Arabic (Any Other)
Arabic (Algeria)

Portuguese includes:

Portuguese
Portuguese (Any Other)
Portuguese (Brazil)

Appendix 3

EMTAS new arrival data, top 15 languages referred

Hampshire				
	Number of pupils			
Language Description	2016-2017	2015 - 2016	2014 - 2015	2013 - 2014
Polish	108	171	217	171
Romanian	77	80	57	32
Nepali	70	70	144	202
Portuguese	50	28	37	48
Arabic	38	19	10	34
Chinese	20	29	42	38
French	23	22	19	15
Spanish	19	28	56	24
Bulgarian	18	25	12	17
Hungarian	16	21	28	12
Tagalog	16	6	18	24
Urdu	16	20	31	15
Italian	15	30	26	9
Turkish	15	21	30	16
Bengali	15	14	11	11
Gypsy Roma Traveller	70	92	109	57

Source: EMTAS New Arrivals data – top 15 language
Financial year 1 April 2016 – 31 March 2017

Appendix 4

Spring Census 2017

Breakdown of English as an Additional Language (EAL) pupils in Hampshire schools by district 2017, 2016 and 2015 academic years

HIAS District	Spring Census 2017		Spring Census 2016		Spring Census 2015		Percentage change from 2016 to 2017	Percentage change from 2015 to 2016
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	% of EAL	% of EAL
Basingstoke & Deane	2299	21.5%	2092	21.0%	1925	20.8%	9.9%	8.7%
East Hants	617	5.8%	574	5.8%	568	6.1%	7.5%	1.1%
Eastleigh	1037	9.7%	970	9.7%	910	9.8%	6.9%	6.6%
Fareham	524	4.9%	498	5.0%	403	4.4%	5.2%	23.6%
Gosport	404	3.8%	358	3.6%	354	3.8%	12.8%	1.1%
Hart	776	7.3%	741	7.4%	675	7.3%	4.7%	9.8%
Havant	630	5.9%	588	5.9%	488	5.3%	7.1%	20.5%
New Forest	742	7.0%	761	7.6%	703	7.6%	-2.5%	8.3%
Rushmoor	1804	16.9%	1779	17.8%	1756	19.0%	1.4%	1.3%
Test Valley	970	9.1%	927	9.3%	811	8.8%	4.6%	14.3%
Winchester	872	8.2%	693	6.9%	648	7.0%	25.8%	6.9%
EAL Total	10675	100.0%	9981	100.0%	9241	100.0%	7.0%	8.0%

Source EMTAS Data book Table SCH2 Last updated May 2017

Notes:

- EAL pupils are those not in English (ENG), Believed to be English (ENB), British Sign Language (BSL), Information Not Obtained (NOBT), Refused (REF) and Classification Pending (ZZZ)
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- Hampshire data sourced from the 2017, 2016 and 2015 Spring School Censuses.

Appendix 5

Spring Census 2017

Table showing an overview of Black and Minority Ethnic (BME) pupils in Hampshire schools by district 2017, 2016 and 2015 academic years

HIAS District	2017		2016		2015		Percentage change from 2016 to 2017	Percentage change from 2015 to 2016
	No. of Pupils	% of All BME	No. of Pupils	% of All BME	No. of Pupils	% of All BME	% BME	% BME
Basingstoke & Deane	4285	19.9%	3914	19.5%	3622	19.5%	9.5%	8.1%
East Hants	1291	6.0%	1196	6.0%	1142	6.1%	7.9%	4.7%
Eastleigh	2197	10.2%	2074	10.4%	1964	10.6%	5.9%	5.6%
Fareham	1300	6.0%	1194	6.0%	1053	5.7%	8.9%	13.4%
Gosport	832	3.9%	742	3.7%	718	3.9%	12.1%	3.3%
Hart	1820	8.4%	1691	8.4%	1583	8.5%	7.6%	6.8%
Havant	1446	6.7%	1329	6.6%	1186	6.4%	8.8%	12.1%
New Forest	1712	7.9%	1644	8.2%	1503	8.1%	4.1%	9.4%
Rushmoor	2878	13.4%	2800	14.0%	2682	14.4%	2.8%	4.4%
Test Valley	1933	9.0%	1762	8.8%	1551	8.3%	9.7%	13.6%
Winchester	1854	8.6%	1688	8.4%	1589	8.5%	9.8%	6.2%
All BME Pupils	21548	100.0%	20034	100.0%	18593	100.0%	7.6%	7.8%

Source EMTAS Data booklet SCH9 Last updated May 2017

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data sourced from the 2017, 2016 and 2016 Spring School Censuses.

Appendix 6

Table 1 showing percentage and number of children in the Early Years achieving a Good Level of Development (GLD) in Hampshire in 2017 with 2016 and 2015 comparison

Ethnicity Description	Hampshire						National		
	2017		2016		2015		2017	2016	2015
	Number of Pupils	% GLD	Number of Pupils	% GLD	Number of Pupils	% GLD	% GLD	% GLD	% GLD
White - British	13345	76.7%	13124	76.2%	12524	73.5%	73%	72%	69%
White - Irish	28	85.7%	19	89.5%	28	96.4%	76%	71%	67%
Gypsy / Roma	35	37.1%	52	44.2%	30	33.3%	31%	26%	24%
Traveller of Irish Heritage	16	56.3%	12	75.0%	11	27.3%	39%	36%	38%
Any Other White Background	637	71.7%	577	65.0%	528	67.2%	64%	62%	57%
White and Black Caribbean	95	70.5%	104	68.3%	67	79.1%	68%	67%	64%
White and Black African	84	77.4%	101	68.3%	68	79.4%	72%	71%	68%
White and Asian	198	81.3%	166	79.5%	177	75.1%	77%	75%	71%
Any Other Mixed Background	255	77.3%	235	75.7%	218	78.9%	73%	71%	69%
Indian	197	79.2%	219	83.1%	169	84.6%	77%	76%	74%
Pakistani	33	57.6%	43	72.1%	41	61.0%	64%	62%	58%
Bangladeshi	34	61.8%	35	71.4%	26	57.7%	67%	65%	60%
Any Other Asian Background	207	69.6%	207	72.5%	183	67.8%	70%	69%	65%
Black - Caribbean	25	80.0%	20	65.0%	21	81.0%	68%	67%	63%
Black - African	129	71.3%	114	69.3%	96	66.7%	70%	69%	66%
Any Other Black Background	48	62.5%	44	68.2%	49	63.3%	68%	67%	64%
Chinese	54	74.1%	58	74.1%	61	62.3%	74%	69%	67%
Any Other Ethnic Group	88	65.9%	56	64.3%	70	64.3%	63%	61%	58%
BME Total	2163	72.7%	2062	71.0%	1843	71.0%	68%	66%	63%
Non BME – Other Total	453	61.4%	645	68.2%	1017	64.9%	55%	62%	61%
Hampshire All	15961	75.7%	15831	75.2%	15384	72.6%	71%	66%	60%

* The BME figure is calculated by DaIT from nationally published data

** Data is collected for all pupils aged 5 and over as at the previous 31st August.

Notes:

Children are counted as having achieved a GLD if they have achieved a score of 2 or more in each of the 12 Early Learning Goals (COM01-MAT12)

Does not include pupils who were absent for assessment or who have missing marks

BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)

Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided

Ethnic Group is defined by parents and/or pupils (if over the age of 11)

Includes pupils in all Hampshire Primary, Special and Independent schools (including Academies)

Excludes Education Centres and pupils placed out of County

Data is collected for all pupils aged 5 and over as at the previous 31st August.

To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Hampshire data from Keyphas Flat Files

National Data sourced from DfE Statistical First Release SFR50/2016 Early years foundation stage profile (EYFSP) results by pupil characteristics: 2016 Table1 (November 2016)

* The national BME figure is calculated by DaIT from published data

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Appendix 6

Table 2 showing percentage and number of children in the Early Years achieving a Good Level of Development (GLD) in Hampshire in 2017 with 2016 and 2015 comparison by Gender

Ethnicity Description	Hampshire GLD						National					
	2017		2016		2015		2017		2016		2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
White - British	83.5%	70.1%	82.6%	70.0%	81.1%	66.4%	80%	66%	79%	64%	77%	61%
White - Irish	86.7%	84.6%	100.0%	81.8%	95.0%	100.0%	82%	69%	77%	66%	75%	60%
Gypsy / Roma	41.7%	34.8%	54.5%	26.3%	35.3%	30.8%	37%	25%	32%	20%	29%	19%
Traveller of Irish Heritage	57.1%	55.6%	85.7%	60.0%	50.0%	14.3%	46%	31%	45%	28%	49%	28%
Any Other White Background	77.4%	66.6%	75.1%	57.1%	72.7%	61.3%	71%	57%	69%	54%	65%	50%
White and Black Caribbean	82.9%	61.1%	81.0%	59.7%	85.7%	71.9%	76%	61%	75%	59%	74%	56%
White and Black African	81.8%	72.5%	68.6%	68.0%	77.8%	81.3%	79%	65%	78%	63%	77%	59%
White and Asian	92.1%	72.5%	83.1%	75.9%	87.4%	63.3%	83%	71%	82%	69%	79%	64%
Any Other Mixed Background	85.6%	70.8%	82.9%	69.4%	82.1%	75.9%	80%	67%	78%	64%	77%	61%
Indian	80.0%	78.4%	84.8%	81.7%	88.1%	81.2%	84%	71%	83%	70%	80%	67%
Pakistani	58.8%	56.3%	84.2%	62.5%	81.0%	40.0%	72%	57%	70%	55%	66%	51%
Bangladeshi	73.7%	46.7%	71.4%	71.4%	60.0%	54.5%	75%	60%	73%	58%	69%	52%
Any Other Asian Background	80.2%	60.4%	81.1%	63.4%	79.3%	57.3%	77%	64%	75%	62%	73%	58%
Black - Caribbean	77.8%	81.3%	71.4%	50.0%	100.0%	55.6%	77%	59%	75%	59%	72%	54%
Black - African	83.6%	60.3%	79.3%	58.9%	75.0%	60.7%	78%	63%	77%	62%	74%	58%
Any Other Black Background	78.3%	48.0%	75.0%	60.0%	61.9%	64.3%	75%	61%	75%	59%	72%	55%
Chinese	65.0%	79.4%	86.2%	62.1%	71.9%	51.7%	80%	69%	77%	63%	74%	60%
Any Other Ethnic Group	72.7%	59.1%	76.9%	53.3%	75.8%	54.1%	71%	57%	68%	55%	65%	51%
BME Total	79.7%	66.7%	78.5%	64.1%	77.8%	64.2%	76%	61%	74%	59%	71%	55%
Non BME – Other Total	65.6%	57.8%	75.0%	60.8%	69.8%	60.3%	81%	48%	69%	56%	68%	53%
Hampshire All	82.6%	69.3%	81.7%	68.9%	79.9%	65.7%	79%	64%	77%	62%	74%	59%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

* The BME figure is calculated by DaIT from nationally published data

** Data is collected for all pupils aged 5 and over as at the previous 31st August.

Notes:

- Children are counted as having achieved a GLD if they have achieved a score of 2 or more in each of the 12 Early Learning Goals (COM01-MAT12)
- Does not include pupils who were absent for assessment or who have missing marks
- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary, Special and Independent schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- Data is collected for all pupils aged 5 and over as at the previous 31st August.
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas Flat Files
- National Data sourced from DfE Statistical First Release SFR50/2016 Early years foundation stage profile (EYFSP) results by pupil characteristics: 2016 Table1 (November 2016)
EMTAS Table FSP R2

Appendix 7 Key Stage 1

Table showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire Hampshire and National Outcomes - Key Stage 1 Reading, Writing, Maths and Reading, Writing and Maths (combined) - BME/Non-BME Pupils - number and % achieving Expected Standard and Greater Depth than Expected Standard*

Last updated November 2017

Hampshire	2017				2016				2015			
	Non BME (White British)	BME	Non BME (Other)	Hampshire All	Non BME (White British)	BME	Non BME (Other)	Hampshire All	Non BME (White British)	BME	Non BME (Other)	Hampshire All
Reading	82.4%	82.4%	74.7%	82.3%	80.4%	80.3%	72.5%	80.2%	93.9%	93.3%	79.9%	93.5%
Writing	73.8%	76.7%	59.1%	73.9%	70.2%	72.9%	61.7%	70.4%	91.3%	90.4%	76.4%	90.9%
Maths	79.2%	80.2%	64.2%	79.1%	76.7%	77.3%	67.1%	76.6%	95.4%	94.9%	82.7%	95.1%

National	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All
	Reading	76%	77%	57%	76%	75%	73%	55%	74%	91%	91%	71%
Writing	68%	70%	50%	68%	66%	65%	47%	66%	88%	88%	68%	88%
Maths	76%	74%	58%	75%	73%	74%	55%	73%	94%	91%	78%	93%

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Based upon Teacher Assessment data
- Hampshire data from Keypas Flat Files
- National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)
- 2016 & 2017 data is not comparable with previous years' data due to the new assessments in 2015-16

* from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above with Level 3 or above being greater than expected

** The National BME figure is calculated by DaIT from published data. There is no national published data for Reading, Writing and Maths combined

Non BME (White British)
BME
Non BME (Other)
All Children

Appendix 7 Key Stage 2

Table showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire
Hampshire and National Outcomes - Key Stage 2 Reading, Writing, Maths and Reading, Writing and Maths (combined) - BME/Non-BME
Pupils - number and % achieving Expected Standard and Higher Standard*

Produced by the Vulnerable Children's Team Last updated December 2017

	2017				2016				2015			
	Exp+		L4+		Exp+		L4+		L4+		L4+	
Hampshire	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All
Reading	76.2%	76.8%	72%	76.2%	71.4%	70.6%	70.5%	71.3%	91.5%	92.0%	85.7%	91.5%
Writing	80.2%	82.6%	80.5%	80.5%	79.7%	81.9%	75.2%	79.9%	89.2%	89.6%	82.5%	89.2%
Maths	76.5%	81.0%	72%	77%	71.1%	75.5%	63.8%	71.5%	89.0%	89.5%	81.6%	89.0%
Reading/Writing/Maths	65.2%	68.7%	59.8%	65.6%	58.6%	62.2%	50.5%	59.0%	83.1%	84.0%	75.3%	83.1%
National	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All
Reading	73%	68%	60%	72%	68%	62%	36%	66%	90%	86%	75%	89%
Writing	77%	76%	62%	76%	74%	74%	40%	74%	88%	85%	72%	87%
Maths	75%	76%	63%	75%	69%	71%	41%	70%	87%	87%	74%	87%
Reading/Writing/Maths	62%	60%	50%	61%	72%	74%	41%	72%	80%	81%	68%	80%

Non BME (White British)
BME
Non BME (Other)
All Children

Notes:

BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)

Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided

Ethnic Group is defined by parents and/or pupils (if over the age of 11)

Includes pupils in all Hampshire Primary and Special schools (including Academies)

Excludes Education Centres and pupils placed out of County

To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Hampshire data from Keyphas flat files

National Data sourced from DfE Statistical First Release SFR69/2017 National curriculum assessments at key stage 2, 2017 Table N8a (revised)(December 2017)

2016 Data: Figures are not comparable with previous years' data due to the new assessments in 2015-16

* 2015 expected standard was Level 4 or above with Level 5 or above being greater than expected . 2016 onwards Expected (Exp+) is scaled score of 100 or higher in tested subject or Higher than Expected (HIGH) is a scaled score at or above the higher threshold in tested subjects (defined as "Greater Depth" in Writing TA)

** The National BME figure is calculated by DaIT from published data

Hampshire and National Outcomes - KS4 - BME/Non-BME Pupils - % achieving Key Stage 4 benchmarks Summary by Academic Year

Produced by the Vulnerable Children's Team Last updated January 2018

	2017				2016				2015			
	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All
Hampshire												
Number of Pupils	11371	1245	124	12740	11758	1235	108	13101	12433	1209	209	13851
Attainment 8	46.65	50.73	44.58	46.99	50.87	53.59	47.91	51.10				
Progress 8	-0.17	0.22	-0.41	-0.14	-0.06	0.26	-0.25	-0.03				
% Achieved EBacc	24.1%	32.7%	35.8%	24.9%	25.1%	34.6%	20.4%	25.9%	25.0%	33.3%	14.4%	25.6%
% A*-C English & Maths	67.8%	72.6%	65.3%	68.3%	66.4%	69.7%	59.3%	66.7%	62.3%	62.8%	45.9%	62.1%
% A*-C English	73.7%	77.9%	73.4%	74.1%	77.2%	79.8%	75.0%	77.4%	70.2%	70.1%	65.1%	70.1%
% A*-C Maths	73.5%	77.0%	74.4%	73.8%	72.0%	75.6%	65.7%	72.3%	71.5%	73.0%	56.0%	71.4%
% 5+ A*-C Inc GCSE English & Maths									59.8%	61.8%	43.5%	59.7%

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	2017				2016				2015			
	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All
National												
Attainment 8	45.90	47.30	39.90	46.30	49.70	50.50	44.00	49.90	48.20	n/a	46.30	48.40
Progress 8	-0.14	0.01	-0.41	-0.03	-0.11	0.24	-0.32	-0.03	-0.11	n/a	-0.16	-0.03
% Achieved EBacc	22.1%	28.3%	18.8%	23.7%	23.4%	28.4%	20.7%	24.7%	23.4%	27.2%	22.3%	24.3%
% A*-C English & Maths	63.9%	64.3%	52.6%	63.9%	63.1%	62.8%	52.5%	63.0%	65.9%	67.5%	60.7%	66.2%
% 5+ A*-C Inc GCSE English & Maths	np	np	np	np	57.7%	56.3%	47.1%	57.4%	57.1%	57.0%	52.2%	57.1%

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files.
- National Data sourced from DfE Statistical First Releases (England, state-funded schools including academies and CTCs)

* The BME figure is calculated by DaIT from nationally published data

Appendix 8

**Table 1 showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS1 Reading
Percentage of pupils working at Expected Standard or above and working at Greater Depth than Expected Standard in 2017 and 2016
Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015**

EMTAS Table KS1 R1 Last updated November 2017

Ethnicity Description	Hampshire									National		
	2017			2016			2015			2017	2016	2015
	Number of Pupils	% Exp+	% GDS	Number of Pupils	% Exp+	% GDS	Number of Pupils	% L2+	% L3+	% Exp+	% L2+	% L2+
White - British	12977	82.4%	33.5%	12706	80.4%	29.1%	12903	93.9%	42.1%	76%	91%	91%
White - Irish	26	88.5%	38.5%	18	77.8%	38.9%	20	90.0%	70.0%	77%	91%	91%
Gypsy / Roma	49	44.9%	4.1%	49	53.1%	4.1%	40	67.5%	15.0%	27%	48%	45%
Traveller of Irish Heritage	13	23.1%	7.7%	9	33.3%	0.0%	7	57.1%	0.0%	33%	57%	51%
Any Other White Background	623	79.5%	30.2%	520	80.0%	22.7%	464	92.0%	35.8%	70%	85%	83%
White and Black Caribbean	89	78.7%	31.5%	92	79.3%	27.2%	96	91.7%	36.5%	73%	90%	89%
White and Black African	75	90.7%	45.3%	82	78.0%	25.6%	84	97.6%	42.9%	77%	91%	90%
White and Asian	195	90.3%	47.2%	184	85.3%	32.1%	156	94.2%	44.9%	81%	93%	92%
Any Other Mixed Background	243	89.3%	39.1%	183	80.9%	31.1%	198	94.9%	46.5%	79%	91%	91%
Indian	186	88.2%	46.8%	171	89.5%	36.8%	182	96.7%	54.9%	83%	95%	94%
Pakistani	44	86.4%	38.6%	41	68.3%	29.3%	37	94.6%	40.5%	72%	89%	88%
Bangladeshi	30	73.3%	20.0%	28	75.0%	21.4%	29	93.1%	17.2%	75%	90%	90%
Any Other Asian Background	200	83.5%	35.0%	232	79.7%	31.5%	218	95.4%	37.2%	78%	92%	92%
Black - Caribbean	29	86.2%	48.3%	22	81.8%	27.3%	12	91.7%	33.3%	74%	90%	89%
Black - African	114	80.7%	36.8%	113	85.8%	30.1%	120	97.5%	44.2%	78%	92%	91%
Any Other Black Background	54	81.5%	22.2%	49	79.6%	22.4%	34	79.4%	35.3%	74%	89%	89%
Chinese	60	81.7%	53.3%	47	80.9%	42.6%	48	93.8%	41.7%	84%	92%	92%
Any Other Ethnic Group	86	80.2%	25.6%	77	76.6%	26.0%	79	93.7%	41.8%	68%	87%	85%
BME Total	2116	82.4%	35.5%	1917	80.3%	27.9%	1824	93.3%	40.7%	77%	91%	88%
Non BME – Other Total	257	74.7%	21.8%	316	72.5%	22.8%	284	79.9%	28.2%	57%	71%	71%
Hampshire All	15350	82.3%	33.6%	14939	80.2%	28.8%	15011	93.5%	41.7%	76%	90%	90%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Notes:

BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)

- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Education Centres and pupils placed out of County

Appendix 8

To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Based upon Teacher Assessment data

Hampshire data from Keynote Flat Files

National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)

Table 2 showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS1 Writing

Percentage of pupils working at Expected Standard or above and working at Greater Depth than Expected Standard in 2017 and 2016

Percentage of pupils achieving Level 2 and above and level 3 and above by Ethnic Group in 2015

EMTAS Table KS1 R3 Last updated November 2017
 * from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above with Level 3 or above being greater than expected

** The National BME figure is calculated by DaIT from published data

Ethnicity Description	Hampshire									National		
	2017			2016			2015			2017	2016	2015
	Number of Pupils	% EXP	% GDS	Number of Pupils	% EXP	% GDS	Number of Pupils	% L2+	% L3+	% Exp+	% L2+	% L2+
White - British	12977	73.8%	19.7%	12706	70.2%	14.2%	12903	91.3%	18.5%	68%	66%	88%
White - Irish	26	80.8%	15.4%	18	77.8%	22.2%	20	85.0%	35.0%	68%	68%	87%
Gypsy / Roma	49	34.7%	0.0%	49	30.6%	2.0%	40	72.5%	2.5%	22%	20%	44%
Traveller of Irish Heritage	13	23.1%	0.0%	9	33.3%	11.1%	7	42.9%	0.0%	26%	25%	51%
Any Other White Background	623	74.5%	21.0%	520	72.9%	14.0%	464	90.5%	16.2%	64%	61%	82%
White and Black Caribbean	89	69.7%	16.9%	92	73.9%	12.0%	96	88.5%	18.8%	64%	61%	86%
White and Black African	75	86.7%	26.7%	82	65.9%	9.8%	84	94.0%	21.4%	71%	69%	88%
White and Asian	195	84.1%	30.3%	184	80.4%	22.3%	156	92.3%	26.3%	75%	73%	91%
Any Other Mixed Background	243	79.8%	24.3%	183	66.7%	16.4%	198	91.4%	27.3%	71%	69%	88%
Indian	186	87.1%	33.3%	171	83.6%	24.0%	182	93.4%	29.1%	79%	77%	93%
Pakistani	44	72.7%	34.1%	41	68.3%	14.6%	37	86.5%	10.8%	66%	63%	86%
Bangladeshi	30	73.3%	13.3%	28	57.1%	10.7%	29	89.7%	13.8%	70%	69%	88%
Any Other Asian Background	200	79.5%	26.0%	232	76.3%	17.2%	218	92.2%	20.2%	74%	72%	89%
Black - Caribbean	29	82.8%	20.7%	22	77.3%	13.6%	12	91.7%	16.7%	66%	64%	86%
Black - African	114	76.3%	23.7%	113	76.1%	15.0%	120	91.7%	24.2%	72%	71%	89%
Any Other Black Background	54	74.1%	16.7%	49	65.3%	14.3%	34	79.4%	14.7%	68%	66%	87%
Chinese	60	78.3%	38.3%	47	80.9%	34.0%	48	87.5%	35.4%	82%	77%	91%
Any Other Ethnic Group	86	70.9%	18.6%	77	75.3%	15.6%	79	91.1%	17.7%	64%	61%	84%
BME Total	2116	76.7%	23.7%	1917	72.9%	16.4%	1824	90.4%	21.2%	70%	65%	88%
Non BME – Other Total	257	59.1%	13.6%	316	61.7%	8.5%	284	76.4%	12.3%	50%	47%	68%

Hampshire All	15350	73.9%	20.2%	14939	70.4%	14.4%	15011	90.9%	18.7%	68%	66%	88%
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Notes:

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
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Percentage of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS1 Maths

Percentage of pupils working at Expected Standard or Above and working at Greater Depth than Expected Standard in 2017 and 2016

Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015

* National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)
 2016 & 2017 data is not comparable with previous years' data due to the new assessments in 2015-16

EMTAS Table KS1 R5 Last updated November 2017. * from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above National 3 or above being greater than expected ** The National BME figure is calculated by DaIT from published data

Ethnicity Description	2017			2016			2015			National		
	Number of Pupils	% EXP	% GDS	Number of Pupils	% EXP	% Exp+	% L2+	% L2+	% L3+	% Exp+	% L2+	% L2+
White - British	12977	79.2%	24.4%	12706	76.7%	73%	94%	95.4%	31.1%	76%	94%	93%
White - Irish	26	80.8%	15.4%	18	72.2%	75%	94%	90.0%	50.0%	75%	94%	93%
Gypsy / Roma	49	36.7%	0.0%	49	49.0%	29%	59%	85.0%	5.0%	30%	59%	58%
Traveller of Irish Heritage	13	23.1%	0.0%	9	44.4%	33%	67%	57.1%	0.0%	35%	67%	64%
Any Other White Background	623	80.3%	27.0%	520	80.2%	71%	91%	96.6%	28.4%	75%	91%	89%
White and Black Caribbean	89	74.2%	18.0%	92	78.3%	67%	92%	90.6%	25.0%	70%	92%	91%
White and Black African	75	86.7%	24.0%	82	68.3%	74%	93%	100.0%	33.3%	75%	93%	92%
White and Asian	195	87.7%	35.9%	184	83.2%	79%	95%	96.2%	38.5%	80%	95%	94%
Any Other Mixed Background	243	83.1%	30.0%	183	73.2%	75%	93%	96.0%	35.9%	77%	93%	93%
Indian	186	86.0%	44.1%	171	87.1%	82%	96%	93.4%	43.4%	85%	96%	95%
Pakistani	44	86.4%	31.8%	41	68.3%	69%	90%	97.3%	18.9%	72%	90%	89%
Bangladeshi	30	73.3%	23.3%	28	67.9%	73%	92%	93.1%	17.2%	76%	92%	91%
Any Other Asian Background	200	83.5%	29.0%	232	79.3%	78%	93%	95.4%	28.9%	79%	93%	93%
Black - Caribbean	29	75.9%	34.5%	22	68.2%	66%	91%	83.3%	16.7%	68%	91%	90%
Black - African	114	77.2%	25.4%	113	76.1%	74%	92%	96.7%	25.8%	75%	92%	91%
Any Other Black Background	54	70.4%	13.0%	49	61.2%	68%	91%	88.2%	23.5%	70%	91%	89%
Chinese	60	86.7%	55.0%	47	87.2%	88%	96%	93.8%	37.5%	91%	96%	96%
Any Other Ethnic Group	86	75.6%	24.4%	77	74.0%	70%	90%	93.7%	35.4%	72%	90%	89%
BME Total	2116	80.2%	28.8%	1917	77.3%	74%	91%	94.9%	31.1%	74%	91%	89%
Non BME – Other Total	257	64.2%	15.6%	316	67.1%	55%	78%	82.7%	19.7%	58%	78%	77%
Hampshire All	15350	79.1%	24.8%	14939	76.6%	73%	93%	95.1%	30.9%	75%	93%	92%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Based upon Teacher Assessment data
- Hampshire data from Keyphas Flat Files
- National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)
- 2016 & 2017 data is not comparable with previous years' data due to the new assessments in 2015-16
- * from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above with Level 3 or above being greater than expected
- ** The National BME figure is calculated by DaIT from published data

Appendix 9

Table 1 showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS2 for Reading, Writing and Maths combined.

Percentage of pupils working at Expected Standard and above and pupils working at Higher than Expected Standard by Ethnic Group in 2017 and 2016 and percentage of pupils achieving Level 4 and above and Level 5 and above by Ethnic Group in 2015

EMTAS table KS2 R9 Last updated December 2017	Hampshire									National		
	2017			2016			2015			2017	2016	2015
Ethnicity Description	Number of Pupils	% Exp+	% High	Number of Pupils	% Exp+	% Exp+	% L4+	% L4+	% L5+	% Exp+	% L4+	% L4+
White - British	12258	65.2%	10.8%	12329	58.6%	54%	81%	83.1%	26.5%	62%	81%	79%
White - Irish	13	61.5%	23.1%	18	83.3%	62%	84%	100.0%	45.5%	69%	84%	83%
Gypsy / Roma	50	20.0%	0.0%	35	17.1%	13%	30%	48.6%	8.6%	16%	30%	29%
Traveller of Irish Heritage	7	14.3%	0.0%	6	16.7%	19%	44%	20.0%	0.0%	20%	44%	38%
Any Other White Background	424	66.7%	12.5%	429	64.3%	48%	73%	82.8%	31.6%	56%	73%	71%
White and Black Caribbean	94	57.4%	5.3%	82	53.7%	48%	77%	78.3%	18.8%	55%	77%	75%
White and Black African	73	58.9%	12.3%	49	65.3%	54%	81%	76.6%	23.4%	62%	81%	80%
White and Asian	143	72.0%	15.4%	153	64.1%	63%	85%	93.2%	38.6%	70%	85%	83%
Any Other Mixed Background	203	73.9%	15.8%	197	58.4%	57%	82%	85.1%	28.6%	64%	82%	81%
Indian	143	79.0%	24.5%	120	73.3%	65%	87%	90.1%	47.3%	71%	87%	86%
Pakistani	36	80.6%	2.8%	31	61.3%	47%	77%	82.9%	22.9%	56%	77%	75%
Bangladeshi	29	62.1%	10.3%	42	54.8%	56%	83%	82.9%	19.5%	65%	83%	81%
Any Other Asian Background	211	78.2%	16.6%	200	65.5%	61%	84%	90.8%	34.1%	68%	84%	83%
Black - Caribbean	16	81.3%	12.5%	24	58.3%	43%	75%	70.8%	20.8%	54%	75%	73%
Black - African	101	74.3%	12.9%	86	62.8%	54%	81%	84.1%	31.7%	62%	81%	78%
Any Other Black Background	50	56.0%	4.0%	42	59.5%	48%	76%	78.9%	5.3%	57%	76%	74%
Chinese	39	82.1%	38.5%	43	67.4%	71%	88%	90.2%	36.6%	77%	88%	73%
Any Other Ethnic Group	66	63.6%	7.6%	52	59.6%	50%	76%	80.0%	20.0%	57%	76%	73%
BME Total *	1698	68.7%	13.8%	1609	62.2%	53%	78%	84.0%	29.9%	60%		
Non BME – Other Total	82	59.8%	9.8%	105	50.5%	8.6%	97	75.3%	20.6%	50%	25%	65%
Hampshire All	14038	65.6%	11.2%	14043	59.0%	7.4%	13584	83.1%	26.8%	61%	53%	80%

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files
- National Data sourced from DfE Statistical First Release SFR69/2017 National curriculum assessments at key stage 2, 2017 Table N8a (revised)(December 2017)
- 2016 Data: Figures are not comparable with previous years' data due to the new assessments in 2015-16
- * 2015 expected standard was Level 4 or above with Level 5 or above being greater than expected . 2016 onwards Expected (Exp+) is scaled score of 100 or higher in tested subject or Higher than Expected (HIGH) is a scaled score at or above the higher threshold in tested subjects (defined as "Greater Depth" in Writing TA)

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Appendix 9 Key Stage 2 - Reading, Writing and Maths (combined) by gender
Table 2 Summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire
Percentage of pupils working at Expected Standard and above and pupils working at Higher than Expected Standard by Ethnic Group
in 2017 and 2016. Percentage of pupils achieving Level 4 and above and Level 5 and above by Ethnic Group in 2015

Ethnicity Description	Hampshire																	
	2017						2016						2015					
	Female			Male			Female			Male			Female			Male		
	Number of Pupils	% Exp+	% High	Number of Pupils	% Exp+	% High	No. of Pupils	% L4+	% L5+	No. of Pupils	% L4+	% L5+	No. of Pupils	% L4+	% L5+	No. of Pupils	% L4+	% L5+
White - British	5997	69.6%	12.3%	6261	61.0%	9.4%	5985	61.8%	8.1%	6344	55.5%	6.1%	5788	86.0%	29.5%	6295	80.4%	23.7%
White - Irish	9	66.7%	22.2%	<6	50.0%	25.0%	8	87.5%	25.0%	10	80.0%	0.0%	7	100.0%	42.9%	<6	100.0%	50.0%
Gypsy / Roma	25	12.0%	0.0%	25	28.0%	0.0%	22	18.2%	4.5%	13	15.4%	0.0%	15	40.0%	0.0%	20	55.0%	15.0%
Traveller of Irish Heritage	6	16.7%	0.0%	<6	0.0%	0.0%	<6	0.0%	0.0%	<6	25.0%	0.0%	<6	0.0%	0.0%	<6	33.3%	0.0%
Any Other White Background	188	68.1%	14.9%	236	65.7%	10.6%	218	68.8%	12.8%	211	59.7%	10.0%	170	84.7%	35.3%	184	81.0%	28.3%
White and Black Caribbean	41	58.5%	4.9%	53	56.6%	5.7%	42	66.7%	2.4%	40	40.0%	2.5%	43	76.7%	14.0%	26	80.8%	26.9%
White and Black African	29	69.0%	13.8%	44	52.3%	11.4%	16	81.3%	12.5%	33	57.6%	3.0%	33	87.9%	30.3%	31	64.5%	16.1%
White and Asian	70	74.3%	21.4%	73	69.9%	9.6%	73	68.5%	11.0%	80	60.0%	12.5%	63	95.2%	44.4%	69	91.3%	33.3%
Any Other Mixed Background	104	76.9%	15.4%	99	70.7%	16.2%	97	55.7%	8.2%	100	61.0%	7.0%	74	87.8%	17.6%	87	82.8%	37.9%
Indian	71	83.1%	32.4%	72	75.0%	16.7%	65	75.4%	16.9%	55	70.9%	10.9%	47	91.5%	53.2%	44	88.6%	40.9%
Pakistani	17	70.6%	0.0%	19	89.5%	5.3%	17	52.9%	5.9%	14	71.4%	14.3%	22	90.9%	31.8%	13	69.2%	7.7%
Bangladeshi	19	57.9%	10.5%	10	70.0%	10.0%	22	40.9%	0.0%	20	70.0%	0.0%	20	90.0%	15.0%	21	76.2%	23.8%
Any Other Asian Background	109	74.3%	22.0%	102	82.4%	10.8%	107	73.8%	13.1%	93	55.9%	12.9%	102	94.1%	36.3%	83	86.7%	31.3%
Black - Caribbean	9	66.7%	11.1%	7	100.0%	14.3%	12	75.0%	8.3%	12	41.7%	0.0%	6	66.7%	16.7%	18	72.2%	22.2%
Black - African	53	79.2%	9.4%	48	68.8%	16.7%	49	67.3%	10.2%	37	56.8%	8.1%	30	83.3%	43.3%	33	84.8%	21.2%
Any Other Black Background	22	59.1%	4.5%	28	53.6%	3.6%	11	72.7%	0.0%	31	54.8%	3.2%	25	88.0%	4.0%	13	61.5%	7.7%
Chinese	19	84.2%	42.1%	20	80.0%	35.0%	19	63.2%	15.8%	24	70.8%	25.0%	23	91.3%	43.5%	18	88.9%	27.8%
Any Other Ethnic Group	29	89.7%	10.3%	37	43.2%	5.4%	26	61.5%	0.0%	26	57.7%	7.7%	19	78.9%	21.1%	36	80.6%	19.4%
BME Total	820	70.7%	16.3%	878	66.9%	11.5%	806	65.8%	10.5%	803	58.7%	9.0%	701	86.7%	31.5%	703	81.2%	28.3%
Non BME – Other Total	37	59.5%	16.2%	45	60.0%	4.4%	45	48.9%	8.9%	60	51.7%	8.3%	47	80.9%	21.3%	50	70.0%	20.0%
Hampshire All	6854	69.6%	12.8%	7184	61.7%	9.6%	6836	62.2%	8.4%	7207	55.9%	6.4%	6536	86.0%	29.6%	7048	80.4%	24.2%

Notes:

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files
- National Data sourced from DfE Statistical First Release SFR69/2017 National curriculum assessments at key stage 2, 2017 Table N8a (revised)(December 2017)
- EMTAS TableKS2 R10

* The National BME figure is calculated by DaIT from published data

Appendix 10

Hampshire and National Outcomes - KS4 - BME/Non-BME Pupils - % achieving Key Stage 4 benchmarks

Ethnicity Description	Hampshire													
	2017					2016					2015			
	Number of Pupils	Progress 8	Attainment 8	% Achieving Ebacc	% Grade 9-4 (A*-C) English & Maths	Number of Pupils	Progress 8	Attainment 8	% Achieving Ebacc	% Grade 9-4 (A*-C) English & Maths	Number of Pupils	% Achieving Ebacc	% Grade 9-4 (A*-C) English & Maths	% 5+ A*-C Inc GCSE E&M
White - British	11371	-0.17	46.65	24.1%	67.8%	11758	-0.06	50.87	25.1%	66.4%	12433	25.0%	62.3%	59.8%
White - Irish	21	0.02	55.44	57.1%	85.7%	24	0.31	64.13	79.2%	91.7%	20	45.0%	80.0%	75.0%
Gypsy / Roma	10	-0.99	27.68	10.0%	20.0%	14	-1.19	34.46	7.1%	21.4%	24	0.0%	12.5%	12.5%
Traveller of Irish Heritage	2	-1.55	37.00	0.0%	50.0%	1	-2.13	0.00	0.0%	0.0%	<6	0.0%	0.0%	0.0%
Any Other White Background	345	0.28	52.73	32.8%	73.9%	313	0.41	55.50	41.5%	72.5%	296	35.5%	65.5%	64.9%
White and Black Caribbean	80	-0.59	39.73	13.8%	61.3%	83	-0.48	44.23	13.3%	51.8%	76	19.7%	55.3%	54.0%
White and Black African	41	0.02	48.78	26.8%	73.2%	29	-0.38	43.40	27.6%	48.3%	35	22.9%	57.1%	57.1%
White and Asian	109	0.02	50.91	34.9%	74.3%	100	0.21	58.92	43.0%	82.0%	102	40.2%	75.5%	75.5%
Any Other Mixed Background	133	0.09	51.20	32.3%	72.2%	138	0.01	52.24	31.2%	67.4%	133	37.6%	63.9%	62.4%
Indian	93	0.60	60.90	55.9%	89.2%	96	0.69	62.15	54.2%	85.4%	76	50.0%	82.9%	82.9%
Pakistani	31	0.92	55.97	54.8%	80.6%	24	0.46	52.60	29.2%	66.7%	28	35.7%	67.9%	67.9%
Bangladeshi	26	0.14	48.29	30.8%	69.2%	31	0.66	53.92	35.5%	77.4%	40	25.0%	70.0%	67.5%
Any Other Asian Background	182	0.46	50.55	26.9%	69.8%	182	0.45	51.53	26.9%	69.8%	195	26.2%	52.3%	50.8%
Black - Caribbean	12	-0.16	40.09	8.3%	41.7%	23	0.05	49.87	21.7%	47.8%	14	35.7%	64.3%	64.3%
Black - African	61	0.20	47.16	26.2%	60.7%	66	0.44	49.11	15.2%	59.1%	64	32.8%	56.3%	54.7%
Any Other Black Background	16	0.06	41.38	25.0%	56.3%	26	0.06	44.13	19.2%	42.3%	24	12.5%	25.0%	25.0%
Chinese	36	0.80	55.85	55.6%	91.7%	35	0.64	63.46	54.3%	88.6%	36	61.1%	80.6%	80.6%
Any Other Ethnic Group	47	0.59	49.34	23.4%	74.5%	50	0.28	54.51	28.0%	72.0%	44	31.8%	68.2%	65.9%
BME Total	1245	0.22	50.73	32.7%	72.6%	1235	0.26	53.59	34.6%	69.7%	1209	33.3%	62.8%	61.8%
Non BME – Other Total	124	-0.41	44.58	25.8%	65.3%	108	-0.25	47.91	20.4%	59.3%	209	14.4%	45.9%	43.5%
Hampshire All	12740	-0.14	46.99	24.9%	68.3%	13101	-0.03	51.10	25.9%	66.7%	13851	25.6%	62.1%	59.7%

Notes

- BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)
- Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided
- Ethnic Group is defined by parents and/or pupils (if over the age of 11)
- Includes pupils in all Hampshire Primary and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files
- National Data sourced from DfE Statistical First Releases (England, state-funded schools including academies and CTCs)
- The National BME figure is calculated by DaIT from published data
- EMTAS Table KS4 R1

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Appendix 11

EMTAS Service Priorities 2017-18

Priority no.	Priority description	Which corporate and departmental priorities does this link to? (e.g. CYPP1 - see priorities list below)
1	<p>Support schools to further, improve educational outcomes of children and young people from underachieving BME and Traveller groups at EYFS, KS1, KS2, KS3, KS4 (See additional Appendix Material for detail on groups for whom targets are set)</p> <p><i>(National Indicators 107a (WROM and WIRT), 107c (BCRB), 107d (MWBC), 107e (BAFR and MWBA), 107f (BOTH), 107n (AOTH). Key Stage 2)</i></p> <p><i>(National Indicators 108a (WROM and WIRT), 108c (BCRB), 108d (MWBC), 108e (BAFR and MWBA), 108n (AOTH) Key Stage 4)</i></p> <p>Underachieving groups for whom targets are not set are included in this plan</p>	<p>HCC1-3</p> <p>SH 1-4</p> <p>CYPP 1,2, 3</p>
2	<p>Support schools to secure and promote the health and wellbeing of children and young people from BME and Traveller groups</p>	<p>HCC1-3</p> <p>SH 1,3,4</p> <p>CYPP 2,3,4,5</p>
3	<p>Increase involvement and engagement of parents and carers from BME and Traveller groups in their child's education</p>	<p>HCC1-3</p> <p>SH 1-4</p> <p>CYPP 1,2,3,4</p>
4	<p>Secure funding and sustain a high quality, responsive and professional EMTAS service for Hampshire schools in line with our SLA</p>	<p>HCC1-3</p> <p>SH 1-4</p> <p>CYPP 1-5</p>

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Other Significant Links

Links to previous Member decisions:	
<u>Title</u>	<u>Date</u>
Direct links to specific legislation or Government Directives	
<u>Title</u>	<u>Date</u>

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
None	

IMPACT ASSESSMENTS:

1. Equality Duty

- a) The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:
- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
 - Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
 - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

b) Equalities Impact Assessment:

This report is likely to impact positively on children and young people from ethnic minority and Traveller groups by raising awareness of current issues affecting their educational outcomes. The report also highlights the expertise and contribution of staff from Black, Minority Ethnic and Traveller groups in engaging with children, parents, carers and communities in order to secure good educational outcomes.

2. Impact on Crime and Disorder:

- a) Securing good educational outcomes has a positive impact on the life chances and opportunities of children and young people, therefore reducing the likelihood of entry into the Criminal Justice System.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

Hampshire EMTAS focusses on interventions such as the Young interpreter Scheme which are replicable in different contexts and contain all resources schools need to deliver the programme independently. This reduces the need for staff travel to support implementation.

This provides a model for other interventions which can be delivered remotely, using technology where possible to compliment face to face interventions.

Hampshire EMTAS

a Rights-Respecting Service

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Michelle Nye – County Inspector/ Adviser, Inclusion Advisory Service

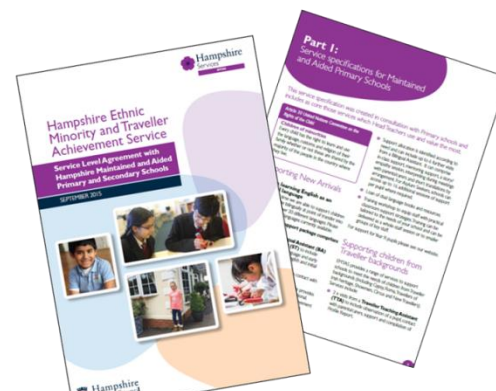
michelle.nye@hants.gov.uk

Tel: 01256 330195



Our core work consists of:

- Bilingual assessment and support in 25 languages for children new to English
- Pupil Conferencing plus Special Educational Needs assessment where appropriate
- Comprehensive range of services to support Gypsy, Roma and Traveller (GRT) children and young people
- Parental engagement strategies
- Support to deliver the award-winning Hampshire Young Interpreter and New Arrival Ambassadors schemes
- Resource loan including books, dictionaries, dual language materials, Persona Dolls
- Advice, support and training – headteachers, teachers, support staff and governors
- Phone line support
- E-learning CPD
- Website www.hants.gov.uk/emtas



Population data :Ethnicity

(data from 2017 Spring Census)

- 12.3% of total school population from Black Minority Ethnic (BME) groups (21,548 children) compared to 11.6% (20,034 children) in 2016

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- Variation of 3.8-21.5% of across the different districts of Hampshire

- Largest ethnic minority groups Any Other White Background and Asian Other



Population data :Language

(data from 2017 Spring Census)

- 6.1% of pupils (10,675) from 2017 Spring Census are learning English as an Additional Language (EAL) compared to 5.8% of pupils (9981) in 2015

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New Arrivals 2016-17 to EMTAS: total of 726 referrals received from schools for pupils speaking 56 different languages (including English)

- 167 languages recorded on Spring Census
- Polish is the most spoken language, followed by Nepali



Black Minority Ethnic (BME) Educational Outcomes

EYFS overall BME achievement (72.7%) is below Hampshire All (75.7%) for Good Level of Development (GLD). Improvement of 1.7%

- Gypsy/Roma lowest achieving group

KS1 BME in line with Hampshire for Reading and above for Writing and Maths

- **Above** Hampshire All for all measures (Reading, Writing and Maths) White and Black African, White and Asian, Any Other Mixed Background, Indian and Asian other
- **Significantly below** Gypsy/Roma and Traveller of Irish Heritage
- White and Black Caribbean, Bangladeshi, Any Other Black and Any Other Ethnic Group also below on all three measures



BME Educational Outcomes

KS2 overall BME achievement (68.7%) above Hampshire All (65.6%)

- **Above** Hampshire All for combined measure (Reading, Writing and Maths) Any Other White Background, White and Asian, Any other Mixed Background, Indian, Pakistani, Any other Asian Background, Black Caribbean, Black African and Chinese.
- **Significantly below** Hampshire All for combined measure Gypsy/Roma and Traveller of Irish Heritage
- White and Black Caribbean, White and Black African, Bangladeshi, Any other Black Background and Any Other Ethnic Group also below for combined measure



BME Educational Outcomes

KS4 overall BME achievement above Hampshire All for the percentage achieving the Ebacc, GCSEs at grades A*-C including English and Maths and the Average Attainment and Progress 8 measure.

- Page 101
- The majority of ethnic groups achieve **above** the Hampshire All figure for all measures
 - **Below** for all measures Gypsy/Roma, Traveller of Irish Heritage and White and Black Caribbean
 - Black Caribbean, Black African and Any other black background below for all measures except Average Progress which is better than Hampshire All



Heritage Language GCSE

Language	A*	A	B	C	D
Arabic	4	1			1
Chinese	1				
Greek		1			
Italian	4	1			
Polish	9	8		1	
Portuguese	2	3	2	1	
Russian	1	1			
Spanish	1		1		
Turkish	1	2	2		
Grand Total	23	17	5	2	1

97.9% of
students
awarded A*-C

83.33%
achieved A*-A



Work against priorities

- E-learning CPD
- Increase in sold service work
- Project work
- ‘T’ code project implementation of recommendations and GRT transition
- Parental engagement
- Black children audit tool
- Development of secondary support programme
- EAL Excellence Award
- IOW work



[About EMTAS](#) [Referrals](#) [Travellers](#) [Good practice](#) [Training](#) [Resources](#) [Parents/carers](#) [Safeguarding](#) [Contacts](#)

EMTAS – Ethnic Minority and Traveller Achievement Service

Removing barriers and inequalities in attainment and achievement



Website
Up-to-date information about the service and advice and guidance



Young interpreters on hand to help new pupils



Asylum seekers and refugees



Heritage Language GCSE success



Help for Early Years



Any questions?



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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	12 July 2018
Title:	Religious Education in Hampshire
Report From:	Director of Children's Services

Contact name: Patricia Hannam (County Inspector/Advisor RE, History and Philosophy)

Tel: (02392) 441442 **Email:** patricia.hannam@hants.gov.uk

1. Recommendation

1.1 That the Children and Young People Select Committee receive and note the information provided in the Standing Advisory Council for Religious Education (SACRE) Annual Report 2016/17, and the presentation on Religious Education in Hampshire.

2. Summary

2.1. The purpose of this report is to provide an update on the work of SACRE during 2016/17. The Committee will also receive a presentation providing an update on Religious Education in Hampshire.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

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Document

Location

None

IMPACT ASSESSMENTS:

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- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

This report is an information paper, therefore there is no impact on equalities.

2. Impact on Crime and Disorder:

2.1. This report has no impact on crime and disorder.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

This report's information will have no impact on carbon footprint/energy consumption/climate change.

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**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2016/17

Glossary of Terms

CPD.....	Continuing Professional Development
E Bacc	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, Mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS	Hampshire Inspection and Advisory Services
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE....	National Association of Standing Advisory Councils for Religious Education
NATRE.....	National Association of Teachers of Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office for Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
QCDA.....	Qualifications and Curriculum Development Agency
RE.....	Religious Education
REC.....	Religious Education Council
SACRE.....	Standing Advisory Council for Religious Education
SAPERE	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SCITT.....	School Centred Initial Teacher Training
SEF.....	Self Evaluation Form
SIP.....	School Improvement Partner
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment
WRAP.....	Workshop to Raise Awareness of Prevent

HAMPSHIRE SACRE ANNUAL REPORT 2016/17

1. Introduction and Context

Hampshire maintains a good reputation locally, regionally and nationally for high quality RE. The innovative approach in Living Difference III, enriched by the skills of philosophical and theological enquiry, has not only been gathering interest from other local authorities, but through the sponsorship of academic research seminars also coming to international attention.

A particularly significant strength of RE in Hampshire continues to be the level of support offered to senior leadership teams and teachers of RE in primary and secondary schools through the inspection and advisory service (HIAS). Hampshire continues to have two RE inspectors. Although both are part time for RE, primary support has been maintained at four days per week during this period. The County Inspector Adviser continues to oversee both History and RE with an especial focus on secondary RE SACRE monitoring visits to both primary and secondary schools continue to show that RE thrives where support from the senior leadership team for RE is strong.

Hampshire SACRE has continued, in this reporting period, to support a Youth Voice to SACRE enabling young people's views on the work of the enquiry approach of the Agreed Syllabus to be heard.

2. Advice to Statutory Bodies

(a) Advice to the Local Authority

SACRE has advised the Local Authority with regard to the review and adoption of a new Agreed Syllabus Living Difference III. The necessary resources to enable a thorough review were made available.

(b) Advice given to Schools

Advice is given to schools in several ways.

Firstly, SACRE officers have been invited to work in schools through the Hampshire Inspection and Advisory Service (HIAS). In the primary schools this usually takes the form of a support meeting with the subject leader for RE followed by a staff meeting with all teachers and support staff. In the secondary schools this takes the form of a day or half day with the Head of RE and will usually involve lesson observations. Where a report is written from the visit, this

can be useful evidence for a school to show they have been developing their RE in accordance with the Agreed Syllabus.

Secondly SACRE members, accompanied by a SACRE officer, are enabled to make 10 half day SACRE visits through Local Authority funding. This is as part of SACRE meeting its responsibility to monitor the effectiveness of the Agreed Syllabus.

The number of primary network meetings increased in this reporting period. At these meetings the Primary SACRE officer is able to disseminate good practice and other information with regard the Agreed Syllabus and thus contribute to raising standards in RE in Hampshire primary schools.

Secondary RE network meetings have taken place in three locations during this reporting period, once each term. Engagement in these groups, which are also registered with NATRE, has been good.

(c) Advice given to Government or other statutory bodies

SACRE members took part in the NASACRE annual conference in 2017.

SACRE gave written evidence to The Commission on RE in the autumn of 2016 and the SACRE Adviser gave evidence during an evidence-giving session in London in the spring of 2017.

3. Standards and quality of provision of RE

(a) Public Examinations

This narrative should be read in conjunction with the data below.

GCSE Full Course entries increased by 404 in 2016, following an increase of 660 entries in 2015. This marks a rapid increase in full course entry numbers over two years which now stand at 4894, the highest number of full course entries ever recorded. The rapid rise in the number of entries, although something to be celebrated in general is also a cause for concern if teachers are not being given sufficient time to teach the courses. In some instances the increase is because whole cohorts of students are being entered for RS GCSE in KS4. This is good news for students who are able to access an entitlement to RE teaching at KS4. However the GCSE is a course that should be taught in more hours than afforded by one lesson per week, even over three years. 2017 will mark the last year of the old GCSE. A thorough analysis of the preceding five years of data will be undertaken and reported in next year's Annual Report in order to identify good practice and otherwise in the teaching of RS at KS4 in terms of teaching time allocation.

Over the last two years RS Full Course entries have increased far more rapidly than either history or geography in Hampshire:

Year	Religious studies	History	Geography
2014	3864	5752	5464
2015	4489	5807	5510
2016	4889	5927	5609

GCSE Short Course entries remained stable over the past year with a slight increase in the number of entries of 1195 in 2016 compared to 1103 in 2015 following a rapid decline. Overall GCSE entries for RS increased in 2016 to 6089 following low in 2015 to 5593. Nevertheless, this still marks a reduction from 7233 entries overall (short + full course) in 2014. Analysing data in 2016 remained problematic due to major changes to the national recording and analysis processes as well as a move to a norm referencing system for the allocation of grades, meaning that it is not precisely possible to compare results from 5 years ago with current data.

Evidence from SACRE monitoring visits reveals that the new accountability measures at KS4, and an emphasis on other humanities subjects (history and geography), is having an impact on GCSE entries in some schools. Although the results this year indicate the more students are having the opportunity to study for a full course RS examination than in the past, fewer students overall are having the opportunity to study RS at GCSE standard (because the short course is not included in accountability measures) than in the past.

Hampshire Full Course GCSE Results 2016

Candidate Numbers Full Course

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
ALL	2444	2457	2951	3364	3849	3669	3575	3831	4490	4894
BOYS	952	925	1240	1491	1781	1655	1544	1736	2030	2175
GIRLS	1492	1532	1711	1873	2068	2014	2031	2095	2460	2719

Candidate Performance – Full Course % A*-C

	2007	2008	2009	2010	2011	2012	2013 (national)	2014 (national)	2015 (national)	2016 (national)
ALL	69.5	75.5	76.3	77.0	73.6	77.4	(72.2) 79.3	(70.4) 73.2	(70.6) 69.8	(70.4) 68.0
BOYS	60.0	69.1	69.4	70.6	67.6	71.1	(65.2) 73.1	(62.8) 65.8	(63.6) 62.6	(62.8) 59.8
GIRLS	75.5	79.3	81.4	82.2	78.8	82.6	(78.2) 84.0	(76.9) 79.3	(77.2) 76.0	(77.0) 74.6

Hampshire Full Course % by grade

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
A*	8.9	10.01	10.00	11.1	8.2	10.7	13.5	10.6	9.0	8.3
A	18.3	20.55	20.9	23.8	20.1	21.8	22.1	20.8	17.8	18.1
B	21.7	24.74	22.9	23.8	24.4	24.1	24.7	23.0	23.9	22.7
C	20.5	20.14	22.5	18.3	20.9	20.7	19.0	18.8	19.1	18.9
A*-C	69.4	75.5	76.3	77.0	73.6	77.4	79.3	73.2	69.8	68.0
D	13.2	11.3	11.7	10.3	12.2	10.5	8.8	11.1	12.5	13.1
E	8.2	7.52	6.7	6.4	6.9	6.1	5.7	7.8	8.0	8.1
F	4.6	3.37	3.6	3.8	4.1	3.0	3.5	4.5	5.0	5.5
G	2.9	1.13	1.3	1.9	2.2	1.9	1.7	2.4	2.7	3.4

GCSE Full Course Results – 2016

No National residual data was available for 2015 or 2016.

The residual figures were always extremely helpful and provided data about the performance of pupils in religious studies compared with their results in all other subjects.

RE	LA Subject Residual				National Subject Residual				Adjusted LA National Residual			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
ALL	-0.21	1.13	1.66	0.51	0.08	0.11	0.07	-0.25	-0.28	1.05	1.59	0.76
BOYS	-0.43	0.06	0.29	-0.53	-1.18	-1.26	-1.24	-1.52	-0.22	1.35	1.53	1.00
GIRL	0.83	2.01	2.71	1.36	1.15	1.26	1.18	0.86	-0.3	0.78	1.53	0.50

Hampshire Short Course GCSE Religious Studies results

Candidate Numbers Short Course

RE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
ALL	4778	5159	4490	4327	3649	3358	3409	3402	1103	1195
BOYS	2408	2700	2302	2183	1866	1719	1728	1754	N/A	N/A
GIRLS	2370	2459	2188	2144	1783	1639	1681	1648	N/A	N/A

Candidate Performance – Short Course % A*-C

RE	2007	2008	2009	2010	2011	2012	(national) 2013	2014	2015	2016
ALL	55.3	54.1	54.8	56.2	55.7	53.1	(50.1) 55.8	57.4	N/A	(53.9) 52.2
BOYS	48.0	45.9	48.4	47.3	48.4	46.0	(42.7) 49.4	51.9	N/A	N/A
GIRLS	62.8	63.2	61.5	65.3	63.4	60.6	(57.8) 62.3	63.3	N/A	N/A

(b) Progress and attainment in RE not covered by public examinations

The number of students in secondary schools, who are not able to access a GCSE qualification in Religious Studies, is rising. The evidence is supporting previous assertions that fewer young people have access to GCSE currently compared to the past when large numbers of students could access the Short Course examination.

Examples of very good practice are known to SACRE. In these cases teaching is by specialist teachers and planning is undertaken according to and progress determined by reference to the Agreed Syllabus. However there are schools where young people are not able to access their entitlement to religious education at KS4.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 revealed there continues to be strong RE leadership in Hampshire. Monitoring in the academic year of this report has been interested in identifying and interrogating areas of weaker practice. This is in order to plan for improvement across the county. Head teachers have been willing to invite SACRE members and the Primary Inspector for RE into schools revealing that there continues to be a high level of interest in RE. The importance of subject leaders being equipped and confident to lead staff in their own schools continues to be a key factor in improvement in RE in the primary school.

The new age-related expectations in Living Difference III are proving a helpful mechanism to talk about progress clearly to senior leaders in schools at all key stages. It is helpful that this approach to progression is in accord with that being developed in other subjects.

(c) The Quality of RE provision in Hampshire schools

Evidence from SACRE monitoring visits, RE Inspector/Advisor visits, courses and RE development groups indicate that a high proportion of schools are compliant with the requirements of the Agreed Syllabus.

In the primary phase time allocation for RE is good and is effectively integrated with other areas of the curriculum. In the secondary phase time allocation for all pupils at KS3 is in general good.

At KS4, where GCSE is being taught, time allocation for those students undertaking GCSE is in accordance with the time requirements of the County Agreed Syllabus. The quality of provision for non-examination courses at KS4 continues to be mixed. Evidence to support this view has been found during SACRE monitoring visits to secondary schools but most reliably from meetings with heads of RE. The situation with regard to RE at KS4 in Hampshire schools continues to be a subject of regular reporting to the Monitoring Group by the County Inspector/Adviser. Although the number of students undertaking Full Course GCSE continues to rise, the absence of the short course for RE means that more secondary schools are failing to ensure full provision at KS4 for their

students. This is a matter that is a cause for concern and will be discussed fully by the monitoring group in 2017/18.

It therefore remains a concern that in some schools students are not able to access their entitlement to Religious Education at KS4.

SACRE monitoring has shown that where the leadership of a school value the contribution of RE to the core curriculum, for example its contribution to students spiritual, moral, social and cultural development, compliance and provision at KS4 is unaffected by new accountability measures.

(d) Withdrawal from RE

In June 2017 SACRE received a report from the second survey on the current situation with regard to withdrawals from Collective Worship and Religious Education in Hampshire schools. This survey built upon the survey from 2016 and now ensures SACRE has 2 years of data. The response rate in both years was around 30%. Findings show that the number of children withdrawn from RE continues to be low, and not an issue for concern. SACRE will continue to undertake this survey on an annual basis

(e) Complaints about RE

No complaints have been received about RE under the local statutory complaints procedure during the period of this report.

4. Agreed Syllabus

(a) Review of the Agreed Syllabus

An Agreed Syllabus Conference was convened in November 2016 and adopted *Living Difference III* as the Agreed Syllabus for Hampshire. An evening celebratory event was held in the Ashburton Hall in Winchester to launch the new syllabus. This included presentations by representatives of national bodies, such as NASACRE and NATRE. Local dignitaries, including the Executive Member for Education, the Chair of SACRE and the Assistant Director for Children's Services (Education), also made presentations. A small exhibition of children's and young people's work was displayed for those attending the launch to view. The audience included representatives from neighbouring SACREs, the Commission on RE, local faith groups and Winchester University.

(b) Implementation and monitoring of the Agreed Syllabus

A programme of training for senior leaders in schools implementing the Agreed Syllabus has been offered during the past year. This has been well received and is reported on elsewhere in this report. The Agreed Syllabus continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE and reporting to the SACRE.

5. Collective worship

(a) Compliance with statutory requirement and the quality of collective worship

Evidence about collective worship in Hampshire has been gathered from various sources including:-

- work with secondary and primary development groups (ongoing)
- school monitoring visits by the RE Inspectors accompanied by SACRE members
- reports provided by the county RE Inspectors in relation to their work with schools
- GCSE data
- reports from Ofsted secondary school visits mentioning RE

In general in the primary school, compliance with legal requirements is good. Because of the constraints on space in the secondary school compliance with legal requirements remains a cause for concern in most secondary schools.

SACRE has been able to respond to schools' need for a high level of understanding of their responsibilities with regard to collective worship. This is in light of a focus from government on ensuring that schools are teaching fundamental British Values and preparing children for life in modern Britain through promoting their Spiritual, Moral, Social and Cultural (SMSC) development. Courses have continued to be run by the Primary RE Inspector Adviser for teachers in primary schools. This has been supported by the redeveloped pack on collective worship that was updated in 2016 in line with current requirements regarding preparing students for life in Modern Britain. This has been sold through the Hampshire Religious Education Curriculum Centre. Evidence gathered from Ofsted reports of Hampshire schools reveals that, this year, Collective Worship was less frequently used as an example of how a school is preparing children for life in modern Britain than in the previous year.

(b) Complaints about Collective Worship

No complaints have been received about collective worship under the local statutory complaints procedure during the period of this report.

6. Management of SACRE

Local authority support to SACRE in 2016/17 has remained constant over the past 7 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2016-17 for SACRE monitoring visits to schools. In addition the authority offers support to SACRE from an experienced clerk, located in democratic services.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2016/7 findings have been regularly submitted to the full SACRE at its termly meetings.

Attendance at SACRE by Committee

November 2016

Committee A – 69% (Representatives of Religious Bodies)
Committee B – 80% (Representatives of the Church of England)
Committee C – 75% (Representatives of Teacher Associations)
Committee D – 100% (Representatives of the Authority)
Co-opted – 37%

March 2017

Committee A – 56%
Committee B – 100%
Committee C – 75%
Committee D – 100%
Co-opted – 25%

June 2017

Committee A – 25%
Committee B – 50%
Committee C – 50%
Committee D – 100%
Co-opted – 29%

November 2016 held at Hampshire County Council offices, Winchester

March 2017 held at Hampshire County Council offices, Winchester

June 2017 held at Queen Mary's College, Basingstoke

Religious faiths and others represented on SACRE

Religions represented:

Muslim

Sikh

United Reformed Church

Buddhist

Church of Jesus Christ of the Latter-day Saints

Methodist

Fellowship of Independent Evangelical Churches

Baha'i

Baptist Union

Hindu

Society of Friends

Jewish

Additional Co-opted members representing:
Humanist
Higher Education Rep
Higher Education Rep
Primary School
Private School
Secondary School
Special School
Academy

In addition to this SACRE Youth Voice members are in attendance and report on the agenda item in relation to the Youth Voice to SACRE.

Training available to SACRE Members.

Training is made available to SACRE members by the SACRE officers when sufficient numbers of new members require this; usually when there are three or four new members. Training is also offered to all SACRE members in case someone would like to refresh their understanding of the responsibilities and duties of SACRE members as well as familiarise members with the Agreed Syllabus. During the period of this report a successful training took place in the autumn of 2016 and was very well attended.

7. Contribution of SACRE to the wider Local Authority agenda

SACRE's contribution to other agendas

During this reporting period SACRE has continued to take an interest in the wider Local Authority Agenda particularly in relation to promoting children's SMSC development and preparing young people for life in modern Britain.

The SACRE Officer and County Inspector/Advisers sit on the Hampshire Prevent Board and have been instrumental in leading the training of teachers, senior leaders and governors in the Home Office 'Workshop to raise Awareness of Prevent' (WRAP) training. This continues to be set in the local context, particularly in relation to the UN Convention on the Rights of the Child as well as giving opportunity for exploring the role of the curriculum, including RE, in these matters. This training for school leaders and school governors has been an opportunity to ensure all involved in the leadership and management of Hampshire schools are fully aware of what RE, through the approach in Living Difference III, can bring to the whole school curriculum in terms of opening safe educational spaces for exploring issues which are contested whilst ensuring misconceptions and misinformation is corrected.

SACRE's Contribution to the LA's public sector equality duty

Hampshire SACRE takes seriously its contribution to the LA's public sector equality duty. For example, it seeks to ensure that membership reflects diversity of the local community by, where possible, developing closer links with faith communities represented on SACRE.

Contact is maintained between Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) and those developing the Rights Respecting Education work across the county and the RE inspectors. A pattern of talks from representatives of different faith communities continues at the start of each SACRE meeting.

The Reading and Research Group organised between the SACRE, the SACRE officers and Winchester University is a further opportunity for teachers and SACRE members to develop their knowledge and understanding alongside each other.

HIAS's new involvement with the production of the Hampshire Interfaith Calendar (an art competition established in Hampshire schools to produce a faiths calendar each year) has ensured SACRE's direct involvement in interfaith matters in this reporting period. This involvement continues in such a way as to ensure links with the County Agreed Syllabus.

SACRE support to schools and school improvement through events and training

The SACRE officers are able to be responsive to the needs of teachers in Hampshire and a range of training and other support (as discussed elsewhere in this report) is offered through the Hampshire Teaching and Leadership College (HTLC) and the Hampshire Inspection and Advisory Service (HIAS).

A full programme of in-service training courses has been provided (see Appendix 1 for details). Within the primary phase the annual Primary Conference recruited very successfully with more than 60 delegates. National figures from The Commission on RE, NATRE and REToday presented at the conference ensuring that Hampshire primary teachers have every opportunity to keep up to date with contemporary issues in RE.

67 primary RE managers attended one of the 6 regional groups in 2016/17, doubling teacher engagement compared to the previous academic year. Other courses were also well attended and included Assessment in RE, RE for Newly Qualified Teachers and Collective Worship.

Primary and secondary steering groups meet each term to develop support materials and guidance which is disseminated by the SACRE support officers, on the county RE website or through publications available from the RE Centre.

45 secondary teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2016 led by the County RE Inspector. Power point presentations used were made available to delegates via the RE Moodle.

The County RE Centre has continued to support the work of teachers across Hampshire. During the academic year 2016/17 there were 420 subscribers to the Centre including some schools from other local authorities. It is used by RE teachers (including Post Graduate Certificate in Education students) for viewing and loaning resources, as a meeting place for planning, consultations and training and as a source for inspiration and information. It is housed in the same building as the County History Curriculum Centre, providing a streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.

The RE Centre manager, Lydia Revett, has continued to assist in the production of teaching packs (CDs and accompanying booklets), which provide guidance and materials for the development of RE units of work to support the teaching of the Agreed Syllabus for RE. These are purchased through the RE Centre and have proved to be very popular with schools. Lydia has continued to develop and market a wider range of artefact boxes which are loaned to schools resulting in a continued increase to the RE Centre's income and, as a result, further investment in resources.

Hampshire Religious Education Curriculum Centre has the capacity to support schools in developing high quality religious education with the Agreed Syllabus through the sale of packs and artefact loan scheme. The Hampshire RE website (www.hampshire-reweb.co.uk) has been regularly updated during this reporting period, ensuring the support and guidance provided on teaching and learning in RE is entirely up to date. This includes a large number of recommended units of work for all key stages. The agreed syllabus is posted on this site. The County RE learning platform (Moodle) (<http://hias.gov.uk/re>) has continued to be a well-used, open access means of disseminating good practice and information on courses, events and new initiatives in relation to the Agreed Syllabus and national developments.

All primary teaching packs were updated to reflect the need to use the Age Related Expectations in the assessment of RE as specified in *Living Difference III*. In addition a number of new RE teaching packs have been prepared and made available for schools to purchase. These include:-

- Easter at KS2
- Islam at KS2

Separate curriculum updates are available for Primary and Secondary Schools are available twice each year via subscription electronically or as a hard copy, and on the HIAS RE Website. Matters are covered in newsletters in the past year include updates on Living Difference III, assessment, national changes to the GCSE and relationships with SMSC and British Value as well as examples of good practice and samples of exemplary work from pupils. Teachers continue to express their value of these newsletters. RE Inspectors/Advisers have also been managing the production of the 2018 Interfaith Calendar during this period.

Links to broader teacher education and other community initiatives in relation to religious education

The County Inspector/Adviser keeps in good contact with local and regional initial teacher education institutions training new specialist RE teachers. A Post Graduate Certificate of Education course has run in only two of the initial teacher training institutions in close proximity to Hampshire. However, whereas the numbers joining the Winchester course continue to be viable, the numbers in Chichester are extremely small. Most teachers who train in these institutions are appointed as newly qualified teachers into secondary RE departments in Hampshire. Schools continue to advertise vacancies on the Hampshire website, Hantsweb. The County Inspector continues to develop contacts with initial teacher education institutions further afield, for example Bristol University and UCL Institute of Education in London. Contacts are being made with the new teaching schools and those offering 'Schools' Direct' and 'SCITT' courses in Hampshire.

NQT (newly qualified teachers) recruitment in 2016/17 was greatly reduced to 2 teachers in 2016/17 compared to 6 in 2015/16 and 3 in 2014/15. This compares to 7 NQTs in 2008/9, and 16 NQTs in both 2009/10 and 2010/11. In both 2011/12 and 2012/13 8 NQT's were appointed. CPD opportunities in Hampshire mean the Inspector Adviser is able to track the progress of new teachers and ensure provision for leadership development is in place for those who remain in Hampshire. In a time of reduction of new teachers it is important that those who are in post have access to high quality CPD both in terms of RE subject specialism as well as leadership development.

The Youth Voice group to SACRE has met once each term since September 2013. This group is supported by SACRE members who play an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings. In July 2017 the Youth Voice to SACRE ran their third conference for year 8 students, which this year was held at Wildern School. The theme of this conference was "Reality vs The Media: Does the media stereotype religion?" More than 70 students attended with the Youth Voice members facilitating the day. SACRE members and others, for example from Winchester University, led workshops at this conference.

Conclusion

SACRE's three year development plan (see Appendix 2), attached to this report, shows how SACRE plans to continue to meet its responsibilities including the implementation and monitoring the effectiveness of the Agreed Syllabus Living Difference III.

In conclusion, Hampshire SACRE has continued to be effective in 2016/17 significantly because of commitment from all SACRE members to attend regular meetings as well as their willingness to take part in additional activities. Further the on-going support from the Local Authority to SACRE is important in a range of ways, including support of Monitoring visits as well as ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

Appendix 1

Continuing Professional Development Opportunities for RE teachers 2016-17

Course Title	Adviser	Delegates	Date
Secondary RE Conference	Patricia Hannam	70	16/10/2015
Reviewing SMSC Provision in light of the Requirement to Promote Fundamental British Values	Patricia Hannam	10	23/11/2015
Reviewing SMSC Provision in Light of the Requirement to Promote Fundamental British Values	Patricia Hannam	14	03/03/2016
Assessment in Religious Education for the Primary Phase	Justine Ball	20	20/01/2016
Assessment in Religious Education for the Primary Phase	Justine Ball	12	24/02/2016
Getting to Grips with the Secondary RE Agreed Syllabus	Patricia Hannam	5	11/11/2015
Collective Worship Issues in Primary Schools	Justine Ball	8	26/11/2015
How to Manage RE Effectively in Key Stages 1 and 2	Justine Ball	20	04/11/2015
How to Manage RE Effectively in Key Stages 1 and 2	Justine Ball	9	02/12/2015
Getting to Grips with the Primary RE Agreed Syllabus	Justine Ball	8	23/11/2015
Primary RE Conference	Justine Ball	60	25/05/2016
Getting to Grips with the Primary RE Agreed Syllabus	Justine Ball	6	09/02/2016
Secondary RE Network Meetings in three locations each meeting once each term (37 schools involved)			
Secondary RE Network Meetings (2015-16)	Patricia Hannam	9	21/09/2015
Secondary RE Network Meetings (2015-16)	Patricia Hannam	9	29/09/2015
Secondary RE Network Meetings (2015-16)	Patricia Hannam	19	24/09/2015
Primary RE Network Meetings in 6 locations in the county: each meeting once a term (57 schools involved)			
Help! I'm an RE Manager	Justine Ball	10	21/09/2015
Help! I'm an RE Manager	Justine Ball	12	22/09/2015
Help! I'm an RE Manager	Justine Ball	10	05/10/2015
Help! I'm an RE Manager	Justine Ball	9	06/10/2015
Help! I'm an RE Manager	Justine Ball	6	07/10/2015
Help! I'm an RE Manager (Advanced Group)	Justine Ball	10	28/09/2015

Appendix 2

Hampshire SACRE 3 year Action Plan 2016, 2017 & 2018

This action plan has been developed by the County RE Inspector Advisers and ratified by SACRE indicating key actions that the Hampshire SACRE wishes to undertake.

No	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
1.	Agreed Syllabus revision				
1.1	Writing group to have completed necessary revisions of <i>Living Difference revised 2011</i>	County Inspector/ Adviser driving and leading revisions	April 2016		Green
1.2	Joint SACRE & writing group agree final revisions and agree new syllabus	County Inspector/ Adviser ensure revisions are completed	July 2016		Green
1.3	<i>Living Difference III</i> in publisher document	Inspector/ Advisers together with HIAS publications team	18 th September 2016	<i>Living Difference III</i> ready to be presented to respective ASC meetings/ presentations in autumn 2016.	Green
1.4	SACRE to have new (revised) Agreed Syllabus	SACRE	November 2016 SACRE meeting	<i>Living Difference III</i> to have been agreed by ASC for SACRE.	Green
1.5	Formulate joint SACRE communication strategy across all 4 local authorities regarding key messages in <i>Living Difference III</i>	SACREs of the 4 owning authorities via the South Central RE Hub meetings	November 2016	Implementation strategy to have been agreed	Green

No	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
2.	Meeting Training Needs				
2.1	Audit current training provision across partner SACREs	Hampshire RE Inspector/ Advisers	July 2016	Identified gaps in current training provision	Green
2.2	Review existing training offer	Hampshire RE Inspector/ Advisers	April 2016		Green and ongoing
2.2.1	Establish annual pattern of CPD for primary and secondary teachers	Hampshire RE Inspector/ Advisers	April 2016	For a pattern of CPD to be established and regularly communicated to teachers	Green and ongoing
2.2.2	Adapt and augment existing pattern of CPD is undertaken to ensure thorough implementation of <i>Living Difference III</i> takes place across the Authorities using <i>Living Difference III</i>	Hampshire RE Inspector/ Advisers	January 2017	CPD to be available to ensure effective implementation of <i>Living Difference III</i> across authorities using it and leading and managing RE.	ongoing
2.2.3	Implement a programme of briefings for head teachers and separately for governors, regarding <i>Living Difference III</i> across the Local Authorities	Hampshire RE Inspector/ Advisers	November 2016		Green
2.3	Launch of <i>Living Difference III</i>	Hampshire RE Inspector/ Advisers & SACRE members	December 2016	For an effective launch to have taken place, good local and national press coverage through NASACRE and REC and other relevant bodies	Green

2.4	Review effectiveness of initial implementation programme and use to inform the development of a second wave of training in <i>Living Difference III</i> in 2017/18.	Hampshire RE Inspector/Advisers and SACRE Monitoring Group	October 2017		Green and ongoing
3.	Resourcing Living Difference 2016				
3.1	Audit existing publications identifying necessary amends to bring in line with Living Difference 2016	Hampshire RE Inspector/Advisers together with Hampshire RE Curriculum Centre manager	July 2016	Hampshire RE Curriculum Centre manager and Inspector Advisers to have clarified amendments and to have an action plan to ensure they are done	Green
3.2	Amend existing Assessment Pack ready for sale	Primary RE Inspector/Adviser	September 2016		Green
3.3	Complete new KS2 Islam and Christianity Packs	Primary RE Inspector/Adviser	June 2016		Green
3.4	Writing new KS3 Islam pack	County RE Inspector/Adviser	June 2016 December 2017		Green
3.5	Amending existing Secondary packs		June 2016 December 2017		Green and ongoing
4.	Monitoring the effectiveness of the Agreed Syllabus				
4.1	Monitoring Group to meet once each term	SACRE Monitoring group and RE Inspector/Advisers	Once each term	For Hampshire SACRE to be effective	ongoing
4.2	Monitoring visits to take place in schools	SACRE Monitoring group and RE Inspector/Advisers		10 monitoring visits take place each financial year, overall findings presented to SACRE	ongoing

No.	Actions	Who	Target Completion date	Intended outcomes	Status and RAG rating
4.3	Monitoring and reporting of GCSE results	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Verified results to have been considered by Monitoring Group once each year and findings presented to SACRE	ongoing
4.4	Monitoring findings of Ofsted visits to schools in relation to RE	SACRE Monitoring group and RE Inspector Advisers	Once each term	Findings considered and presented to SACRE	ongoing
5.	Maintaining SACRE Effectiveness				
5.1	SACRE to meet once each term and be quorate	County Inspector Adviser and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	ongoing
5.2	Representative appointments to all four Groups of SACRE to be in place	County Inspector Adviser and SACRE Clerk	When necessary	For Hampshire SACRE to be effective	ongoing
5.3	Regular training offered to new SACRE members when necessary			For Hampshire SACRE to be effective	ongoing
5.4	Training to be offered to all SACRE members following the implementation of <i>L DIII</i> and regularly thereafter when enough new members of SACRE Warrant			For Hampshire SACRE to be effective	ongoing
6.	SACRE Youth Voice				
6.1	Meet once each term	County Inspector Adviser	Once each term	For the meetings to take place	Green
6.2	Annual Summer Youth Voice Conference	County Inspector Adviser	July each year	For the conference to happen and be evaluated	Green

Religious Education in Hampshire

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Patricia Hannam

County Inspector/Adviser

Religious Education, History & Philosophy



The unique history of religious education in English maintained schools

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- 1870 Education Act
- Elementary schools for all
- Accommodation with the churches
- Religious education for all
- Not Distinctive of any denomination.
- Nothing much changed until..
- 1944 Education Act
- RE Compulsory
- Position strengthened in Education Acts of 1988 and 1996
- No legislative change since then



The role and responsibility of the LA

Each LA must:

- establish a permanent body called a standing advisory council on religious education (SACRE) to advise the LA on Religious Education and monitoring the effectiveness of its agreed syllabus. LAs must appoint representatives to each of four SACRE committees, representing respectively :
 - o Group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
 - o Group B: the Church of England
 - o Group C: teacher associations
 - o Group D: the LA
- establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA.



The status of religious education within the whole school curriculum

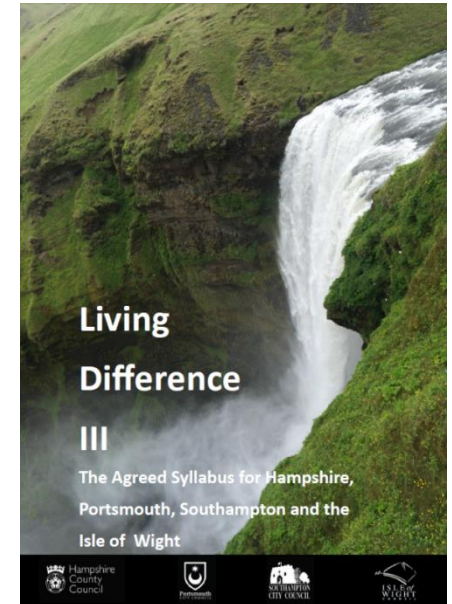
Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the National Curriculum. Religious education is to have equal standing in relation to the core and foundation subjects within the school. It differs from the subjects of the National Curriculum only in that it is not subject to national prescription. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the local authority (LA).

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The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:

- religious education should be taught to all children and young people other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education
- religious education in all community, foundation and voluntary controlled schools should be taught in accordance with an Agreed Syllabus
- an Agreed Syllabus should *reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain*

Religious Education must be taught in all maintained schools from Year R.
LA schools MUST use the Agreed Syllabus: Living Difference III
In Academies RE is written into their funding agreement and they can use the Agreed Syllabus should they wish.



Religious Education in Hampshire : headlines I

Hampshire Standing Advisory Council on Religious Education (SACRE) effective and well attended. Always Chaired by County Councillor.

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A monitoring Group meet a month before each full SACRE meeting, examines Ofsted Reports and other data.

Undertakes monitoring visits to both primary and secondary schools.

These visits reveal that RE thrives where support from the senior leadership team for RE is strong.

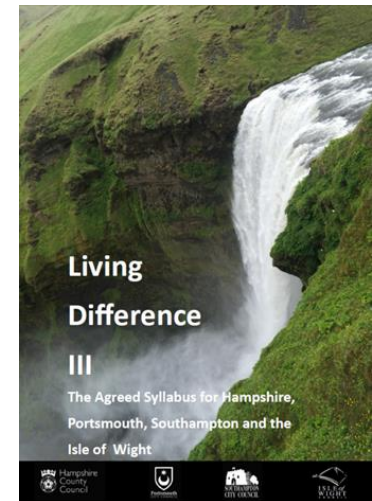


Religious Education in Hampshire : headlines II

Hampshire maintains a good reputation locally, regionally and nationally for high quality RE.

The innovative approach in Living Difference III, enriched by the skills of philosophical and theological enquiry, has not only been gathering interest from other local authorities, but through the partnership in academic research also coming to international attention.

For example project about to commence with Brunel University London, into religious literacy which will have impact for Hampshire teachers.



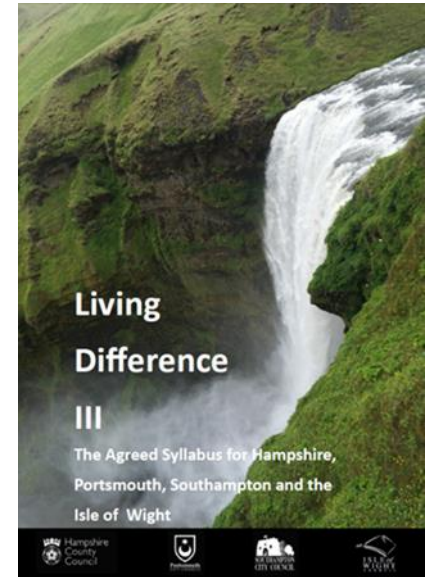
Religious Education in Hampshire : headlines III

A particularly significant strength of RE in Hampshire continues to be the level of support offered to senior leadership teams and teachers of RE in primary and secondary schools through the inspection and advisory service (HIAS).

Page 3
SACRE monitoring visits to both primary and secondary schools continue to show that RE thrives where support from the senior leadership team for RE is strong.

A programme of continuing professional education for teachers is available and well attended.

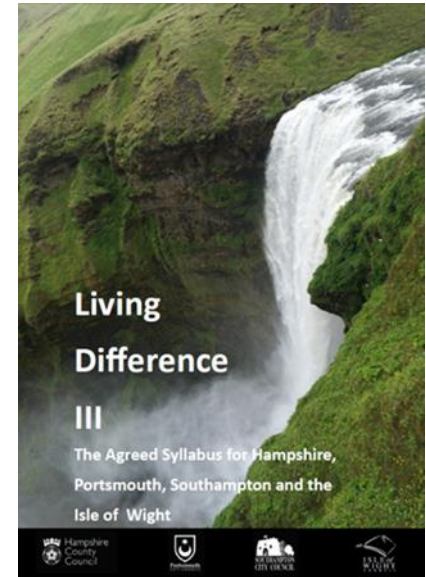
RE in Hampshire in primary schools and at KS3 is in general compliant with the law and well taught



Key Stage 4

- All young people should have access to High Quality Religious Education
- Schools meet this requirement in a number of ways – including enabling all young people access Full Course GCSE in less time than recommended by exam boards.
- Some don't meet the requirement
- SACRE through the monitoring group seeks to address situations where RE is not taught to all young people.

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Candidate Performance – Full Course % A*-C

	2007	2008	2009	2010	2011	2012	2013 (national)	2014 (national)	2015 (national)	2016 (national)
ALL	69.5	75.5	76.3	77.0	73.6	77.4	(72.2) 79.3	(70.4) 73.2	(70.6) 69.8	(70.4) 68.0
BOYS	60.0	69.1	69.4	70.6	67.6	71.1	(65.2) 73.1	(62.8) 65.8	(63.6) 62.6	(62.8) 59.8
GIRLS	75.5	79.3	81.4	82.2	78.8	82.6	(78.2) 84.0	(76.9) 79.3	(77.2) 76.0	(77.0) 74.6

Hampshire Full Course % by grade

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
A*	8.9	10.01	10.00	11.1	8.2	10.7	13.5	10.6	9.0	8.3
A	18.3	20.55	20.9	23.8	20.1	21.8	22.1	20.8	17.8	18.1
B	21.7	24.74	22.9	23.8	24.4	24.1	24.7	23.0	23.9	22.7
C	20.5	20.14	22.5	18.3	20.9	20.7	19.0	18.8	19.1	18.9
A*-C	69.4	75.5	76.3	77.0	73.6	77.4	79.3	73.2	69.8	68.0
D	13.2	11.3	11.7	10.3	12.2	10.5	8.8	11.1	12.5	13.1
E	8.2	7.52	6.7	6.4	6.9	6.1	5.7	7.8	8.0	8.1
F	4.6	3.37	3.6	3.8	4.1	3.0	3.5	4.5	5.0	5.5
G	2.9	1.13	1.3	1.9	2.2	1.9	1.7	2.4	2.7	3.4

GCSE – KS4 Data to 2016



Religious Education in Hampshire : headlines IV

- Hampshire SACRE has continued, in this reporting period, to support a Youth Voice to SACRE enabling young people's views on their RE to be heard. Meets once each term in Winchester – regional representation.
- Hampshire Youth Voice to SACRE plans an annual conference – this year on July 9th.

“Religion: Provider of Peace or Causer of Conflict?”

- SACRE Primary Youth Voice Conference



HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date of meeting:	12 July 2018
Report Title:	Work Programme
Report From:	Director of Transformation & Governance

Contact name: Members Services

Tel: (01962) 847479

Email: members.services@hants.gov.uk

1. Purpose of Report

1.1 To consider the Committee's forthcoming work programme.

2. Recommendation

2.1 That the Children and Young People Select Committee consider and approve the work programme.

WORK PROGRAMME – CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Topic	Issue	Reason for inclusion	Status and Outcomes	12 July 2018	21 November 2018	17 January 2019	8 May 2019
Overview / Pre-Decision Scrutiny – <i>to consider items due for decision by the relevant Executive Member, and scrutiny topics for further consideration on the work programme</i>							
Pre-scrutiny	Short Breaks Activities	To consider the consultation outcomes, and to provide the Executive Member with feedback prior to decision	Item to be considered at July meeting.	X			
Pre-scrutiny	Consideration of Departmental Transformation to 2019 savings proposals	To provide the Executive Member with feedback prior to decision	Considered September 2017 and January 2018. Further consultation items to be considered if required.				
Pre-scrutiny	Consideration of revenue and capital budgets	To provide the Executive Member with feedback prior to decision	Item to be considered at January meeting.			X	

Topic	Issue	Reason for inclusion	Status and Outcomes	12 July 2018	21 November 2018	17 January 2019	8 May 2019
Overview	Child and Adolescent Mental Health Service (CAMHS)	To provide an update report and overview of CAMHS in Hampshire	Item to be considered at November meeting.		x		
Overview	EMTAS	To receive an update on the Hampshire Ethnic Minority and Traveller Achievement Service	Regular update report to the Select Committee. Item to be considered at July meeting	x			
Overview	RE in Hampshire and Living Difference III	To receive an update on this programme of work	Item to be considered at July meeting	x			
Overview	School attainment	To consider the progress of schools in improving the attainment of Hampshire children	To consider a further update following an item on this in January 2018. To include information on work with 'requires improvement' schools.			x	

Monitoring Scrutiny Outcomes - to examine responses to the Committee's reports or comments and check on subsequent progress.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	No
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. **Equalities Impact Assessment:** This is a scrutiny review document setting out the work programme of the Committee. It does not therefore make any proposals which will impact on groups with protected characteristics.

2. Impact on Crime and Disorder:

2.1 This is a forward plan of topics under consideration by the Committee; therefore this section is not applicable to this work report. The Committee will request appropriate impact assessments to be undertaken should this be relevant for any topic that the Committee is reviewing.

3. Climate Change:

3.1 How does what is being proposed impact on our carbon footprint / energy consumption?

This is a forward plan of topics under consideration by the Committee; therefore this section is not applicable to this work report. The Committee will consider climate change when approaching topics that impact upon our carbon footprint / energy consumption.

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