

Public Document Pack



Children Young People and Families Policy and Performance Board

Monday, 12 June 2017 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', positioned above a faint rectangular stamp.

Chief Executive

BOARD MEMBERSHIP

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

*Please contact Ann Jones on 0151 511 8276 or e-mail
ann.jones@halton.gov.uk for further information.
The next meeting of the Board is on Monday, 11 September 2017*

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

Part I

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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.

**CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE
BOARD**

At a meeting of the Children, Young People and Families Policy and Performance Board on Monday, 30 January 2017 in the Civic Suite, Town Hall, Runcorn

Present: Councillors Dennett (Chair), Logan (Vice-Chair), Cassidy, Edge, P. Hignett, Horabin, P. Lloyd Jones, Parker, Rowe and J. Stockton

Apologies for Absence: None

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, T. Coffey, H. Bell, W. Rourke and S. Williams

Also in attendance: Councillor T. McInerney (in accordance with Standing Order No 33), M. Parkinson – Strategic Professional Partner (CWAC), S. McHale – Halton CCG and Mrs C. Alonso.

**ITEMS DEALT WITH
UNDER DUTIES
EXERCISABLE BY THE BOARD**

Action

CYP30 MINUTES

The Minutes of the meeting held on 31 October 2016 were taken as read and signed as a correct record.

CYP31 PUBLIC QUESTION TIME

It was confirmed that no public questions had been received.

CYP32 EXECUTIVE BOARD MINUTES

The minutes relating to the Children, Young People and Families Portfolio which had been considered by the Executive Board since the last meeting of this Board were attached at Appendix 1 for information.

RESOLVED: That the minutes be noted.

CYP33 SSP MINUTES

The minutes of the Halton Children's Trust meeting held on 24 November 2016 were submitted to the Board for information.

In response to a question regarding hate crime (Item 1) it was noted that the percentages of responses under question 6 was not an increase in numbers.

RESOLVED: That the minutes be noted.

CYP34 CHILDREN AND YOUNG PEOPLE'S EMOTIONAL HEALTH AND MENTAL WELLBEING

The Board received a report that described the work that was taking place in Halton to improve children and young people's emotional health and wellbeing, which was being lead through the Children and Young People's Emotional Health and Wellbeing Board.

It was reported that poor mental health was one of the biggest social issues in England today, representing up to 23% of the total burden of ill health and was the largest single cause of disability. Locally, improving mental health and wellbeing had been identified as a priority for 'One Halton' and the Health and Wellbeing Board.

It was noted that one in four people would experience a mental health problem at some point in their life and around half of people with lifetime mental health problems experienced their first symptoms by the age of 14. The promotion of good mental health and early intervention could help to prevent mental illness from developing and mitigate its effects when it did.

The report went on to discuss a number of risk factors that increased the vulnerability of children and adolescents with mental health problems and specifically those in Halton. The Governments aspirations by 2020 were also presented.

Members were advised that Halton CCG was the lead accountable body for the commissioning of Young People's mental health and it worked in partnership with the Local Authority's Children's Services and Public Health. The aims of the service in Halton were outlined in the report with the achievements to date.

Members made the following observations following the presentation of the report:

Is there a waiting list for CAMHS (Children and Adult Mental Health Service)?

As there is a single point of access to the service, there is a backlog at the front end. Five Boroughs Partnership (5bps)

would be meeting on 8 February 2017 to discuss ceasing the current CART arrangements and introducing a single tier service that will be Halton specific.

What are schools doing to promote resilience and support?

Some schools were more actively engaged than others and some need to upskill in certain areas. Each school was provided with a 'contact practitioner' who was available to advise schools on the services available through CAMHS. Additionally, the nurture programme was being promoted in schools and this was being used to encourage resilience in children.

Were schools sharing best practice in the area of CAMHS?

Yes they were.

The resources and finances were available but schools need the right approach to CAMHS, like Cognitive Behavioural Therapy CBT – can a universal offer be enforced in schools?

The attachment element was being focussed on as it was important to identify this at the beginning. The midwifery service was being worked with and the health visitor offer was available up to 28 weeks after birth, to establish if any help was needed. If it was, then the client would be referred to other services.

What was being done to help young people through life to ensure there were no mental health problems?

We try not to over medicalise situations as many young people have common issues that were resolved mostly by talking and sharing problems and getting advice, without any need for intervention. Online services were available in the first instance as a self-help tool, such as forums etc. These online tools were monitored and any information submitted by an individual that was deemed to require further intervention, would be flagged up.

How was a CAMHS primary school child transferred to a secondary school when they move up?

CAMHS follows the child up to the age of 18 so it would be an automatic transition as the Council would know which school the child had been admitted to.

The Chair commented that as most Elected Members

were governors of schools, that they could be encouraged to raise awareness of CAMHS in their schools and the services available to them.

One Member commented that blockages occurred at the top end of the service where a client needed a psychological referral but was put on a waiting list; thus affecting the capacity at the entry point of the service.

The Board was also advised that a workforce plan was being developed mid Mersey wide, to address a largely aging workforce within the service.

The Chair requested an update on this topic at a future meeting of the Board with discussions around pilots included and stated that information on goals settings and outcomes would be useful.

RESOLVED: That the Board notes the contents of the report.

Director of
Children's
Services

CYP35 CHILDREN IN CARE AND CARE LEAVERS

The Board received a report informing them of the current children in care population and the outcomes for children in care (CIC) and care leavers.

It was noted that as corporate parents, it was important for all Members to have an understanding of the needs of children in the care of the Council, and exercise their role in supporting them and advocating for them in all areas as parents did for their own children.

It was reported that the aim of the Council was to keep children within their families where this was consistent with their safety and welfare. However, in instances where this was not possible and the level of risk of harm to a child was significant and increasing despite support, the Local Authority had a duty under the Children Act 1989, to safeguard their welfare. The report discussed the reasons for a child going into care and the legal procedure around this.

Members were referred to the performance report at Appendix 1 which covered children in care, care leavers and adoption for quarter 2 (June to September 2016). Members discussed this data and the information presented in the report which was current, and would be included in the quarter 3 performance data mid-February.

Members raised the following queries / comments following the presentation:

In these financially constrained times do we have a contingency in case of any further increases in numbers of CIC?

If the numbers were to increase it would be a risk to the Council as children's services were already under significant financial pressure. Members were reassured however that a decision on whether or not to take a child into care would not be based around funds being available but the need to safeguard that child.

Query regarding the monitoring of adoption breakdowns

Once a child had been adopted the parents were part of a support plan for the following 3 years. After that the support passed to the relevant local authority. After this, there was a Government adoption fund that could be accessed if parents were finding difficulties. Parents were aware of these services and were kept in touch with the adoption service via newsletters and working groups. It was noted that there were no current reported adoption breakdowns for Halton children.

The Lead Member for Children's and Young People's Services wished to highlight the good work of the fostering and adoption teams and agencies in Halton.

RESOLVED: That the Board notes the report.

Director of
Children's
Services

CYP36 A REVIEW OF THE USE OF PUPIL PREMIUM PLUS AND ITS EXPENDITURE YEAR ON YEAR

Members received a report from the Headteacher of Halton Virtual School for Children in Care which provided an update of the findings of a review into the use of Pupil Premium Plus and its expenditure year on year.

It was noted that the Pupil Premium Plus (PP+) for Children in Care (CIC) was governed by the conditions of grant published by the Department of Education (DfE). These conditions of grant for PP+ for CIC had always been different to those governing pupil premium for other eligible children. In February 2014 the conditions governing PP+ changed resulting in significant differences from the conditions applied in previous years, a summary of the major differences was outlined in the report. It was also reported that in March 2014 further statutory guidance was

produced describing the role of virtual school head in managing the PP+ for CIC. A summary of the differences were also outlined in the report.

Members were advised that in response to these changes, Halton adopted a 'child's individual needs driven model' of allocation that was linked to the completion of effective, timely and high quality PEP's. The key overarching principles of the model adopted by Halton were discussed in the report. It was noted that the model was deemed to be good practice by Ofsted during Halton SIF inspection in 2014, and also by the DfE in a review undertaken for Ministers in 2015.

Officers also presented the findings from the review of PP+ expenditure for 2015-16. The positives of this were highlighted in the report and the areas of difficulty were discussed with their suggested resolutions.

Further to Members queries it was noted that the funding for PP+ was in the region of £320,000 per year and that the whole amount was spent each year. Further, all schools were aware that this funding was available to them and they all claimed what they needed for their pupils who were entitled to it.

Further to a request made at the last Board meeting in October, Members were referred to a paper that was sent to them on 9 January 2017, which provided information on the key roles and responsibilities of school governors for Children in Care.

RESOLVED: That the Board notes the information provided.

CYP37 PROPOSED SCRUTINY TOPIC GROUP - FURTHER DEVELOPING LINKS BETWEEN HALTON'S BUSINESSES AND SCHOOLS

The Board received a proposal from the Strategic Director – Enterprise, Communities and Resources, on the establishment of a Scrutiny Topic Group to investigate the potential for further developing links between Halton's businesses and schools.

Members were reminded that at the January meeting a report was presented advising on work that had been undertaken to further develop the relationship between the education and business sectors in Halton. This report took into account the emerging devolution arrangements for the

Liverpool City Region (LCR) and the long term ambition to maximise the potential of businesses and residents of the LCR, and to significantly reduce the gap between the LCR and the national average in terms of skills levels and welfare dependency. It was reported that over the last 12 months, Halton had been working with the LCR to implement the devolution 'asks' to ensure that they were beneficial to both businesses and education sectors in Halton.

The Chair explained to the Board how the scrutiny topic came about. Members discussed the proposal and scope of the topic brief and further areas they wished to explore; such as how would you connect school's curriculums to the needs of employers.

The emerging devolution arrangements for the Liverpool City Region (LCR) were noted and it was the consensus of the Board that the topic was well timed as far as devolution was concerned.

It was agreed that the topic group be established and Chaired by Councillor Geoff Logan. It would be supported by the Operational Director – Economy, Enterprise and Property and the 14-19 Lead from Education, Inclusion and Provision. The Operational Director – Economy, Enterprise and Property, would email Board Members in the first instance to advise Members of the scrutiny schedule.

RESOLVED: That the Board

1. agrees to the establishment of a scrutiny topic group *Further developing links between Halton's businesses and schools*; and
2. agrees the proposed areas for further development, as outlined in the report.

Operational
Director -
Education,
Inclusion and
Provision

CYP38 PERFORMANCE MONITORING REPORTS - QUARTER 2
2016-17

The Board received the Performance Management reports for quarter 2 of 2016-17 and were requested to consider and raise any questions or points of clarification in respect of these.

It was noted that the key priorities for development or improvement in 2016-17 were agreed by Members and included in the Local Authority's Business Plan, for the various functional areas reported to the Board as detailed below:

- Education, Inclusion and Provision Services; and
- Children and Families Services

The report detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period. Appendix 1 of the report contained a progress update concerning the implementation of all Directorate high-risk mitigation measures that were relevant to the remit of this Board.

The Board discussed:

- the 'Attainment 8' which was a new indicator that reported on the basis of GCSE point scores (Key Stage 4) and 'Progress 8' which was the progress made by the pupils on their Attainment 8 subjects;
- Members suggested that a seminar for all Members on the key stages of education would be helpful to help them understand the work that was being done around assessments and resilience building in schools;
- The recent changes in curriculums and assessment were noted and the impact this had had in terms of Halton's performance when benchmarked against other areas of performance both nationally and locally;
- Members suggested that a 'crib sheet' for Governors on Key Stages 2, 3 and 4 would be helpful; and
- Members queried the overspend in the Children and Families Services Department and it was clarified that this was due to 'Out of Borough' placements, rather than the use of agency staff, which had reduced considerably.

In respect of the above, the Chair requested clarity with the narrative for future performance and budget reports.

RESOLVED: That the Board received the third quarter performance management reports.

Meeting ended at 8.35 p.m.

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

DATE: 12 June 2017

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: 12 June 2017

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 19 JANUARY 2017

EXB77	HOME TO SCHOOL AND COLLEGE TRAVEL AND TRANSPORT POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) – KEY DECISION
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The Board considered a report of the Strategic Director, People, which sought approval for a revised assessment and eligibility criteria process for the Home to School and College Travel and Transport Policy (the Policy). The Policy applied to Children and Young People with Special Educational Needs and Disabilities (SEND).

The Board was advised that the Local Authority had a statutory duty to ensure that suitable travel arrangements were made to facilitate a child's attendance at school. It was reported that currently, 385 pupils with SEND received support from the Local Authority to access educational provision, either in or out of Borough. The changes to the Policy would impact on new applications or at the point of transition.

Executive Board had approved a consultation process on a revised assessment and eligibility criteria process at its meeting on 14 July 2016. This report set out the details of the proposed changes which were consulted upon. It was reported that thirteen responses were received, and these were summarised at Appendix 1.

It was further noted that the Council's Internal Audit were currently undertaking a review of Sustainable School Travel. Any findings from that review would be implemented and included along with any agreed changes to the proposed assessment and eligibility criteria process. This would be submitted to the Board for approval at a later date.

Reason(s) for Decision

The decision was required to fulfil the Council's statutory duty to provide, where required, and promote the use of sustainable travel and transport.

Alternative Options Considered and Rejected

None.

Implementation Date

Any revised policy would be implemented for the September 2017 academic intake.

RESOLVED: That

- 1) the revised assessment and eligibility criteria as set out in paragraphs 3.9 and 3.10 of the report, be approved for inclusion in the Home to School and College Travel and Transport Policy for Children with Special Educational Needs and Disabilities; and
- 2) the implementation from September 2017 for new applications or applications at the point of transition be approved.

EXB78	CAPITAL PROGRAMME 2017-18 AND BASIC NEED – KEY DECISION
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The Board considered a report of the Strategic Director, People, which provided a summary of the Capital Programmes for 2017/18 for the People Directorate.

The Board was advised that in February 2015, the Department for Education (DfE) announced the schools capital grant allocations for 2015/16, as well as indicative allocations for the two year period 2016/17 and 2017/18. By introducing three year allocations, the DfE was enabling those responsible for the school estate, to plan effectively and make strategic investment decisions. The report contained details on the indicative funding notified for 2017/18, as well as how the School Condition Allocation and Capital Expenditure Revenue Account funding would be allocated. It was noted that schools were required to make a contribution, and it was estimated that this contribution would be in the region of £35,358, based on current budget costs for the works.

It was reported that to ease capacity issues at Lunts Heath Primary School, and to provide additional places going forward in east Widnes, the provision of an additional classroom was recommended. This would assist with current school organisation issues and allow for an increase in the School's overall capacity once the building works were complete. It was noted that if agreed, the School's Published Admission Number would increase from 50 places to 60 places per year group.

Reason(s) for Decision

To deliver and implement the Capital Programmes.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

Capital Programmes for 2017/18 would be implemented from 1 April 2017. If the proposed works at Lunts Heath Primary School were approved, and planning permission agreed, it was anticipated that any works undertaken would be completed in the 2017/18 academic year.

RESOLVED: That

- 1) the Capital Funding available for 2017/18 be noted;
- 2) the proposals to be funded from the School Condition Capital Allocation be approved;
- 3) Council be recommended to approve the Capital Programme 2017/18; and
- 4) the proposal for the provision of an additional classroom at Lunts Health Primary School be approved.

EXB79	REGIONAL ADOPTION AGENCY UPDATE
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The Board considered a report of the Strategic Director, People, which provided a progress report on the development of a Regional Adoption Agency (RAA). It also provided information on decisions taken under delegated authority by the Strategic Director, People, and the Lead Member for Children, Young People and Families.

It was reported that the RAA was being developed in the context of Government policy to regionalise adoption. The RAA project had been granted £639k by the Department for Education to establish the RAA by 1 June 2017. The five local authorities, named in the report included Halton, Wigan, and Cheshire West and Chester (CWAC) Councils, had agreed that the RAA would be a shared local authority service. Wigan Council would provide the service and CWAC would act as the lead commissioner. It was noted that staff in scope for the service would be seconded to Wigan with a formal review after one year of operation.

The report provided Members with information on the following aspect of the proposals:-

- the reasons for change;
- the scope of the RAA;
- the services offered by the RAA;
- partnership, governance and funding arrangements;
- the organisational structure;
- premises under consideration;
- systems and IT requirements;
- costs associated with the adoption service, with Halton's contribution being approximately 15% of the total budget;
- the expected benefits identified; and
- a timeline of the next steps in the process.

RESOLVED: That Members note the summary report for the full and detailed business case and inter-authority agreement, and in particular, the following points:-

- 1) The inter-authority agreement which sets out the legal and governance arrangements for the RAA, the role of the Lead Member in the partnership board which would oversee the RAA, how future finance and budgets would be agreed and the notice period if any partner wishes to withdraw (Section 5).
- 2) The current basis for funding the RAA being based on levels of activity directly relating to numbers of children with a confirmed plan for adoption (Section 9).

Halton's contribution of 15% of the overall budget would be £318,114 which was slightly below the current budget. Any efficiencies identified would be used to invest in the RAA as it transitions to its new partnership.

- 3) The service would be named Adopt Together and Wigan would be the delivery Local Authority. There would be a "hub" based in Warrington but social workers would still use Halton as a base on a regular basis.
- 4) The service offer is outlined in Section 4 and staff would be consulted on the detail in the New Year.

EXB80

CHILDREN AND YOUNG PEOPLE SPEECH AND LANGUAGE THERAPY CONTRACT

The Board considered a report of the Strategic Director, People, which sought authorisation to commence a joint tender process for the Children and Young People's Speech and Language Therapy Contract by Halton Borough Council (HBC) and Halton Clinical Commissioning Group (CCG).

The Board was advised that HBC and the CCG currently commissioned speech and language therapy provision for children and young people separately, with each contract delivering different service elements. It was reported that the proposal to jointly commission the service would confer a number of benefits and enhance seamless and effective provision for clients, with anticipated cost savings and align with the Government's focus and joint commissioning arrangements across health, education and social care.

Details of the business case were set out in the report for Members' consideration.

RESOLVED: That the Board approve the request for authorisation.

EXB81

SCHOOL ADMISSION ARRANGEMENTS 2018 – KEY DECISION

The Board received a report of the Strategic Director, People, on school admission arrangements for the September 2018 academic intake into Halton's schools.

The Board was advised that in October 2016, Halton Local Authority issued a statutorily required consultation paper on the proposed admission arrangements and co-ordinated admission schemes for the September 2018 intake. It was noted that the consultation ran until 11 November 2016, with no changes proposed to the current oversubscription criteria for Local Authority schools. It was reported that no responses to the consultation had been received.

As commissioner of school places, the Local Authority must ensure that the admission arrangements were fair, clear and objective and complied fully with all statutory requirements.

Reason(s) for Decision

The decision was statutorily required and any revision to the proposed arrangements may adversely affect school place planning as detailed in paragraph 7.1 of the report.

Alternative Options Considered and Rejected

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

Implementation Date

The Policy would apply for the September 2018 academic intake.

RESOLVED: That the School Admissions Policy, Admission Arrangements and Coordinated Schemes for admission to primary and secondary schools for the 2018/19 academic year, be approved.

EXECUTIVE BOARD MEETING HELD ON 16 MARCH 2017

EXB105	SHARED FOSTERING SERVICE – KEY DECISION
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The Board considered a report of the Strategic Director, People, which sought approval to develop a shared fostering service.

It was reported that there had been an unprecedented national rise in the number of children coming into care, which had resulted in local authority fostering services unable to meet demand. In Halton, the capacity of the in-house fostering service was severely stretched with a reduction in the number of fostering households.

The Board was advised that, operating as a single entity, each of the four Cheshire local authorities, were competing with their neighbours as well as with a strong independent fostering agency (IFA) market. The report set out details of the key aims, objectives and benefits of a proposed shared fostering service across Cheshire.

Reason(s) for Decision

In order for Halton Borough Council to meet its statutory duty to provide sufficient foster placements for children coming into care or those already in care, it was necessary for a new model/approach to be delivered. Current demand outstripped provision and there was a heavy reliance on costly IFA placements which placed a financial pressure on the Council.

A shared fostering service was a model that offered economies of scale that should lead to a more operationally efficient and cost effective service.

Alternative Options Considered and Rejected

Halton could continue as it was but there was not the capacity to undertake the level of marketing, recruitment and assessment required to meet the demand for foster carers. Over the short term, additional resource would be required to bolster our local recruitment but at the moment the lack of capacity of staff and poor market supply was having an impact on the services' ability to match children appropriately for the far fewer number of foster carers and providing the right level of support to our current foster carers; this was increasing the risk of placement breakdown and the consequent higher costs with increased use of IFAs and residential provision. The matching of children with foster carers was an area to improve, highlighted by the Ofsted Inspection in 2014.

Implementation Date

October 2017.

RESOLVED: That Executive Board approves

- 1) the proposal for a shared fostering service should be developed between Warrington, Halton, Cheshire West and Chester and Cheshire East;
- 2) that one of the partner authorities will be the single local authority acting as the provider of the shared service;
- 3) that further decisions regarding the development and establishment of the shared fostering services are delegated to the Strategic Director, People, in consultation with the Lead Member for Children, Young People and Families; and
- 4) authority to sign off an inter-authority agreement is delegated to the Strategic Director, People.

EXB106	PROCUREMENT OF A NEW 0-19 HEALTHY CHILD SERVICE FOR HALTON – KEY DECISION
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The Board considered a report of the Director of Public Health, on the procurement of a new 0-19 Healthy Child Service for Halton.

Halton Borough Council was responsible for commissioning services to promote the health and wellbeing of children and young people resident in Halton, with the aim of improving public health outcomes and reducing health inequalities across the life course.

The report set out the proposal to secure a provider to deliver the integrated 0-19 Public Health Service to deliver the Healthy Child Programme, providing both universal and targeted support services to help improve the health and wellbeing of children, young people and families in the Borough.

Reason(s) for Decision

A decision was required to enable the procurement exercise to commence. As the value of the proposed contract would exceed the EU threshold for services of this type, Executive Board approval was sought.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

The new procurement process would commence immediately, with the new service in place by September 2017.

RESOLVED: That the proposal to tender for the 0-19 Healthy Child Service for children, young people and families in Halton, be approved.

EXECUTIVE BOARD MEETING HELD ON 20 APRIL 2017

EXB124	HOME TO SCHOOL AND COLLEGE TRAVEL AND TRANSPORT POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND HOME TO SCHOOL TRAVEL AND TRANSPORT POLICY (STATUTORY SCHOOL AGE) – KEY DECISION
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The Board considered a report of the Strategic Director, People, which sought approval for two policies relating to school travel and transport.

The Board was advised that the Local Authority had a statutory duty to ensure suitable travel arrangements were made, where necessary, to facilitate a child's attendance at school. At the meeting of Executive Board on 19 January 2017, the Board approved revised criteria and an application process for inclusion in the Home to School and College Travel and Transport Policy for Children with Special Educational Needs and Disabilities (SEND).

Following this, two separate policy documents were finalised and presented for the Board's approval.

Reason(s) for Decision

The decision was required to fulfil the Council's statutory duty to promote the use of sustainable travel and transport.

Alternative Options Considered and Rejected

None.

Implementation Date

The two policies would be implemented for the September 2017 academic intake.

RESOLVED: That the revised Home to School and College Travel and Transport Policy for Children and Young People with Special Educational Needs and Disabilities, and the Home to School Travel and Transport Policy (Statutory School Age), be approved.

REPORT TO:	Children, Young People & Families Policy & Performance Board
DATE:	12 th June 2016
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Annual Report 2016/17
WARD(S)	All

1.0 **PURPOSE OF THE REPORT**

1.1 To receive the Children, Young People & Families Policy & Performance Boards' Annual Report for 2016/17.

2.0 **RECOMMENDATION: That:**

i) **The Board receive the Annual Report.**

3.0 **SUPPORTING INFORMATION**

3.1 Article 6 of the Constitution requires each Policy and Performance Board to submit an Annual Report to Council outlining their work, making recommendations for future work programmes and amended working methods as appropriate.

3.2 The Annual Report (appendix 1) has been submitted to the Children, Young People & Families People Policy & Performance Board for consideration.

4.0 **POLICY IMPLICATIONS**

4.1 None.

5.0 **FINANCIAL IMPLICATIONS**

5.1 The DfE has confirmed that Children in Care will receive Pupil Premium Plus for the next 2 financial years. However, there has been no guarantee beyond March 2019. 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.

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

8.1 **Children & Young People in Halton**

None.

8.2 **Employment, Learning & Skills in Halton**

None.

8.3 **A Healthy Halton**

None.

8.4 **A Safer Halton**

None.

8.5 **Halton's Urban Renewal**

None.

9.0 **RISK ANALYSIS**

9.1 None.

10.0 **EQUALITY AND DIVERSITY ISSUES**

10.1 None.

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

None under the meaning of the Act.

ANNUAL REPORT 2016/17

**CHILDREN, YOUNG PEOPLE AND FAMILIES
POLICY AND PERFORMANCE BOARD**

In my report last year, I said that for the next year we would look further into the Borough's early year's provision and during this year a review of early years provision was conducted and the results presented to the Board. The review showed that while the majority of early year's provision was either good or outstanding the Borough still lacked behind the national average in a number of areas. These findings have formed an action plan that is being implemented across the Borough and the Board will continue to focus on this area in the forthcoming year.

The Board also looked at the work being done across the Borough in the area of children's health. It was shown that work carried out surrounding infant mortality was having some success, as the rates of infant mortality had reduced below land and North West average. It also showed the number of low birth weight babies in Halton had reduced significantly below the England average.

As I have done over the last few years, I would like to take this opportunity to congratulate our students and also thank the parents, carers and teachers who supported them.

Looking back I think it has been a good and varied eleventh year for the Board and I would like to thank all of the Members of the Board, as well as all of the officers involved for their continued support and contribution.

Going forward I intend to look further at improving our early years settings, as well as helping schools with the new curriculum and new assessment criteria, to ensure that Halton is providing the best level of education for all of our children.

We will also continue to scrutinise our social care and safeguarding services, ensuring that we do everything we can to support our most vulnerable children and young people.

Finally, I would like to conclude this report by thanking all of the officers and members (of all parties) involved in all of the 'additional duties' that take place to make sure that the children and young people receive that best care and support. Duties such as being a school governor with all of the responsibilities that that entails, statutory inspections of our care homes (Regulation 44) or of our social worker teams (Climbié visits), membership of the Local Safeguarding Board, the Adoptions Panel, the Children and Young People's Trust, to name but a few of the 'extra duties' that both members and officers

perform to support and improve the lives of the children and young people of our Borough.

Councillor Mark Dennett
Chairman,
Children and Young People Policy and Performance Board



MEMBERSHIP AND RESPONSIBILITIES

During 2016/17 the Board comprised eleven Councillors: Councillor M. Dennett (Chair), Cllr G. Logan (Vice-Chair), Cllr L. Cassidy, Cllr S. Edge, Cllr C. Gerrard, Cllr P. Hignett, Cllr M. Horabin, Cllr P. Lloyd-Jones, Cllr S. Parker, Cllr C. Rowe and Cllr J Stockton.

The primary function of the Board is to focus on the work of the Council (and its Partners specifically within Children's Trust arrangements) in seeking to ensure that children and young people in Halton have the best possible start in life and the opportunity to fulfil their potential and succeed, and to scrutinise progress against the Corporate Plan in relation to the Children and Young People Priority.

REVIEW OF THE YEAR

The full Board met four times during the period June 2016 to March 2017, and detailed below are some of the main initiatives that the Board has worked on during the year.

The Education and Adoption Act 2016 and the "Changing Role of the Regional School Commissioner.

The Board received a report which set out the implications of the proposed changes to the role of Regional School Commissioner (RSC) and it was recognised by the Board that the Local Authority must work in partnership with the RSC in addressing the issue of "Schools Causing Concern". The Board reviewed the roles and responsibilities of the RSC and understood how they have greater powers of interventions regarding schools causing concern.

Regulation 44 Visits – Children's Homes

Board members received a report on the statutory basis for Regulation 44 visits, and the role of members in undertaking those visits, together with the training and support that was available for members in place for that role. The focus of a Section 44 visit is to ensure that all children within the placement are being appropriately cared for and their individual needs are met. This is achieved through a combination of examining appropriate written records within the home, viewing any complaints, and interviewing children, parents, and staff as they feel necessary to establish the standard of care being provided. Members confirmed their commitment to the training and support available and confirmed their commitment to undertake Regulation visits via a determined rota.

Independent Living Skills for Young People with Special Educational Needs and Disabilities in Halton

The Board has undertaken regular scrutiny on Independent Living Skills since 2013, and a report was received which updated members on the scrutiny undertaken during the period 2013-2016. Scrutiny visits by members had

been undertaken to each of the Special Schools, two Primary School Resource bases and Riverside College. At each setting the teaching and resources for helping children and young people to acquire independence were scrutinised. All of the settings that members had visited were found to be providing opportunities and experiences to help shape the essential independent living skills required to support young people towards independent living skills. Members agreed to continue with their monitoring and scrutiny of this particular area.

Early Years Review

A report was received by the Board on a review on Early Years as previously the Board had noted that poor outcomes impact upon both the health and the achievement of children in the borough and that by improving Early Years provision the Council can look to improve not just children's physical wellbeing but also their socio-economic outcomes in later life. The Board considered a presentation in their September 2016 meeting and will be asking for further reports. Recommendations from the Early Years Review are now being implemented across Halton and Members will continue to monitor the impact. At the time of writing, Ofsted have graded 94.5% of Halton's 110 early years providers who have received an inspection as Good or Better.

Child Health

The Board considered a report which provided a summary of Health needs of children, young people and their families in Halton. Some of the issues identified within Halton related to infant mortality, where it was reported that rates of infant mortality were steadily declining and are now below the England average. The Board were made aware that considerable work has been undertaken in this regard to prevent infant mortality including improving maternity services, accident prevention work through the Healthy Child Programme and awareness raising activities, and promoting greater awareness of ensuring safe sleeping arrangements and parents not smoking near the baby. Other areas scrutinised by the Board included Low weight birth, breastfeeding, immunisations, dental health, child development, obesity, teenage conception, and admissions to hospital due to alcohol. The Board are keen to continue to receive updates as improving the Health of Children and Young People in Halton is a key priority.

Comments, Compliments and Complaints relating to Children's Social Care

The Board receives two annual reports, the first is on statutory complaints processed under the Children Act 1989 (Representation Procedure) during the previous 12 months, the second relates to compliments received. The Board noted that there were 36 statutory complaints received under the procedure, which was a 36% reduction on the previous year. Each year a review of those complaints received is undertaken, and this helps to inform learning and develop service improvement. An Action Plan was identified and staff training was implemented. With regard to compliments, 112

compliments were received from clients relating to Children's Services in the People Directorate. The Board has sight of a wide range of comments and compliments which come in the form of emails, letters, texts, telephone calls, cards, and even through comments made by solicitors and a judge. The Board will continue to review the types of complaints received and support officers through its monitoring and scrutiny processes.

Annual Head Teacher Report on the Educational Outcomes of Children in Care 2015/16

In October the Board received a report which outlined outcomes for children in care across the Early Years Foundation stage and Key Stages 2 and 4. The report explained what a "good outcome" was for each area, and members scrutinised the information presented. The Board noted that, generally, there was still work to be done across all the key stages in achieving good outcomes for children in care in diminishing the difference to their peers. The report also highlighted a number of strategies that were being used to improve attendance and exclusion rates. To support this work, members of the Board agreed that they would take this issue back to schools and a set of questions were drawn up for Board members, as governors, to raise at their next full Governing Board meeting to support and challenge head teachers at those schools with children in care on roll. The Board also asked for further reports to be submitted so that this issue can continue to be monitored, and the Board considered another report on this matter at its January 2017 meeting.

Proposal to close Westfield Primary School Resource Provision Base for Pupils with Hearing Impairment and Specific Learning Difficulties.

A report was submitted which updated the Board on the responses received to the first phase of consultation regarding the proposal to close the resource base provision at Westfield Primary School for pupils with a hearing impairment. The Local Authority was proposing to close the provision and then reinvest the funding into increasing specialist support for pupils in local schools as it was recognised that children make greater progress by being part of a mainstream peer group with language support. The Board discussed at length the issues and noted that none of the pupils at the resource base would be affected by the proposals. The Board supported the proposals.

Scrutiny Topic

It was agreed that a scrutiny topic group be established and Chaired by Councillor Geoff Logan, supported by the Operational Director – Economy, Enterprise and Property and the 14-19 Lead from Education, Inclusion and Provision, to investigate the potential for further developing the links between Halton's Businesses and Schools. The Board noted the importance of maximising the potential of businesses and residents of the Liverpool City Region, and to significantly reduce the gap between the Liverpool City Region and the national average in terms of skills levels and welfare dependency.

Other Matters

Board Members also considered a range of reports on matters relating to the White Paper and the Education Bill; the Effectiveness in Identifying and Meeting the Needs of Children and Young People who have Special Educational Needs and/or Disabilities; Children and Young People's Emotional Health and Mental Wellbeing; Children in Care and Care Leavers; the Use of Pupil Premium Plus and its Expenditure, and the Common Assessment Framework (CAF) Activity by Schools.

As part of its overview, the Policy and Performance Board also considers the Council's Executive Board minutes, Special Strategic Partnership Board minutes, Halton Children's Trust minutes, and the Quarterly Performance Monitoring reports.

Members of the public are welcome at the meetings of the Board. If you would like to know where and when meetings are to be held or if you would like any more information about the Board or its work, please see Halton Borough Council's website via the following link: [Children Young People & Families Policy and Performance Board](#).

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	12 June 2017
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	The Children and Social Work Act 2017
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

1.1 This report is to inform members of the changes to statutory duties to children and young people and the reform of social work outlines in the Children and Social Work Act 2017. This will be in the form of a presentation to members of the board.

2.0 RECOMMENDATIONS

2.1 Members note the changes to statutory duties.

3.0 BACKGROUND

3.1 The Children and Social Work Act 2017 introduces the following changes:

- Strengthens the duties to children in care and the corporate responsibilities of the local authority and partners
- Extends duties to care leavers until 25 and introduces revised and strengthened rights for care leavers including the publication of a care leaver offer
- Introduces compulsory relationship education in primary schools and compulsory relationship and sex education in secondary schools
- Abolishes Local Safeguarding Childrens Boards to be placed by a safeguarding performance framework agreed by the local authority, the police and Clinical Commissioning Group in consultation with relevant safeguarding partners
- Establishes a new regulator for social work called Social Work England to replace the current regulator the Health and Care Professionals Council

3.2 Statutory regulations that outline in more detail the impact and implementation of the specific changes will be published later this year for consultation before formal implementation of the relevant parts of the act.

4.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

4.1 Children & Young People in Halton

As corporate parents, we have a duty to ensure children in our care are supported to achieve to their best of their ability with their education, physical and emotional health and succeed as adults. The Act strengthens those core principals.

4.2 Employment, Learning and Skills

As corporate parents, we have a duty to support and advocate for our children in care and care leavers to have access to and participate in a full range of education, training and employment opportunities. The Act increases the duty to ensure care leavers are in employment, education or training.

4.3 A Healthy Halton

Children in Care may have experienced a number of issues before care that may impact long-term on their emotional health and well-being which need appropriate support and services in response. If these issues are not addressed, they may act as a barrier to successful outcomes in education and employment and later adult life. The Act increases the duty to identify and respond to those needs including emotional health and well-being.

4.4 A Safer Halton

Stable placements and support reduce the risk of children in care becoming involved in anti-social behaviour and crime and also reduce their vulnerability to exploitation.

4.5 Halton's Urban Renewal

None identified

5.0 RISK ANALYSIS

5.1 There are significant resource and financial implications with the duties under the Act, and as yet it is unclear if there will be additional financial support from central government to assist with this or if councils will be expected to meet these from within existing budgets.

10.0 EQUALITY AND DIVERSITY ISSUES

10.1 Children in Care will have a range of issues because of their identity and their needs which require an appropriate response and access to a range of specific services as required.

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

None.

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	12 th June 2017
REPORTING OFFICER:	Director of Public Health
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Reducing Child Poverty and Improving Life Chances in Halton
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report is to update members of the work of Halton's Child and Family Poverty Strategic Group and how this feeds into the Liverpool City Region co-ordinated approach to addressing child and family poverty.

2.0 RECOMMENDATION: That Members note the contents of this report

3.0 LIVERPOOL CITY REGION

- 3.1 Growing up in poverty can affect every area of a child's development and future life chances. We know that most disadvantaged children are less likely to achieve their academic potential, secure employment and gain a sense of future financial security. They are more likely to suffer from poor health, live in poor quality housing and unsafe environments.
- 3.2 In 2010 Halton alongside other Liverpool City Region (LCR) leaders agreed to adopt a City Region wide approach to tackling issues related to child and family poverty that would build on strong local and City Region partnerships.
- 3.3 In 2011 the first Child Poverty and Life Chances Strategy for the LCR was launched and subsequently in 2015. The vision set out in the strategy continues to represent our long term approach up to 2020, which was the national deadline to eradicate child poverty. Vision states that:

“Working together as City Region Partners we will reduce child and family poverty and maximise opportunities for children and young people in their life chances.

We will achieve this through a dual strategy which ensures an ever growing proportion of children and young people are ready for school and life whilst maximising family resources.”

4.0 HALTON'S CHILD AND FAMILY POVERTY STRATEGIC GROUP

4.1 Given Halton are well represented on the LCR Child Poverty and Life Chances Commission by the portfolio holder for children and the Director of Public Health and have been key to developing the city wide strategy we are happy to adopt a joint strategic approach. In addition Local Authorities no longer have a statutory duty to complete a local child poverty strategy. We have, however, agreed we need to develop our own bespoke action plan to underpin it.

4.2 Halton's Child and Family Poverty Strategic Group hosted a morning workshop on 26th January attended by a range of stakeholders to consider what should be included in Halton's Child Poverty Action Plan. The group agreed to use the priorities for the Liverpool City Region as the basis of our action plan.

These are:

- Fair employment
- Birth and School readiness
- School interventions, pupil premium and NEETs (Not in Education Employment or Training)
- Health inequalities and lifestyle choices
- Transport and accessibility

4.3 Each table had a lead representing one of the priorities identified above who facilitated discussion with the aim of completing an exercise which aimed to ascertain the following:

1. What do we have in place now in Halton?
2. What do we need to focus on to improve things?
3. How can we work better with the Liverpool City Region (LCR)?

4.4 From the completed responses a paper was collated summarising the key areas/common themes against each of the priorities. These included:

PRIORITY AREA	KEY ISSUES
Fair Employment	a. Financial literacy in the community – can handle money b. Teach adults to understand their employment rights c. Use employed young people as role models d. Check childcare accessibility against adult learning and skills provision e. Look at supported internships for young people with learning difficulties
Birth and School Readiness	a. Integrated multiagency teams collocated b. Future use of Children's Centres – multigenerational?

	<ul style="list-style-type: none"> c. Increased focus on building parenting skills d. The system to develop an understanding of Early Years Pupil Promises and how we should spend it e. Complete an evidence review for what works with improved parenting and keeping children out of care.
School Interventions, Pupil Premiums and NEET	<ul style="list-style-type: none"> a. Financial literacy for children b. Mapping of availability of fresh food in deprived areas c. Ensuring all children entitled to free school meal get one d. Use social media to give young people information on training and jobs, interview techniques, CV writing, etc. e. Organise holiday meal clubs in deprived areas, tying in with big supermarkets
Health Inequalities and Lifestyle Choices	<ul style="list-style-type: none"> a. Training staff and voluntary sector to work with people on their lifestyle b. Digital access to health advice c. Scope opportunities for low cost/free sports opportunities d. Roll out pilot pregnancy and smoking Quit Buddy Stress Management Scheme e. Enabling children to make the right choice for secondary school meals
Transport and Accessibility	<ul style="list-style-type: none"> a. Increased communication on what concessionary fares, cheap tickets are available b. More children walking to school c. Increased awareness of cycle training for children

4.5 As a result the group are in the process of pulling together a SMART (specific, measurable, agreed upon, realistic and time-based.) action plan, which will feed into the LCR Child Poverty and Life Chances Strategy.

4.6 This Action Plan will be regularly monitored and evaluated for outcomes.

4.7 The outcomes of the strategy and action plan will be fed back on an annual basis to the Halton Children's and Young People's PPB and the LCR Child Poverty and Life Chances Commission.

5.0 FINANCIAL IMPLICATIONS

Reducing child and family poverty and improving life chances is a significant challenge for local authorities and Halton is no exception, particularly given the current economic climate and funding reductions. A City Region approach to addressing child and family poverty exploits economies of scale and also helps to share good practice.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

As a local authority we have a responsibility to ensure all children and young people, regardless of their circumstances, are supported to achieve their academic potential, secure employment and gain a sense of future financial security.

6.2 Employment, Learning and Skills in Halton

As a local authority we have a responsibility to ensure all children and young people, regardless of their circumstances, have access to a breadth of education, training and employment opportunities.

6.3 A Healthy Halton

Children and young people who are living in poverty experience a number of issues that may impact on their physical and emotional health and wellbeing. These issues need to be addressed to reduce escalation into adult life acting as a barrier in achieving their academic potential and gaining successful employment.

6.4 A Safer Halton

We know that most children and young people living in poverty suffer from poor health, live in poor quality housing and unsafe environments. We need to work together to reduce the risk of children and young becoming involved in crime and also reduce their vulnerability to exploitation.

6.5 Halton's Urban Renewal

None identified

7.0 RISK ANALYSIS

The Liverpool City Region (LCR) like other Northern City Regions has been affected by the economic downturn of recent years with levels of unemployment and low wage growth. The Government's austerity programme has served to exacerbate the effects on the poorest families

in the City Region through reductions to benefits and tax credits and imposition of benefit sanctions, set against the ongoing squeeze on the cost of living.

Local Authorities no longer have a statutory duty to complete a local child poverty strategy, however to do nothing to help address this issue would be detrimental to the borough. This risk will be addressed through an efficient and effective action plan for Halton based on the priorities for the LCR. This action plan will feed into the Liverpool City Region Strategy.

Achieving an effective LCR Child and Family approach requires strong strategic leadership from a range of LCR partners. This has been addressed through the establishment of a LCR Child and Family Poverty Commission of which Halton is actively part of.

8.0 EQUALITY AND DIVERSITY ISSUES

Children and young people growing up and living in poverty can affect every area of a child's development and future life chances. Their needs may require a range of specific services.

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

Document	Place of Inspection	Contact Officer
Liverpool City Region Child Poverty and Life Chances Strategy 2015-18	Runcorn Town Hall	Eileen O'Meara
Child Poverty Act 2010	http://www.legislation.gov.uk/ukpga/2010/9/contents	Eileen O'Meara

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	12 June 2017
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	National Funding Formula and High Needs Funding
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report will be delivered by presentation and aims to provide members with an overview of the changes proposed through the introduction of a National Funding Formula and revised approach to funding High Needs.

2.0 RECOMMENDATIONS

- 2.1 **Members request a further update once the funding changes have been confirmed.**

3.0 BACKGROUND

- 3.1 DFE have undertaken a two phase consultation on the introduction of a National Funding Formula and High Needs Funding. The second phase of the consultation closed on 22nd March 2017.
- 3.2 To inform the consultation the DFE produced indicative budgets illustrating the estimated change to each schools individual budget in 2018/2019 and 2019/2020. These illustrations showed that all Halton secondary schools would lose funding and a reduction in funding for 3 small primary schools.

4.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

4.1 Children & Young People in Halton

It is essential that schools receive sufficient funding to enable them to focus on improving the outcomes for all children and young people across the borough.

4.2 Employment, Learning and Skills

None identified.

4.3 **A Healthy Halton**

None identified.

4.4 **A Safer Halton**

None identified.

4.5 **Halton's Urban Renewal**

None identified.

5.0 **RISK ANALYSIS**

5.1 Some schools are already facing budget issues as their funding has not kept pace with inflation. The changes proposed may further impact on the sustainability of schools within the borough.

6.0 **EQUALITY AND DIVERSITY ISSUES**

6.1 The DFE illustrations show significant losses for both secondary and a number of small schools should these funding changes be approved this will have a significant impact on the offer and sustainability of schools and the communities they serve.

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

Document	Place of Inspection	Contact Officer
DFE – Schools National Funding Formula - Government Consultation – Stage 2	DFE Website	Ann McIntyre – Operational Director – Education, Inclusion and Provision
DFE – High Needs National Funding Formula and Other reforms – Government Response and proposals for Consultation Stage 2	DFE Website	Ann McIntyre – Operational Director – Education, Inclusion and Provision

REPORT TO:	Children & Young People Policy & Performance Board
DATE:	12 th June 2017
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	School Term and Holiday Dates
WARD(S)	Boroughwide

1.0 **PURPOSE OF THE REPORT**

1.1 This report sets out the statutory requirements for the Local Authority in determining school term and holiday dates and sets out some of the issues faced when seeking to determine term/holiday dates.

2.0 **RECOMMENDATION: That:**

- i) **The Policy & Performance Board support the principles for setting term time set out in paragraph 3.4.**

3.0 **SUPPORTING INFORMATION**

3.1 The setting of term dates and holidays, in England, is the responsibility of the employer. For community and voluntary controlled schools, community special schools, and maintained nursery schools the employer is the Local Authority. For foundation and voluntary aided schools the governing body is responsible for setting dates, and for free schools and academy trusts, the academy trust is responsible for determining the dates. Under section 32 of the Education Act 2002, the Local Authority shall determine the dates when school terms and holidays are to begin and end for community and voluntary controlled schools.

3.2 The Education (School Day and School Year)(England) Regulations 1999 (SI 1999 No. 3181) requires schools to have at least 380 half-day sessions (190 days) in each school year. This is consistent with the 195 days a year required by a teacher's statutory conditions of service: the additional five days are for in-service training (known as INSET days).

3.3 Circa 2009, nine Directors of Children's Services within the North-West (including Halton) agreed to determine a set of principles with regard to the setting of terms dates. This was to seek to provide

some consistency across bordering local authorities and encourage school attendance.

3.4 The principles agreed were:

- All terms to start on a Monday (or a Tuesday if so necessitated by a Bank Holiday)
- February half term will always be the third week in February
- Easter Break will be renamed the Spring break and will always be the first two full weeks in April
- Easter will always be observed via the bank holidays for Good Friday and Easter Monday
- Where a school is open for part of a week to pupils, this will be for a minimum of three school days (to encourage attendance)
- The five INSET teacher training days are all to be designated by the individual school governing body, but there will be no more than two days (in any one term) set consecutively for this purpose.

3.5 Some neighbouring Local Authorities have slightly amended some of their term dates/holiday dates from the above principles. However, the majority of dates remain as originally agreed.

3.6 Establishing term dates in advance maximises wellbeing by helping schools and families to plan learning more effectively. Children benefit from good attendance in school, in particular it supports educational achievement. The publication of dates well in advance enables families to plan holidays and arrange childcare so that school attendance need not be compromised.

3.7 Whilst there is no requirement to do so, the Local Authority is proposing to consult community and voluntary controlled schools (for whom the Local Authority is the employer) during the Autumn Term 2017 on proposed dates for 2019/20. If the schools value this approach, it will also be considered for subsequent years.

3.8 The Local Authority recognises that, unfortunately, regardless of whichever dates are determined, it will not be possible to satisfy all those for whom the setting of term dates impacts upon, but by consulting those staff for whom the Local Authority is the employer, a consensus will be reached.

4.0 **POLICY IMPLICATIONS**

4.1 The setting of School Term and holiday dates is a statutory

requirement for the Local Authority as the employer for community and voluntary controlled schools, and for Governing Board/Trusts of academy schools, free schools and voluntary aided schools.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 Whilst voluntary aided schools, academy schools and free schools are entitled to determine their own dates as the Governing Board/Trust is the employer, it is hoped that those schools will also consider adopting the proposed term/holiday dates, but there is no requirement for them to do so.

5.2 There are no financial implications for this report. The setting of School dates is a statutory requirement.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

The principles originally agreed were in place to encourage school attendance.

6.2 Employment, Learning & Skills in Halton

Educational achievement is critical to the life chances of all children in the Borough and attendance helps to maximise educational opportunity.

6.3 A Healthy Halton

None identified.

6.4 A Safer Halton

None identified.

6.5 Halton's Urban Renewal

None identified.

7.0 RISK ANALYSIS

7.1 As the employer, the Local Authority is responsible for the setting of school term and holiday dates for community and voluntary controlled schools. Through consulting with community and voluntary controlled schools a consensus will be reached.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 The proposals meet any requirements of the Equality Act 2010.

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

Document	Place of Inspection	Contact Officer
The Education (School Day and School Year)(England) Regulations 1999	People Directorate	Martin West
Education Act 2002	People Directorate	Martin West

REPORT TO: Children and Young People Policy and Performance Board

DATE: 25 May 2017

REPORTING OFFICER: Strategic Director Policy & Resources

SUBJECT: Performance Management Reports for Quarter 3 & Quarter 4 of 2016/17

WARDS: Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the third quarter period to 31st December 2016 and the fourth quarter period to 31st March 2017.
- 1.2 Key priorities for development or improvement in 2016-17 were agreed by Members and included in Directorate Plans, for the various functional areas reporting to the Board as detailed below:
- Education, Inclusion, Provision Services
 - Children and Families Services

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

2.0 RECOMMENDED: That the Policy and Performance Board

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

3.0 SUPPORTING INFORMATION

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

4.0 POLICY IMPLICATIONS

4.1 There are no policy implications associated with this report.

5.0 OTHER IMPLICATIONS

5.1 There are no other implications associated with this report.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

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

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

7.0 RISK ANALYSIS

7.1 Not applicable.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Not applicable.

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

Not applicable

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 3, 01 October 2016 – 31 December 2016

1.0 Introduction

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

2.0 Key Developments

- 2.1 **Hearing Impaired Resource Base at Westfield Community Primary school (AMc)**
On 17th November 2016 a decision was taken by the Executive Board of Halton Borough Council to close the Hearing Impaired Resource Base to new admissions.

This decision was taken after a statutory consultation. The rationale for this decision was a lack of families wishing their children to be educated in the Resource base. The development of new technology for babies and young children through Cochlear implants has meant that deaf children have the ability to hear well enough to be educated in mainstream schools along with their siblings and peers. The current children at the base will continue to be supported until they leave Westfield Primary to enter secondary education.

The totality of the resources previously allocated to the Resource base will be ring fenced and used to provide support children with hearing impaired and sensory issues. Funding will be used to employ an additional centrally based peripatetic teacher of the deaf who will offer vital hearing impaired and language support to children in mainstream schools

- 2.2 **Children & Young People Plan (AMc)**
The current Children and Young People's plan covers the period 2014-2017. To identify the priorities and the development of the plan for 2017/2020 the Children's Trust are holding a dedicated session on 26th January 2017. Key stakeholders will have the opportunity to consider the current profile and key challenges within the borough and determine the key priorities and promises for the Trust for 2017/2020. Consultation will then be undertaken with parents, children and young people and the wider children's workforce and a final plan produced for 1st April 2017.

- 2.3 **Mental Health First Aid Training (AMc)**
The Government announced that the Department of Health will be funding Youth MHFA training in secondary schools.
Please use the link below to access information:
<https://www.gov.uk/government/news/prime-minister-unveils-plans-to-transform-mental-health-support>

2.4 Attainment 8 and Progress 8 (AMc)

Attainment 8 measures a student's average across 8 subjects. These eight subjects fit into three groups:

- English and Maths – these are double weighted
- Ebacc – highest scores in sciences, computer science, geography, history and languages
- Open subjects – any other GCSEs and other approved academic, arts or vocational qualifications.

In 2016 against this measure Halton performed better than the England average by comparison to all schools and state funded schools Halton scored 49.3, All Schools 48.5 and state funded schools 48.9.

Progress 8 assesses a students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

In Halton for Progress 8 in 2016 performance across the authority was mixed however with two schools performing in line with or above the national average. The Local Authority have undertaken a detailed review of the performance of each school with the aim of providing schools with information which will allow them to identify and implement the changes required to improve performance in future years.

2.5 Local Authority Commissioned Free School (AMc)

In October 2016 the Department of Education offered Local Authorities the opportunity to bid for special free schools in their area through the Regional Schools Commissioner. As part of Halton's review of Special Needs provision in Halton we have a recognised lack of local provision for Key stage 3/4 pupils with Social Emotional and Mental Health needs. The proposal encouraged Local authorities to link with neighbouring authorities to bid together for a special free school where there was a shared interest

Halton BC has engaged in bids for this funding with 2 regional local authority groups.

- Bid One Halton is the lead authority with Knowsley and St Helens.
The proposal is for a new build in Halton for a co-educational secondary phase special free school for SEMH, initially for 30 pupils.
- Bid Two Liverpool is the lead authority with Halton, Knowsley and Sefton.
This Special Free School is a development of an existing school and will offer 30-40 places for boys.

If Halton is successful we aim to place pupils in these schools at transition and review points. We have had notification from the Regional Schools commissioner that as they have had a large number of expressions of interest, they will not be able to make a decision until they have given due consideration to each bid.

2.6 Review of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Halton (AMc)

In May 2016 a Review Group was formed to consider whether the Specialist Provision offer in Halton was reflective of the needs of our SEND population. The Group includes Parents, Schools, Settings and Local Authority Representation. The Review Group are considering

how to manage effectively the demands on the High Needs budget, the demand for specialist placements within borough and out of borough and how to improve the inclusion of our SEND population within our mainstream Schools and Settings.

As a consequence of our work to date, the recognised need for further Social Emotional Mental Health provision has prompted our involvement in the regional bids for specialist provision at Key stage 3 and 4. Halton has also consulted on a new approach and ways forward on the use of Enhanced Provision Funding.

2.7 Children Refusing Education through Social Emotional and Mental Health Issues (AMc)

In Halton we are aware of a cohort of children and young people who are refusing education through Social Emotional and Mental Health (SEMH) issues resulting in anxiety. Individuals in this cohort are some of our most vulnerable children and young people, not only because of educational outcomes but because of safeguarding from abuse, risk of offending and health implications.

In July 2016 a group of concerned agencies formed an action group to consider how we could help this cohort to re-engage. They included High Schools, Educational Psychologists, CAMHS, Education Welfare Officers, School Nurses and Special Educational Needs Service. As a result of this work a pilot project has emerged based upon research by Miller 2008. The Inclusion Division has allocated a .5 member of the Behaviour and Attendance team to drive the project within our participating High Schools.

The Project aims

- To gather data on Pupils already refusing education with SEMH, and those who may be at risk.
- Model the use of a diagnostic tool that helps to identify why an individual has anxiety that affects their attendance.
- Gather case studies of good practice
- Change systems and practice within schools if that is a factor influencing refusal to attend.
- Facilitate multi-agency meetings that ensure young people who are not in school are seen and that actions are happening to promote reengagement.

We intend to report on the pilot projects outcomes in August 2017

2.8 Children Missing Education (AMc)

A number of data sets have now been brought together into one electronic data set, along with an electronic data system which has replaced the previous paper based way of working. This allows the Children missing education (CME) cohort to be managed and updated more easily. CME policies have been updated in line with recent Government Guidance, the multi-agency CME working group has been re-established and a new CME policy and procedure document is being drafted to outline the new CME process in Halton.

2.9 Children and Social Work Bill (TC & AMc)

The Children in Social Work Bill is now before the House of Commons, having started in the House of Lords. It recommends a number of changes including the option for local authorities to apply for exemptions from statutory duties, the extension of support to care leavers until the age of 25, the abolition of local safeguarding childrens boards and the introduction of accreditation for social workers, supervisors and leaders. The option for exemption from statutory duties has proved highly controversial, and the government have made a number of amendments to the Bill to assure MPs of the scrutiny and approval

process before any exemptions are granted. These amendments have been passed; the Bill will be subject to further scrutiny as it progresses.

Please use the link below to access further information:

<https://www.gov.uk/government/news/governments-proposals-for-a-new-regulator-for-social-workers>

Within the Bill there is a duty for a Local Authority to make educational achievement advice and information available, to any person who has parental responsibility for a child who has ceased to be in care through certain legal orders and the child's school Designated Teacher. In order to fulfil this duty the Local Authority must appoint at least one member of staff and this person must be an officer employed by the Local Authority. Once the Bill has received Royal Assent, the Government have stated that their intention is amend current legislation to expand the duties of the Virtual School Head teacher within each LA to include this duty. The Bill also requires the governing bodies of all schools, including academies and free schools, to designate a member of staff to have responsibility to promote the educational achievement of children who have ceased to be in care but are registered pupils. The Designated person must also undertake appropriate training and have regard to any statutory guidance. The Government have stated that they intend this duty to be included in the current role of Designated Teacher for Children in Care

The Bill will next be considered at the Report Stage in the Commons followed by a Third Reading. The dates for these remaining stages have not yet been set.

Please use the link below to access further information:

<https://www.gov.uk/government/news/governments-proposals-for-a-new-regulator-for-social-workers>

2.10 NCER Children Looked After Project (AMc)

Halton has signed up to be part of the development of a national data system to measure performance and progress of young people in care. This project will provide valuable data to all Virtual School Head teachers that will allow them to clearly monitor their children's achievement and attainment, including comparisons with national and regional trends. There are currently 147 local authorities signed up the project. NCER, who are leading on the project, are due to undertake BETA testing of the system and North West Virtual School Head teachers are an integral part of this process. It is hoped that the system will go live in March 2017. NCER are discussing with the DfE data access arrangements for future years.

3.0 Emerging Issues

3.1 Horizon scanning/National drivers

Care Leavers (TC)

Due to changes in legislation and criteria, the traineeships that the Council have offered Care Leavers are in the process of being reviewed. This means that there is currently a limited offer available. Plans are being put in place to make this system more robust and to ensure that we are compliant with the new requirements. Care leavers will continue to be directed toward the range of education, employment and training opportunities, including apprenticeships, that are available to all young people in the borough.

Early Years (AMc)

From September 2017 working parents with 3 and 4 year olds will be eligible for an additional 15 hours per week of free childcare. To support this significant development the Government has produced legislation in the Childcare Act 2016 and has been introduced a new Early Years Single Funding Formula (EYSFF) which is intended to bring about fairer funding arrangements and to incentivise the Private, Voluntary and Independent (PVI) Childcare sector to deliver the additional places. The new entitlement will be supported by investment in new IT modules to improve the application and eligibility checking systems for parents, providers and the local authority.

Please use the link below to access the Childcare Act 2016:

<http://www.legislation.gov.uk/ukpga/2016/5/enacted>

Schools National Funding Formula (AMc)

The first phase of the consultation on reforming the system for funding schools and high needs commenced in March 2016. Phase 1 outlined the vision, principles and structure of the proposed changes. Having received responses from over 6,000 partners on 14th December 2016, the Department for Education launched the phase 2 consultation on the introduction of the national funding formula and its revised approach to funding high needs.

A national funding formula for schools, revised funding for high needs and local authority services to schools will be introduced for 2018/2019 with full implementation from 2019-2020. The Dedicated Schools Grant (DSG) will be split into 4 blocks; schools, high needs, early years and central school services. The schools block allocation will be ring fenced for spending on schools. The national funding formula will consist of 12 factors plus mobility and the high needs formula will comprise of 9 factors.

In 2018/2019 those schools gaining from the new funding formula will receive up to 3% per pupil and 2.5% the following year. Reductions to school budgets as a result of the introduction of the national funding formula will be limited to 3% per pupil. The minimum funding guarantee will continue to apply at minus 1.5% year on year.

For high needs those local authorities gaining under the formula will receive up to a 3% increase in 2018/2019 and 2019/2020. It is proposed that there will be no cash losses for local authorities as a result of the high needs proposals.

The Department for Education has illustrated the impact of the introduction of the national funding formula on each school.

School Forum will consider the phase 2 proposals at the meeting on 23rd January 2017 and will consider how to respond to the consultations. In addition, individual schools and settings are urged to respond. The consultation closes on 22nd March 2017.

For more details please see the following:

<https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2>

<https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2>

3.2 Halton Specific

Children in Care Placements (TC)

The last quarter has seen continued demand for placements and a number of placement breakdowns. Sufficiency of placements, both within Halton's resources and externally, is proving extremely challenging. Halton's In house provision is very limited and foster care recruitment is producing few new carers. The need to purchase external placements, from a declining pool, incurs high costs. The lack of placement choice can result in some placements being made out of necessity rather than because they are a good match, and this often impacts on stability and the success of the placement. Foster care recruitment is ongoing and the strategy for recruiting new carers is regularly reviewed and revised. Plans to share some of this activity with other local councils, all of whom are facing similar challenges, are being discussed. Support by supervisory social workers to existing foster carers has been increased to try to sustain placements and retain carers.

Model for Enhanced Provision for pupils in mainstream schools and academies (AMc)

Enhanced provision was introduced in Halton a number of years ago with the intention of providing funding to pupils on a short term basis as early as possible once a specific need had been identified and without the requirement for schools to go through the statementing process.

The enhanced provision/top up funding has been linked to additional hours of support a child or young person may require and in many cases has stayed with that child through the duration of their primary/secondary education. Although there is some Head teacher representation on the assessment panel this is limited. In addition, the paperwork and gatekeeping needed to process the number of applications has diverted SEN Officers from monitoring the quality of provision and providing advice, support and guidance to schools.

As part of the Review of SEN currently being undertaken the levels of funding allocated to early years, primary and secondary settings has been scrutinised, along with the current methodology for allocation and a revised more sustainable aimed at providing support early, develop schools capacity, allow more flexible use of resources and promoting independence for children and young people with SEND has been developed. It is essential that we introduce a change to the current methodology by April 2017 as the current model is no longer sustainable. This model has been discussed in detail at the SEN Review meeting and your views and that of parents and carers in Halton has been sought.

4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2016-17 business plan.

5.0 Progress against high priority equality actions

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

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

6.0 Performance Overview

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

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

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview (Commissioned Service)	72 hrs	72 hrs	48 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Commissioned Service)	127	115	41 (Q3) 118 YTD		
PED01 03	Monitor the number of young people who go missing in the year (Commissioned Service)	223	N/A	100 (Q3) 297 (YTD)		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at the end of the quarter)	17	N/A	27		
PED01 05	Reduce the Secondary School persistent absence rate	5.1%	5%	17%		
PED01 06	Reduce the number of children subject to fixed term exclusions	303	270	156 children 240 instances		
PED01 07	Reduce the rate of permanent exclusions	0.04%	0.035 %	0.287% 21 instances		
PED01 08	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF involvement recorded during the year)	593	650	699		
PED01 09	Monitor the rate of referrals to childrens social care per 10,000 0-18 yr olds	336	N/A	370 (forecast)		
PED01 10	Reduce the number of children and young people who enter the care system	81	75	74		






Supporting commentary:

PED01 01: During this quarter return interviews are being completed within 48 hours.

PED01 02 & 03: This quarter there have been 208 missing notifications from police and 16 from social care that come from 100 individuals. There are 41 individuals that have created 141 episodes, with 15 individuals running between 2 and 4 times. There has been a decrease in the notifications to Catch22 from both police and social care. The decrease appears to be around males living at home, or Children in the care of other local authorities. Halton is on average still recording the highest amount of notifications compared to the other Cheshire local authorities.

PED01 08: Audits continue to show good quality assessments and plans are in place for children supported through CAF.

Ref:	Milestones	Quarterly Progress
PED01a	Establish a multi-agency front door for complex dependency programme (April 2016).	

PED01b	Establish and implement a multi-agency locality provision (March 2017).	
PED01c	Multi-agency information Sharing Agreement to be in place (March 2017).	
PED01d	Implement the Cheshire IT Portal (March 2017).	
PED01e	Implement the regional adoption agency (amended timescale from March 2017 to June 2017).	
PED01f	Use performance information effectively to ensure that early intervention is responsive to trends of those being referred to childrens social care (March 2017).	

Supporting commentary:

PED01a: The multi-agency iCART service has continued to develop over Q3. Further refinements have been made to the 360 profile and the multi-agency team have received some training and support in this area. Positive relationships have been developed with the Police. They now use Carefirst 6 to inform their decisions and consequently iCART are receiving more appropriate referrals and VPAs are being actioned in a timelier manner, reducing delay of support for those who would benefit from it. A workshop to look at the new model took place with multi-agency strategic leads and they confirmed that they found changes to be positive and they would like this new model to continue. Senior managers need to agree how this can happen, giving consideration to funding.

PED01b: Work is ongoing to establish multi-agency teams across locality bases. Partners are well engaged through weekly Working Together meetings to ensure a multi-agency response to assessed needs at Level 2.

PED01c: Completed

PED01d: A provider has been selected after procurement; a local authority is now required to pilot its introduction but further clarity is needed on the capacity to implement.

PED01e: As a result of funding changes from the Department of Education, which have subsequently been resolved, there is a change to the timetable. The implementation is now set for 1 June 2017.

PED01f: Performance reports are now in place supported by a fortnightly performance meeting.

Objective: Close the gap in attainment at Key Stage 2 including between vulnerable groups and their peers (PED02)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Reduce the gap in attainment for pupils attaining the expected standard at Key Stage 2 in Reading, Writing and Maths between disadvantaged pupils and their peers	As this is a new system of assessment it is not possible compare with previous data		24%	As this is a new system of assessment it is not possible compare with previous data	
PED02 02	Increase the percentage of pupils achieving the expected standard at KS2 in Reading, Writing and Maths			47%		
PED02 03	Increase the percentage making sufficient progress in Reading KS1 to KS2			-0.2		
PED02 04	Increase the percentage making sufficient progress in Writing KS1 to KS2			-1.4		
PED02 05	Increase the percentage making sufficient progress in Maths KS1 to KS2			-0.4		
PED02 06	Increase the percentage of Children in Care achieving expected outcomes at KS2	Refer comments below				

Supporting commentary:

PED02 06: KS2 Outcomes 2015-16

There were nine children in the 12 mths+ care cohort. Eight 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.

Outcomes

Attainment measure = % achieving expected standard and gap to Halton non-care peers:

- Reading – CIC 33% with a gap of 30%
- Writing – CIC 33% with a gap of 32%
- Maths – CIC 33% with a gap of 32%
- RWM – CIC 11% with a gap of 37%

Analysis:

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%).

Progress measure = how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.

- Reading – CIC 44% with a gap of 4%
- Writing – CIC 33% with a gap of 14%
- Maths – CIC with a gap of 4%

Analysis:

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.

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2016 and identify actions, including levels of support and intervention, required to improve inspection outcomes.	
PED02b	Conduct the annual analysis of school performance data for all primary schools during September to December 2016 (with further reviews undertaken at key points in the data release cycle).	
PED02c	Analyse, evaluate and report end of Key Stage 2 achievement outcomes, including success in closing the gap (December 2016).	
PED02d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2016).	
PED02e	With schools, monitor the impact of Pupil Premium in closing the gap between Free School Meals and non-Free School Meals pupils (March 2017).	
PED02f	Ensure appropriate deployment of school improvement support for identified schools and settings, including school to school support as appropriate (March 2017).	

Supporting commentary:

PED02a: A revised categorisation process system has been shared with schools. All head teachers and Chairs of Governors have received the schools categorisation letter. Link officers are meeting with schools to identify actions.

PED02b: Performance data is being analysed as it is released and shared with schools, settings, officers and Council members. Further validated data will be released throughout the Spring term.







PED02c: A report was taken to PPB in September with provisional attainment data, further detail will be shared at PPB in October. A further report will go to January PPB on diminishing the difference.

PED02d: The Children in Care and Care Leaver strategy has been reviewed and identifies areas for support. These include the development of more apprentice opportunities, support for schools in managing attachment issues, and supporting children in care to achieve their potential. Progress of implanting the Strategy is monitored through the Children in Care Partnership Board.

PED02f: Schools and settings have been categorised and levels of support identified linked to the schools category or degree of vulnerability. School to school bids have been written in collaboration with Teaching schools and outcomes are awaited. Any school causing concern is identified support through Halton's school improvement service and the wider school improvement system.

Objective: Raise achievement in Early Years (PED03)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	55%	65%	62%		
PED03 02	Reduce the good level of development attainment gap between those previously in	21%	12%	20%		

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
	receipt of 2 year old early years entitlement and their peers at EYFS					
PED03 03	Increase the take up of Early Years Entitlement for vulnerable 2 year olds	536	580 (revised target from DfE)	572		
PED03 04	Increase the take up of Early Years Entitlement for 3 to 4 year olds	92%	95%	91%		
PED03 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	84%	84%	94%		
PED03 06	Reduce the good level of development attainment gap for disadvantaged children and their peers at EYFS	19%	16%	Data available at Q4		






Supporting commentary:

PED03 01: There has been an increase in good level of development of 7% and the gap to the national average has reduced by 4%.

PED03 02: Attainment has increased for both groups with the gap narrowing by 1%.

PED03 04: Only three neighbouring authorities responded to cross-border enquiries.

PED03 05: Figures show significant improvement across the sectors. Exceeded target.

Ref:	Milestones	Quarterly Progress
PED03a	Analyse the outcomes of children who have accessed funded two year old placements to ensure this provision is closing the gap between the most vulnerable children and their peers (January 2017).	
PED03b	Complete RAG categorisation process for all EYFS setting by October 2016 and identify actions, including levels of support and intervention required to improve inspection outcomes.	
PED03c	Through the annual conversation, ensure that the performance of all children's centres is in line with expectations. This will need to take into account any changes required as a result of revised Ofsted frameworks (March 2017).	
PED03d	Analyse, evaluate and report on the outcome of the Early Years Pupil Premium (March 2017).	
PED03e	Act on research findings from the Early Years Review undertaken by Ofsted and commissioned research (March 2017).	





Supporting commentary:



PED03b: EYFS settings have been RAG rated and support and identification identified. Halton currently only have two settings not rated as good or better by Ofsted.

PED03c: Children's centres continue to perform well with high levels of engagement and access. The proposed national review of children's centres has still not been announced and inspections remain suspended.

PED03e: Following the Early Years review and Ofsted Early Years thematic inspection, a One Halton Strategic Group has been established to create an Early Years vision and strategic action plan. Recommendations are being acted upon and have been shared at an Early Years event in November 2016.

Objective: Improve the offer for children and young people with SEND through effectively implementing the SEND Reforms (PED04)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase participation in the POET survey from parents/guardians/carers	33	35	Available Q4		
PED04 02	Increase the percentage of Education Health and Care Plans completed within 20 weeks	26.8%	50%	66%		
PED04 03	Increase the number of schools identified as Nurture champions	0	8	8		




PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	22.9%	80%	Data not available August 2017		
PED04 05	Increase the number of people accessing the Local Offer (proxy measures of sessions measured annually in October)	3868	3950	7398		

Supporting commentary:

PED04 01: Halton is aiming to significantly increase the participation in the evaluation and are working closely with the parent/carers association, settings and agencies to increase involvement.

PED04 03: Halton currently have six schools who have established nurture groups, three with a developing nurture group and five schools in the process of establishing a group. There are three early years settings, three primary, three secondary and four special schools who have signed up to the nurturing schools programme. These has also been expressions of interest into nurture from a further three schools. 22 schools are actively embracing nurture and working on developing the six Principles of Nurture.

PED04 05: Target has been exceeded by 87%. Ongoing development work has significantly increased usage numbers. Work in progress is detailed within the team work plan.

Ref:	Milestones	Quarterly Progress
PED04a	Conduct the annual analysis of progress data for children and young people with additional SEND funding through Enhanced provision or Education health care plans (March 2017).	
PED04b	Improve provision in Halton for young people with social, emotional and mental health challenged (March 2017).	
PED04c	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views within the SEND reform process in Halton to increase satisfaction with their experience (March 2017).	

Supporting commentary:

PED04a: The data is currently being collected from schools using a simplified matrix model that can illustrate progress in smaller steps than the current assessment measures.

PED04b: Halton has increased and improved the types of provision available to young people experiencing SEMH issues. There is a range of universal, targeted and specialist provision for young people. However evidence of the impact and outcomes for children, young people and families is limited.




PED04c: The POET is being repeated and will be reported in quarter 4.

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

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-18 year olds not in education, employment or training	5.1%	5%	Data available in quarter 4		
PED05 02	Reduce the percentage of 16-18 year olds whose activity is not known	3.7%	3.5%			
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	86.9%	87.5%			
PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	56.5%	57.5%			
PED05 05	Monitor the percentage of young people progressing to Higher Education	25%	25%			

Supporting commentary:

PED05 01:

Ref:	Milestones	Quarterly Progress
PED05a	Develop the 14-19 Commissioning statement to reflect Local Enterprise Partnership priorities (March 2017).	
PED05b	Implement the European Social Fund coaching programme, integrated to Raising the Participation Age strategy (March 2017).	
PED05c	Develop a Post-16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2017).	

Supporting commentary:

PED05a: Final update to document will take place once 2016 KS4 and 5 results are available in January 2017.

PED05b: A contract is in place with a company to deliver this programme from 1 July 2016.




PED05c: Area base review now completed. Discussion has taken place with School Improvement colleagues to link the post 16 Monitoring Framework to the School Improvement Strategy which is due for review and presented to Management Team.

7.0 Financial Summary

Awaited from Finance.




8.0 Appendix I

8.1 Symbols are used in the following manner:

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

8.2 Direction of Travel indicator

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

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

8.3 Key for responsible officers:

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

TC Tracey Coffey, Operational Director, Children and Families Service

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 4, 01 January 2017 – 31 March 2017

1.0 Introduction

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

2.0 Key Developments

- 2.1 **Governors handbook and competency framework (AMc)**
On 12 January 2017, the Department for Education (DfE) released the latest edition of the governance handbook. This handbook is an essential resource for governors and trustees as it outlines the roles and responsibilities for those governing, including legal duties.

The *Competency framework for governance* sets out the skills, knowledge and behaviours that school and academy governing bodies need to be effective.

The *Clerking competency framework* has also been published in April 2017 to identify the knowledge, skills and behaviours required to provide professional clerking to governing boards of schools, academies and multi-academy trusts.

The *Statutory policies for schools* page outlines the policies and other documents school governing bodies are legally required to have:

www.gov.uk/government/publications/governance-handbook

- 2.2 **Halton Youth Provision Care Quality Commission (CQC) Inspection (AMc)**
On 6 March 2017, the CQC published the inspection of Halton's Youth Provision, Young Addaction. As part of their comprehensive inspection programme to make sure the health and care services in England meet the Health and Social Care Act 2008 (regulated activities) regulations 2014. The report identifies various outstanding and good practice, with no recommendations for improvement. Please use the link below to access the inspection report:

www.cqc.org.uk/location/1-2039030655

- 2.3 **Reduction in the proportion of 16 & 17 year olds not in Education, Employment or Training (NEET) (AMc)**
Annual reported NEET figures published by the Department for Education (DfE) identify 5.1% of the Halton 16-17 year old cohort are not in education, employment or training or their activity is not known. This compares to 5.8% at the same reporting period last year. The annual figure is taken as the 3 month average of performance from November 2016 to January 2017.

The proportion of the 16-17 cohort with activity recorded as 'not known' is particularly low at 0.9% compared to 2.2% in the previous year. The term 'not known' is used to describe young people whose activity is not known to the local authority. This can be because it has not been possible to contact the young person at their home address or because they have moved out of borough and their new location is unknown. The very low not known figure is a very positive position, as when known what a young person is doing, appropriate support and guidance can be offered.

Schools have a vital part to play in supporting young people in their transition at 16 and 17 years of age, and in working with the 14-19 Team to identify any young people at risk of not progressing from Year 11 to education or training post 16.

2.4 Children and Social Work Act 2017 (TC)

The Child and Social Work Bill received Royal Assent. The controversial innovation clauses, exempting local authorities from various statutory duties, were re-inserted in the Bill following defeat in the House of Lords, but have now been withdrawn by the government. The clauses increasing duties to care leavers from the current age of 21 to 25, the abolition of local safeguarding children boards and a range of duties in relation to children in care remain. Some of these duties will have a cost impact for the local authority.

2.5 Regional Adoption Agency (TC)

A Head of Service for the new regional adoption agency, Adopt Together, has now been appointed and formal staff consultation on the structure and model of service delivery has been completed.

2.6 Joint Targeted Area Inspection (TC)

The next Joint Targeted Area Inspection (JTAI) (Ofsted, Care Quality Commission, HMI's Police and Probation) will focus on neglect and particularly children aged between 7 and 15 years old. The inspection will examine the effectiveness of iCART and the whole system in identifying and responding to neglect in this age group. Schools will also be contacted as part of the inspection. Six local authorities will be selected between May and December 2017. Please use the link below to access the guidance:

www.gov.uk/government/publications/joint-inspections-of-the-response-to-children-experiencing-neglect-may-to-december-2017

3.0 Emerging Issues

3.1 Horizon scanning/National drivers

Primary Assessment consultation (AMc)

On 30 March 2017, the Government published its consultation to set out a long-term, stable and sustainable approach to primary assessment. Justine Greening, the Secretary of State for Education, stated her desire to have a system that measures the progress that children make throughout their time at primary school fairly and accurately, a system that recognises teachers' professionalism in assessing their pupils, and a system which does not impose a disproportionate burden on teachers.

The consultation document refers to the proposal to end KS1 assessments – both teach assessment frameworks and national curriculum tests – in reading, writing, mathematics and science for all-through primary schools, once a new baseline in reception has become

fully established. The DfE wants views as to how to ensure that the most appropriate baseline for a primary progress measure is in place and at which point that baseline assessment should be taken, i.e. should the baseline be moved from the end of KS1 to some time in reception so that progress would be measured from Reception to end of KS2 (Year 6).

There are actually two consultation documents – one relates to various primary statutory assessment issues, including the ones stated above, and the other relates to the recommendations in the Rochford Review of primary statutory assessment arrangements for pupils working below the standard of national curriculum tests.

The consultation period lasts for 12 weeks, ending on 22 June 2017, and the minister has stated a desire to hear from as many headteachers and teachers as possible to gather their views. All those with an interest in early years, primary education and the way that pupils are assessed in school are encouraged to engage with the consultation exercises and to share their opinions and insights; governors are named as one of those interested groups.

Links are below:

https://consult.education.gov.uk/assessment-policy-and-development/primary-assessment/supporting_documents/Primary%20assessment%20in%20England.pdf

https://consult.education.gov.uk/assessment-policy-and-development/rochford-review/supporting_documents/Primary%20school%20pupil%20assessment%20%20Rochford%20Review%20recommendations.pdf

New GCSE Grading System (AMc)

In a recent letter to the education select committee, the Secretary of State for Education has clarified her thinking on what constitutes a good pass in the new GCSE's. The new terminology now describes a grade 4 as a *standard pass* and a grade 5 as a *good pass*. The Secretary of State makes it clear that for Further Education, Good Education and employers, a *standard pass* of a 4 should be considered sufficient for further study and work, in the way that a grade C is now (this also applies to the need for post 16 maths and English resits). In school performance tables, the Secretary of State says in her letter that the Government will report on both a *standard pass* and a *strong pass* rather than the previous plans of just reporting on a *good pass* (5). However the picture is further complicated by the fact that the DfE has confirmed that for the percentage of children achieving the EBacc students will have to achieve a *strong pass* and this will also be the case with basics.

Therefore Secondary performance tables 2017 will include:

- Progress 8
- Attainment 8
- EBacc entry
- EBacc achievement (strong pass in maths and English and C+ in the other subjects)
- Maths and English (at a strong pass)
- Destination measures

The government also intends to publish information in the performance tables this year showing how many pupils achieve at least a *standard pass* (4 and above). Whereas for the school, achieving the EBacc is based on 5 or above, for the individual student it is based on 4 or above.

Information can be found at the following link:

www.gov.uk/government/news/setting-standards-for-new-gcses

Penalty Notice (AMc)

On 6 April 2017, the Supreme Court gave judgement on the case concerning the prosecution of Mr Platt following non-payment of a penalty notice. The appeal had been brought on behalf of the Isle of Wight Council supported by the Government.

The decision makes clear that parents in England can be issued with penalty notices in respect of unauthorised absences, including absences due to holidays, and further they can be prosecuted if they fail to pay the notice.

The Court have, for the first time, given a very clear definition of what is deemed to be regular for the purposes of the offence contained within s444 Education Act 1996. The Court concluded that regular amounts to the level of attendance in accordance with the rules as set by the school/Local Authority. Therefore, if a child misses school without permission of the headteacher, the parent would be guilty of the offence, unless one of the statutory defences was available, e.g. sickness.

Accordingly, where a parent does not seek permission (or seeks permission but is refused) and they take the child out of school, then they are not abiding by the rules of the school and they could be subject to prosecution if they failed to pay any penalty notice issued. The Court concluded that the penalty notice process is an opportunity to recognise where a parent should not have removed their child, but to spare them criminal conviction.

Halton Borough Council's current Penalty Notice Protocol will remain, and requires no alteration.

3.2 Halton Specific

Children's Social Care (TC)

Demand for children's social care is now showing a steady and consistent pattern of reduction. This is following the work on early intervention and the development of iCART. Number of children with a child protection plan have consistently reduced and have now stabilised. However, numbers of children in care have continued to increase. This is a complex picture as we have older children who entered care three years ago now beginning to leave care, and the age profile of children entering care reducing as entrants are coming into care at a younger age. The average length of time children remain in care is 2.6 years with younger children often having a shorter period of care.

The number of children with a plan for adoption has increased, as has the number who leave care to live with family members via Special Guardianship orders. However, we have an increase in the children placed at home under care orders (as have other local authorities). The introduction of a 26 week timescale for completion of care proceedings has meant that courts and children guardians have become more risk averse, and require the assurance of a care order if the child remains in the care of a parent. A renewed focus is now on those cases, and returning to court to discharge the care order in a more timely manner.

Model for Enhanced Provision for pupils in mainstream schools and academies (AMc)

Enhanced provision was introduced in Halton a number of years ago with the intention of providing funding to pupils on a short term basis as early as possible once a specific need

had been identified and without the requirement for schools to go through the statementing process.

4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2016-17 business plan.

5.0 Progress against high priority equality actions











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



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

6.0 Performance Overview

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

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

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview (Commissioned Service)	72 hrs	72 hrs	48 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Commissioned Service)	127	115	38 (Q4) 156 YTD		
PED01 03	Monitor the number of young people who go missing in the year (Commissioned Service)	223	N/A	98 (Q4) 395 (YTD)		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at the end of the quarter)	17	N/A	24		
PED01 05	Reduce the Secondary School persistent absence rate	5.1%	5%	Available end May 2017		
PED01 06	Reduce the number of children subject to fixed term exclusions	303	270	244		
PED01 07	Reduce the rate of permanent exclusions	0.04%	0.035%	0.046%		
PED01 08	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF involvement recorded during the year)	593	650	560		
PED01 09	Monitor the rate of referrals to childrens social care per 10,000 0-18 yr olds	336	N/A	368		







PED01 10	Reduce the number of children and young people who enter the care system	81	75	97		
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Supporting commentary:

PED01 01: During this quarter return interviews are being completed within 48 hours.

PED01 02 & 03: Within this quarter, in Halton, Catch22 has seen another increase in the number of notifications received from Police and social care by 30%. The number of children with missing incidents are similar to the previous quarter. Demographics of children missing in Halton are consistent each quarter with children averaging around 15 years old and an even split between boys and girls. This area of focus is prioritised by Halton Safeguarding Children Board within the Child Sexual Abuse and Missing from Home sub-group. Additional reporting from Catch22 is being arranged for the Operational Director of Children and Families Service.

PED01 08: All CAFs are now recorded on the new eCAF system. A housekeeping exercise during the transition means that we are now confident that all recorded eCAFs are open and active.

Ref:	Milestones	Quarterly Progress
PED01a	Establish a multi-agency front door for complex dependency programme (April 2016).	
PED01b	Establish and implement a multi-agency locality provision (March 2017) .	
PED01c	Multi-agency information Sharing Agreement to be in place (March 2017).	
PED01d	Implement the Cheshire IT Portal (revised implementation timescale to March 2018).	
PED01e	Implement the regional adoption agency (amended timescale from March 2017 to June 2017).	
PED01f	Use performance information effectively to ensure that early intervention is responsive to trends of those being referred to childrens social care (March 2017).	

Supporting commentary:

PED01a: The multi-agency iCART service has continued to develop over Q4 and this has been enhanced with the addition of a housing solutions officer on a part-time basis and two adult coordinators. Agreements have been made with all relevant multi-agency partners that their input into iCART will continue without any additional funds being offered which, is positive and ensures that the improved multi-agency service is able to continue. Revised iCART processes and guidance are almost complete.

PED01b: Work is ongoing to establish multi-agency teams across locality bases. Refurbishment work has been completed at a number of children's centres to create additional space for multi-agency teams. Partners are well engaged through weekly Working Together meetings to ensure a multi-agency response to assessed needs at level 2.

PED01c: Completed

PED01d: Halton has agreed to be one of the ICT Portal pilot areas and work is in progress around the development of a data feed register and information governance is presently being agreed. This is a complex project and the timescale for implementation needs to be revised until March 2018.

PED01e: Following a change to the timetable as a result of funding changes from the Department for Education this has now been resolved and will be implemented 1 June 2017.

PED01f: Performance reports are now in place supported by a fortnightly performance meeting.

Objective: Close the gap in attainment at Key Stage 2 including between vulnerable groups and their peers (PED02)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Reduce the gap in attainment for pupils attaining the expected standard at Key Stage 2 in Reading, Writing and Maths between disadvantaged pupils and their peers	As this is a new system of assessment it is not possible compare with previous data		24%	As this is a new system of assessment it is not possible compare with previous data	
PED02 02	Increase the percentage of pupils achieving the expected standard at KS2 in Reading, Writing and Maths			47%		
PED02 03	Increase the percentage making sufficient progress in Reading KS1 to KS2			-0.2		
PED02 04	Increase the percentage making sufficient progress in Writing KS1 to KS2			-1.4		

PED02 05	Increase the percentage making sufficient progress in Maths KS1 to KS2		-0.4	
PED02 06	Increase the percentage of Children in Care achieving expected outcomes at KS2	Refer comments below		

Supporting commentary:

PED02 06: KS2 Outcomes 2015-16

There were nine children in the 12 mths+ care cohort. Eight 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.

Outcomes

Attainment measure = % achieving expected standard and gap to Halton non-care peers:

- Reading – CIC 33% with a gap of 30%
- Writing – CIC 33% with a gap of 32%
- Maths – CIC 33% with a gap of 32%
- RWM – CIC 11% with a gap of 37%

Analysis:

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%).







Progress measure = how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.

- Reading – CIC 44% with a gap of 4%
- Writing – CIC 33% with a gap of 14%
- Maths – CIC with a gap of 4%

Analysis:

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.

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2016 and identify actions, including levels of support and intervention, required to improve inspection outcomes.	
PED02b	Conduct the annual analysis of school performance data for all primary schools during September to December 2016 (with further reviews undertaken at key points in the data release cycle).	
PED02c	Analyse, evaluate and report end of Key Stage 2 achievement outcomes, including success in closing the gap (December 2016).	
PED02d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2016).	
PED02e	With schools, monitor the impact of Pupil Premium in closing the gap between Free School Meals and non-Free School Meals pupils (March 2017).	
PED02f	Ensure appropriate deployment of school improvement support for identified schools and settings, including school to school support as appropriate (March 2017).	

Supporting commentary:

PED02a: A revised categorisation process system has been shared with schools. All head teachers and Chairs of Governors have received the schools categorisation letter. Link officers are meeting with schools to identify actions. School categories have been reviewed in the spring term and any changes will be shared with individual schools affected at the beginning of the summer term.

PED02b: Performance data is being analysed as it is released and shared with schools, settings, officers and Council members. Further validated data has been shared with headteachers and members.

PED02c: Reports have been shared at PPB with validated data. A members briefing was held to share the changes to the assessment processes with members, identifying both successes and key challenges.

PED02d: The Children in Care and Care Leaver strategy has been reviewed and identifies areas for support. These include

the development of more apprentice opportunities, support for schools in managing attachment issues, and supporting children in care to achieve their potential. Progress of implanting the Strategy is monitored through the Children in Care Partnership Board.

PED02f: Schools and settings have been categorised and levels of support identified linked to the schools category or degree of vulnerability. School to school bids have been written in collaboration with Teaching schools and outcomes are awaited. Any school causing concern is identified support through Halton's school improvement service and the wider school improvement system. Any schools considered at risk of a decline in standards will receive additional support and challenge.

Objective: Raise achievement in Early Years (PED03)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	55%	65%	62%		
PED03 02	Reduce the good level of development attainment gap between those previously in receipt of 2 year old early years entitlement and their peers at EYFS	21%	12%	20%		
PED03 03	Increase the take up of Early Years Entitlement for vulnerable 2 year olds	536	580 (revised target from DfE)	547		
PED03 04	Increase the take up of Early Years Entitlement for 3 to 4 year olds	92%	95%	93%		
PED03 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	84%	84%	97%		
PED03 06	Reduce the good level of development attainment gap for disadvantaged children and their peers at EYFS	19%	16%	Data available after Q4		

Supporting commentary:

PED03 01: There has been an increase in good level of development of 7% and the gap to the national average has reduced by 4%.

PED03 02: Attainment has increased for both groups with the gap narrowing by 1%.

PED03 04: Officers have worked to increase take up resulting in a small increase on the previous year.

PED03 05: Figures show significant improvement across the sectors. Exceeded target.

Ref:	Milestones	Quarterly Progress
PED03a	Analyse the outcomes of children who have accessed funded two year old placements to ensure this provision is closing the gap between the most vulnerable children and their peers (January 2017).	
PED03b	Complete RAG categorisation process for all EYFS setting by October 2016 and identify actions, including levels of support and intervention required to improve inspection outcomes.	
PED03c	Through the annual conversation, ensure that the performance of all children's centres is in line with expectations. This will need to take into account any changes required as a result of revised Ofsted frameworks (March 2017).	
PED03d	Analyse, evaluate and report on the outcome of the Early Years Pupil Premium (March 2017).	
PED03e	Act on research findings from the Early Years Review undertaken by Ofsted and commissioned research (March 2017).	

Supporting commentary:







PED03b: EYFS settings have been RAG rated and support and identification identified. Halton currently only have two settings not rated as good or better by Ofsted.

PED03c: Children's centres continue to perform well with high levels of engagement and access. The proposed national review of children's centres has still not been announced and inspections remain suspended.

PED03d: The information requires is collected by settings and shared with Early Years Consultant Teachers. By the end of

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
	the summer term 2017, a local authority template will be populated to share the impact of Early Years Pupil Premium at a local authority level. There is a revised timescale for completion now agreed for September 2017.					
	PED03: Following the Early Years review and Ofsted Early Years thematic inspection, a One Halton Strategic Group has been established to create an Early Years vision and strategic action plan. Recommendations are being acted upon and have been shared at an Early Years event in November 2016. The One Halton strategic group meet frequently and a range of task and finish groups have been established to address key priorities identified.					

Objective: Improve the offer for children and young people with SEND through effectively implementing the SEND Reforms (PED04)




Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase participation in the POET survey from parents/guardians/carers	33	35	Results of survey awaited		
PED04 02	Increase the percentage of Education Health and Care Plans completed within 20 weeks	26.8%	50%	66%		
PED04 03	Increase the number of schools identified as Nurture champions	0	8	12		
PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	22.9%	80%	Data not available August 2017		
PED04 05	Increase the number of people accessing the Local Offer (proxy measures of sessions measured annually in October)	3868	3950	7295 (Public) 10573 (Including HBC & Site Admin)		

Supporting commentary:

PED04 01: Halton is aiming to significantly increase the participation in the evaluation and are working closely with the parent/carers association, settings and agencies to increase involvement.

PED04 03: Nurturing schools award is currently 12 Schools attending the Halton network with an identified nurture group 8. 2 schools are in the process of setting up nurture groups 8 schools have expressed interest or have a variant nurture group.

PED04 05: Target exceeded, both by public only usage and including HBC staff, and site admin usage. Improved publicity of the Local Offer by parents/carers, young people and professionals has had a significant impact in reaching this target. The improvements to content and layout has also contributed to this increased usage.

Ref:	Milestones	Quarterly Progress
PED04a	Conduct the annual analysis of progress data for children and young people with additional SEND funding through Enhanced provision or Education health care plans (March 2017).	
PED04b	Improve provision in Halton for young people with social, emotional and mental health challenged (March 2017).	
PED04c	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views within the SEND reform process in Halton to increase satisfaction with their experience (March 2017).	











Supporting commentary:

PED04a: The data currently being collected from schools using a simplified matrix model that can illustrate progress in smaller steps than current assessment measures.

PED04b: Halton has increased and improved the types of provision available to young people experiencing social and emotional health issues. There is a range of universal, targeted and specialist provision for young people. In Q4 over 300 young people achieved a Duke of Edinburgh or Mayors Award. The provision was also inspected by the CQC and was acknowledged for outstanding features with no areas in need of improvement.

PED04c: The POET survey will finish at the end of the academic year. The responses will then be evaluated, analysed and reported.




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

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-17 year olds not in education, employment or training	5.1%	5%	4.2%		
PED05 02	Reduce the percentage of 16-17 year olds whose activity is not known	3.7%	3.5%	0.9%		
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	86.9%	87.5%	84.3%		
PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	56.5%	57.5%	54.4%		
PED05 05	Monitor the percentage of young people progressing to Higher Education	25%	25%	28%		

Supporting commentary:

PED05 03 & 04: The decline seen in achievement for Halton has also been seen regionally and nationally.

PED05 05: The cohort of 2015/16 information has been released by DfE and shows an increase in those progressing to HE.

Ref:	Milestones	Quarterly Progress
PED05a	Develop the 14-19 Commissioning statement to reflect Local Enterprise Partnership priorities (March 2017).	
PED05b	Implement the European Social Fund coaching programme, integrated to Raising the Participation Age strategy (March 2017).	
PED05c	Develop a Post-16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2017).	

Supporting commentary:

PED05a: Updated data has been included in the document which is currently in draft format. A final update to the text is required to reflect the data before completion.

PED05b: A contract is in place with a company to deliver this programme from 1 July 2016 to 31 July 2018.




PED05c: Monitoring framework has been written, and is currently in draft format to be linked to the School Improvement Strategy when this is revised.

7.0 Financial Summary

Awaited from Finance.




8.0 Appendix I

8.1 Symbols are used in the following manner:

Progress		Milestone	Measure
Green		Indicates that the milestone is on course to be achieved within the appropriate timeframe.	Indicates that the annual target is on course to be achieved.
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8.2 Direction of Travel indicator

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

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

8.3 Key for responsible officers:

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

TC Tracey Coffey, Operational Director, Children and Families Service