

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 13 June 2016 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R'.

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Lauren Cassidy	Labour
Councillor Susan Edge	Labour
Councillor Charlotte Gerrard	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Stan Parker	Labour
Councillor Christopher Rowe	Liberal Democrat
Councillor John Stockton	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail  
[ann.jones@halton.gov.uk](mailto:ann.jones@halton.gov.uk) for further information.  
The next meeting of the Board is on Monday, 12 September 2016*

**ITEMS TO BE DEALT WITH  
IN THE PRESENCE OF THE PRESS AND PUBLIC**

**Part I**

<b>Item No.</b>	<b>Page No.</b>
<b>1. MINUTES</b>	
<b>2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)</b>	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
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**PERFORMANCE MONITORING**

**11. PERFORMANCE MANAGEMENT REPORTS - QUARTER 4  
2015-16**

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***In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.***

**REPORT TO:** Children, Young People and Families Policy & Performance Board

**DATE:** 13 June 2016

**REPORTING OFFICER:** Strategic Director, Community and Resources

**SUBJECT:** Public Question Time

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

### **2.0 RECOMMENDED: That any questions received be dealt with.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
  - (ii) Members of the public can ask questions on any matter relating to the agenda.
  - (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
  - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
  - (v) The Chair or proper officer may reject a question if it:-
    - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
    - Is defamatory, frivolous, offensive, abusive or racist;
    - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or

- Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

#### **4.0 POLICY IMPLICATIONS**

None.

#### **5.0 OTHER IMPLICATIONS**

None.

#### **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children and Young People in Halton – none.**

6.2 **Employment, Learning and Skills in Halton – none.**

6.3 **A Healthy Halton – none.**

6.4 **A Safer Halton – none.**

6.5 **Halton's Urban Renewal – none.**

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 13 June 2016

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

## **1.0 PURPOSE OF REPORT**

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

## **2.0 RECOMMENDATION: That the Minutes be noted.**

## **3.0 POLICY IMPLICATIONS**

- 3.1 None.

## **4.0 OTHER IMPLICATIONS**

- 4.1 None.

## **5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **5.1 Children and Young People in Halton**

None

### **5.2 Employment, Learning and Skills in Halton**

None

### **5.3 A Healthy Halton**

None

### **5.4 A Safer Halton**

None

### **5.5 Halton's Urban Renewal**

None

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.



**Extract of Executive Board Minutes relevant to the Children, Young People and Families Policy and Performance Board**

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**EXECUTIVE BOARD MEETING HELD ON 11 FEBRUARY 2016**

<b>106</b>	<b>SCHOOL ADMISSIONS ARRANGEMENTS 2017 – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People and Economy, on school admission arrangements for the 2017 intake into Halton's schools.

The Board was advised that in November 2015, Halton Local Authority issued a statutorily required consultation paper on the proposed admission arrangements and co-ordinated admission schemes for the September 2017 intake. It was noted that the consultation ran until 11 December 2015, with no changes proposed to the current oversubscription criteria for local authority schools.

As commissioner of school places, the Local Authority must ensure that the admission arrangements were fair, clear and objective and complied fully with all statutory requirements. It was reported that no responses to the consultation had been received.

Reason(s) for Decision

The decision was statutorily required and any revision to the proposed arrangements may adversely affect school place planning, as detailed in the report.

Alternative Options Considered and Rejected

Other options considered and rejected included the allocation of places through random selection (lottery), as this method could be seen as arbitrary and random.

Implementation Date

The Policy applied to the September 2017 academic intake.

**RESOLVED:** That the School Admissions Policy, Admission Arrangements and Co-ordinated Schemes for admission to primary and secondary schools for the 2017/18 academic year be approved.

**EXECUTIVE BOARD MEETING HELD ON 24 MARCH 2016**

<b>131</b>	<b>DEVELOPMENT OF THE REGIONAL ADOPTION AGENCY FOR WARRINGTON, WIGAN, ST HELENS, HALTON AND CHESHIRE WEST AND CHESTER – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People and Economy, on plans for the development of a Regional Adoption Agency (RAA), for Warrington, Wigan, St Helens, Halton and Cheshire West and Chester.

The Board was advised that the Government had outlined its expectations that local authorities establish Regional Adoption Agencies in an announcement on Regionalising Adoption. The rationale for this was that a greater pool of adopters would be available and that children would have a better chance of being matched with a family that could meet their needs.

It was reported that Halton and Cheshire West and Chester were full partners in the development of the new RAA, together with Wigan, Warrington and St Helens (WWIISH). Together, the five local authorities would provide the scale required by Government for an RAA. Further, the inclusion of Adoption Matters and Caritas Care, (both Voluntary Adoption Agencies), in the development of the RAA, provided the partnership with an opportunity to build an RAA drawing on best practice from each of the partners and to meet changing demands through the pooling of expertise and resources.

The report provided further detail for Members' consideration on:-

- Aims and objectives of the RAA;
- Benefits of the RAA;
- Project Governance arrangements;
- Key project activities, milestones and update on progress;
- The Communications and Engagement Plan;
- An Options appraisal for the delivery vehicle of the RAA; and
- The Transition Plan and Next Steps.

#### Reason(s) for Decision

A decision was required for Halton's agreement to progress with a plan for a regional adoption agency. This was in partnership with four other local authorities and two voluntary agencies and services for adoption which were currently delivered directly by Halton, would be delivered on its behalf by the regional adoption agency.

#### Alternative Options Considered and Rejected

An options appraisal had been undertaken by the Project Board for the regional adoption agency.

Implementation Date

The proposed implementation date would be October 2016.

RESOLVED: That

- 1) the contents of the report be noted;
- 2) the approach being taken be agreed;
- 3) the proposed scope and function of the RAA be agreed;
- 4) the approach of the RAA Board to set out a transition plan and the bid for further funding in March 2016 be agreed; and
- 5) any further requirements to achieve the RAA are delegated to the Strategic Director, People and Economy, in conjunction with the Portfolio holder for Children, Young People and Families.

**132**

**ACADEMIES UPDATE**

The Board considered a report of the Strategic Director, People and Economy, which provided a brief from the Scrutiny Topic Work undertaken by the Children, Young People and Families Policy and Performance Board, on "*How we work with our family of schools*".

Members were advised that the Scrutiny Group held four meetings between December 2014 and September 2015, in which they considered the role of the Local Authority (LA) in all schools, including its relationship with Academies. The Group considered whether there should be a differentiated approach between officer roles, service provision and charges for maintained schools and Academies.

Councillor Dennett, Chairman of the Children, Young People and Families Policy and Performance Board attended the meeting to present the report. The recommendations that emerged from the process were noted as follows:

That, to ensure that the LA can share information and provide a level of influence across all schools:

- All schools should receive the e-circular;
- All Head Teachers and Principals to be invited to the Head Teacher meetings with the Director;
- Consideration be given to the charges that were currently levied to Academies for access to Council Services, charged at full cost recovery only; and
- Officers continue to promote partnership working, encouraging Academies to work with the Council, including the purchase of services through HBC Service Level Agreements.

Councillor Dennett dealt with Members' questions before being thanked for his attendance.

Reason(s) for Decision

Working in partnership with all the schools across Halton would provide a more coherent, consistent offer for children and young people and the Borough.

Alternative Options Considered and Rejected

It was not considered appropriate to treat Academies and the Free School differently as the Halton offer could only be strengthened by all schools and the local authority working together.

Implementation Date

April 2016.

RESOLVED: That

- 1) the work undertaken by the Scrutiny Topic Group be noted; and
- 2) the recommendations of the Children, Young People and Families Policy and Performance Board be approved.

**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 13 June 2016

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Special Strategic Partnership Board minutes

**WARD(s):** Boroughwide

**1.0 PURPOSE OF REPORT**

1.1 The Minutes relating to the Children and Young People's Portfolio which have been considered by the Special Strategic Partnership Board (Halton Children's Trust Executive Group) are attached at Appendix 1 for information.

**2.0 RECOMMENDATION: That the Minutes be noted.**

**3.0 POLICY IMPLICATIONS**

3.1 None.

**4.0 OTHER IMPLICATIONS**

4.1 None.

**5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

**5.1 Children and Young People in Halton**

None.

**5.2 Employment, Learning and Skills in Halton**

None.

**5.3 A Healthy Halton**

None.

**5.4 A Safer Halton**

None.

**5.5 Halton's Urban Renewal**

None.

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.



## Halton Children's Trust: Minutes 17.12.15 – Boardroom, Municipal Building, Widnes

### Present:

Cllr Ged Philbin	Lead Member for Children's Services HBC (Chair, Part A)
Thomas Norris	INVOLVE and Halton Bright Sparks (Chair, Part B)
Tracy Ryan	Assistant Policy Officer, People & Economy, HBC (Minutes)
Cllr Dave Cargill	Community Safety Police and Crime Panel
Eileen O'Meara	Director of Public Health for Halton
Richard Strachan	Chair, Halton Safeguarding Children Board
Phil McClure	Addaction
Vicky Jolly	5 Boroughs Partnership
Claire Lomax	InterAction Rep (formally CYP Voluntary Sector Forum)
Angela Paget	Head Teacher St. Bede's Juniors
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Nigel Wenham	Cheshire Police
Anne Simmons	Saints Peter & Paul Catholic College
Pat Hansen	Halton Housing Trust
Chloe Buglass	Halton Family Voice/INVOLVE

### Guest:

Sharon Palmer-Johnston BookTrust

### Apologies:

David Parr	Chief Executive HBC
Gerald Meehan	Strategic Director of Children's Services, HBC
Michelle Bradshaw	Family Services Manager, Child/Family Services, Bridgewater
Caroline Williams	Associate Director of Operations, Bridgewater
Mary Murphy	Principal, Riverside College
Theresa Tierney	Executive Director of Customer Services, Halton Housing Trust
Debbie Houghton	Principal Policy Officer, People & Economy, HBC
Catherine Johnson	Principal Performance Officer, People & Economy, HBC
Michelle Forder	Parent & Voluntary Lead Engagement Officer
Tracey Coffey	Operational Manager, Children & Families, HBC
Anita Parkinson	Divisional Manager, 0-25 Inclusion, HBC
Simon Banks	Chief Executive Halton CCG
John Hunt	Halton Speak Out
Angela Ryan	Assistant Director, 5 Boroughs Partnership (CAMHS)

Item		Action	Deadline
1.	<b>MINUTES AND ACTIONS FROM MEETING 24.9.15</b> A few amendments were noted under item 3.7 (page 4) for St Bede's Junior School partner update – REVISED Minutes will be circulated. Otherwise the minutes from the last meeting were accepted as true and accurate. Matters arising included:		
1.1	<u>3.2 INVOLVE</u> PMcC explained that early in 2016 Halton Youth Cabinet will be undertaking a project working with schools to recruit and involve more young people. This links in with the other action for Gerald		

	Meehan to promote via Schools E-Circular. <b>Action:</b> <ul style="list-style-type: none"> <li>• <b>Agenda item for the next meeting April 2016.</b></li> </ul>	PMcC	April 2016
<b>2.</b>	<b>DISCUSSION ITEMS</b>		
2.1	<p><b>Book Trust Presentation</b></p> <p>Sharon Palmer-Johnston presented an overview of the BookTrust service which is the largest national reading charity:</p> <ul style="list-style-type: none"> <li>• Helping transform lives by getting children and families reading to improve literacy and social mobility;</li> <li>• Assist parent-child bonding and attachment;</li> <li>• Help to establish reading as a 'calming routine'.</li> </ul> <p>There are a range of programmes delivered through the Library Service, Health Visitors, Children's Centres, Early Years, Primary and Secondary Schools. Resources provided through Halton's BookStart amount to £55,000 and include:</p> <ul style="list-style-type: none"> <li>• Every baby is given a 'baby pack';</li> <li>• Every child gets a 'treasure pack';</li> <li>• Bookshine is a pack for children who are deaf;</li> <li>• Booktouch is a pack for blind or partially sighted children;</li> <li>• Bookstart Star is for children with additional needs which impact on, or cause delay with the development of their fine motor skills;</li> <li>• Bookstart Corner is a targeted programme for children aged 12-24 months provided in partnership with Childrens Centres;</li> <li>• Primary Schools are provided with Booktime packs for all children in Reception and Read For My School competition;</li> <li>• Secondary Schools receive school library packs and Bookbuzz for Year 7 pupils to encourage independent choice and reading for pleasure;</li> <li>• Other targeted programmes provided through schools for example, Letterbox Club aims to improve the educational outlook for children in care.</li> </ul> <p>A range of resources for <a href="#">professionals</a> are available.</p>		
2.2	<p><b>SEND Reforms Update</b></p> <p>AMc provided the update on Anita's behalf around the progress implementing the SEND Reform, key points below:</p> <ul style="list-style-type: none"> <li>• The number of children to have an Education, Health and Care (EHC) Plan will be much smaller than those that previously had SEN Statements or Learning Disability Assessments. This is due to the Graduated Approach which ensures that schools, settings, colleges/Post-16 provision utilise existing resources to support and meet the child or young persons' needs. Only those children and young people whose needs are more complex are expected to have an EHC Plan;</li> <li>• Ofsted Inspection – the Inspectors will use findings from inspections they undertake to prepare for future inspections.</li> </ul>		



2.3	<p>The Local Offer will be reviewed as part of their preparation. They will also look at partnership arrangements and information sharing in providing holistic support to children, young people and families;</p> <ul style="list-style-type: none"> <li>• The SEND Strategic Group and 4 task groups are progressing the work required to implement the reforms: Quality Assurance; Personal Budgets; Local Offer and Preparing for Adulthood;</li> <li>• POET - the total number of surveys completed to deadline has been achieved.</li> <li>• Restructure of SEN Service finalised and to be implemented from 1 February 2016.</li> </ul> <p><b>Review of Children’s Trust Governance and Structure</b> AMc provided an overview of the report to review the future structure and governance arrangements for the Children’s Trust Board. Members participated in a lengthy discussion and approved Option 2 – merge the Children’s Trust Board and Executive Group into one.</p> <p>Members agreed that the challenge going forward would be to fully engage children, young people and their parents as it was considered that existing participation has been undertaken by different professionals and not fully consistent. It was acknowledged that by using the Children’s Joint Strategic Needs Assessment informed by the views of children, young people and their families the Board will be in a better position to identify local priorities and how to address these.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>The proposed new Children’s Trust arrangements including, governance, membership and participation by children and young people to be developed.</b></li> </ul>	April	2016
<b>3.</b>	<b>UPDATES FROM TRUST PARTNERS</b>		
3.1	<p><b>INVOLVE</b> PMcC advised that the group had reviewed their Activity Log. Next steps for the future are around reviewing how they will operate and progress.</p>		
3.2	<p><b>Children’s Trust Executive Group (1.12.15)</b> Minutes Circulated for information.</p>		
3.3	<p><b>Halton Family Voice</b> CB appointed as the new Chair, advised members that the group were reviewing how they will operate and progress in the future.</p>		
3.4	<p><b>InterAction (formally CYP Voluntary Sector Forum)</b> CL advised members that the forum had recently relaunched as InterAction. Next steps for members would be to review how the forum will operate and progress in the future.</p>		

3.5	<p><b>Halton Safeguarding Children Board (HSCB) Update</b> Circulated for information. RS summarised the report.</p>		
3.6	<p><b>Other partner agency updates</b></p> <p><u>Halton Youth Cabinet</u> During 2016 the Youth Cabinet will be undertaking a number of campaigns/initiatives - further updates will follow next year.</p> <p><u>Halton Housing Trust</u> Have supported 6 tenants to gain their own home, Tenancy Support Officers work closely with the Halton Troubled Families project which requires involvement in Working Together/CAF meetings. The Keyring project supports young people with learning disabilities to gain tenancies nearby to a 'buddy' who can support them.</p> <p><u>Cheshire Police</u> Cheshire Police have had a recent inspection – overall outcome graded 'good'.</p>		
4.	<p><b>PRIORITY UPDATES</b></p>		
4.1	<p><b>Complex Dependency Programme</b> AMc gave an update on the Programme which included:</p> <ul style="list-style-type: none"> <li>• Halton have been involved and advised in identifying the requirements for the IT for the programme;</li> <li>• A small number of posts within the central Cheshire-wide team will continue to support the programme until December 2016;</li> <li>• Halton's integrated 'front door' – currently working on the recruitment of the seconded staff to move from partner organisations into the team during February/March 2016;</li> <li>• Accommodation is being identified to co-locate all the team together in Municipal Building;</li> <li>• Work being developed around information sharing processes and protocols;</li> <li>• Soft launch early 2016 will coincide with support from a Business Analyst to help improve the processes and systems as the project develops.</li> </ul>		
4.2	<p><b>Commissioning Partnership</b> AMc updated on the following key developments in:</p> <ul style="list-style-type: none"> <li>• Special Educational Needs and/or Disability (SEND)</li> <li>• Children in Care of Other Local Authorities (CiCOLA)</li> <li>• Work being undertaken by the Clinical Health Lead for Complex Cases</li> </ul>		
4.3	<p><b>Child &amp; Family Poverty Strategic Group</b> The group are due to meet early 2016.</p>		

<b>5.</b>	<b>AOB</b>
5.1	<p>Chloe had a baby girl in July '15 9lb 6oz.</p> <p><u>2016 Meeting Dates</u></p> <p>THURSDAYS 4-6pm, Boardroom, Municipal Building</p> <ul style="list-style-type: none"><li>• 22 March</li><li>• 14 July</li><li>• 8 September</li><li>• 24 November</li></ul>

<b>REPORT TO:</b>	Children, Young People & Families Policy and Performance Board
<b>DATE:</b>	13 June 2016
<b>REPORTING OFFICER:</b>	Strategic Director, People & Economy
<b>PORTFOLIO:</b>	Children, Young People & Families
<b>SUBJECT:</b>	Presentation – White Paper “Educational Excellence Everywhere” / “Education for all Bill”
<b>WARDS:</b>	Borough-wide

### **1.0 PURPOSE OF THE REPORT**

- 1.1 To receive a presentation on the White Paper March 2016, “Educational Excellence Everywhere” and the proposed “Education for All Bill”.

### **2.0 RECOMMENDATION: That**

- (1) Members receive the presentation; and**
- (2) Members ask any questions about the implications of the proposed changes.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 The Children, Young People & Families Policy and Performance Board have an overview and scrutiny role for children’s services in as they operate in Halton.
- 3.2 The Operational Director, Education, Inclusion & Provision and the Divisional Manger for Education will provide a summary of the paper and identify implications for the Local Authority’s role in School Improvement and wider services and also potential implications for schools in Halton.

### **4.0 POLICY IMPLICATIONS**

- 4.1 The White paper may have wide reaching implications on addressing local priorities and delivering on outcomes within the Children and Young People’s Plan.

### **5.0 FINANCIAL IMPLICATIONS**

- 5.1 The proposals redefine the role of Local Authorities, change the funding regime for schools and local authorities and seek to convert schools to academy status.

**6.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

**6.1 Children and Young People in Halton**

Outcomes for children and quality assurance of provision may be impacted upon.

**6.2 Employment, Learning and Skills in Halton**

These changes could have an implications for the numbers of staff employed by the Local Authority.

**6.3 A Healthy Halton**

None identified.

**6.4 A Safer Halton**

The Local Authority will continue to have the duty to safeguard children and young people and will play a greater role in meeting the needs of vulnerable pupils.

**6.5 Halton’s Urban Renewal**

None identified.

**7.0 RISK ANALYSIS**

7.1 A risk analysis is being carried out to minimise the risk of Academy conversions negatively impacting upon children and young people and the associated workforce.

**8.0 EQUALITY & DIVERSITY ISSUES**

None identified.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
“Educational Excellence Everywhere” DFE, March 2016	Rutland House	Ann McIntyre

<b>REPORT TO:</b>	Children, Young People & Families Policy and Performance Board
<b>DATE:</b>	13 June 2016
<b>REPORTING OFFICER:</b>	Strategic Director, People & Economy
<b>PORTFOLIO:</b>	Children, Young People & Families
<b>SUBJECT:</b>	Presentation –“The Changing Role of the Regional School Commissioner” and “The Education and Adoption Act, March 2016.
<b>WARDS:</b>	Borough-wide

### **1.0 PURPOSE OF THE REPORT**

- 1.1 To receive a presentation on the Education and Adoption Act 2016 and the “Changing Role of the Regional School Commissioner”.

### **2.0 RECOMMENDATION: That**

- (1) Members receive the presentation; and**
- (2) Members ask any questions about the implications of the proposed changes.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 The Children, Young People & Families Policy and Performance Board have an overview and scrutiny role for children’s services in as they operate in Halton.
- 3.2 The Operational Director and Divisional Manger for Education will provide a summary of the paper and identify implications.

### **4.0 POLICY IMPLICATIONS**

- 4.1 The LA must work in partnership with the RSC in addressing “Schools Causing Concern. The RSC will have greater powers of interventions regarding schools causing concern.

### **5.0 FINANCIAL IMPLICATIONS**

- 5.1 The RSCs new powers will lead to more schools converting to academy status.

### **6.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

#### **6.1 Children and Young People in Halton**

Outcomes for children and quality assurance of provision may be impacted upon

**6.2 Employment, Learning and Skills in Halton**

TUPE arrangements for large number of staff working within schools to Multi Academy Trusts (MAT's)

**6.3 A Healthy Halton**

None identified.

**6.4 A Safer Halton**

The LA will continue to have the duty to safeguard children and young people and will play a greater role in meeting the needs of vulnerable pupils.

**6.5 Halton's Urban Renewal**

None.

**7.0 RISK ANALYSIS**

7.1 A risk analysis is being carried out to identify and support schools who meet the revised thresholds.

**8.0 EQUALITY & DIVERSITY ISSUES**

None identified.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
The Education and Adoption Bill, March 2016	Rutland House	Ann McIntyre

<b>REPORT TO:</b>	Children, Young People & Families Policy and Performance Board
<b>DATE:</b>	13 June 2016
<b>REPORTING OFFICER:</b>	Strategic Director, People & Economy
<b>PORTFOLIO:</b>	Children, Young People & Families
<b>SUBJECT:</b>	Presentation - Local Area's effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities
<b>WARDS:</b>	Borough-wide

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To receive a presentation on the work of the Local Area in Identifying and meeting the needs of children and young people who have a special education need or disability in Halton.

## **2.0 RECOMMENDATION: That**

- (1) Members receive the presentation; and**
- (2) Members ask any questions about the Local Area as it operates in Halton to identify and meet the needs of children and young people**

## **3.0 SUPPORTING INFORMATION**

- 3.1 The Children, Young People & Families Policy and Performance Board have an overview and scrutiny role for children's services in as they operate in Halton.
- 3.2 The Divisional Manger for Inclusion will provide a presentation summarising Halton's current position.

## **4.0 POLICY IMPLICATIONS**

- 4.1 Helping to deliver the aims and objectives of the Children and Young People's plan

## **5.0 FINANCIAL IMPLICATIONS**

- 5.1 None.

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children and Young People in Halton**

As above.

### **6.2 Employment, Learning and Skills in Halton**



Helping young children and young People with the preparation for adulthood

**6.3 A Healthy Halton**

Fundamental to ensuring those with Special Educational Needs and Disabilities have the health needs met.

**6.4 A Safer Halton**

Fundamental to the overall long-term safeguarding of this cohort .

**6.5 Halton’s Urban Renewal**

None identified.

**7.0 RISK ANALYSIS**

7.1 The evaluation undertaken by the inspectors does not demonstrate sufficient progress in effectively meeting the needs of children and young people who have special educational needs and/or disabilities.

**8.0 EQUALITY & DIVERSITY ISSUES**

None identified.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Ofsted/CQC Framework for inspection of Local Area’s effectiveness in Identifying and meeting the needs of children and young people who have special educational needs and/or disabilities	Rutland House	Ann McIntyre
A Handbook for the inspection of Local Area’s effectiveness in Identifying and meeting the needs of children and young people who have special educational needs and/or disabilities (April 2016)	Rutland House	Ann McIntyre

<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	13 June 2016
<b>REPORTING OFFICER:</b>	Strategic Director, People & Economy
<b>PORTFOLIO:</b>	Children, Young People & Families
<b>SUBJECT:</b>	Regulation 44 Visits to Council Owned Children's Homes
<b>WARD(S)</b>	Borough-wide

### 1.0 **PURPOSE OF THE REPORT**

- 1.1 To outline for members the statutory basis for Regulation 44 visits, the role of members in undertaking those visits, and the training and support that is in place for that role.

### 2.0 **RECOMMENDATION: That**

- i) Members note the reasons for members undertaking Regulation 44 visits;**
- ii) Members confirm their commitment to the training and support ; and**
- iii) Members confirm their commitment to undertake Regulation 44 visits via a rota.**

### 3.0 **SUPPORTING INFORMATION**

- 3.1 Regulation 44 of the Children's Homes Regulations 2015 require each children's home to ensure that an 'independent' visitor visits the home at least once a month. The visitor must then compile a report of their findings which must be submitted to Ofsted within 4 weeks of the visit.
- 3.2 The focus of the visit is to ensure that all children within the placement are being appropriately cared for and their individual needs are being met. This is achieved through a combination of examining appropriate written records within the home, viewing any complaints, and interviewing children, parents and staff as they feel necessary to establish the standard of care being provided.
- 3.3 In Halton, the role of Independent Visitor has been carried out by Elected Members in their role as corporate parents and as owners of the homes. On the occasion that a Member is not available, an officer who is not responsible for the line management of the children's home has undertaken the visit. A rota of visits is

developed across the year for the two homes (Edinburgh Road and Inglefield) and a report template is provided to the visitor before each visit. A copy of the previous month's report is also issued so that the visitor can follow up on actions or issues that were previously identified.

- 3.4 Ofsted have recently inspected both our homes and have recommended that the visits need to offer a more 'rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home'. How the Local Authority has responded to this and other recommendations is followed up by Ofsted at subsequent monitoring inspections and failure to act on their recommendations may affect the subsequent Ofsted judgement.
- 3.5 In response to the recent inspections a number of steps are being taken. The first is request that members confirm their commitment to undertaking Regulation 44 visits as members of the Children and Families Performance Board in their role as corporate parents and as part of their scrutiny function. The commitment is for 1 visit each month to either Edinburgh Road or Inglefield via a rota. These visits can be done either by a member on their own or in a pair; in compiling the rota it would be helpful to know member preferences. However, dependant in the needs of the children who are resident, the registered manager may advise that to minimise stress and disruption to individual children that one visitor would be preferred and all members should be prepared to visit on their own.
- 3.6 The second is to ensure that members are trained appropriately and supported to undertake Regulation 44 visits. Action for Children has been commissioned to provide training for all members undertaking this role and to provide support in undertaking initial visits if required.
- 3.7 The third is to revise the template report for recording the visit to improve of the quality of scrutiny that is undertaken in line with the Ofsted recommendations. A revised form has been piloted and further feedback will be taken and further work undertaken in response by Action for Children.
- 3.8 Visits can be undertaken at any time and without notice. In the initial stages, members may wish for the registered manager to be present to assist with any questions they may have until such time they are more familiar with the setting and the role they are undertaking. If this is the case, this will need to be via prior arrangement with the manager to ensure they are available. However, it is important to get a true reflection of how the home is run and managed that the majority of visits are undertaken without notice. This is important as you review the actions of the previous Regulation 44 visit on each visit and you can satisfy yourself that appropriate action has been taken.

3.9 It is important that you speak to the children and young people and directly seek their views about their experience living in the home. At Inglefield, some of the children and young people have additional and specific communication needs; staff can support you with this but your observations of how the children and young people are and behave is a key part of seeing how they feel about their stay.

#### 4.0 **POLICY IMPLICATIONS**

4.1 The Local Authority shares parental responsibility for children in care and as a corporate parent we should actively promote and ensure they are able to meet their full potential.

#### 5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

#### 6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### 6.1 **Children & Young People in Halton**

Children and young people who are in our care at Inglefield or Edinburgh Road should receive outstanding care from our service. Regulation 44 visits are an essential part of driving up quality and ensuring improvements are maintained.

##### 6.2 **Employment, Learning & Skills in Halton**

None identified.

##### 6.3 **A Healthy Halton**

None identified.

##### 6.4 **A Safer Halton**

None identified.

##### 6.5 **Halton's Urban Renewal**

None

#### 7.0 **RISK ANALYSIS**

7.1 Failure to meet the standards for residential care may mean that Ofsted judgements on the quality and standard of provision decline; if a home is judged as inadequate, failure to make improvements quickly can lead to the home's registration being withdrawn and the service closed.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 The service must be aware of and be able to demonstrate that it responds effectively to equality and diversity needs.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

None.

# Children's homes quality standards partnership

## Practice paper – Making Effective Arrangements for Regulation 44 Visits.

### Outcomes

**'Safeguarding residents is inseparable from the wider purposes of children's homes. Homes which meet the personal, social, health and educational needs of children are much more likely to be safe places for children than those that do not.'**

Ensuring safeguarding and the quality of care are at the core of the Regulation 44 task.<sup>1</sup>

Regulation 44 reports should be a reliable and regular source of external monitoring ensuring the home has the leadership, resources, skilled and supported staff to meet the needs of each child, and provide a safe, facilitating environment<sup>2</sup>.

The response by a management should demonstrate openness to findings and a willingness to enter constructive dialogue that leads directly to SMART action planning with named responsibilities.

### Background

The legislation does not prescribe or describe how to meet the requirements of the task, which is to 'form an opinion as to whether children accommodated at the children's home are effectively safeguarded, the conduct of the children's home promotes the wellbeing of the children accommodated there, and to inspect the premises, records and recording. The Independent Children's Homes Association (ICHA) has updated a good practice toolkit. This provides useful guidance for providers on how Registered Managers and Responsible Individuals can ensure their system is effective. This practice paper draws from this source and others.<sup>3</sup>

### Audience

Registered Managers, Responsible Individuals, Regulation 44 visitors.

### Legislation and Guidance

The Children's Homes Regulations 2015, Regulation 43 Appointment of independent visitor <http://www.legislation.gov.uk/ukxi/2015/541/regulation/43/made> and Independent person: visit and reports <http://www.legislation.gov.uk/ukxi/2015/541/regulation/44/made>

The Children's Homes and Looked After Children (Miscellaneous Amendments) (England) Regulations 2013 <http://www.legislation.gov.uk/ukxi/2013/3239/contents/made>

DfE Guide to the Children's Homes Regulations including the Quality Standards [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/410021/Guide\\_to\\_the\\_Children\\_s\\_Homes\\_Regulations\\_including\\_the\\_quality\\_standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410021/Guide_to_the_Children_s_Homes_Regulations_including_the_quality_standards.pdf)

DfE Guidance - Children's homes regulations amendments 2014 - Advice for children's homes providers on new duties under amendments to regulations that came into effect in January and April 2014 (published July 2014) <https://www.gov.uk/government/publications/childrens-homes-regulations-amendments-2014>

### Inspection judgement areas

Consideration of the quality of the Regulation 44 is included in the Quality of Care and Leadership and Management aspects. The reports forms one source of evidence for Ofsted when designing lines of enquiry, an inspector will want to see that the findings have been acted upon. The reports are one element of the triangulation of evidence supporting action planning along with internal monitoring by management (Regulation 45 Review of quality of care<sup>4</sup>), and Ofsted inspection.

## The Regulation 44 Visitor

The person appointed must be able to evidence demonstrable independence and have the skills necessary to relate to children, assess all relevant information and form 'a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care.' (Guide 15.5).

Independence is defined in the DfE Guidance as a person outside of the line management of the home, including involvement in the care planning or financial arrangements of the home, visit and report. They may be an employee or commissioned but must have 'a clear separation between those with a direct interest in a home performing well.' (2.12 Guidance). Homes should consult the legislation if using personnel with other tasks in the organisation i.e. Quality Assurance, IRO's, Councillors (2.14 Guidance). It may be good practice for councillors with Corporate Parenting responsibilities to fulfil this role and this will need to be carefully balanced with their ability to be appropriately independent.

Impartiality will be apparent by the content, evidenced critique and challenge made of the home and provider for the betterment of care and welfare of young people.

The DfE Guidance document is a useful source for homes when writing the job description for the Regulation 44 visitor, the task is defined as to 'critically examine and scrutinise' the way that the children's home is carried on or managed; and the quality of care that the children's home provides for children accommodated there (2.7 Guidance). Homes should take note of the heavy criticism of the quality of the previous Regulation 33 reports and the desire for them to be more than ensuring legislative standards, the aspiration is for them to give insight into how the home provides aspects crucial to the quality of care such as the 'secure base'<sup>5</sup>, sense of belonging and individualised care for each child.

The person appointed needs a firm understanding of Ofsted priorities for children's homes - high-quality care, good planning, a safe and protective environment, positive experiences and tangible progress for children and young people, that 'only good is good enough', and the Good' benchmark.

## Person specification

The ICHA Regulation 44 document includes a Person Specification and can be taken to be sector-led expectations including: individuals should have had experience of managing or monitoring the quality of care in children's home, have a thorough working knowledge/ understanding of the legal framework, guidance and standards governing children's homes, be competent/ confident users of IT, have excellent communication skills including communication with children and young people.

## What to do on the Regulation 44 visit

### Core requirements which should be addressed at each visit<sup>6</sup>

Discussion with and/or observations of children and young people - Does this home make sense to young people? How important are relationships? If you do not meet with or observe children and young people explain the reasons and what arrangements will be made to ensure this happens next time. Give an overview of your understanding of the children's lived experience at the home based on other evidence from the visit.

### Discussion with parents / relatives (as appropriate); staff and professionals (as appropriate) visiting the home

**Quality of the Home Premises and Grounds** - Where possible involve young people when looking around so they can tell you about how they feel about the home and staff. Does this environment meet the needs of this group of young people and the plans for them?

**Complaints** – Keep track of numbers. Dealt with appropriately and in accordance with legislation? Comment on the quality of communication, has the manner and method assisted relationships? Are outcomes reasonable and complainant(s) satisfied? Do they know about possible further steps? Does the home approach complaints as a learning opportunity?

**Positive parenting, behaviour support and management** – Is there effective encouragement of sustained positive behaviour? Are rewards and sanctions meaningful, fair and proportionate, and having a positive impact on children? Is there management oversight?

Records of physical intervention / restraint and safe handling – Recording should support completeness of understanding about an event. Physical intervention should be, usually, preceded by diversionary and de-escalating stages, be proportionate and appropriate safe handling and carried out using approved techniques. Do staff learn from management provided trend analysis?

**Children missing from the home** - Recording should support completeness of understanding about an event. Absences should have been reported in accordance with requirements. Is there analysis of underlying factors / explanations? How has the planning to keep individual children safe been adapted / improved? Do absences give rise to concern for wider safeguarding issues such as risk of exploitation and has the home taken action? Do you know possible signs of abuse and what to do? See <http://www.nspcc.org.uk/helpandadvice/whatchildabuse/>

Arrangements for children to enjoy and achieve - Consider and comment on the arrangements for each young person. Is every young person engaged in education

at school/training/college, or otherwise? What is being done to improve attendance and attainment? Does the home support leisure pursuits and activities for each young person?

### Child case file check list

Confirm your scrutiny, outline positive comments, or concerns

#### 1. Check a randomly selected Care Plan; Placement Plan; Pathway Plan (as applicable)

These should be up-to-date and based on an up to date assessment of need where the views, wishes and feelings of the child / young person have been taken into account by being consulted and contributing to reviews. They should set aspirational and achievable outcomes and time-scales.

#### 2. Individual risk assessments and management plan

This should identify and address specific concerns and behaviours that staff and young person are taking action to change or manage.

#### 3. Progress and planning

Is the young person making progress towards their planned aims and outcomes?

### Overall

To encompass the life of the home a Regulation 44 visit could usefully include other 'thematic/permissive' components over a 6 monthly cycle addressing such important matters as food, mealtimes, contact, recreational activities, contact, joining and leaving, relationships, ambience, atmosphere, feelings, daily life and its effects, encouragement, hospitality.

## After the Regulation 44 visit

On reading it the Registered Manager and Responsible Individual should raise and record on the form any issues there might be or comments they would like to make. This should be in a separate space designed for this purpose. There can be dialogue between home and visitor over evidence, accuracy or wording. Having agreed the contents as fair and accurate the report should be signed by Registered Manager and Responsible Individual. Registered Manager and Responsible Individuals should make clear what, if any, action, they will take based on the observations or recommendations.

The report should be sent to Ofsted and placing local authorities, and to the host local authority if requested. It should be shared at staff meetings and house meetings with young people.

The recommendations should be taken into the homes action planning, reviewed and reported on in Regulation 45 evaluation by the Registered Manager.

If the home is part of a large organisation, regular analysis of the Regulation 44 reports for themes and trends can support a strategic approach to improvement.

## Research

To our knowledge there is no published direct research of the independent visitor role and reporting.

However, Regulation 44 visitors could be made aware by homes of the following research relevant to their role. Each evidences best practice in a specific way that will provides a positive foundation for the task of undertaking Regulation 44 visits. Specific questions at point of application could be designed by homes, followed up in discussion during interview.

### What works in Residential Child Care

What Works in Residential Care: A review of research evidence and the practical implications. London: NCERCC ,National Children's Bureau Clough, R, Bullock, R and Ward, A (2006) [http://www.ncb.org.uk/media/521176/whatworksinrccsummary\\_ncbhighlight.pdf](http://www.ncb.org.uk/media/521176/whatworksinrccsummary_ncbhighlight.pdf)

### Quality of Care

Educating Difficult Adolescents. Effective Education for Children in Public Care or with Emotional and Behavioural Difficulties, Berridge, D., Dance, C., Beecham, J. & Field, S. (2008)

This includes sections on care and control, stability and continuity, safety, inter-professional working, family links, close relationship with at least one adult, ethnicity and culture, friendships, planning and aftercare.

### Life in Children's Homes: A report by the Children's Rights Director

<http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Care/Children-s-rights/Life-in-children-s-homes>

Young people's views on what it is like living in a children's home – the best and worst things, the staff, the building, dangers and keeping safe, hobbies and health.

## Useful Tools

The ICHA Regulation 44 good practice toolkit. Other individual consultancies have devised toolkits that can also be purchased.

## Useful Organisations

The Regulation 44 Network aims to provide a self-supporting network, regional meetings, and annual conference.

## Practice Issues

Homes should value Regulation 44 visitors as highly important and influential, amongst those who make a difference for young people. Their recommendations should track to the home's action planning.



Over a few visits, visitors become a known and approachable person, their presence and task less intrusive. Staff and young people need to know the Regulation 44 task involves closely observing practices, processes and outcomes, and that they may be asked to discuss 'home life.' Managers need to be positive, that the report will be for the benefit of all, balanced, fair, evidence-based, and analytical looking at strengths as well as areas of weakness.

Homes should direct a Regulation 44 visitor to report concerns in a matter of fact way and expect visitors to follow up the actions taken as a result. Homes should authorise the visitor to escalate any unmet recommendations through the organisation, and where necessary, report externally.

Experience tells us the length of visit can be a few hours, half a day or a full day depending on the size of the home, its statement of purpose, and the complexity and extent of any known issues which will need to be addressed / followed up. A visitor's first visit may take longer, getting to know the young people, staff, and the home. Writing a report may typically take half a day dependent on the format and content.

Any safeguarding concerns arising during a visit will be brought to the attention to the registered manager / provider immediately and each home should have procedures in place to facilitate the Regulation 44 Visitor's contact with the registered persons if they are not present at the time of the visit.

## Top tips for the Regulation 44 Visitor

The Regulation 44 'eagle eye' and 'worms' eye' understanding of care, compliance with regulations, and continual development is a unique opportunity for a home not provided by any other person, role or task. Make connections, link observations in one area to another part of home life. Homes can get accustomed to doing things one way. Help them find better ways.

Prepare a picture and some brief information about yourself and your role. Include a sentence, inviting young people to talk to you when they see you. Homes should share this with young people and display where appropriate.

Keep objective and independent. Watch for becoming too comfortable, or the task being 'too easy'? Keep assessing if you are getting 'gathered' into the culture of the home? Consider not being involved every time. Maybe the home can arrange 11 out of 12 a year with you, with the 'extra' allowing 'a new pair of eyes?'

Be purposive. Be pragmatic. Be efficient. Be effective. Be aware that only doing what is written may not be meeting the spirit of regulations and guidance. Be a healthy sceptic – assume a stance of not knowing but willing to be shown. Have a 'restlessness' about your work.

Look after yourself – debriefing clarifies and acknowledges learning points. Your debriefer will be an empathic listener and confident in advising on safeguarding issues. Always do some Personal Action Planning noting down - what are the most important things I have learned during the visit? What I have learned to do next time? What further reading, training or experience is needed?

**Fundamentally – Is this home meeting the needs of young people – why or why not?**

### References

- 1 Utting, W (1997) People Like Us: The report of the review of the safeguards for children living away from home. London: TSO.
- 2 H. Maslow (1943), A Theory of Human Motivation, Psychological Review, 50, 370-396. See <http://www.researchhistory.org/2012/06/16/maslows-hierarchy-of-needs/>
- 3 Details of the template and Network are available from [admin@icha.org.uk](mailto:admin@icha.org.uk)
- 4 <http://www.legislation.gov.uk/ukxi/2015/541/regulation/45/made>
- 5 [www.uea.ac.uk/asecurebase](http://www.uea.ac.uk/asecurebase)
- 6 Key sources of evidence are detailed in the ICHA toolkit.

## The Children's Homes Quality Standards Partnership

[www.ncb.org.uk/childrens-home-qualitystandards](http://www.ncb.org.uk/childrens-home-qualitystandards)

Email us at [chqspartnership@actionforchildren.org.uk](mailto:chqspartnership@actionforchildren.org.uk)



<b>REPORT TO:</b>	Children, Young People & Families Policy & Performance Board
<b>DATE:</b>	13 June 2016
<b>REPORTING OFFICER:</b>	Strategic Director, People & Economy
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Independent Living Skills
<b>WARD(S)</b>	All

### 1.0 **PURPOSE OF THE REPORT**

1.1 To provide a summary of the review of provision for teaching and enhancing Independent Living Skills for Young People with Special Educational Needs and Disabilities in the Halton Borough Council

### 2.0 **RECOMMENDATION:**

- i) **To note the scrutiny of Independent Living Skills undertaken since 2013; and**
- ii) **In line with the SEND reforms support continued scrutiny through the Preparation for Adulthood subgroup of the SEND Strategic Group.**

### 3.0 **SUPPORTING INFORMATION**

3.1 In the last update report in January 2016 it was recommended that further work be undertaken on exploring the provision for Independent Living Skills available to young people in Halton.

3.2 A meeting was held with members to agree next steps. The meeting considered the following:

- The visits to Provision undertaken between, 2013-2015. Members visited each special school and two primary resource bases.
- Visits were also undertaken to Riverside College.
- At each setting the teaching and resources for helping children and young people to acquire Independence were scrutinised.

3.3 The settings were found to be providing opportunities and

experiences to help shape the essential independent living skills required to support young people towards Independent Living. Furthermore Ofsted has judged our special schools as good or outstanding in their provision.

- 3.4 As a result of this research ,in 2013,it was initially recommended that the new sixth form college at Ashley School ,catering for students with Higher functioning Autism and Social Communication Difficulties ,be given ,an adapted , Independent Living setting as part of the complex at Inglefield's in Castlefields .Inglefield's has close access to a range of opportunities in Halton Lea. The students have access to supported overnight stays, shopping, cinema, gym and travel from this location and are part of the successful package of opportunities and outcomes attracting students to Ashley School.

Ashley School Widnes OFSTED Report 2015- judged outstanding

*'Lunchtime clubs, Cyber Café, trips, visitors, residential visits and sport are all particular favorites as students say they are learning to interact socially which is a skill they need for later life, especially in the world of work'.*

- 3.5 The use of CRMZ as part of the Riverside college complex has allowed complex and vulnerable students the opportunity to be part of a mainstream college environment with increased opportunities for inclusion towards independent living. Families feel confident that a smaller environment attached to the college is a stepping stone towards Independence.

- 3.6 Riverside College OFSTED 2015 Judged Good *'Students on study programmes, including those eligible for high needs funding, develop their vocational skills well through relevant work experience, work-related projects and competitions.*

Riverside College OFSTED 2015 *'Processes to accurately assess high-needs students are robust. The college communicates well with partner schools and other agencies, and as a result, transition arrangements are effective. Students have effective individualised plans and are making good progress. '*

- 3.7 The meeting then continued by discussing how we can continue to monitor our performance in this area. The Preparation for Adulthood sub group of the SEND Strategic group would provide an appropriate body to report on our progress in this area.

- 3.8 The Children's and Families Act 2014 emphasises the importance of the Preparation for Adulthood agenda.

Preparing for Adulthood means preparing and developing post 16 options and support that lead to:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming

self-employed and help from supported employment agencies.

- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life.

3.9 Halton Borough Council, has already, as part of our commitment to the Preparation for adulthood agenda, hosted a regional Conference which was well attended. However, the conference did highlight that:

- Only 6% of our regional disability population gain meaningful employment.

3.10 This data emphasises the need for the Preparation for Adulthood agenda to be monitored and developed as recommended.

#### 4.0 **POLICY IMPLICATIONS**

4.1 Helping to deliver the aims and objectives of Halton’s Children and Young People’s Plan.

#### 5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

#### 6.0 **IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

##### 6.1 **Children & Young People in Halton**

As above.

##### 6.2 **Employment, Learning & Skills in Halton**

As above.

##### 6.3 **A Healthy Halton**

As above.

##### 6.4 **A Safer Halton**

As above.

6.5 **Halton's Urban Renewal**

As Above.

7.0 **RISK ANALYSIS**

7.1 Helping to deliver the aims and objectives of Halton's Children and Young People's Plan

7.2 Duty to respond to pupil and family voice to ensure that young people are given the opportunity to remain in their community

7.3 Need to improve out comes for Children and Young People with SEND

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Ensure that Children and young people with SEND have their needs met locally and providing equal opportunities having regard to the Equality Act 2010.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
Executive Board Report: Independent Living Skills 04/01/16	Municipal Building Widnes	Anita Parkinson Divisional Manager

**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 26<sup>th</sup> May 2016

**REPORTING OFFICER:** Strategic Director People & Economy

**SUBJECT:** Performance Management Reports for Quarter 4 of 2015/16

**WARDS:** Boroughwide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider, and raise any questions or points of clarification, in respect of performance management for the fourth quarter period to 31st March 2016.
- 1.2 Key priorities for development or improvement in 2015-18 were agreed by Members and included in Directorate Plans, for the various functional areas reporting to the Board as detailed below:
- Children and Families Services
  - Education, Inclusion and Provision

The report details progress against service objectives and milestones and performance targets and provides information relating to key developments and emerging issues that have arisen during the period.

### **2.0 RECOMMENDED: That the Policy and Performance Board**

- 1) Receive the second quarter performance management reports;**
- 2) Consider the progress and performance information and raise any questions or points for clarification; and**
- 3) Highlight any areas of interest and/or concern where further information is to be reported at a future meeting of the Board.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

**6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 Departmental service objectives and performance measures, both local and national are linked to the delivery of the Council's priorities. The introduction of a Thematic Priority Based Report and the identification of business critical objectives/ milestones and performance indicators will further support organisational improvement.

6.2 Although some objectives link specifically to one priority area, the nature of the cross - cutting activities being reported, means that to a greater or lesser extent a contribution is made to one or more of the Council priorities.

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTIONS 100D OF THE LOCAL GOVERNMENT ACT 1972**

Not applicable

## C&E Priority Based PPB Report

**Directorate:** Children and Enterprise

**Reporting Period:** Quarter 4, 01 January 2016 – 31 March 2016

### 1.0 Introduction

- 1.1 This report provides an overview of issues and progress within the Directorate that have occurred during the period of the report. The way in which traffic light symbols have been used to reflect progress to date 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 at the end of the report in Appendix 1 (section 8).

### 2.0 Key Developments

#### 2.1 Schools Causing Concern – Intervening in failing, underperforming and coasting schools (AMc)

In March 2016, following the Education and Adoption Act 2016 provided new intervention powers for the Secretary of State and expanded the types of maintained schools eligible for interventions to include coasting schools (definition will come later). The Secretary of State will exercise these powers through the Regional Schools Commissioner (RSC). RSCs can now take formal action in any school that falls within the definition of coasting having considered the school position and whether there is a suitable plan in place and the capacity to bring improvement. Local authorities can still monitor and challenge schools where there are concerns and can intervene in maintained schools however it is expected that they work with the RSC in these circumstances. RSCs will be able to issue a warning notice where it is considered the Local Authority has not acted swiftly or robustly enough or lacks capacity to act. The Schools Causing Concern Guidance has now been revised in line with the Education and Adoption Act 2016, and the new arrangements take effect from 18th April 2016. Please use this link to access details of the Education & Adoption Act 2016: <http://www.legislation.gov.uk/ukpga/2016/6/contents/enacted>

#### 2.2 Ofsted Joint Targeted Area Inspections (AMc/TC)

In February 2016 the new Joint Targeted Area Inspections of services for vulnerable children and young people (JTAI) was launched. Ofsted, the Care Quality Commission, Her Majesty's Inspectorate of Constabulary and Her Majesty's Inspectorate of Probation will jointly assess how local authorities, police, health, probation and prison services are working together in an area to identify, support and protect vulnerable children and young people. Each inspection will look in detail at a specific theme. The first inspections are focusing on child sexual exploitation and children missing from home, care or education. Once these have been completed at the end of the summer the next area of focus will be identified. Please use this link to access the guidance: <https://www.gov.uk/government/publications/joint-inspections-of-child-sexual-exploitation-and-missing-children-february-to-august-2016>

#### 2.3 Efficiency Programme (AMc)

As part of the Efficiency Programme a number of divisional restructures have occurred within the Education, Inclusion and Provision Department. In addition, a number of officers have now left the authority either through voluntary early retirement, resignation, redeployment, or promotion. The former 14-19 Division is now incorporated within the Policy, Provision and Performance Division. Operational management of the Halton Play Service has been returned



to the Play Councils Management Committee and a light-touch support approach will be provided by the Division. Teams sitting within the Policy, Provision and Performance Division have been restructured and streamlined to reflect service priorities and lines of reporting adjusted to reflect the new structure.

As a result of this the overall workforce within the department is now reduced. It will be important for workloads to be prioritised and regularly reviewed to ensure that policy and performance officers are focusing on key statutory responsibilities, and supporting those teams with key statutory responsibilities. This will include preparation for a number of potential Ofsted inspections where appropriate and timely support from Policy and Performance teams will be vital. The Policy, Provision and Performance Division will also continue to work with Early Years providers to ensure that they are in a position to deliver the extended entitlement for 2 year old provision of 30 hours per week from September 2017.

#### **2.4 Pan-Cheshire Missing from Home and Care Service Award (AMc)**

The Pan-Cheshire Missing from Home and Care service received a Children and Young People Now award for Partnership working across Cheshire.

#### **2.5 Troubled Families (AMc)**

Halton achieved 100% payment by results for phased one of the national Troubled Families programme. We are now working towards phase 2 and links with the early intervention and the complex dependency programme.

#### **2.6 Teenage conceptions (AMc)**

The rate of under-18 conceptions in England has declined by 51% since 1998, exceeding the goal of the original teenage pregnancy strategy according to data released 9 March by Office of National Statistics. Figures released for 2014 show that 22.8 per 1000 young women under 18 became pregnant, compared with 46.6 per 1000 in 1998, with numbers dropping from 41,089 to 21,282. The under-16 rate has also declined to 4.4 per 1000. Both are now at their lowest level since 1969 when records began. Halton has seen a reduction for the fourth consecutive year and has reduced its teenage conception rate by 42.9% since 1998. There were 72 conceptions in Halton during 2014, compared to 126 conceptions in 1998.

#### **2.7 Social Care Innovation Fund (TC)**

The Department for Education (DfE) has announced a further round of bids for the Social Care Innovation Fund. Halton is developing a number of bids in partnership with other local authorities as part of the Liverpool Region.

#### **2.8 Children in Need and Child Protection Team Manager Capacity (TC)**

All Children in Need teams including the new iCART service, have permanent full time managers at both tiers (Practice and Principal). There has also been a significant reduction in agency staff across all Children in Need teams. These have been replaced by permanent staff.

#### **2.9 Single Assessment timescales performance (TC)**

End of year performance for the timescale for completing Single Assessments by children's social care has shown a marked improvement from earlier in the reporting year. All teams have had this as an area of focus for improvement. Systems and processes are in place to monitor closely, on a weekly basis, to continue this good performance for the coming reporting year.

### 3.0 Emerging Issues

#### 3.1 White Paper – Education Excellence Everywhere (AMc)

On 17 March 2016 the Secretary of State launched “Education Excellence Everywhere” which alongside the Department of Education Strategy “World-class education and care” set out the government’s plans for education and care over the next five years. The proposed reforms will reduce and redefine the future role of the local authority. One of the seven key priorities outlined within the White paper is that there should be a school-led system with every school an academy and that there be a new clearly defined role for local government focused on ensuring every child has a school place, ensuring the needs of vulnerable pupils are met and acting as a champion for all parents and families. Please use this link to access the white paper: <https://www.gov.uk/government/publications/educational-excellence-everywhere>. Please use this link to access the strategy: <https://www.gov.uk/government/publications/dfes-strategy-2015-to-2020-world-class-education-and-care>

#### 3.2 National Funding Formula (AMc)

On 7 March 2016 the Department for Education (DfE) launched a consultation on the introduction of a national funding formula for schools. The consultation is in two phases and responses to the first phase had to be submitted by 17 April 2016. The first phase of the consultation sought views on the principles that underpin the formula and the pupil characteristics and schools factors to include. Views were also sought on the following key areas:

- The introduction of a school level national funding formula where the funding each pupil attracts to their school is determined nationally
- The implementation of the formula from 2017-18, allocating funding to local authorities to distribute for the first two years and then to schools directly from 2019-20
- The creation of a central schools block for local authorities’ ongoing duties
- Ensure stability for schools through the minimum funding guarantee and by providing practical help, including a restructuring fund.

The consultation cut across both the Easter break and the school holidays which meant the opportunity for local consultation was reduced. Responses were submitted by the Local Authority and the School Forum. Please use this link to access the consultation feedback: <https://www.gov.uk/government/consultations/schools-national-funding-formula>

#### 3.3 High Needs Funding Formula (AMc)

High needs funding is for children and young people with special educational needs or disabilities who need extra support at school, college or alternative provision settings. On 7 March 2016 the DfE launched the consultation on revising the arrangements for funding high needs. As with the consultation on national funding formula, the consultation is in two stages with responses to stage one to be submitted by 17 April 2016. The consultation considered a different methodology to the formula for funding local authorities. It also made suggestions on changes to the distribution of high needs funding to schools, colleges and other institutions. It suggested that unlike the core funding for schools, funding for high needs be distributed and managed by the local authority. Please use this link to access the consultation:

<https://www.gov.uk/government/consultations/high-needs-funding-reformOFSTED>

#### 3.4 Ofsted thematic review of Early Years (AMc)

On 4 April 2016, Ofsted commenced a 2015-16 survey inspection programme on disadvantaged children in early years (aged 0-5). This is a national survey and Halton has been

selected as one of the two North West authorities to be sampled. Ofsted will look at the approaches Halton is taking to support disadvantaged children and families in early years, speaking to officers and visiting a range of settings. The findings of the survey will be published later in the year.

### **3.5 Ofsted Local Area SEND inspection (AMc)**

In October 2015 a consultation document was published which outlined Ofsted and the Care Quality Commission proposal for inspecting how effectively local areas fulfil their responsibilities towards children and young people who have special educational needs and or disabilities. The consultation ended in January 2016. All local areas will be inspected over a five year period with inspections teams which will include a HMI lead, a CQC inspector and a local authority Ofsted Inspector. Local areas will be expected to know how effective they are in identifying and meeting the needs of children and young people with SEN and or disabilities and must be able to demonstrate this. The new inspection process will commence in May 2016 however to date the local area SEND inspection framework and the local authority SEND inspection handbook have yet to be published. Please use this link to access the consultation: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/467416/CONSULTATION\\_DOCUMENT\\_Local\\_area\\_SEND\\_consultation\\_FINAL\\_2015\\_10\\_12.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/467416/CONSULTATION_DOCUMENT_Local_area_SEND_consultation_FINAL_2015_10_12.pdf)

### **3.6 Childcare for working parents (AMc)**

On 4 April 2016 the DfE launched a consultation on the its offer of 30 hours free childcare for working parents of 3-4 year olds. The consultation is seeking the views from parents and professionals on how the offer will be delivered. The consultation looks at how the entitlement will be delivered and how it will meet and be responsive to the needs of parents. The DfE are particularly interested in hearing opinions on areas including:

- How places might be delivered more flexibly;
- Provision for children with special educational needs and or disabilities;
- The role and responsibilities of local authorities in securing places;
- Information about childcare for parents;
- The grace period for parents.

The consultation closes on 6 June 2016. Please use this link to access the consultation: <https://www.gov.uk/government/consultations/30-hour-free-childcare-entitlement>

## **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 2015-17 Directorate Business Plans.

4.2 Progress concerning the implementation of all Directorates high risk mitigation measures relevant to this Directorate will be reported at quarter two.

## **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 in April 2011.

5.2 The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website.

**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 Directorate.

**Priority: Integrated Commissioning of Services to meet the needs of children, young people and families in Halton**

**Key Milestones and Measures**

<p>SCS CYP05: Percentage of 16-18 year olds not in education, employment or training</p> <table border="1"> <caption>SCS CYP05 Data</caption> <thead> <tr> <th>Year</th> <th>Halton (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>8.5</td> <td>8.5</td> </tr> <tr> <td>2014/15</td> <td>6.3</td> <td>8.5</td> </tr> <tr> <td>2015/16</td> <td>5.1</td> <td>8.5</td> </tr> </tbody> </table>				Year	Halton (%)	Target (%)	2013/14	8.5	8.5	2014/15	6.3	8.5	2015/16	5.1	8.5	<p>SCS SH04: Reduce the number of Young People who repeatedly run away in Halton</p> <p>Need data confirming for the chart to show comparable data across the two year period. Check with Clare Myring</p>				<p>SCS CYP15: Under 18 conception rate, rolling quarterly average</p> <table border="1"> <caption>SCS CYP15 Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>Target</th> <th>England average</th> <th>NW Average</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>55</td> <td>55</td> <td>38</td> <td>43</td> </tr> <tr> <td>2010</td> <td>58</td> <td>55</td> <td>35</td> <td>40</td> </tr> <tr> <td>2011</td> <td>42</td> <td>55</td> <td>32</td> <td>37</td> </tr> <tr> <td>2012</td> <td>40</td> <td>55</td> <td>29</td> <td>34</td> </tr> <tr> <td>2013</td> <td>33</td> <td>55</td> <td>26</td> <td>31</td> </tr> <tr> <td>2014</td> <td>29</td> <td>55</td> <td>24</td> <td>28</td> </tr> </tbody> </table>				Year	Halton	Target	England average	NW Average	2009	55	55	38	43	2010	58	55	35	40	2011	42	55	32	37	2012	40	55	29	34	2013	33	55	26	31	2014	29	55	24	28
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Current progress	Target	Quarterly Progress	Direction of Travel	Current progress	Target	Quarterly Progress	Direction of Travel	Current progress	Target	Quarterly Progress	Direction of Travel																																															
5.1% (Jan 2016)	8.5%			There are 27 individuals that have created 111 episodes with the highest volume from Children In Care (CIC) and Children in Care of other local authorities (CICOLA) young people.	29.6 (Q3)	54.7																																																				

Ref	Milestones	Quarterly progress
CED02a	Early Years Childcare sufficiency undertaken annually and action plan implemented, and ensure a range of support for the growing population of funded vulnerable two year olds is appropriate within Early Years Foundation Stage settings.	
CED02b	Basic needs analysis undertaken for school place provision in primary and secondary sector, and appropriate capital funding streams determined to support any required investment.	
CED02c	Review of Specialist provision available for Halton children and young people.	
CED02d	Review and evaluate the commissioning statement to take account of the changing post 16 landscape and LEP priorities.	
CED03a	Review, implement and evaluate the joint commissioning of a Missing from Home and Child Sexual Exploitation Cheshire service by March 2016.	
CED03b	Review the function of the CSE team and effectiveness of the protocol.	
CED03c	Identify opportunities for joint commissioning SEN support and provision.	
CED03d	Strengthen the capacity of commissioned services to provide direct work to children and adult victims of domestic abuse.	

CED04a	Evaluate outcomes of current interventions (e.g. Teens and Tots, C-Card schemes, and identify actions, including new ideas and interventions required to meet targets, related to reductions in teenage conceptions	
CED04b	With Public Health, ensure young people are aware of sexual clinics and how to access them	
CED04c	Ensure the most vulnerable young people, (e.g. Children in Care, Young Offenders, disengaged young people) are aware of the risk associated with substance misuse	
CED04d	Further develop and evaluate substance misuse treatment pathways between hospitals and community services	

Ref	Measure	14/15 Actual	15/16 Target	Current	Direction of Travel	Quarterly progress
SCS CYP07	Rate of CYP admitted to hospital for substance misuse	17.62	24.6	21.8 (Q3)		
CED005	Take up of Early Years Entitlement for vulnerable 2 year olds	500	550	536		
SCS CYP13	Percentage of young people progressing to Higher Education	27% (2012/13 latest data available)	25%	25% (13/14)		
CED010	Timeliness of return interviews conducted with those missing from home/care	N/A	72 hours	72 hours	N/A	
CED012	Percentage of referrals to Children's Social Care identifying CSE as a concern where the CSE screening tool has been used (where referrer be a professional).	N/A	N/A	1 case referred, 16 screening tools completed	N/A	N/A
CED013	Percentage of young people who have received direct work to reduce risks of CSE report feeling safer	N/A	N/A	100%	N/A	N/A
CED014	Percentage of social workers and managers attending basic awareness CSE training	Two representatives from Children's Social Care have attended the CSE training this quarter.				
CED030	Percentage of Principal Manager and Practice lead posts filled by permanent staff	N/A	95%	100%	N/A	
CED031	Social Work vacancy rate for FTE	10.6	5	All posts filled or recruited to with start dates to be confirmed		
CED032	Agency rate for Social Work for FTE	17.1	2	There were 10 agency social workers in post 31 March.		

#### Supporting Commentary (key measures and notable exception reporting)

**Not in education, employment or training:** The proportion of young people aged 16-19 not in education, employment or training continues to be reduce. Performance at 5.1% is equivalent to 236 young people. (16 yr old 2.6%, 17 yr old 4.6%, 18 yr old 8.1%).

**Missing from home or care and Child Sexual Exploitation:** This quarter there have been 184 notifications from the Police and 10 from social care of children missing from home or care. This is an increase from the previous quarter. Return interviews are undertaken within 72 hours as per the target and this is due to an increase in staff as there are now two case workers. The procurement tender exercise was completed in July 2015 for both Missing from Home and Care and Child Sexual Exploitation. Catch 22 is the commissioned service across Halton and Cheshire West and Chester. Performance report cards have been created for each local authority area for both Missing and Child Sexual Exploitation. The CSE team has been reviewed and it was agreed that CSE, the identification, prevention and management of CSE should be addressed via the already existing pathways. The effectiveness of the protocol are being reviewed in conjunction with auditing activity on CSE cases. 100% of children concluding their direct work with the commissioned service this quarter reported feeling safer at point that they were closed.

**School place provision:** A basic needs analysis has been undertaken resulting in confirmation that, currently, the Local Authority operates with circa 9% surplus capacity within the Primary sector and

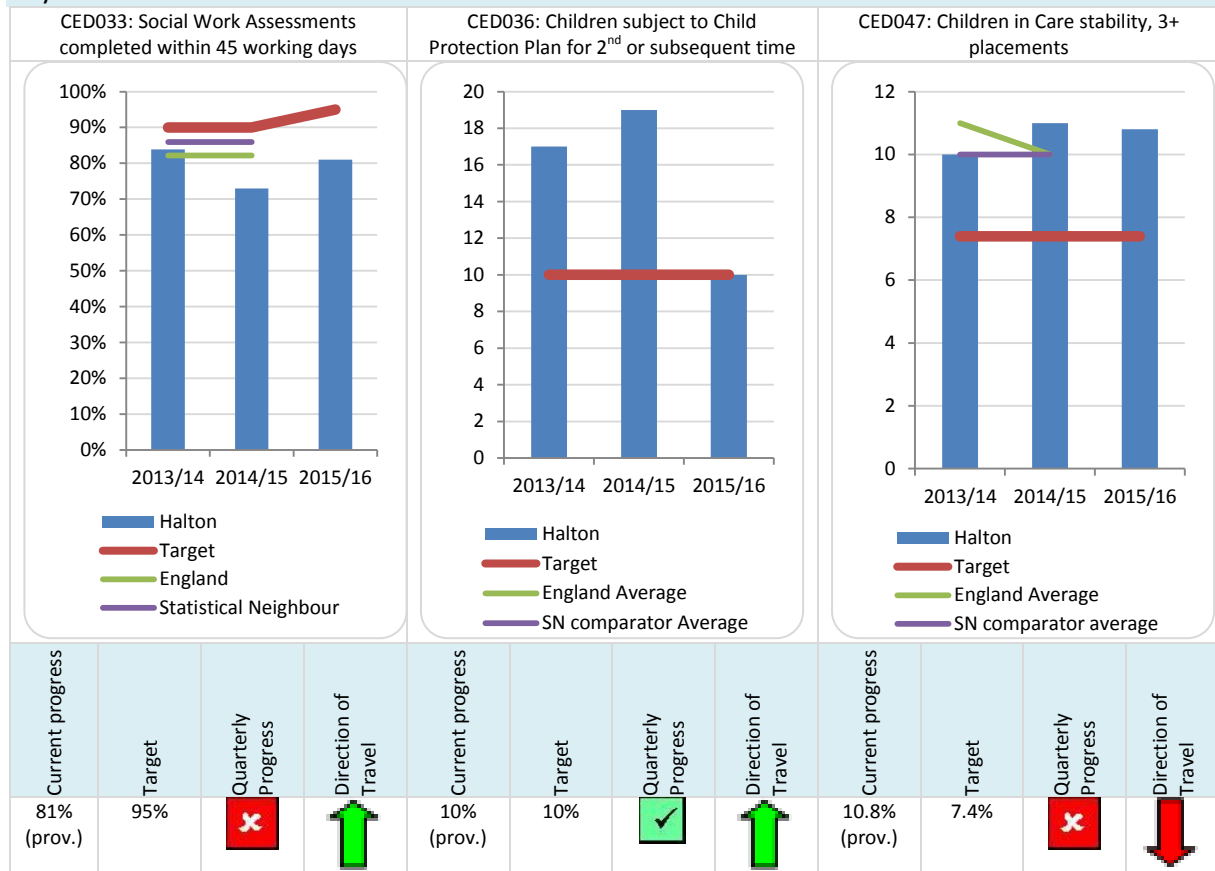
circa 12% surplus capacity within the secondary sector. It is anticipated this will change to 8% Primary surplus and 18% Secondary sector for 2015/16. The data is monitored twice per year using the Schools Census data and takes into account pupil migration (both in and out of borough) and new house build.

**SEND and Specialist provision:** The review and restructure of the SEND service has been completed and Specialist provision is now being looked at. A task and finish group have been set up and action plan drawn up. Specialist provision will be developed in line with the need predicted for 2020. Halton have jointly commissioned a service for advocacy and mediation with Cheshire West and Chester that may be expanded regionally. Halton are in the process of examining further opportunities for joint commissioning through our Sensory service.

**Domestic Abuse:** The domestic abuse family service has been recommissioned with Catch 22 as the new provider. Gateway DA training will take place for the adult and new family service in May 2016. Substance misuse: Pathways between community treatment services and hospitals are monitored to ensure links are being maintained. Regular 1:1 and group sessions with Children in Care and Young Offenders informing them of the risk of substance misuse are undertaken and this is monitored quarterly.














**Priority: Effectively supporting the child through the Halton Levels of Need framework when additional needs arise**

**Key Milestones and Measures**



Ref	Milestones	Quarterly progress
CED01a	Develop, implement and monitor the action plan in response to the Ofsted inspection of children’s services in November 2014.	
CED01e	Through the annual conversation, ensure that the performance of all children’s centres is in line with expectations. This will need to take into account any changes as a result of changes to Ofsted frameworks.	
CED07a	Monitor and review effectiveness of marketing, recruitment and retention strategy.	
CED08a	Evidence of reducing referrals to Children’s Social Care and improved outcomes for children and young people evidenced in performance outcomes.	
CED08b	Improve outcomes for families involved in Troubled Families project, as evidenced by maximising the payment by results income	
CED08c	Develop Halton’s offer in line with the Complex Dependency bid.	
CED08d	Continue to develop Halton’s Early Intervention through multi-agency processes and teams at a locality level.	
CED08e	Implement and roll out of the e-CAF system.	
CED08f	Effectively use the performance information to ensure that Early Intervention is responsive to the trends of those being referred to Children’s Social Care.	

Ref	Measure	14/15 Actual	15/16 Target	Current	Direction of Travel	Quarterly progress
CED034	Social Work Assessments completed within 15 working days	N/A	N/A	15%	N/A	N/A
CED035	Child Protection (CP) Plans lasting 2 years or more	0%	0%	2.5% (provisional)		
CED037	Child Protection cases reviewed in timescale	98%	100%	100% (provisional)		

Ref	Measure	14/15 Actual	15/16 Target	Current	Direction of Travel	Quarterly progress
CED038	Children in care cases reviewed in timescale	99%	100%	99% (provisional)		
CED039	Pre-proceedings diversions: Percentage of cases where pre-proceedings work diverted children in care	N/A	N/A	21	N/A	N/A
CED040	Average caseload per social worker	Expected to be available once the new social care workforce return has been collected, figures expected July 2016.				
CED041	Timescales for cases in court, within 26 week timescale	N/A	N/A	Reported Q1 2016-17	N/A	N/A
CED042	Number of multi-agency interventions (e.g. CAF) which are in place and operating	224	350	331 (provisional)		
CED043	Number of children involved in early intervention (e.g. CAF) during the year	455	N/A	593		N/A
CED044	Rate of referrals to Children's Social Care per 10,000 0-18 yr. olds	525	N/A	336 (provisional)		N/A
CED045	Number of parents who have received a package of targeted parenting support (through a parenting course or 1:1 Support)	Available July 2016.				
CED048	Stability of Children in Care: long-term placements	67%	78%	75%		
CED051	Percentage of Children in Care under section 20	35%	18%	13% (provisional)		
CED052	Percentage of Children in Care placed with parents	15%	8%	10% (provisional)		
CED053	Timeliness around permanency arrangements for children in care (adoption, SGO, other permanency arrangements)	Permanency plans are scrutinised by Managers and Independent Reviewing Managers to ensure that there is no drift or delay.				
CED054	Percentage reduction of external provision for children in care to reduce spend	Projections indicate that another 13 young people will exit external provision during the coming year, although there are likely to be other young people needing to be placed.				
CED055	Timeliness of placements for Children in Care for adoption	100%	N/A	88% (provisional)		N/A

### Supporting Commentary (key measures and notable exception reporting)

**Timeliness of assessments:** 1075 of 1320 children's social care single assessments were completed within timescales. This is good performance compared to previous years and demonstrates a significant improvement in the final quarter of the year. 15% of the assessments were completed within 15 working days.

**Children in care stability:** The shortage of foster carers, particularly for older and more complex children, has had an impact on placement choice and the subsequent stability of placements (3+ placements in 12 months). Recruitment plans are being reconsidered for the coming year and regional collaboration is being explored to support this. In terms of long-term stability performance remains more positive, and sustaining long term placements is a priority.

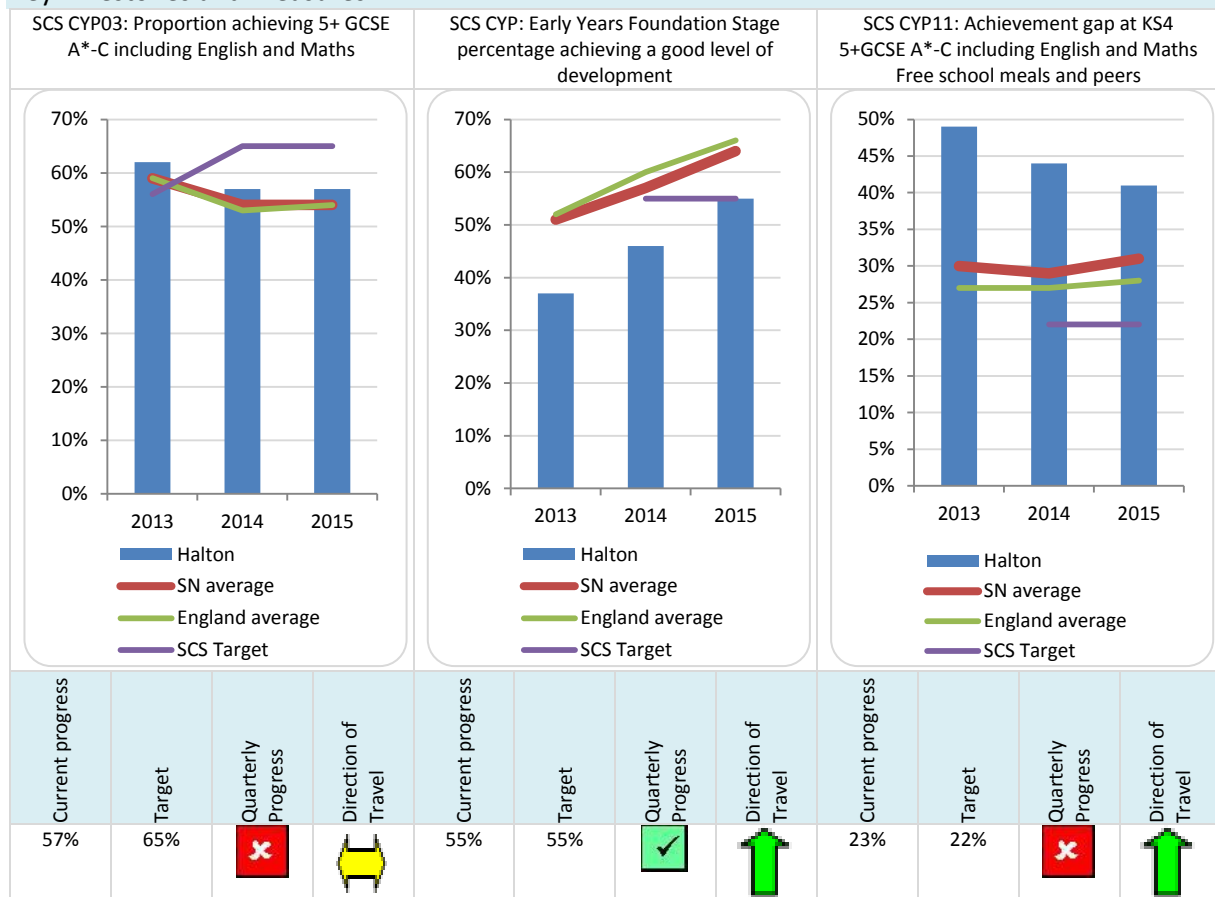
**Recruitment and Retention:** Regional work is underway on reviewing the effectiveness of marketing, recruitment and retention. A protocol for the recruitment and rates for agency workers has been implemented and is reducing costs.

**Complex Dependency and integrated working:** iCART was launched on 4 April 2016 with the integration of agencies to provide one front door for services for children and families. The next phase will be to develop multi-agency locality teams. The eCAF system has been implemented for locality teams in the local authority. This will be rolled out during the year to other agencies.



**Priority: Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people**

**Key Milestones and Measures**



Ref	Milestones	Quarterly progress
CED01b	Complete RAG categorisation process for all EYFS settings by October 2015 and identify actions, including levels of support and intervention, required to improve inspection outcomes.	
CED01c	Based upon data analysis and feedback from the Cross Service Monitoring Group undertake categorisation process for all schools by October 2015 and identify actions, including levels of support and intervention, required to improve inspection outcomes.	
CED01d	Instigate a dialogue with Ofsted and LEP leads to inform commissioning statement priorities.	
CED05a	Undertake a review of outcomes for Early Years.	
CED05b	Conduct the annual analysis of school performance data for all primary, secondary and special schools during September to December 2015 (with further reviews undertaken at key points in the performance data release cycle).	
CED05c	Ensure appropriate deployment of school improvement support for identified schools and settings, including school to school support as appropriate.	
CED05d	Develop a post 16 monitoring framework that evaluates the breadth and quality of post 16 provision with Greater Merseyside leads.	
CED06a	Analyse, evaluate and report end of Key Stage achievement outcomes, including success in closing the gap by December 2015, and identify areas of need and support for Children in Care, Free school meals and non-free school meals.	
CED06b	With schools, monitor the impact of the Pupil Premium in closing the gap between Free school meals pupils and non-free school meals pupils nationally.	
CED06c	Refine and evaluate the education and health care plan process with a report and recommendations produced by September 2015.	
CED06d	Analyse the levels of absence, including persistent absence, across all phases on a termly basis.	
CED06e	Analyse the outcomes for children who have accessed the 2 year old entitlement to ensure this provision is closing the gap between the most vulnerable children and their peers.	

Ref	Milestones	Quarterly progress
CED09a	Monitor the implementation of the Care Leaver Action plan.	
CED09b	Monitor the implementation of the multi-agency strategy for Children in Care (CIC).	
CED09c	Achieve improved outcomes for children in care and care leavers.	

Ref	Measure	14/15 Actual	15/16 Target	Current	Direction of Travel	Quarterly progress
SCS CYP02	Proportion achieving L4+ KS2 Reading, Writing and maths	79%	82%	79%		
SCS CYP16	Percentage of children in care achieving expected outcomes	N/A	N/A	Refer comment (Q3)	N/A	N/A
SCS CYP12	Identification of SEN at 'School Support'	Information is available on the Local Offer website for schools to help with identification of pupils requiring additional support. This is under review from specialist staff.				
CED001	Percentage of maintained schools with overall effectiveness of Good or Outstanding	81%	82%	89%		
CED002	Percentage of Children's Centres with overall effectiveness of Good or Outstanding	86%	100%	86%		N/A
CED003	Proportion of children living in 10% most deprived LSOA engaging with Children's Centre services	87%	100%	Data expected July 2016	N/A	N/A
CED004	Percentage of Early Years settings (day care, Pre-schools, Out of school clubs and childminder) with overall effectiveness of Good or Outstanding	83%	83%	DN 87% PS 88% OSC 100% CM 76%	N/A	N/A
CED006	Achievement of Level 2 qualification at 19	88%	88%	87% (2014/15)		
CED007	Achievement of Level 3 qualification at 19	52%	53%	57% (2014/15)		
CED008	Inequality gap in achievement at L3 by age of 19 FSM	24%	26%	15% (2014/15)		
CED009	Inequality gap in achievement at L2 by age of 19 FSM	17%	16%	28% (2014/15)		
CED015	Percentage of primary schools below the floor standard	12%	4%	8% (2015/16)		
CED016	Percentage of secondary schools below the floor standard	0%	0%	0% (2015/16)		
CED017	Increase the percentage of pupils making at least expected progress in English from KS2 to KS4	N/A	74%	71%	N/A	
CED018	Increase the percentage of pupils making at least expected progress in Maths from KS2 to KS4	N/A	69%	61%	N/A	
CED019	Progress by 2 levels at KS2 Reading	N/A	91%	91%	N/A	
CED020	Progress by 2 levels at KS2 Writing	N/A	94%	93%	N/A	
CED021	Progress by 2 levels at KS2 Maths	N/A	92%	90%	N/A	
CED022	Achievement gap at KS4 5+ GCSE A*-C including English and Maths FSM and peers	24%	22%	23%		
CED023	SEN/non-SEN achievement gap at KS2 Reading, Writing and Maths	40.0% (13/14)	33%	57.0% (2014/15)		

Ref	Measure	14/15 Actual	15/16 Target	Current	Direction of Travel	Quarterly progress
CED024	SEN/non-SEN achievement gap at KS4 5+ GCSE A*-c including English and Maths	45.6% (13/14)	27%	45.6% (2014/15)		
CED025	Secondary school persistent absence	2.5%	5%	5.1%		
CED026	Rate of permanently exclusions from school	0.05%	0.35%	0.04%		
CED027	Absence of Children in Care	8%	4%	5%		
CED028a	Absence of Children in Need	14%	10%	10%		
CED028b	Absence of Children subject to Child Protection Plan	9%	5%	13%		
CED029	Close the gap in achievement between those previously in receipt of 2 year old early years entitlement and their peers at EYFSP	16%	12%	21%		
CED046	Emotional and behavioural health of Children in Care	Data expected July 2016				
CED049	Care Leavers in suitable accommodation at 19, 20, 21	83%	90%	93% (provisional)		
CED050	Care Leavers in Education, Employment or Training	50	65%	93% (provisional)		
CED057	Percentage of pupils placed in KS1/KS2 Resource Base for a year that have made 2 sublevels progress in Reading, Writing and Maths is over 60%	0.22%	0.35%	0.05% (end of March 2015)	N/A	

#### Supporting Commentary (key measures and notable exception reporting)




**Attainment performance 2015:** Attainment performance is reported in depth through an annual report to Children and Young People Policy and Performance Board. In terms of meeting targets there were a number where despite good performance and improvement, the ambitious targets were not met.

## 7.0 Financial Summaries

7.1 The Council's 2015/16 year-end accounts are currently being finalised. The year-end position for each Department will therefore be made available via the Intranet by 30<sup>th</sup> June 2016.




## 8.0 Appendix 1 – Explanation for use of symbols

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 highly likely 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 as 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 as 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 Operational Directors

<b>AMc</b>	Ann McIntyre, Operational Director, Education, Inclusion and Provision Service (EIP)
<b>TC</b>	Tracey Coffey, Operational Director, Children and Families Service (CFS)