



**Children Young People and Families
Policy and Performance Board**

**Monday, 31 October 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 Pauline Hignett	Labour
Councillor Susan Edge	Labour
Councillor Margaret Horabin	Labour
Councillor Charlotte Gerrard	Labour
Councillor John Stockton	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Stan Parker	Labour
Councillor Christopher Rowe	Liberal Democrat

*Please contact Ann Jones on 0151 511 8276 or e-mail
ann.jones@halton.gov.uk for further information.
The next meeting of the Board is on Monday, 30 January 2017*

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

Part I

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1. MINUTES	
2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)	
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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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: 31 October 2016

REPORTING OFFICER: Strategic Director – Enterprise, 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: 31 October 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 Peoples and Families Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 15 SEPTEMBER 2016

EXB 28	CLOSURE OF WESTFIELD PRIMARY SCHOOL RESOURCE PROVISION BASE FOR PUPILS WITH HEARING IMPAIRMENT AND SPECIFIC LEARNING DIFFICULTIES – KEY DECISION
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The Board considered a report of the Operational Director, Education, Inclusion and Provision, which provided a summary of the consultation on the proposal to close the Resource Provision Base for pupils with Hearing Impairment and Specific Learning Difficulties at Westfield Primary School.

Following approval by Executive Board on 16 June 2016, consultation commenced on the proposal to close the Resource Provision Base at Westfield Primary School. Details of the first phase of the consultation and responses were set out in the report, together with a copy of the consultation document attached at Appendix A. Approval was sought to commence statutory consultation on the proposed closure, which would be effective from 31 December 2016, and to continue support for the three pupils in Key Stage 2 attending the Base, until the completion of their primary education at Westfield Primary School.

It was noted that a further report would be presented to the Board following the statutory consultation period, so that a decision on the proposal could be determined.

Reason(s) for Decision

To provide a more inclusive offer for pupils with hearing impairment, giving them the opportunity to be educated with support alongside their peers.

Alternative Options Considered and Rejected

Retaining the current provision. This was rejected as it was less inclusive and more costly.

Implementation Date

A decision would be required by Executive Board prior to the end of November 2016, so that the base can be closed with effect from 31 December 2016.

RESOLVED: That

- 1) the response to the first phase of consultation be noted; and

- 2) the statutory consultation on the closure of the Hearing Impaired Resource Provision Base at Westfield Primary School, be approved.

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

DATE: 31 October 2016

REPORTING OFFICER: Head of Children and Families, Mental Health Commissioning, NHS Halton CCG

PORTFOLIO: Children Young People and Families

SUBJECT: Children and Young People's Emotional Health and Wellbeing

WARDS: Borough wide

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this paper is to describe the work that is taking place in Halton to improve children and young people's emotional health and wellbeing, which is being lead through the Children and Young people's emotional health and wellbeing board.

2.0 RECOMMENDATION: That Children's PPB:-

i) Note the contents of this report

3.0 SUPPORTING INFORMATION

- 3.1 Poor mental health is one of the biggest social issues in England today, representing up to 23% of the total burden of ill health and is the largest single cause of disability. Locally, improving mental health and wellbeing has been identified as a priority for 'One Halton' and the Health and Wellbeing board.
- 3.2 At least one in four people will experience a mental health problem at some point in their life, and around half of people with lifetime mental health problems experience their first symptoms by the age of 14. By promoting good mental health and intervening early, particularly in the crucial childhood and teenage years, we can help to prevent mental illness from developing and mitigate its effects when it does.
- 3.3 There are a large number of risk factors that increase the vulnerability of children and adolescents experiencing mental health problems. These include deprivation, poor educational and employment opportunities, enduring poor physical health, peer and family relationships, witnessing domestic violence, and having a parent who misuses substances or suffers from mental ill-health. The way that children are parented, their

diet and exercise, their school and education, experimentation with drink, drugs and other substances, along with many other factors, will all affect a child's mental wellbeing or mental ill-health.

- 3.4 It has long been recognised that children and young people who are emotionally healthy achieve more, participate more fully with their peers and their community, engage in less risky behaviour and cope better with the adversities they may face from time to time. Emotional health in childhood has important implications for health and social outcomes in adult life.

Emotional Health and Wellbeing In Children and Young People In Halton.

3.5 **Mental illness**

Research estimates that 9.6% of all children and young people aged 16 and under will have some form of mental disorder. In Halton this equates to 2500 children aged 0-15 with a diagnosable emotional and mental health condition. Hospital admissions rates for mental health conditions in Halton is not significantly different to the England average (2014/15), however, Halton does have higher rates of hospital admissions due to self-harm amongst 0-18 year olds (689.1 per 100,000) than the England average (398.8 per 100,000) (2014/15).

3.6 **Emotional health and wellbeing**

Questions on emotional health and wellbeing were included in the Public Health England 'What about YOUTH' survey 2014/15, which was a national survey of 15 year olds. This survey measured wellbeing using WEMWBS. The level of wellbeing in Halton was significantly better (48.3) than the England average of 47.6 and less young people reported a low level of life satisfaction (11.5%) than the England average (13.7%). Similar to the national profile there was a marked difference by gender, where fewer boys (4.8%) had low level of life satisfaction than girls (18.4%). There were also fewer people reporting having bullied others in the last couple of months and 80.4% of 15 year olds in Halton reported having never bullied anyone (PHE 2014/15).

- 3.7 Halton's teenagers reporting their general health as excellent was statistically similar to England (32.2% compared to the national average of 29.5%). Also the proportion with a diagnosed medical condition or long term health problem was similar to England (12.4% compared to the national average of 14.1%).

- 3.8 There have been a number of national and local initiatives which have impacted on service provision locally and we will continue to transform CAMHS service over the next 3- 5 years. Re -procurement of local Tier 2 services and additional planned service developments have and will continue to significantly improve the support available for young people within the borough with emotional wellbeing or mental health issues.

Future in Mind' Transformation Plan for the Emotional Health and Wellbeing of Children and Young People

- 3.9 Future in Mind was published in March 2015. It set out a number of aspirations for improving the emotional health and wellbeing of young people.

The Governments Aspirations are that they would wish to see by 2020:

1. Improved public awareness and understanding, where people think and feel differently about mental health issues for children and young people where there is less fear and where stigma and discrimination are tackled.
2. In every part of the country, children and young people having timely access to clinical support when they need it.
3. A step change in how care is delivered, moving away from a system defined in terms of the services organisations provide (the 'tiered' model) towards one built around the needs of children, young people and their families.
4. Increased use of evidence-based treatments with services rigorously focused on outcomes.
5. Making mental health support more visible and easily accessible for children and young people
6. Improved care for children and young people in crisis so they are treated in the right place at the right time and as close to home as possible.
7. Improving access for parents to evidence-based programmes of intervention and support to strengthen attachment between parent and child, avoid early trauma, build resilience and improve behaviour.
8. A better offer for the most vulnerable children and young people, making it easier for them to access the support that they need, when and where they need it.
9. Improved transparency and accountability across the whole system to drive further improvements in outcomes
10. Professionals who work with children and young people are trained in child development and mental health, and understand what can be done to provide help and support for those who need it.

The Transformation Plan is our local offer to secure improvements in children and young people's mental health outcomes in Halton and the plan for additional investment in order to release additional funding. A pro rata'd figure was provided in 15/16 and the total annual recurrent funding for Halton was included in the baseline allocation for 2016/17 and is circa £300k.

3.10 **Governance Arrangements**

Halton CCG is the lead accountable body for the commissioning of Young People's mental health. In order to undertake effective commissioning it works in partnership with LA children's services and public health.

Halton has an established multi-agency partnership board (including statutory, young people and 3rd sector partners) known as the Children and Young Peoples' Emotional Wellbeing Board (CYPEWB) that oversees the delivery of the current CYP Emotional and Wellbeing Delivery Plan that is the Children's element of the all age mental health action plan and will take responsibility for overseeing the delivery of the Transformation Plan. The partnership board has the responsibility to look at prevention, early detection and support and treatment. Partners include:

- CCG
- Local Authority – Public Health and Children's Services,
- Schools
- 3rd Sector – including Barnardo's, Young Addaction, Wellbeing Enterprises, Xenzone
- Statutory provider organisations – Mental Health Trust.
- Young Peoples representation

Currently the targeted Emotional Health and Wellbeing Service is commissioned jointly by Halton CCG and LA Public Health. The longer term vision for Halton is to undertake more joint commissioning with LA Children's Services in order to have services that are streamlined, have integrated pathways in place, are efficient and effective, accessible to young people and can demonstrate improvements in outcomes.

Halton has a programme for integration at service level in relation to Early Intervention Services with services focussed around Young People, families and communities. It also has sign up from statutory organisations to the 'One Halton' approach to realign public sector services to optimise public sector spend.

What We Are Aiming To Achieve

3.11 The ambition for Halton is to 'wrap' the care around the child in the most appropriate setting, and aim to maintain young people in education or an environment that best meets their needs.

The key objectives that will underpin our ambition are:

- Improve the mental health of the young people in Halton through prevention and early detection;
- Increase early detection and intervention of mental health issues leading to an improved mental wellbeing for the population;

- Improve outcomes through high quality accessible services;
- Broaden the approach to tackle wider social determinants and consequences of mental health in young people, their families and their communities;
- Optimise value for money by developing quality services with measurable outcomes that demonstrates a shift to a more positive mental wellbeing culture in the borough.

3.12 We are aiming to build upon our existing Emotional Health and Wellbeing Plan by:

- Embracing the aspirations set out in 'Future in Mind'.
- Building capability and capacity in universal and targeted services to recognise emotional and wellbeing issues in our young people;
- Equipping staff to deal with the low level issues and know when to refer to more specialist services.

The local offer for young people in Halton will be a blended model access to a range of services; schools and universal services feeling equipped to deal with the low to moderate emotional wellbeing issues, receiving training, support and supervision to feel confident to manage young people safely and have speedy access to more specialist services when required. Young people tell us that they want their schools/colleges to be better equipped to deal with the issues that they are facing and that they can talk to a professional who understands their situation and is empathetic to their needs.

3.13 **Achievements to date**

We had identified the following issues:

- Young people in Youth Offending Services not accessing CAMHS Support
- Lack of perinatal MH support to help improve the outcomes for families who suffer perinatal mental health issues.
- Lack of support for young people with behavioural difficulties and associated mental health issues i.e. Autistic Spectrum Disorder, ADHD
- An inequity of provision in A&E for MH assessments of young people between St Helens & Knowsley Acute Trust and Warrington & Halton Hospital Foundation Trust
- Insufficient consultation/training support for schools to support children in the school setting
- Confusion over referral pathways service thresholds and service availability

In order to address these gaps using the Transformational Funding allocation we have invested in :

- The provision of a dedicated CAMHS practitioner into the Youth Offending Services
- A dedicated schools link practitioner to support the pilot and continue the work when the pilot is completed
- Provision of a psychiatric liaison service for under 18's at Warrington & Halton Hospital Foundation Trust - (in line with the offer at Whiston Hospital).
- Support for perinatal mental health – training of health visitors and midwives, investment in resources for groups of service users etc
- Pilot of an attachment Service based with CAMHS (to start Jan17).
- Production of a consistent leaflet to support appropriate signposting

3.14 Utilising the slippage on the funding during 15/16 a small grants process was implemented and 17 local third sector and statutory organisations were successful in securing non recurrent funding for projects which will support improving the emotional wellbeing and resilience of young people locally (see Appendix 1 for a full list). Regular reports are received by the CYP EWB with the aim of possible recurrent funding through the transformational monies any projects that evaluate particularly well – especially in reaching those young people in hard to reach groups

As a borough we want to ensure effective local intervention and also appropriate referrals or signposting will be made, which will, in turn, help us to have a step change in how care is delivered as we move away from the traditional 'tiered model' of service delivery to a blended model of service provision that puts the young person at the centre of delivery based on their individual needs. Research evidence shows that successful access to education is one of the major protective factors for mental and emotional health.

3.15 Recent achievements also include:

- Universally offer the healthy child programme to all families, to support early attachment, develop parenting skills, and early identification of poor attachment and family emotional health issues. This includes universal screening for depression before and after the child is born.
- Offer Family Nurse Partnership to teenage mothers in Halton, to empower families, building positive relationships and improve confidence and parenting skills.
- Re-commissioned our:
 - targeted services to include a blended model giving young people access to on line counselling and capacity building

in universal and other targeted services, and 1-1 support, this has been a joint commissioning approach with the Local Authority ; KOOOTH is the provider of the online provision and this has proved very popular with young people in the borough.

- universal provision to school aged children that includes an emotional health and wellbeing pathway,
- Emotional health and wellbeing services for Children in Care and they are no longer waiting long periods for support.
- Developed single point of access for all emotional health and wellbeing referrals, working towards pathway integration and the removal of the tiered model of care – currently this doesn't include Specialist Inpatient facilities;
- Developed a referral pathway that provides information in relation to interventions that can be carried out through universal services
- Piloting a 'wellbeing model' to target YP on waiting list for specialist services making them more receptive to receiving therapeutic interventions and equipping them with self-management and coping strategies;
- Progressing children and young people IAPT with the main provider of specialist services;
- Employed a mental health lead in the Health Improvement Team;
- Commenced the development of an outcomes based outcomes framework;
- Base line figures in place for access to service and waiting times.
- Specialist training for Health visitors and children's centres so they can implement parenting interventions for children with severe attachment problems.

3.16 **Schools Link Pilot**

NHS Halton CCG were successful in securing funding as a pilot site for a national initiative around a schools link model. The pilot required matched funding of £50k to support 10 local schools in accessing bespoke training from the Anna Freud Center in London who are partners with NHS England in the project. The focus of the model is to identify specific leads within schools who can support the rest of the staff team with information and assistance in identifying young people within the school setting who may be experiencing problems and also a named contact within the CAMHS Service to act as a 'link' or liaison to provide further consultation and advice – and also to facilitate referral into services if this is appropriate. The 2 day training programme for the 10 schools is now complete and it was well attended by the schools. The pilot will be evaluated during 2016 and it is hoped that the programme will be rolled out to the other schools across the borough utilising the support from the school link post funded via the transforming CAMHS monies.

3.17 Specialist CAMHS (Tier 3)

A review of Tier 3 services has begun (in partnership with Warrington CCG) with a view to moving from the current 'tier'd system' into a single integrated service that meets the needs of young people using a new model known as THRIVE. This will ensure the local services meet one of the main aspirations from Future in Mind. The implementation of CYP IAPT – a session by session outcome focused model of provision should also support recovery and discharge of young people out of services to free up capacity.

Eating Disorder Services

3.18 Specific guidance has been published on commissioning a specialist Eating Disorder Service based on a population footprint of 500k. Consequently NHS Halton CCG is working with St Helens CCG, Warrington CCG and Knowsley CCG to commission a specialised service that meets guidance requirements. The service went out to procurement and following an evaluation of the tenders a provider was identified in October 2016. It is expected that the new service will be operational by March 2017 in line with national targets..

4.0 POLICY IMPLICATIONS

4.1 Improving mental health and wellbeing is a key priority for Halton's Health and Wellbeing Board and the "One Halton" partnership. Therefore, progress in this area should contribute directly to this priority.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 There are no direct financial implications resulting from this report, however, financial updates have been provided within the report as appropriate.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Improving the emotional health and mental wellbeing of children and young people in Halton is key priority of the Children and Young People's Plan and the Health and Wellbeing Strategy.

6.2 Employment, Learning and Skills in Halton

Not applicable

6.3 A Healthy Halton

See above

6.4 A Safer Halton

Not applicable

6.5 Halton's Urban Renewal

Not applicable

7.0 RISK ANALYSIS

7.1 There are no direct risks resulting from this report. Individual services referred to are subject to the appropriate risk assessment procedures within the Council or partnership organisation/ provider.

8.0 EQUALITY & DIVERSITY ISSUES

8.1 This report is in line with equality and diversity policy.

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

None

Appendix 1

**Projects receiving Future in Mind Transformational Plan small grants funding
in 2015/16**

Organisation	Project
Runcorn Amateur Boxing	Boxing club/community hub that will provide an outlet to youngsters who may become bored and engage in criminal activity, giving them something of substance to focus on, not only as a sport but as a career option in the future.
Healthwatch	A roll out to schools'/alternative education providers' staff of: "Your Voice Counts Teachers' Resource Pack". Healthwatch Halton in conjunction with Halton Healthy Schools Standard (HHSS) 2015, for Key Stages 1- 4 pupils, linking into Personal Development/Citizenship. Support schools to plan and implement health and wellbeing improvements for pupils. Healthy schools promote physical and emotional health by providing accessible, relevant information, equipping pupils and staff with the understanding, skills and attitudes to make informed decisions.
Canal Boat	A hub for isolated young people, that will promote employment and job aspirations, enrichment and experience, housing and up keeping
Child Bereavement	Two Bereavement Awareness Half-Day Training Courses for school staff and an E-Learning Programme 'supporting bereaved pupils' to be embedded in all schools in Halton. Aims to increase confidence and offer practical advice and skills for educational professionals by receiving online bereavement training, access to an interactive forum and a resource bank of lesson plans.
CAB	Provide an advocacy service for young people as they transition into independent adulthood so that they have a trusted community champion to turn to if they have a problem.
Wellbeing Enterprises	Train a member of our staff in the Mental Health First Aid youth programme which will enable staff to train the local CYP workforce, volunteers and parents in spotting signs and symptoms of mental health problems and develop mental health awareness

Cancer Support	6 month pilot project to work with at least one local school or youth organisation to create a readable resource for local schools, which informs the reader about Cancer and its implications, processes and possible outcomes.
Childrens Centre Incredible Years	The Health Visiting Service, Children Centre staff and early intervention support workers to work in partnership to deliver the Incredible baby Programme in Halton.
Childrens Centre Solihull	To train all the children centre early years team, Early Help officers, locality teams, midwives, breastfeeding support workers and mental health support workers in the use of the Solihull approach
Perinatal mental health Bridgewater	<p>The Health Visiting Service would like to provide all parents to be with a Building a Happy baby leaflet. The leaflet will support the Health Visitors discussion with parents in relation to transition to parenthood, bonding and attachment.</p> <p>The service would like to purchase the Getting it right from the start DVD. Used in the antenatal transition to parenthood groups, it supports parents in understanding their baby and in developing a good relationship with their baby.</p>
HIT - Peer led campaign	Peer led campaign, utilising the skills of the Youth Health Champions (YHC) to lead a peer led campaign across Halton schools. The themes will be driven by local need (drawn out via YHC and local CYP focus groups). This model fits with existing evidence that children and young people seek information predominantly from their peers and enables consistent reinforcement of key messages. This campaign will complement the training programmes for the workforce to ensure consistency of message.
Halton Community Radio	HCR will work in partnership with NCS (National Citizens Service) Halton to provide Broadcast Training for groups of young people. Each group would be trained once a week over a 6 week period as well as being supported to broadcast live on HCR as part of the NCS Show. Each weekly session would be run by a youth worker
Children In Care	Children in Care and care leavers to be given free gym passes and swimming passes.

Young Addaction	Digital app that can be installed on tablets/computers etc. to be utilised within the young carer's cohort that would allow portable access to their data that could be used when engaged in multiple services.
CHAPS (Autism)	Continue to offer a variety of children and young people's activities and events to support the whole family in a range of community settings. For children with autism we offer youth and junior youth clubs, sensory circuit training, swimming sessions, pony riding, trampolining, a Kids Club, Crazy Club, gaming nights and much more.
HIT Youth Health Champion	Implement Youth Health Champions within schools or organisations to enthuse, encourage and motivate those within the school community to improve health. The Youth Health champion model is designed to give young people the skills, knowledge and confidence to act as peer mentors, increasing awareness of healthy lifestyles and encouraging involvement in activities to promote good health.
HIT Peer led evaluation app	A new, innovative app 'Panda' that provides Psycho-education and interventions aimed at reducing anxiety, which combines emotion sensing, fitness and health monitoring devices with specific anxiety reduction exercises, using responsive and engaging avatars. The app provides mindfulness, relaxation distraction and facilitation of self-soothing skills.
Body Image Project	Work with young people to produce set of dramatic narrative, tableaux style photographs, based on the participants ideas around body image. Images will be exhibited at the Brindley, along with a celebration event.

REPORT TO: Children and Families Policy and Performance Board

DATE: 31 October 2016

REPORTING OFFICER: Dorothy Roberts, Customer Care Manager

SUBJECT: Annual Report - Comments, Complaints and Compliments relating to Children's Social Care Services 1st April 2015 - 31st March 2016.

WARDS(S): Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To meet the statutory requirement to publish an Annual Report.
- 1.2 To report and provide an analysis on complaints processed under the Children Act 1989, Representation's Procedure.

2.0 RECOMMENDATION: That

- 2.1 The report is accepted as the mechanism by which the Local Authority is kept informed about the operation of its complaints procedure for Children Social Care.
- 2.2 The Annual Report will evidence how feedback from service users has been used to improve service delivery.

3.0 SUPPORTING INFORMATION

- 3.1 The aim of The Children Act 1989 Representations Procedure is for Children and Young People to have their concerns resolved swiftly and wherever possible by the people who provide the service locally.
- 3.2 A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.
- 3.3 There are 4 categories to the representation process.
 - i. Statutory Complaints - the complainant is eligible as stated in the Representations Procedure to make a formal complaint.
 - ii. Representations - where a complainant is not eligible under the Statutory Complaints Procedure to make a formal complaint, but their comments are noted and responded to. If it is not a complaint under the Statutory Procedure then the Corporate Complaints procedure may

apply. These will often be as complex and take as much time as a statutory complaint and are recorded as Customer Care issues.

- iii. Customer Care issues – can also include advice and guidance, signposting, problem solving and early resolution to prevent complaint escalation.
- iv. Compliments – positive feedback

3.4 The formal complaints procedure has a process of 4 stages.

Stage 1: Aims to resolve the problem as quickly as possible (within 10 working days, or 20 if complex)

Stage 2: If unhappy with response at stage 1, a request can be made for the complaint to be investigated by an Independent Investigator/Person (within 25 working days, 65 if complex).

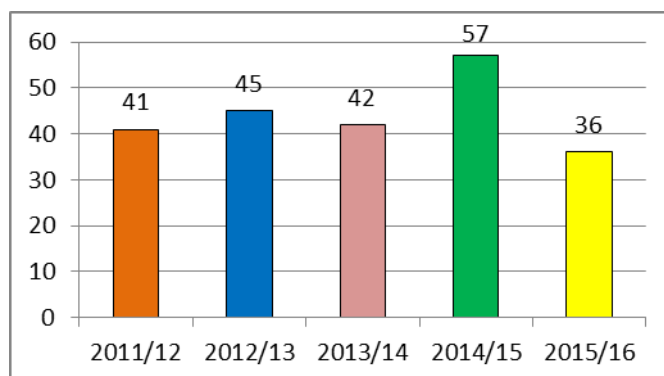
Stage 3: If still dissatisfied, a request can be made for a Review Panel to consider whether the complaint has been dealt with adequately. The Review Panel is made up of 3 independent people and should be held within 30 working days of request.

Stage 4: If still dissatisfied, the complainant has the right to refer self to the Local Government Ombudsman (LGO); they can do this at any stage of the complaint.

3.5 The Customer Care Manager has responsibility for the overall administration of Children Social Care complaints liaising with relevant services across the People Directorate, and parents and families in working to resolve children's social care complaints.

3.6 **Annual Report 1st April 2015 – 31st March 2016 – Numbers of Complaints**

- a. The analysis and comments in this report are based on 36 Statutory Complaints which were made to the Council in 2015/16; this is a 36% decrease from the previous year which had an increase following the Ofsted inspection; however in this financial year we have also responded to 9 complaints dealt with under the Corporate Complaint Procedure making the total number of Complaints about Children Social Care 45.



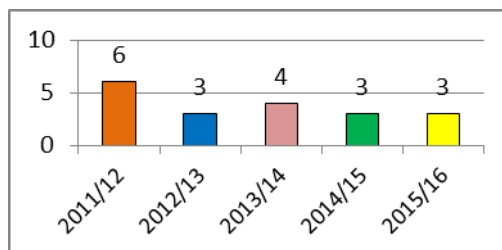
- b. Staffing issues can impact on the number of complaints, in February 2015 the Children in Need Teams had 15 agency workers plus interim managers in 5 posts and so a number of complaints were around changes in social workers. Following a significant recruitment drive the majority of these workers have now been replaced with permanent workers, at May 2016 there were only 5 agency workers across the teams, all managers are now permanent managers. The stability this creates for parents and carers could be a reason that the number of statutory complaints has gone down with extended family members who are dissatisfied using the Corporate Procedures.
- c. The process is promoted both to and by individual workers and teams and by the availability of information on the Councils webpage, this and the public information which informs on how to make a complaint was reviewed this year.

	Q1	Q2	Q3	Q4	Total
2015-16	5	11	12	8	36
2014-15	14	11	13	19	57
2013-14	6	12	8	16	42
2012-13	12	9	12	12	45
2011-12	12	12	10	7	41

3.7 Complaints were made by:

- a.
- 1 complaint (parent) used an advocacy service (Advocacy Works Halton)
 - No complaints have been received from care leavers in the last 3 years.
 - 3 Young People made a complaint, same number as last year and consistent to the last 4 years. All the young people used an advocacy service, NYAS (National Youth Advocacy Service), who provide mediation and advocacy service for children and young people in Halton. Children and young people are informed on how to make a complaint when they first become 'looked after' and receive a child friendly leaflet which explains clearly what to do if they are unhappy.
- b. The remainder were made by parents or relatives; this is the picture nationally as identified in the focus report published in March 2015 by the Local Government Ombudsman Office.

By year, the number of young people who have made a complaint.



3.8 How complaints were made

a.

	2015-16		2014-15		2013-14		2012-13	
Complaint Form	7	19%	12	21%	11	26%	14	31%
E-mail	15	42%	14	25%	6	14%	4	13%
Letter	2	6%	10	17%	7	17%	11	27%
Telephone	11	30%	21	37%	18	43%	12	27%
Meeting	1	3%	0	0%	0	0%	0	2%

- b. Email continues to be the preferred method of communication not just in making a complaint but also in communicating with the complainant as this is instantly accessible via their mobile telephones. It is not always possible to respond via email as consideration needs to be given to personal identifiable information or information of a sensitive and private nature being sent to an unsecure email address. Some complainants also expect immediate responses to emails, whilst emails give instant delivery to the staff to which they are addressed; staff are not always available to respond instantly. Enquires are dealt with in a timely manner and in order of receipt and/or priority however, email responses often take more time to compose and generates more work than speaking over the telephone.

3.9 Types of Statutory complaints made

a.

Main categories	2015/16	2014/15	2013/14	2012/13	2011/12
Staff	5 (14%)	7 (12%)	3 (7%)	1 (2%)	3 (7%)
Service (i.e. quality, lack of, over provision and client expectations)	18 (50%)	27 (48%)	22 (52%)	30 (67%)	25 (61%)
Assessment / Review Process	13 (36)	23 (40%)	17 (41%)	14 (31%)	13 (32%)
Other	0	0	0	0	0
Total	36	57	42	45	41

- b. Complainants often state they wish to complain about the 'Social Worker' however, it is often the case that staff were undertaking their statutory duties or acting within the required policies and so complaints are categorised at closure.

3.10 Year on year there are similar themes such as:

- a. Communication, this is always an issue for the majority of complaints raised whether that be around quality of service i.e. late or missed social work visits, non-return of phone calls or unanswered letters but also in communicating why and how decisions are made.
- b. The nature of work undertaken is not always welcomed and as a result of this, relationships between the social worker and family members can often be strained.
- c. It continues to be the case that where children who have been assessed as either a Child in Need or have been placed on a Child Protection Plan, families will disagree and challenge the reasons for the Council's intervention.
- d. The numbers of Social Workers involved with a family was also a factor during the year with some families reporting that this resulted in delays and inconsistencies. This makes complaint handling difficult, as once a Social Worker left complaints were raised by families and so the reliance was on the recorded data as this evidence supports complaint findings, in some instances this evidence was lacking.
- e. It has to be acknowledged that workload and capacity was also a theme identified as the root cause behind some of the complaints made. It is difficult for workers who in this unique area of work have to prioritise urgent visits to deal with safeguarding issues or write reports for Court within very tight timescales. Ultimately this leads to non-urgent work not being completed or if it is, then the amount of time they can commit to is limited which then impacts on the quality of work they then do. This leads to complaints about timeliness of documentation, availability of staff to respond, the quality of work undertaken and policies and procedures not being adhered to.
- f. In terms of outcomes, every complainant received a full explanation about the alleged action or inaction in both a policy and procedural context. Where complaints were fully or partially upheld, the complainant received a full written apology.

3.11 The outcome of closed Stage 1 complaints

a.

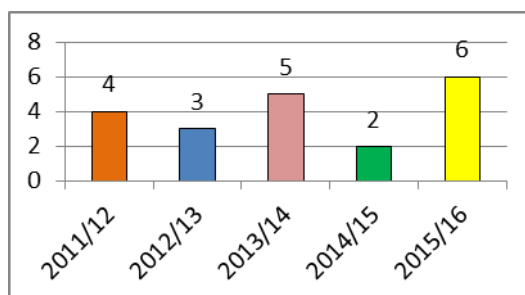
Stage 1	Upheld	Partially upheld		Not upheld	Totals
2015-16	4 (11%)	16 (44.5%)	56%	16 (44.55%)	36
2014-15	9 (16%)	19 (35%)	52%	26 (48%)	54
2013-14	16	7	62%	14	37
2012-13	4	12	36%	29	45
2011-12	8	7	39%	23	38

- b. A partly upheld complaint usually results from a multi-strand complaint and where we have upheld some but not all of the complaints. There has been a 10% increase in this outcome which evidences the volume of issues being raised from one complainant and which will result in complex and time consuming complaint investigations and responses.
- c. Overall, numbers of complaints received remains small in comparison to the number of contacts staff have with families. In the year 2014-15 the number of contacts increased as did the number of complaints. In this financial year Contacts have decreased and are more in line with expectations with referrals having decreased by 38%, this decrease may also be a factor in the reduced number of complaints in this financial year. Caution does need to be exercised in using complaints data to draw conclusions about overriding themes, the complaints upheld were single incidents.

3.12 Stage 2 Complaints

- a. The aim is to resolve complaints as early as possible; where this is not achievable a formal complaint investigation under stage 2 of the complaints procedure is undertaken by an Independent person who will determine if all that could be done has been done and whether it is in line with policy, procedures or statutory requirements.
- b. Six (17%) complaints received in this financial year have progressed to Stage 2 complaint investigations being commissioned, this has increased from 4% last year. 4 of these complaints were received in quarter 3 resulting in the investigations commencing in the final quarter, one received in the final quarter is still ongoing. Where elements are upheld the Local Authority will also look to remedy the fault, for example it may be to put the service in place or reimburse any loss they have occurred, it is also usual for a recommendation to be; an offer of an apology and inform the complainant of changes to how we work as a result of their complaint, this is done in writing by the adjudicating officer.

c.



- d. Complaint A
There were 14 complaints investigated, 3 were not upheld, 4 were partially upheld and 7 were upheld. There were 13 recommendations which were accepted and actioned by the service and of these one was in relation to service development. Exemptions to the usual fostering limits were reviewed and a revised system for monitoring and quality

assuring foster carer exemptions was introduced. In addition to this the training provided to foster carers when they are being prepared for the role was reviewed to ensure that the issues identified in the complaint are sufficiently addressed. The complainant was dissatisfied and requested Stage 3 review however they also indicated they would be writing to the Local Government Ombudsman, Halton agreed to an early referral and await correspondence from them on this matter.

e. Complaint B

There were 9 complaints investigated, 1 was not upheld, 2 were partially upheld and 6 were upheld. There were 14 recommendations which were accepted and actioned by the service. The elements raised in this complaint identified that procedures that are in place were not adhered to and identified a lack of case recording and communication with the family. In terms of improvements to service delivery there is now a robust protocol regarding the transfer of cases from the Duty Team. Cases assessed by the Duty Team are allocated within 5 days of receipt and the Principal Managers and Practice Lead within the team now meet twice weekly to ensure that all cases are allocated in a timely manner. Social Workers are then required to update their manager on day 5 of the assessment in order to provide feedback on how the case is progressing.

f. Complaint C

This complaint was not investigated at stage 1 due to lack of engagement from the complainant. There were 3 complaints and 2 were not upheld, these were in regards to support provided to the young person and the family. The report identified that the young person had been offered virtually all of the services available with the parents declining offers of those available to them. The third complaint was only partially upheld and this was around communication. The report did however highlight that the difficulties with communication were not only the fault of the Council; the family were difficult to communicate with too.

g. Complaint D

There were 5 complaints, 3 were upheld with the remaining 2 being partially upheld. There were 14 recommendations made which were agreed and actioned. This complaint revolved around a disputed decision between the complainant and the service and was in regards to the provision of a service, the service is now in place. There were also faults identified in terms of procedure not being adhered to, the recording of information, the rationale behind decision making as well as the communication with the parent.

h. Complaint E

There were 2 complaints and both were upheld, 9 recommendations were highlighted, agreed and actioned. The complaint report highlighted the delay in dealing with the matter and the lack of communication from the service and identified that this was caused partly by a lack of knowledge in the team, newly qualified Social Workers were the allocated case managers and a lack of knowledge in

relation to the process for a child with disabilities following a Single Assessment, this case was unique. Guidance and flow charts have now been provided which will give clarity to this process and staff have been given training. 'Champions' within each Child in Need team now take the lead for Children with Disabilities, to keep up to date with changing legislation and to advise and support colleagues.

i. Complaint F

There were 14 complaints, 12 were upheld, 1 was partially upheld and 1 could not be concluded. The report made 6 recommendations which were considered and led to reviews of some administrative processes. The majority of the complaints upheld had previously been investigated and upheld at the Stage 1 internal investigation and the independent investigator commented "*it was the best stage 1 response he had seen*". There were some criticisms in previous complaints about internal investigations and this evidences the improvements made.

j. There is a cost to undertaking a Stage 2 and these can vary depending on the complexity of the complaint, the average cost taken from the six above being £3,394.00 per investigation.

k. 3 stage 2 complainants openly indicated one of their desired outcomes as being monetary compensation. The Local Government Ombudsman gives guidance in terms of payments for time and trouble, stress and distress and risk of harm. In total £1294.00 has been paid to complainants. There have been other costs associated with the remedy of complaints however these cannot be classed as a cost of a complaint; it is associated with the cost of what they should have been receiving.

3.13 Stage 3 Review Panel

There have been no stage 3 Review Panels this year. Since 2009/10 there has only been one Stage 3 Review Panel which was held in June 2013, this continued to Stage 4 and was investigated by the Local Government Ombudsman.

3.14 Local Government Ombudsman (LGO)

From 1 April 2013 the LGO changed the process to consider complaints. It is a three-stage process; Intake, Assessment and Investigation. There is one investigation currently ongoing, the LGO did conclude a response however the complainant remained dissatisfied and so they decided to reinvestigate.

3.15 Timescales

- a. We aim to provide responses to complaints within 10 working days. It can be extended to 20 working days where, for example, a case may be particularly complex or there are other mitigating circumstances (eg key staff member is absent).

b.

	% within 10 days	% within 20 days	% over 20 days
2015-16	33%	70%	30%
2014-15	35%	75%	25%
2013-14	43%	79%	21%
2012-13	71%	96%	4%

- c. In an effort to increase timeliness, given the higher number of Practice Leads to Principal Managers, complaint investigations were being undertaken by the Practice Leads. This however led to different problems, they were closer to the operational pressures of child protection work which took priority and so although complaint timescales are a statutory requirement this was not met in 30% of the Stage 1 complaint responses. Following consultation with the Divisional Manager the Principal Managers now undertake Stage 1 complaint investigations.
- d. Delays in the complaint responses can reinforce the complainant's perceptions and undermine the work to resolve their complaint.
- e. Of the completed Stage 2 investigations all were completed within timescales.

3.16 Other Customer Care Contacts

- a. "Customer Care Contacts" are those that do not fall within the statutory complaints procedure, but where time is spent communicating with clients to resolve issues, this can include sign-posting to other services, mediating between parties or liaising with Corporate Complaints Team. These contacts provide an early resolution, and can prevent a formal complaint escalating which may also be a consideration in terms of the decreased numbers of complaints.

b.

2015-16	92
2014-15	71
2013-14	48
2012-13	25

- c. The table identifies a further increase in the recorded customer care contacts, of these 9 Representations were made to the Local Authority, with 3 having progressed to Stage 2 of the Corporate Complaint Procedure for an independent review with each one being as complex and time consuming as a statutory complaint. The findings at review supported the outcomes at stage 1.
- d. MP's write to the Director of Children's Services or the Chief Executive on behalf of their constituents and the Customer Care Manager helps co-ordinate some of the responses to these enquiries as often they will link to ongoing complaints. MP enquiry responses cannot accurately be recorded this year as they are all now directed to a single corporate

contact. Those (17) that have been supported via customer care have not been included in the overall number of contacts; this is because they have not been included in the previous year's contacts and so it would not be comparable data.

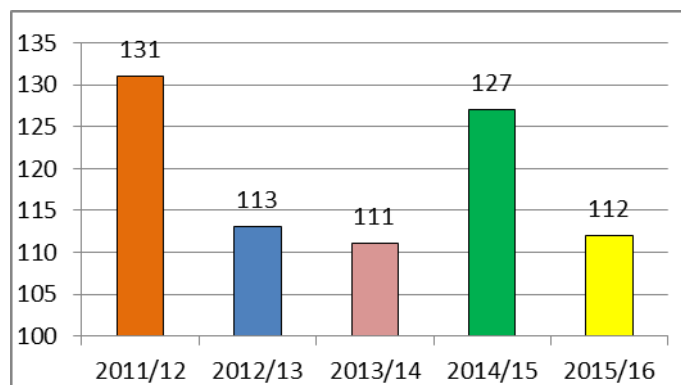
- e. One customer satisfaction survey was returned, these are sent to complainants at case closure. In this instance the complainant had a very positive experience of using the complaints process; this may be reflected in the fact that they were happy with the complaint outcome.

3.17 Complaints Handling Training

During the last quarter of 2014-15 complaint training was provided by the Local Government Ombudsman Office to Principal Managers and Practice Leads and this focused on investigation skills. Training was given on a one to one basis for Principal Managers and Practice Leads new in Post during 2015-16. There were 3 training sessions carried out April, May and June 2016 which focused on the Complaints process for front line staff, further training sessions will be delivered later in the year in order to ensure all staff are able to attend.

3.18 Compliments & Positive feedback, Children Services, People Directorate.

- a. Fairly consistent numbers over the years. There were 112 compliments this year; a separate compliments report has been compiled. Staff are reminded to forward compliments or positive feedback to the Customer Care Manager but it is embedded into working practice and so more often than not, they are submitted without any reminders.



b. Children and Families Compliments (Children's Social Care only)

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
2015/16	13	21	25	18	77
2014/15	23	25	22	15	85
2013/14	16	14	19	15	64
2012/13	11	17	18	26	72
2011/12	27	25	32	9	93

A separate compliments report has been compiled, but illustrative comments about Children Social Care include:

c.

- 1) *Card, young person - To all you wonderful carers, thank you for always making my days fun and happy. (Service user)*
- 2) *Card - I can't believe he is going to be 18 next week and this is his last time with you. Thank you so much for all the care, love and support that you have shown our family. Thank you once again for everything. (Service user)*
- 3) *Telephone - He is amazing, he was professional regarding providing information, polite, my son was comfortable in his presence and I cannot stress how gentle he was with my family respecting what we had been through and not demonstrating any snobbery in relation to what had happened. (Service user)*
- 4) *Card - thank you for helping to restore my self-belief and confidence in my parenting skills. As we learnt along the way, and as you said at the beginning, every child is different. I have always felt I could be open and honest with you and you don't judge. Everybody's situation and lives are different but we all feel equal, thank you again, you're doing a fab job. (Service user)*
- 5) *Card - Thank you for all you have done to bring the children in to our family. We really appreciate your help and support. You have shown genuine care and concern for the children and have been a big help for the grown-ups too! You do an amazing job, thank you. (Service user)*
- 6) *Letter - Thank you for all your support through the year. It's been such a difficult time but you have been a constant support through my good and bad days, you have helped me get medical support for my son, my older son has now got a job, my two younger children now get support from the school and you got everyone to gether to discuss how my illness was affecting the children. Thank you so much, as a result of your support I am in a much better place. (Service user)*

3.19 Learning and Service Improvement

- a. Some complaints highlight issues that may impact on others in a similar situation. Learning from such issues help to inform the improvement or development of services. Managers responding to complaints identify any learning from a complaint in an action plan and monitor progress and actions required.
- b. The majority of complaints received in 2015/16 were around low-level issues that did not require any significant changes to service. These individual issues are followed up by managers in staff supervision to inform individual learning and also where appropriate within team meetings. More widely, learning from complaints is used to inform generic training and service development through the Operational Leadership Team.
- c. Stage 2 investigations are a valuable resource to identify learnings, the investigator is not an employee of Halton Council so they provide an independent view, it also allows for their knowledge of other LA's good

practices to be shared. As identified in point 4.6, bullets a to i, these investigations led to systems being reviewed, processes being amended and new guidance/protocols being developed for staff. It also led to further complaints training for frontline staff which reinforced the learnings from these complaints around issues such as communication, case recording and timeliness. These complaint investigations identified that the majority of our policies and procedures were in place and robust, regrettably in some instances they were not followed.

- d. We receive notifications from the Local Government Ombudsman of cases they have investigated elsewhere in the country; they provide an opportunity to reflect on the consequences of processes not being applied, learn from them and develop our own practice. These reports are shared with the Senior Management Team to cascade to appropriate staff.
- e. Compliments are also a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them. Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others.

3.20 Action Plan 2014-15

- a. The following actions were identified as areas of work for 2014-15
 - Explore ways of communicating and publicising the complaints and representations procedure to Children and Young People, and staff within Halton Council.
 - Raise with Social Care staff and the Parents and Carers of Children and Young People the role and support offered by the Customer Care Manager in seeking to improve practices and assist in dealing with and resolving complaints.
- b. After review, publicity was updated, the Customer Care Manager attended team meetings and moving in to the Directorate has allowed a visible presence. Links were made with the Participation and Inclusion Officer for Looked after Children who visits every child in care and has ensured each is aware of the complaints process and how to access it. Links remain good with NYAS and Independent Reviewing Officers. The Single Assessment Pack includes information on how to make a complaint.

Action Plan 2016-17

- Staff training
- Continue to raise awareness and maintain links

4.0 POLICY IMPLICATIONS

- 4.1 “Complaints, Comments and Compliments” is the guidance intended to detail the policy and procedure for each type of complaint and provide guidance on how to respond when they receive a complaint. This document remains under review and will be amended when changes in legislation or procedure occur.
- 4.2 Where identified through the complaints process, policies can be amended to improve service delivery.
- 4.3 Halton Council is a member of the North West Regional Complaints Managers Group. The aim of the regional groups, which meet bi-monthly, is to provide a forum in which peer professionals can discuss and learn about regional and national issues. Here there are opportunities to develop local practice standards, discuss performance and problem solve. The group also discuss proposed changes to legislation and procedures and prepare consultation responses where necessary.

5.0 RISK ANALYSIS

- 5.1 Investing in a timely and thorough complaint investigation and a written response at Stage 1 identifies potential savings for the Local Authority as this can prevent the complaints progressing to Stage 2. Costs are incurred in commissioning Stage 2 complaint investigations which is referenced in point 4.6 bullet (j) and in releasing staff to participate in these.
- 5.2 Failure to implement an efficient service could result in the Local Authority being challenged for not dealing with complaints in a timely and efficient manner and could result in the customer not receiving a service which could then detrimental to their safety and wellbeing.
- 5.3 Children Social Care Complaints are included within the Ofsted Inspections Handbook: Inspections of Services for Children in Need of Help and Protection, Children Looked After and Care Leavers. Failure to meet the standards as prescribed in the Children Act 1989 Representations Procedure and the Guidance “Getting the Best from Complaints” can potentially impact on the overall findings of the Inspection.
- 5.4 Whilst complaints can result in changes for individuals, collectively they are a key source of information to help us develop the services we provide or commission.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 No matter who complains they receive the same equality of access and provision.

- 6.2 Children and young people under the age of 18 made 3 complaints. The ethnicities of these complainants were White British (source Carefirst) with 2 being female and 1 being a male.
- 6.3 Of the adults over the age of 18 years, in the previous year 72% of complainants were female, this number reduced this financial year to provide a more equal 56% women and 44% men. None declared a disability.
- 6.4 Complaints from ethnic minorities remains low which reflects the demographics of the borough. (Information sourced from Carefirst or complaint form), only 1 was classed as White Other with the remainder being White British.

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families. The transparency of the process enables children, young people and their families to challenge our provision of services if they feel unhappy about any aspect of it and provides independent oversight if required.

7.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.3 A Healthy Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.4 A Safer Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

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

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Customer Care Manager

REPORT TO: Children and Families Policy and Performance Board

DATE: 31 October 2016

REPORTING OFFICER: Dorothy Roberts, Customer Care Manager

SUBJECT: Compliments (Service User Feedback) relating to People Directorate, Children's Services 1st April 2015 to 31st March 2016

WARDS(S): Borough Wide

1.0 PURPOSE OF THE REPORT

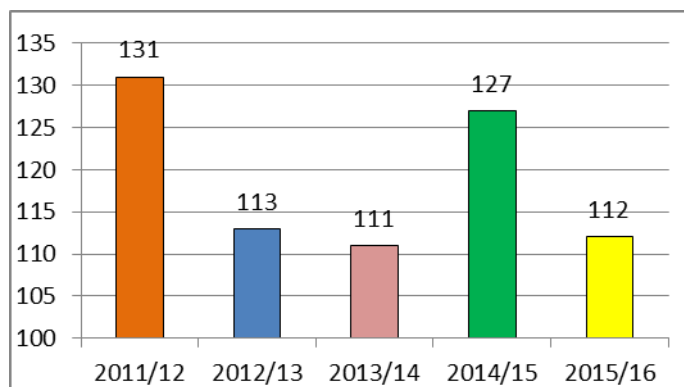
- 1.1 To provide Senior Management Team with an update, and feedback on Compliments made by clients and Positive feedback from workers/professionals relating to Children Services in the People and Enterprise Directorate. This report will demonstrate the positive impact and outcomes on the lives of people accessing services in this Directorate.

2.0 RECOMMENDATION: That

- 2.1 The report is accepted as the mechanism by which the Senior Management Team is kept informed and that this information is used to develop services.

3.0 SUPPORTING INFORMATION

3.1 Number of compliments by year.



There were 112 compliments this year which is fairly consistent to previous years. Staff continue to be reminded to forward compliments or positive feedback to the Customer Care Manager but it is embedded into

working practice and so more often than not, they are submitted without any reminders.

3.2 Breakdown of compliments and positive feedback

Of the 112 compliments received, 65 (58%) have come from Service Users, down on last year but comparable to the previous years.

Service Users providing a Compliment to the Children and Enterprise Directorate.

	11/12	12/13	13/14	14/15	15/16
%	58%	53%	59%	69%	58%
Number	76	60	65	88	65

Workers/Professionals providing Positive Feedback to the Staff in the Children and Enterprise Directorate.

	11/12	12/13	13/14	14/15	15/16
%	42%	47%	41%	31%	42%
Number	55	53	46	39	47

3.3 Compliments by Operational Directorate

3.4 The Children's Services compliments report relates to the Education, Inclusion & Provision Department, and the Children and Families Service.

6 compliments received from a young person (under 18years) there were 10 last year and 8 in the previous year. 2 were received from care leavers, the same number as last year and the year before.

3.5

	2011/12	2012/13	2013/14	2014/15	2015/16
C&F	71%	64%	58%	67%	69%
EIP	29%	30%	41%	31%	29%
SG	0%	2%	1%	0%	1%
E.E&P	0%	4%	0%	2%	1%

C&F- Children and Families (77)

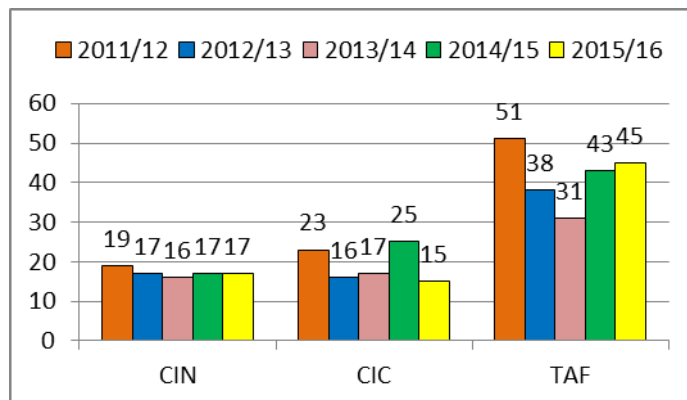
EIP - Education, Inclusion and Provision (33)

E.E&P – Economy, Enterprise & Property (1)

Safeguarding (1)

3.6 Children and Families

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
2015/16	13	21	25	18	77
2014/15	23	25	22	15	85
2013/14	16	14	19	15	64
2012/13	11	17	18	26	72
2011/12	27	25	32	9	93



	11/12	12/13	13/14	14/15	15/16
CIN	20%	24%	25%	20%	22%
CIC	25%	22%	27%	29%	20%
TAF	55%	53%	48%	51%	58%

As usual the higher number is in the Team around the Family service, this reflects the type of work they do in the community. Providing support and being a visible party to improvements within the family instigates a higher number of compliments. It should be noted that these services can work in conjunction with other teams such as Children in Need.

3.7 Child Protection and Children in Need

1. Guardian - compliments to the LA and the steps taken to protect this child. The actions have been proportionate and the plan developed is a thoughtful and considerate taking her circumstances into account. I would like to compliment the Social Worker on the relationship she has with the child and for her clear sighted planning.
2. Telephone - He is amazing, he was professional regarding providing information, polite, my son was comfortable in his presence and I cannot stress how gentle he was with my family respecting what we had been through and not demonstrating any snobbery in relation to what had happened. (Service user)
3. E-mail - I would like to apologise for the amount of emails I have sent to but I do hope you can understand the last 6 months have been very difficult, emotional and stressful. I would like to say thank you for your help and support. (Service user)
4. E-mail - Thank you for all your help over the school holiday, this has improved our lives a great deal, I know he is cared for and looked after so it lessens my worries. I understand it costs a lot and the budget has been cut by government, I deeply appreciate everything, I know that without Inglefield and school I would not cope. (Service user)
5. Thank you so much, I love working here in Halton, really looking forward to my new post, you really inspired me to pursue it, being a Social Worker is all I have ever wanted to do. Thank you for your support and encouragement.

6. The Social Workers in Runcorn are amazing at returning calls and sharing information, it makes the process so much easier than when working with other authorities.
7. Email - I can't thank her enough and how she dealt with our situation. She made my son and us as parents very comfortable and at ease when we didn't understand at first what was going on. I can't get over how she worked with us and my children. Some people think negative of the services you provide but to me she is an example of why families should be positive of the services and support provided. She was very professional, took our feelings on board and respected our wishes, you are very lucky to have her in your team. (Service user)
8. We wanted to pass on our appreciation and thanks for the work that you have put into supporting him. You always appear enthusiastic, have clear plans for him and have worked very well with other staff and specialists involved with him, we are really pleased to see the efforts that have gone to ensure ongoing support from other services which will be in place following him turning 18.
9. Email from care leaver - Thank you for everything you have ever done to help me and I'm sorry for being a pain, wish you all the best and take care. This was from a challenging young person, although brief it speaks volumes about the commitment of the social worker. (Service user)
10. Telephone - You were lovely during your visit, you spoke very nicely to my son reassured him and spoke at his level you were really calming to him. You really put him at ease during a difficult time. Thank you. (Service user)
11. Card - Thank you for all your ongoing support, the Social Worker has worked relentlessly with all our needs, her report enabled to put my boys in a safer secure environment with me and the way she handled the housing trust has enabled my eldest son to gain a purpose built bungalow. She has put my family back together again. (Service user)
12. Letter - Before he came on our case we were at a dead end with no light in sight but due to him we are now a stronger and happier family unit, he has helped us so much and we would like his line managers to recognise the hard work he has put in. He is a very good social worker, great understanding of our family. On behalf of the family thank you for helping us through this difficult stage and whatever family he gets next are a very lucky family. (Service user)
13. Overall, this submission and the development it describes is impressive. This is a hard time for the Social Work profession, and this suggests you are and will contribute to providing quality services that meet people's needs and to the reputation of profession generally Thank you for choosing social work, we need all the good ones we can get.
14. Judge thanked the local authority for their careful and considerate approach in light of the current situation and this was echoed by the Guardian's solicitor who said we were to be commended for the position we had adopted in this case. He stated that it was right and proper to make the application and said that he was grateful for the statement and care plan which were concise and excellent.

15. In Person - It helped having a competent social worker, you were fantastic, you answer the phone and if I leave a message you call me back. (Service user)
16. Card - Thanks for all your help and support over the last year. (Service user)
17. Children - we will miss you and hope you have a lovely time working with someone else. We will miss you lots and lots and will never forget you. Thank you for being the sunshine in my day. Hope you come and see us again.

3.8 Children in Care

1. Children - we will miss you and hope you have a lovely time working with someone else. We will miss you lots and lots and will never forget you. Thank you for being the sunshine in my day. Hope you come and see us again.
2. Card - I can't believe he is going to be 18 next week and this is his last time with you. Thank you so much for all the care, love and support that you have shown our family. Thank you once again for everything.
3. E-mail - Wow what a wonderful night at the Celebration of Achieving evening. I just had to write and say a huge THANK YOU. The children are still buzzing, they bounced off to school telling everybody about the red carpet treatment, the magician and showing their Oscars and certificates. They were asked to go to the family Assembly to tell everyone, the teacher made them feel very special. I have never seen them looked so pleased, I heard a parent comment on how proud they looked, their smiles were from ear to ear. The whole event was fantastic, many thanks for all your hard work organising it. (Service user)
4. Card - Thank you for all you have done to bring the children in to our family. We really appreciate your help and support. You have shown genuine care and concern for the children and have been a big help for the grownups too! You do an amazing job, thank you. (Service user)
5. Card - thank you very much. (Service user)
6. Card - A big thank you for all the care and support you have given over the past few years. We feel blessed that we have been matched together as a family and thank you for your input in this. Watching the children grow and develop is such a pleasure, we have such a beautiful family. Thanks for everything. (Service user)
7. I wanted to say a heartfelt thank you for all your help. I really appreciate you rushing in for me, many thanks.
8. Young person in care - my social worker is really kind and she's always there for me (Service user)
9. Email from care leaver - I think my time has come, I don't really need you any more just the odd support but I wanna thank the whole team for all the help they have given me, don't know where I would be now without the help you have given me so thank you from my heart. (Service user)
10. Form - She has given us all the support we needed and in some instances went the extra mile, she is professional, caring and was there when needed 100%. We would like to thank her for her unwavering commitment to us. (Service user)

11. It was noted that the Children's Guardian praised your professionalism whilst in the witness box yesterday.
12. Just wanted to say how beneficial it has been for J to have the support of D over the past few weeks. J has a great relationship with her and enjoys seeing her. J also feels able to talk to her about sensitive issues. It has been a really difficult time for J recently with all the changes and this has caused him a great deal of anxiety, however by having her as a consistent factor, this has really helped J emotionally
13. I have been working with her in regard to the children. She took over managing this case and works extremely hard and in a very child centred manner to resolve their issues and makes a thoughtful and caring 'corporate parent', whilst challenging the children where this is required. I truly believe that 'diamonds' like her are quiet rare.
14. Card - Many thanks for all your time and help. (Service user)
15. I just wanted to highlight some positive practice from Halton Social Worker who has acted promptly ensuring all of the necessary paperwork was completed. Please pass on how this positive practice really assists in the young person experiencing a smooth transition in to placement. It was good to catch up and share some positive practice.

3.9 Team around the Family

1. Text - We have moved away now and I am much happier, about 10 minutes from my mum and dads, the boys are so much happier. Thanks for all you did for me while I was at my lowest, I won't forget it. (Service user)
2. E-mail - Thanks for that, have a lovely weekend you deserve it. (Service user)
3. Text - mum whilst in hospital undergoing tests. Thank you so much, I really appreciate it, it has made me settle and stop fretting so much. (Service user)
4. E-mail - He absolutely loved it in the sensory room today. He was so calm and relaxed, we took him for dinner afterwards and he was so well behaved, can't thank you enough. (Service user)
5. We have received an excellent referral, we get a large number of referrals but this one really stood out in terms of the quality, it was thorough, asked appropriate questions, its clear she has great rapport with the young person, we are so impressed we want to anonymise it and use as a teaching example.
6. The Head Teacher reported how positive it has been to deal with you, he said you have been fantastic, your support is really valued to him and the school. When we spoke about plans for the future he regards our staff as part of his team which emphasises the positive working relationship we have with the school for the benefit of families, well done.
7. I just wanted to say thank you for picking up that case, you spoke to her very calmly, pointed out the benefits and arranged a follow up visit. Great team work, much appreciated.
8. In Person - Just contacted mum to end our involvement, she stated her son had a connection with me and he wouldn't have come this far without our help. (Service user)

9. Text - after case closure, aww how sad felt like I can talk to you so much easier than anyone else, I really can't thank you enough for everything you've done. (Service user)
10. Text - Thanks for everything you have done, you have made a big difference to all our lives. Thank you for all your support when we needed it. I will miss you loads.
11. Thank you for all the resources, I really appreciate it and they will be so useful to me. Thank you for taking time out to spend with me and show me your process.
12. Card - Thank you for everything you have done for us, I feel more able to deal with my situation, I am very grateful for all the support. The help we have received has made tough situations easier to deal with and shown me that there is a way through and that I am not alone. Thanks to everyone who has helped us. (Service user)
13. Text - many thanks for your help and support, its much appreciated, it has given me the strength and confidence I needed when I needed it. (Service user)
14. Well done, it is great work that you are doing, we are really pleased with your support and the difference it has made with his behaviour. (Service user)
15. Card - thank you for helping to restore my self-belief and confidence in my parenting skills. As we learnt along the way, and as you said at the beginning, every child is different. I have always felt I could be open and honest with you and you don't judge. Everybody's situation and lives are different but we all feel equal, thank you again, you're doing a fab job. (Service user)
16. In person - it's all down to her, I don't know what I would have done without her. (Service user)
17. The team have been so supportive, the team really do dedicate their work to providing support for these vulnerable families and it has been so lovely seeing how caring they all are and that extra mile they all go. This placement has really opened my eyes to the extent of the work that goes on an early help level and how differences can really be made at this level.
18. Evaluation comments - she worked with me, not forcing me, I feel like she understands me, she was always on time, I understood what she said, she was 100 out of 10! (Service user)
19. Your DASH is one of the best we have seen completed from another agency and provides a detailed picture so thank you very much for taking the time to fill it in correctly.
20. Text - Family event. Family with a severely autistic child attended all the sessions. Thank you so much, thanks to all who organised it the kids had a ball, it was a hit for my little tribe. (Service user)
21. Letter - Thank you for all your support through the year. It's been such a difficult time but you have been a constant support through my good and bad days, you have helped me get medical support for my son, my older son has now got a job, my two younger children now get support from the school and you got everyone together to discuss how my illness was affecting the children. Thank

you so much, as a result of your support I am in a much better place. (Service user)

22. Email - I started coming to early explorers with some of our baby friends, we all wanted to do it together but I couldn't attend one, she took it upon herself to do a 1:1 session which meant that we would be able to continue the course with our friends. She is a credit to your team and such a lovely, kind person, she is fabulous with the little ones and it just shows how important her job is to her, she went above and beyond to make sure we were included and didn't miss out. (service user)
23. In Person - the home is different to what it was, you have reassured us, given guidance to help us compromise and understand normal behaviour as well as negative behaviour and my son has matured since you were involved. I wish you weren't leaving us. (Service user)
24. In Person - the CAF has definitely helped, she has helped us so much, my son is really happy and settled in his new school and I am so much happier in my new home. You really helped. (Service user)
25. Card - Many thanks for everything you have done and all the support you have given the family, without you and the rest of the team we wouldn't have got by without your help and support. (Service user)
26. In Person -Whilst at an event a mum and daughter approached the children Centre stand. Mum said she suffers with bipolar disorder and that she had a family support worker who has been invaluable to her and her children, she was very complimentary about the whole service. (Service user)
27. Form - I couldn't have done it without her, she has turned my life around and don't know how she has done all the things she has to help me. I couldn't have asked for anything else. (Service user)
28. Form - She has made a huge difference to our family, she was sent at the right time, I felt we were at severe risk of the family breaking up. She came and assessed us and I have to say from the moment she arrived things began to slowly improve as simple tactics were implemented and child care provision arranged. Her behaviour has improved, we practice everything she suggested and life at home is calmer and it feels fabulous to do the simple things with my husband again. I will never be able to thank her enough, she quite literally is a life saver. (Service user)
29. Form - She has helped us in every way, we are now a happier and confident family. (Service user)
30. Form - She has been a great help bringing us closer, I would like to say a huge thank you for everything you have done, you have been a massive help, we couldn't have done it without you. (Service user)
31. Letter - I thank you from the bottom of my heart for you and your departments help and I truly mean that, things have truly changed in the past year and I have you to thank for that. (Service user)
32. Card - Thank you for being there and helping us through the problems we had. We will miss you. (Service user)

33. Form - 12 months ago it felt like I was going nowhere and each day was just the same, I feel a lot better in myself, I'm feeling more optimistic about the future, I take pride in myself. I've noticed a massive change in the children better routines and doing things together. (Service user)
34. I want to send thanks to the kitchen staff, I was supervising the contact involving 4 children. The parents had bought xmas presents but no food or drink. Half way through contact all 4 children said they were hungry and it would have been difficult for parents to go and get food. I spoke with the kitchen who kindly made 4 sandwiches and gave me drinks for the children, it is these simple things that make life for children, families and CSC staff less stressful and more positive, and presents HBC in a good light in the court arena. Thanks
35. Form - Just wanted to thank the team for the great day at the ice rink. It's lovely to meet up with other families with children with disabilities and share our experiences. But I feel it's nice for the siblings and other members of our families to all become friends and have a chance to discuss issues and experiences – so a HUGE thanks. (Service user)
36. Form -Children thoroughly enjoyed the sessions, really helped my children with confidence. Good to meet other families and children in similar situations. (Service user)
37. Email - Thank you for visiting and emailing me all the information for the activities. We are all very excited to attend the nature walk and the ice skating, the children will love it. Thanks again and look forward to the activities this month. (Service user)
38. Child with disability - Letter - thank you so much for the funding for the laptop, it will help me skype daddy and family and help with homework. (Service user)
39. Just like to let you know that J has just dealt with a mix up over a contact in a most professional way ensuring that the family were sorted as the mix up was due to the social Worker and not the families fault, she is always very amenable pleasant and nothing is too much trouble.
40. Text - Thank you to you & the team for putting ice skating sessions on my kids had a brilliant time. (Service user)
41. In Person - I just wanted to come over to say, thank you for all you have done for my daughter and that we really appreciate it. (Service user)
42. A massive thank you for the hard work you do with the swap shop I have had many, many families who have accessed this service who would not be able to go out and buy these items that they need for their children. Most of the families I work with are suffering severe hardship and finding it difficult to make ends meet or are on very low incomes. This is a valuable service, many families have stated how this service has helped them out and how valuable it is.
43. Many thanks for your involvement with the children, your input has clearly been of great benefit to them. From my point of view, it has been really good working with you too!
44. I would just like to say that she has been superb when working with one of our families. She was both professional and supportive to the family and school. She went 'over and beyond' to provide care and support. Thanks

45. Email - I want to thank you for encouraging me to go the Nurturing Course, I really, really enjoyed it and I think being able to relate to the other parents is invaluable, I got a bit emotional saying goodbye because I thanked them all so genuinely for helping me out because some weeks it was tough and it's so nice to know I'm not alone. They are a really incredible team so I would like you to thank them again. I'm going to miss going. If I can be any help in future if other parents are finding it tough I would be more than willing because if more parents accessed this course the world would become a nicer place. (Service user)

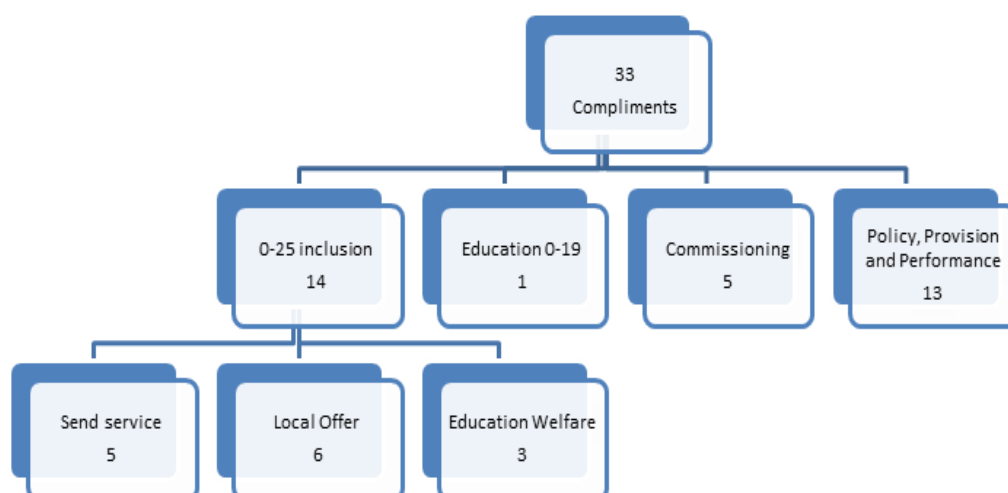
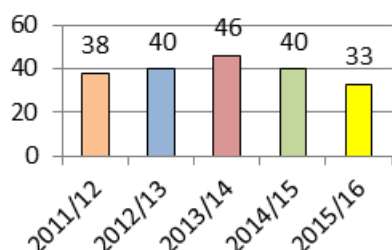
3.10 Safeguarding Unit

Year	Q.1	Q.2	Q.3	Q.4	Total
2015/16	0	1	0	0	1
2014/15	0	0	0	0	0
2013/14	1	0	0	0	1
2012/13	0	1	1	0	2

1 compliment recorded this year

Card - Just wanted to say thank you for all your support, you have been on hand to answer all of my questions and challenged me which has made me progress so much. Thanks once again.

3.11 Education, Inclusion & Provision Department



3.12 0-25 Inclusion

SEND Service

1. Evaluation comments - She is amazing, very approachable, very helpful, offered much advice. She is really nice and great at what she does to help

people, definitely a good listener, very professional and friendly at the same time. (Service user)

2. The person centred planning meeting was great, really enjoyed it, first one I have been to.
3. Email - it didn't dawn on me today that it was the last time we would see you. I never really got the chance to express our deepest gratitude for all your help and support. These procedures are always far easier when we have trust in the people we need to work with to achieve the end goal. Thank you for the never ending patience, tips and advice all greatly appreciated. Thank you for your warmth and care, you won't be forgotten. Blessed are the next family that have the good fortune to have you on their side. (Service user)
4. Once again thank you so much for the exceptional training yesterday. The course content was so relevant and provided time for reflection on practice. I really enjoyed the whole day so thank you.
5. Thanks very much for a great course.

3.13 Local Offer

6. I just wanted to say thank you again for taking time to help me out. I found the meeting really useful and reassuring. You prompted me to think of new ideas and focus on thinking strategically and planning ahead instead of just fighting fires. Many thanks
7. E-mail - Having done an internet search I found the flow chart very helpful and some also some contact numbers. I rung and she was very helpful and went out of her way to assist me. (Service user)
8. DFE Feedback - Local offer website, is clean, without distractions, easy to navigate, information is where you expect it to be, like the local slant on the content, it is friendly.
9. She asked for activities for a young person with behavioural problems, told her about the Local Offer, talked through the leisure page and the help advice and support, she said the website was really good and would be very helpful to them.
10. Halton ranked quite highly in the audit process for the North West region, in many ways Halton can be a positive support for other areas and I am keen to ensure that we maximise on this opportunity.
11. Thanks, I have told so many people to look at Halton SEND Local Offer as its one of the best websites I've seen so far.

3.14 Education Welfare Service

1. Just wanted to say a big thank you for securing him a place, I know how much he wanted to go to high school, this news put a massive smile on my face when I found out, thanks again.
2. Telephone - he contacted the examination board and managed to arrange for moderation and marking of the work, she received the grades which enabled her to be moved to a higher level course in college and is now fully sustaining mainstream education. I can't thank him enough for what he has done, without him she would not be in the positive situation she is in . He genuinely cared and this will impact on the rest of her future in a positive way. (Service user)
3. I just want to say how fantastic she was at the training, she gave a talk to over 40 people treble to what she was expecting. I know this will have an impact on how schools address and evidence interventions.

3.15 Education 0-19

1. My Ofsted visit went really well yesterday, the inspector was very impressed with the updated policy and the amount of knowledge I had on this subject. Thank you again for your help and support.

3.16 Commissioning

1. Thank you for the opportunity to manage and deliver the contract for the last 3 years. The change was bold and for the better as it really enabled a clear and targeted focus. Thank you for entrusting us with this important role, I have really appreciated your honest, supportive and straight forward approach.
2. After only flying back from holiday the night before, he drove to Halton to pick up a couple of frequent missing young people (8am!) took them to the Police station and supported the interview process all day till late. He was of course fabulous and we were grateful for his help and support.
3. Email - huge thanks to everyone, I can't put into words how grateful I am for everything you have done for my daughter, you have given her back to me. She had become withdrawn and quiet, her confidence and self-esteem were rock bottom. You have encouraged her, shown her she can achieve goals she believed were out of reach, she smiles and looks forward to the tasks and she has grown in confidence and personality and has belief in herself. Without your team I am convinced she wouldn't be the girl she is now. Thank you all for everything. (Service user)
4. Email - Doing Duke of Ed for me was more than volunteering, hiking and learning new skills. The attitude I gained from the challenge of this award is something I now apply to my degree and my job. My drive and determination is something employers have been keen to pick up, something I feel that gave me the opportunity for a prestigious scholarship with a law firm. I have a lot to thank for the opportunities presented to me, the experiences I have had and the people I have met along the way, for the experiences I have had. I hope in the future, I too can play a similar role in encouraging young people to possess the same drive and determination that has got me where I am today. I would do anything to help this organisation and stress its importance, especially the role it has played in my community. Thanks again (Service user)
5. At the meeting between HMI and the LA it was emphasised that the LA is effectively supporting the school in its journey in a coordinated way to ensure it is a team approach. It acknowledged the very positive feedback given at a recent governing body meeting regarding the work being done by HBC Parent and carer engagement coordinator to support the establishment of a Parent Council.

3.17 Policy, Provision & Performance Division

1. We have had over 25 guest speakers in the project, the feedback from members is that your talk comes out best. I think it's very purposeful when they understand guest speakers and can see the changes. Thanks
2. We are pleased to inform you that your LA was included in the largest group this quarter as providing a good commissioning service for young people needing a childrens home placement.
3. E-mail - Thank you for all your understanding and kind words and having to put up with me on the other end of the phone and a huge thank you for all the hard work you have done by getting my child a place, we are very grateful. (Service user)

4. Can I take this opportunity to commend them for their conscientious, professional approach to their partnership with the school and to their determination to work to the highest standard, employing their expertise to the full and without hesitation.
5. Card - My success was partly due to the fantastic support team at Halton Early Years. You were always there for me to off load my worries, your help over the years has been very much appreciated. Thank you all so much. (Service user)
6. E-mail - Thank you again, for what we felt was a productive and reassuring meeting. it was clear how knowledgeable and professional you both are and we found that invaluable. It was helpful to hear that our concerns have raised some areas for improvement which was our hoped outcome. (Service user)
7. With amazing support from Halton early Years team, making it possible to improve our facilities for children. Without everyones support we wouldn't be able to provide the facilities we do. The impact we have on the community is amazing.
8. Thanks for all your support with each and everyone I have dealt with over the recent weeks, thank you.
9. Many, many thanks to you and your team for this. It really is appreciated, our school is looking fantastic and all of this wouldn't have been possible without your help and support.
10. Thanks you for a very useful document with access to an abundance of information. Great Stuff
11. I just wanted to put on record my thanks for all your hard work and support over the last few months as I know it has been very challenging but you have continued to deliver an excellent service.
12. On behalf of all at the school, I would like to thank you for your professional help during Phase 1. We look forward to using your skills and knowledge in the ongoing works and completion of Phase 2.
13. Thank you for all the help and guidance through the whole process, it is much appreciated.

3.18 Economy and Enterprise

1. Telephone - Following the repair she rang back to thank us and that the service was greatly appreciated as she was unable to manage the stairs herself. (Service user)

3.19 Service User Compliments received by:

percentage	2011/12	2012/13	2013/14	2014/15	2015/16
Card	32	28	27	17	15
E-Mail	16	30	32	48	48
Evaluation	26	12	12	17	11
Letter	7	12	3	4	5
Telephone	4	12	5	3	6
Verbal	15	6	15	4	9
Text	0	0	6	6	6
Newspaper				1	0
	100	100	100	100	100

Electronic communication continues to be the most accessible means to provide compliments.

4.0 POLICY IMPLICATIONS

- 4.1 The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.

5.0 RISK ANALYSIS

- 5.1 Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 No matter who makes a compliment they receive the same equality of access and provision.

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.

7.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.3 A Healthy Halton

Any findings from a compliment relating to this priority will be used to inform the relevant service.

7.4 A Safer Halton

Any findings from a compliment relating to this priority will be used to inform the relevant service.

7.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

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

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Customer Care Manager

REPORT TO:	Children & Young People Policy & Performance Board
DATE:	31 st October 2016
REPORTING OFFICER:	Interim Divisional Manager for Education 0-19
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Summary of 2016 Provisional Unvalidated Attainment and Progress Outcomes
WARD(S)	Borough wide

1.0 PURPOSE OF THE REPORT

- 1.1** To receive a summary of changes to this year's school assessment process on the provisional outcomes for Halton's Children and Young People and their performance in comparison to unvalidated National data and North West Regional Data.

2.0 RECOMMENDATION: That:

- i)** Members receive the presentation; and
- ii)** Members ask any questions about the implications of these results

3.0 SUPPORTING INFORMATION

- 3.1** The Children's Policy and Performance Board have an overview and scrutiny role for children's services in as they operate in Halton.
- 3.2** The Interim Divisional Manager for Education will provide a summary of the provisional, unvalidated attainment and progress results as available.
- 3.3** Outcomes for children and young people are not comparable to previous years results for Key Stage One and Key Stage Two. However relative position to regional and unvalidated national figures can be reported. This information will inform the priorities, training, support and challenge available to schools.

Primary school progress data was due to be released in December, but has been released early in September. The KS1-2 progress thresholds have been released identifying that a school is below the progress element of floor standard if their results are lower than -5 in Reading; -5 in Maths and -7 in Writing (subject to confidence intervals).

Schools who are below the floor standard and those meeting the coasting school criteria will be identified. Schools at risk of coasting will be eligible for formal action by the Regional Schools Commissioner (RSC) as detailed in the DFE “Schools Causing Concern” document, March 2016. These coasting schools may be identified for an intervention plan that could lead to a sponsored Academy solution for the school.

Key Stage 4 reporting arrangements have also changed this year. The performance tables will no longer be reporting 5+ GCSE's including Maths and English, but will be reporting :

- Progress 8
- Attainment 8
- The percentage of pupils achieving A*-C in both English and maths
- The percentage of pupils achieving the English Baccalaureate
- The percentage of pupils entering the English Baccalaureate
- The percentage of students staying in education or employment after key stage 4

Attainment 8 is a new indicator that reports on the basis of GCSE point scores. The points awarded per grade are detailed below:

A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2 and G = 1

Attainment 8 is calculated across 8 subjects, which in reality is 10; English (double weighted), Maths (double weighted), 3 best EBACC grades plus 3 best other GCSE or equivalent grades. The grades are converted to points and the sum is calculated to give the average attainment 8 score.

Progress 8 is the progress made by the pupils on their attainment 8 subjects. Pupils' progress is measured against all other pupils nationally whose prior attainment, key stage 2, was the same. Progress 8 is a value added measure, therefore, the national average for mainstream pupils is zero. When pupils from special schools are included then the national average will not be zero. If a school had a progress 8 score of +1, then this means that their students made 1 GCSE grade more progress than the average for pupils of the same prior attainment.

3.4 Results available:

3.5 Early Years Foundation Stage

The Early Years Foundation Stage Curriculum (EYFS) is delivered

in nursery and reception, spanning a number of areas of learning. Three areas of learning are classed as Prime areas, characterised by core skills and development that young children need to acquire and these lead into four further specific areas of learning.

Prime areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas of Learning:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design

Assessment

At the end of the reception year children are assessed and a judgement made as to their level of development across a number of areas. The EYFS assessment arrangements identify if children have reached expectation. There are 17 Early Learning Goals (ELG's) and at the end of reception, a judgement is made through continuous observations, against whether:

- The child has achieved the ELG – identified as **expected**
- The child has not reached the ELG - identified as **emerging**
- The child has exceeded the ELG - identified as **exceeding**.

Prior to this final assessment, children's progress is continually monitored and assessed against ages and stages. This enables next steps to be planned for and early intervention targeted. However, these details are not part of the statutory assessment process that is reported back to the Department of Education.

There are two national indicators in respect of the profile:

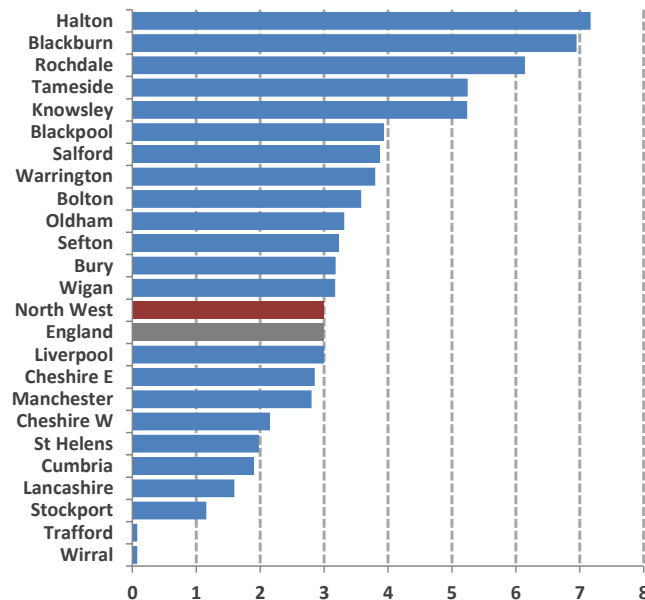
1. A “**Good Level of Development**” (GLD). This is based on the percentage of children reaching expected level or above, in the 3 prime areas of learning (Communication & Language; Personal, Social & Emotional Development and Physical Development) as well as reaching expected or above in Literacy and Mathematics.

2. **Average total point score**. If a child is emerging in an ELG, they receive 1 point; if they are reaching expected level they receive 2 points and if they are exceeding the ELG, they receive 3 points. There are 17 ELG's in total.

In 2016, the Halton GLD was 62% and was an increase of 7% from

2015 and an increase of 15% from 2014. Within the North West region, Halton has been recognised as making the greatest gain in GLD. Whilst we have always been ranked as 23/23 in the region, we have now moved to 21/23 within the NW region.

% improvement against GLD 2015:



There has also been an increase in the percentage of children reaching the expected level in all areas:

- Communication and Language with 79% of children reaching this standard; an increase of 6.5% from 72.5% in 2015 and 70% in 2014.
- Personal Social and Emotional with 81% reaching expected, compared to 75% in 2015 and 73% in 2014
- Physical Development 84% from 81% in 2015 and 80% in 2014
- Literacy 63% from 58% in 2015 and 51% in 2014
- Maths 69% from 65% in 2015 and 60% in 2014
- Understanding the world 75%, from 71% in 2015 and 65% in 2014
- Expressive Arts and Design 78% from 76% in 2015 and 67% in 2014.

The Average Total point score has also risen to 31.9 from 31.2 in 2015 and 30.8 in 2014.

The percentage of children meeting the expected standard in all of the Early Learning Goals has increased by 8% from 50% in 2015, 39% in 2014 and 58% in 2016.

Gender

Girls achieved a GLD of 70%, an 8% improvement on 2015, whilst boys achieved a GLD of 54%; an improvement of 6% on 2015. The 16% gender gap is a slight increase of 2% on 2015 and will be a focus of further analysis.

Two Year Funded Children achieved a GLD of 47%, an increase of 11% on 2015. Non 2 year funded also saw their GLD rise from 57% to 67%, leaving a gap of 20%. This has closed 1% on 2015 2year funded gap. A data tracking system of the outcomes of 2 yr funded children across the authority will be introduced in order to track children closely and aim to reduce this gap.

Actions taken to improve EYFS outcomes 2015-2016:

There has been a focus upon raising standards in early years and this will continue. Following the analysis of the 2015 EYFS data, Maths and Literacy were identified as key areas for development. A number of actions were taken to support raising standards. These included:

- A Good Level of Development (GLD) working group was established working with schools, targeting and identifying percentage of children “on track” to achieve GLD and implementing interventions to boost attainment. This pilot began in 2014 with 17 schools involved and grew to 39 schools using a GLD tracker sheet in 2015. Cluster sessions were also held to provide training around Early Years pedagogy and effective practice and to share good practice amongst schools.
- Halton were part of an Early Years Teaching School Project entitled “MABLE”, working with practitioners across Warrington, Halton and St. Helen’s. The project was a 16 month project (ending July 2016), supporting practitioners of 3-4 year olds with the teaching of Maths and boys’ literacy.
- Following on from a phonics working group, a strong phonics practitioner has been commissioned to work with targeted schools to model good practice and provide whole school phonics systems training.
- Halton LA worked in partnership with The Heath and Wade Deacon Teaching Schools to apply for a DFE funded Early Years Thematic bid to support targeted schools with historically low GLD and writing performance. Unfortunately this bid wasn’t successful, however the LA agreed to fund the developments. These targeted schools worked as a group and participated in Pie Corbett “Talk for Writing” training; visited a school in Birmingham using Talk for Writing approaches and learnt how it was used effectively across all

key stages; had Specialist Leaders in Education (SLE's) support with phonics training; some schools received further whole school phonics training; each school had a commissioned specialist (currently a serving HMI Ofsted inspector) carry out an independent review of their early years provision and practice which informed action plans to promote improvements.

- New to reception training was provided around practice and assessment processes in Early Years.
- Reception mentors were provided from experienced reception teachers to all new to reception teachers.
- Two Early Years conferences were commissioned, with an EY literacy expert focusing one conference on literacy for two year olds and a further literacy conference for three to five year olds.
- An independent review of Early Years was commissioned by education, health and early intervention partners to identify how we could improve our Early Years provision due to low historical outcomes regarding the Good Level of development indicator. Early Education were appointed and carried out a review from January until March 2016. A report was written providing 19 recommendations. Since then a "One Halton" strategic group have been established with health, education, early intervention, settings and parent groups represented to drive improvements for early years children and families.
- Halton were identified by Ofsted to be part on an independent Early Years thematic review during spring term 2016. Ofsted met with senior leaders in education, schools, settings and child minders. This has formed part of information contained in a report published July 2016, regarding national practice entitled "Unknown children destined for disadvantage." Recommendations from this report will inform Early Years action planning within the One Halton strategic group.
- Integrated Two year old reviews are being carried out within settings with Early Years practitioners and health visitors working together to complete an integrated development and progress check at the age of two. Any identified needs are shared with parents and multiagency partners.
- The Early Years Consultant Teacher team is linked to each private and voluntary (PVI) setting. Each setting is RAG rated and levels of support and challenge are based upon levels of need.

Early Years Plan 2016-17

Despite continuing gains, there will be a continued focus upon raising attainment and closing the gap in EYFS with a comprehensive programme of activity planned for the year including:

- Continuation of strategic "One Halton" steering group informing Early Years planning. An EY Conference will be held in November to co-produce an EY plan and key

developments with multi agency professionals working within EY and parents/carers and providers.

- GLD tracking and cluster support will continue.
- New to reception briefings will continue, to train and provide support for new to reception teachers in EYFS curriculum, assessment, moderation and good level of development judgements and curriculum planning.
- Reception mentors are being established, as 25% of schools will have a new to reception teacher from September 2015.
- EYFS assessment and moderation training events and school visits will continue in line with the Standards and Testing Agency policy and practice.
- PVI settings will continue to be supported by EYCT's and cluster networks will be established around Children Centre footprints. Early help Officers will also target children in settings that require support with home learning. Early
- interventions provided both in the setting and at home, should support children in reaching expected levels of attainment throughout their Early Years, so that they are able to start school equipped with the necessary skills to learn.
- An LA wide tracking system will be developed so that key data will be available as soon as children start at a setting and to support analysis of children's progress
- Leadership training will be delivered to PVI EY leaders in the spring/summer term.
- The Speech and Language Service has a new model of working and is now being delivered by Bridgewater Health for specialist level support and Communicate for Early Years targeted and universal level support. This service will provide one link visit/term/setting/school. A SALT training programme will also support Communication strategies and early identification.
- EYCT and SALT will continue "Communication Counts in Halton," a project to support early language development.
- The Halton Early Years Strategy for Support and Intervention is to be reviewed, ensuring support, challenge and accountability lead to securing high quality provision.
- Plans to ensure Halton will be able to meet the demands of the proposal to provide 30 hours of child care for eligible working parents (from September 2017) are being developed.
- The Early Years Pupil Premium (EYPP) was introduced in April 2015 for eligible 3 and 4 year olds. Settings are expected to use this funding to support the individual needs of funded children.

3.6

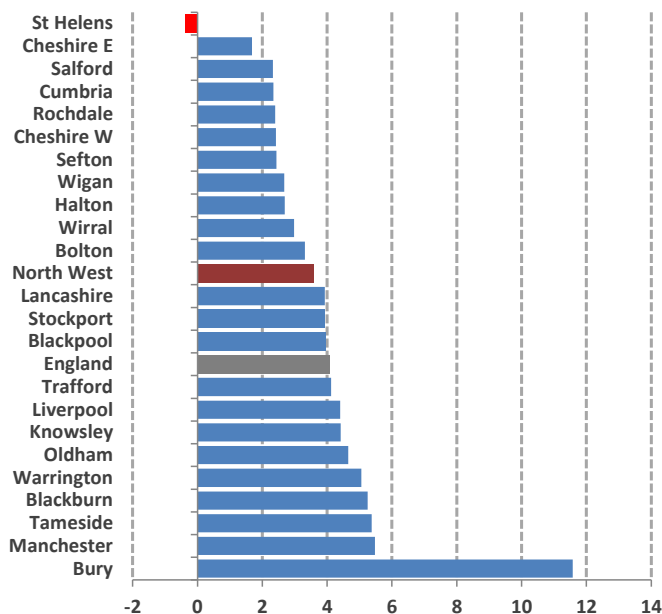
Year 1 Phonics Testing:

2012 saw the introduction of a phonics screening check which requires each year 1 pupil to read a list of 40 real and pseudo-words one-to-one with a teacher they know. The pass mark which indicates

that a child has met the required national standard is 32.

In 2016, Halton has experienced a further gain of 3%, with 76% of children reaching the expected standard against a national average of 81%. Raising attainment in phonics has been a school improvement priority. A review of phonics began in the last academic year and further work is being undertaken. A strong phonics practitioner has been commissioned to provide targeted phonics support in key schools, providing modelling and training of best practice. Progress has been seen in all school's results who have engaged with the challenge and support.

Regionally our performance can be seen below: (% improvement in Yr1 phonics)



An analysis of phonics performance by month of birth demonstrates some interesting results:

Percentage meeting the expected standard of phonic decoding			
2016	All pupils	Boys	Girls
September	87	84	90
October	86	83	89
November	85	82	88
December	84	81	87
January	83	79	86
February	82	78	85
March	80	77	84
April	79	75	83
May	77	74	81
June	76	72	81
July	75	70	79
August	72	68	77

This information will be used to target specific groups of pupils who may require further intervention to boost their phonics skills.

3.7

Key Stage One Results:

2016 saw the introduction of new assessment arrangements with the removal of reporting in levels. Pupils are now assessed against a more challenging curriculum, which was introduced in 2014. Whilst some tasks are carried out, at Key Stage One, the teacher assessments are the reportable performance indicators, reporting whether pupils have achieved the expected standard in reading, writing and maths.

Results are no longer reported as levels, but based on a standard scaled score and teacher assessments based on the standards in the interim framework. The expected standard in the tests is a scaled score of 100 or above; with the higher standard including a scaled score of 110 plus. Scaled scores range from 80-120. Teacher assessments are no longer “best fit” judgements, pupils must meet all set criteria.

Area of Learning	National % Expected	Halton % Expected	Halton gap to national % Expected
R	74	67	-7
W	66	54	-12
M	73	64	-9
RWM	60	50	-19

Working at greater depth:

Area	National	Halton	Halton gap to national
R	24	16	-8
W	13	6	-7
M	18	11	-7
RWM	9	4	-5

Whilst this is a new method of assessment and results cannot be compared to previous year's results, it is worth noting that the gap to national does not reflect historical patterns. In 2015, the gaps to national at the old expected Level 2 standard ranged from 1-2% below national. However, once looking at the higher standard of level 2b+ and level 3 Halton were 4-5% below national (depending upon the indicator; 4% R & M; 5% W in both l2b+ and l3+).

A review of assessment processes are being undertaken with wider LA's and colleagues within Halton. School improvement officers and Halton colleagues are working together to identify key aspects of good practice in schools that have met or exceeded the national average and also amongst those schools who have outperformed within their context. Writing is a key priority for the borough across all phases.

Disadvantaged:

% of pupils achieving the expected standard:

KS1	LA Disadvantaged	LA Non Disadvantaged	Gap
Reading	51%	76%	25%
Writing	39%	63%	24%
Maths	47%	74%	27%
RWM	33%	60%	27%

No regional or national data is yet available to form a comparison or performance.

Gender:

KS1	Female	Male	Gap
Reading	72%	61%	11%
Writing	62%	46%	16%
Maths	64%	64%	0%
RWM	56%	43%	13%

3.8 Key Stage Two

Pupils this year have been assessed against the new National Curriculum which was introduced in 2014. These pupils have only had 2 years to study a 4 year NC programme.

DFE have clearly stated that because of the changes, these results are not comparable to those in earlier years. Levels are not comparable with scaled scores or teacher assessment outcomes from previous years.

Pupils have been assessed by teacher assessments, but at Key Stage Two, reading and maths report test outcomes, whilst writing reports a teacher assessment outcome. A scaled score of 100 is the national expected standard, whilst 110+ is the higher standard in reading and maths and writing is judged against an expected standard, or “working at greater depth” indicator, based upon criteria within the Interim Assessment Frameworks.

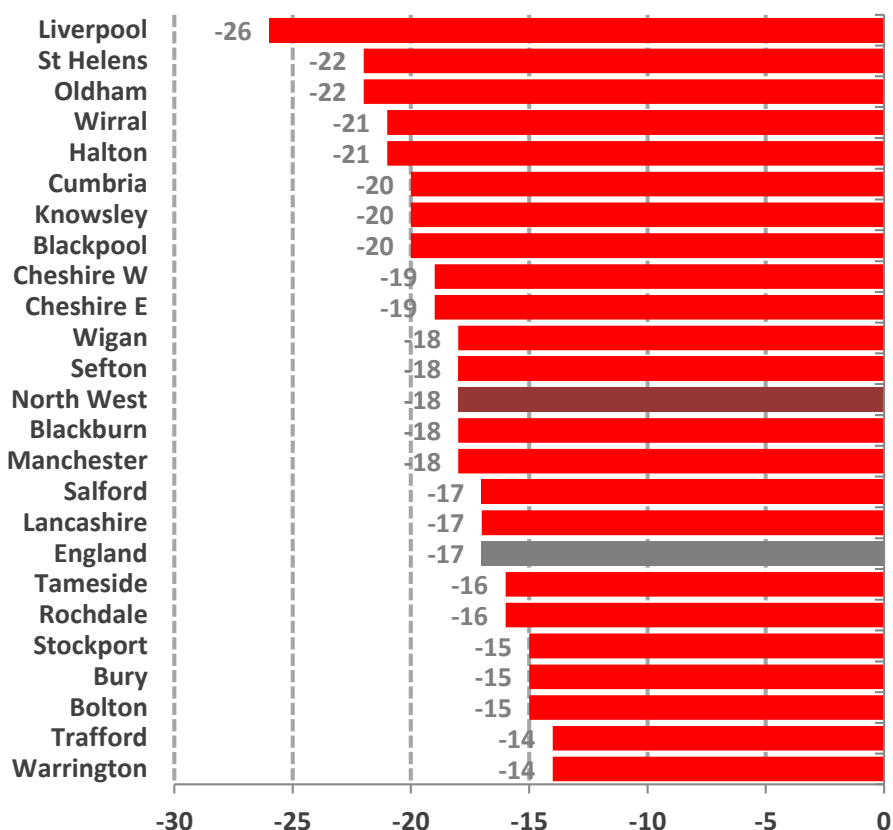
Area	National % Expected	Halton % Expected	Halton gap to national % Expected
R	66	63	-3
W	74	65	-9
M	70	65	-5
RWM	53	46	-7
GPS	72	70	-2
RWM TA	68	58	-10

Area (Working at greater depth)	National %	Halton %	Halton gap to national %
W	15	8%	-7

In 2015, Halton achieved 1% above national in reading and maths and 2% below national in writing (at the old expected standard of Level 4). However at the higher standard of L4B+ and L5, 2015 saw Halton performance 4% below national in reading and writing (L5); 3% below in maths (L5) and 5% below in the combined indicator of RWM.

This fall in performance of pupils reaching the expected standard at KS2 concern has been witnessed nationally and across the NW region. In 2015 80% of pupils nationally achieved the expected standard in RWM, whilst in 2016 only 53% of pupils achieved this expected standard.

The following chart indicates the decline in % of pupils achieving the expected standard in RWM at KS2 regionally, in comparison to the old expected standard in 2015.



This new curriculum is more challenging and 2016 assessment processes and results have caused much angst amongst Headteacher colleagues and their staff, as well as pupils and parents. NAHT are currently advising HT colleagues to boycott 2017 assessments. Halton colleagues are closely considering this union recommendation.

Halton LA are working closely with Cheshire East, Cheshire West, Blackburn with Darwen and other NW school improvement colleagues to carry out an analysis of what has worked well across the NW region, aiming to learn from best practice. Nationally there is currently a review of the writing assessment process being conducted, due to some surprising results in some LA's. Maths support is continuing from the NW maths hub, with an approach to achieving maths mastery being at the forefront of their work. Writing is a key priority for the region and further development work will be undertaken.

Floor Standards:

In 2016, a school will be above the floor if:

- At least 65% of pupils meet the expected standard in English reading, English writing and maths; **or**
- The school achieves sufficient progress **in all three** subjects. At least -5 in reading, -5 in maths and -7 in English writing.

To be above floor, a school needs to meet either the attainment or all of the progress element.

In 2016, although only 6 schools met the attainment floor standard this year, only 3 schools were also below the progress floor standard; 2 below in maths and 1 below in writing. These 3 schools who are below floor will be receiving a higher level of support and challenge from their school improvement advisor and may be included in School to School support funding bids, depending upon their wider and historical performance.

Coasting schools:

The DFE proposed definition of a coasting school is based across 3 years of school performance. A school will be coasting if:

- In 2014 and 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and maths **and** below the national median progress level in all or English reading, English writing and maths, **and**
- 2016, if fewer than 85% of pupils achieve the expected standard **and** average progress made by pupils is below the progress measure in English reading, or English writing or maths.

No school will be identified as coasting, until after the 2016 performance tables will be published in December. However, using internal, unvalidated data, in Halton 2016, we do not have any schools at risk of coasting.

Disadvantaged:

% of pupils achieving the expected standard:

KS2	LA Disadvantaged	LA Non Disadvantaged	Gap
Reading	50%	72%	22%
Writing	51%	75%	24%
Maths	54%	73%	19%
RWM	32%	56%	24%
GPS	57%	79%	22%

National or regional data is not yet available for comparison.

Gender:

KS2	Female	Male	Gap
Reading	68%	57%	11%
Writing	73%	57%	16%
Maths	67%	63%	4%
RWM	51%	41%	10%
GPS	76%	64%	12%

Progress KS1-2:

The current local data available is based upon LA state funded schools.

KS1-2 progress	LA maintained schools
Reading	-0.3
Writing	-1.6*
Maths	-0.5*

- Denotes significantly below unvalidated national average progress.

3.9 As detailed at the beginning of the report, GCSE reporting arrangement have also changed this year, with the DfE's statement of intent on the 2016 school performance tables stating that the headline measures will be:

- Progress 8
- Attainment 8
- The percentage of pupils achieving A*-C in both English and maths
- The percentage of pupils achieving the English Baccalaureate
- The percentage of pupils entering the English Baccalaureate
- The percentage of students staying in education or employment after key stage 4

The previous headline measure, 5+A*-C including English and Maths, will be removed from the main performance tables.

Attainment 8 score in Halton is 48.9, no regional or national data is yet available.

3.10 Average Progress 8 score overall is 0.18; average progress for English is -0.13; average progress score for maths is -0.31 and average progress score for EBacc is -0.37; average progress score for other subjects is +0.04

However, differences in the progress measures for female and male

pupils are evident.

Category	Overall Progress 8	English Progress	Maths Progress	EBacc Progress	Other
Female pupils (678)	-0.07	+0.11	-0.33	-0.28	+0.19
Male pupils (695)	-0.30	-0.36	-0.28	-0.45	-0.11

Red denotes significantly below national average

Green denotes significantly above national average

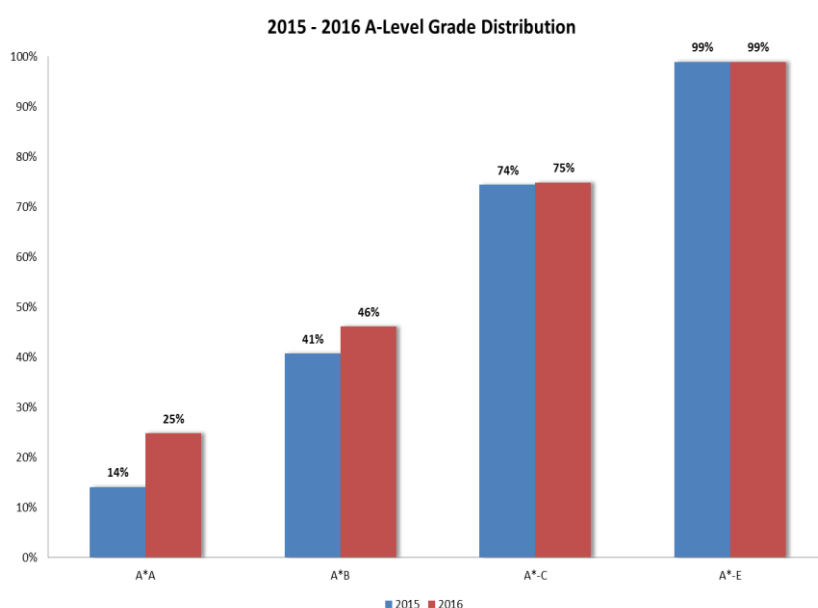
Percentage of pupils achieving grades A*-C in both English and maths in Halton is 60.5%; no national data is available yet. (The Halton range is 44% rising to 76%)

Percentage of pupils entering EBacc is 58%, percentage of pupils achieving Ebacc in Halton is 32% (ranging from 18% to 47%).

The English Baccalaureate is not a qualification. To qualify for the EB students need to attain at least a GSCE in English, Maths, Science, a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

A Level:

99% of A-Level entries awarded A*-E grades, 1% above the unvalidated national. The proportion of entries awarded 'high grades' continues to improve with 75% of subject entries graded A*-C. (see Halton's A level grade distribution below).



BTEC and Vocational Qualifications:

Students completing BTEC and vocational equivalent subjects also celebrated success with over 70% of entries awarded Distinction grades, equivalent to 3 'A' grades at A-Level.

4.0 POLICY IMPLICATIONS

4.1 Not applicable

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

Educational attainment is key to the future life chances of children and young people in Halton. It also provides a proxy to the work being done with vulnerable children in the borough and the critical priority area of closing the gap. Educational attainment of children and young people will have significant impact on future employment, learning and skills of Halton's population.

6.2 Employment, Learning & Skills in Halton

As above

6.3 A Healthy Halton

None

6.4 A Safer Halton

None

6.5 Halton's Urban Renewal

None

7.0 RISK ANALYSIS

7.1 Schools with a trend that places them at risk of coasting or at risk of being below floor standard will be prioritised for a higher level of support and challenge.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 None identified.

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

“Interim Teacher Assessment Framework at the end of KS2”, Standards and Testing Agency (STA), September 2015

“Statement on the interim recommendations of the Rochford Review”, December 2015

National Curriculum Assessments at Key Stage 2 in England, 2016 (interim) SFR 30/2016, 5th July 2016

“Progress 8 Measure in 2016, 2017 and 2018” DFE, July 2016

“Schools Causing Concern Guidance: Guidance for Local Authorities and RSC’s”, DFE, March 2016

REPORT TO:	Children & Young People Policy & Performance Board
DATE:	31 st October 2016
REPORTING OFFICER:	Operational Director, Education, Inclusion & Provision
PORTFOLIO:	Children, Young People and Families
SUBJECT:	The annual head teacher report on the educational outcomes of children in care 2015 – 16
WARD(S)	All

1.0 PURPOSE OF THE REPORT

- 1.1 To provide PPB with the annual update of the educational outcomes for Halton children in care for 2015-16.

2.0 RECOMMENDATION: That:

- i) PPB note the information provided

3.0 SUPPORTING INFORMATION

- 3.1 Halton has a small number of children in care within each key stage cohort. This always makes comparison with the general population and year on year performance very difficult as each child in care has a high statistical significance. This makes both the gap and trend analysis volatile.
- 3.2 2015-16 saw changes to the assessment process. Key Stage One and Key Stage Two results are no longer reported in levels, but against the percentage of children reaching the “expected” standard, whilst assessments have been made against a new, more challenging national curriculum. As a result, the Department for Education have been clear that summer assessment results must not be compared with previous years’ results. This year GCSE results will be reported against a new attainment 8 and progress 8 measure.
- 3.3 Halton Virtual School provide educational support and activities over and above those delivered through schools and use of Pupil Premium Plus. This support is available and offered to all Halton children in care regardless of whether they live or are educated in Halton or out of borough.

- 3.3 The data provided within this report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers within each key stage.

3.3.1 Key to the tables:

Gap	Direction
<p>Is comparing children in care performance this year with that of their non-care peers locally</p> <p>+ = children in care out performed in comparison</p> <p>- = children in care underperformed in comparison</p>	<p>↑ = Closed the gap from previous year</p> <p>↓ = Gap increased from previous year</p> <p>Num = by how much from previous year</p>

Within the tables:

CIC 12 mths+ = Halton children who have been in care for 12 months or more

H = all Halton children eligible to take the tests/GCSEs

3.3.2 What is a good outcome?

That a child has been in care for at least 12 months, living in a stable placement, with at least 90% attendance at a Good or better school, with no fixed term exclusions, and making at least sufficient progress in comparison to their non-care peers.

There is a glossary of term used within this report in Appendix 1

3.3 **Early Years Foundation Stage Outcomes for Children in Care 2015 - 16**


3.3.1 What is a good outcome?

A good outcome is that a child achieves the measure of a Good Level of Development (GLD)

3.3.2 Contextual information:

There were 6 children in the 12 mths+ care cohort. There were 4 boys and 2 girls. 4 children were in borough; 2 placed out of borough (1 child is living in Spain). 2 children had a school move out of borough due to placement changes. One of these children moved to live with a parent. The other child did have time out of school due to the placement move during Reception year. 2 children have an EHCP and are in Special Schools; 2 children are at SEND Support. 2 children had 1 or more placement changes during Reception. 1 child had attendance below 90% due to illness and a holiday in term time. All

other children's attendance was above 90%. 4 out of 6 children were in Good or better schools.

EYF Outcomes	GLD	
Cohort	CIC	H
% Expected or Exceeded	33	62
Gap	-29	
Direction		

3.3.3 Analysis shows that:

- There has been an increase in the attainment difference between Halton children in care and their non-care peers.
- 1 child achieved in line with the predictions made on their Personal Education Plan.
- Within this cohort there are 3 children who were either in Special Schools or living abroad and therefore could not be expected to achieve the GLD measure. If these children are taken out of the cohort then 67% of children in care achieved GLD so outperforming their non-care peers.

3.3.4 Positive impact:

- 4 children accessed their Pupil Premium Plus funding which provides targeted educational support for children in care.
- Halton Virtual School has also provided Curiosity Book Shop parcels for 5 out of 6 children and 1 child took part in a learning activity day.

3.3.5 For those who did not achieve expected outcomes:

- Further analysis will be undertaken to identify the key Early Learning Goals which have resulted in some of the children not achieving their GLD measure. This will then link into the Personal Education Plan targets for Year 1.
- Halton Virtual School will provide literacy and numeracy parcels for those children who did not achieve their Early Learning Goal in these areas.


3.4 Year 1 Phonics Outcomes for Children in Care 2015 - 16:

3.4.1 What is a good outcome?

A good outcome is that a child will achieve 32 or more on the Phonics test.

3.4.2 Contextual information:

There were 10 children in the 12 mths+ care cohort. There was 1 boy and 9 girls. 6 children were placed in borough. 2 children had a school move; both were out of borough school. 1 child is living in Spain. 4 children are on SEND support and 1 child is receiving Enhanced Provision for SEND. With the exception of the child living in Spain all children's attendance was above 90%. 6 children were in Good or better schools.

Phonics Outcome	Threshold 32	
Cohort	CIC	H
% Achieved	70	76
Gap	-6	
Direction		

3.4.3 Analysis shows that:

- Prior attainment for this cohort was not good; only 2 of the children achieved their Good Level of Development at the end of Reception. 4 were emerging in both Literacy and Maths.
- 7 children achieved the Phonics threshold.
- This represents accelerated learning for 2 children whose previous outcomes in Reading and Writing were emerging in EYFS – 1 child has moved from emerging to achieving 100% on the test (40 marks) and the other achieved 39 marks.
- 3 children achieved 100% on the Phonics test with a further 2 achieving 39 marks.
- If the child living in Spain is taken out of the cohort, then Halton children in care outperformed their non-care peers by 2%.
- 8 children achieved in line with their Personal Education Plan predictions.

3.3.4 Positive impact:

- 7 children accessed their Pupil Premium Plus
- 3 children attended a learning activity day run by Halton Virtual School and 2 received Curiosity Book Shop parcels this year with a further 3 children receiving them in their Reception year.

3.3.5 For the children who did not achieve expected outcomes:

- For those children who did not achieve the Phonics threshold, Halton Virtual School will provide Phonics support packs to be used at home with the support of their carers.
- Further analysis will be carried out as to any additional literacy and numeracy support which may be needed to ensure that each child has the opportunity to achieve their potential in their Key Stage 1 SATs.

3.5 KS1 Outcomes for Children in Care 2015 - 16:

3.5.1 What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). This combined measure is new for this academic year.

3.5.2 Contextual information:

There were 6 children in the 12 mths+ care cohort. There were 4 boys and 2 girls. 6 children were placed in borough. 1 child had a school move during this academic year. No child had a placement move during this academic year. 1 child is placed at home on a care order. 3 children are receiving SEND support and 1 child is receiving Enhanced Provision for SEND. All children's attendance was above 90%. 3 children were in Good or better schools.

The Department for Education has stated that it is not possible to do a year on year comparison due to the changes in the curriculum and assessment. Therefore there can be no direction arrow.

KS1 Subject Attainment	R		W		M		RWM	
Cohort	CIC	H	CIC	H	CIC	H	CIC	H
% Achieving Expected Standard	17	67	33	54	17	64	0	50
Gap	-50		-21		-47		-50	

3.5.3 Analysis shows that:

- Prior attainment for this cohort was not good; 4 children did not achieve their Good Level of Development in Reception and 3 did not achieve the Phonics Threshold in Year 1
- Whilst the performance of this cohort is disappointing in terms of diminishing the attainment difference, it is important to contextualise this with the child's prior attainment and the changes to the curriculum and assessment standards.
- 5 children were assessed as Working towards the Expected Standard in Reading; 3 were Working towards the Expected Standard in Writing with 1 assessed as having the Foundations of the Expected Standard; 3 were Working towards the Expected Standard in Maths and 2 were assessed as having the Foundations of the Expected Standard.
- 1 child achieved the Expected Standard in Writing and Maths but not in Reading.
- 1 child has been at high risk of exclusion during this academic year due to a high level of emotional and behavioural difficulties. He was not able to sit his tests.
- 2 children achieved in line with the predictions on their Personal

Education Plan for the combined measure (RWM).

Positive impact:

- 3.5.4
- 5 children accessed their Pupil Premium Plus.
 - 2 children have attended a learning activity day run by Halton Virtual School and 3 children have received Curiosity Book Shop parcels this year, with 1 child also receiving the parcels in previous academic years.
- 3.5.5 For those children who did not achieve expected outcomes:
- Further analysis will be undertaken to ensure that the appropriate support is put in place to enable the children to accelerate their learning.
 - Halton Virtual School will provide additional Literacy and Numeracy activity packs to those children who were assessed as Working towards the Expected Standard.
 - For those children who were assessed as having the Foundations of the Expected Standard a request for an Educational Psychological consultation has been made and 1 child is already undergoing statutory assessment for SEND.

3.6 KS2 Outcomes for Children in Care 2015 - 16:

3.6.1 What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). The child must be Making Sufficient Progress in Reading, Writing and Maths from their prior attainment at Key Stage 1.

3.6.2 Contextual information:

There were 9 children in the 12 mths+ care cohort. There were 4 boys and 5 girls. 8 children were placed in borough. No child had a school move and only 1 had a placement move during Year 6. 3 children have EHCP, with 1 child attending a Special School. All children's attendance was above 90%, with 7 being above 95%. 8 children were in Good or better schools.

The Department for Education has stated that it is not possible to do a year on year comparison due to the changes in the curriculum and assessment. Therefore there can be no direction arrow.

KS2 Subject Attainment	R		W		M		RWM	
Cohort	CIC	H	CIC	H	CIC	H	CIC	H
% Achieving Expected Standard	33	63	33	65	33	65	11	48
Gap	-30		-32		-32		-37	

KS1-2 Progress	R		W		M	
Cohort	CIC	H	CIC	H	CIC	H
% Making Sufficient Progress	44	48	33	47	44	48
Gap	-4		-14		-4	

3.6.3 Analysis shows that:

- Prior attainment at Key Stage 1 was not good for this cohort – Level 2 and Level 2b+ were the previous expected standards: 5 children did not achieve Level 2 in Reading 5 and 6 did not achieve Level 2b+; for Writing 6 did not achieve Level 2 and 7 did not achieve Level 2b+; for Maths 5 did not achieve Level 2 and 6 did not achieve Level 2b+.
- There were 2 children who were either in Special School or judged to not be able to achieve the expected standards in the tests. If these 2 children are taken out of the data the attainment difference does close slightly (Reading 20%, for Writing and Maths 22%).
- 3 children were assessed as having either the Foundations or Early Development of the Expected Standard in Reading, Writing and Maths.
- Progress is based on how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.
- The progress data for children in care is a positive picture with the gap being very small in Reading and Maths. This means that given their starting point Halton children in care are making accelerated progress compared to other children with the same prior attainment.
- There is evidence of accelerated progress for individual children (3 in Reading, 3 in Writing and 4 in Maths). 1 child achieved the higher assessed outcome of Greater Depth at the Expected Standard in Writing.
- 5 children achieved in line with their Personal Education Plan predictions for the combined measure of RWM.

3.6.4 Positive impact:

- Halton Virtual School has provided a range of interventions and learning activity days for this cohort of children. Only 1 child (with complex additional needs) has not engaged in any of the support provided.
- 3 children have had additional tuition this year funded by Halton Virtual School.
- 7 have received Curiosity Book Shop parcels during this Key Stage. 2 have received additional tailored literacy and numeracy activity packs provided by Halton Virtual School.

- 7 children have accessed at least 2 learning activity days run by Halton Virtual School during this Key Stage, with 4 children accessing 4 or more.
- 8 children accessed their Pupil Premium Plus.

3.6.5 For those children who did not achieve their expected outcomes:

- Targeted use of Pupil Premium Plus will be put in place through the Personal Education Plan to ensure that their progress is accelerated.
- They will also be targeted for additional personalised interventions from Halton Virtual School, including additional tuition, activity days, literacy packs.

3.7 **KS4 Outcomes for Children in Care 2015-16:**

3.7.1 It is important to note when reviewing the performance of our Key Stage 4 cohort that national research indicates that there are numerous factors that have a statistically significant negative impact on the GCSE outcomes for children in care as compared to the school population as a whole. These include:

- Poorer prior attainment at Key Stage 2,
- Overrepresentation within those pupils who have additional and SEND needs,
- The length of time they have spent living away from their family
- Greater instability both at home and in school,
- Higher levels of unauthorised absence and exclusions resulting in lost learning time.
- Higher levels of emotional, behavioural and mental health needs,
- Continuing birth family issues and anxieties which impact on their ability to concentrate and focus on their learning.

3.7.2 The National statistical analysis shows that the impact of these characteristics means that outcomes for children in care will always result in a difference in attainment. Therefore, there is an increasing focus on reviewing the progress of children in care from their point of entry into the care system and their continuing engagement in Education, Employment and Training. This would enable greater analysis if the impact of the young person's lived experience of being in care and the interventions that are put in place to support them can be taken into account. There is a national data system that is currently under development to facilitate this.

3.7.3 What is a good outcome?

A good outcome is that a young person will have achieved at least 5 GCSEs including English (E) and Maths (M) at grade A* - C; and that

they will have achieved the new measures of Attainment 8 and Progress 8.


We do not currently have the data for the new measures so I have reported on the 5A*-C EM GCSE outcome only.

3.7.4 Contextual information:

There were 15 young people in the 12 mths+ care cohort. However, 6 had been in care for less than 3 years. There were 10 boys and 5 girls. 8 young people were placed out of borough. 5 young people had a school move during Key Stage 4. 8 young people had a placement change during Key Stage 4. 2 young people were Unaccompanied Asylum Seekers; one has been missing from care since arriving. 2 young people had missing from care episodes during Key Stage 4. 1 young person has had CSE issues; 2 were involved with YOS; 4 young people were in out of borough Residential placements. 1 young person is at home on a care order.

6 young people had statements for SEND, with 4 having statements for BESD; and an additional 2 were receiving SEND support. 4 young people had attendance below 90%; 4 had periods of fixed term exclusions, one young person was excluded just prior to taking GCSEs and was managed moved to The Bridge School to facilitate the opportunity to take the exams. 1 Unaccompanied Asylum Seeking Child has never been on roll at a school due to being missing from care from arrival. 6 young people were in Special Schools or independent schools, 4 of which were out of borough. 12 young people were in Good or better provision.

The lived experiences of our Halton Key Stage 4 children in care reflects the characteristics identified in the national research and results in a negative impact on GCSE outcomes.

KS4 GCSE outcomes	5A*-C EM	
Cohort	CIC	H
% Achieved	7	59
Gap	-52	
Direction		

3.7.5 Analysis shows that:

- Based on prior attainment at Key Stage 2, 27% of the cohort were predicted to achieve 5A*-C EM. However, these predictions do not take into account the subsequent disruption in placements and education that they experienced.
- Of those predicted to achieve 5A*-C EM, 1 young person had a placement breakdown and school move just prior to taking the exams; 1 young person had 3 placement moves in Key Stage 4, missing from care episodes and challenging behaviour all of which

impacted on school provision and attendance. 2 young people did not achieve grade C in one of English or Maths but did in the other.

- Further analysis has shown that 20% of young people did achieve 5A* - C (1 young person gained 10 GCSEs at this level); 53% achieved 5A* - G EM; and 73% achieved at least 1 GCSE A*-G (6 achieved 8 or more GCSEs with 1 young person gaining 12 overall)
- 1 Unaccompanied Asylum Seeking Child (who has been in care less than 2 years) achieved 4 GCSEs EM with 2 at grade C.
- Due to their level of additional needs 3 young people were not entered for GCSEs. However, 2 achieved at least 3 GCSE equivalents including English and Maths.
- 60% of the overall cohort achieved in line with the predictions on their Personal Education Plan.

3.7.6 Positive impact:

- Halton Virtual School has provided 1:1 tuition for 4 young people in line with their requests; this was over and above anything provided through Pupil Premium Plus or school. 7 young people have accessed learning activities provided by Halton Virtual School during their time in care.
- 9 young people accessed their Pupil Premium Plus.

3.7.7 Post 16 progression:


- Of the 15 young people in the cohort, 13 are currently in Education Employment and Training. The remaining 2 are Unaccompanied Asylum Seekers.
- Halton Virtual School is working with MPloy to ensure continued engagement.
- Halton Virtual School has developed a new programme called 'Passport to Success' which focuses on supporting young people to continue their engagement in Education Employment and Training and to work towards future career aspirations.


3.8 **Attendance and Exclusions Outcomes for Children in Care 2015 - 16:**

3.8.1 What are good outcomes?



Attendance should be above 90% as any figure below this is classed as Persistent Absence. No child in care should be Permanently Excluded and any Fixed Term Exclusion should be used as a last resort.

3.8.2 Attendance contextual information:

Primary	Overall	
	12mth +	All CIC
Cohort Size	53	78
Average %	97.72%  +3.51	97.75%
No <90% (PA)	0	1
No <95%	10	12
No 100%	10	19

Secondary	Overall	
	12mth	All CIC
Cohort Size	67	79
Average %	90.22%  -2.22	90.22%
No <90% (PA)	13 (19.4%)	21
No <95%	20	29
No 100%	12	14

3.8.3 Analysis shows that:

- For Primary - there has been a positive increase in the average attendance and there were no children who have been in care for 12mths+ who were persistently absent from school. 10 children achieved 100% attendance and have gained an attendance reward from Halton Virtual School.
- For Secondary – there has been a decrease in the average attendance and an increase in persistent absence. 12 of these young people were in Years 9-11 and 8 were in out of borough schools (7 in Special Schools). However, 12 young people did have 100% attendance and have gained an attendance reward from Halton Virtual School.
- For the combined phases - overall average attendance for children who have been in care for 12mths+ = **93.37%**, an increase of  **0.3%** from the previous year.
- The percentage of children with attendance below 90% = **10.8%** a slight increase of  **0.3%** from the previous year.

3.8.4 Exclusions:

Primary:

Analysis shows that

- There were 2 children who received 1 or more fixed term exclusions – this is 3.8% of the overall cohort of children who have been in care for 12mth+. One child in Year 2 received 10 days in total and one child in Year 6 received 16 days in total.
- It is very unusual for Primary Halton children in care to receive fixed term exclusions. Both children received the exclusions following extremely challenging behaviour and bespoke support

packages were put in place to stabilise their provision.

- Both children are now undergoing statutory assessment for Social, Emotional and Mental Health needs.

Secondary:

Secondary	Overall	
	12mth	All CIC
Overall Cohort Size	67	79
No days FT Ex	No of yp	No of yp
0	47	58
1-2	5	5
3-5	3	5
6-10	5	5
11-15	1	1
16-20	1	2
20+	1	1
Total No having 1+ FT Ex	16	19
% having 1+ FT Ex	24%	24%

Analysis shows that:

- There has been an increase of 5.1% in the number of young people receiving 1 or more fixed term exclusions.
- There was an even split between those receiving fixed term exclusions in Key Stage 3 and Key Stage 4, although those in Key Stage 4 did have the higher number of days excluded.
- 9 of the young people were in Halton schools, but in general they did receive the lower number of days excluded.
- Of those in out of borough provision, 5 young people were in Special or Independent schools with statements for BESD.
- 13 of the overall 16 young people were male.

3.8.5 Strategies to improve attendance and exclusion rates:

- Halton Virtual School commissioned a bespoke intervention programme (PHEW) from Young Addaction, targeted at Y9 boys who were at risk of being excluded and disengaging from school. The impact has been positive with none of the boys taking part receiving any more exclusions. Feedback from schools shows that the boys also engaged more positively in their learning.
- Attendance and exclusions continue to be monitored on a daily basis by Halton Virtual School and support is provided to address any issues, including referrals to Psychologists and commissioning specialist assessments.
- Halton Virtual School has delivered a range of training sessions for Designated Teachers to increase awareness and improve practice in meeting the needs of children with attachment difficulties. A

specialist consultant has also been commissioned to support individual schools where children were experiencing high levels of emotional and behavioural difficulties due to their attachment issues.

- Pupil Premium Plus has been targeted to support young people who are not attending or at risk of exclusion.

3.8.6 Further developments for 2016-17:

- Halton Virtual School has re-commissioned Young Addaction to run the PHEW project for a targeted group of Key Stage 3 boys.
- Halton Virtual School has also commissioned a new targeted programme to promote positive self-esteem and self-regulation for Year 8 and 9 girls. This will also focus on developing positive relationships and aspirations to improve engagement and reduce possible exclusions.
- Halton Virtual School and Halton Education Welfare Service have developed more robust processes to monitor and challenge the attendance of children in care, including having a named officer to monitor out of borough children.
- Halton Virtual School has commissioned a specialist in attachment difficulties to provide group consultations for Designated Teachers who have children who are presenting challenging behaviour due to their attachment difficulties. This is a preventative measure aimed at reducing escalation to exclusion.

4.0 **POLICY IMPLICATIONS**

- 4.1 Please see other implications below regarding national policy changes both current and future.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

- 5.1 The DfE has confirmed that Children in Care will receive Pupil Premium Plus for the next financial year. However, there has been no guarantee beyond March 2017. If this funding ceases then it will have a negative impact upon the positive interventions that both schools and Halton Virtual School provide to diminish the attainment difference and support our children in care to achieve their full potential.
- 5.2 Halton Virtual School also continues to use the Personal Education Allowance funding that the Council provides as Corporate Parents. This funding is vital in supporting the learning activity programme and the personalised interventions that the children receive over and above those funded by Pupil Premium Plus.
- 5.3 There is a current national debate around the recording and analysis of the educational outcomes of children in care. This debate focuses on removing the year on year comparison and providing more

contextualised data. This will be a positive more if this becomes a DfE requirement.

- 5.4 Given the changes in assessment and curriculum in both phases this will continue to impact upon how attainment and progress are to be monitored and measured. Halton Virtual School continues to work with both Primary and Secondary school colleagues to ensure that the Personal Education Plan is completed on a termly basis. However, further work needs to be done in order to provide overall comparisons against expected outcomes.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

The educational attainment of children in care remains a key priority for the Council.

6.2 Employment, Learning & Skills in Halton

If children in care do not achieve their expected educational outcomes there is a high risk that they will become NEET and therefore not achieve employment which fulfils their aspirations or enables them to be active participants in the community.

6.3 A Healthy Halton

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

6.4 A Safer Halton

Due to their lived experiences children in care can be at higher risk of child sexual exploitation, and episodes of missing from care or school. Research does indicate that these factors all have a negative impact upon educational outcomes for our children and young people in care. Therefore, all agencies need to provide proactive support in order to keep children in care safe.

6.5 Halton's Urban Renewal

None identified.

7.0 RISK ANALYSIS

- 7.1 If the outcomes for our Halton children in care do not improve then there is a continued risk that they are more likely to become NEET and not become active and positive partners in their community.

8.0 EQUALITY AND DIVERSITY ISSUES

- 8.1 Children in care continue to be a vulnerable group whose life experiences of trauma, neglect and abuse mean that they have not had the same start in life as other young people.

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

None.

APPENDIX 1 – GLOSSARY OF TERMS USED IN THIS REPORT

EYFS	Early Years Foundation Stage
GLD	Good Level of development
R	Reading
W	Writing
M	Maths
E	English
SEND	Special Educational Needs and Disabilities
EHCP	Education Health Care Plan
YOS	Youth Offending Service
CSE	Child Sexual Exploitation
FT Ex	Fixed Term Exclusion
PA	Persistent Absence
BESD	Behavioural, Emotional and Social Difficulties

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

DATE: 31st October 2016

PRESENTED BY: Divisional Manager – Inclusion

PORTFOLIO: Children, Young People & Families

SUBJECT: Update on the proposal to close Westfield Primary School Resource Provision Base for Pupils with Hearing Impairment and Specific Learning Difficulties

WARDS: Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 This report outlines the consultation process undertaken and the issues raised on the proposal to close Westfield Primary School Resource Provision Base for Pupils with Hearing Impairment and Specific Learning Difficulties.

2.0 RECOMMENDATION: That

- 2.1 The Board consider the response received from the first phase of the consultation;
- 2.2 The Board note the statutory consultation undertaken between 21st September 2016 and 19th October 2016.

3.0 BACKGROUND

- 3.1 In September 2016 there will be 3 pupils accessing the Resource Provision Base. All 3 pupils are in Key Stage 2, there are no pupils in Key Stage 1. Feedback from families of children in early years indicates that they would choose for their children to attend their local school with additional Teacher of the Deaf support in line with National Sensory Impaired Partnership (NatSIP) recommended support levels.
- 3.2 With the advances in technology and the right support most children now make greater progress by being a part of a mainstream peer group with language support. To ensure pupils have the right support the proposal seeks to close the Resource Base and reinvest the funding into increasing specialist support for pupils in local schools. Should there be a need for a specialist placement in future years a specialist place will be commissioned from a neighbouring Local Authority.
- 3.3 The Local Authority will continue to provide support to Westfield until the three pupils have completed their education at the school. Funding will be provided to support the two teaching assistants and the Local Authority Specialist

Teacher will continue to support the school in line with the NatSIP support levels.

4.0 CONSULTATION

- 4.1 The first phase of the consultation commenced on 22nd June 2016 and closed on Wednesday 20th July 2016. Consultees included: parents at the school and the Resource Base, Governors, staff, all schools, pre-schools with Hearing Impaired pupils, Halton NHS Clinical Commissioning Group, the Chair of Halton Impart, Diocesan Authorities, neighbouring authorities, trade unions, the local MP and local Elected Members
- 4.2 A total of 14 responses were received to the consultation. Consultees were asked whether they supported the proposal, they were also given the opportunity to provide their comments.
- 4.3 The key issues raised during the consultation included the following:
- Support for the current pupils in the Hearing Impaired Base;
 - Viability of current provision;
 - Support for pupils should the base close;
 - Progress of pupils with Hearing Impairment in a mainstream school;
 - Cost cutting;
 - Recruitment of Specialist Teachers of the Deaf
 - Use of the facilities; and
 - Support for other pupils with special needs in the school.
- 4.4 Appendix A details the questions and comments made in the first phase of the consultation with the responses to the issues raised.

5.0 STATUTORY CONSULTATION

- 5.1 Executive Board considered the responses made to the consultation along with the notes of the meeting with the staff and governors, parents and public. The Board then gave approval for a four week statutory consultation to be undertaken.
- 5.2 The statutory consultation commenced on 21st September 2016 and closed on 19th October 2016. The statutory consultation was sent to the following: Governors and staff at Westfield Primary, all headteachers of nursery, infant junior and primary schools, Brookfields and Chesnut Lodge Schools, pre-schools with Hearing Impaired pupils, Halton NHS Clinical Commissioning Group, the Chair of Halton Impart, Diocesan Authorities, neighbouring authorities, trade unions, the local MP and local Elected Members. A copy of the consultation document is attached at Appendix B.
- 5.3 As part of the consultation process two meetings were held at the school on 28th September 2016; one for staff and governors and the second for parents and the public. A copy of the proposal and the reports submitted to Executive Board were provided to the Regional Director, North West for The

National Deaf Children's Society, along with the Equality Impact Assessment. The Regional Director and a colleague were also invited and attended the parents and public meeting at the school.

- 5.4 A summary of the responses received to the consultation will be collected and summarised as well as responses to any issues raised. A further report will then be prepared and submitted to Executive Board on 17th November 2016, so that a decision on the proposal can be determined. If the proposal is approved no further pupils will be admitted to the base and it will close with effect from 31st December 2016.

6.0 FINANCIAL IMPLICATIONS

- 6.1 The Resource Base currently receives £10,000 for each of its 6 places giving it a total of £60,000. £20,623 is provided for a Signer each year and an additional £5,081.73 is allocated for each pupil placed in the base.
- 6.2 Funding will continue to be provided to Westfield Primary School to support the costs of the two teaching assistants until the three current pupils have completed their primary education at the school.
- 6.3 The funding from the unit will be reinvested into employing specialist staff to support pupils across the borough with Hearing Impairment. It will also be used to commission specialist provision if required.

7.0 OTHER IMPLICATIONS

- 7.1 By increasing the peripatetic team support can be provided to more pupils with a hearing impairment.

8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

8.1 Children and Young People

Supporting pupils with a hearing impairment in their mainstream local school is more inclusive as it allows pupils to be educated within their own community, alongside their siblings, friends and peer group.

. 8.2 Employment Learning and Skills in Halton

N/A

8.3 A Healthy Halton

N/A

8.4 A Safer Halton

N/A

8.5 Halton's Urban Renewal

N/A

9.0 RISK ANALYSIS

- 9.1 As reducing number of parents are choosing to have their children educated in a HR Resource Base it is becoming more difficult for the base to be financially viable and to be able to recruit the appropriately qualified staff.
- 9.2 As the majority of families would prefer their child to be educated in a mainstream setting with support we may not be able to provide the appropriate level of support across the borough to meet need unless we can reinvest the resources saved from the closure of the Base.

10.0 EQUALITY AND DIVERSITY ISSUES

- 10.1 This proposal is aimed at ensuring pupils with Hearing Impairment can be educated within their own local community and is therefore more inclusive.
- 10.2 An Equality Impact Assessment has been undertaken on this proposal.

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

Documents	Place of Inspection	Contact
Statutory Notice January 2010	Rutland House ann.mcintyre@halton.gov.uk	Ann McIntyre 0151 511 7332
Executive Board Report 14 th July 2016	as above	as above
Equality Impact Assessment	as above	as above

Response to the Consultation

A total of 14 responses were received to the consultation. Consultees were asked whether they supported the proposal, they were also given the opportunity to provide their comments.

- 3 of the responses supported the proposal – 2 x Primary Headteachers and 1 x Councillor
- 1 response asked for further information – 1 x Councillor
- 9 of the responses did not support the proposal – these responses included 3 responses linked to one pupil in the current base, 1 response from the two members of staff working within the base, 5 responses from parents – 4 from parents of pupils currently attending the school and 1 from a parent whose child previously attended the school.

Detailed in bold are the comments made to the consultation, where a response is needed this is included below the comment.

Comments

1. **I am quietly confident that the support could still be offered within a mainstream setting**
2. **I support the closure of the HI unit as I believe the numbers are too small for it to be a viable unit and strongly believe that the needs of the children are better served when they are educated within a mainstream setting with additional support in situ.**
3. **Children do better in a mainstream school and can help them achieve their goals**
4. **It is a fantastic unit and helps a lot of children be a part of a mainstream environment**
5. **After attending the consultation meeting and hearing of the difficulties in recruiting and retaining staff I wondered how the individually tailored plans spoken of, for each child could be maintained. I think it could result in an oversubscribed service and individual families fighting for what is best for their children. A unit where students and families and school understand each other, I feel, would provide a more nurturing environment.**

I feel the children who use the unit are in mainstream education with the added bonus of the unit.

It would be a shame for the unit to close as it is still half full.

Response

It is intended that the funding previously used to support the Resource Base will be reinvested into increasing the level of specialist support available for children and young people with a hearing impairment. This will mean we are better able to meet need and tailor our support to individual pupils requirements in line with the National Sensory Impaired Partnership (NatSIP) recommended support levels.

We are encouraging all schools to promote a nurturing environment. We have funded a number of pilots, Nurture Champion training and in conjunction with Nurture Group Network have established a Halton network for schools.

6. **The school is renowned for its signing – it would be such a shame to lose it. It includes all the children who use it. Need this unit to continue.**
7. **There are 3 main hearing aids 1) air conduction 2) Bone Anchored be-ha 3) Cochlea implant. All types of aids are better if backed up with sign language as they cannot be worn at certain times e.g. swimming, ear infection etc. - even tiredness. After consulting with XXX - speech and language professional at the Cochlea Implant Centre, integrating Hearing Impaired children into mainstream school can work successfully BUT a percentage of children with a greater hearing loss and not fully developed speech - this will not work. It is far more detrimental for the children when it is beyond their capabilities in a mainstream class to develop fully. Therefore the Hearing Impaired Base at Westfield is an asset for these children and should remain open for however many children required it. There is too much distraction and noise to gain a child's attention. There is always going to be children that need extra help which can only be obtained in a classroom like the Base at Westfield. If you were concerned about the education of these children, put more funding into the Base instead of taking a risk with children's futures. BUT THAT MEANS PROMOTING THE BASE INSTEAD OF TRYING TO PUT PARENTS OFF SO THAT YOU CAN CLOSE IT. YOU SHOULD BE ASHAMED. If you are going to adjust the lessons - slow down speech and give these children processing time "which is paramount" you then risk slowing down the education of the rest of the class. Education is the key to our future as well as theirs, so please do the right thing and let these special few children who need extra help use the facilities that are available at Westfield. The family doctor and also the Cochlea Implant Therapists are showing concerns for these children because it will impact on general and mental health problems - this would carry on into adult life (this obviously only applied to the children who need the base) Please promote the base.**

Response

Successful support for children with a Hearing Impairment ensures that individual need is appropriately assessed and met, which involves taking a great many aspects of a child's educational, personal and social circumstances into consideration alongside their deafness.

The majority of families choose for their children to attend their local school with additional Teacher of the Deaf support in line with National Sensory Impaired Partnership (NatSIP) recommended support levels.

Due to advances in technology, for the majority of hearing-impaired children sign support is not necessary and for the small number of occasions where a hearing-aid or Cochlear Implant is not in use, visual support can be achieved through a variety of techniques, of which sign is only one. Where such additional support is required, this can be achieved without resource base provision, for example in support of swimming lessons a range of visual communication can be employed by swimming instructors supported by a peripatetic Teacher of the Deaf.

Peripatetic Teachers of the Deaf are experienced in supporting teachers of mainstream classes to best support deaf children, including ensuring that they have time to process auditory information. This does not require any 'slowing down' of the delivery of lessons in any way, nor would it in a resource base context.

Even in a resource base the aim is for deaf children spend the majority of their time in their mainstream class.

8. **As the proposal has only covered the base being currently accessed by the children with hearing impairments, it is not taking into account the other children throughout the school with specific learning difficulties which is also what the base was designed for.**

Would it be possible for the children to be in mainstream support as proposed but to use the bae for interventions for the core subjects (Maths and English) and have a teacher to work with the children with specific needs. This does not necessarily need to be a teacher of the deaf, as all sign and hearing aid maintenance can be competently done by the support staff as it would in mainstream.

We currently have children throughout the school with dyslexia, ASD, Aspergers, English as an additional language, and of course hearing impairments.

Therefore it would benefit all these children to have timetabled access to the base and greatly improve their learning. This would be an added bonus for those children who are not at the levels they would be expected to be at and aid them greatly for SATS and assessments and help them achieve their potential.

Although closure has focused on the hearing impaired children it has not considered the children we have throughout the school with specific learning difficulties.

We would be interested to hear your thoughts on this.

Response

Most schools support pupils with special educational needs. Once the current pupils in the Resource Base complete their primary education the funding for the staff at the school will cease, however, the school can continue to use the Resource Base room and its facilities.

- 9. Two comments were received which did not support the closure of the Resource base but both contained information about a specific pupil – the specific comments have not been included but a general summary is included below:**
- a. the base provides intensive support which can assist where there is a mismatch between a child's chronological age and hearing age which impacts on speech, language and communication**
 - b. specialist support is essential for pupils with a disability to support their wellbeing in younger and adult life. Closure of the school will cause detriment in overall wellbeing especially mental health**

Response

There will be no change to the current provision for the child referred to in the two responses. We are not looking to close the school but close the Resource Base. We will continue to provide specialist support until the current pupils complete their primary education. Should the proposal be agreed we will reinvest funding into increasing the level of specialist support available for pupils in mainstream settings across the borough.

- 10. I should like to know whether the unit will be based elsewhere. If not how will such provision be affected?**

Response

No – the proposal is to close the Resource Base. (see response to comment 9 above)

- 11. A letter was also received from Derek Twigg on behalf of a constituent. The letter detailed concerns about the proposal to close Westfield Hearing Impaired Resource Base. The letter contained information about a specific pupil and member of staff – the specific comments have not been included but a general summary is included below:**

- a. The Resource Base has been in place for many years and is much used and needed**

- b. Closure would have a detrimental effect on vulnerable children**
- c. The previous teacher of the deaf at the school now works at Halton Borough Council**
- d. The closure is a cost cutting exercise.**

Response

There will be 3 pupils in the base in September 2016. Feedback from parents of young children with a hearing impairment is that they would prefer their children to be educated in a mainstream setting with support.

We will continue to fund support for the existing pupils in the Resource Base until they have completed their primary education at Westfield.

The previous teacher of the deaf at Westfield has been recruited to a specialist teacher post working as part of the Local Authority team. The school have tried to recruit a replacement teacher for the school, however, they have been unable to do so as this model of provision is no longer in line with the current ethos for children with moderate to severe hearing impairment.

The closure is not a cost cutting exercise the funding saved will be reinvested into strengthening the level of specialist support available across the authority.

STATUTORY PROPOSAL FOR PRESCRIBED ALTERATIONS TO SPECIAL EDUCATIONAL NEEDS PROVISION IN A MAINSTREAM SCHOOL

1. Proposal relating to:

Westfield Primary School, Clayton Crescent, Runcorn, Cheshire WA7 4TR

Proposer: Halton Borough Council, Kingsway, Widnes WA8 7QF

2. Description of Proposed Significant Change:

The proposed significant change will lead to the discontinuance of the Hearing Impaired (HI) and Specific Learning Difficulties Resource Base at Westfield Primary School, Clayton Crescent, Runcorn.

3. Evidence of Demand for Places and Impact on Parental Choice

The Resource Base offers places for up to 6 pupils with hearing impairment and specific learning difficulties.

From September 2016 there will only be 3 pupils in year 5/6 accessing the provision. Demand for places at the Resource Base has decreased over recent years as the majority of parents of children with significant hearing impairment are choosing to educate their children in a local mainstream provision with additional Teacher of the Deaf support, in line with National Sensory Impaired Partnership recommended support levels.

4. Objectives of the Proposal and Educational Standards

The overall objective of the proposal is to discontinue the Hearing Impaired (HI) and Specific Learning Difficulties Resource Base at Westfield Primary School.

Removing the Resource Base will allow the funding to be invested in strengthening and increasing the level of peripatetic specialist support. This will allow pupils to be educated in their mainstream setting with additional support when appropriate.

5. Effect on other Education Establishments in the Area

We do not envisage any negative effects on other local schools, in fact, through reinvestment of resources, mainstream schools with HI pupils should see an increase in specialist support.

The current pupils will remain at Westfield Primary and will receive appropriate support from the school, staff and the peripatetic specialist team.

6. Project costs and Value for Money

The Resource Base currently receives £10,000 for each of its 6 places giving it a total of £60,000. £20,623 is provided for a Signer each year and an additional £5,081.73 is allocated for each pupil placed in the base.

Removing the Resource Base will release this funding allowing it to be invested in strengthening and increasing the level of peripatetic specialist teaching and non-teaching support. This will allow pupils to be educated in their mainstream setting with additional support when appropriate across the Borough.

7. Implementation and any proposed stages for implementation

The Resource Base will cease to operate on the 31st December 2016.

From the 1st January 2017, we will commence recruitment of specialist practitioners.

8. Procedure for Responding to this Proposal

Within four weeks from the date of publication of this proposal, i.e. by Wednesday 19th October 2016, any person wishing to submit any comments either in support of, or objecting to the proposal may do so by sending them to:

Mr M Reaney, Operational Director Legal and Democratic Services, Municipal Building, Kingsway, Widnes WA8 7QF.

Copies of this proposal can be obtained from: Catriona Gallimore, Capital Programme Planner, Rutland House, Halton Lea, Runcorn WA7 2GW or it can be downloaded from: www.halton.gov.uk/westfield

Applicable legislation: The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.