

CABINET MEMBER FOR EDUCATION, CULTURE AND LEISURE SERVICES

Venue: Town Hall,
Moorgate Street,
Rotherham.

Date: Tuesday, 17 August 2004

Time: 9.00 a.m.

A G E N D A

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Education of Looked After Children (Pages 1 - 5)
- to receive minutes
4. Christmas Carnival Co-ordinating Group (Pages 6 - 9)
- to receive minutes
5. LEA Governors Appointment Panel (Pages 10 - 11)
- to receive minutes
6. Budget Monitoring Report (Pages 12 - 13)
- to inform of the forecast performance against 2004/05 budget based on performance to the end of June 2004
7. Consultation on Admission Arrangements for the 2006/07 Academic Year (Pages 14 - 15)
- to consider minor changes to the admission arrangements before the appropriate consultation takes place
8. Arts Council England - Nomination (Pages 16 - 19)
- to nominate a representative onto the above Organisation
9. Permission to Suspend Standing Order 44 from Contract Standing Orders (Pages 20 - 22)
- to seek approval to suspend Standing Order 44 to allow work to be carried out
10. Sport England - Appointment of Consultants (Pages 23 - 24)
- to advise of the work being undertaken by Consultants appointed by Sport England

11. Draft Moving and Handling Policy for Schools (Pages 25 - 59)
- to consider the draft moving and handling policy for schools

 12. Schools for Pupils with Medical Needs (Pages 60 - 63)
- to describe the work of the School Nurse/Health Education Liaison Adviser
- The following item is for information purposes only:-**
- **Notes of Decisions Taken and Action Required (information not available electronically) (Pages 74 – 75)**

**EDUCATION OF LOOKED AFTER CHILDREN
MONDAY, 19TH JULY, 2004**

Present:- Councillor Kirk (in the Chair) and Councillor Gosling.

Apologies for absence:- Apologies were received from Boyes and Littleboy.

1. APPOINTMENT OF CHAIRMAN

Resolved:- That Councillor Boyes be appointed Chairman for the ensuing year.

2. APPOINTMENT OF VICE-CHAIRMAN

Resolved:- That Councillor Kirk be appointed Vice-Chairman for the ensuing year.

(Councillor Kirk in the Chair)

3. MINUTES OF THE PREVIOUS MEETING

Resolved:- That the minutes of the meeting held on 17th May, 2004 be received.

4. MATTERS ARISING

(a) Minute No. 2(a) – Restructuring of the Team

It was pointed out to the Panel that the allocation of £45,000 from Social Services was for the total Active budget and not set aside for driving lessons as minuted.

(b) Minute No. 2(c) – Pupils off School Roll

The pupil referred to currently off the school roll had now moved out of the Borough.

5. THE GET REAL TEAM - PROGRESS REPORT

Katy Hawkins, Manager of the Get Real Team, gave an update on progress and reported on the following:-

(a) The Team

The management restructuring of the team had been positive and plans were now moving forward.

From September each area team would have their own manager from the Get Real Team in the North, South and Central areas providing support at team meetings.

Recruitment had been successful for three teachers and an administrative officer, which would provide a range of experience to the team and assist with the development of alternative educational packages. Due to a vacancy a Social Worker vacancy would hopefully be filled shortly.

The team were also thanked for their hard work and dedication over the last academic year and this was endorsed by officers and elected Members present.

(b) Pupils off School Roll

There were currently no pupils off school roll. The team had actively prevented nine permanent exclusions over this academic year. Work had taken place with two permanently excluded pupils, one of whom had since settled at Whiston Grange; the other subject to a multi-agency meeting in order to consider how best to meeting his needs.

(c) Personal Educational Plans

82% of the Personal Educational Plans were now complete. This should be improved upon and the quality monitored carefully. It would appear that the figures for Rotherham were much higher than compared to others across the Trent Authority and more importantly they were of good quality.

From September Personal Educational Plans would be in place for children in nursery taking up places from 3+ and would form the basis of foundation stage profiles.

(d) L.P.S.A. and Best Value Performance Indicators

The Team had worked hard to establish performance action plans for all the targets and the Trent Regional DfES Development Worker had agreed to visit Rotherham to consult on the plans to ensure they were effective.

One area of performance receiving particular attention was school attendance. A clear action plan had been developed to maintain attendance, but record keeping was always a term behind and it would be early 2005 before the new registering system was up and running. Links with the Education Welfare Service were also being built so they could provide support in this area.

(e) SATS Results

There had been an overall improvement in the results at Key Stage 1 from 44% to 46.67%.

At Key Stage 2, received last Friday, the results were not so good with a down turn to 29.8% from 32% reported last year.

Staff had worked hard at Key Stage 2 and one particular student, who was not expected to be entered, had convinced the school otherwise.

Discussion had also ensued on the numbers of children that have been dis-applied on roll at special schools. These figures were reported as part of the SATS statistics, but this was not always the case of other Local Authorities. If these children on roll were not included then the Key Stage 2 target would raise to 37.4% against a P.S.A. target of 42%. Consultation with the Audit Commission would take place on this issue.

It was also pointed out that the results reported to the Government were based on children having been looked after for a twelve month period or more.

The results for Key Stage 3 had not yet been received and may not be available until September, 2004.

(f) G.C.S.E. Feedback

The results from this year's cohort were not positive, due to some young people having disengaged from education and which may have a significant impact on the team's ability to achieve the P.S.A. target.

However, as well as the reports on pupil disengagement there were also success stories. In reality terms all pupils were provided with specific action plans even if they had disengaged from education or were experiencing other difficulties. There was a clear need for some kind of accreditation or the development of a national framework for children who were looked after or had some form of special educational needs. This view was also echoed by the other authorities in the Trent region.

Approaches had also been made by other local authorities, namely Leicestershire and Redcar, for some form of consultation on the difficulties facing their own teams.

It was also noted that Education, Culture and Leisure Services were in discussions to give a commitment to prioritising pupils with special educational needs in public care and that a report would be presented to the Cabinet in due course.

(g) Activities for Looked After Children

The team were actively involved in producing a number of sessions for young people over the summer break.

Swimming was being looked at as there were a total of fifty-seven non-swimmers being looked after and their names would be included on the appropriate waiting lists for inclusion.

In order to reduce costs all participants would be issued with a Rothercard, which would reduce costs by 50%.

Three tenders had been received on the provision of driving lessons and the specification was being worked on, with an estimated cost of £500.00 per block of lessons each person should they pass their driving test first time.

(h) Teenagers to Work

A bid had been submitted to the Neighbourhood Renewal Fund to fund a pilot of the Rotherham Trainee Initiative Scheme. No official response had yet been received. This issue had been raised at the Corporate Management Team on Friday and Programme Areas had given their support should the Neighbourhood Renewal Fund bid be successful. This would then be developed over the year and linked in to other agendas to fund N.V.Q.s.

It was pointed out that the report submitted indicated that during the pilot phase there would be no cost implications to Programme Areas. This was incorrect as match funding would be requested.

The Panel were informed that that the Teenagers to Work programme had been extended to sixteen and seventeen year olds as many young people were favouring higher education. It was also noted that from this year's cohort ten young people were joining the Army.

The Panel were also informed that the Teachers' Conference had been cancelled last week due to a poor response with only twelve people indicating their acceptance.

The Teachers' Conference would be rescheduled for the 3rd November, 2004 with invitations extended to Designated Governors. Chairmen and Vice-Chairmen would be informed of this Conference at their next meeting scheduled to take place in the Town Hall on the 28th September, 2004 and would also be included in the Governing Bodies' newsletter.

6. DATES OF FUTURE MEETINGS

The next meeting of the Panel would take place on Monday, 18th October, 2004 at 9.30 a.m.

Resolved:- That the dates indicated below be confirmed for future meetings:-

Monday, 13th December, 2004

Monday, 28th February, 2005

Monday, 18th April, 2005

Monday, 20th June, 2005

7. MR. ROGER HIGGINBOTTOM

The Chairman, on behalf of the Panel, paid tribute to Roger Higginbottom, who was leaving the Local Authority, for the work and support he had provided and wished him every success in the future.

CHRISTMAS CARNIVAL CO-ORDINATING GROUP
Thursday, 15th July, 2004

Present:- Peter Coulton (in the Chair)	Culture, Leisure and Lifelong Learning
Colin Scott	Rotherham Chamber of Trade
Christine Snaith	South Yorkshire Police
Marie Hayes	Culture, Leisure and Lifelong Learning
Sarah Crossland	Rotherham Parish Church
Stewart Lister	South Yorkshire Police
Julie Roberts	Town Centre Manager

Apologies for Absence :-

Councillor F. Wright	Mayor of Rotherham
Councillor H. Jack	Deputy Mayor of Rotherham
John Wadsworth	Chamber of Trade

1. MINUTES OF MEETING HELD ON 17TH MARCH, 2004

Agreed:- That the minutes of the meeting of this Group held on the 17th March, 2004 be received as a correct record.

2. MATTERS ARISING

(a) Carols from the Church

The meeting discussed the provision of carols from the church.

It was felt the new giant LED screen could better provide Christmas music, which would include video music.

Agreed:- That Julie Roberts make the necessary arrangements.

(b) Sponsorship

The meeting discussed the need for long term planning in relation to sponsorship.

Agreed:- That Julie Roberts confirm whether the £10,000 funding from Economic and Development Services would be made available this year.

(c) Budget Report

Marie Hayes reported that the Cabinet Member, Education, Culture and Leisure Services had agreed an inflationary increase (year on year) for the Christmas Carnival budget.

3. HALLAM FM

Pete Coulton reported that Hallam FM had offered to present the roadshow free of charge on switch on evening.

Sarah Crossland confirmed that scaffolding would shortly be moved from around the church.

Agreed:- That a letter of acceptance be sent to Hallam FM.

4. CHRISTMAS LIGHTS UPDATE

Pete Coulton reported that tenders would shortly be sent to nine Companies (including Building Works) for the provision of new lights.

The specification was on a rental basis of three years, the Company to be responsible for the installation, storage, replacement and maintenance.

New ideas included:-

- themed street
- new design for Town Hall
- new lighting for tree in Square

Marie Hayes pointed out that a large percentage of the Christmas Carnival budget was earmarked for this scheme, leaving limited funding available for the Christmas Carnival evening.

5. PARADE ROUTE

Work and planning was required in order to map out a suitable route. This would include liaison with Mainline Bus Company.

The use of pedestrianised areas and lorry parking was discussed.

Agreed:- That Pete Coulton meet with representatives from South Yorkshire Police to plan a route.

6. TOWN CENTRE FAIR/CAROUSEL

The idea of creating a one festival show throughout November and December, with the switch on being the major launch event, was being explored.

One idea was to have an old-fashioned carousel in All Saints Square.

The meeting discussed the advantages and disadvantages of this in view of the space required for the inflatable snowman and the Christmas tree in the square, and the need to consider other sites for the carousel.

Agreed:- (1) That Julie Roberts and Pete Coulton look into this idea further and walk the routes, as discussed.

(2) That Julie Roberts compile a report to be submitted to the appropriate Cabinet Member meeting in the event of the need to site the tree away from the town centre and if it was felt necessary to replace the live tree with an artificial one.

7. CHRISTMAS TREES

Marie Hayes referred to a list of sites within the Borough which were usually provided with a tree.

Agreed:- That a report be submitted to Cabinet Member, Education, Culture and Leisure Services on the location of borough-wide Christmas trees.

8. ONE FESTIVAL – ADVERTISING

Julie Roberts reported that a Christmas postcard was being designed to promote all Christmas events (including markets) – the theme being “Town Centre Winter Festival”.

9. CHAMBER OF COMMERCE

Sponsorship ideas had been requested by the Chamber of Commerce.

These included:-

- Banners on street lamp-posts
- Children’s Christmas Drawings
- Ice Sculpture/Artificial Snow

Funding had also been set aside for the Winter Wonderland blue and white ice sculptures on Effingham Street.

Agreed:- That Julie Roberts explore the idea of a Laser Light Show.

10. STREET MARKETS

Julie Roberts reported that Thursday evening street markets would take place throughout the Christmas activity period.

11. SANTA’S GROTTTO

The meeting discussed the siting of Santa’s Grotto.

The site used last year had not been suitable.

Agreed:- That this be discussed at a later date.

12. DATE AND TIME OF NEXT MEETINGS

Agreed:- That the next two meetings take place as follows:-

- Thursday 23rd September, 2004 at 3.00 p.m.
- Thursday, 28th October, 2004 at 2.00 p.m.

LEA GOVERNORS APPOINTMENT PANEL
6th July, 2004

Present:- Councillor Boyes (in the Chair) and Councillors Littleboy and Rushforth.

An apology for absence was submitted by Councillor Austen.

Pursuant to Minute No. C50 of January, 2000, consideration was given to nominations received to fill LEA vacancies on school governing bodies.

Resolved:- (1) That, with the effective dates of appointment, the following appointments be made to school governing bodies:-

(2) That a presentation regarding the revised OFSTED Framework and the Role of Governing Bodies, and its implications for appointing LEA governors, be included on the agenda of a future meeting of the Cabinet Member and Advisors, Education, Culture and Leisure Services.

Broom Valley Junior	Cr R Mc Neely	6/7/04
Canklow Woods Primary	Cr R Mc Neely	6/7/04
Dalton Foljambe Primary	Mrs J Ackroyd	6/7/04
Greasbrough J/I	Mr A White	6/7/04
Rawmarsh Rosehill Junior	Mrs E Wassell	6/7/04
Rawmarsh Ryecroft Infant	Mrs E Wassell	6/7/04
Rawmarsh Thorogate J&I	Mrs B Roden	6/7/04
Redscope Infant	Rev S Millwood	6/7/04
Roughwood Primary	Rev S Millwood	6/7/04
Swinton Fitzwilliam Infant	Mr MJ Hall	6/7/04
Thorpe Hesley Infant	Mr F Ridout	6/7/04
Thrybergh Primary	Mrs J Fewster	6/7/04
Todwick J&I	Rev D Bliss	6/7/04
Laughton All Saints CE Primary	Mr D Bagshaw	6/7/04
St Alban's CE, Wickersley	Mrs K Parke	6/7/04
St Mary's RC, Maltby	Mr M McCann	6/7/04
St Thomas CE, Kilnhurst	Mr D Barnsley	6/7/04
Aston Comprehensive	Cr H Jack	6/7/04
Maltby Comprehensive	Mr J Fletcher	6/7/04
Wingfield Comprehensive	Mr J Hague	6/7/04
Abbey	Mrs PM Oxley	6/7/04
Brampton Cortonwood Infant	Mrs NJ Hill JP	1/9/04
Brampton Ellis CE Junior	Mrs NJ Hill JP	1/9/04
Canklow Woods Primary	Mrs M Sheard	1/9/04
Catcliffe Primary	Cr R Littleboy	1/9/04
Listerdale Primary	Mr R Lake	1/9/04
Rawmarsh Ashwood Primary	Mrs S Whelbourn	1/9/04
Rawmarsh Sandhill Primary	Mrs E Washington	1/9/04
Rawmarsh Sandhill Primary	Mr P Washington	1/9/04
Rawmarsh Thorogate J&I	Mr B Williams	1/9/04
Swallownest Primary	Mrs C Windle	1/9/04
Thornhill Primary	Mrs C Eyre	1/9/04
Whiston J&I	Mr G Goodwill	1/9/04
Whiston Worrygoose J&I	Mr G Goodwill	1/9/04
Brinsworth Comprehensive	Mr A Buckley	1/9/04
Clifton Comprehensive	Mrs S Kirk	1/9/04
Clifton Comprehensive	Cr MR Kirk	1/9/04
Dinnington Comprehensive	Cr IGL St John	1/9/04
Maltby Comprehensive	Cr G Robinson	1/9/04
Maltby Comprehensive	Mr K Thompson	1/9/04
Rawmarsh Community	Cr G Whelbourn	1/9/04
Swinton Community	Cr K Wyatt	1/9/04
Thrybergh Comprehensive	Mr W Winder	1/9/04

Wales High	Mrs A Booth	1/9/04
Wales High	Mrs A Gilbert	1/9/04
Wath Comprehensive	Mrs IG Hartley	1/9/04
Wath Comprehensive	Mrs PA Russell	1/9/04
Anston Park Junior	Mrs S Waterfield	5/9/04
Aughton Primary	Mrs J Peech	5/9/04
Badsley Moor Infant	Mrs B Gregory	5/9/04
Thorpe Hesley Junior	Mrs J Davis	5/9/04
West Melton J&I	Cr RS Russell JP	5/9/04
Wath Comprehensive	Mr ST Bailey MBE	5/9/04
Wales Primary	Mr P Blanksby	8/10/04
Maltby Comprehensive	Mr J Tilley	8/10/04
Wath Comprehensive	Mrs C Bennington	8/10/04
Aston Hall J&I	Mr W Richardson	23/10/04
Aston Lodge Primary	Mr JG Radcliffe	23/10/04
Canklow Woods Primary	Mrs A Bower	23/10/04
Brinsworth Manor Junior	Cr R Littleboy	21/11/04

All the above appointments are subject to a satisfactory check being undertaken.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** Cabinet Member and Advisors for Education, Culture and Leisure Services
2. **Date of Meeting:** 17th August, 2004
3. **Title: Budget Monitoring Report – As at June 2004**
4. **Originating Officer:** Pete Hudson, Strategic Finance Officer, extension 2550.
5. **Issue:** To inform Members of the forecast performance against 2004/05 Budget for the Education, Culture and Leisure Services Programme Area based on performance to the end of June 2004.
6. **Summary:** The Programme Area is currently forecasting to spend to budget for the financial year. The report does however, identify some potential underlying pressures.
7. **Clearance/Consultation:** This report has been discussed with the Acting Executive Director for Education Culture and Leisure, and with the Head of Corporate Finance.
8. **Timing:** Members are asked to receive and comment upon budget monitoring reports on a monthly basis from June each year. This is the first report for financial year 2004/05.
9. **Background:** This report advises of forecast financial performance for the Programme Area based on expenditure to 30th June 2004 for those areas of budget which are directly under the Programme Area's control i.e. non-school Education Services and Culture and Leisure Services.
 - **Education Transport**

Revised contracts exceeding the level of budgeted inflation were implemented from April 2004. Work to quantify the impact of this and the savings to be achieved through revised modes of operation and tighter implementation of policy is ongoing.
 - **Human Resources – Services traded with Schools**

Negotiations are currently taking place with RBT regarding the treatment of income from schools under the Strategic Contract. The outcome of these negotiations will determine the future reporting of this potential pressure.
10. **Argument:** Although the Programme Area is currently forecasting a break-even position by March 2005, this is subject to further investigation and evaluation of two potential pressures within Education Services:
 - **Education Transport**

Revised contracts exceeding the level of budgeted inflation were implemented from April 2004. Work to quantify the impact of this and the savings to be achieved through revised modes of operation and tighter implementation of policy is ongoing.
 - **Human Resources – Services traded with Schools**

Negotiations are currently taking place with RBT regarding the treatment of income from schools under the Strategic Contract. The outcome of these negotiations will determine the future reporting of this potential pressure.
11. **Risks and Uncertainties:** This is the first budget monitoring report of 2004/05 and the potential pressures identified to date are those described above.
12. **Finance:** A break-even position is forecast for 2004/05 as at the end of June 2004.
13. **Sustainability:** The current forecast outturn position of the Programme Area indicates that current levels of service delivery are sustainable.

14. Wards Affected: All.

15. References: Not Applicable.

16. Presentation: Not Applicable.

17. Recommendations:

Members are asked to receive and comment upon this report.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

- 1 **Meeting:** Cabinet Member and Advisers, Education, Culture and Leisure Services
- 2 **Date of Meeting:** 3rd August 2004
- 3 **Title:** **Consultation on Admission Arrangements for the 2006/2007 Academic Year.**
- 4 **Originating Officer:** Martin Harrop
Principal Officer, Planning, Resources and Information
Ext 2415
- 5 **Issue:**
To consider minor changes to the admission arrangements before the appropriate consultation takes place.
- 6 **Summary:**
There are no proposed amendments to the admissions criteria for community and controlled schools. However, the LEA must also consult on any proposed changes to the co-ordinated admission arrangements and a minor amendment to the scheme relating to secondary schools is proposed.
- 7 **Clearance/Consultation:**
All Rotherham governing bodies will have an opportunity to consider admission arrangements as part of the consultation undertaken during the Autumn Term 2004.
- 8 **Timing:**
Initial consideration by governing bodies will take place during the Autumn Term. Updated details will be collated by the LEA before a period of consultation take places, up to 1st March 2005, via the Authority's website.
- 9 **Background:**
There is annual consultation on admission arrangements. Co-ordinated arrangements have been introduced for 2005/06 admissions and beyond.
- 10 **Argument:**
For the co-ordinated scheme for secondary school places, the LEA in conjunction with the other South Yorkshire LEAs produced a scheme which went beyond that required by the regulations in respect of the offer of a single place. In effect this was extended beyond Rotherham to include all South Yorkshire. The recently published Education (Co-ordination of Admission Arrangements) (Secondary Schools) (England) (Amendment) Regulations 2004 now confirm this action.
- There is now the opportunity to extend this to Rotherham's other bordering LEAs – Nottinghamshire and Derbyshire and it is proposed that the scheme is amended to accommodate this. (Nottinghamshire suggested this action for 2005/06, but only after Rotherham's scheme had been agreed).
- 11 **Risks and Uncertainties:**

The proposal would increase the opportunity to make the offer of one place only. The offer of more than one place creates uncertainty.

12 Finance:

No specific financial implications.

13 Sustainability:

This would improve the processes which contribute towards improving access to education.

14 Wards Affected:

Most likely to affect parents and pupils close to the borders of Nottinghamshire and Derbyshire – Wales (18), Anston and Woodsetts (1) and Dinnington (4).

15 References:

Education (Co-ordination of Admission Arrangements) (Secondary Schools) (England) (Amendment) Regulations 2004.

16 Presentation:

This would extend the area over which co-ordination and the offer of one place only for secondary school admissions takes place.

17 Recommendations:

That the annual consultation on admission arrangements takes place, with the proposal to extend the co-ordinated scheme for secondary school places as outlined.

Yorkshire and Humber
Association of
Local Authorities



Chief Executive: Liz Kerry
liz.kerry@YHAssembly.gov.uk

Our ref: MR/RU/Arts Council letter

6 August 2004

To all: Local Authority Leaders in North, West and South Yorkshire
Local Authority Chief Executives in North, West and South Yorkshire

Dear Colleague,

Arts Council England – Yorkshire Regional Council – Sub-regional elected member vacancies

I am writing to inform you that 3 vacancies have arisen for members to the Arts Council England – Yorkshire Regional Council.

The vacancies are one for each of the North, South and West sub-regions. These have arisen because the terms of office of Cllr Elizabeth Minkin (West Yorkshire) and Cllr Susan Latter (North Yorkshire) have expired and Mayor Martin Winter (South Yorkshire) has resigned.

We have been asked to co-ordinate sub-regional nominations and submit these to the Arts Council England – Yorkshire by no later than 10 September 2004.

Could you please let me know **by 13 August 2004** if your Local Authority would like to nominate a representative.

Any nominations received will be forwarded to the relevant sub-regional Secretariats with a request that they endorse these by 10 September 2004.

Attached are the Arts Council Terms of Reference to assist you in this process.

If you have any queries, please call me on 01924 331577.

Yours sincerely,

Martyn Roberts
Head of Secretariat

Arts Council England

Terms of Reference and person specification for regional council members drawn from local authorities.

Terms of reference

This body provides co-ordination, overview and leadership in the arts, and distributes over £500 million of public money and lottery grants by 2003/04. There are substantial decision-making powers located at regional level.

Those appointed as Regional Council members will have a broad overview of the full range of the Regional Council's responsibilities; knowledge and understanding of the arts and the region; the ability to command respect within the arts constituency and amongst key regional stakeholders; the ability and willingness to act as an advocate for the arts; the ability to think imaginatively and strategically; and the time and energy to devote to the role (estimated up to 12 days per year).

Members of Regional Councils are expected to live or work in the region and will serve on a voluntary basis, though reasonable expenses will be paid.

Mission and objectives

To work in partnership with others to support and develop the arts, ensuring that their value is recognised and that everyone has the opportunity to engage with them and explore their own creative talent. Given the ambition to place the arts more centrally at the heart of contemporary life, the new organisation will seek to achieve:

- recognition of the value of the arts as central to people's lives and to society
- quality and innovation in the arts
- diversity of artistic expression that reflects the full range of contemporary artistic practice, and the diverse cultures of England and the world
- a better future for artists
- placing the arts at the centre of education and learning
- more people and a wider diversity of people engaging with the arts
- opportunities for everyone to fulfil their creative potential through the arts
- a vibrant and healthy environment in which the arts can grow

Eight regional councils are each made up of 15 non-executive members including the Chair; the regional council in the Southern and South East region has 20 members. All the Chairs are appointed by the Secretary of State and all the other members are appointed by the national governing Council.

The regional councils are made up of:

- six elected members from local authorities (one from each sub-region and two others with specific interest in diversity and disability respectively)
- nine members appointed from open competition

Regional councils will:

- deliver and uphold the national organisation's mission and objectives in the region
- agree the regional strategy and regional priorities within the context of the national framework
- ensure the effective operation and management of the Regional Executive Office
- approve the allocation of resources
- monitor progress against targets
- inform and contribute to national policy through the Regional Chair
- advocate for the arts
- perform an ambassadorial role on behalf of the arts in the region
- be involved (through the participation of the Chair and other council members) in the appointment of the Regional Executive Director
- determine levels of delegation to their executive officers
- take responsibility for national issues as relevant

Time commitment

Five meetings a year. Some additional time will be required to study papers, attend events and represent the council at functions. Likely total time commitment is up to 12 days a year.

Location of meetings

Locations within the region.

Duration of appointment

Appointment is made by the Secretary of State following approval by the National Council.

The duration of membership for new council members will be for two, three or four years in the first instance, with the possibility of appointment for a further four-year term. For subsequent councils the standard term will be four years with the possibility of appointment for a further four years.

Person Specification

Qualities and skills sought in regional council members

Successful candidates will have:

- a broad overview of, and the ability to address, issues relating to the full range of the regional council's responsibilities
- knowledge and understanding of the arts, and the ability to command respect within the arts constituency
- knowledge and understanding of the region and the ability to command respect amongst key regional stakeholders
- the ability and willingness to act as an advocate for the arts and to represent the work of the national organisation in the region to a broad audience
- the ability to think imaginatively and strategically, and contribute to effective decision-making

Each regional council as a whole should include a balance of age and gender, and reflect the diverse cultures of England. Members of regional councils are expected to live or work in the region.

For more information on the role of Regional Council members contact:

Mavis Schindler
Executive Assistant
Arts Council England, Yorkshire
01924 486225
mavis.schindler@artscouncil.org.uk

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** Cabinet Member and Advisors, Education, Culture and Leisure Services
2. **Date of Meeting:** 17th August, 2004
3. **Title:** Permission to suspend Standing Order 44 from Contract Standing Orders
4. **Originating Officer:** Jeanette Lane – Principal Officer – External Funding, Education Culture and Leisure Services (Ext: 2566).
5. **Issue:** This report seeks Member approval to suspend Standing Order 44, which will permit exemption from normal contract standing orders. This exemption will facilitate the allocation of funding for initial consultancy work to be carried out by Young Enterprise Yorkshire and Humberside (YEYH) regarding development of a five year project. The project will establish Rotherham as the first Borough in the UK to offer enterprise learning to every pupil at all Key Stage levels in all schools.
6. **Summary:** To obtain the approval of Members to suspend Standing Order 44, given the specific circumstances outlined below and the approval of both the Executive Director Education Culture and Leisure and the Head of Corporate Finance and Legal Services to this request.
7. **Clearance/Consultation:** The report has been discussed with the Executive Director, the Head of Corporate Finance and of Legal Services.
8. **Timing:** This report seeks the approval of the Cabinet Member and Advisors to suspend Standing Order 44, before the Authority proceeds with its intention to engage a contractor.
9. **Background:** Over the last 12 months Young Enterprise Yorkshire and Humber (YEYH) have, in consultation with both Central and Regional Government, developed proposals for the delivery of an Enterprise Learning project which targets school pupils at all ages and seeks to establish an enterprise ethos at the earliest possible age.

YEYH Young Enterprise operates through support from the business community and the Government. This support is provided in a variety of forms: financial, in-kind, and through the provision and encouragement of volunteers. The businesses and volunteers that support Young Enterprise take an active role in building a better-motivated, educated and enterprising workforce, at the same time making a real difference to the existing lives and future potential of young people who live and attend school.

YEYH preliminary proposals have received support at a regional level and Yorkshire Forward, in consultation with the Learning and Skills Council, have committed £1m Single Pot Funding for project delivery, subject to the submission of a viable business plan and project appraisal.

Rotherham Schools have been selected to be the beneficiaries of the proposed programme. Further development work is required by YEYH to facilitate consultation and development with local partners prior to the submission of a comprehensive appraisal submission to Yorkshire Forward.

Yorkshire Forward consider that the consultation and development activity should be progressed as soon as possible and have approved the allocation of £50 000 Single Pot revenue.

In order to reduce bureaucracy and expedite the consultation activity, Yorkshire Forward have requested that the £50 000 allocation be administered as an amendment to the existing contract between RMBC and LSC South Yorkshire. This contract is currently managed by the External Funding Team within the ECALs Programme Area.

Subject to a successful appraisal submission from YEYH, Yorkshire Forward will contract directly with YEYH for the delivery of the project within Rotherham schools.

The £50 000 will include expenditure on the following areas:-

- Project managing the development work;
- The production of a detailed delivery plan for Rotherham schools;
- Mapping the strategies of the key agencies and understanding the required outputs and outcomes;
- Mapping the work of agencies already working in and around this agenda in Rotherham;
- Development of delivery proposals and business plan for submission to Yorkshire Forward.

- 10. Argument:** Yorkshire Forward and the LSCSY intend to amend RMBC's existing delivery contract to include the £50 000 revenue required to support further development work by YEYH

The Council is, therefore, seeking to suspend standing orders to enable the Authority to contract with YEYH for the delivery of the scoping exercise.

The value of this contract requires Member approval to suspend Standing Orders based on the following:-

- Young Enterprise is a National Organisation supported by Central Government and the Business Community. There is no other national, regional or local organisation possessing the same level of expertise, depth of knowledge and network support required to develop an effective project of this type.
- YEYH already work extensively with key partners both locally and sub-regionally, including Rotherham Chamber of Commerce, Business education South Yorkshire and Business Link South Yorkshire.

- 11. Risks and Uncertainties:** Constraints on the delivery time scale could result in reduced provision for Rotherham Schools.

12. **Finance:** The cost of the work to be undertaken by the consultant is £50,000. Subject to successful project appraisal, any further YF Single Pot allocations to support the project will be contracted directly with YEYH.
13. **Sustainability:** The work will lay the groundwork for a substantial increase in current funding focused on enterprise learning in Rotherham schools which should in turn increase the employability of Rotherham school leavers as well as improving the skills of existing school staff.
14. **Wards Affected:** All Wards
15. **References:** Not applicable
16. **Presentation:** Not applicable
17. **Recommendations:**

Members are asked

- (i) **To receive the report**
- (ii) **To approve the suspension of Standing Order 44 to enable a contract to be established with YEYH as a consequence of the circumstances outlined above.**

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** ECaLS Cabinet Member and Advisors
2. **Date of Meeting:** 17th August, 2004
3. **Title:** Sport England - Appointment of Consultants
4. **Originating Officer:** Pete Hudson – Strategic Finance Officer, Education Culture and Leisure Services (Ext :2550)
5. **Issue:** The purpose of this report is to advise Members of work being undertaken by Consultants appointed by Sport England.
6. **Summary:** Sport England have appointed consultants Knight, Kavanagh and Page to undertake a review of the County Sports Partnership Programme.
7. **Clearance/Consultation:** The report has been discussed with the Executive Director, the Head of Corporate Finance and of Legal Services.
8. **Timing:** This report seeks to notify Cabinet Member and Advisors of the appointment of Consultants by Sport England to undertake an imminent review of the County Sports Partnership Programme.
9. **Background:** Rotherham is the host Authority for the County Sports Partnership Programme which was established in July 2000. This programme provides development opportunities for young people across South Yorkshire, to progress in sports in which they excel.

Sport England have appointed consultants Knight, Kavanagh and Page to undertake a review of the Partnership based on their established track record of reviewing, monitoring and evaluating partnerships at regional and national level.

The cost of the consultancy will be met entirely by funding from Sport England.
10. **Argument:** Not applicable.
11. **Risks and Uncertainties:** Not applicable.
12. **Finance:** The cost of the consultancy work will be met entirely by Sport England.
13. **Sustainability:** The programme provides sport development opportunities for young people across South Yorkshire.
14. **Wards Affected:** All
15. **References:** Not applicable

16. Presentation: Not applicable

17. Recommendations:

Members are asked to receive and note the content of this report

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** ECaLS Cabinet Members and Advisers
2. **Date of Meeting:** 17th August 2004
3. **Title:** Draft Moving and Handling Policy for Schools
4. **Originating Officer:** Roger Higginbottom, Strategic Leader Inclusion. extension number 2677
5. **Issue:** The Council in responding to the needs of schools and the developing inclusion agenda has produced a draft moving and handling policy for schools, to improve their awareness of strategies and appropriate techniques to employ when moving pupils..
6. **Summary:** The draft moving and handling policy provides information in respect of relevant current legislation, information about manual handling operations, outlines best practice, gives information about training and personnel issues, details handling aids and equipment and describes what to do in emergency situations.
7. **Clearance/Consultation:** The draft policy is presented to members for information, and has been produced by officers in Inclusion Services after extensive consultation with trade unions.
8. **Timing:** The draft policy is produced for consultation with schools and should be considered alongside the recently approved accessibility strategy for schools.
9. **Background:** The draft policy produced is part of a series of strategy, guidance and advice documents produced over the last three years by colleagues in Inclusion Services. This document is particularly important given the continuing requirement by the DFES to promote inclusion within all schools.
10. **Argument:** The draft policy which is to be distributed for consultation provides schools with detailed information and guidance regarding appropriate ways to address moving and handling issues within schools.
11. **Risks and Uncertainties:** The risks inherent within the report are that without the draft policy being approved for distribution and consultation, the Council could be deemed as failing to support schools with appropriate information when working with individual pupils who may require moving and handling strategies to be deployed.
12. **Finance:** There are no specific financial implications contained within the report.

13. **Sustainability:** The draft policy on moving and handling replaces and strengthens previous information distributed to schools. The guidance will ensure that the Council is supporting the implementation of the Disability Discrimination Act 2002, and will ensure the effective and sustainable future placement of individual pupils in mainstream provision who require support through appropriate moving and handling strategies.
14. **Wards Affected:** All wards
15. **References:** OFSTED report recommendations June 2001
Special Educational Needs Strategic Development Plan 2002-2006
16. **Presentation:** The report seeks to describe the approaches schools should take in meeting the needs of pupils who require support through appropriate moving and handling strategies.
17. **Recommendations:**

That Members receive, comment upon and approve the draft policy for consultation.



**SAFE MOVING AND HANDLING POLICY
FOR SCHOOLS AND NURSERIES
MANAGING CHILDREN & YOUNG PEOPLE**

JULY 2004 DRAFT

Contents

- 1 Why we need guidance?
- 2 Relevant current legislation regarding moving and handling
- 3 What do the Manual Handling Operations Regulations say?
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- 6 Training
- 7 What are the personnel issues?
- 8 Handling aids and equipment
- 9 Emergency situations
- 10 What if there is an accident or injury?
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1 **Why we need Guidance**

Rotherham Education, Culture and Leisure Services attach great importance to the Health & Safety of its employees, children and young people.

About 25% of workplace injuries are associated with manual handling tasks.

Moving and handling of people is hazardous and the potential for injury is always present.

Most injuries are cumulative, resulting from poor posture or repetitive actions rather than due to single incident.

It is important, therefore, that the risks from hazardous tasks are assessed and staff enabled to follow safe systems of work developed to minimise risk.

This policy sets out guidance on dealing with the moving and handling of children and young people with special needs and or mobility needs.

It is designed to help staff members in schools adopt a flexible and manageable approach to the safe moving and handling of young people by achieving a balance between the duty of care owed to children and young people, and the statutory requirements to ensure the health and safety of staff, so far as is reasonably practicable.

Whilst it is acknowledged that for many pupils, the use of a mechanical lifting technique e.g. hoist and sling is the most practical, secure and beneficial to both pupil and carer. It may not be suitable for all situations and therefore each individual must be assessed on their own merits and capabilities.

Where it is practical and feasible, Pupils should be encouraged to develop their own independent transfers thereby negating the need for school to intercede unnecessarily.

This policy does not exempt the need to undertake manual transfers, however it is essential that school staff should consider the implications on both staff members and the pupil involved, to ensure the best practice is adopted for all personnel under the specific circumstances presented.

It is therefore, the intention of Rotherham Education, Culture and Leisure Services to implement policies, procedures and guidance in line with current legislation that will reduce the risk of injury when undertaking moving and handling tasks.

Appropriate training and support will assist staff to develop good, safe moving and handling practice.

Staff members are required to read and apply the requirements of this policy to their individual workplaces. Where the safe lifting and handling techniques are applied, staff can be assured that injuries and harm to themselves and the vulnerable group of pupils they care for are eliminated or reduced.

2 Relevant Current Legislation

- 1 Health & Safety at Work Act 1974
- 2 Management of Health & Safety at Work Regulations 1999
- 3 Manual Handling Operations Regulations 1992
- 4 Workplace (Health, Safety and Welfare) Regulations 1992
- 5 Provision and use of Work Equipment Regulations 1998
- 6 Reporting of injuries, Disease and Dangerous Occurrence's Regulations 1995 (RIDDOR)
- 7 Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)

3 What do the Manual Handling Operations Regulations 1992 say?

The regulations establish a hierarchy of measures.

Each employer has to:

- **Avoid** hazardous manual handling operations, so far as is reasonably practicable.
- Fully **assess** those handling operations that cannot be avoided.
- Take **Action** to reduce the risk of injury from those operations so far as is reasonably practicable.

Additionally, each assessment must be reviewed either where there is a significant change to physical capabilities of the individuals involved (Staff or pupil) or on a pre-determined date, when significant changes to the manual handling operations arise or if it is no longer felt to be valid.

It is important to understand the term “reasonably practicable”.

Put very simply:

reasonably practicable = cost versus consequences.

That is:

An employer can balance the cost of taking action (in terms of time and convenience, as well as money) against the level of risk presented by a hazard. However, it cannot be used as an excuse for not taking action appropriate to the circumstances. Moving and handling young people is very likely to pose a risk of injury to the handler so the control measures determined by the **risk assessment** must be actioned.

4 What do they mean?

Manual Handling Operations are defined as:

“any transporting or supporting of a “load” including:

- Lifting
- Putting down/ Lowering
- Pushing
- Pulling
- Carrying
- Moving

by hand or by bodily force”

Where children or young persons with physical impairments/disabilities or are less able bodied than their classmates are involved potential issues may arise for School staff as to how certain activities may be undertaken e.g. transfers from wheelchair to toilet, changing of soiled nappies/clothing etc.

The **Load** becomes any person, who requires assistance to maneuver or to undertake everyday activities by another person.

Unlike most static objects we lift, the person requiring assistance may present potential **Hazards** to the carer due to their unpredictable/predictable nature or condition e.g. due to flailing arms, scratching, movement which alters the centre of gravity during the lifting activity etc.

Risk: - Is the likelihood of the carer/assistant/pupil suffering harm injury or loss as they assist the person with the maneuver, the severity of the injury and frequency of lift should be considered to measure the probability, great or small, that someone will be harmed by the hazard.

Risk can only be determined following a risk assessment, which considers:

- **The Task**
- **The Load/Individual**
- **The Working Environment**
- **The Individual Capabilities** of employees
- **Other Factors**

The guidance provides a series of questions to be asked for each factor

- A description of the TASK
- The risks identified under the 5 headings above
- The measures that are in place to control the risk
- Further measures that are required
- Review date
- Signature of assessor and date of assessment.

5 Roles & Responsibilities

The Headteacher

It is the responsibility of the headteacher to ensure that safe systems of work are in place for all activities involving the moving and handling of children & young people.

It is a fundamental requirement that an approach based on risk assessment is adopted in order to identify safe systems of work. This assessment must clearly recognise the differences in the requirements of moving a young person as part of a therapy programme (therapeutic handling) and moving the same person to meet their education and daily living needs.

Moving and handling dependent young people presents many varied and complex issues and the risk assessment process will involve collaboration between education and health staff. This approach will ensure the young person is moved safely and, where relevant, the appropriate equipment is used in each situation.

The Headteacher is responsible for ensuring that risk assessments for all moving and handling activities of a non-therapeutic nature are undertaken.

She/he is also responsible for ensuring the ongoing management of staff undertaking moving and handling activities, this may include training (including updating training skills periodically) and operating equipment.

The **Headteacher** is responsible for ensuring:

- A risk assessment is completed for all hazardous moving and handling activities.
- Safe systems of work are identified and implemented for hazardous activities involving moving and handling young people.
- Staff follow the safe systems of work established.
- Control measures (that is: means of reducing the likelihood the hazardous activity will result in injury or accident, e.g. provision of equipment and appropriate training) are established, maintained and reviewed.
- Assessments are reviewed either in response to significant changes, or when the assessment is no longer considered valid, or on a pre-determined date.

Staff who undertake risk assessment are competent (see section 7).

The Therapist

Where a therapist prescribes treatment involving moving and handling of a young person, he/she is responsible for undertaking a risk assessment for the therapy programme. He/she must also provide any specialist training to ensure the safety and competence of the person(s) to whom the task is delegated and the safety of the young person involved.

The **Therapist** is responsible for:

- Completing a risk assessment and handling profile for all young people who are prescribed therapy involving moving and handling activities, in collaboration with the headteacher.
- Providing specific training to enable education staff to undertake any delegated therapeutic handling task competently and safely.
- Ensuring appropriate assessment is undertaken to identify equipment required by an individual young person for the therapeutic programme. Provision of such equipment is normally the responsibility of the Health Authority. Where there is an overlap between curricular needs and health needs, negotiation between Education and Health will be necessary in order to establish responsibility for funding.
- Liaison with the headteacher in order for the risk to individual members of staff to be appropriately considered.
- Reviewing the therapy programme and related risk assessment as above, in consultation with the headteacher.

Employees are responsible for:

- Safeguarding their own health and safety whilst at work, and also that of any person who may be affected by their actions.
- Informing the headteacher of anything that may affect their ability to safely undertake moving and handling activities, e.g. physical or psychological issues, back ache, neck or muscular strain/sprains etc...
- Reporting any injury or incident that has occurred as the result of a manual handling activity in line with the school's policies.
- Reporting any difficulties, including "near misses" they have experienced in order that the risk assessment can be reviewed to prevent injury occurring.
- Complying with working practices, safe systems of work and using equipment designed to reduce the risk of injury associated with moving and handling activities.
- Complying with school policy regarding the avoidance of injury by wearing suitable footwear and clothing and not wearing jewellery which could injure young people or themselves when undertaking moving and handling tasks.
- Any additional training requirements that staff may require to enable them to provide a suitable level of care, this includes the periodic refresher training.

REMEMBER: - it is the individual employee's responsibility to undertake only those activities for which they have been trained and they are capable of performing.

6 TRAINING

- It is mandatory for all staff who undertake moving and handling activities with young people to receive a standard level of training in basic core skills.
- It is essential that those undertaking risk assessment have sufficient skills and knowledge to do so for this area of work. Where school staff do not feel that they have the pre-requisite knowledge/competence, advice can be sought from the LEA Health & Safety Officer, LEA Manual Handling Co-ordinator or Corporate Health & Safety Section.
- Provision of training alone will not ensure safe moving and handling practices become integrated into all school activities. It is essential that schools develop a positive culture to support safer moving and handling practices. Operational support, workplace supervision, team meetings and provision of resources to improve the task or working environment will further facilitate the process.
- The risk assessment will determine the level of extent of moving and handling training required by each individual member of staff. It will also identify those who may require additional specialist training from therapists to support prescribed therapeutic interventions. It is important that the risk assessment identifies improvement both to the task and the working environment that will also reduce the risk of injury.
- The importance of training in gaining the commitment of staff to implement procedures, which minimise risk, both to the young people and themselves must be recognised and supported.
- Training must feature as a planned, continuous and regularly updated programme. It must reflect both the changing needs of the young people and also of staff. This will enable staff to provide appropriate, safe assistance with daily living activities, whilst also taking responsibility for their own safety and that of the young people with whom they work.
- Moving and handling training can be considered at various levels:
 - Standard level of core skills for moving and handling young people in:
 - Education activity sessions – eg trampolining, hydrotherapy
 - Daily living activity situations
 - Therapy sessions
 - Revision and development of moving and handling skills through refresher sessions.
 - Specialist equipment (staff must receive suitable and sufficient training prior to use of any handling equipment).

It is the Headteacher's responsibility to establish mechanisms to ensure that there is an effective and continuous approach to moving and handling training. Training needs of all staff must be kept under review.

It is essential that records are kept of any:

- Training provided by the school
- Training received by individual members of staff
- Outstanding training requirements and proposed strategies to resolve these.

Maintenance of accurate training records will enable schools to demonstrate the measures taken to fulfil their statutory responsibilities as an employer, where the question of litigation arises, or in response to an accident investigation.

7 What are the personnel issues?

- Manual handling tasks which involve handling even very small young people require staff to be physically able to safely achieve the range of movement required. It must be recognised that this could present a risk to those with existing health problems or who are new or expectant mothers. Individual capabilities and limitations will form an integral part of the risk assessment and the resulting safe systems of work.
- There is a statutory requirement to take particular account of risk to new or expectant mothers. The risk assessment must be reviewed in consultation with them and an agreed safe system of working devised. This will be an ongoing process as the pregnancy progresses, as the hormonal changes affect muscles and ligaments thus increasing postural problems and the susceptibility to injury. These risks also exist for those who have recently given birth.

8 Handling aids and equipment

- There is a wide range of manual handling aids and equipment available. Some allow mechanisation of the handling task, for example: hoists which support the full weight of the young person. Others will improve the posture of the handler and reduce the cumulative strain associated with moving and handling activities, examples include: handling belts and sliding devices.
- A culture should be developed in schools, where use of handling aids and equipment becomes an integral part of any manual handling task. Training and good support systems will facilitate this process, overcoming common reasons for non-usage of equipment.
- It is important that any manual handling aid be carefully selected. Where choice of appropriate handling aids exceeds the scope and level of expertise within a school, the advice of a Physiotherapist or Occupational Therapist may be sought. However, it must be recognised that unless required for a specific therapeutic task, there is no responsibility on behalf of the therapist to provide this service.

- All handling aids selected for a specific task must meet the following criteria:
 - Be appropriate for its intended use, for the young person, the handler, the environment and task involved.
 - Reduce the risk associated with the task, and not introduce further, uncontrolled risks.
 - Be well maintained according to both manufacturer's instructions and legislative requirements.
- Where the risk assessment indicates the need for handling aids or equipment to reduce the risk of injury to staff when assisting a young person to access the school curriculum, the school is responsible for its provision.
- The Headteacher is responsible for ensuring all equipment within the school is maintained according to both manufacturer's instructions and legislative requirements e.g. (Provision & Use of Work Equipment Regulations 1998 and Lifting Operations & Lifting Equipment Regulations 1998). Specific advice on the requirements of these Regulations can be obtained from the Education Health and Safety Adviser.
- The number of persons undertaking a hoisting task should always be determined by the risk assessment process. As a guide, when using a mobile hoist, two persons would be required – one to operate the hoist, the other to care for the child.
- In both mainstream and special schools some children may want to help their friends by pushing their wheelchairs. This practice is acceptable *provided the risks for both the child in the wheelchair and the children pushing are assessed and deemed to be low risk*. Safety precautions will include:
 - Limiting the number of children involved
 - Showing the children how to push safely
 - Taking account factors on the route – eg distance, changes of level, lighting, weather and traffic (pedestrian and vehicular)
 - Deciding the level of adult support – sometimes staff will need to walk alongside but in some cases common sense monitoring will be sufficient
 - Deciding when adults need to take over e.g. on steps
 - Ensuring wheelchair straps are worn.

9 Emergency situations

The Regulations do not preclude well-intentioned improvisation in an emergency but what is an **Emergency?**

An emergency can be defined as

“.... a sudden, unforeseen event requiring immediate action.”

Therefore an event should only be considered a true emergency if it is not possible to anticipate it happening. All other foreseeable events must have robust systems, identified by risk assessment, to ensure the safety of all concerned when they happen.

- The risk assessment process will enable procedures to be established for emergency situations, where otherwise instinctive, and unsafe, practices would continue.
- Safe working practices must be developed through use of risk assessment by identifying:
 - Who may be at risk, eg a young person who may frequently fall will place both themselves and members of staff at risk?
 - Who will be responsible for the young person in an emergency?
 - How will the young person be moved in this situation?
 - Any equipment that may be necessary for use in the specific situation.
 - Any protocol established setting out clearly defined responsibilities and procedures for dealing with emergencies identified through risk assessment.
- Staff must be trained to use any specialist equipment, identified for use in emergency situations, eg stair climbers, with frequent updates to ensure both confidence and competence to comply with the protocols in the “live” situation.
- Planning for unexpected or infrequent events must not be left out of the risk assessment process, therefore both on site and off site activities must be considered.

PLEASE NOTE:

School Fire Risk Assessments should identify what local arrangements are in place, and what action is required by the appropriate personnel.

10 What if there is an accident or injury?

- Following any accident or injury, the school must follow the accident reporting procedure immediately
- An accident report must be completed as soon as possible in as much detail as possible
- The risk assessment relating to either the task or young person concerned must be reviewed to:
 - Ensure the required/control measures have been adhered to
 - Determine the validity of the assessment and control measures currently in place
 - Identify any further measures that are necessary to prevent further accidents/injuries.

11 Acknowledgements

The needs of children and Young people with mobility and or special needs are often complex and involve a number of different people and agencies.

It is right therefore that this policy and guidance has been developed in Partnership, particular thanks go to:

Nigel Biney, Health and Safety Officer, Rotherham LEA

Phillip Nartey, Manual Handling Coordinator, Rotherham ECALS

Joe Cleary, Solicitor, Legal Services, RMBC

Schools and Children's Services Directorate, Calderdale Local Authority

Dave Moore, Education Personnel Services, Hampshire County Council

Judy Dalton, Manual Handling Advisor, Rotherham Primary Care Trust

APPENDICES

MOVING AND HANDLING

Special note:

These documents included in this booklet are in order to assist schools who currently have no established risk assessment documentation. It is NOT intended that all current risk assessments be transferred to the new document styles.

The person completing the risk assessment should be competent to undertake this task. A competent person(s) will have the following skills:

- Knowledge of the activities being assessed.
- Experience of the process.
- Personal qualities that will enable them to influence and facilitate any necessary actions.
- Training in completion of a risk assessment.

Risk assessments **MUST** be viewed as a team activity and should not be only one person's judgement.

MOVING AND HANDLING

GUIDE CHECKLIST TO A MORE DETAILED ASSESSMENT FOR MOVING LOADS		
If the answer to a question is YES place a Tick against it and any relevant comments and remedial action	YES	COMMENTS & POSSIBLE REMEDIAL ACTION WHERE APPROPRIATE
<p>The TASKS – do they involve:</p> <ul style="list-style-type: none"> • Holding the loads away from the trunk? • Twisting? • Stooping? • Reaching upwards? • Large vertical movements? • Long carrying distances? • Strenuous pushing or pulling? • Unpredictable movement of loads? • Repetitive handling? • Insufficient rest or recovery? • A work rate imposed by a process? <p>The LOADS – are they:</p> <ul style="list-style-type: none"> • Heavy? • Bulky/unwieldy? • Difficult to grasp? • Unstable/unpredictable? • Intrinsically harmful (e.g. sharp/hot)? <p>The WORKING ENVIRONMENT are there:</p> <ul style="list-style-type: none"> • Constraints on posture? • Poor floors? • Variations in levels? • Hot/cold/humid conditions? • Strong air movements? • Poor lighting conditions? <p>INDIVIDUAL CAPABILITY does the job:</p> <ul style="list-style-type: none"> • Require unusual capability? • Hazard those with a health problem? • Hazard those who are pregnant? • Call for special information/training? <p>Other Factors Is movement or posture hindered by clothing Or personal protective equipment?</p>		

DEGREE OF RISK

As a crude guide to patient level of risk the following can be applied:

HIGH RISK: Where harm is very likely to occur and the injuries will be severe

MEDIUM RISK: Where harm is likely and injury may be significant

LOW RISK: Where harm is possible but is unlikely and of low consequence

MOVING AND HANDLING

GUIDE CHECKLIST TO A MORE DETAILED ASSESSMENT FOR MOVING CHILDREN AND YOUNG PEOPLE		
If the answer to a question is YES place a Tick against it and any relevant comments and remedial action	YES	COMMENTS & POSSIBLE REMEDIAL ACTION WHERE APPROPRIATE
<p>The TASKS – do they involve:</p> <ul style="list-style-type: none"> • Holding the loads away from the trunk? • Twisting? • Stooping? • Reaching upwards? • Large vertical movements? • Long carrying distances? • Strenuous pushing or pulling? • Unpredictable movement of loads? • Repetitive handling? • Insufficient rest or recovery? • A work rate imposed by a process? <p>The CHILD (LOAD) – what is the:</p> <ul style="list-style-type: none"> • Child's weight? • Child's build (height: body shape? • Child's ability to assist • Onset of pain or fatigue? • Child's behaviour? • Child's comprehension? • Constraints, e.g. tubes etc • Child's clothing? • Child's diagnosis/disability? <p>The WORKING ENVIRONMENT are there:</p> <ul style="list-style-type: none"> • Constraints on posture? • Poor floors? • Variations in levels? • Hot/cold/humid conditions? • Strong air movements? • Poor lighting conditions? <p>INDIVIDUAL CAPABILITY does the job:</p> <ul style="list-style-type: none"> • Require unusual capability? • Hazard those with a health problem? • Hazard those who are pregnant? • Call for special information/training? <p>Other Factors Is movement or posture hindered by clothing Or personal protective equipment?</p>		

DEGREE OF RISK

As a crude guide to patient level of risk the following can be applied:

HIGH RISK: Where harm is very likely to occur and the injuries will be severe

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LOW RISK: Where harm is possible but is unlikely and of low consequence

MOVING & HANDLING RISK ASSESSMENT

Appendix 2

1) Pupil/Young Persons Name:	2) D.o.B:	3) Carer(s):
4) Address:	5) School/Setting:	
6) Date of assessment:	7) Assessment review date:	

8) Pupil/Young Persons Handling Issues**UNDERSTANDING**

Tick the most appropriate option

Age Appropriate	<input type="checkbox"/>	Not Known	<input type="checkbox"/>
Limited	<input type="checkbox"/>	Poor	<input type="checkbox"/>

COMPLIANCE

Tick the most appropriate option

Co-operative	<input type="checkbox"/>	Unpredictable	<input type="checkbox"/>
Uncooperative	<input type="checkbox"/>	Not Known	<input type="checkbox"/>

INDEPENDENT

Tick all relevant options

Walks with aids/carer	<input type="checkbox"/>	Some sitting balance	<input type="checkbox"/>
Needs assistance to transfer	<input type="checkbox"/>	Able to weight bear	<input type="checkbox"/>
Needs assistance in some situations	<input type="checkbox"/>	Unable to weight bear	<input type="checkbox"/>
Full sitting balance	<input type="checkbox"/>		<input type="checkbox"/>

OTHER ISSUES

Relevant to handling

Epilepsy	<input type="checkbox"/>	History of falls	<input type="checkbox"/>
Fragility	<input type="checkbox"/>	Pain	<input type="checkbox"/>
Sensory Loss	<input type="checkbox"/>	Fear	<input type="checkbox"/>
Fatigue	<input type="checkbox"/>	Muscle weakness	<input type="checkbox"/>
Vision Loss	<input type="checkbox"/>	Abnormal muscle tone	<input type="checkbox"/>
Hearing Loss	<input type="checkbox"/>	Reduced joint measurements	<input type="checkbox"/>
Skin Conditions	<input type="checkbox"/>	Other (give details)	<input type="checkbox"/>

9) Pupils/young person daily functional ability

Equipment aids and appliances normally used by pupil/young person

MOVING & HANDLING PLAN

Name:

D.o.B

School/Setting:

Task	Level of Risk			Number of staff required, equipment and technique
	High	Medium	Low	
Change of position: Plinth/bed				
Floor				
<u>Transfer</u>				
Floor ↔ Chair				
Chair ↔ Chair				
Chair ↔ Plinth/changing couch				
Floor ↔ Stand				
Chair ↔ Stand				
<u>Support</u>				
In standing				
In walking				

Where necessary, this section should be completed in conjunction with the relevant therapist(s) i.e. Physiotherapist/occupational therapist

Name:

D.o.B

School/Setting:

Task	Level of Risk			Number of staff required, equipment and technique
	High	Medium	Low	
Mobility:				
Walking				
Wheelchair				
Other e.g. Tricycle				
<u>Special equipment</u>				
Standing frame/prone stander				
Specialized seating				
Side lying board				
Prone wedge				
Other				
Wheelchair/toilet				

Where necessary, this section should be completed in conjunction with the relevant therapist(s) i.e. Physiotherapist/occupational therapist

Name:

D.o.B

School/Setting:

Task	Level of Risk			Number of staff required, equipment and technique
	High	Medium	Low	
Special environments: Hydrotherapy/swimming				
Steps/stairs				
Other				
<u>Transport</u> In/out car				
Bus/school transport				

Additional, non-standardized handling procedure:

Signature of assessor Date of assessment

Print name Date for re-assessment

- A copy of this plan must be available to all staff involved in handling the pupil/young person.
- A copy must be attached to pupils IEP, Annual Review and a copy in main school file.

Assessing the working environment

This section offers guidance for undertaking a risk assessment. It is designed to complement the Moving and Handling Risk Assessment course and ***must not*** be considered as an alternative to specific training. Risk assessment will prove a useful tool to enable prioritisation of risk reduction measures and inform the decision-making and resource allocation processes.

Whilst it is recognised that many schools are not purpose-built, the significant effect of the working environment on the safety of manual handling activities cannot be under estimated.

The Manual Handling Operations Regulations 1992 require an assessment of the working environment to be made in order to identify measures which will reduce the likelihood, so far as is reasonably practicable, that someone will be injured whilst undertaking a manual handling task.

The following factors must be considered when making an assessment:

Space Constraints: Areas that restrict movements or impose a postural constraint on the handler should be identified and improvements made. For example: reorganising a teaching area to allow access to stored equipment, or removal/repositioning of fixtures that cause a constriction in space.

Internal/External Surfaces: Areas likely to cause a slip, trip or fall should be identified and action taken to remove or reduce the risk. Examples include: procedures for dealing with spillage including use of warning signs, installation of non-slip surfaces in toilet, shower and pool areas and ongoing maintenance of surfaces such as playgrounds and car parks.

High Temperature: High temperatures or humidity can cause rapid fatigue and perspiration on the hand and may reduce grip. Extra care should be taken when work is in pool areas.

Lighting: Natural or artificial lighting should be sufficient to allow judgement of distance and position.

Transport: Transport should come as close to the building as site conditions allow in order minimising walking or pushing distances. Lifting children in and out of transport is particularly hazardous and should only be done in an emergency or where a suitable and sufficient risk assessment shows the risk to be low. Children should not be carried to and from transport. Wheelchairs or buggies should be used.

Off Site Activities: A detailed risk assessment as an aid to early planning is absolutely essential. There must be no surprise during the activity. If equipment, e.g., a hoist, is used on site for toileting purpose, then this must be planned for, as well as issues of access and transportation.

MOVING AND HANDLING

Appendix 4a

Name D.o.B

10) WORKING ENVIROMENT

Classroom, playground, toilets, transport, swimming pool, other	Level of risk			Specific Environment	Proposed Risk Reduction
	H	M	L		
Space constraints affecting posture					
Uneven slippery or unstable floors					
Variation level of floors and work surfaces					
Other obstructions e.g. shelves at head height					
Design of toilet/changing areas etc					
Design of classroom etc					
Design of classroom etc					
Poor lighting					
Extreme temperatures & humidity					

NB Add to child's general assessment.

MOVING AND HANDLING

Appendix 4b

Name D.o.B

11) INDIVIDUAL CAPABILITY

<u>Individual/Team Capabilities</u>	Level of risk			Specific Environment	Proposed Risk Reduction
	H	M	L		
Frequency of moving and handling tasks					
Frequency of breaks					
Variation level of floors and work surfaces					
Staff experience and competency					
Would the task pose a risk to staff with health problems, or who are pregnant?					
Clothing requirements					
Physical capability					

12)

MOVING & HANDLING AIDS TO BE USED:-
 Hoist assessment score sheet completed Y/N
 If hoisting is inappropriate, please state reasons

NB Add to child's general assessment.

Name D.o.B

13)

<p>Additional recommendations:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

14)

Assessment completed by:		Date completed:	Re-assessment date:
Print name:	Signature		

* Recommended annually or more frequently if circumstances change

Signed _____ (Headteacher/Manager of setting)

Date _____

cc Headteacher, Paediatric Physiotherapist, Occupational Therapist, Pupil File, Class teacher, SENCO.

LIFTING OPERATION & LIFTING EQUIPMENT REGS 1998
Record of “Thorough Examinations” of Hoist Slings & Accessories

Due to the recommendations of the above Regulations a “thorough examination” of hoist slings/accessories is to be made and recorded by a “competent” person every six months. This examination is to be documented and available for inspection at any time.

Sling Code No:		
Sling manufacture:		
Date of manufacture:		
Labeling legible (if no do not use)	Yes/No	Yes/No
Loops of sling damaged or frayed:	Yes/No	Yes/No
Clips of sling: Damaged		
Buckled	Yes/No	Yes/No
Cracked	Yes/No	Yes/No
Fabric worn/wearing:	Yes/No	Yes/No
Condition of stitching intact:	Yes/No	Yes/No
Signs of shrinkage:	Yes/No	Yes/No
Date of examination:		
Person checking sling:		
Designation:		
Area of work:		
Date of next examination:		
Faults found:		
Action taken/Date:		

NB: Do not use sling if any sign of damage or deterioration

MOVING AND HANDLING

Safety Check List Prior to Using Hoist and Slings

In practice, the following steps should be taken by Care staff to comply with the LOLER Regulations (1992):-

- Check that a risk assessment of the handling needs has been done, and that the Handling Plan identified from that is known.
- Check that you are using the equipment specified in the Plan.
- Do you feel able to safety use the equipment?
- Equipment safety checks prior to use:-

Slings

1. Safe working load known?
2. Labeling should be legible?
3. Loops/clips damaged or frayed? (e.g. plastic clips for cracks)
4. Fabric worn/wearing?
5. Condition of stitching?
6. Signs of shrinkage?
7. Size of appropriate to person's dimensions?
8. Sling/hoist compatibility?

Hoists

1. Safe working load known?
2. Obvious signs of damage?
3. Is (mobile) hoist manoeuvring freely?
4. Are component parts correctly assembled, in accordance with manufacturers' instruction?
5. Is based adjustment (on mobile hoist) in working order?
6. Is raise/lowering mechanism in working order?
7. Wherever possible, with mobile hydraulic hoists, the "jib" (carry bar) should be stored in fully lowered position.
8. Where an electric overhead tracking hoist is used, the carry bar should be stored in fully lowered position.

Additional points with electricity/battery powered hoist:-

9. The battery is correctly in place.
10. The battery is fully charged/left charging.
11. Any leads are correctly connected.
12. Check that emergency stop button is correctly set.

INCIDENT REPORT FORM TRANSPORT SERVICES

Part A

Name of Child School/Unit

Name of Person Report Received From Time of Incident (am/pm)

Connection/Relationship to Child Day and Date of Incident

Telephone Number Operator Concerned

Nature of Incident:

Transport Late Seating Problems Vehicle Problem Driver Problem

Route Problem Behavioral Problem Boarding/Alighting Problem Other

Details of Incident.....

.....
.....
.....
.....
.....
.....
..... (Continue overleaf if necessary)

Signature Date

Part B

Incident discussed with: - Operator School

Action Taken

Further Action Required

MOVING AND HANDLING**Appendix 7****HEADTEACHER CHECKLIST**

The following are reminders to Headteachers of safe systems that should be in place.

Safe system of work

	YES	NO	COMMENTS
• An initial assessment of each child's mobility/handling requirements is made when the child begins school and updated whenever changes are needed.	<input type="checkbox"/>	<input type="checkbox"/>	
• Handling methods, staff numbers and equipment to be used are specified in the child's care plan.	<input type="checkbox"/>	<input type="checkbox"/>	
• Carers in school have been made aware of their duty to ensure, so far as reasonably practicable, that the methods specified in the child's care plan are used, and that recommended moving and handling practices are followed. Staff should routinely check any handling equipment, stop using defective equipment and report it to Headteacher.	<input type="checkbox"/>	<input type="checkbox"/>	

Instruction and training

• An up-to-date record is kept of staff attendance at moving and handling courses.	<input type="checkbox"/>	<input type="checkbox"/>	
• All staff have attended an initial Induction course.	<input type="checkbox"/>	<input type="checkbox"/>	
• All staff have attended an Update course in the past 12-18 months.	<input type="checkbox"/>	<input type="checkbox"/>	
• That all staff, students, temporary staff or other agencies entering your premises that may need to use handling aids are competent in their usage.	<input type="checkbox"/>	<input type="checkbox"/>	

Reporting of accidents

• An incident/accident report form is completed when a member of staff reports pain in the back or limbs or has an accident.	<input type="checkbox"/>	<input type="checkbox"/>	
• There is evidence that all accident reports have been fully investigated.	<input type="checkbox"/>	<input type="checkbox"/>	

You should review and update this form at least once a year, or whenever there is a change to record.

Keep this form as a written record of your manual handling risk assessment.

Appendix 8

MOVING AND HANDLING EQUIPMENT

HANDLING AIDS

List of handling aids used or available in your school. If possible use brand name.

NAME OF HANDLING AID	HOW MANY DO YOU HAVE?	IS IT KEPT AT YOUR SCHOOL?	OTHERWISE WHERE IS IT KEPT?	IS IT IN GOOD WORKING ORDER?	ARE THERE SLINGS OR OTHER ATTACHMENTS?	REPAIRS OR OTHER ATTACHMENTS REQUIRED?	DATE OF LAST SAFETY CHECK

Appendix 9

Moving and Handling training record

May be used to record additional training received by staff, for example from Therapists or equipment manufacturers.

Name:		Job title:	Workplace:
<u>Date of training</u>	Details of moving and handling training provided (Include any further action required)		Trainer Signature

Notes for use of Training Record:

- 1 All training received by staff must be recorded, for example:
 - Training from therapists related to specific young people.
 - Use of specialist equipment from therapists or manufacturers
 - Therapeutic techniques as part of a therapy programme.
- 2 All moving and handling and hoisting courses delivered by Rotherham Culture and Leisure Services will have a separate record, however it may be useful to record dates to help plan update training.
- 3 The person delivering the training must specify the content and approximate length of training, together with any comments or recommendations for further action.
- 4 The person receiving training should also sign to confirm training has been received as stated.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS

1. **Meeting:** ECaLS Cabinet Member and Advisory Board
2. **Date of Meeting:** 17th August 2004
3. **Title:** A report highlighting the support for schools for pupils with medical needs.
4. **Originating Officer:** Roger Higginbottom, Strategic Leader Inclusion ext 2677
5. **Issue:** The report is tabled at the request of members and describes the work of the School Nurse/Health Education Liaison Adviser who has been working within the programme area for just over two years. The report also illustrates the work of the colleague seconded from the Health Authority for the second year running supporting schools and providing advice in relation to Moving and Handling Techniques. Both posts continue to be funded from the Standards Fund, but in looking to the future consideration should be given to supporting these from more permanent arrangements.
6. **Summary:** The report indicates to members the role covered by these colleagues, the nature of their work, their involvement in schools and the type and kind of training undertaken.
7. **Clearance/Consultation:** There has been no formal consultation as the report is presented for members' information.
8. **Timing:** There are no implications for timing, other than members may request to have this information presented to them again next year.
9. **Background:** The information provided presents a positive picture of the progress made within Inclusion Services in supporting schools and enabling them to effectively integrate pupils with special educational needs. As the Council started to develop more inclusive provision in response to the OFSTED re-inspection of July 2001 it became apparent that the programme area needed to consider the development of specific expertise, much of it medically based, which lay outside Education, Culture and Leisure Services. In discussion with the Executive Director for Education, Culture and Leisure Services, it was agreed that formal discussions take place with colleagues in the Health Authority to consider seconding a member of staff who could work specifically with school nurses in providing a range of support, advice and training to enable pupils with a range of needs to be supported more effectively.

The first colleague Kay Watson was originally seconded from the Health Authority in July 2002, and is now into her second full year of working within Education, Culture and Leisure Services. The role of the Health Education Nurse Advisor is to provide training and support for mainstream school staff, enabling them to meet the needs of pupils in their care with medical or disability issues. A key driver for this was the rapid increase both locally and nationally of children at risk of anaphylaxis (severe allergic reaction).

There are currently upwards of 150 pupils across all mainstream Rotherham schools that have an Individual Health Care Plan in place. Some of these children have needs which require staff to undertake training in a voluntary capacity, some who are employed as the result of a child having a statement of special educational needs.

Of the 150 pupils approximately 80 are at risk of anaphylaxis. The range of other medical issues for which training has been provided includes:

Brittle asthma	Cerebral Palsy
Epilepsy	Primary Pulmonary Hypertension
Gastrostomy feeding	Tracheostomy care
Care of naso gastric tubes	Post chemotherapy care
Ventricular peritoneal shunts	

Training for individual pupils has been delivered to 62 of the 108 primary 6 months after the initial date, then at least annually. There are several pupils whose needs change at a much quicker rate, and so these schools receive updated training more frequently. At present there are approximately 1500 staff that are trained on a named child basis. The number of staff who have attended information sessions, which benefit the whole school community, is approximately three times that. The groups of staff who have attended training cover the whole spectrum of adults in schools, head teachers, SENCOs, class teachers, support staff and some ancillary staff. Training has also been provided for staff who work with the gifted and talented programme.

Positive links have been made with Rotherham Primary Care Trust via the School Nurses and Health Visitors in particular. A significant development has been undertaken in conjunction with the Consultant Paediatrician in the Acute Trust to develop a Care Pathway for children and Young People at risk of anaphylaxis. This now means that from diagnosis, to being placed in school is now has a 'joined up' process. This has also created a route for all Paediatricians in the Acute Trust to make referrals for any of their patients who will need support to access mainstream education

This work directly enables pupils with medical needs to access their local community school. Out of school curriculum visits are now managed, without some pupils being excluded, or only being able to join their classmates, if a family member accompanies them. By taking part in the training provided, school staff are empowered to support the children and young people in their care, confidently and competently. In the role of Health Education Nurse Advisor this colleague acts as resource for all health issues within schools', and is accessible by telephone to every teacher in Rotherham.

As the work covered by the Health Education Nurse Advisor grew it became obvious that further expertise particularly in relation to support and training for schools for Moving and Handling was a priority. Again through discussions with colleagues in the Health Authority a further secondment of Phil Nartey Senior Physiotherapist was made during the financial year 2002/2003.

Mr Nartey started his secondment with Inclusion Services in September 2002 initially concentrating on training schools that had pupils with physical needs on their roll that required specific training. As of July 2004, 30 schools have received training, advice or where, in preparation for a child's inclusion, risk assessments were performed. This comprises of 4 Special schools,

3 Enhanced Nurseries, 18 Primary/Infant and Junior schools and 5 Secondary schools. In total 289 members of staff have received training. The aim of the training is highlighted below:

1. To provide ALL education staff, over a period of time, with an understanding of manual handling legislation, back care and RCN Guidelines /recommend- ations.
2. To discuss and practice child handling techniques, discuss normal movement and teach practical techniques using small apparatus and mechanised equipment with active participation from ALL relevant staff.
3. Through problem solving and practical demonstrations to encourage ALL staff to consider the issues around Risk Assessment.

The training packages delivered so far have included:

- Manual Handling Training - Children and Young people 1 day Induction with Practical sessions
- Manual Handling Training - Children and Young people ½ day Induction without a practical element
- Manual Handling Training 1 day Update Theory/Practical
- Manual Handling Training ½ day Update Theory /Practical
- Manual Handling Training - Issues for Head teachers, teachers and SENCOs
- Manual Handling Training – Load Handling Issues 1 day induction with Practical sessions

Both colleagues have successfully developed links with a range of agencies which are highlighted below:

- Physiotherapists at the Child Development Centre, in Mental Health
- Occupational Therapists at the Child Development Centre
- Speech Therapists at the Child Development Centre
- School Nurses within Special Schools and Mainstream schools
- Tissue Viability Nurse in Community, RDGH
- Specialist Nurse Advisor Limb lengthening, Sheffield Children's Hospital
- Manual Handling Advisors from Social services, Primary Care Trust, Rotherham, Acute Trust RGH
- Head teachers, teachers and SENCO's
- Building Managers
- Health and Safety Officer
- Special Educational Needs Officers
- Early Years Service
- Union representatives

10. **Argument:** The work of the two colleagues seconded to Inclusion Services has enabled increased support guidance and advice to be given to a wide range of schools. The arrangements currently operating within Rotherham are not replicated in any other Council across the Yorkshire and Humberside region.
11. **Risks and Uncertainties:** There are no specific risks or uncertainties contained within the report other than the need for Inclusion Services alongside others to continue to develop strategies that promote the inclusion agenda within the borough.
12. **Finance:** There are no specific financial implications contained within the report but as the work of the Children and Young Peoples Development Team continues and the analysis of individual multi-agency service budgets develop consideration should be given to how these posts may be funded from base budget in the future.
13. **Sustainability:** Members should note that further plans which outline the continuing work with schools and partner agencies in developing more inclusive long term plans will be incorporated into a new strategic plan in which the work of these colleagues would be integrated.
14. **Wards Affected:** All Wards
15. **References:** Special Educational Needs Strategic Development Plan 2002-2006.
16. **Presentation:** The information presented gives a clear update of the progress made within the SEN Strategic Development Plan 2002-2006.
17. **Recommendations:**

That Members receive and comment on the report.