

Notice of a public meeting:

Decision Session - Cabinet Member for Education, Children and Young People's Services

To: Councillor Looker (Cabinet Member)

Date: Tuesday, 5 February 2013

Time: 4.30 pm

Venue: The Guildhall, York

AGENDA

Members are reminded that, should they wish to call in any item on this agenda, notice must be given to Democracy Support Group by 4.00pm on Thursday 7 February 2013. Items called in will be considered by the Corporate and Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by 5.00pm on Friday 1 February 2013.

1. Declarations of Interest

At this point, Members are asked to declare:

- Any personal interests not included on the Register of Interests
- Any prejudicial interests or
- Any disclosable pecuniary interests

which they may have in respect of business on this agenda.

2. Minutes (Pages 3 - 4)
To approve and sign the minutes of the Decision Session held on 13 December 2012.

3. Public Participation
At this point in the meeting, members of the public who have registered their wish to speak at the meeting may do so. The deadline for registering is **5.00pm on Monday 4 February 2013 at 5.00pm.**

Members of the public may speak on an item on the agenda or an issue within the Cabinet Member's remit.

4. A New Deal for York Foster Carers - (Pages 5 - 32)
Recognising and rewarding professional development

This report details the current fees and allowances scheme for foster carers and proposes the implementation of an accreditation scheme for foster carers with a professional development pathway and associated remuneration.

5. Education, Children and Young People's (Pages 33 - 46)
Capital Programme Update

This report:

- Informs the Cabinet Member of recent progress on major schemes within the Education, Children and Young People's Capital Programme
- Informs the Cabinet Member of new schemes proposed for 2013/14 and 2014/15, and of revisions to the programme.

The report asks the Cabinet Member to consider the schemes to be developed from within the available resources of the approved capital programme and to recommend to Cabinet the funding of the Capital programme.

6. Urgent Business
Any other business which the Cabinet Member considers urgent under the Local Government Act 1972.

Democracy Officer:

Name: Jayne Carr

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For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting:

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
- Copies of reports

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Further information about what's being discussed at this meeting

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The majority of councillors are not appointed to the Cabinet (39 out of 47). Any 3 non-Cabinet councillors can 'call-in' an item of business following a Cabinet meeting or publication of a Cabinet Member decision. A specially convened Corporate and Scrutiny Management Committee (CSMC) will then make its recommendations to the next scheduled Cabinet meeting, where a final decision on the 'called-in' business will be made.

Scrutiny Committees

The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

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City of York Council

Committee Minutes

MEETING	DECISION SESSION - CABINET MEMBER FOR EDUCATION, CHILDREN AND YOUNG PEOPLE'S SERVICES
DATE	13 DECEMBER 2012
PRESENT	COUNCILLOR LOOKER (CABINET MEMBER)

7. DECLARATIONS OF INTEREST

The Cabinet Member was asked to declare any personal interests not included on the Register of Interests, any prejudicial interests or any disclosable pecuniary interests she may have in the business on the agenda. None were declared.

8. MINUTES

RESOLVED: That the minutes of the Decision Session held on 25 October 2012 be confirmed and signed as a correct record.

9. PUBLIC PARTICIPATION

It was reported that there were no registrations to speak under the council's Public Participation Scheme.

10. PROPOSED RELOCATION OF APPLEFIELDS SCHOOL SATELLITE PROVISION

The Cabinet Member considered a report that detailed the proposed arrangements to transfer the current Applefields School Satellite provision from Burnholme Community College to a new host school by September 2013.

Following the decision by the Local Authority to close Burnholme Community College by July 2014, discussions had taken place with Local Authority officers and the head teachers of mainstream secondary schools to identify a new partner to host the Satellite provision. Following a period of informal consultation, formal expressions of interest had been sought from secondary schools across the city. Strong submissions of interest had been received, and the bid from Manor CE

Academy had been identified as representing the best transfer option for the existing Satellite Provision. The reasons for this were detailed in paragraph 22 of the report.

The Cabinet Member noted that the Local Authority had committed a capital budget of £100k to support the relocation of the Satellite provision and that monitoring of this expenditure would be included as part of the Capital Monitoring reports.

In response to questions from the Cabinet Member, confirmation was received that the school had held regular consultation meetings with the parents and carers of the children who attend the Satellite provision.

The Cabinet Member stated that she was pleased to note that the proposed arrangements would also allow increased opportunities for staff development. There was also the possibility of developing the model to provide further partnership working in the future.

Officers paid tribute to the commitment of Applefields School and Manor CE Academy to ensuring that the proposed new arrangements would be successful.

- RESOLVED:
- (i) That, to support the continuation of this valued resource, the transfer of the Applefields School Satellite Provision to Manor CE Academy be approved.
 - (ii) That the allocation of the agreed £100k capital resource to the Manor Scheme be approved.

REASON: To enable the retention for the city of a respected and valued model of inclusive education.

Councillor Looker, Cabinet Member
[The meeting started at 3.30 pm and finished at 3.45 pm].



**Meeting of the Decision Session –
Cabinet Member for Education,
Children and Young People**

5 February 2013

Report of the Director of Adults, Children and Education

A New Deal for York Foster Carers – Recognising and rewarding professional development

Summary

1. Our foster carers in York look after some of the city's most vulnerable children and young people. The service they provide enables the vast majority of our Looked After Children to remain living in their local communities, attend local schools and enjoy regular contact with their family and friend. The fostering task at its core is to provide our Looked After Children and Young people with a safe, family based care experience as part of a wider plan of care. Our foster carers report that the challenges can sometimes be great but so to can the rewards associated with this work.
2. We expect a lot from our foster carers and in return we recognise the need to provide appropriate training, development, emotional support and remuneration. In general, it is true to say that our foster carers value each of these aspects of support equally. We recognise the importance of retaining a well motivated and skilled foster carer workforce and understand the need to constantly update and refresh our contract, in the broadest sense, with our carers.
3. Over the coming year we will undertake a major overhaul of our local fostering arrangements. In partnership with the local York Area Foster Care Association and the wider children's workforce we will set out a new vision for fostering in York. This vision will describe the shared expectations of the fostering role and in particular clarity about the foster carer's role in the child's wider care planning, a new professional development pathway for carers (including accredited training), a support and challenge model which will set out a revised framework for the support and quality

assurance of placements and a remuneration scheme which will support and reflect this work.

4. This paper addresses the latter issue. It describes the current 'fees and allowances' scheme and proposes changes that will bring the framework for foster carer remuneration more in line with their social work colleagues.

Background

5. Fostering regulations and national minimum standards require that local authorities must review their scheme of allowances and fees as part of their operation as a fostering agency.
6. York has 125 foster carer households, which receive remuneration under a scheme of fees and allowances established in 1997-98. There was a revision in 2002, which added the scope to pay some foster carers specialist scheme fees.
7. Foster carer allowances are currently paid in age bands related to the legal minimum foster care allowances published by the Department for Education annually and considered in York for the allowance rates increase in April.
8. This review is informed by an analysis of the current research into foster carer remuneration and incorporates the best elements of the current scheme with business enhancements. It seeks to build a platform both to enable future recruitment and to retain York's valued foster carers.
9. With this revised scheme we aim to embrace all of the ways in which people wish to foster from kinship carers through to an increasing group of foster carers, who wish to be co-professionals making a career commitment to fostering. The new scheme of remuneration is therefore designed to reflect the increasingly diverse ways in which different people wish to foster.

Revised allowance and remuneration scheme

10. The new scheme is underpinned by a revised accreditation scheme which enables foster carers and the fostering service to describe and agree the skills, knowledge and experience required to achieve different levels of accreditation. The grades of accreditation will correspond to a fee payment structure rewarding both levels of accreditation and the capacity of carers to consider

second or third placements. The scheme will have a review and progression process to enable development through the grades.

11. A training and development plan for foster carers is introduced, which emphasises the importance of professional development and recognises carers for their commitment to personal development and training undertaken.
12. The financial review of the fee payments and the grading structure:
 - contributes to efficient budget management and allocation of resources
 - ensures that existing valued carers are retained to continue their valuable work
 - incorporates the elements of fee schemes recommended from the literature review
13. The new scheme introduces greater clarity about the rationale for all fee payments including a recommendation for the availability of a retainer for a limited period for all foster carers, when they are not fostering for a short period.
14. A new remuneration scheme is essential to promote fostering for York to ensure greater recruitment, therefore reducing any dependence upon placements with the independent fostering agencies (IFAs) in Yorkshire. The fostering service must also remain competitive alongside other local authorities, IFAs and other forms of home based care for people considering new opportunities.

Consultation

15. The review has been undertaken during 2012, with extensive consultation with the York Area Foster Care Association (YAFCA), open meetings with all foster carers and with key advice and support from Finance colleagues in the council.
16. Foster carers have participated in outlining the descriptions of accreditation grades, with recent meetings consulting on the proposals and final adjustments.
17. An international literature review has been undertaken by the Rees Centre for Research in Fostering and Education based at Oxford University. It didn't report specifically upon payment schemes. The most recent national review of foster carer

remuneration took place in Wales. The National Assembly in Wales published its findings in June 2010.

18. The key areas highlighted in the Welsh research were:
- core aims and expectations for child outcomes
 - responsibilities of carers and providers
 - skills and competences for carers
 - career progression
 - specialisation
 - payments to carers
19. These were agreed as the elements upon which York foster carers and the fostering service would collaborate

Proposed accreditation scheme

20. The proposed accreditation scheme is attached in annex A. The key recommendations relate to the establishment of four levels of accreditation with an incremental approach to progression through the levels for all foster carers, who wish to.

Model overview: entry requirements and financial support

Grade	Entry Requirements	Financial Support
Pre-accreditation foster carer	Newly approved carers with some experience of childcare, eg parenting/looking after other people's children	<ul style="list-style-type: none"> • Weekly Allowances • No Fee
A: Accredited foster carer	Have experience of childcare, eg parenting/looking after other's children/paid or voluntary work in childcare/previous fostering experience (six months minimum)	<ul style="list-style-type: none"> • Weekly Allowances • Fee
B: Experienced foster carer	In addition to requirements of previous grade, evidence of significant childcare experience and ability to take more challenging children with more complex needs	<ul style="list-style-type: none"> • Weekly Allowances • Fee

Grade	Entry Requirements	Financial Support
C: Enhanced foster carer	In addition to requirements of previous grades, significant formal childcare experience, eg previous fostering (a minimum of three years previous fostering, including of children with complex needs) or employment in childcare or related experience, eg nursing, youth work, teaching and ability to reflect upon professional experience and relate this to the fostering task	<ul style="list-style-type: none"> • Weekly Allowances • Fee
D: Advanced foster carer	In addition to requirements of previous grades, significant previous experience and demonstrating an ability to respond appropriately to a child/young person whose capacity to make attachments is seriously damaged and to work positively with more extreme disturbed or angry behaviour. Available to support a child/young person who is not in full time education or who is excluded from school	<ul style="list-style-type: none"> • Weekly Allowances • Fee

There is greater detail related to each grade description in annex A.

Allowances and fees proposals

21. The allowances for children and young people are outlined below

Age ranges	Weekly rates 2012/13	Weekly rates 2013/14 (national minimum not yet published)
0-4	117.04	To be confirmed
5-10	129.01	To be confirmed
11-15	148.05	To be confirmed
16-18	175.70	To be confirmed

The 2013/14 minimum rates have not yet been published.

22. The fees to be paid for each grade of accreditation are outlined below:

Grade	Base fee (1st placement)	Capacity payment (for 2nd placement) Additional:	Capacity payment (for 3rd placement) Additional:
Accredited	30	15	15
Experienced	60	15	15
Enhanced	160	20	20
Advanced	467	58	58

23. It is recommended that all foster carers will become eligible for a 4 weeks period of retainer payment per annum, during which the foster carer will be paid their accredited fee, if they are available to foster, but there are no suitable placement available for them. Up to 2 weeks of this retainer payment could also be used by a foster carer taking a break from a foster placement to recharge their batteries. In addition, all foster carers will be retained on their accredited fee during any period of not fostering due to the investigation of a concern or allegation about their fostering. Upon conclusion of the investigation and a decision about continuation of fostering, the retainer will cease.

Ensuring stability during transition

24. Upon implementation of this new scheme all existing carers will be assessed for their eligibility to be co-opted into one of the above grade levels. It is proposed that this will be undertaken by a self assessment by the foster carer and a parallel assessment by the placement worker. It is envisaged that the majority of these parallel assessments will produce the same agreed grade level. For any instances of different grades being assessed, it is proposed that the Head of Service, a representative of the YAFCA and an independent person will convene to consider evidence and determine a grade.
25. During March 2013, an analysis of the effect of the new allowance and fees structure will be undertaken to ensure that the immediate impact for each foster carer is understood upon implementation in April 2013.
26. The stability of all children and young people's placements and the financial circumstances of all foster carers are the paramount considerations in the early stages of the implementation. There

will be a commitment to ensure that transitional protection is assured for the duration of all placements in existence upon the implementation. Upon the conclusion of a placement, the Service Manager, Family Placement will arrange a discussion with foster carers to ensure that the payment arrangements for the foster carers after transitional protection are understood.

27. If the Service Manager, Family Placement considers that there are exceptional circumstances for the foster carer household and/or there are exceptional placement requirements at this time, then a case for extended period of stability transitional protection can be presented to the Assistant Director, Children's Specialist Services, to apply a tapered period over a 3 year period. This will assist with retention.

Options

28. **Option 1:** No change would continue the existing remuneration arrangements. This would perpetuate the anomalies of running two parallel schemes, which don't address the skills agenda outlined above. No change would however obviate the need for any transitional protection.
29. **Option 2:** Implement a new accredited scheme with corresponding grading for foster carer's skill, knowledge and experience with effect from April 2013. The remuneration arrangements for allowances and fees would enable a rationalisation under a single scheme.

Analysis

30. **Option 1:** will significantly limit the scope to implement the changes needed to introduce a strengthened foster care service fit for the future.
31. **Option 2:** presents a model which is endorsed by recent research, has been embraced in consultation with foster carers, but it will require a commitment to stability transition payments to ensure continuity of remuneration to foster carers and accordingly the continuity of stable long standing foster placements.

Council Plan

32. Foster carers contribute enormously to the two council plan objectives of protecting vulnerable people and building stronger communities.

Implications

Financial

33. From 6 weeks of payments (From 14 November to 16 January) we have taken the actual payments with our current rates against the proposed rates. The average details for these over the 6 weeks are:

Year 2013/14

	Current			Proposed			Variance Proposed to Current
	Weekly Budget	Adjusted Current Spend	Annual Variance	Weekly Amount	Annual Transition Payments	Annual Variance	
Average	49,660	49,887	+11,811	48,472	129,557	+67,768	+55,957

Year 2014/15

Average	49,660	49,887	+11,811	48,472	119,000	+57,212	+45,401
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34. In summary:

- weekly payments are lower under the proposed system by £1,415 per week which equals £74k per annum
- however, transitional payments mean that under the proposed rates we would see for 2013/14 an overspend for 2013/14 of £55,957 against the current budget
- for 2014/15 using the proposed rates there would be an overspend of £45,401
- transitional payments to carers are made to ensure stability for current placements which will clearly also change over time. It should be noted that the transition payments above are based on the worst care scenario and that new placements would be on the proposed rates which would give a cost benefit
- the overspend due to the transitional payments will be managed as the scheme commences with regular monitoring of the budget to quantify the actual impact and appropriate mitigation put in place through actions in Children's Specialist Services budgets as required. There is for example, budget capacity within the staffing budget for Children's Social Care, which will be retained in order to cover any required additional expenditure in the new scheme of allowances and fees

Legal

35. The system for payment of all carers needs to be fair, equitable and transparent. Kinship carers are subject to the same checks, assessment and have the same role as non-related foster carers and historically both BAAF and The Fostering Network have advocated for them being paid the same amount. Legal challenges have been made by kinship carers and others against Local Authorities who have not paid approved kinship carers the equivalent rate to that of their foster carers and this has been held to be unlawful. Subsequent Court Judgments have also been made which reinforce the need for fair and equitable systems to support all types of foster care. CYC should therefore ensure that approved kinship carers are paid the equivalent amount as approved foster carers.

Other

36. There are no Human Resources, Equalities, Crime & Disorder, Information Technology or Property implications arising from this report.

Risk Management

37. At the natural conclusion of some current foster placements, there will be a small but significant group of foster carers (18 out of 125 households), who's remuneration package will be less than their current arrangement. This is a reflection of trying to stretch the budget to redistribute the money currently spent on fees to specialist scheme foster carers to implement a higher "advanced" level in the grading structure with corresponding capacity payments (which are not reflected in the current specialist scheme).
38. A possible initial budgetary pressure that may arise from the pay protection element of the scheme has been calculated as between £27K and £54K. This represents approximately 1.0 - 2% of the total fostering budget. Steps to minimise these pressures will be implemented as the scheme commences, with regular monitoring of the budget to quantify the actual impact as described earlier.
39. The impact of any shortfall in local foster placements will increase the cost of placements sought in out of city IFA placements with an average annual cost of £43k per placement. Every local placement retained will reduce this risk.

40. While the new scheme introduces a more equitable, professional and modern payment structure it cannot be fully delivered by our current dated legacy payment system [ISIS]. Although there are plans to procure a new technical system for payments such as these, this will not be achieved in time for the launch of the new scheme. Discussions are ongoing with colleagues from ICT to establish an interim solution. If this cannot be achieved then a period of labour intensive manual updating will be required.

Implications of new scheme modelled against current foster carer cohort

41. **Type 1** - Foster carer, approved but not accredited
There are 24 households in this group, which will be unaffected financially by the proposals.
42. **Type 2** - Foster carers accredited
There are 13 households in this group, most of which will be unaffected financially by the new proposals. Two households may require stability transition payment.
43. **Type 3** - Foster carers experienced
There are 2 households who are likely to be deemed to fall into this category. The financial impact for each of these households may require stability transition payment.
44. **Type 4** - Foster carers enhanced
There are 25 households, which are likely to be deemed to be enhanced. 10 of households may require stability transition payment
45. **Type 5** - Foster carers advanced
There are 43 households, who currently receive specialist fee payments. Three of these households will require stability transitional protection. In this period, there will be a challenge to the budget as any increases will be effected at the same time as the payment of stability transition payments. This funding will need to be pump primed (from reductions in the use of IFAs) during the transition period.

Recommendations

46. The Cabinet Member is asked to consider:

(a) Option 2, the implementation of a new scheme of accreditation, grading and remuneration is recommended.

Reason: The implementation of accreditation scheme for foster carers will enhance their place in the Children's Social Care Workforce and provide a platform for recruitment of new foster carers with a clear professional development pathway and associated remuneration.

Contact Details

Author:

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Chief Officer Responsible for the report:

Eoin Rush
Assistant Director (Children & Families)

Pete Dwyer
Director of Adult, Children and Education

Report Approved **Date** 21 January 2013

Specialist Implications Officer(s)

Financial

Richard Hartle
Finance Manager
Ext 4225

Legal

Melanie Perara
Senior Solicitor
Ext 1087

Wards Affected:

All

For further information please contact the author of the report

Background Papers

Foster Carer Payments Schedule and Fees Framework, Final Report for Welsh Assembly Government, February 2010

Annexes

Annex A: Fostering Service, Framework for Foster Carer Fee Payment Model

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Fostering Service

Framework for Foster Carer Fee Payment Model

Overview

This framework underpins the Fostering Service commitment to achieving best possible outcomes for looked after children who are fostered, supported by skilled, motivated and rewarded foster carers. The framework has a pre-accreditation period and then four accredited grades of payment for skills and experience. It provides entry requirements and expectations regarding carer training and skills development and reflective learning for each level.

- This framework aims to assist foster carers by providing clarity about expectations and requirements at each grade, both for new entrants and for those approved carers wishing to progress to a higher level.
- The model has minimum entry requirements for new carers at each grade and also allows existing carers to progress up through the grades if they meet the task, skills and competencies required.
- In addition to the minimum requirements of all foster carers (as listed for Pre-Accredited Foster Carers below) foster will be expected to develop increasing levels of skill, knowledge and experience. This will be recognised by designating 4 grades of accredited foster carer.
- There are 4 grades of accredited foster carers each of which receive a specific fee: Accredited; Experienced; Enhanced; Advanced. The fee levels reflect the tasks, skills and competencies requirements for that grade.
- Fees are distinct from weekly maintenance allowance payments for any child/young person in placement. Fees provide financial reward to foster carers following a matching of their skills and competencies and their ability to undertake specified tasks to levels within the grade framework.
- Pre-accreditation foster carers are paid a weekly allowance when a child/young person placed but do not receive a fee. A weekly fee is paid to post accreditation foster carers (in addition to weekly maintenance allowance payments).
- Following approval, most foster carers will be pre-Accreditation foster carers. Once they have successfully completed the CWDC workbook and all Core training their designation changes, usually following a Foster Carer Review, to that of Accredited foster carers.

- Foster Carers will need to provide evidence for their Foster Carer Review that they meet, or continue to meet, the requirements of the respective grade.
- If a foster carer consistently fails to meet grade requirements (including training) a Foster Carer Review will be undertaken and there may be a probationary period, reduction in grade approval level, suspension of approval, or ultimately, withdrawal of approval.
- Foster carers wishing to be considered for progression to another grade should discuss this with their supervising social worker who will be able to provide further advice on progression requirements and procedure.
- In some instances there will be social work practice issues that will necessitate consideration of placing a child/young person for whom an Enhanced grade or Advanced grade foster carer would usually only be considered, with an Accredited grade or Experienced grade foster carer. In such circumstances the foster carer will temporarily be paid as an Enhanced or Advanced grade foster carer for the duration of the placement.
- Some foster carers may express a commitment to being ‘fast tracked’ to Advance foster carer level, and as such may initially be recognised at that level and need to demonstrate during placements that they meet the requirements so their continuation at this level can be established.

Model Overview: Entry Requirements and Financial Support

Grade	Entry Requirements	Financial Support
Pre- accreditation foster carer	Newly approved carers with some experience of childcare eg parenting/looking after other people’s children	<ul style="list-style-type: none"> • Weekly Allowances • No Fee
A: Accredited foster carer	Have experience of childcare eg parenting/looking after other’s children/paid or voluntary work in childcare/previous fostering experience (six months minimum)	<ul style="list-style-type: none"> • Weekly Allowances • Fee

Grade	Entry Requirements	Financial Support
B: Experienced foster carer	In addition to requirements of previous grade, evidence of significant childcare experience and ability to take more challenging children with more complex needs	<ul style="list-style-type: none"> • Weekly Allowances • Fee
C: Enhanced foster carer	In addition to requirements of previous grades, significant formal childcare experience eg previous fostering (a minimum of three years previous fostering, including of children with complex needs) or employment in childcare or related experience eg nursing, youth work, teaching and ability to reflect upon professional experience and relate this to the fostering task	<ul style="list-style-type: none"> • Weekly Allowances • Fee
D: Advanced foster carer	In addition to requirements of previous grades, significant previous experience and demonstrating an ability to respond appropriately to a child/young person whose capacity to make attachments is seriously damaged and to work positively with more extreme disturbed or angry behaviour. Available to support a child/young person who is not in full time education or who is excluded from school	<ul style="list-style-type: none"> • Weekly Allowances • Fee

Transition to new framework of fee payments

- In moving to this new framework for fee payments, all foster carers will complete a self assessment, based on the information below; to identify which grade they think best matches their fostering skills and experience. Their supervising social worker will also complete an assessment of which grade their skills and experience best match.
- It is anticipated that in most cases that both assessments will identify the same grade. If there is disagreement about this that cannot be resolved by further discussions between the foster carer and supervising social worker, the Head of Service will meet with a representative from YAFCA and an independent person to arbitrate. The Head of Service's decision will be final.

- In some instances there may be agreement to a provisional grade with agreement that this be reviewed in 6 months to establish whether the evidence from subsequent placement supports confirmation of this grade, or whether it needs to be revised.
- Following the implementation of the new grade system, all payments will be in line with the new structure. Any previously agreed exceptional fees will have been reviewed and the foster carer will receive the fee as determined by this review until the child/young person leaves the placement
- Fee rates and allowances are reviewed and annually (April) and are, on the council's website fostering pages:
http://www.york.gov.uk/health/Fostering_adoption/Fostering/

Pre-accreditation foster carer

As a minimum requirement, **all** foster carers will be expected to:

- Have a basic knowledge of child development and an understanding of challenging behaviour
- Be able to maintain a warm, inclusive, nurturing environment within their family
- Ensure that a child/young person's health and education needs are met
- Work in partnership with parents to help a child/young person maintain awareness of their family of origin and culture
- Be able to work in partnership with a child/young person's social worker to develop and implement the plan for the child/young person
- Maintain a placement record and share this with the team around the child/young person where appropriate.
- Complete mandatory Core training programme within 12 months of approval and evidence learning from the training achieved.
- Connected People foster carers to complete Core training programme within 18 months of approval.
- Undertake an Annual Personal Development Plan
- Complete Training Support and Development Standards for Foster Carers standards requirements within one year of approval.
- Connected People foster carers to complete Training Support and Development Standards for Foster Carers standards requirements within 18 months of approval.

GRADES

A - Accredited Foster Carer

Entry requirements:

Have experience of childcare eg parenting/looking after other's children/paid or voluntary work in childcare/previous fostering experience (six months minimum).

Progression requirements:

A foster carer at this level will have completed the Training Support and Development Standards for Foster Carers and the Core training programme and have a basic knowledge of fostering practice. They will have an understanding of the impact of abuse, neglect, and emotional distress on a child/young person's emotional development. They will have been an approved carer for at least 6 months.

General requirements:

- Evidence a commitment to self development via training and support, including mentoring from an experienced carer
- Undertake an Annual Personal Development Plan
- If progressed from Pre-Accredited foster carer they must complete three training courses within 12 months of progression to Accredited foster carer and three courses per year in subsequent years.
- New entrants at Accredited foster carer grade should complete mandatory Core Training programme and all Training Support and Development Standards for Foster Carers requirements within the first 12 months.

Practice requirements ensuring that children achieve the best possible Outcomes from their placements:

Be Healthy

- Provide a good standard of care for children in a safe, healthy and nurturing environment
- Ensure the health and safety of children/young people within the home including completion of the Health and Safety checklist
- Maintain appropriate placement records, including the maintenance of a Foster Carer Diary (as provided by the Fostering Service)

- Record significant events eg medical/health/dental appointments; unauthorised absences from the foster home; contact; child behaviours; incidents/events reported to child's social worker
- Help and encourage children to be healthy via healthy diet, lifestyle and regular exercise
- Attend medical and dental appointments with the child/young person
- Encourage awareness and understanding of drug and alcohol issues and positively promote the development of good sexual health
- Facilitate the fostered child/young person to receive health care which meets his/her needs for good physical, emotional and social development
- Promote and support contact for a fostered child/young person and promote family relationships where appropriate
- Act as advocate for the child/young person in cooperation with other professionals/agencies eg school/education/health/police
- To be able to communicate with disabled children in their preferred way

Stay Safe

- Protect children/young people from all forms of abuse, neglect, exploitation and deprivation
- Set appropriate boundaries and manage children's behaviour within these without recourse to physical chastisement. Discuss and clarify boundaries in conjunction with others eg social worker; supervising fostering officer
- Provide and maintain suitable accommodation for the number, needs and age of the child/young person in placement
- Provide a safe, stimulating and stable environment to the varied needs of individual children/young people taking into account their backgrounds and experiences
- Maintain a safe care plan for each child/young person in placement
- Make positive use of supervision and guidance from a supervising social worker and reflect and learn from advice given
- Attend and contribute to foster carer reviews and reflective learning opportunities

- Attend and contribute to child care reviews and meetings for children in placement
- Be alert to any issues raised in a child's risk assessment

Enjoy and Achieve

- Provision of foster care which values and promotes diversity and equality
- Ability to listen to and communicate with children/young people appropriate to their age, understanding, individual needs and ethnicity and culture
- Actively promote, support and encourage children's/young people's education and achievement under the guidance of a child's Personal Education Plan (PEP)
- Attend and contribute to PEP Reviews
- Establish and maintain daily routines for children/young people eg school attendance; assisting with homework
- Assist and encourage the development of children's/young people's self esteem and positive identity by supporting participation in social activities and leisure pursuits
- Play an active role in relationships with education providers eg attending school parents evenings; contributing/commenting on school reports/supporting school – home agreements
- Ensure that appropriate levels and standards of clothing are provided
- Assist children/young people moving to other placements when required and as part of a child's placement plan eg return to birth family; to other foster placement; to adoption placement

Make a Positive Contribution

- Help children/young people cope with issues of separation and loss and assist them with coming to terms with previous experiences
- Assist children/young people maintain a positive view of their family and support and facilitate contact as agreed in a placement plan where appropriate
- Liaise closely with a child's social worker and work to agreed plans for the child/young person
- Maintain Confidentiality
- Work closely with other professionals in the best interest of the child/young person eg school; education; health; therapeutic services

- Demonstrate commitment to sustaining a placement as agreed in the child's care/placement plan.
- Demonstrate a commitment to ending placements in a planned, agreed way
- Assist and support contact arrangements.

Achieve Economic Well Being

- Enable a child to move on positively to other placements eg return to birth family/other foster placements/adoption where appropriate and as part of the child care plan
- To attend and contribute to child care reviews and other meetings/forums as agreed and identified in a child's care/placement plan
- Maintain a nurturing home environment that will model family living and provide good standards to positively influence a child's/young person's aspirations
- Promote and encourage the development of independence/life skills where age appropriate
- Assist young people to develop the skills, confidence and knowledge necessary for successful adult living

(B) Experienced Foster Carer

Entry requirements:

Evidence childcare experience eg parenting/looking after other's children/paid or voluntary work in childcare/previous fostering experience (at least two years) and ability to take more challenging children with more complex needs.

Progression Requirements:

Have been an approved carer for at least two years and met the requirements of this grade as evidenced through a Foster Carer Progression Report. Consideration may be given to progressing sooner in exceptional circumstances.

General Requirements:

- Must be able to take children with more complex needs and undertake more challenging tasks than for Accredited grade.

- If progressing from Accredited grade, attend three courses from the training menu within 12 months then complete three courses from the training menu each subsequent year.
- New entrants at Experienced Foster Carer grade to complete all core training and all Training Support and Development Standards for Foster Carers requirements. New entrants who can evidence previous relevant Training and Development experience may be able to offset this against some Mandatory Training requirements. This should be discussed with new entrants as part of initial and subsequent assessment prior to approval
- Produce an annual Personal Development Plan.

Practice requirements ensuring that children achieve the best possible outcomes from their placement:

Be Healthy- Experienced Foster Carer requirements

(in addition to requirements at previous grade)

- Provide good, quality care to meet the needs of a child/young person
- Show a commitment to developing greater understanding of the range of child care and child development issues
- Utilise basic therapeutic parenting techniques under the guidance of social workers/other professionals
- Promote, support and supervise contact.
- Assist with Life Story work for children in placement.

Stay Safe - Experienced Foster Carer requirements

(in addition to requirements at previous grades)

- Evidence skills development required to meet the needs of more complex and demanding children/young people
- Contribute to professional assessments under the guidance of the child's social worker, supervising social worker or other professionals

Enjoy and Achieve- Experienced Foster Carer requirements

(in addition to requirements at previous grades)

- Make proactive contributions to problem resolution in school for children/young people placed, alongside supporting parents in school problem resolution where appropriate

Make a Positive Contribution- Experienced Foster Carer requirements

(in addition to requirements at previous grades)

- Maintain accurate placement records and provide written reports as required
- Attend Court proceedings involving children/young people and/or provide statements where required
- Actively support work with birth parents/extended family where appropriate
- Challenge attitudes which perpetuate disadvantage and discrimination.

Achieve Economic Well Being

(in addition to requirements at previous grades)

- Actively promote the value of engaging in local activities and community links for placed children and young people where age appropriate.

(C) Enhanced Foster Carer

Entry requirements:

Foster carers will have developed a thorough knowledge of the impact of abuse, neglect and emotional distress on a child/young person's emotional development. They will have the skills to offer placements to children and young people who may exhibit a range of difficult behaviours such as physical or verbal aggression; inappropriate sexualised behaviour; drug or alcohol abuse; offending behaviour; self harm; difficulties in school attendance. They will have a good understanding of attachment difficulties and mental health issues for young people.

Progression Requirements:

Must have been a foster carer for at least three years and provide evidence of a skill set reflecting high level competencies and experience through a portfolio of evidence. Consideration may be given to progression sooner in exceptional circumstances.

General requirements:

A foster carer at this level will demonstrate the skills and experience required at the preceding levels but will also be able to:

- Demonstrate the ability to work constructively with difficult and challenging behaviour in a child/young person
- Work professionally with parents or other family members even where there is conflict
- Use wider experience and knowledge of fostering in contributing to the plan for a child/young person
- Challenge constructively opinions and views of other professionals and agencies
- Give evidence in court and to be able to offer expert opinion based on fostering experience
- Independently advocate for child/young person with other agencies, including social care, education and health
- Participate in training and support of foster carers and social workers
- If progressing from Experienced Foster Carer grade, attend a minimum of three courses per year from Training Menu as identified via assessment of carer training needs.
- New entrants must complete all Core training and all Training Support and Development Standards for Foster Carers requirements. New entrants who can evidence previous relevant Training and Development experience may be able to offset this against some Mandatory Training requirements. This should be discussed with new entrants as part of assessment prior to approval
- Maintain a detailed Personal Development Portfolio, evidencing continuing development of fostering skills and competencies

Practice requirements ensuring that children achieve the best possible outcomes from their placement:

Be Healthy- Enhanced Foster Carer requirements

(in addition to requirements at previous grades)

- Maintain active involvement with and provide information to appropriate specialist health services to meet the needs of placed

children/young people eg therapeutic services. Provide mentor support/advice to other carers in these areas

Stay Safe- Enhanced Foster Carer requirements

(in addition to requirements at previous grades)

- Assist with plans/agreements for children/young people as required. Work to agreements and contracts to achieve placement plans and related outcomes
- Contribute to professional assessments of children/young people
- Evidence ability to manage more challenging and demanding behaviours and support more specialised placement commitments
- A commitment via supervision to identify own training and development needs
- Be able to offer significant flexibility in meeting the placement needs of more complex children/young people
- Work cooperatively and supportively with birth family/relatives where considered appropriate

Enjoy and Achieve- Enhanced Foster Carer requirements

(in addition to requirements at previous grades)

- Demonstrate a commitment to improving knowledge and understanding of specific educational issues in order to assist child/young person placed

Make a Positive Contribution- Enhanced Foster Carer requirements

(in addition to requirements at previous grades)

- Develop skills and evidence ability to work closely with birth parents/extended family in order to achieve placement plans
- Provide input to specialised/therapeutic parenting strategies with professional support and guidance

Achieve Economic Well Being- Enhanced Foster Carer requirements

(in addition to requirements at previous grades)

- Provide detailed reports as required and contribute to a wide range of meetings/forums

(D) Advanced Foster Carer

Entry requirements:

Significant formal childcare experience eg previous fostering experience of three years minimum including with children with complex needs/employment in childcare or related experience eg nursing, youth work, teaching. An ability to reflect upon professional experience and relate this to the fostering task.

Progression Requirements:

Must have been a foster carer for at least three years and provide evidence of a skill set reflecting high level competencies and experience through a portfolio of evidence. Consideration may be given to progression sooner in exceptional circumstances.

General requirements:

- Foster carers at this grade will be able to demonstrate skills and understanding in working with young people with a very high level of need. They will be able to care for young people with particularly challenging behaviour, including those who may be a physical or sexual threat to peers and those remanded to care or with persistent criminal behaviour.
- They will have the skills and experience to offer placements to young people previously placed in residential placements or where residential placement may be an option.
- Advanced foster carers will be skilled in particular areas of expertise (it is not expected that they will be skilled in **all** areas), such as meeting the needs of young people with severe physical or learning difficulties, caring for young people with significant mental health issues, caring for large sibling groups and supporting young parents
- One approved carer in the household must have a full time commitment to fostering; if they have any part time work it must fit around the fostering task so a carer is always available if a young person excluded from school, needs to attend court/hospital etc.
- They will act as a Mentor to newly approved carers
- To attend a minimum of three courses per year from Training Menu as identified via assessment of carer training needs.

- New entrants must complete all core training and all Training Support and Development Standards for Foster Carers requirements. New entrants who can evidence previous relevant Training and Development experience may be able to offset this against some Mandatory Training requirements. This should be discussed with new entrants as part of assessment prior to approval
- Maintain a detailed Personal Development Portfolio, evidencing continuing development of high level fostering skills and competencies
- Participate in the delivery of new carer preparation and training in partnership with Fostering Service staff. Support and assist the Fostering Service in promoting a positive fostering profile, including involvement in foster carer recruitment initiatives

Practice requirements ensuring that children achieve the best possible outcomes from their placement:

Be Healthy- Advanced Foster Carer requirements

(in addition to requirements at previous grades)

- Achieve sustained high level work with specialist health services for children young people, including direct work with the child/young person in placement
- Supervise contact arrangements and provide detailed analysis and assessment of contact arrangements inside and outside the foster home
- Recording and reporting of a high quality and detail that can inform the development of child care planning

Stay Safe - Advanced Foster Carer requirements

(in addition to requirements at previous grades)

- Provide commitment to specialised placements of children/young people with the most complex needs eg: Parent/Child; Assessment; Remand; Permanence; Children with a disability; Children/Young People having experienced significant disruption; Children/Young people who might otherwise require a residential placement
- Provision of Emergency placements (including EDT) and those required at short notice.
- Management of persistently challenging and anti-social behaviours of children/young people placed

Enjoy and Achieve- Advanced Foster Carer requirements

(in addition to requirements at previous grades)

- High level of input (verbal and written) to the range of required tasks involved in encouraging children/young people to enjoy and achieve
- Demonstrate a high level of knowledge and understanding of educational and child development issues

Make a Positive Contribution-Advanced Foster Carer requirements

(in addition to requirements at previous grades)

- Identify own training and development needs and keep up date and informed about child development issues applying this knowledge to your work
- Ability to provide comprehensive assessments of children's needs
- In consultation with supervising fostering officer and child's social worker, taking a high level of responsibility for identifying and using support services available for the child/young person and to develop own knowledge and understanding of these services

Achieve Economic Well Being-Advanced Foster Carer requirements

(in addition to requirements at previous grades)

- Actively support and encourage (alongside parents where appropriate), young people to engage in further education/training/employment opportunities
- Play a pro-active role, in close liaison with other professionals in supporting a young person's transition to new experiences and adult life
- Encourage and support young people (where age appropriate) to access work experience/part time work and promote their knowledge, confidence and understanding of work related issues eg compiling CV's/application forms

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**Meeting of the Decision Session –
Cabinet Member for Education, Children
and Young People**

5 February 2013

Report of the Director of Adults, Children and Education

**Education, Children and Young People's Capital
Programme Update – 2012/13 – 2014/15**

Summary

1. The purpose of this report is to:
 - inform the Cabinet Member of recent progress on major schemes within the Education, Children and Young People's Capital Programme
 - inform the Cabinet Member of new schemes proposed for 2013/14 and 2014/15, and of revisions to the programme

Background

2. The current approved Children's Services Capital programme shows gross capital expenditure of £10.077m in 2012/13. This is detailed in Annex A.

Consultation

3. All of the schemes considered in this report have been, or will be, subject to extensive consultation with governing bodies, key partner agencies, local councillors and residents in the locality of the individual schemes during development.

Analysis

4. Progress reports on each of the schemes are contained in the following paragraphs.

Devolved Formula Capital (Scheme Budget 2012/13 - £476k)

5. This funding is made available to schools and the full amount of £475k has been devolved in 2012/13. The funding made available from the DfE through this route has been reduced by approximately 80% compared to 2010/11 levels. Decision making on this devolved funding continues to be delegated to School Governing Bodies.

Targeted Capital Fund (14-19, SEN and Disabilities Provision) (Remaining Scheme Budget - £949k)

6. The remaining budget under this heading is funding the completion of three significant schemes. These are: the extension and refurbishment of Applefields School; significant works at Canon Lee School including the provision of an all-weather pitch and refurbishment work at the old Clifton Without Junior building which Canon Lee School will be taking over. The following paragraphs contain further details for each of these schemes.

Applefields Special School (Remaining Scheme budget - £563k)

7. The main part of this scheme was the building of an extension at the rear of the existing school comprising of two classrooms, a dance / dining area and a sound room. This work has now been completed, and the extension is now in use, with only retention payments outstanding.

Canon Lee School - All Weather Pitch (Remaining scheme budget - £33k)

8. The project to install an all weather pitch at Canon Lee School was completed in 2011/12, with only retention payments outstanding.

Canon Lee School - refurbishment of former Clifton Without Junior School building (Remaining scheme Budget - £353k)

9. Following the movement of Clifton Without Junior School pupils to the new Clifton with Rawcliffe Primary School, Canon Lee School took over the old junior school site. The buildings required significant refurbishment works which were carried out during spring 2012, following the handover of the building, with the school then arranging some further work over the summer. The buildings were brought into full use from September 2012.

Schools Access Initiative (Remaining Scheme budget - £2k)

10. This small budget will fund any remaining outstanding payments on schemes which finished in 2011/12.

Primary Capital Programme (Remaining scheme Budget - £185k)

11. The budget remaining in the capital programme is for final retention payments for any final costs due on Clifton with Rawcliffe Primary.

Joseph Rowntree – One School Pathfinder (Remaining Scheme Budget - £218k)

12. The budget remaining in the capital programme is for final retention payments to the contractor due in 2012/13.

Applefields School Co-Location Facility (The Zone) (Remaining Scheme budget - £53k)

13. This scheme is now complete with only retention payments outstanding. The scheme has funded the building of a highly successful transition unit sited at Applefields school where a number of services have been brought together to support young people with disabilities make the transition into adult life.

Basic Need Programme (Scheme budget - £7,078k)

14. Basic need funding is allocated to local authorities to help deal with capacity issues at schools. In York there is an emerging pressure on primary school places in certain parts of the city. Some schools are already accommodating pupil numbers above their admission numbers in the September intake, and will require additional accommodation if this is to continue.
15. Basic need allocations are paid to local authorities annually, and notification of each year's allocation is only received by LA's towards the end of the financial year. The LA is waiting to be notified by the DfE of the allocation for 2013/14. As the authority is experiencing demographic pressures in a number of areas across the city it is important that the use of this basic need funding is considered carefully in conjunction with the priorities set out in the CYC School Place Planning Framework 2013 document, which has been agreed with the York Education Partnership. Some funding has been spent in 2012/13 at Archbishop Holgate's to provide accommodation for the transfer

of Burnholme Pupils (£104k), and at Fishergate for the creation of larger classroom spaces (£50k). The majority of the funding will be spent in 2013/14 and future years. The local authority is currently working with clusters of schools to develop schemes that will increase capacity in areas where demand is expected to increase most quickly. Proposed schemes will be reported to the cabinet member for approval.

16. As part of the planned closure of Burnholme Community College, and following extensive consultation, the Local Authority agreed to fund additional accommodation at Archbishop Holgate's school in order to ensure a permanent and sufficient supply of local secondary school places in future years. The school's catchment area now includes the area previously served by Burnholme Community College. Provision for prudential borrowing to support this and other schemes has been made in setting the budget for schools. The school has, following consultation, applied to increase the admission limit to 216 pupils per year. The school has also submitted a bid to the Education Funding Agency to seek capital funding towards a new teaching block. The outcome of the bid, which includes a contribution from the LA of £400k, will be reported to the Cabinet Member in due course.
17. At the 13 December 2012 Decision Session the Cabinet Member for Education, Children and Young People approved a proposal to transfer the current Applefields School Satellite provision from Burnholme Community College to Manor Academy. Work on the design of this scheme is progressing well and a budget of £100k has been included within the capital programme.

Knavesmire Primary School Basic Need (Scheme budget £2,160k)

18. In York the issue of primary school capacity is especially acute in the Southbank area of the city and in particular at Knavesmire Primary School, which is currently under severe pressure due to the increasing number of children within the catchment area of the school seeking a place. This reflects both the popularity of the school and the rising birth rate in recent years. The school currently has 260 pupils in a building designed for a capacity of 210. A detailed scheme was developed in consultation with the Governors of the school, which will, in time, double the capacity of the school.

19. The scheme addresses a number of building issues at the school and seeks to provide six extra classrooms, a new hall, a new library area and an improved reception area through a combination of internal remodelling and new build.
20. Originally the scheme was shown in the 2012/13 programme pending the outcome of the detailed feasibility study and the completion of the planning and design stages of the overall scheme. The scheme was subsequently split into three phases, of which Phase 1 (the creation of two additional classrooms through internal remodelling), has now been completed. Phase 2 is currently underway and will provide four additional classrooms and a new, larger hall in time for September 2013. Phase 3, which will provide a new mezzanine floor in the existing hall and improve the entrance and reception area of the school, has already been tendered and will commence immediately following the completion of Phase 2, in September 2013. The original phasing of the expenditure now requires amendment to reflect this timescale.

Maintenance Programme (Scheme Budget £8,374k)

21. Maintenance funding is allocated to local authorities for the improvement of school buildings and children's centres.
22. Some schools are experiencing a number of infrastructure issues, with electrical installations, heating systems, roofs and windows coming to the end of life. In order to address these issues, the Maintenance budget is being largely focused on keeping schools safe, warm and weather-tight. To this end, all building condition surveys for schools have been ranked in order of priority, with the worst conditions first.
23. So that other work, for which funding is no longer separately available, can continue, allocations from the Maintenance fund continue to be made for the rolling programme of updating condition surveys, kitchen maintenance and to address access issues for individual pupils, with an additional allocation set aside for project management costs.
24. All the major schemes planned for 2012/13 have been completed. These include: new boilers at Copmanthorpe Primary; phase 2 of roof repair schemes at Danesgate and Lord Deramore's Primary; replacement of 2 TCUs at Elvington Primary; phase 2 of the boiler replacement at Fulford School; a roof repair scheme at Yearsley Grove Primary; elevational treatments at Haxby Road Primary and

Fishergate Primary; roof and boiler repairs at Skelton Primary plus some smaller electrical upgrade work, and kitchen improvements.

25. In addition some emergency reactive works have been required, the most significant of which is at Millthorpe School to replace the boilers following a recent heating failure. Smaller works at other schools include a sewage pump replacement at Copmanthorpe Primary, roof repairs to the Eccles Block at Burnholme School and some smaller works at other schools related to issues identified following fire and water risk surveys.
26. An amount of £363k requires re-profiling into 2013/14. This relates partly to some retentions on schemes which will not be paid until 2013/14 (approximately £150k) and the fact that not all of the contingency has so far been required for dealing with unforeseen and emergency schemes. Any unused contingency can then be carried forward and spent on schemes in the following financial year.

Aiming High for Disabled Children (Remaining Scheme Budget £52k)

27. The remaining work funded from this scheme is some improvements to the kitchen at The Glen.

MUGA at Burnholme School (Scheme Budget £100k)

28. A need to improve the MUGA facilities in the grounds of Burnholme School, and adjacent to Applefields school, was identified as part of the provision of community facilities. The local authority secured a £50k grant from Sport England towards the cost of these improvements. In addition, an amount of £50k within Leisure and Culture's Section 106 receipts has been identified which can be put towards this scheme, giving a scheme budget of £100k. The work has been successfully completed. The future management arrangements for the MUGA, in order to support community access, will be considered as part of the review and consultation regarding future options for the whole of the Burnholme school site.

Proposed Schemes - Maintenance 2013/14

29. For the 2013/14 financial year the maintenance budget will continue to be predominantly focussed on the priorities outlined in paragraph 21 above. The following schemes have been identified as being the most urgent to meet these needs.

Scheme	Budget 2013/14 £000
Applefields – roof repairs	75
Badger Hill Primary – roof repairs	180
Bishopthorpe Infants – electrical work (phase 2)	75
Carr Infants – roof repairs	50
Copmanthorpe Primary – electrical work (phase 2)	125
Fishergate – internal refurbishment	30
Huntington Secondary – electrical, heating and roof repair works	140
Knavesmire Primary – heating, window frames and roof repairs	220
Millthorpe Secondary – windows	200
Poppleton Road Primary – elevational treatment	115
Stockton on the Forest Primary – window frames (phase 1)	75
Tang Hall Primary – windows / canopy and mains drainage repairs	250
Total	1,535

30. ***Progress with these schemes (for 2013/14 and beyond) is subject to funding being available from the DfE at similar levels to 2012/13***, ie £4.9m for basic need and maintenance combined. The 2012/13 allocations were broadly in line with 2011/12, but there is no such commitment for future years. Allocations for 2013/14 are expected to be announced by the DfE at the end of January 2013. If these allocations are significantly different from those currently assumed it may be possible to provide a verbal update at the meeting.

Contact Centre (Scheme Budget 248k)

31. This scheme is for the provision of a dedicated Looked after Children Contact Centre. The refurbishment will provide a dedicated space for looked after children to meet and have contact with their parents in one purpose-built location rather than at ten different locations across York. The centre also serves the purpose of consolidating meeting space. The new contact team will be up and running during September/October 2012 and this investment will enable a revenue budget saving to be delivered. The scheme is now projected to be carried out in May 2013 and this timescale means a significant amount of the budget now needs to be moved into 2013/14. This scheme will be funded by £58k of DfE Children's Short Breaks Grant and £190k departmental prudential borrowing with the associated revenue costs being covered by the service area.

Priority School Building Programme (PFI Funded)

32. In June 2012 the Education Funding Agency (EFA) announced the schools which had been successful in their bids for the Priority School Building Programme, the government run scheme aiming to rebuild or significantly refurbish the worst condition schools in the country. City of York bids for rebuilds of Carr Infant and Lord Deramore's Primary schools were successful. Both schemes will be procured and managed by the EFA, not the Local Authority. The EFA have informed the authority that work is expected to start on these schemes in summer 2014. LA officers are now working with schools to begin drawing up their preferred requirements to feed back to the EFA in time for commencement of the projects.

Financial Implications

33. The amendments to the capital programme required from the scheme updates above are detailed in Annex A.

Other Implications

There are no Human Resources, Equalities, Legal, Crime & Disorder, Information Technology or Property implications arising from this report.

Risk Management

34. There is always a degree of risk associated with operating a capital programme as schemes are developed and implemented.

The key to minimising this risk is the effective operation of monitoring and control processes. This report is part of that process, where updated figures and corrective actions are proposed.

Recommendations

35. The Cabinet Member is recommended to:
- Agree the schemes to be developed from within the available resources of the approved capital programme.
 - Agree the revised schemes and funding of the capital programme as detailed in Annex A, and to recommend to the Cabinet for approval to enable the effective management and monitoring of the capital programme.

Reason: to ensure the efficient management and delivery of the Education, Children and Young People's Capital programme.

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Pete Dwyer
Director of Adults, Children and Education

**Report
Approved**



Date 21/01/2013

Specialist Implications Officer(s)

Financial:
Mike Barugh
Principal Accountant
01904 554573

Wards Affected:

All

For further information please contact the author of the report

Annex

Annex A - Capital Programme 2012/13 – 2014/15

Background Documents

Children's Services Capital Programme files 2012/13

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SCHEME	2012/13 Approved Capital Programme (£000's)	Estimated Outturn (£000's)	Variance (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	Revised 2012/13 Capital Programme (£000's)	2013/14 Approved Capital Programme (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2013/14 Revised Capital Programme (£000's)	2014/15 Approved Capital Programme (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2014/15 Capital Programme (£000's)	Total Revised Gross Capital Programme (£000's)
Devolved Formula Capital	476	476	0			476	475			475	475			475	1,426
- DfE Devolved Formula Capital Grant	476	476	0			476	475			475	475			475	1,426
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Targeted Capital Fund: Diploma, SEN and Access	949	949	0			949	0			0	0			0	949
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0
- DfE TCF 14-19 Capital Grant	949	949	0			949	0			0	0			0	949
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Schools Access Initiative	2	2	0			2	0			0	0			0	2
- Schools Access Initiative	2	2	0			2	0			0	0			0	2
- DfE Maintenance	0	0	0			0	0			0	0			0	0
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Joseph Rowntree One-School Pathfinder	218	218	0			218	0			0	0			0	218
- DfE Carbon Free Schools Fund	218	218	0			218	0			0	0			0	218
- Schools Access Initiative	0	0	0			0	0			0	0			0	0
- Section 106	0	0	0			0	0			0	0			0	0
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Applefields School Co-Location Facility	53	53	0			53	0			0	0			0	53
- DfE Co-Location Fund Grant	53	53	0			53	0			0	0			0	53
- Schools Access Initiative	0	0	0			0	0			0	0			0	0
- Revenue Contribution	0	0	0			0	0			0	0			0	0
- Section 106	0	0	0			0	0			0	0			0	0
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Basic Need	2,410	200	-2,210		-2,210	200	2,234		2,210	4,444	2,334			2,334	6,978
- DfE Maintenance	0	0	0			0	0			0	0			0	0
- DfE Basic Need	2,410	200	-2,210		-2,210	200	2,234		2,210	4,444	2,334			2,334	6,978
- Revenue Contribution	0	0	0			0	0			0	0			0	0
- Section 106	0	0	0			0	0			0	0			0	0
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Knavesmire Expansion	2,163	500	-1,663		-1,663	500	0		1,663	1,663	0			0	2,163
- DfE Maintenance	0	0	0			0	0			0	0			0	0
- DfE Basic Need	2,163	500	-1,663		-1,663	500	0		1,663	1,663	0			0	2,163
- Revenue Contribution	0	0	0			0	0			0	0			0	0
- Section 106	0	0	0			0	0			0	0			0	0
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Applefields Satellite Provision Re-Location	0	0	0			0	100			100	0			0	100
- DfE Maintenance	0	0	0			0	0			0	0			0	0
- DfE Basic Need	0	0	0			0	100			100	0			0	100
- Revenue Contribution	0	0	0			0	0			0	0			0	0
- Section 106	0	0	0			0	0			0	0			0	0
- DfE Devolved Formula Capital Grant	0	0	0			0	0			0	0			0	0

SCHEME	2012/13 Approved Capital Programme (£000's)	Estimated Outturn (£000's)	Variance (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	Revised 2012/13 Capital Programme (£000's)	2013/14 Approved Capital Programme (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2013/14 Revised Capital Programme (£000's)	2014/15 Approved Capital Programme (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2014/15 Capital Programme (£000's)	Total Revised Gross Capital Programme (£000's)
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maintenance	3,508	3,135	-373	-10	-363	3,135	2,333	-10	363	2,686	2,553	0	0	2,553	8,374
- DfE Maintenance	3,508	3,123	-385	-22	-363	3,123	2,333	-10	363	2,686	2,553	0	0	2,553	8,362
- DfE Basic Need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Revenue Contribution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Section 106	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- DfE Devolved Formula Capital Grant	0	12	12	12	0	12	0	0	0	0	0	0	0	0	12
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aiming High for Disabled Children (Short Breaks)	0	52	52	52	0	52	0	10	0	10	0	0	0	0	62
- DfE Short Breaks Grant	0	30	30	30	0	30	0	0	0	0	0	0	0	0	30
- DfE Maintenance	0	22	22	22	0	22	0	10	0	10	0	0	0	0	32
- Section 106	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MUGA at Burnholme School	50	100	50	50	0	100	0	0	0	0	0	0	0	0	100
- Sport England Grant	50	50	0	0	0	50	0	0	0	0	0	0	0	0	50
- Revenue Contribution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Section 106	0	50	50	50	0	50	0	0	0	0	0	0	0	0	50
- DfE Devolved Formula Capital Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Looked After Childrens Contact Centre	248	38	-210	0	-210	38	0	0	210	210	0	0	0	0	248
- Prudential Borrowing	190	0	-190	0	-190	0	0	0	190	190	0	0	0	0	190
- DfE Short Breaks Grant	58	38	-20	0	-20	38	0	0	20	20	0	0	0	0	58
- Section 106	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FUNDING FROM EXTERNAL SOURCES	10,077	5,723	-4,354	92	-4,446	5,723	5,142	0	4,446	9,588	5,362	0	0	5,362	20,673
NET COST TO CITY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL GROSS EXPENDITURE	10,077	5,723	-4,354	92	-4,446	5,723	5,142	0	4,446	9,588	5,362	0	0	5,362	20,673

Funding Summary	2012/13 Approved Capital Programme (£000's)	Estimated Outturn (£000's)	Variance (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	Revised 2012/13 Capital Programme (£000's)	2013/14 Approved Capital Programme (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2013/14 Revised Capital Programme (£000's)	2014/15 Approved Capital Programme (£000's)	Monitor 2 Adjustments and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2014/15 Capital Programme (£000's)	Total Revised Gross Capital Programme (£000's)
- DfE Maintenance	3,508	3,145	-363	0	-363	3,145	2,333	0	363	2,696	2,553	0	0	2,553	8,394
- DfE Basic Need	4,573	700	-3,873	0	-3,873	700	2,334	0	3,873	6,207	2,334	0	0	2,334	9,241
- DfE Devolved Formula Capital Grant	476	488	12	12	0	488	475	0	0	475	475	0	0	475	1,438
- DfE Primary Capital Programme Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- DfE Targeted Capital Fund	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- DfE TCF 14-19 Capital Grant	949	949	0	0	0	949	0	0	0	0	0	0	0	0	949
- DfE Co-Location Fund Grant	53	53	0	0	0	53	0	0	0	0	0	0	0	0	53
- DfE Carbon Free Schools Fund	218	218	0	0	0	218	0	0	0	0	0	0	0	0	218
- DfE Short Breaks Grant	58	68	10	30	-20	68	0	0	20	20	0	0	0	0	88
- DfE Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- NDS Modernisation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Schools Access Initiative	2	2	0	0	0	2	0	0	0	0	0	0	0	0	2
- DoH Safeguard Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Section 106	0	50	50	50	0	50	0	0	0	0	0	0	0	0	50
- School Contribution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Sport England Grant	50	50	0	0	0	50	0	0	0	0	0	0	0	0	50

SCHEME	2012/13 Approved Capital Programme (£000's)	Estimated Outturn (£000's)	Variance (£000's)	Monitor 2 Adjustment s and New Schemes (£000's)	Monitor 2 Slippage (£000's)	Revised 2012/13 Capital Programme (£000's)	2013/14 Approved Capital Programme (£000's)	Monitor 2 Adjustment s and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2013/14 Revised Capital Programme (£000's)	2014/15 Approved Capital Programme (£000's)	Monitor 2 Adjustment s and New Schemes (£000's)	Monitor 2 Slippage (£000's)	2014/15 Capital Programme (£000's)	Total Revised Gross Capital Programme (£000's)
- Revenue Contribution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Prudential Borrowing	190	0	-190	0	-190	0	0	0	190	190	0	0	0	0	190
- cost to the city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Funding Available	10,077	5,723	-4,354	92	-4,446	5,723	5,142	0	4,446	9,588	5,362	0	0	5,362	20,673

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