

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 1, 01 April 2017 – 30 June 2017

### 1.0 Introduction

- 1.1 This report provides an overview of issues and progress that have occurred during the period of the report towards the priority of Children and Young People. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

### 2.0 Key Developments

#### 2.1 SEND Inspection, Ofsted (AMc)

Between 27 March and 31 March 2017, Ofsted and the Care Quality Commission conducted a joint inspection in Halton. They spoke to children and young people with special education needs and/or disabilities, parents and carers, local authority and National Health Service officers. They also visited a range of health and education providers including schools, Children's Centres, Early Years settings and Riverside College. Inspectors spoke to leaders for health, social care and education, staff from all sectors and governors about the implementation of the reforms. Finally they reviewed a range of performance information and evidence, including the local offer, commissioning and Halton's self-evaluation.

The final letter providing the outcome of the inspection was scheduled for publication May 2017, however due to political sensitivity and the date of the general election, Ofsted advised that it would not be issued until 9 June 2017 and published on 16 June 2017. A link to the letter is attached, and a full report on the findings of the inspection will be presented to Policy and Performance Board for Children and Young People in September 2017.

Link to report: <https://reports.ofsted.gov.uk/local-authorities/halton>

#### 2.2 Promoting Education to Post LAC children and Care Leavers (AMc & TC)

Under the Children and Social Work Act there is a new duty placed on the local authority around promoting the educational outcomes for children previously looked after. The duty states that the local authority must make advice and information available for the purpose of promoting the educational achievement of each relevant child educated in their area. It must appoint at least one person for the purpose of discharging the duty imposed and it may do anything else that they consider appropriate for meeting this duty.

The same Act also introduces an extension of duties that the local authority must provide to care leavers. This requires the local authority to publish information about services that will assist care leavers in, or preparing for, adulthood and independent living including services relating to education, training and employment. The local authority must also provide advice and support for each former relevant child until they reach 25 and they must have a Pathway Plan which includes support for education, training and employment.

Each of these new duties have capacity, resources and funding implications for Halton's Virtual School for Children in Care.

- 2.3 Halton Domestic Abuse Family Service (AMc)  
Halton Domestic Abuse Family Service is currently being delivered by Catch22. The service is supporting families affected by Domestic Abuse at Level 3. During the last 12 months, there have been 100 families referred, consisting of 215 individuals. The service has successfully closed 78 cases, with 21 stepping down. 18 individuals have successfully completed the full seven week group Gateway programme and 73 individuals have been supported with one to one support. Four service users obtained employment, education or volunteering. 12 service users have completed Peer Mentor training with Catch22.
- 2.4 Troubled Families Programme (AMc)  
The Halton Troubled Families programme continues and the data team are on target to identify and allocate the target of 1350 families set by the DCLG by the end of the programme with 55% of the target identified. 213 families have been claimed for against the payment by results criteria at the end of May 2017 with £170,400 income generated from these claims. 69% of the claims have shown 'significant and sustained progress' against each of the criteria which the families have presented with and those identified during the intervention. 31% of the claims are for families who have ceased claiming benefits and/or have made significant progress towards gaining employment.
- 2.5 Conversion of The Grange School (Private Finance Initiative) to Wade Deacon Trust (AMc)  
The Authority received an Academy Order from the Secretary of State in October 2016 approving the conversion of The Grange School to Academy status as part of the Wade Deacon Trust. The Grange is a Private Finance Initiative (PFI) School. Construction commenced in 2011 and the building work was completed with service commencement in April 2013. The PFI arrangements commenced in April 2013 and will cease in 25 years from service commencement (2038). Due to the complexity of the conversion, funding has been secured from the Department for Education to allow the Local Authority to secure specialist legal support. Although the initial set up meeting took place in June, due to the complexity of the conversion, no final date for the conversion has yet to be agreed.
- 2.6 Percentage of School Admission Preferences met: Primary and Secondary Schools (AMc)  
At Primary level 90% of parents in Halton received their first preference in line with the national average of 90%. 98% received one of their three preferences compared with 97% nationally.  
  
At Secondary level 94% of parents received their first preference compared with 84% nationally, and 99% received one of their three preferences compared with 95% nationally.
- 2.7 Special Measures (AMc)  
There are now no schools in Halton in either the nursery, primary, secondary or special sector in special measures following the inspections undertaken during summer 2017.
- 2.8 Disability Access Fund (AMc)  
The Equality Act 2010 ensures that Local Authorities and settings must not discriminate, harass or victimise disabled children and must make reasonable adjustments. Local authorities must ensure that children with Special Educational needs and/or disability are found suitable provision. The Disability Access Fund (DAF) was introduced in April 2017

and will support access to early years childcare provision by supporting providers in making reasonable adjustments to their settings and/or helping with build inclusive capacity (this may be for the child in question or to benefit children as a whole attending the setting).

Providers who offer early years funded childcare for eligible three and four year olds will be entitled to receive a lump sum of £615 DAF per year. Providers should discuss with parents/carers how they intend to use the DAF payment to support their child's needs.

Three and four years olds will be eligible for DAF if they meet the following criteria:

- Child is in receipt of child Disability Living Allowance and;
- Child receives Free Early Years Entitlement funding.

Application details and the DAF policy have been shared on the Education and Childcare section of the Local Offer website and a link to this is provided on the Family Information Service website. Details will also go out in a separate communication with all childcare providers.

Link: <https://localoffer.haltonchildrenstrust.co.uk/schools/#daf>

## 2.9 Complex Dependency Programme (TC)

The project board have made the decision to end plans for a Cheshire IT portal. This was as a result of the significant information governance issues and changes to data protection legislation which made the project unviable, despite the efforts of staff from all the agencies.

## 3.0 Emerging Issues

### 3.1 Horizon scanning/National drivers

#### Childminders 30 hours update (AMc)

All three and four year olds can currently access up to 15 hours of free childcare from the term after their third birthday. From September 2017 they may be eligible to an additional 15 hours. The local authority has issued all Early Years providers with an interim funding contract to allow them to deliver the extended entitlement between September 2017 and March 2018. In addition, Halton have modified the funding payment arrangements for the additional 15 hours to ensure that it reflects the higher take-up. Contractual and funding arrangements should align with the existing processes following the transitional period in April 2018.

The local authority has recently purchased a software package from Servelec to provide a Provider Portal which is a government requirement, and will allow for all Early Years Providers to submit a headcount and census data, and to check eligibility themselves. The Child Place Planning team are preparing a number of briefing sessions to demonstrate the new system to providers.

#### Data Protection guidance for schools

From May 2018, schools must comply with the new General Data Protection Regulation (GDPR) or face financial penalties of up to 4% of their turnover. The new regulations are designed to increase the safety and security of data held by all organisation in the EU, and will remain binding in the UK post-Brexit.

## 3.2 Halton Specific

### Education Strategic Partnership Board (AMc)

In July 2017 the first meeting of the Education Strategic Partnership took place. The aim of Board is to provide the local framework for securing accountability for, and continual improvement in, the quality of education and standards of educational achievement and delivering out ambition. The Board will seek to provide and model system leadership, making recommendations which have professional and moral authority. Membership includes representatives from Riverside College, Nursery, Primary, Secondary and Special school leaders, governors, teaching schools, Dioceses, The Bridge, Virtual school and the local authority. All partners are committed to working together to improve outcomes for all Halton Children and Young People.

### Independent fostering agencies quality monitoring process (AMc)

Compliance visits have taken place to placements in children's homes for a number of years but this process has not existed in relation to fostering agencies. Five authorities (Halton, Liverpool, Cheshire West and Chester, Cumbria and Wigan) have now worked collaboratively to both develop a format as well as consulting with a number of agencies in the region to develop a self-assessment form. This work has been positively received by the agencies and visits will take place involving 2 local authorities for each visit on behalf of the region. The format has been signed off and visits are planned to begin from September 2017 with the visit schedule coordinated by Placements North West.

### Internship for SEND

Working in partnership with departments with the council and with Riverside College, the local authority expect to deliver a Supported Internship trial programme from September 2017 for six young people. The programme will run across the academic year 2017/18 and during this time the College and local authority will review progress and experiences to consider widening the implementation of supported internships from September 2018.

### In Year Fair Access Protocol

A new In Year Fair Access Protocol has been agreed between Halton Association of Secondary Headteachers (HASH) and the local authority which will take effect from September 2017. To facilitate this revised approach HASH have agreed to fund a dedicated post for a two year period. The Protocol will be legally binding and it aims to ensure that all schools admit a fair share of children who meet the criteria for consideration under the scheme. It is also intended to ensure that these children are placed without delay to minimise the impact on their education.

### Halton's Local Offer

Previous years reporting of the Local Offer usage has been under-reported. This was based on usage counted as sessions (time spent). Each session was counted as 1 usage, regardless of how many pages accessed. Counting usage by pages viewed is a more accurate reflection of how the Local Offer is being used by children, young people, parent/carers and professionals to find information, advice and support.

2015/16 performance reported as 3,868 should be 20,046 and 2016/17 previously reported as 10,573 should be 37,215 using the page views data. Based on analysis of previous years usage and to allow for increased awareness of the Local Offer the new target for 2017/18 is 40,000 page views.

#### 4.0 Risk Control Measures

- 4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2017-18 business plan.

#### 5.0 Progress against high priority equality actions

- 5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website <http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

## 6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance measures across the key business areas that have been identified by the local authority contributing the priority of Children and Young People.

### Objective: Improve outcomes for children and young people through effective multi-agency early intervention (PED01)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned Service)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (SCS SH04)	156	115	45		
PED01 03	Monitor the number of young people going missing in the year	395	N/A	116		
PED01 04	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot at the end of the quarter)	24	N/A	23		
PED01 05	Reduce the number of children subject of fixed term exclusions	244	270	116 (Spring term)		
PED01 06	Reduce the rate of permanent exclusions	0.046 %	0.035 %	0.087% (Spring term)		
PED01 07	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF at any point in the year)	560	600	344	N/A	
PED01 08	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	368	N/A	451		
PED01 09	Reduce the number of children and young people who enter the care system	97	70	19		

#### Supporting commentary:

PED01 01, 02 and 03: During this quarter, return interviews are being completed within 72 hours. There have been 332 missing from home notifications in relation to 116 individuals. In regard to repeat individuals there are 45 individuals that are responsible for 270 incidents. Catch22 has seen another increase in notifications and the individuals. Demographics of the missing children in Halton are consistent with an even split in male and female. However this quarter, children are younger, with the average age of 14.

PED01 04: The CSE Operational group is in place and positive feedback has been received from partners in relation to closely monitoring this cohort and activity.


PED01 05 and 06: There has been a significant number of fixed term and permanent exclusions for the Spring term. The attendance and behaviour team are supporting young people and schools, together with other services to avoid exclusions. Social Emotional and Mental Health remains a significant concern in schools, and is the most common reason for fixed term exclusions. Those subject to fixed term exclusions are at higher risk of permanent exclusions.

PED01 07: CAF numbers continue to be high compared to other North West authorities. As the figures are accumulated over the year the first quarter is always lower than subsequent quarters.

PED01 08: 318 referrals were received in quarter 1

PED01 09: This area is closely monitored and analysis undertaken on a regular basis. There is ongoing exploration of the reasons for children entering care and regular scrutiny in this area.

Ref:	Milestones	Quarterly Progress
PED01a	Monitor and review the effectiveness of iCART (June 2017)	
PED01b	Establish and implement a multi-agency locality provision (March 2018)	
PED01c	Develop a system to identify, assess and support vulnerable adults (March 2018)	

PED01d	Implement the Cheshire IT Portal (March 2018)	NO LONGER RELEVANT
PED01e	Develop performance information which ensures that early intervention is responsive to trends of those being referred to children's social care	

Supporting commentary:

PED01a: Weekly performance meetings with the principal managers, divisional managers and support from the performance team have ensured an ongoing improvement in the percentage of contacts and referrals for both Children's social care and early intervention being authorised within timescales. The percentage of 360's being completed and authorised within timescale has risen from an average of 25% in June to 100% for the three weeks in July that the data is available for.





PED01b: Work is ongoing to establish if there are further multi-agency staff who could enhance the two locality teams. Staff from a wide variety of partner agencies participate in weekly Working Together meetings which provide a multi-agency forum for allocation and discussion of Level 2 cases.

PED01c: The project for vulnerable adults, WAVES, who have complex needs but do not require a social care intervention has been launched and two Adult Coordinators are based within iCART. Referrals are being received and development work with Police is continuing.

PED01d: This milestone is no longer relevant (please see Key Developments above).

PED01e: Early Intervention managers participate in a monthly performance challenge meeting with divisional managers, principal managers for social care and the operational director, with support from the performance team. This monitors trends and performance.




### Objective: Raise attainment and progress at Key Stage 2 (PED02)





Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Increase the percentage of children reaching the expected standard in reading at KS2	63.4%	N/A	68.8%		
PED02 02	Increase the percentage of children reaching the expected standard in writing at KS2	65.9%	N/A	71.5%		
PED02 03	Increase the percentage of children reaching the expected standard in maths at KS2	64.9%	N/A	70%		
PED02 04	Increase the percentage of children achieving the expected standard in Reading, Writing and Maths (SCS CYP02)	46.8%	N/A	55.8%		
PED02 05	Increase the average key stage 1 to 2 progress score for reading	-0.2	N/A	Awaited		
PED02 06	Increase the average key stage 1 to 2 progress score for writing	-1.4	N/A	Awaited		
PED02 07	Increase the average key stage 1 to 2 progress score for maths	-0.4	N/A	Awaited		
PED02 08	Increase the percentage of Children in Care achieving expected outcomes at KS2 (SCS CYP16)	Awaited				

Supporting commentary:

All attainment data provided is provisional data only.

As this is a new assessment system, and 2016 results have proved to be unreliable nationally, targets will not be set until further information is available. A full report on attainment will be provided to Policy and Performance Board in September.

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis, and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2017 and identify actions, including levels of support and intervention, required to improve inspection outcomes (March 2018).	
PED02b	Develop data tracking system (March 2018).	
PED02c	Conduct the annual analysis of school performance data for all primary schools during September to December 2017 (with further reviews undertaken at key points in the performance data release cycle).	

PED02d	Analyse, evaluate and report end of Key Stage 2 achievement outcomes (December 2017).	
PED02e	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2017).	
PED02f	With schools, monitor the impact of Pupil Premium and its impact on raising achievement (March 2018).	
PED02g	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support and wider system leadership (March 2018).	

Supporting commentary:

PED02a: Revised categorisation of schools will be undertaken in early Autumn 2017.

PED02b: Comment to follow in Q2.

PED02c: Performance data from schools will be analysed and shared with schools, settings and officers in early Autumn 2017.









PED02d: Initial KS2 outcomes will be shared with PPB in September 2017 with more detailed information analysis in October and January.

PED02e: The Children in Care and Care Strategy will be reviewed which will identify areas for support.

PED02f: School improvement officers, including associated School Improvement advisors have continued to support individual schools with strategies to diminish the difference in attainment and progress of vulnerable groups. A diminishing the difference network group provides further challenge and support to those schools who participate in this network.

PED02g: Schools and settings will be categorised in the Autumn 2017 to identify the levels of support linked to the school's category or degree of vulnerability.

### Objective: Raise achievement in Early Years (PED03)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage (SCS CYP)	62%	62%	61%		
PED03 02	Increase the percentage of 2 year old funded children achieving a good level of development	20%	20%	20%		
PED03 03	Increase the take up of Early Years Entitlement for 3 and 4 year olds	93%	92%	91%		
PED03 04	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	97%	90%	94%		
PED03 05	Reduce the good level of development attainment gap for disadvantaged children and their parents at EYFS	24%	19%	Awaited		

Supporting commentary:




All attainment data provided is provisional data only.

A full report on attainment will be provided to Policy and Performance Board in September.

PED03 03: The increase of the take-up of the 3 and 4 year old entitlement remains an ongoing focus of Family Information Services promotional activities.

Additional measure information around the take up of 2 year olds shows that target of 497 from DfE has been exceeded with 530 in Halton.

PED03 04: The proportion of providers with an outcome of Good or Outstanding continues to be above the national average.

Ref:	Milestones	Quarterly Progress
PED03a	Develop data tracking system across early years (March 2018).	
PED03b	Implement recommendations from the Early Years Review and OFSTED Early Years thematic report (March 2018).	
PED03c	Analyse the outcomes of children who have accessed funding two year old placements (January 2018).	



Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED03d	Complete RAG categorisation process for all EYFS settings by October 2017, and identify actions, including levels of challenge, support and intervention required to improve quality of educational provision.					
<p>Supporting commentary:</p> <p>PED03a: Work is currently being undertaken to identify the most appropriate tracking system for use across all early years providers and the local authority.</p> <p>PED03b: The One Halton Child Development Steering group has produced an action plan which addresses the recommendations of both the Early Years review and the thematic Early Years Ofsted report.</p> <p>PED03c: This information will be available in January 2018.</p> <p>PED03d: EYFS settings have been RAG rated and support and intervention identified.</p>						

### Objective: Improve the offer for children and young people with SEND (PED04)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase participation in the POET Survey (Parent/Guardians)	N/A	70	67		
PED04 02	Increase the percentage of Education Health Care Plans completed within 20 weeks	23%	80%	67%		
PED04 03	Increase the number of schools identified as Nurture Champions	12 schools	20%	21 schools		
PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	N/A	90%	77%		
PED04 05	Increase the number of people accessing the Local Offer (proxy measure of number of page views)	37,215	40,000	10,108		

Supporting commentary:

PED04 02 and 04: Halton are expected to complete all of the conversions by 31 March 2018 and are confident that this target will be achieved. Timescales for completion of assessments are improving.

PED04 03: Nurture groups have increased dramatically over the year. 21 schools attend the nurture network meetings. Satisfaction with the content and training is high. Three schools have received whole staff awareness and support this half term and are setting up for September. Training is planned in more schools in September.

PED04 05: See emerging issues for information around Local Offer page views.

Ref:	Milestones	Quarterly Progress
PED04a	Develop and refine the annual analysis of progress data for children and young people with additional SEND funding through Enhanced Provision or Education Health Care Plans (March 2018).	
PED04b	Undertake a review of all SEND provision within the borough (March 2018).	
PED04c	Improve provision in Halton for young people with challenging behaviour and social, emotional and mental health challenges (March 2018).	
PED04d	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views with the SEND reform process in Halton, to increase satisfaction with their experience (March 2018).	

Supporting commentary:





PED04a: This issue is to be addressed as part of the action plan following the SEND inspection. Current systems to be refined to create meaningful outcomes data.

PED04b: A school forum sub-committee is meeting to review SEND provision for Halton pupils. The specification of an All Age review of provision is currently being drawn up.

PED04c: A review of support for children and young people with SEMH has been commissioned. The outcome of this review will be shared in Autumn 2017.

PED04d: The evaluation closes 31 July 2017. Halton is liaising with the agency commissioned by DfE to collate the information gathered. Report expected during quarter 2.



**Objective: Improve participation and skills for young people to drive Halton's future (PED05)**

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.8%		
PED05 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	0.7%		
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	84.3%	84.3%	Awaited		
PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	54.4%	54.4%	Awaited		
PED05 05	Monitor the percentage of young people progressing to Higher Education (SCS CYP13)	28%	28%	Awaited		

Supporting commentary:

All targets have been revised in line with the publication of 2015/16 data (shown in the 2016/17 data column as published with a timelag) and the new DfE calculations.

PED05 01 and 02: Current figures represent June 2017. The measures are taken annually in January. There is a robust tracking method which allow the authority to maintain a good understanding of young people's activities.

Ref:	Milestones	Quarterly Progress
PED05a	Develop the 14-19 Commissioning Statement to reflect Local Enterprise Partnership priorities (March 2018).	
PED05b	Develop a Post 16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2018).	

Supporting commentary:

PED05a: The previous 14-19 Commissioning Statement document format has been revised to better meet the needs of the 14-19 team. The document has been completed and awaiting next steps in publication.




PED05b: Monitoring framework has been written in draft form so it can be linked to School Improvement Strategy when revised.

## 7.0 Financial Summary

Awaited from Finance.




## 8.0 Appendix I

8.1 Symbols are used in the following manner:

Progress		Milestone	Measure
Green		Indicates that the milestone is on course to be achieved within the appropriate timeframe.	Indicates that the annual target is on course to be achieved.
Amber		Indicates that it is uncertain, or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.	Indicates that it is uncertain or too early to say at this stage whether the annual target is on course to be achieved.
Red		Indicates that it is unlikely or certain that the objective will not be achieved within the appropriate timeframe.	Indicates that the target will not be achieved unless there is an intervention or remedial action taken.

8.2 Direction of Travel indicator

Where possible measures will also identify a direction of travel using the following convention:

Green		Indicates that performance is better compared to the same period last year.
Amber		Indicates that performance is the same as compared to the same period last year.
Red		Indicates that performance is worse compared to the same period last year.
N/A		Indicates that the measure cannot be compared to the same period last year.

8.3 Key for responsible officers:

**AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service

**TC** Tracey Coffey, Operational Director, Children and Families Service