



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

**Monday, 10 September 2018 at 6.30 p.m.
Civic Suite - Town Hall, Runcorn**

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

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Christopher Rowe	Liberal Democrat
Councillor John Stockton	Labour
Councillor Louise Whitley	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, 12 November 2018***

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

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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, 11 June 2018 in the Civic Suite, Town Hall, Runcorn

Present: Councillors Dennett (Chair), Logan (Vice-Chair), Carlin, Cassidy, P. Hignett, Horabin, Leck, P. Lloyd Jones, J. Stockton and Whitley

Apologies for Absence: Councillor Rowe

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, T. Coffey and H. Bell

Also in attendance: One member of the public

ITEMS DEALT WITH UNDER DUTIES EXERCISABLE BY THE BOARD

Action

CYP1 MINUTES

The Minutes of the meeting held on 29 January 2018 were taken as read and signed as a correct record.

CYP2 PUBLIC QUESTION TIME

The Board was advised that no public questions had been received.

CYP3 EXECUTIVE BOARD MINUTES

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

RESOLVED: That the minutes are noted.

CYP4 SSP MINUTES

The minutes of the Halton Children's Trust meeting held on 22 February 2018 were submitted to the Board for information.

Smoking and Vaping – vaping would be an ongoing matter

for discussion at the Trust. The Police had given a presentation to the Trust on vaping and the information would be sent to the Board. Members were concerned that pupils were using vapourisers on school transport.

Halton's Children Safeguarding Board arrangements – Members would be included in the consultation which would begin in September 2018.

Operational
Director –
Children &
Families

RESOLVED: That the minutes are noted.

CYP5 ANNUAL REPORT 2017-18

The Chair presented the Children, Young People and Families Policy and Performance Board's Annual Report for 2017-18.

He wished to place on record his thanks to Members and Officers for their commitment, support and hard work carried out throughout the year.

RESOLVED: That the 2017-18 Annual Report be received and noted.

CYP6 APPLYING CORPORATE PARENTING PRINCIPLES FOR CHILDREN IN CARE AND CARE LEAVERS

The Board received a report from the Strategic Director – People, informing them of the changes to statutory duties for children in care and the introduction of seven corporate parenting principles under the *Children and Social Work Act 2017*.

It was reported that the principles should shape the mind-set and culture of every part of a local authority in how it carried out all of its functions in relation to looked after children and care leavers. The guidance gave a number of examples and questions that Members and Officers should ask in evaluating how effective corporate parenting was demonstrated in relation to high ambition and support for children and care leavers.

It was noted that although the statutory duties applied directly to local authorities, they could not be delivered in isolation from agency partners who played a central part and had given their commitment to partnership working.

Appended to the report was the Department for Education's *Applying Corporate Parenting Principles to Looked After Children and Care Leavers*, the statutory

guidance for local authorities (February 2018).

Members raised the following points/queries:

Section 4 – Implementing the Principles: Examples of questions for local authorities – could we see a report based on these to demonstrate our effectiveness?

Yes a report would be compiled based on these.

How were the aspirations of young people taken into consideration?

There were a range of methods used for this such as: one to one's; continuity via the social worker; and CIC Council involvement.

Are you satisfied that you could pick up serious issues with abuse?

Yes, there are a number of different avenues for this to be identified such as within schools, allegations that are made, the individual review officers and independent visitors. It was also important to reassure the child that they could speak openly to these people around them.

Can the Children in Care (CIC) Council be invited to a Board meeting?

They would be approached and invited. It was announced that there was a CIC event on 26 June 2018, which had been designed by the CIC Council to celebrate their achievements and those of their carers and foster carers.

Members agreed that it was important to know what our children in care's wishes and feelings and aspirations were. Other than the methods discussed above, it was noted that this dialogue was encouraged through education, social and leisure activities and the citizen work that they did.

The Chair requested that the Elected Members' social worker visits be reinstated, as these had been carried out in the past. Officers would arrange these and advise Members when more information was available.

RESOLVED: That Members note the seven principles and revised expectations in acting as corporate parents.

Operational
Director –
Children &
Families

CYP7 CHILDREN IN CARE PLACEMENTS

Members received a report from the Strategic Director – People, which provided the Children in Care Scorecard for the end of year (31 March 2018), with a

particular focus on children's placements.

It was reported that the majority of children in care were in foster placements; a mix of in-house foster placements and external independent foster placements (IFAs). There were 76 fostering households within Halton and 19 households were at various stages of the assessment process.

Members were advised that a collaboration had been launched with Warrington, Cheshire East and Cheshire West and Chester, to improve the marketing, recruitment and assessment of foster carers via a co-ordinated recruitment and marketing hub which was launched in April this year. Staff had already seen an increase in enquiries to Halton to be assessed as foster carers.

The report discussed the importance of having sufficient foster carers within the Borough and advised that the training and support given to foster carers was being revised, to help them develop skills to care for children with more complex and challenging behaviour. The report also provided detailed information on the various different types of placements of children in care.

The Board was advised that the sufficiency strategy for placements had been refreshed and a number of actions were identified, as the capacity in fostering and residential services both in-house and via agencies had been reducing. Shortly a placement team would be established with dedicated roles to manage the identification and sourcing of independent fostering and residential placements and to build better relationships with the independent sector, as detailed in the report.

Members raised the following questions:

Can an individual foster in two different Boroughs?

No you have to be registered with one agency.

With regards to SafeBase and attachment training – could this be extended to schools' governors?

The Virtual School Head (VSH) had additional duties under the Children and Social Work Act 2017. Officers agreed to raise with the VSH how governors could be informed about the work that was being done with schools. It was reported that the Council was in the process of bidding for an area of funding for the Virtual School Head to be able to assist and support children in care.

Were there any statistics relating to the success of adoptions in Halton?

The Local Authority remained in touch with adopting parents for 3 years after the order was made. Following that contact was taken over by the area where the family live. It was highlighted that the teenage years tend to be when problems arise, relating to social media for example, and the child contacting the birth family.

The *Adoption Support Fund* was available whereby an adopting parent can request an assessment of the child and apply for help such as therapy. Actual percentages of breakdowns were not immediately at hand, however a company called *CoramBAAF* had data relating to this. Officers would apply for this and forward to the Board.

Were the time limits still in place for adoptions?

Yes they were and challenges were still being faced regarding adoptions of siblings and BME children.

RESOLVED: That the report be noted.

Operational
Director –
Children &
Families

CYP8 EVERYONE EARLY HELP STRATEGY 2018-2021

The Board received a report from the Strategic Director – People, which presented the new *Everyone Early Help Strategy* that combined children, adults and public health. The draft document was appended to the report.

It was reported that services to support children, families and vulnerable adults were facing unprecedented challenges. It was clear that early help and prevention services should make up the cornerstone of any delivery model. If low-level needs could be prevented from developing into more serious or acute needs, then this was advantageous to both the provider and service user. It was noted that effective early help and prevention could not only increase independence, improve outcomes and the quality of life for individuals, but also provide a financial return to the Local Authority in the form of cost avoidance and a reduction in the use of more expensive, acute resources.

Members were advised that this transformation in thinking was about undertaking a whole system review of the approach to early help and prevention, with a focus on increasing the resilience of communities and their potential to help themselves, supported by a planned prioritisation of resources, integration, collaboration and understanding the benefits that early help could have on a wide range of longer term outcomes for everyone involved.

The report advised of Halton's approach to early help and prevention where there had been a long standing commitment across all agencies and strategic partners. It was noted that the Council had restructured in 2016-17 to combine the adult and children directorates to create the People's Directorate. Following this it was agreed to create a new joint early help strategy that would sit across the new People Directorate. The report continued, discussing the five key aims of the Strategy, and then the three priorities within the Strategy that all agencies would work towards to help further embed early help principles.

In response to Members' comments the following was noted:

- once the Strategy had been approved the final KPI would be developed and shared with the Board;
- that the Strategy was aimed at all partners including the CCG and had been aligned to the original One Halton approach. The CCG were members of the Strategic Group; the Early Intervention Strategic Partnership Board; and
- It was agreed that self-reliance and resilience building was crucial and there was work being carried out in schools and with families as well as in early years to instil skills which would help parents/carers to better support their own children rather than rely on others to do it for them.

The Board supported the Strategy and requested to be kept up to date with its progress. The Strategy would also be shared with the Health PPB and the Children's Trust.

RESOLVED: That the Board receives the draft strategy and comments made are noted.

Operational
Director -
Education,
Inclusion and
Provision

CYP9 FURTHER DEVELOPING LINKS BETWEEN HALTON'S BUSINESSES AND SCHOOLS

The Board received the final recommendations proposed by the Scrutiny Topic Group agreed in January 2017 titled '*Further developing links between Halton's Businesses and Schools*'.

It was reported that three lines of enquiry were agreed and then explored:

- Employer engagement;
- Careers education information; and
- Business needs.

It was noted that whilst the scrutiny work was taking place, the Government released its new Careers Strategy: *Making the most of everyone's skills and talents*. Following this the statutory guidance for schools and colleges about the requirements for delivering careers guidance and linking with employers was updated. These documents were reviewed by the Topic Group during their final meeting and had also influenced the final recommendations. The final recommendations developed by the Scrutiny Topic Group were listed in paragraph 3.4 of the report and were discussed.

Members made the following comments:

- The Careers and Enterprise Company based in St Helens had selected the 3 schools to be involved in the pilot mentoring programme in Halton without any input from Halton itself, so Members asked if Halton could be involved in future initiatives to support the selection process;
- Members noted that although the termly Director's report to Governors contained information about careers guidance and developing employability skills, this needed highlighting so that Governors were encouraged to read and disseminate the information. Officers advised that there was also a 'Chair of Governors' briefing termly, and the careers articles were highlighted in those meetings; and
- Members requested that the Careers and Enterprise Company attend a future Board meeting.

In response to Members' queries regarding the quality assurance of Careers Plans developed by schools/colleges, Members were advised that the recommendation made by the Scrutiny Topic Group was to monitor the existence of plans in line with the National Careers Strategy. The scrutiny of Careers Plans and also Careers Guidance in schools/colleges rested with Ofsted.

RESOLVED: That the Board agrees the recommendations.

CYP10 SCRUTINY TOPIC 2018-19

The Board were requested to select a topic they would like to explore during 2018-19. The Chair suggested that Children's Mental Health Provision be taken forward as the topic for 2018-19; this was agreed by the Board.

RESOLVED: That the Board

- 1) agrees that the scrutiny topic group for 2018-19 will be Children's Mental Health Provision; and
- 2) that the membership of the group be open to all Members of the Board.

CYP11 PERFORMANCE MANAGEMENT REPORT - QUARTER 3 2017-18

The Board received the Performance Management reports for quarter 3 of 2017-18 (1 October to 31 December 2017) 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 2017-18 were agreed by Members and included in the Local Authority's Business Plan, for the various functional areas reported to the Board as follows:

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

The reports 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.

It was commented that this information was now out of date, so Officers provided the Board with some up to date information in relation to quarter 4; however this was still to be verified. Once the quarter 4 performance management reports had been finalised, they would be sent to Members in advance of the next agenda.

RESOLVED: That the performance management reports for quarter 3 of 2017-18 be received.

Meeting ended at 8.50 p.m.

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

DATE: 10 September 2018

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 Chair 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: 10 September 2018

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.

Appendix 1**Extract of Executive Board Minutes relevant to the Children, Young People and Families Policy and Performance Board****EXECUTIVE BOARD MEETING HELD ON 14 JUNE 2018**

EXB3	ADULT SOCIAL CARE FUNDING – IMPROVED BETTER CARE FUND (IBCF) ALLOCATION 2018/19
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The Board considered a report of the Director of Adult Social Services on Adult Social Care Funding allocation 2018/19.

In the Spring 2017 budget, the Chancellor announced an additional £2 billion of new funding for Councils in England, over a three year period to spend on adult social care services. This was recognised as an important step towards closing the gap in Government funding for adult social care ahead of the expected publication of the Green paper on future sustainability of the sector.

The report set out details of the proposed allocations for Board approval, many of which commenced in 2017/18 and were expected to continue into 2018/19. It was reported that due to the short term nature of this additional funding, the schemes would be kept under review in respect of the outcomes and financial impact achieved.

RESOLVED: That the Board notes the contents of the report and approves the allocations as outlined in the report.

EXB4	HALTON'S SUPPORTED HOUSING NETWORK SPECIALIST SUPPORT TEAM
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The Board considered a report of the Strategic Director, People, on proposals to establish a specialist team within the Halton Supported Housing Network Support Team.

It was reported that the proposed specialist team of six staff would be based at the new emergency flats at Bredon and in the community as a whole. The new service option at Bredon flats had been established and built in response to two key demands; the need to find immediate accommodation when care packages had broken down; and the effective and safe care for service users engaged in behaviour that challenged services. The Board was advised that an emergency staff support team would enhance the models of support already provided. This would have positive implications for some of Halton's most vulnerable service users and was key to Halton's strategic commitment to the Transforming Care Agenda.

RESOLVED: That Executive Board support the establishment of a specialist team within the existing Supporting Housing Network Service, as detailed within the report.

EXB5	SCHOOLS CAPITAL UPDATE – 2018/19 – KEY DECISION
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The Board considered a report of the Strategic Director, People, which provided an update on Schools Capital Funding.

The report set out details of funding received via the Healthy Pupil Capital Fund (HPCF); additional capital works requirements for the remodelling of Ashley School and Simms Cross School; and Social, Emotional and Mental Health Resource Bases at Beechwood Primary School and at Halton Lodge Primary School.

It was reported that the HPCF funding for 2018/19 was a result of revenue generated from the Soft Drinks Industry Levy, with Halton's allocation being £70,362. The funding – allocated for one year only - was to be used for improving the physical and mental health of children and young people. It was reported that the funding would be distributed equally to Halton's Community and Voluntary Controlled Nursery, Primary and Special Schools.

The additional capital work requirements at Ashley and Simms Cross Schools would allow for internal remodelling for an enhanced learning/school environment at each school. An element of the capital works had been approved by the Board at its meeting on 18 January 2018.

Special Provision Capital Funding had been announced by the Department for Education for local authorities to invest in provision for children and young people with Special Educational Needs and Disabilities. It was noted that Halton's allocation over a three year period would be £500,000. It was recommended that two specific resource bases be accommodated at Beechwood Primary School and Halton Lodge Primary School, with additional accommodation to be built specifically to support children in Foundation and Key Stage 1.

Reason(s) for Decision

To deliver and implement the capital programmes.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

The works at Simms Cross School and Ashley School needed to be completed by September 2018. It was anticipated that the works at Beechwood and Halton Lodge Primary Schools would be completed in time for the 2019/20 academic year.

RESOLVED: That

- 1) the Healthy Pupil Capital Fund (HPCF) and application procedure for 2018/19 be noted;

- 2) the proposals for capital works at Ashley School and Simms Cross Primary School, funded from the Basic Need Capital Funding, be approved; and
- 3) the proposals regarding the provision of Social, Emotional and Mental Health Resource Bases at Beechwood Primary School and Halton Lodge Primary School, together with the publishing of statutory notices, be approved.

EXB6	HIGH NEEDS UPDATE – KEY DECISION
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The Board received a report of the Strategic Director, People, which provided an update on the available High Needs funding for 2018/19, and which also set out a range of proposed budget reductions for 2018/19. The report also sought permission to consult partners on new guidance which set out support for pupils with Special Educational Needs and Disabilities (SEND).

The Board was advised that Halton faced a significant budget deficit of over £2.1m in its High Needs Budget in 2018/19. The Board had previously agreed a range of budget reductions at its meeting on 18 April 2018, however, a shortfall remained. The report set out proposals to address the funding gap.

It was reported that final figures for 2018/19 indicated there would be a small amount of reserves (£153,754), and it was intended that this would be used to fund the gap in High Needs and support discretionary support for schools. However, the Education and Skills Funding Agency had over allocated the High Needs block, and would therefore look to recoup this funding.

The current arrangements for supporting pupils with SEND had been reviewed and Guidance on Supporting Pupils, attached to the report at Appendix A, had been developed. The document set out the roles and responsibilities of different partners and the criteria for applying for discretionary support – previously known as Enhanced Provision. It was proposed that the budget for top up funding be delegated to a panel of Head teachers or senior school staff from the Primary and Secondary sectors, with local authority Officers attending in an advisory capacity.

Reason(s) for Decision

The increased demand for support for pupils with special educational needs, the level of complexity of some pupils and reduced flexibility to transfer money between the different funding blocks leading to a budget deficit.

Alternative Options Considered and Rejected

To cease enhanced provision funding.

Implementation Date

1 September 2018.

RESOLVED: That

- 1) the Board note the changes to the allocations in the High Needs Budgets, as set out in Paragraph 3.2 of the report, as a result of changes to funding made available by Central Government; and
- 2) approval is given to consult schools, parent and carer representatives on the Guidance for Supporting Pupils with SEND, to ensure additional support is determined by a Headteacher Panel and based on the specific needs of individual children.

EXECUTIVE BOARD MEETING HELD ON 19 JULY 2018

EXB17	CARE HOME PROVISION – BELVEDERE DEVELOPMENT
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The Board considered a report of the Strategic Director, People, which sought approval to develop Belvedere as a care home for older people.

The current availability of care homes in Halton was limited, and the recent closure of Cartref Care Home had placed additional pressure on the system. It was reported that the Local Authority were working closely with key stakeholders to secure the future sustainability of the sector. To prevent closure, two care homes in the Borough had recently been purchased but it was still necessary to increase available capacity within the market.

Members were advised that Belvedere, located in Runcorn and in Council ownership, had previously been used as accommodation for homeless people and had been empty for four years. Substantial refurbishment would be required to adapt it for such use and work was underway to establish the full extent of the renovation required.

It was further noted that other options to increase capacity were at an early stage and this included the former care home at Lilycross. The work would be undertaken in collaboration with partners in the social care and health sectors.

RESOLVED: That

- 1) the Director of Adult Social Services develop a costed proposal for the development of Belvedere; and
- 2) a further report be brought back to Executive Board, setting out other potential options to increase capacity within this sector and associated partnership agreements and models of delivery, for approval.

EXB18	LOCAL SAFEGUARDING CHILDREN BOARD (LSCB) ARRANGEMENTS
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The Board considered a report of the Strategic Director, People, which highlighted the key changes to Local Safeguarding Children's Boards (LSCB).

The Board was advised that legislative changes, introduced through the Children and Social Work Act 2017, made a number of recommendations that would enable a revised framework to be developed locally and sub-regionally. However, it was noted that it was no longer a statutory requirement for the LSCB to exist.

The report set out a proposal for future arrangements built on existing pan-Cheshire arrangements, which included Halton, Cheshire East and Warrington. In addition, the report also made recommendations for the scrutiny of safeguarding practice in Warrington to be strengthened.

RESOLVED: That

- 1) in principle, work continues across the four areas to develop a model which enhances the current Pan-Cheshire approach to safeguarding children;
- 2) these developments are considered within a framework of strategy, policy and practice;
- 3) each area uses these themes to ensure that robust arrangements remain in place to quality assure and scrutinise strategy, policy and practice at local level;
- 4) building on initial discussions, partners develop a clear operating model for monitoring future safeguarding arrangements, which includes governance, financial arrangements and sub-groups, including the Child Death Overview Panel, both local and Pan-Cheshire level;
- 5) existing funding arrangements remain in place for an agreed minimum period (2020/2021), whilst funding is reviewed, recognising that this would require the agreement of all existing funding partners across current LSCB arrangements; and
- 6) Executive Board receive an update report with firm recommendations in December 2018 following this period of consultation at local and sub-regional levels.

EXB19	EVERYONE EARLY HELP STRATEGY 2018-2021
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The Board received a report of the Strategic Director, People, which presented the new Everyone Early Help Strategy (the Strategy) which combined services for children, adults and public health.

Members were advised that this transformation in thinking was about undertaking a whole system review of the approach to Early Help and Prevention, with a focus on increasing the resilience of communities and their potential to help themselves. This would be supported by a planned prioritisation of resources, integration, collaboration and understanding the benefits that Early Help could have on a wide range of longer term outcomes for everyone involved.

The report detailed Halton's approach and long-standing commitment to Early Help and Prevention across all agencies and strategic partners. It was reported that within the Strategy were five key aims and three priorities, where all agencies would need to work towards helping embed Early Help principles. These principles were noted as being:-

- The right early help in the right place, at the right time;
- Ensuring a whole system approach to early help with strong partnership working; and
- Empowering local people and communities to build capacity and resilience, to enable people and communities to do more for themselves.

RESOLVED: That

- 1) the comments on the Strategy content be noted; and
- 2) the Board supports the implementation of the Strategy.

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

DATE: 10 September 2018

REPORTING OFFICER: Chief Executive

SUBJECT: Special Strategic Partnership Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The draft minutes relating to the Halton Children's Trust meeting held on 24 May 2018, are attached at Appendix 1 for information.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

- 3.1 None.

4.0 OTHER IMPLICATIONS

- 4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None.

5.2 Employment, Learning and Skills in Halton

None.

5.3 A Healthy Halton

None.

5.4 A Safer Halton

None.

5.5 Halton's Urban Renewal

None.

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

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

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

Halton Children's Trust: Minutes 24.05.18 Riverside College, Widnes

Present:


Cllr Tom McInerney	Lead Member for Children's Services HBC (Chair)
Cllr Dave Cargill	Community Safety Police and Crime Panel
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Mil Vasic	Strategic Director People, HBC
Denise Roberts	NHS Halton CCG
Eileen O'Meara	Director of Public Health for Halton
Dorothy Roberts	Principal Policy Officer, People, HBC
Jane Tetlow	Cheshire Police
Libby Evans	Bridgewater Healthcare NHS Trust
Mary Murphy	Principal, Riverside College
Matthew Walker	Halton Youth Cabinet
Oliver Eren	Halton Youth Cabinet
Holly Caldwell	Halton Youth Cabinet
Callum Purchase	Halton Youth Cabinet
Rebekah Moore	Halton Youth Cabinet
Leah Priestley Black	Halton Youth Cabinet
Cameron Sherman	Youth Group
Victoria Clarke	Mental Health Champion (presentation)
Gail Clarke	Victoria's Nan
Jack Jones	Victoria's Friend
Helen Whittick	North West Boroughs Halton, CAMHS
Debbie Wright	Bridgewater Community HCT
Anne Doyle	Bridgewater Community HCT
Richard Strachan	Independent Chair, HSCB
Cleo Alonso	Vol Sector rep
Jessica Burton	Cheshire Fire & Rescue Service
Pat Hansen	Halton Housing Trust
Pauline Jones	Halton Housing Trust
Kelly Collier	Policy Officer, Children & Young People, HBC


Apologies:

Shélah Semoff	Partnership Officer, Policy, People, Performance & Efficiency, HBC
Tracy Ryan	Assistant Policy Officer, People, HBC (Minutes)
Alan Fairclough	Cheshire Police
Gareth Jones	Head of Service, Youth Justice Services
Matthew Machell	Children in Care Council
Sarah Jones	Participation and Inclusion Officer, HBC
David Baugh	Head at Pewitt Hall Primary
Vicky Wrest	Cheshire Fire and Rescue
Susan Lythgoe	Job Centre Plus
Tracey Coffey	Operational Manager, Children & Families, HBC
Angela Woolfall	Foster Carer
Sharon Canavan-Daly	Foster Carer

For Information:

David Parr	Chief Executive HBC
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Item		Action	Deadline
1.0	<p>PART A - TOPIC ITEM</p> <p>Legal Highs/Substance Misuse & Legalities</p> <p>The board received a presentation from Paula Walker, young addaction on legal highs. Legal Highs/Novel Psychoactive Substances (NPS's) are substances which altered the way our bodies react and were able to be purchased without breaking the law. The Psychoactive Substances Act came into force on 26 May 2016. It makes it an offence to produce, supply, offer to supply, possess with intent to supply, possess on custodial premises, import or export psychoactive substances; that is, any substance intended for human consumption that is capable of producing a psychoactive effect. The maximum sentence will be 7 years' imprisonment. The Law however excludes legitimate substances, such as food, alcohol, tobacco, nicotine, caffeine and medical products from the scope of the offence, as well as controlled drugs, which continue to be regulated by the Misuse of Drugs Act 1971.</p> <p>Paula led the board through an informative session around drug culture, the media, internet, side effects, stimulants and the law.</p> <p>Paula reiterated the point that the only way to determine the contents of any sample is via forensic testing. For the full presentation please see below:</p>  <p>Young Addaction Presentation 240518.</p>		
	PART B - BUSINESS ITEMS		
2.0	<p>Minutes/Actions 22.02.18</p> <p>Actions carried over:</p> <ul style="list-style-type: none"> Item on Halton Safeguarding Childrens Board Arrangements to be added to September's agenda as Tracey Coffey was unable to attend this meeting. <p>Minutes accepted as accurate.</p>	KC/TC	13.09.18
2.1	<p>Mental Health Champions</p> <p>The board received a presentation on the Halton Youth Cabinet Mental Health Champions led by Victoria Clarke.</p>		

	<p>Victoria informed the board that mental health is an issue that is regularly raised at Halton Youth Cabinet (HYC). Young people have raised issues with HYC around services, access to those services and the support young people receive through schools and colleges.</p> <p>HYC has recently closed its survey around young people's thoughts on mental health. They had over 200 responses. Data is being crunched and results will be shortly be released. Initial feedback was provided and this can be found in the presentation below.</p> <p>In early 2018 Halton Youth Cabinet received funding from the Community Foundation for Merseyside to deliver their Mental Health Champions Programme which was delivered at Grangeway Youth Centre with the support of young addaction. 18 young people received accredited Mental Health First Aid training through the Mental Health Foundation.</p> <p>Going forward HYC would like to see:</p> <ul style="list-style-type: none"> • Greater awareness and promotion of mental health support services in schools and colleges – no young person should struggle to find help if they need it. • Mental Health First Aid training for all young people. Help us to help each other. • Promotion of positive mental health built in to the curriculum. Keeping healthy is an important life skill – teach us how to do it! • Schools to develop peer mentoring and support groups to help students. • Mental health talked about in a positive fashion in schools and the community. <p>More detail can be found within the presentation.</p> <p>Ann informed the young people that once the programme is up and running schools that have not engaged will see what difference it is making and get on board.</p> <p>Matthew informed the board that a buddy programme is being set up in schools to help get rid of the stigma surrounding mental health</p> <p>The young people involved were thanked for all their hard work.</p> <p></p> <p>2.1 Mental Health Champions Presentat</p>		
2.2	<p>Early Help Strategy</p> <p>Ann presented to the board the new Everyone Early Help Strategy that combines children, adults and public health.</p>		

<p>There is a long standing and strong commitment to early help and prevention across all agencies and strategic partners in Halton. Within Halton during 2016/2017 the council restructured to combine the adult and children directorate to create a People's directorate. Both of the existing directorates had in place prevention/ early intervention strategies but it was agreed to the creation of a new joint Early Help strategy that would sit across the new People directorate.</p> <p>In response to the range of national and local policy developments, this new strategy for Early Help represents a refresh of our approach and reflects our desire for an integrated approach to Early Help across children,' adults and older people's services and public health as part of a whole Council approach.</p> <p>Within the strategy there are five key aims</p> <ol style="list-style-type: none"> 1. More children and young people will lead healthy, safe lives and will be given the opportunity to access education and develop the skills, confidence and opportunities they need to achieve their full potential; 2. More adults will have the support they need to live their lives as healthily, successfully, independently and safely as possible, with good timely access to health, mental health and social care services; 3. Everyone will be given the opportunity to voice their opinions and experiences to ensure that services meet their individual needs; 4. The best possible services will be provided within the resources we have, giving excellent value for the public. 5. Our workforce will continue to thrive and work effectively to support each other and the community they serve, ensuring that we have a confident, competent, happy workforce. <p>Contained within the strategy there are 3 priorities that we are wanting all agencies to work towards to help further embedded early help principles.</p> <ol style="list-style-type: none"> 1. The right early help, in the right place at the right time. 2. Ensuring a whole system approach to early help with strong partnership working 3. Empowering local people and communities to build capacity and resilience, to enable people and communities to do more for themselves. <p>Going forward we will focus on some key elements to assist with our early help offer these will be around improving information management and use of information technology, enhancing co-ordination and timing of service delivery,</p>

	<p>enhancing approaches to whole household and/or family support and building resilience and community capacity.</p> <p>The development of a robust early help offer for children, young people, adults and families in Halton will prevent problems escalating and becoming entrenched and more complex. It will also lead to a reduction in the need for more costly, specialist and statutory services while preventing unnecessary trauma and emotional upheaval for families.</p> <p>The board agreed to support the implementation of the strategy.</p> <p>The young people asked for a 2 sided, jargon free summary of the strategy similar to what was produced for the Children, Young People and Families Plan.</p> <p>Action:</p> <ul style="list-style-type: none"> • Ann to ask Clare Hunt to produce a 2 side, jargon free summary version of the Early Help Strategy. 	Ann	13.09.18
2.3	<p>CYPFP Action Plan Snapshot Update – Early Intervention</p> <p>As agreed at the last meeting the board were presented with an updated snapshot of priority 1 – early intervention. The board agreed this was more manageable and easy to navigate through.</p> <p>It was agreed that an update on priority 2 –achievement and ambition will come to the next meeting.</p> <p>Action:</p> <ul style="list-style-type: none"> • Kelly to update the action plan: priority 2 – achievement and ambition, and bring to the next meeting. 	Kelly	13.09.18
2.4	<p>Future Topic Discussion Items</p> <p>Ann informed the board that topic item discussions that were previously identified have now all taken place.</p> <p>After discussion a topic that was identified by Halton Youth Cabinet (HYC) was post 16 opportunities specifically around education and jobs.</p> <p>Ann reiterated that the idea of these topic discussion items is that young people work with the lead agency on developing the discussion item. This hour session could include activities etc. to make it interactive. The following meeting the lead agency returns and presents a 'you said, we did'.</p> <p>Members of HYC agreed to discuss at their meeting what topic</p>		

	<p>items for discussion would be of use and return to cypolicy@halton.gov.uk for them to be arranged.</p> <p>The young people agreed that they would work with the lead agency to develop these.</p> <p>Action:</p> <ul style="list-style-type: none"> • Kelly to send a list to Phil McClure of previous topic item discussions. • Halton Youth Cabinet to discuss and identify what future topic items they would like to see on the agenda and email cypolicy@halton.gov.uk with a list. • Lead agency and young people to work together on the topic item. 	<p>Kelly</p> <p>HYC</p> <p>HYC/Lead Agency</p>	<p>05.06.18</p> <p>20.07.18</p> <p>Ongoing</p>
	PART C - INFORMATION ITEMS		
3.0	<p>Key Partner Updates</p> <p>It was raised at the meeting that there is no longer a parent representative on the board. That Venus is working with a parent group to develop a suitable rep. In terms of Halton impart Ann informed the group that Julia Sumner has stepped down. New arrangements are currently being looked at.</p> <p>The board thanked Mary for the use of the room.</p>		
	<p>2018 Meeting Dates/Time</p> <p>Riverside College, Kingsway Campus, 4.30-6.30pm</p> <ul style="list-style-type: none"> • Thurs 13 September '18 • Thurs 22 November '18 		

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	10 September 2018
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Ofsted Focused Visit July 2018
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To share the findings of the recent Ofsted focused visit to the Integrated Contact and Referral Team (iCART) and its recommendations.

2.0 RECOMMENDATIONS

- 2.1 Members note the Ofsted letter and the significant improvement in the service since the Single Inspection in 2014.

3.0 BACKGROUND

- 3.1 Ofsted has implemented a new inspection framework for children's social care. Halton, as an authority with a current requiring improvement judgement from its Single Inspection in 2014 will expect over a 3 year period 2 focused visits and a standard 2 week inspection. Ofsted make a judgement on timing and type of inspection based on their intelligence, published data, and their analysis of risk in how a local authority is performing.
- 3.2 For Members it is worth noting that OfSTED do not make a judgement from a focused inspection rather a narrative letter sets out their findings, outlines the impact the improvement in the service has had for children and families. strengths and areas specifies areas improvement, highlighting specifically any areas for immediate action or priority actions. Overall, the letter outlines a strong service that serves families well and safeguards children appropriately. Significantly, there were no areas for immediate action and only three recommendations. Throughout the inspection the inspection team saw a very competent workforce and feedback to the senior management team was positive. The report notes a lot of strengths particularly the strong and integrated partnership working, and was described by inspectors during the inspection as the "i" in iCART as real, good level of management oversight and the valued support and supervision given to social workers.
- 3.3 The letter makes 3 recommendations for improving practice which we have already responded to. As part of the new OFSTED framework we will still receive one more focused inspection and a full inspection and the findings

from the letter will be taken into account by OFSTED when planning for our future inspections.

4.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

4.1 Children & Young People in Halton

Having a strong and robust framework for identifying and responding across all the levels of needs of children and families is key to ensuring that children and their families are safe and protected, and partners are clear about their responsibilities and role in working together with the local authority.

4.2 Employment, Learning and Skills

None identified.

4.3 A Healthy Halton

Children whose health needs and level of development is potentially compromised are identified early and multi-agency support is in place to support them and their families

4.4 A Safer Halton

Children who are at risk of harm are identified quickly and services work together to minimise the risk of harm and take action to formally protect children in a timely way

4.5 Halton's Urban Renewal

None identified

5.0 RISK ANALYSIS

- 5.1 iCART is key in ensuring that the understanding and application of the Levels of Need framework is robust and consistent across the partnership and that children and families are supported at the right level of need.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 iCART ensures that issues arising from a child's equality and diversity needs inform the decision-making at the point of contact and that the voice of the child is to the forefront.

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

- 7.1 There are no relevant background documents to this report.

Piccadilly Gate
Store Street
Manchester M1 2WD

T 0300 123 1231
Textphone 0161 618 8524
enquiries@ofsted.gov.uk
www.gov.uk/ofsted

16 August 2018

Milorad Vasic
Halton Borough Council
Municipal Building
Kingsway
Widnes
WA8 7QF

Dear Mr Vasic

Focused visit to Halton Borough Council children's services

This letter summarises the findings of a focused visit to Halton Borough Council children's services on 24 and 25 July 2018. The inspectors were John Roughton, HMI, and Andy Waugh, HMI.

Inspectors looked at the local authority's arrangements for contacts and referrals in the integrated contact and referral team (iCART) and thresholds for children in need and child protection, with a focus on children and families stepping down to early help.

Inspectors considered a range of evidence, including case discussions with social workers and children's case records. They also looked at local authority performance management and quality assurance information.

Overview

The quality of work in responding effectively to contacts has improved since the last inspection in November 2014. This is positive for children and families in Halton, who receive a timely and proportionate response to initial identified needs and concerns. The local authority response to children at risk of harm or in need of help was appropriate in all cases that were seen at this visit. However, partners do not always effectively capture the voice of the child when contacting the local authority. Strategy discussions have access to all information necessary to support decision-making, although relevant partners are not always included in these discussions.

Management oversight, quality assurance and performance information arrangements are particularly strong, with managers ensuring that work is appropriately prioritised and progressed. This also means that senior leaders have a clear sight of trends and emerging issues.

What needs to improve in this area of social work practice

- Partners do not always effectively capture the voice of the child when contacting the local authority.
- The involvement of relevant partners in all strategy discussions and the clear recording of all agreed actions.
- The use of data and information collected from return home interviews when children have been missing in order to inform the strategic partnership response.

Findings

- The local authority's iCART has improved since the last inspection. It is now well organised and works effectively. Inspectors found evidence of sustained and improved partnership working between children's services and their partners when screening contacts, including police and health colleagues, domestic abuse services and, more recently, children and adolescent mental health services (CAMHS).
- Contacts about children and families are appropriately screened in the iCART. Information sharing between partners is timely and thorough, with quality analysis undertaken by workers who use a strengths-based practice model to support the appropriate application of thresholds and swift referral on to the relevant service for assessment.
- Children and families in Halton benefit from a broad early help offer from across the wider partnership in order to respond to the identified needs of the child. Skilled and experienced family support workers offer a range of interventions, and the outcomes and progress of Common Assessment Framework (CAF) plans are tracked to ensure that children's needs are being responded to effectively. The low re-referral rate for children's cases coming back to social care over the last 12 months indicate that children and families are receiving help at the right level. However, when concerns escalate, cases are appropriately and promptly stepped back up to the iCART and timely S47 enquiries are progressed.

- Contacts about children at risk due to domestic abuse are all initially screened by police partners in the iCART. The quality of information recorded by officers attending incidents is improving, supported by continual training, although the impact of the domestic abuse for the child is not yet consistently considered by referring police officers. Social care and police colleagues share information quickly and effectively. Support for children is identified at an early stage, and there are interventions in place to manage risk. This often happens while perpetrators are still in custody. The commissioned domestic abuse service provides a comprehensive range of services to support children and families, whose positive feedback evidences its value and impact.
- Children and families benefit from the co-location of the out of hours emergency duty team (EDT) with the iCART. This enables the iCART to swiftly progress referrals in response to concerns that are dealt with out of hours. Children's voices are gathered well by EDT workers, and this helps to inform decision-making by iCART managers the following day.
- The circumstances of children in Halton who have been missing over the previous week are reviewed thoroughly at a weekly multi-agency meeting. Young people's individual circumstances are discussed, and information is shared between agencies, identifying actions to reduce and manage risk. Actions are clearly recorded with timescales for their completion, and progress is reviewed at subsequent meetings. All young people are offered a return home interview (RHI), with 75% taking place within timescales. Where young people are not engaging with the commissioned RHI provider, the allocated social worker carries out the interview themselves in order to ensure that there is a clear understanding of reasons for missing episodes and that associated risks for individual children are understood and acted on. However, the aggregated information from RHIs is not routinely used to effectively inform the wider strategic response to missing children.
- Children at risk of significant harm are appropriately identified in the iCART, and strategy discussions are held within 24 hours. Relevant partners are spoken to and consulted during the iCART screening process, which informs strategy discussions. Actions recorded have suitable timescales, although they are not always fully reflective of the discussions and analysis and do not routinely apply a strengths-based approach to inform analysis and decisions. However, in all cases seen by inspectors, children were appropriately safeguarded.
- Strategy meetings are routinely held when children are injured, are at risk of sexual exploitation, or where complex situations have been identified. These meetings routinely include appropriate agency attendance. The quality of the information shared is thorough and enables agencies to understand the child's experiences. Effective risk assessments and contingency plans are put in place, including the use of police and legal powers to safeguard children when

necessary. Actions are clear and child focused, with specific timescales for completion.

- Management oversight is routinely evident in case records, and case direction is clearly recorded on contact forms, ensuring that the views and expectations of managers and timescales for work to be completed are clear and understood by workers. Managers have access to live performance reports that enable them to track the progress of work. The experienced, skilled and stable staff group feels well supported and staff are positive about the iCART structure and arrangements. Staff value the regular supervision they receive. They are well informed and can access a range of good-quality training and professional development opportunities. This is contributing to a stable workforce that is committed to improving practice.
- Managers employ an effective range of methods to scrutinise and review the quality of information sharing, decision-making and the appropriate application of thresholds in the iCART. A particular strength is the quality of auditing of contacts, further enhanced by the fortnightly 'Contact Challenge Meeting'. This is a multi-agency group that audits 10 cases at each meeting, identifying thematic learning to support practice improvement. For example, targeted dialogue with relevant schools has taken place to reinforce the importance of timely contact with the iCART where they may have concerns for a child, and has led to a focus on improving the recording of parental responsibility and consent.

Ofsted will take the findings from this focused visit into account when planning your next inspection or visit.

Yours sincerely

John Roughton

Her Majesty's Inspector

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

DATE: 10 September 2018

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children, Young People and Families

SUBJECT: Exclusions

WARDS: Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 The report aims to set out the level of exclusions nationally as well as provide a summary of exclusions in Halton over the last four years. It summarises the House of Commons Education Committee report “Forgotten children: alternative provision and the scandal of over increasing exclusions” and sets out the approach in Halton to try and reduce exclusions and promote a more inclusive approach within the Borough.

2.0 RECOMMENDATION

Members of the Executive Board to:

- i) consider and comment on the report;**
- ii) support the drive to reducing exclusions and promoting more inclusive practice.**

3.0 BACKGROUND

- 3.1 On an annual basis the Department for Education provide National Statistics on permanent and fixed period exclusions in England. The most recent statistics for 2016/2017 were published on 19th July 2018 and updated on 6th August 2018. Table 1 below summarises the number and rate of exclusions nationally from 2014/2015 to 2016/2017 figures for 2017/2018 are not available nationally. The information shows the significant increase in both permanent and fixed term exclusions over the last three years from 2014/2015. This trend was confirmed in a recent press article which noted the national rise of pupils being excluded and sent to pupil referral units, and suggests that this is a result of the pressures placed on schools to show good results.

Table 1

Exclusions	2014/2015	2016/2017
Permanent Numbers	5795	7720
Rate*	0.7	0.10
Fixed Term Numbers	302,975	381,865
Rate*	3.88	4.76

**The rate refers to the number of permanent or fixed term exclusions as a percentage of the pupil numbers in January each year.*

- 3.2 Table 2 provides the details of exclusions nationally split between the different sectors. This shows an increase in numbers and the rate of primary exclusions, a significant increase the number and rate of secondary exclusions and a reduction in the number and rate of both permanent and fixed term exclusions at special schools.

Table 2

Exclusions	2014/2015	2016/2017
Primary Permanent Numbers	915	1255
Rate	0.02	0.03
Primary Fixed Term Numbers	49,655	64,340
Rate	1.10	1.37
Secondary Permanent Numbers	4,785	6,385
Rate	0.15	0.20
Secondary Fixed Term Numbers	239,240	302,890
Rate	7.51	9.40
Special Permanent Numbers	90	80
Rate	0.09	0.07
Special Fixed Term Numbers	14,080	14,635
Rate	13.54	13.03

- 3.3 In Halton we have information available up to the end of the academic year 2017/2018 and this shows that although permanent exclusions have increased from 15 to 32 (Chart 1), the total number of permanent exclusions reduced in 2017/2018. The second chart shows a similar trend in the case of fixed term exclusions.

Chart 1

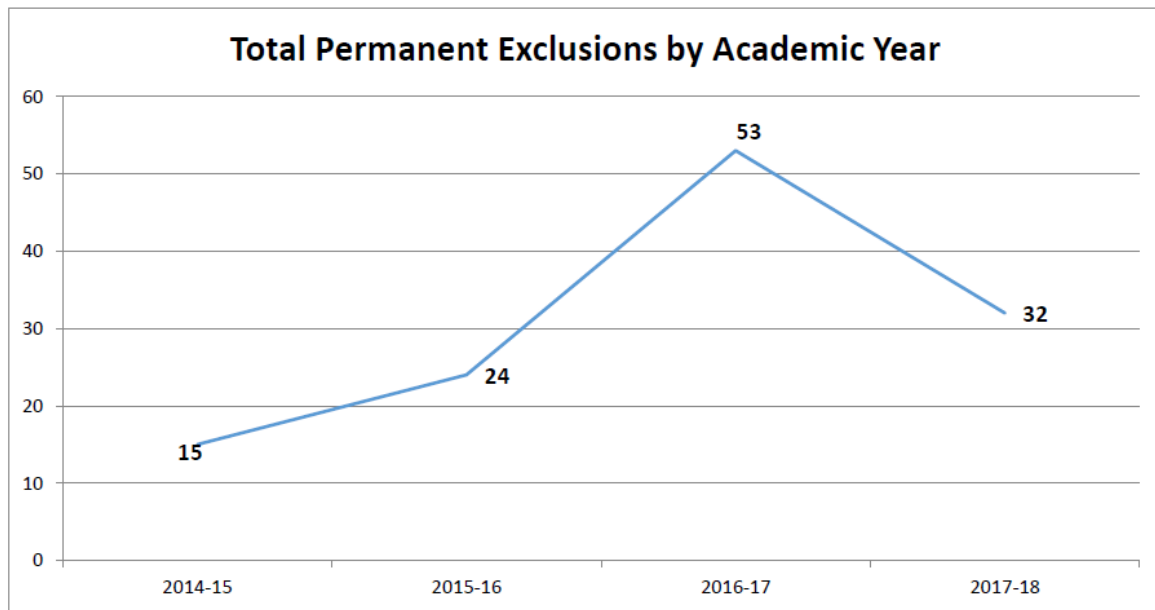
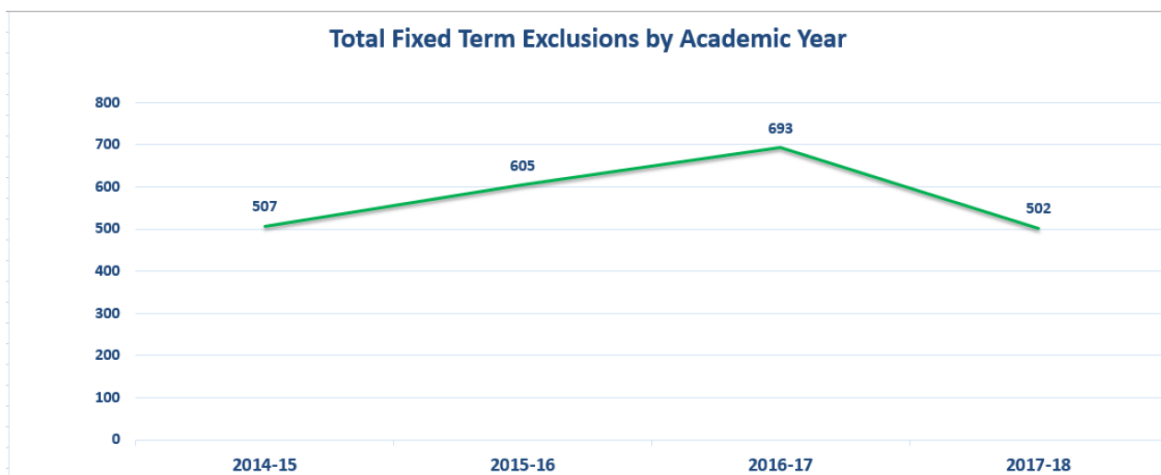


Chart 2



- 3.4 Although the total number of permanent exclusions reduced, when the reductions are considered per year group and sector the decrease is in the secondary sector in 2017/2018 with an increase in the primary sector. Chart 3 below shows the permanent exclusions per year group since 2014/2015. Chart 4 shows the fixed term exclusions per year group with an increase in Year 4 but decrease in other year groups.

Chart 3

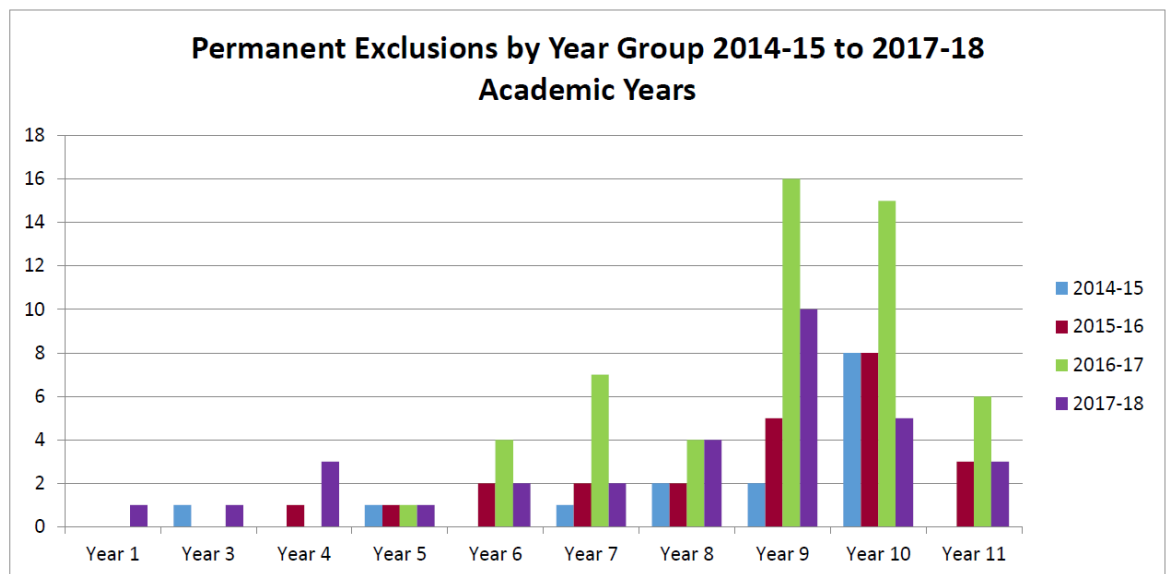
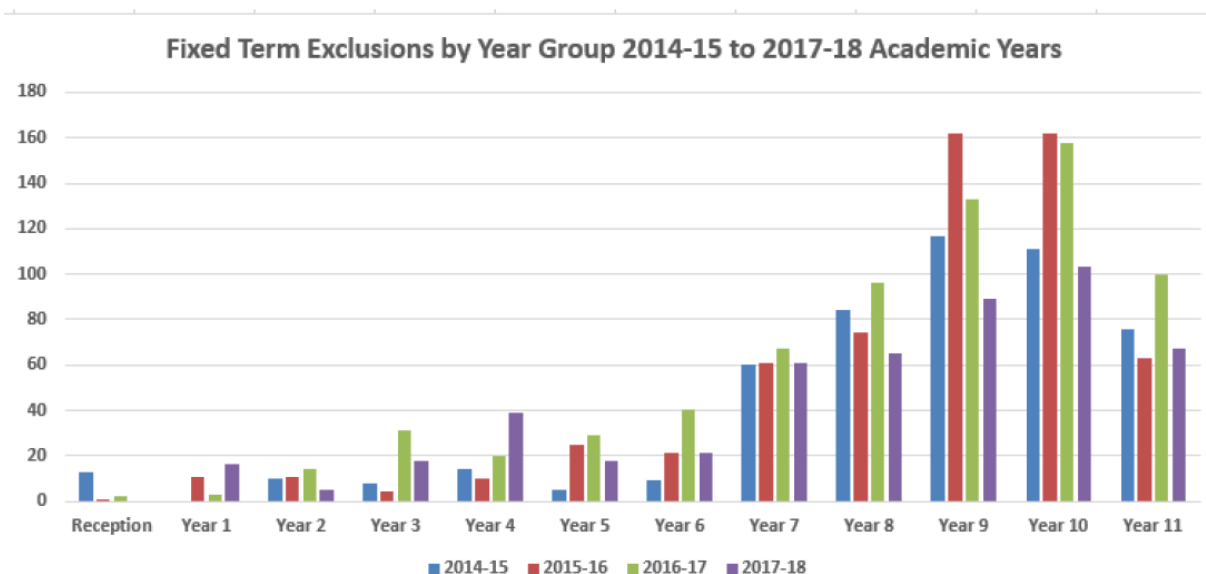


Chart 4



- 3.5 Chart 5 below shows the reasons for permanent exclusion across the four years. The main reason given is persistent disruptive behaviour. Chart 6 provides the reason for fixed term exclusion; however, in many cases schools have not provided specific reason but entered other in their records.

Chart 5

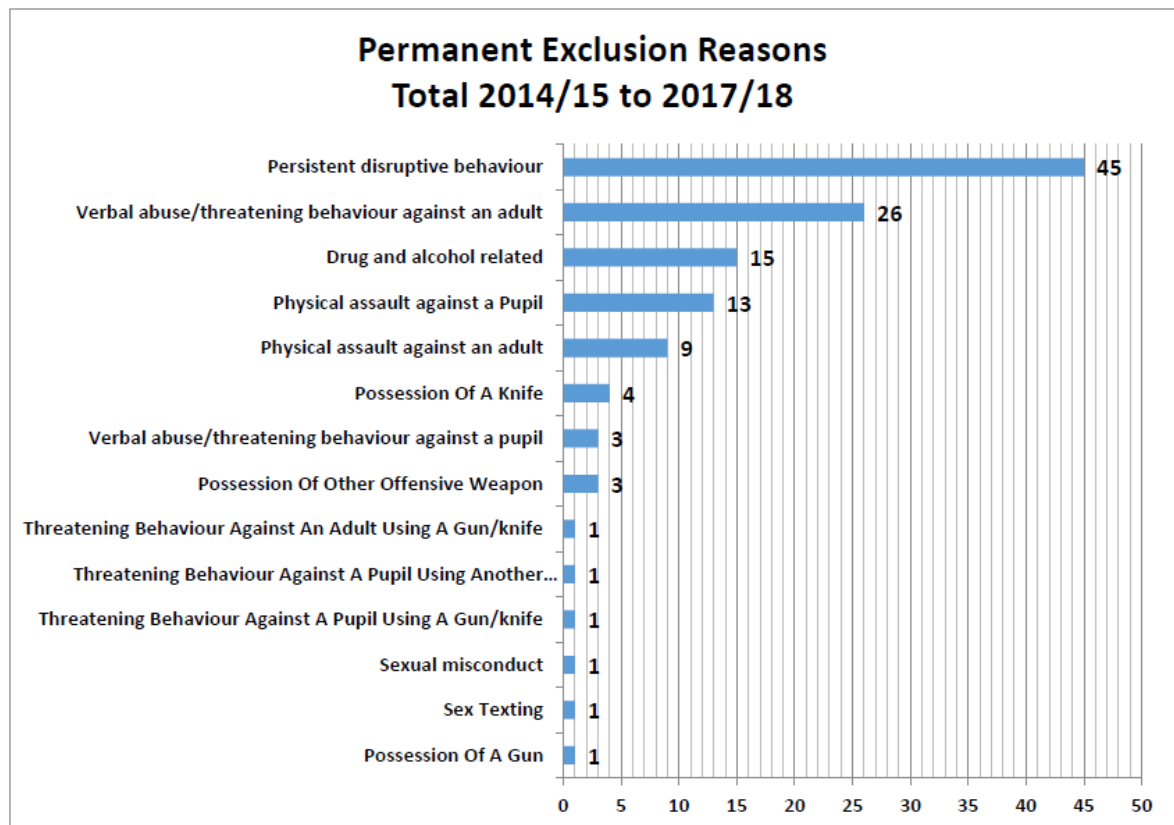
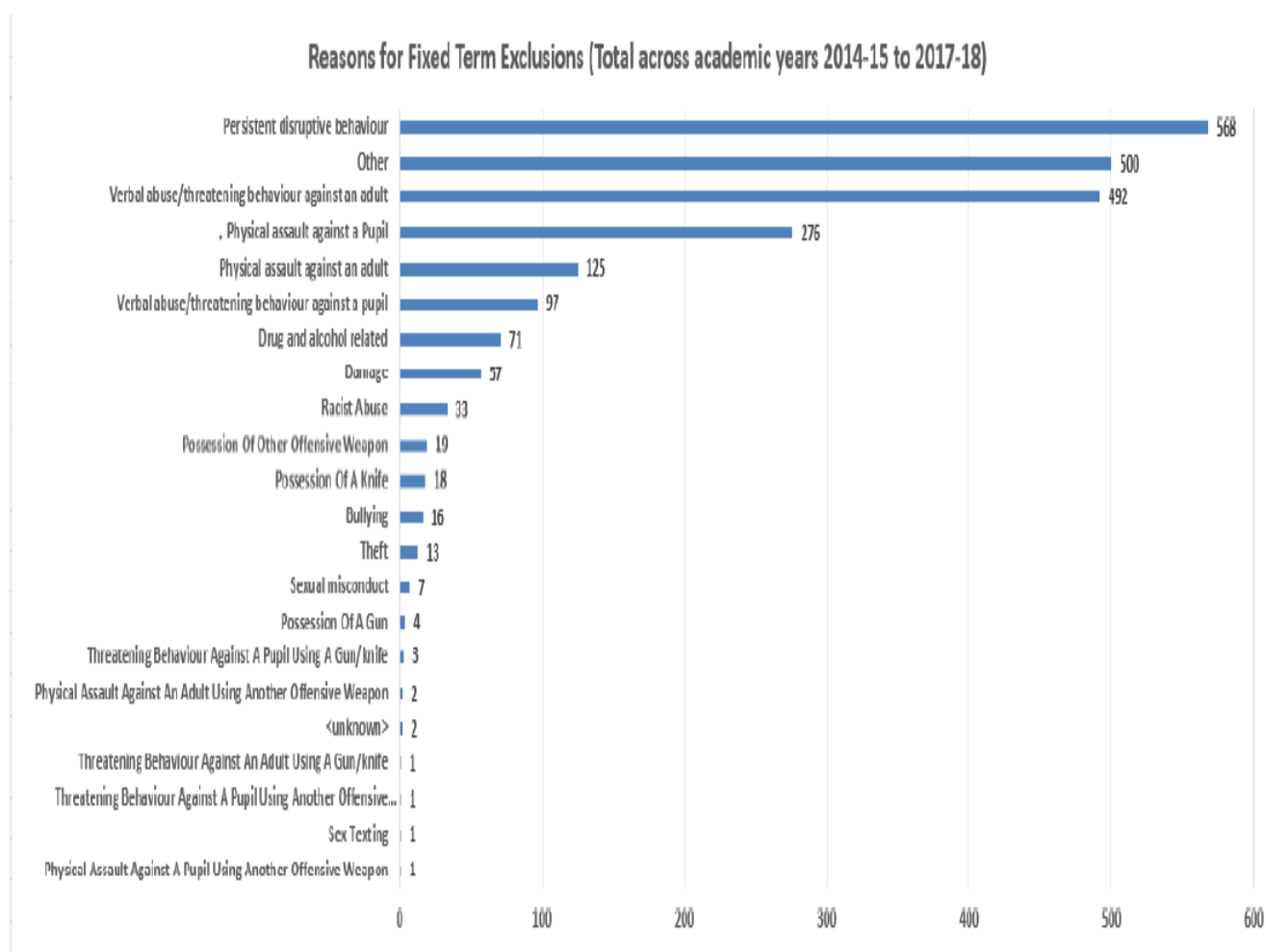


Chart 6



4.0 REVIEW OF EXCLUSIONS

- 4.1 In July 2018 the House of Commons Education Committee published a report “Forgotten children: alternative provision and the scandal of ever increasing exclusions”. The Committee considered over a 100 pieces of evidence. Witnesses to the inquiry included representatives from local authorities, teaching, charities and organisations representing young people, alternative provision, researchers, academics, Ofsted and the Minister of State for School Standards. The Committee, also heard directly from young people and their parents, as well as visiting a number of educational establishment including schools and a PRU.
- 4.2 In its conclusion the report makes reference to the independent Review of Exclusions currently being undertaken by Edward Timpson and it recommends that this review “ensures it looks at the trends in exclusion by school type, location and pupil demography”. It also suggests that this review “should examine whether financial pressures and accountability measures in

schools are preventing schools from providing early intervention support and contributing to the education crisis.”

- 4.3 The report states that from the evidence seen there is a rise in “Zero-tolerance” behaviour policies which ultimately result in pupils being excluded for incidents that should have been managed in a mainstream school. It therefore suggests that the Government issues guidance to all schools reminding them of their responsibilities to children and ensuring their behaviour policies reflect these responsibilities.
- 4.4 It is recommends that the Government and Ofsted “introduce an inclusion measure or criteria that sit within the schools to incentivise schools to be more inclusive”.
- 4.5 The report concludes that the increased focus on schools standards has had the unintended consequence of creating “schools environments and practices that have resulted in disadvantaged children being disproportionately excluded”. “It states that “there appears to be a lack of moral accountability on the part of many schools and no incentive to, or deterrent to not, retain pupils who could be classified as difficult or challenging.”
- 4.6 The Committee ask that the Government change the weighting of Progress 8 and other accountability measures to take account of every pupil who has spent time at a school.
- 4.7 The evidence presented showed that the current system is weighted in favour of schools and it was therefore recommended that there are changes to legislation in terms of the role of Independent Review Panels and that parents are given access to independent advocates.
- 4.8 Other recommendations address alternative provision, publications by schools of permanent and fixed term exclusions, commissioning specialist support, In Year Fair Access Protocols and the identification of a senior person in each local authority” responsible for protecting the interest and promoting the educational achievements of pupils in alternative provision”

5.0 REDUCING EXCLUSIONS IN HALTON

- 5.1 The number and rate of exclusions in Halton is unacceptably high with persistent disruptive behaviour provided as the reason for the majority of exclusions. The DFE national statistics showed that in 2016/2017 the rate for secondary exclusions in Halton was 0.46 by comparison to an England average of 0.20 and North West average of 0.31. We have also seen a significant increase in the number of primary permanent exclusions in 2017/2018. Although our special schools are often faced with supporting some very vulnerable pupils, exclusions are rare. There are therefore lessons to learn from colleagues in these settings about their approach to behaviour management.

5.2 Research shows that the effect on pupils of exclusion can seriously damage their long term outcomes and mental health. We have therefore taken the following actions to try and encourage more inclusive schooling and reduce exclusions.

- Shared the data on the number of exclusions with headteachers and governors and advised on the impact exclusion has on pupils outcomes;
- Revised the In Year Fair Access Protocol for Secondary schools;
- Developed a Protocol for supporting schools with pupils with challenging behaviour;
- Developed a primary school in year admissions flow chart and clarified the position in terms of exclusions and in year admissions;
- Education Strategic Partnership Board has agreed that its key priority is Social, Emotional and Mental Health, identified a lead and established a Task and Finish Group
- Revised the arrangements for discretionary top up funding linked to the Protocol have now been agreed;
- Established and recruited to a new Behaviour Support Team;
- Invested in the provision of a new alternative provision vocational skills base at Astmoor;
- Developing additional Foundation/Key Stage 1 Resource Base provision for SEMH
- Supported the development of Nurture in schools and providers across the borough; and
- Commissioned an independent review of SEND.

5.3 Protocol for Supporting Schools with Pupils with Challenging Behaviour was developed and launched in Autumn 2017. Schools are asked to use the Protocol as soon as a pupil seems to be unresponsive to the behaviour strategies used with typical children. It reminds staff of the steps they need to take as part of a graduated approach and it sets out the support they can receive from specialist services if required. Schools are reminded that in the past too many young people have been excluded who do not appear to have been supported through a graduated approach and are unknown to the Local Authority or other services. The protocol allows schools to reflect on what they have provided to date, ensure that they have fully utilised all the resources at their disposal and encourages schools to seek advice where appropriate. When they have done this they can then complete a form setting out their support and requesting further support. A panel will then consider this form and provide direction and support.

5.4 Discretionary top up funding (previously known as enhanced provision) is now linked to the completion of this form where support for a challenging pupil is requested.

5.5 A revised In Year Fair Access Protocol (IYFAP) was agreed in 2017/2018. Secondary schools signed up to an SLA so that all in-year admissions are now co-ordinated by the LA. A panel of schools and staff meet to consider all

IYFAP requests. Once a decision has been made the details are then circulated to all secondary schools. Termly reports are provided on all in-year admissions in each school and an annual report is shared with secondary colleagues.

- 5.6 An increasing concern over the last two years has been the increase in primary exclusions and the practice of some schools of refusing to admit any pupil who has previously been excluded. This has been raised with Primary Headteachers and revised guidance has been issued to remind schools about their responsibility. However, anecdotally it has been reported that some schools will sign post and encourage parents to look at other schools in the borough rather than admit the pupil to their school. For an excluded pupil meetings now take place with the EWO, parent and school to try and address this practice.
- 5.7 At the same time as a rise in exclusions there has also been an increase in the number of children and young people whose parents have opted for Elective Home Education see table 3 below.

Table 3

	Count of ID		
Year Group	2015-16	2016-17	2017-18
Reception	3	5	3
Year 1	4	4	5
Year 2	2	5	6
Year 3	2	3	4
Year 4	5	4	4
Year 5	4	6	4
Year 6	2	8	7
Year 7	11	12	15
Year 8	8	12	20
Year 9	7	14	22
Year 10	15	15	17
Year 11	17	20	20
Grand Total	80	108	127

- 5.8 This is also a trend which has been reflected nationally and LAs have requested more robust legislation/guidance from the government on their responsibilities in relation to EHE. Currently in Halton, parents/carers must notify school in writing if they wish their child to be educated at home and the school must notify the LA before removing the pupil from the school role. There is a protocol in place which is shared with parents/carers choosing this route. Up to 3 attempted home visits are made, the final visit letter will request a written report identifying the education being provided and

requesting examples of work completed since last visit. If no information is received or contact made then legal action will be considered. In Halton a report is provided annually to the safeguarding Board on EHE on the numbers and reason for EHE.

6.0 NEXT STEPS

6.1 We are committed to working with our partners to promote a more positive approach to behaviour management, encourage greater inclusion and reduce both fixed and permanent exclusions. In 2018/2019 we are therefore looking to do the following:

- Hold an Inclusion Conference for all schools on 17th October 2018;
- Launch to New Behaviour Support Team in Autumn 2018;
- Launch the new definition of SEMH and develop an SEMH Strategy;
- Learn lessons from colleagues in special schools and specialist provision about behaviour management;
- Further develop Nurture provision within the Borough;
- More effectively challenge all exclusions ensuring that parents/carers understand their rights particularly where pupils have SEND;
- Develop our response to the review of SEND;
- Establish a new Division which will lead on Placement – with a dedicated SEND Commissioner; and
- Launch to the AP Vocational Skills base at Astmoor in September 2018.

7.0 COUNCIL PRIORITIES

7.1 Children & Young People in Halton

Excluding pupils impacts on their long term outcomes and their mental health by promoting inclusion and reducing exclusions we aim to improve outcomes for the more vulnerable children and young people in the borough.

7.2 Employment, Learning and Skills

More inclusive practice will improve the Education, training and employment opportunities for pupils and students.

7.3 A Healthy Halton

More inclusive practice will have a positive impact on the emotional health and wellbeing of challenging pupils and students.

7.4 A Safer Halton

None identified.

7.5 Halton's Urban Renewal

None identified.

8.0 RISK ANALYSIS

8.1 More work will be done with schools to improve their capacity to support the most challenging pupils and support will be provided to parents and carers through the new Behaviour Support Team.

8.2 Parents, Carers and SEND Partnership, Information, Advice and Support Service (SENDIAS) will be provided with information advising them of their rights in the case of an exclusion.

9.0 EQUALITY AND DIVERSITY ISSUES

9.1 Through reducing exclusions and developing more inclusive practice the aim is to improve the outcomes of some of the most vulnerable pupils in the Borough.

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

Document	Place of Inspection	Contact Officer
Forgotten Children: alternative provision and the scandal of ever increasing exclusions	Rutland House	Ann McIntyre, Operational Director, Education, Inclusion & Provision
National Statistics: permanent and fixed period exclusions in England 2016-17	Rutland House	Ann McIntyre, Operational Director, Education, Inclusion & Provision

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

DATE: 10 September 2018

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children, Young People and Families

SUBJECT: Transforming Children and Young People's Mental Health Provision

WARDS: Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To share the progress made in Transforming provision and future actions planned.

2.0 RECOMMENDATION: That Members note the significant transformation of provision.

3.0 BACKGROUND

- 3.1 The Department of Health and NHS England established a Children and Young People's Mental Health and Wellbeing Taskforce which reported in March 2015 (Future in Mind) and set out ambitions for improving children's and young people mental health provision by 2020, including making better links between schools and specialist services. Key objectives included:

- Tackling stigma and improving attitudes to mental illness
- Introducing more access and waiting time standards for services
- Establishing 'one stop shop' support services in the community
- Improving access for children and young people who are particularly vulnerable.

- 3.2 In 'Transforming children and young people's mental health provision: a Green Paper', published in December 2017, detailed world-leading ambitions through proposals to create a network of support for children and young people, and their educational settings. The Government will pilot this new approach immediately, so that they can start to test and evaluate these new models for future roll-out. Gathering this evidence will be crucial step in delivering on the aims set out in the Green Paper, and aligns with the priorities set out for mental health as part of the long-term plan. The three core proposals are:

- To incentivise and support all schools and colleges to identify and train a Designated Senior Lead for mental health

- To fund new Mental Health Support Teams, this will be supervised by NHS children and young people's mental health staff.
- To pilot a four week waiting time for access to specialist NHS children and young people's mental health services.

4.0 LOCALLY

Improving the emotional health and wellbeing outcomes for children and young people is a shared priority for Halton Borough Council and NHS Halton CCG. The One Halton programme is a joint initiative that includes all stakeholders working to support adults, children and young people in Halton. Working together we have already:

- Jointly commissioned between CCG and LA a service which incorporates on line counselling to increase access for young people and provides training to improve skill in the wider workforce.
- Successfully secured funding and developed named school link workers in community service settings and in primary and secondary schools across Halton.
- Halton Health Improvement team are supporting schools to audit their current practice against evidence based Mental Health and Resilience in Schools (MHARS) framework to see what they are doing well to support mental health and wellbeing and any gaps they need to focus on
- Halton Health Improvement team have developed a menu of support for educational settings based on a whole school approach – see attached.
- Youth Connect 5 training toolkit implemented. This involved a train the trainer model to upskill local staff to deliver a course to parents and carers so they are able to identify children who require help and offer it. The aim being to improve children and young people's resilience and emotional health and wellbeing.
- Health Improvement team are further developing their social media interface to ensure parents are aware of information and support available to improve their mental health and the mental health of their children.
- Health Improvement team have established a task and finish group to develop a local suicide prevention pathway for children and young people. The pathway will be part of an evidence based training programme to enable front line staff to identify children and young people who are potentially at risk of suicide, assess risk and connect to appropriate support.
- Social, Emotional, Mental Health strategic action plan established on behalf of the Education Strategic Partnership Board.

- Jointly agreed recurrent funding to third sector providers who offer preventative and targeted provision and have evidenced a positive impact
- Established agreement to co-location of CAMHS practitioners within the social care front door.
- Established multi-agency operational groups tasked with ensuring the most vulnerable groups are able to access the most appropriate support at the right time.
- 10 young people have been trained as Mental Health Champions, who will aim to tackle stigma and improve children and young people's attitudes to mental health.
- Re-commissioned the emotional health and well-being service for looked after children, care leavers, extended care leavers, and their carers ensuring any previous gaps in the offer were eradicated.

4.1 Our main areas to progress in the next year are:

- We will build on the support for schools and school link workers by ensuring there are sufficient high quality courses available to designated emotional health and wellbeing leads.
- Explore opportunities and delivery models for developing Mental health Support Teams, led by groups of schools/colleges or by voluntary and community sector organisations
- Further develop the school nurses role in supporting the emotional and mental health needs of school-aged children.
- A refresh of the CAMHS Transformation Plan for October/ November 2018 outlining areas for progress in the future and update on progress made so far.
- Further develop the health offer to our local Youth Offending Service to encompass both CAMHS support and dedicated speech and language support to provide a consistent health offer across the whole of the geographical area covered by the service
- A more developed workforce implementation plan, building on the initial skills audit undertaken in 2017/18
- Work with Specialised Commissioning on future development of an intensive wrap around crisis offer to prevent admission to Tier 4 beds
- Work with all providers to ensure they can record accurately interactions with young people to support delivery of the Children and Young People's Access target of 35% by March 2019.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children & Young People in Halton

Halton Council want all children and young people to have the opportunity to achieve and develop the skills and character to make a successful transition to adult life. Good mental health is a vital part of achieving these aspirations.

5.2 Employment, Learning and Skills

In order to help their pupils succeed, schools and community partners have a role to play in supporting them to be resilient and mentally healthy.

5.3 A Healthy Halton

Children and young people's mental health needs and level of development is potentially compromised are identified early and multi-agency support is in place to support them and their families.

5.4 A Safer Halton

Children who are at risk of harm are identified quickly and services work together to minimise the risk of harm and take action to formally protect children in a timely way.

5.5 Halton's Urban Renewal

None identified.

6.0 RISK ANALYSIS

- 6.1 Transforming children and young people's mental health provision is key to ensuring Halton children, young people and their families are able to access mental health provision quickly and appropriately. Therefore reducing the burden of mental and physical ill health over the whole life course, reducing the cost of future interventions, improving economic growth and reducing health inequalities.

7.0 EQUALITY AND DIVERSITY ISSUES

- 7.1 Transforming provision ensures that issues arising from a child's equality and diversity needs inform the decision-making at the point of contact and that the voice of the children, young people and their families is to the forefront.

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

- 8.1 See Appendix A – Emotional Health & Wellbeing Offer to Halton Schools.

Mental Health & Wellbeing

Health Improvement Team

"You're never too young to talk" mental health campaign

This mental health campaign has been developed by the Anna Freud National Centre for children and families and is targeted at Year 6 to help them understand what mental health is and the difference between every day small feelings and big feelings. The tool kit is free of charge and includes; lesson plan, assembly plan, set of cross curricular activities, leaflet for parents and resources. The Health Improvement Team can provide support to help you establish the campaign within your school.

5 Ways to Wellbeing Award

This is a local award based on a framework of 5 everyday activities that boosts children's wellbeing, these activities are; be active, connect, give, keep learning and take notice. Schools are invited to work towards achieving the award by embedding these activities into every day school life along with promotion of the 5 ways to wellbeing message to pupils so they are aware of what types of activities can help them to feel good and cope better. The Health Improvement Team can provide support and guidance to help schools achieve this award.

In Your Corner campaign

A short mental health campaign developed by Time To Change which teaches students they don't need to be an expert to support their mate through tough times. The campaign involves four sessions which last around 10 minutes. The sessions are ready to run and include power point presentations, written instructions and general guidance notes. Each session is interactive using videos, quizzes and space for discussion. The four sessions cover; mental health and my mates, mental health and me, what is mental health and in everyone's corner.

A framework for mental health and resilience in schools (MHARS)

The MHARS Framework sets out the components of school practice and ethos that effectively develop resilience, promote positive mental health and support children at risk of, or experiencing mental health problems. Schools can audit their current practice against the MHARS Framework to recognise what they are doing well and highlight any gaps. The Health Improvement Team can provide support and guidance with this process.

Basic Mental Health Awareness

Training is approximately 3 hours and is for anyone who works with children and young people in Halton. The training will raise awareness of mental health problems in children and young people, recognise risk and resilience factors, explore wellbeing and resilience and understand support available.

Self Harm Awareness training

Training is approximately 2 hours and is for anyone who works with children and young people in Halton. The training offers practical advice and guidance around asking about self-harm and the language to use when talking to children and young people. The training introduces you to and explains how and when to use the updated Self-Harm pathway for children and young people in Halton.

Suicide prevention training

Training is approximately 3 hours and is for anyone who works with children and young people in Halton. The aim of the training is to reduce the prevalence of suicidal thoughts, attempts and deaths. The training will explore knowledge and attitude relating to suicide and will enable participants to identify children and young people who are potentially at risk of suicide, assess risk and connect to appropriate support.

Help when we need it most: How to prepare for and respond to suicides in schools and colleges

Nobody likes to think about a death in school. Yet suicide is a leading cause of death for young people in the UK and Republic of Ireland. Sadly it is always a possibility that a student, parent or member of staff might choose to take their own life. However upsetting this must be, schools play an important role in reducing the likelihood of copycat behaviour and helping recovery by preparing and responding to the situation properly. This document developed by the Samaritans guides you through the process of preparing for and responding to suicide appropriately and constructively, in order to help rebuild the wellbeing of the school community and reduce the risk of further deaths. The guidance is based on research and best practice concerning suicide response within school communities from across the world. The Health Improvement team can support you to prepare a suicide response plan for your school or college.

For details of any of these programmes contact Kate Bazely at Halton Health Improvement Team

Tel: 0300 029 0029

Email: HIT@halton.gov.uk

REPORT TO:	Children, Young People & Families Policy and Performance Board
DATE:	10 th September 2018
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Summary of 2018 Provisional Un-validated Attainment Outcomes
WARDS:	Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 To receive a presentation on the provisional 2018 educational outcomes for Halton's children and young people at Early Years Foundation Stage (EYFS); Key stage 1, 2, 4 and 5.

2.0 RECOMMENDATION: That

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

3.0 SUPPORTING INFORMATION

- 3.1 As part of the Children's Policy and Performance Board overview and scrutiny role for children's services in Halton they regularly receive reports on educational attainment and other educational issues in the borough. This report is the regular feedback on Assessments throughout EYFS and Statutory Assessments undertaken in the summer term.
- 3.2 The Divisional Manager for Education will provide a summary of 2018, EYFS, Key Stage 1, 2, 4 and 5 provisional un-validated educational attainment. These data provide an early indication of the performance of Halton's Schools before publication of the validated data by the Department for Education in December. At that time more detailed national data on progress and comparative groups will be available. These data, do however, provide sufficient information for Schools and the LA to plan and prioritise actions.

4.0 POLICY IMPLICATIONS

- 4.1 None identified.

5.0 OTHER IMPLICATIONS

- 5.1 Local Attainment results are summarised, the current national data is un-validated until the Statistical First release due in December 2018.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

Outcomes for children and young people are comparable to 2016 and 2017 results for Key Stage One and Key Stage Two. They have to be treated with some caution as relatively new assessment processes experience some unreliability in the first couple of years of introduction. Relative position to un-validated national figures can be reported. This information will inform the priorities, training, support and challenge available to schools.

Progress data will be released in December and any schools who are below the floor standard will be identified. The Education Secretary has stated that he will be reviewing both floor standard and "coasting" schools and is looking to introduce just one measure to identify schools of concern. Further details are yet to be announced.

6.2 Employment, Learning & Skills in Halton

None identified.

6.3 A Healthy Halton

None identified.

6.4 A Safer Halton

None identified.

6.5 Halton's Urban Renewal

None identified.

7.0 RISK ANALYSIS

7.1 Local information is being used to anticipate potential progress results (dependent upon DFE formulas) and identify those schools with a trend that raises cause of concern. The School Improvement team will prioritise vulnerable schools to try and minimise the risk of forced Academy conversions negatively impacting upon children and young people and the associated workforce.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 None identified.

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

"Interim teacher assessment framework at the end of KS1", for 2017/18, Standards and Testing Agency (STA)

“Interim teacher assessment framework at the end of KS2”, for 2017/18, Standards and Testing Agency (STA)

“Rochford Review, Final report”, October 2016

“Secondary Accountability Measures : guide”, Department for Education, January 2018

“Progress 8 and Attainment 8 : how measures are calculated”, Department for Education, 2016

“Schools Causing Concern Guidance: Guidance for Local Authorities and RSC’s on how to work with schools to support improvements to educational performance, and on using their intervention powers”, DFE, February, 2018

REPORT TO: Children and Young People Policy and Performance Board

DATE: 10 September 2018

REPORTING OFFICER: Strategic Director Enterprise, Community & Resources

SUBJECT: Performance Management Reports for Quarter 4 2017/18

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 fourth quarter period 01 January 2018 to 31 March 2018.
- 1.2 Key priorities for development or improvement in 2017-18 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 fourth quarter's 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

9.1 Not applicable.

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 4, 01 January – 31 March 2018

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 Edinburgh Road, Care Leaver accommodation (TC)

Tendering process for Edinburgh Road Children's Home is now underway and work regarding accommodation for care leavers continues. A number of properties have unfortunately been deemed unsuitable following locality risk assessments and further discussions and meetings with Halton Housing Trust are planned.

2.2 Placement Sufficiency Strategy 2017-20 (TC)

The Placement Sufficiency Strategy for 2017-20 has been agreed and published. Please see link:

<https://www3.halton.gov.uk/Pages/EducationandFamilies/PDFs/childrensocialcare/sufficiencystrategy.pdf>

2.3 Children in Care and Care Leavers Strategy 2017-20 (TC)

The new Corporate Parenting model has been implemented and sub-groups set up to drive the Children in Care and Care Leavers Strategy 2017-20 reporting to the Children in Care Partnership Board. Please see link:

http://haltonchildrenstrust.co.uk/wp-content/uploads/2018/01/12469CiC_care_Leavers.pdf

2.4 Care Leavers Local Offer (TC)

Through the Children and Social Work Act 2017, the Government introduced the requirement for local authorities to publish a Care Leaver Offer. Corporate Parenting responsibilities now extend to 25, however the focus of corporate parenting should not be on getting the young person to the age of 25 when that responsibility ends, but on preparing the young person for life, ensuring they have the skills to support themselves for their whole lives and ultimately thrive.

The local offer covers six areas which may assist care leavers in, or preparing for adulthood and independent living, and include services relating to:

- Health and well-being
- Relationships
- Education and training
- Employment
- Accommodation

- Participation in society.

Halton's Care Leavers Local Offer is on the website and a great deal of information is already there. Care leavers as well as young people about to leave care, are helping us to design this Local Offer. We will continue to listen to their views to make sure that the services we offer are what they need and to highlight any gaps in provision or support that they may need.

Whilst this work progresses, there is a booklet which provides a full explanation of entitlements for young people leaving care in Halton which will soon be available on the website.

2.5 First Line Leadership programme (TC)

The second cohort of social care managers has commenced the First Line Leadership programme. Feedback from the first cohort of participants is positive.

2.6 Admissions (AMc)

16 April 2018 was the National Allocation date for primary school places for the September 2018 intake. This year Halton met 91.4% of first preferences (compared to 87.4% last year). Overall, 98.3% of applications received one of their first three preferences (compared to 96.1% last year). Consultation was also undertaken with all schools, neighbouring local authority's diocesan authorities and parents/carers via the Council's website, regarding the proposed admission arrangements for the September 2019 intake, and the associated co-ordinated admission schemes for primary and secondary schools. These arrangements were approved by the Councils Executive Board.

2.7 Halton School Holiday Calendar (AMc)

Halton Local Authority, as the residual employer for community and voluntary controlled schools, has a statutory duty to determine school term dates for those schools, and Halton has been working closely with colleagues across the Liverpool City Region authorities and with Cheshire West and Chester Local Authority, to seek to realign dates across the region, and respond to some of the issues that schools and some parents and carers raised.

The main issues related to the Christmas break 2017, which has been acknowledged and acted upon, and a slightly earlier finish for the summer, also reflected in the new dates. Local Authorities across the region have now, generally, aligned their dates and those dates have been determined for the 2018/19, 2019/20 and 2020/21 academic years and have been uploaded to the HBC website. Please see link:

<https://www4.halton.gov.uk/Pages/EducationandFamilies/Schools/School-term-dates.aspx>

This information has been shared with schools and it is hoped that voluntary aided schools, Academy schools and Free schools will also adopt similar dates.

2.8 Strategic School Improvement Bids (AMc)

The £140 million Strategic School Improvement Fund was announced by DfE in late 2016. This is a fund which stakeholders can apply for to support school improvement priorities across the region. Applications for a grant from the fund could be made by designated teaching schools, multi-academy trusts or local authorities. So far there have been three rounds of applications, the third one closing 20 April 2018.

A number of Halton schools are received support as a result of inclusion in one of two successful bids in the second round of applications. These bids were submitted by teaching schools, working in collaboration with Halton Local Authority and a number of other local authorities and multi-academy trusts. The purpose of one bid was to raise attainment in Maths at Key Stage 4 whilst creating a positive mind-set towards the subject. The purpose of the second bid was to improve communication, language and literacy in Early Years. These two projects commenced on approval of the bids in January and will run for five terms. The support that schools receive includes accessing high quality training, and having in-school support from specialist teachers.

Two further bids have been submitted in April 2018 as part of round three. One of the bids is to support effective transition between primary and secondary schools with the aim to impact positively upon outcomes and make best use of the learning opportunities within Key Stage 3 and 4. The other bid is being led by the Head teacher of the Virtual School for Halton, working in collaboration with five other Virtual Head teachers and their regions. The aim of this bid is to ensure the emotional well-being of children in care and vulnerable pupils whilst also working to raise aspiration and improve outcomes.

2.9 Keys Stage 1 and Key Stage 2 Conference (AMc)

In March 2018, Halton School Improvement team organised a school improvement conference for Head teachers, strategic leads and literacy / assessment leads. The sessions were led by Emma Newton, a literacy consultant with an experiences school improvement background, speaking on developing a love of reading. Over the course of the morning, she provided an opportunity to reflect on how schools support the development of life-long readers which included:

- Building on what research tells us about the teaching of reading
- Exploring what makes an outstanding reading school
- Considering the challenges facing schools in closing the attainment gap
- Exploring high-quality texts that inspire teachers and enthuse children.

The keynote session was well received, with many schools reflecting on their school reading provision and considering how they can engender the love of reading for so many children. As a local authority the plan is to develop and promote a Halton Reading Strategy with a particular focus on increasing access to high quality texts that are relevant and resonate with young people and their families. This will be shared once developed.

The afternoon conference session was led by Pauline Woods, Head teacher of Grange Park Primary School, Sunderland. Pauline's school has a similar demographic and contextual profile to many of Halton's schools and she was able to share how her school vision has enabled them to overcome barriers and challenges and secure outstanding outcomes for the children attending her school. Her approach was inspirational and many colleagues have expressed an interest in visiting her school to see the approach and philosophy in practice. The School Improvement team have liaised with the Halton Association of Primary Head teachers (HAPH) and are planning to facilitate such visits.

3.0 Emerging Issues

3.1 National Issues

Review of Exclusions (AMc)

The Secretary of State for Education has asked Edward Timpson to lead a review of school exclusions. The review will consider why there are different exclusion rates between

schools, areas of the country as well as pupils different characteristics. It will examine the factors behind these differences and explore and evaluate best practice. It will look at the different groups of pupils, identified through national data as more likely to be excluded, such as some ethnic groups, pupils eligible for free school meals, or have been eligible to free school meals in the past 6 years, pupils with Special Educational Needs, Children in Need and Children in Care.

The Association of Directors of Children's Services has responded to the call of evidence identifying in its response a range of contributory factors including the increasingly fragmented schools system, greater competition between schools, the high stakes inspection regime, falling budgets and high stakes accountability measures that have accompanied education reforms such as the greater emphasis on progress. Other factors include inflexible school behaviour policies and growth in 'zero-tolerance' policies in schools. It suggests that the growing number of exclusions could be averted if more resources were available for pastoral and classroom support.

GCSE grades (AMc)

GCSEs in England have been reformed and are based on new and more demanding subject content. The new grade scale makes it clear to everyone that students have studied the new GCSEs and students will be graded from 9 down to 1, with a grade 9 being of a higher standard than the previous A* grade. The grade boundaries do not align across to the old grade system. Generally grade 5 and above is classed as a strong pass, whilst grade 4 is classed as a standard pass.

In summer 2017, English and Maths were graded on the new grading 9-1 system, with many other subjects being graded as 9-1 in summer 2018. The reform has been phased over a number of years and it will take until summer 2020 for all reformed GCSE subjects to move to the new grade scale. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G.

Due to the changes in the course content and the grading, performance data for Attainment 8 and Progress 8 cannot be compared to previous years. Students will be required to achieve a grade 4 or above to achieve a pass in subjects graded this way.

3.2 Halton Specific

Divisional Manager, Children in Care and Care Leavers (TC)

Following the resignation of the current Divisional Manager due to a promotional opportunity in a neighbouring authority, an interim and a permanent appointment to this post will be required during the next quarter.

Review of SEND (AMc)

Halton is looking to engage and independent consultant to undertake a SEND High Needs Strategic Planning Review. The DfE have provided the funding to pay for this review. The Consultant will be required to conduct the review, analyse data and provide recommendations in the form of a written report.

Specifically the consultant will provide a comprehensive strategic report for senior stakeholders, including recommendations that identify key strategic opportunities to support the Authority and partners in achieving our ambition to ensure that all children and young people with special educational needs and disabilities (SEND) have access to a

range of provision and support across the borough, which meets their educational needs and provides good opportunities for them to progress.

Through this review, we want to achieve for children and young people with SEND aged 0-25 a detailed understanding of:

- Our SEND population
- Our special school population and pupil profile
- Future needs and profiles of specialist provision to meet that need
- Future post 16 needs and opportunities to improve provision and capacity in our local communities
- The views of all stakeholders in terms of existing strengths and opportunities to improve high needs provision
- Perceived barriers to inclusion in mainstream schools and colleges, with recommendations for potential solutions
- The total level of resources available and how to effectively target these to meet need.

At the end of the review process we want to achieve the following outcomes:

- Distinguish between short and long term developments
- Distinguish between priority and desirable outcomes
- Detailed description of the rationale which determined the priorities
- Detailed explanation of how the implementation of the plan enables the council to make the best use of the High Needs budget
- For each development, a brief explanation of the risks and impact of failure to implement.

Early Intervention Strategy 2018-21 (AMc)

Coming together under People's Directorate, children and adults services have created a combined Everyone Early Help Strategy. This strategy highlights, with examples, how individuals, families and communities can benefit from different teams pooling their ideas and resources to develop local priorities and deliver early help that can make a significant difference in people's lives. The strategy will be launched in autumn 2018.

4.0 Risk Control Measures

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

5.0 Progress against high priority equality actions













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

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

6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

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

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned Service)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (SCS SH04)	156	115	164		
PED01 03	Monitor the number of young people going missing in the year	395	N/A	434		
PED01 04	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot at the end of the quarter)	24	N/A	28		
PED01 05	Reduce the number of children subject of fixed term exclusions	507 exclusions 225 children (Sept 16- Mar 17)	270	333 exclusions 225 children (Sept 17- Mar 18)		
PED01 06	Reduce the number of children subject of permanent exclusions	30 children (Sept 16- Mar 17)	Less than 30	26 children (Sept 17 – Mar 18)		
PED01 07	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF at any point in the year)	560	650	797 (provisional)		
PED01 08	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	368	N/A	418 (provisional)		
PED01 09	Reduce the number of children and young people who enter the care system	97	70	77 (provisional)		

Supporting commentary:

PED01 01, 02 and 03: During this quarter there have been 281 missing notifications provided to Catch22, in relation to 94 individuals. 38 of the individuals created 206 of the incidents. There was a small reduction from the same period the previous year. On average return interviews have been completed within 72 hours of the child returning from the missing episode.

PED01 04: There is an Operational Group that monitors the number of children at risk of CSE which is multi-agency. Representatives from iCART, alongside other social workers attend this meeting to monitor those children in the care of other local authorities who are considered at risk (CICOLA).

PED01 05 and 06: Data for the academic year to date (September to March) is suggesting that there may be a reduction in both fixed term and permanent exclusions. The number of exclusions increased during the summer term in 2017, and therefore end of academic year data may provide a further increase if the trend of last year was to be continued. Halton has introduced a new exclusions protocol to help reduce the number of exclusions this, with the proposed new Behaviour Team to be implemented in September 2018, will help support schools to reduce the number of exclusions.

PED01 07: The number of children and young people who are supported through a CAF continues to increase and audits of CAF continue to show that the majority of CAFs are effective in supporting children and families.

PED01 08: This is an area that is monitored and further analysis is sought and explored in terms of the reasons and categories of referrals.

PED01 09: This is an area that can fluctuate and is monitored closely, with robust planning and support offered at the earliest opportunity to maintain children living with their families when it is safe to do so. Whilst the target has not been

met, there has been a reduction on the number of children entering care in the past 12 months.

Ref:	Milestones	Quarterly Progress
PED01a	Monitor and review the effectiveness of iCART (June 2017)	
PED01b	Establish and implement a multi-agency locality provision (March 2018)	
PED01c	Develop a system to identify, assess and support vulnerable adults (March 2018)	
PED01e	Develop performance information which ensures that early intervention is responsive to trends of those being referred to children's social care	





Supporting commentary:

PED01a: Weekly performance meetings with the principal managers, divisional managers and support from the performance team have ensured an ongoing improvement in the percentage of contacts and referrals for both Children's social care and early intervention being authorised within timescales. Contact audits are undertaken to ensure the quality of the work within the team.

PED01b & PED01e: The two Locality Early Intervention teams continue to support multi-agency working via the Working Together meetings, CAF support to other professionals and links to support services for children and families. The Early Intervention managers participate in a monthly performance challenge meeting with divisional managers, children's social care managers and the Operational Director which monitors trends and performance issues.

PED01c: WAVES continues to receive multi-agency referrals, some of which lead to allocation to an Adult Co-ordinator. A review of the project is being undertaken, led by adult policy team. There is a further stakeholder event in May 2018 to add to the regular update and review of the project. The review will ascertain sustainability of the project as the funding ends in March 2019.

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






Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Increase the percentage of children reaching the expected standard in reading at KS2	63.4%	N/A	69%		
PED02 02	Increase the percentage of children reaching the expected standard in writing at KS2	65.9%	N/A	72%		
PED02 03	Increase the percentage of children reaching the expected standard in maths at KS2	64.9%	N/A	70%		
PED02 04	Increase the percentage of children achieving the expected standard in Reading, Writing and Maths (SCS CYP02)	46.8%	N/A	56%		
PED02 05	Increase the average key stage 1 to 2 progress score for reading	-0.32	N/A	-0.04		
PED02 06	Increase the average key stage 1 to 2 progress score for writing	-1.47	N/A	-0.48		
PED02 07	Increase the average key stage 1 to 2 progress score for maths	-0.51	N/A	-0.40		
PED02 08	Increase the percentage of Children in Care achieving expected outcomes at KS2 (SCS CYP16)	Refer below				

Supporting commentary:

Separate reporting process with commentary on progress is provided for all attainment data.

PED02 08: Analysis of individual children in care is provided in the Virtual School Annual Report. Overall outcomes for children in care at KS2 have been positive as there has been a diminishing gap between their performance and all their non-care peers across all measures.

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis, and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2017 and identify actions, including levels of support and intervention, required to improve inspection outcomes (March 2018).	
PED02b	Develop data tracking system (March 2018).	

PED02c	Conduct the annual analysis of school performance data for all primary schools during September to December 2017 (with further reviews undertaken at key points in the performance data release cycle).	
PED02d	Analyse, evaluate and report end of Key Stage 2 achievement outcomes (December 2017).	
PED02e	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2017).	
PED02f	With schools, monitor the impact of Pupil Premium and its impact on raising achievement (March 2018).	
PED02g	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support and wider system leadership (March 2018).	

Supporting commentary:

PED02a: All schools were categorised and have been reviewed based upon validated performance data released in the Spring term. Schools receiving a new category will be written to.

PED02b: Schools use their own data tracking system. As an LA we have requested return of Year 2 and Year 6 data to identify the percentage of pupils on track to achieve the expected standard. There is no capacity currently to develop a tracking system at Key Stage 2.

PED02c: Data analysed and challenge/ support has been identified and reviewed based on validated data releases. From September 2018, the school improvement team will be following a different approach to working with schools, as a result of the revised "Schools causing concern" guidance, February 2018. This will focus on maintained schools with the regional School Commissioner working with Academies and Free Schools. Schools graded as category A and B will self-support through the school led system. This will provide a greater capacity to work with schools requiring a more intensive level of challenge and support.











PED02d: Attainment outcomes have been shared with PPB in separate reporting, along with Head teachers and governors.

PED02e: A new Children in Care and Care Leavers Strategy has now been launched and will be reviewed through the CIC Partnership Board. Raising educational outcomes for CIC and improving Care Leavers' EET outcomes are 2 key priorities.

PED02f: An analysis of the performance of disadvantaged pupils has been carried out and has impacted upon school categorisation. A greater focus has been placed on performance of disadvantaged pupils and a review of pupil premium strategies is being carried out with identified schools.

PED02g: School improvement challenge, support and deployment has been completed for all schools. This is continually reviewed based on changing circumstances of a school that may impact upon school performance.

Objective: Raise achievement in Early Years (PED03)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage (SCS CYP)	62%	62%	61%		
PED03 02	Increase the percentage of 2 year old funded children achieving a good level of development	47%	20%	49%		
PED03 03	Increase the take up of Early Years Entitlement for 3 and 4 year olds	93%	92%	92%		
PED03 04	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	97%	90%	94%		
PED03 05	Reduce the good level of development attainment gap for disadvantaged children and their parents at EYFS	24%	19%	22%		

Supporting commentary:

Separate reporting process with commentary on progress is provided for all attainment data.

PED03 03: A major focus of the marketing and promotional activities of the Halton Families Information Service (FIS) will impact on the take up of 3 and 4 year olds Free Entitlement places. The take up in this monitoring is encouraging as this is traditionally the quietest period. Local measure in relation to take up of Early Years Entitlement for 2 year olds has exceeded the DfE target by 170 children in the monitoring period.

PED03 04: The quality of PVI sector Early Years provision in Halton remains extremely high and exceeds both regional and national comparators, despite the slight decrease from the previous quarter and last year.

Ref:	Milestones	Quarterly Progress
PED03a	Develop data tracking system across early years (March 2018).	
PED03b	Implement recommendations from the Early Years Review and OFSTED Early Years thematic report (March 2018).	
PED03c	Analyse the outcomes of children who have accessed funding two year old placements (January 2018).	
PED03d	Complete RAG categorisation process for all EYFS settings by October 2017, and identify actions, including levels of challenge, support and intervention required to improve quality of educational provision.	
<p>Supporting commentary:</p> <p>PED03a: A "Ready for Reception" tracker and "good level of development" tracker has been developed and is being used by schools and settings. A more extensive tracking system is being developed covering all EY outcomes for 2019.</p> <p>PED03b: "One Halton" Strategy Parents guide produced a detailed action plan, with actions being implemented.</p> <p>PED03c: Analysis has been undertaken in relation to two year funded reaching the good level of development and achieving their individual early learning goals.</p> <p>PED03d: EYFS settings have been RAG rated. Support and challenge identified as a result of their categorisation and circumstances.</p>		

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

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase participation in the POET Survey (Parent/Guardians)	109	70	N/A		N/A
PED04 02	Increase the percentage of Education Health Care Plans completed within 20 weeks	23%	80%	78%		
PED04 03	Increase the number of schools identified with Nurture support (amended milestone)	12 schools	20 schools	28 schools		
PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	N/A	90%	100%		
PED04 05	Increase the number of people accessing the Local Offer (proxy measure of number of page views)	37,215	40,000	22,276 Q3 latest available data		

Supporting commentary:


PED04 01: Participation in the relaunched POET Survey is being encouraged. Administration services will be contacting every parent to encourage participation.

PED04 02 and 04: The overall average is increasing. The main reason for delay currently is identifying an appropriate setting for children and young people with more complex needs. All statements were converted by the deadline of 31 March 2018.





PED04 03: The Halton Nurture Network continues to meet half termly to provide training, supervision and peer support for schools. It is well attended. A number of schools will complete the NNSP during the summer term, with The Bridge hoping to become the first secondary PRU with the award. 28 schools across Halton have some form of nurture provisions or group. The next steps are to develop best practice and create consistency in the delivery of nurture.

PED04 05: The number of page views has decreased however still represents a good reach. Meeting the end of year target is unlikely. Q4 data awaited.

Ref:	Milestones	Quarterly Progress
PED04a	Develop and refine the annual analysis of progress data for children and young people with additional SEND funding through Enhanced Provision or Education Health Care Plans (March 2018).	
PED04b	Undertake a review of all SEND provision within the borough (March 2018).	
PED04c	Improve provision in Halton for young people with challenging behaviour and social, emotional and mental health challenges (March 2018).	

PED04d	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views with the SEND reform process in Halton, to increase satisfaction with their experience (March 2018).	
<p>Supporting commentary:</p> <p>PED04a: These meetings in schools identified children and young people who may need additional support through Enhanced Provision or Education and Health Care Plan. Schools were challenged on their use of the Graduated Approach and progress data was discussed. Inclusion 0-25 division have identified schools that may benefit from additional support and those who are showing good outcomes for SEND children.</p> <p>PED04b: Please see Emerging Issues above. A sub-group of the SEND Strategic Partnership meets to inform the review of provision whilst the consultant is being sought.</p> <p>PED04c: Capital funding of £500,000 has been granted to the borough to be paid in instalments over the next three years from DfE. This funding is to be used to help meet the needs of children and young people with an Education Health and Care Plan. Data has been analysed and identifies the need to have more Social Emotional and Mental Health provision in the borough at key stage 1 and key stage 3/4. A public consultation is now in progress to open discussion on our evidence and rationale. This can be found on the Local Offer.</p> <p>PED04d: The 2018 Survey is live on the Local Offer and letters are to be sent to every person who has been involved in the EHC Plan process in the last 12 months.</p>		

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



Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.4%		
PED05 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	0.8%		
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	84.3% (15/16)	84.3%	Awaited		
PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	54.4% (15/16)	54.4%	Awaited		
PED05 05	Monitor the percentage of young people progressing to Higher Education (SCS CYP13)	28% (15/16)	28%	Awaited		

Supporting commentary:

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

PED05 01 and 02: Performance for both measures has matched previous performance and met the revised targets.

PED05 03, 04, 05: Latest performance is 2015/16. Expected update end May 2018.

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

Supporting commentary:

PED05a: The previous 14-19 Commissioning Statement document format has been revised to better meet the needs of the 14-19 team and Strategic Analysis and Work Priorities. The document has been ratified by Senior Leadership Team and shared with the Halton Association of Secondary Head teachers and Children and Young Peoples PPB.




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

7.0 Financial Summary

The Council's 2017/18 year-end accounts are currently being finalised. The year-end position for each Department will therefore be made available via the Intranet by 30th June 2018.




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

REPORT TO: Children and Young People Policy and Performance Board

DATE: 10 September 2018

REPORTING OFFICER: Strategic Director Enterprise, Community & Resources

SUBJECT: Performance Management Reports for Quarter 1 2018/19

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 first quarter period 1 April 2018 to 30 June 2018.
- 1.2 Key priorities for development or improvement in 2018-19 were agreed by Members and included in the Business Plan, 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 first quarter's 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

9.1 Not applicable.

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 1, 01 April – 30 June 2018

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 **Teaching School Update (AMc)**
Applications were submitted for a Runcorn Teaching School and a Widnes Teaching School. The lead schools have now been informed that their bids were not successful. In the case of the Widnes application, feedback was that the school did not meet the school to school support. The Runcorn schools did not meet a number of criteria. Colleagues from a number of other North West local authorities have also advised that applications from their schools have not been successful in this round. The LA and schools in Halton will continue to work in partnership to further develop school to school support.
- 2.2 **Halton Autism Strategy & Training (AMc)**
As part of the commitment to Halton's Autism Strategy, Halton are supporting every school and setting to be more autism aware. Every school and setting in Halton will update their Special Educational Needs Information reports (legal requirement) to detail the whole staff training they have received and the strategies they put in place for supporting children and young people with autism. The SEN Service, Education Psychology Service and access to online training platforms have been suggested as ways to meet this commitment.

This will also help parents and carers with choosing their school or setting and given them confidence that settings are ASC aware. It will also show a commitment of mainstream schools and settings to supporting and including children with autism in their provision.
- 2.3 **Social, Emotional and Mental Health (SEMH) Provision in Halton (AMc)**
During 2017, the Department for Education (DfE) announced Special Provision Capital Funding for local authorities to invest in provision for children and young people with Special Educational Needs and Disabilities, with funding for a range of provision types where this would benefit children and young people with Education Health Care plans. The funding was due to commence in 2018/19 with Halton's allocation over a three year period being £500,000, released in three payments over three years.

Following widespread consultation, it was determined that Halton had a need for specific SEMH provision within the borough and expressions of interest were sought from schools graded Good or better by Ofsted. Five primary schools expressed an interest. Following submission of proposals and an interview process, it was recommended that two specific resource bases for children in Foundation Stage and Key Stage 1 be proposed at Beechwood Primary School and Halton Lodge Primary School.

The provision will be through additional accommodation at these schools, and this is being built to specifically support children with SEMH needs and funded via the Special Provision Capital Funding provided by DfE. It is intended that these resource bases will align to the existing SEMH bases within KS2 provision. Statutory Notices will run from 27 June – 25 July 2018.

2.4 Education Strategic Partnership Board, SEMH Task and Finish Group

The Board has agreed that SEMH is a key priority for all partners and it was agreed that this work should be taken forward by a task and finish group, led by Sharon Williams (Virtual School Head Teacher). The key purpose of the group is to develop and disseminate a co-produced agreed definition and strategy of SEMH across all key partners and stakeholders that fully meets the SEMH needs of children and young people in Halton schools.

Key tasks for the group include;

- Co-produce and agree definition of SEMH
- Conduct a time limited consultation with key partners and stakeholders on the agreed definition
- Co-produce a Strategic Action Plan with contributions from all partner agencies with clear outcomes and lines of accountability
- Launch and disseminate the coproduced and agreed definition and strategy to all partners and stakeholder groups.

The consultation has taken place with all key stakeholders and the definition has been agreed. A Vision and Mission Statement for Halton has been drafted and will now go out for consultation. Initial planning has started on the SEMH strategy.

2.5 Behaviour Support Service (AMc)

Exclusions and incidents involving children and young people with SEMH have been increasing particularly over this past academic year. A review of SEMH provision and outcomes within the borough was undertaken and one recommendation was to have a more comprehensive approach to meeting SEMH needs, including developing a range of pathways of support and interventions. As a result of the review, the decision was taken to establish a new Behaviour Support Service.

The core purpose of the Service will be;

- To work with schools, settings and other partners to develop and promote effective and positive behaviour management
- To develop, maintain and promote a coordinated and consistent approach to positive behaviour management in all schools and settings across the borough
- Develop and promote strategies to support schools in effective behaviour management

- Commission and deliver a programme of training to schools and other educational settings to ensure that they are equipped to address the behaviour, emotional and social difficulties of children so that they are able to achieve their full potential
- Develop a programme of training and support for governing bodies on their role in promoting and maintaining a positive approach to behaviour management
- Support and assist schools and settings to develop their capacity to maintain positive behaviour through inclusive whole school approaches
- Identify, model and share good practice in inclusive behaviour management promoting positive and productive teaching and learning environment. This may include the deployment of members of the Behaviour Support Team as appropriate.

2.6 Strategic School Improvement Bid (AMc)

The DfE invited partners from the Education sector to bid for funding to address regional priorities. One of the North West priorities is to improve educational outcomes and social mobility for disadvantaged pupils. Halton Virtual School, along with Knowsley, St Helens, Sefton and Warrington submitted a bid for Round 3 funding.

Halton were the lead LA and fund holder. There are 46 schools who have signed consent to be part of the programme, with Halton having 15 schools (9 Primary, 6 Secondary). 600 pupils were covered by the project. Unfortunately DfE have informed us that we were not successful for this bid.

2.7 Children in Care and Care Leavers Celebration of Achievement Awards (TC & AMc)

This year's celebration of achievement awards took place in June 2018. The awards were to celebrate the achievements of all children in care and care leavers from Halton.

Each year, social workers, teachers, Independent Reviewing Officers, foster carers and anyone who works with children and young people in care, nominate for achievements in education, personal, sports, social and any other achievements they have made over the past 12 months.

This year, 190 nominations were received and 70 of those nominated attended the event at the Stadium with foster carers, support workers and other members of staff. The theme was 'Around the World' and was an activity based day including sports, arts and music workshops. The day ended with a performance from the music group and an awards ceremony.

2.8 Arts Award Explore – Music Project (AMc)

Children in Care Participation and Inclusion Officer and the Virtual School Education Support Worker collaborated with 'Plugged In' to deliver a 6 week music taster session from October - December 2017 to nine of our children in care aged 7-14 years old. Activities included learning to play drums, keyboard, guitar, DJ, singing and song writing. The sessions concluded with a session at a recording studio where the children and young people recorded the songs they had composed as well as a group song they had practiced together.

Following the success of the music project the group have been put through the Arts Award Explore level, an accredited qualification awarded by Trinity College London. Final moderation is awaited with seven predicted to achieve a pass (Explore level is equivalent to Entry level qualification).

All of the children and young people taking part in the project showed a great improvement in confidence. Many of them enrolled again to take part in another 6 week music project which culminated in the performance at the Children in Care and Care Leavers celebration event in June 2018 where they sang a number of songs to a large group of carers, children and other members of staff.

2.9 Reduction in proportion of 16-17 year olds not in education, employment or training (NEET) (AMc)

Annually reported NEET figures published by DfE identify 5.2% of Halton's 16-17 year old cohort are NEET. Nationally the figure is 6% and in the North West 6.5%. Only two of Halton's statistical neighbours perform better than Halton in this measure. The annual NEET figure is taken as the three month average from December 2017 to February 2018. Figures have been reducing year on year since 2014/15 when the NEET average for Halton was 7.1%.

Within the annual figure the proportion of the 16-17 year old cohort with activity recorded as 'Not Known' is only 0.8% in Halton, compared to 3.3% nationally and 3.1% in the North West. The term 'not known' is used to describe young people whose activity is not known to the council, 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 but their new location is not known. A significant amount of work goes into tracking young people so the authority does know their activity with the understanding that if we don't know what they are doing, we are unable to offer guidance or support to them. Therefore, having such a low 'not known' figure has been key in bringing down the overall percentage of young people who are NEET in Halton.

2.10 iCART (TC)

In July 2018, CAMHS workers were introduced within Halton's Integrated Contact and Referral Team (iCART). It is anticipated that the time the workers spend within the team will increase over the next 12 months.

There has been an increased number of contacts and referrals through iCART which has meant an increased demand on services across the levels of need.

2.11 Ofsted Inspection: Focused Visit, Front door (TC)

In July 2018, Ofsted undertook a two day focused visit around the front door activity (primarily iCART). Strengths within the multi-agency arena were identified and the achievement of integration was acknowledged. Report to follow.

2.12 Children in Need procedures (TC)

The Children in Need procedures have been updated. Every Child in Need plan over 6 months, to be reviewed. This will lead to a reduction in cases open at Child in Need level where there is limited impact, and will ensure clearer plans for children and families being supported at this level of need.

2.13 Working Together to Safeguard Children (TC)

The revised Working Together to Safeguard Children was published in July 2018. This outlines the timeline and process to dis-establish Local Safeguarding Children's Boards by no later than September 2019. It outlines the duties and responsibilities of the key safeguarding partners (the Local Authority, Police and Clinical Commissioning Group) and those of relevant agencies, such as schools, in establishing the new performance framework for safeguarding.

3.0 Emerging Issues

3.1 National Issues

Review of Exclusions (AMc)

The Secretary of State for Education has asked Edward Timpson to lead a review of school exclusions. The review will consider why there are different exclusion rates between schools, areas of the country as well as pupils different characteristics. It will examine the factors behind these differences and explore and evaluate best practice. It will look at the different groups of pupils, identified through national data as more likely to be excluded, such as some ethnic groups, pupils eligible for free school meals, or have been eligible to free school meals in the past 6 years, pupils with Special Educational Needs, Children in Need and Children in Care.

Relationships and Sex Education (RSE) (AMc)

The Sex Education Forum has provided a summary on the recent RSE announcement and ways in which the Sex Education Forum can support schools and local authorities. There will be a phased start date for RSE to be mandatory in all schools, and the introduction of a new subject, Health Education, which will be mandatory alongside RSE. Details of the updated guidance have been revealed and will be the first changes to the Secretary of State's guidance since 2000. A consultation has begun on the draft guidance, running until 7 November 2018.

Schools that are ready to provide high quality RSE by September 2019 are strongly encouraged to do so, but the extension to 2020 for the statutory requirement aims to give schools needing more support the time to get their provision right. Given this staggered approach it is essential that momentum is not lost. The Sex Education Forum are supporting schools, local authorities and other partners in a number of ways:

- Hosting a new autumn conference 30 November "Countdown to RSE" designed for both experienced educators and teachers new to RSE, sponsored by the National Education Union.
- One day training courses from September that support schools to "Get ready for statutory RSE" (13 September – Primary, 14 September – Secondary) in London and available to commission locally.
- Newly available training courses on gender and LGBT inclusive RSE

Accountability and Governance (AMc)

In May 2018, the DfE published a document entitled "Principles for clear and simple accountability system" in which the system of having both floor and coasting standards is understood to be confusing. The proposal is to replace the current system with a single, transparent data standard. Consultation on the single standard to take place Autumn 2018.

3.2 Halton Specific

Increased demand for Children and Families Services (TC)

There is increased demand on social care services relating to the impact of neglect and domestic abuse on children and families under increasing stress. In early intervention, requests for support for behaviour and parenting are increasing. The service will be undertaking a review of the support and approach offered at early intervention during Autumn 2018, to ensure that services are able to be responsive and appropriate to these increasing levels of demand.

Children in Care placement sufficiency (TC)

The number of children in care remains fairly stable, but the continued lack of in-house foster carers means that placements continue to be sourced within the independent sector with the resulting impact on the budget. A number of actions are in place to manage the impact on the budget, with some success in residential costs, but sufficiency of placements remains a real challenge.

Review of SEND (AMc)

In May 2018, the local authority commissioned “Peopletoo” to undertake a SEND High Needs Strategic Planning Review. The review is scheduled to be concluded in September 2018 and will assist the LA and its partners in improving the approach to assessing, planning and developing sustainable the support which will improve outcomes for children and young people with SEND.

Free School application with St Helens Local Authority (AMc)

In Spring 2018, the local authority received some tentative information that the DfE were considering a second round of applications bidding for a Free School supporting children and young people with Special Educational Needs. Halton applied with regional partners during the first round and were not successful. Based on this tentative information, Halton local authority have had conversations with St Helens to consider a bid for a Free School for pupils with SEMH. Potential sites are being considered should the DfE formally announce a second round of applications in 2018/19.

Astmoor Skills Base (AMc)

Works are currently underway to convert an industrial unit, previously used by Riverside College, into an Alternative Provision to provide a range of vocational curriculum options – joinery, construction, vehicle maintenance, hair and beauty. This work is planned to be complete by the end of August and the provision scheduled to commence in September 2018.

Education provision Post 16 (AMc)

Ofsted has recently tightened its scrutiny of education/training providers who are sub-contracted by larger providers, or further education colleges, to provide post 16 provision. Sub-contracting arrangements allow providers who are too small to receive a contract from the funding agency themselves to operate and allows flexibility in the post 18 provision landscape. These providers often offer ongoing recruitment through the year, so learners can join at any time during the academic year, rather than having to start in September. These providers also offer an option for young people who would struggle in a large FE environment.

Across the Liverpool City Region, some FE colleges have already started informing sub-contractors that they will not re-contract with them in September. Some of the provision in Halton relies on contracts across the Liverpool City Region. Currently it is not clear what the impact will be on the provision in Halton, however fears are that further provision will be lost, impacting significantly on the post 16 offer in the borough.

Year 11 pupils identified as at risk of not progressing into post 16 education (AMc)
Halton's 14-19 Team have in place a process to identify Year 11 pupils who they believe are at risk of not progressing into education or training post 16 (i.e. becoming NEET). Pupils' circumstances are discussed at a multi-agency meeting and an action plan for support is put in place. Once Year 11 pupils leave school in June, the 14-19 Team take over all further actions to support progression in September. This year 2014 Year 11 pupils have been identified, an increase from 140 in the previous year. All schools are fully engaged in the process, which accounts for some of the increase. The Team welcomes the increase in identification of young people, enabling them to work to prevent NEET, however this is putting additional pressures on the teams resources.

Careers Education Service – Service Level Agreements with Schools (AMc)

The Careers Education Service delivers Careers Information, Advice and Guidance in secondary schools who buy in the service. The team consists of two members of staff and the cost of the service level agreements for schools is calculated to cover the cost of these staff as long as four schools buy into the service. Negotiations for next academic year's SLA are underway but to date no schools have provided a signed agreement. It is anticipated that three schools will. One of these three schools is a new school. The SLA with the previous school has been lost to a competitor who was able to deliver the service for £7,000 less than our costs. Our hypothesis is that the competitor company is able to deliver at such a discount by balancing the cost against other contracts, and that the incentive to do so is in order to win the contract and further expand into Halton. If four SLA's are not finalised then we will need to look at staff reductions.

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 2018-19 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 indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned services information)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton	164	160	26 (incomplete data)		
PED01 03	Monitor the number of young people going missing in the year	434		71 (incomplete data)		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at end of quarter)	34		32		
PED01 05	Reduce the number of incidents of fixed term exclusion	To follow	220	To follow		
PED01 06	Reduce the number of children subject to fixed term exclusions	To follow	160	To follow		
PED01 07	Reduce the number of children subject to permanent exclusions	To follow	40	To follow		
PED01 08	Increase the number of children involved in early intervention (CAF) (All those who have had a CAF at any point in the year)	715	750	552		





Supporting commentary:


PED01 01, 02 and 03: During Q1 there were 168 missing notifications to the Commissioned Provider in relation to 71 individuals. 26 were repeat individuals. Due to a change in commissioned provider, it is understood that this is not complete data for the full quarter.

PED01 04: In September 2018 the Terms of Reference for the operational group will be revised which will allow more transparency amongst agencies for the children most at risk of CSE. Further training will be offered on a multi-agency basis to increase awareness and understanding of how to identify the risk of CSE and ensure that the correct children are identified. Currently weekly reports are provided to social care and shared at the Operational Group with multi-agency professionals.










PED01 05, 06 and 07: to follow

PED01 08: Since 1st April 2018 552 children have been involved with CAF and recorded on EIS.

Ref:	Milestones	Quarterly Progress
PED01a	Further develop the performance monitoring in iCART to include the outcomes of CAF's (March 2019)	
PED01b	Implement North West Boroughs Thrive staff front door into iCART (March 2019)	
PED01c	Review the link with Adult Services referral structures (September 2018)	
PED01d	Revise joint protocol of working between Children and Adult Services (June 2018)	

PED01f	Implement the Exclusions protocol to reduce the number of exclusions (September 2018)	
<p>Supporting commentary:</p> <p>PED01a: iCART performance monitoring continues to develop. CAF tracking has been implemented for those advised by iCART.</p> <p>PED01b: In July 2018, CAMHS workers started to spend time in iCART. This is currently half a day per week, but is anticipated that this will increase to improve how we work together to identify services for children and young people.</p> <p>PED01c: This has been completed. Milestone completed.</p> <p>PED01d: This has been revised. Milestone completed.</p> <p>PED01f: Exclusions Protocol implemented. Milestone completed.</p>		

Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	418		423		
PED02 02	Reduce the number of children and young people who enter the care system	77	75	20		
PED02 03	Reduce the number of children who are placed at home with parents on a care order	32	29	34		
PED02 04	Reduce the number of children who are placed in residential care	47	34	30		
PED02 05	Reduce the number of children who are placed in independent fostering agency placements	55	35	61		

Supporting commentary:

PED02 01: A total of 1194 referrals received in quarter one.

PED02 02: Workshops are being delivered to social workers on how to implement an outcome focused plan to enable a child to remain within their family where possible. This links to the introduction of family plans within Child in Need plans to build resilience and to manage risk and resilience factors in a different way.

PED02 03: The Legal Advice Meetings are being revised, with the Operational Director chairing to determine the plans for children from September 2018.

PED02 04: A revised placement strategy is not in place with a placement team being established in September 2018.

PED02 05: There are still insufficient numbers of new in-house foster carers despite a number of strategies in place.

Ref:	Milestones	Quarterly Progress
PED02a	Move to a model of systemic practice across the service (March 2019)	
PED02b	Revise LSCB arrangement for April 2019 (Publication April 2019, Implementation September 2019)	
PED02c	Review the commission for domestic abuse support services (March 2019)	
PED02d	Implement the revised Children in Care Partnership Board (July 2018)	
PED02f	Commission a provider to develop a specialist residential provision supporting a group of complex children to step down from residential provision to foster care (March 2019)	
PED02g	Develop a Market and Recruitment collaboration to increase the number of foster care homes (March 2019)	
PED02h	Develop and publish a Local Offer for Care Leavers (July 2018)	

Supporting commentary:

PED02a: This is ongoing with staff being trained across the department.

PED02b: Consultation events are planned with all stakeholders in September and October 2018 to inform the design of the new performance framework arrangements that will replace LSCBs.

PED02c: This is underway.











PED02d: Board has been implemented. Milestone completed.

PED02f: This is in progress. A market engagement event to test the interest from providers will take place in August 2018.

PED02g: This has been implemented. Milestone completed.

PED02h: This has been published. Milestone completed.

Objective: Improve the offer for children and young people with SEND (PED03)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase participation in the POET Survey (parents/guardians)	33	35	33		
PED03 02	Increase the percentage of EHC Plan assessments completed within 20 weeks	26.8%	50%	76%		
PED03 03	Increase the number of schools identified as Nurture champions	8	8	8		
PED03 04	Increase the percentage of Statement converted to EHC Plans to meet the timescale	23%	80%	100%		
PED03 05	Increase the number of people accessing the Local Offer	38,019	40,000	8,749		

Supporting commentary:

PED03 01: There has been a disappointing response to the requests to complete the survey. All 77 families participating in the EHC plan process at the time of the survey were contacted to participate in the survey.

PED03 02: The target has been exceeded. The main delay seems to be around finding appropriate placements.

PED03 03: Eight schools have classic nurture groups, six schools have various nurture groups and nine other schools have nurturing structures. Nine schools are completing the National Nurturing Schools Programme paid for with money from the schools forum. 10 schools have completed the Boxall Childhood project. 20 schools regularly attend Halton's nurture network. The Nurture for Learning Strategy has been written and is now on the Local Offer.

PED03 04: All plans were converted before the deadline. Measure no longer required.

PED03 05: Q1 figures show that the performance is below target.

Ref:	Milestones	Quarterly Progress
PED03a	Develop and implement a Social Emotional and Mental Health Strategy and outcome focused action plan (March 2019)	
PED03b	Establish a Behaviour Support Team (March 2019)	
PED03c	Review specialist SEND provision for children and young people in Halton (March 2019)	
PED03d	Review the Education, Health and Care Plan process (March 2019)	

Supporting commentary:

PED03a: See Key Developments.

PED03b: Two Family Liaison workers have been recruited to start September 2018. Interviews for the Head of Behaviour Support and Behaviour Support teachers to be undertaken in August 2018.

PED03c: See Emerging Issues.


PED03d: Ongoing audits of the process are giving some meaningful guidance on improvements we could make to the way in which the assessment process works. Multi-agency partners are involved in this work.

Objective: Improve progress and attainment across all key stages and diminish the difference between vulnerable groups and their peers (PED04)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Diminish the difference between disadvantaged pupils and their peers in achieving the expected standard at KS2 Reading, writing and Maths	24%	Available in Q2			
PED04 02	Increase the percentage of Children in Care achieving expected outcomes at KS2	Due to small cohorts and statistical variation, targets are not provided. Analysis of the cohort is conducted on an individual basis for these children to underpin resulting performance.				

Supporting commentary:

PED04 01 & 02: Provisional information will be available in Q2.






Ref:	Milestones	Quarterly Progress
PED04a	Using rigorous data analysis, feedback from the Cross Service Monitoring group and School Improvement officer knowledge, schools will be categorised to identify levels of support and challenge. School categorisation review will be carried out in September 2018 using provisional data but the new and full categorisation will take place in spring term 2019 following the publication of validated school performance data. All schools categorised and Head Teachers, Chairs of Governors, Executive Principals and Principals (and where appropriate RSC) will be informed (March 2019)	Available in Q2
PED04b	The level of school challenge and support will be identified and systems established for the facilitation of school to school support (March 2019)	
PED04c	Analyse, evaluate and report end of EYFS, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 achievement outcomes, including success in diminishing the difference between vulnerable groups and their peers (March 2019)	
PED04d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2018)	
PED04e	With schools and settings, monitor the impact of Pupil Premium and Early Years Pupil Premium in closing the gap between Disadvantaged pupils and their peers (March 2019)	Available in Q2
PED04f	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support as appropriate (March 2019)	

Supporting commentary:

PED04a-f: Once provisional data is available this work will be undertaken. This is expected during Q2.

PED04d: Analysis of all children in care will take place in August and September and will be within the Head Teacher of the Virtual School report for PPB in November, and the termly performance report in September.




Objective: Raise achievement in Early Years (PED05)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	61%	67%	Available in Q2.		
PED05 02	Reduce the good level of development gap between disadvantaged children and their peers at EYFS	23%	19%			
PED05 03	Increase the take up of Early Years entitlement for vulnerable 2 year olds	100%	97%	79%		
PED05 04	Increase the take up of Early Years entitlement for 3-4 year olds	92%	95%	99.7%		
PED05 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs,	N/A	90%	92.3%		

	childminders) with overall effectiveness of Good or Outstanding					
<p>Supporting commentary:</p> <p>PED05 01 & 02: Provisional information available in Q2. Early provisional data is showing an improvement on the previous year.</p> <p>PED05 03: Target has increased from 347 to 666 children per term (average). Halton are still funding the same number of children each term, whilst the target has nearly doubled.</p> <p>PED05 04: Meeting this target.</p> <p>PED05 05: This includes settings where there is an inspection outcome recorded before end of June 2018.</p>						






Ref:	Milestones	Quarterly Progress
PED05a	Analyse the outcomes of all children and those who have accessed two year old funding placements to ensure provision is diminishing the difference between disadvantaged children and their peers (March 2019)	Available in Q2
PED05b	Using Ready for Reception Tracker, GLD tracker and EYFS profile data analyse the outcomes and performance of children, identify strengths to share with other settings and schools and priorities for development (September 2018, December 2018, March 2019)	
PED05c	Use data analysis to inform and share priorities with One Halton strategic group, the Educational Strategic Partnership Board and the SRIB. Agree local and regional priorities and bid for funding where appropriate through SSIF and other funding streams (September 2018)	
PED05d	Analyse, evaluate and report on the impact of Early Years Pupil Premium (March 2019)	
PED05e	Complete RAG categorisation process for all EYFS settings (September 2018) and identify actions, including levels of challenge, support and intervention required to improve pupil and inspection outcomes	
PED05f	Using “Schools causing concern” guidance and “Strategy for Support and Intervention” identify and challenge schools and settings underperforming, using powers of intervention and locally agreed strategies required to improve standards and leadership (March 2019)	
PED05g	Update and review One Halton action plan to identify improvements in process, practice and outcomes , and identify specific priorities	
Supporting commentary: PED05a-g: Once provisional data is available this work will be undertaken. This is expected during Q2.		

Objective: Raise attainment across all Key Stages: KS1, KS2 & KS4 (PED06)




Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Reading	66%	N/A	73%		
PED06 02	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Writing	58%	N/A	67%		
PED06 03	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Maths	65%	N/A	74%		
PED06 04	Increase the percentage of pupils achieving the expected standard at Key Stage 2 in Reading, Writing and Maths	56%	59%	Available in Q2		
PED06 05	Increase the percentage making sufficient progress in Reading KS1 to KS2	-0.05	0			
PED06 06	Increase the percentage making sufficient progress in Writing KS1 to KS2	-0.48	0			
PED06 07	Increase the percentage making sufficient progress in Maths KS1 to KS2	-0.41	0			
PED06 08	Increase the percentage of young people achieving 9-5 in GCSE English and Maths	30.5%	N/A			
PED06 09	Increase the percentage of young people achieving 9-4 in GCSE English and Maths	55%	N/A			
PED06 10	Increase the average attainment 8 score per	44.9	N/A			

	young person			
PED06 11	Increase the progress 8 score	-0.22	N/A	
Supporting commentary: PED06 01, 02 and 03: Early provisional data is showing an improvement on the previous year. PED04-11: Provisional data is available in Q2.				
Ref:	Milestones	Quarterly Progress		
PED06a	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage reaching the expected standard and higher standard in reading, writing and maths (KS1) (September 2018 – provisional data, March 2019 – validated data)	Available in Q2		
PED06b	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage reaching the expected standard and higher standard in reading, writing and maths; RWM and progress from KS1-KS2 (KS2) (September 2018 – provisional data, March 2019 – validated data)			
PED06c	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage achieving 9-5 and 9-4 in English, Maths, and English and Maths. Analyse and report on attainment 8 and progress 8 scores (September 2018 – provisional data, March 2019 – validated data)			
PED06d	Identify and share good practice locally, regionally and nationally (termly)			
PED06e	Identify schools requiring further challenge and support due to KS1 outcomes and quality of teaching, learning and assessment, and or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)			
PED06f	Identify schools requiring further challenge and support due to KS2 outcomes and quality of teaching, learning and assessment, and or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)			
PED06g	Identify schools requiring further challenge and support due to KS3/4 outcomes and quality of teaching, learning and assessment, and or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)			
PED06h	In targeted schools carry out/broker comprehensive performance reviews leading to detailed school level action plans (ongoing)			
PED06i	Increase the skills, knowledge and experience of middle leadership through training and facilitating coaching and introducing peer reviews (December 2018)			
PED06j	Provide updates and training to strategic leaders including governors, outlining their role in holding schools to account and providing challenge to improve standards (December 2018)			
PED06k	Using “Schools causing concern” guidance, identify and challenge schools underperforming, using powers of intervention and locally agreed strategies required, improve standards and leadership. Inform the RSC and hold the RSC to account where necessary regarding underperformance in Academies and Free Schools (March 2019)			
Supporting commentary: PED06a – 6k: Once provisional data is available this work will be undertaken. This is expected during Q2.				

Objective: Improve participation and skills for young people to drive Halton's future (PED07)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED07 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.5%		
PED07 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	1%		
PED07 03	Increase the percentage of 19 year olds achieving a Level 2 qualification			83.7%		
PED07 04	Increase the percentage of 19 year olds achieving a Level 3 qualification			55.3%		
PED07 05	Monitor the percentage of young people progressing to Higher Education		25%	28% (2015/16)		
Supporting commentary: PED07 01 & 02: Slight increase is normally seen at this point in the year as provision is limited prior to September. The						

service for tracking was reduced in April 2018 and currently using the resource to support Year 11 pupils rather than tracking.

Ref:	Milestones	Quarterly Progress
PED07a	Closely monitor the cohort of young people not in education, employment or training and identify any common patterns/issues to inform actions or future commissioning needs (March 2019)	
PED07b	Work with schools to review the post 16 offers of learning made to young people in order to review why the percentage dropped in 2017 and to avoid further decreases (June 2018)	
PED07c	Work with Liverpool City Region colleagues to influence the development of the Careers Hub and how this works alongside the careers information, advice and guidance support given to institutions in Halton (March 2019)	

Supporting commentary:

PED07a: Analysis of the cohort has taken place, and report provided to the Children's Trust Commissioning Partnership.

PED07b: Discussion have taken place with some, but not all, schools this term. Review meeting to take place in July to assess progress to date.

PED07c: Meeting taken place with providers commissioned to deliver IAG activities in Halton. Documented activity of schools and this will soon be shared with secondary school Head Teachers and Chairs of Governors, as well as the LCR Careers Hub.

7.0 Financial Summary

7.1 EDUCATION, INCLUSION AND PROVISION

Revenue Budget as at 30 June 2018

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance to Date (Overspend) £'000
<u>Expenditure</u>				
Employees	6,079	1,445	1,467	(22)
Premises	34	7	6	1
Supplies & Services	2,357	570	545	25
Transport	5	10	9	1
Schools Transport	949	199	324	(125)
Commissioned Services	2,520	89	89	0
Agency Related Expenditure	1,568	440	437	3
Independent School Fees	2,412	401	401	0
Inter Authority Special Needs	175	0	0	0
Pupil Premium Grant	120	1	1	0
Nursery Education Payments	5,268	2,202	2,202	0
Capital Finance	12	0	0	0
	21,499	5,364	5,481	(117)
<u>Income</u>				
Fees & Charges	-271	-78	-92	14
Government Grants	-532	-435	-435	0
Reimbursements & Other Income	-489	-175	-185	10
Schools SLA Income	-440	-283	-279	(4)
Transfer to/from Reserves	-855	-723	-723	0
Dedicated Schools Grant	-12,633	0	0	0
Inter Authority Income	-578	-93	-29	(64)
	-15,798	-1,787	-1,743	(44)
Net Operational Expenditure	5,701	3,577	3,738	(161)
<u>Recharges</u>				
Central Support Services Costs	1,596	439	439	0
HBC Support Costs Income	-79	-20	-20	0
Premises Support Costs	156	39	39	0
Transport Support Costs	279	2	2	0
Net Total Recharges	1,952	460	460	0
Net Department Expenditure	7,653	4,037	4,198	(161)

Comments on the above figures

The net departmental expenditure is £161,000 above the budget profile. Based on current demand and available information, the outturn forecast for the department is an overspend against budget of £644,000.

Employee budgets are based on full time equivalent staffing numbers of 103.

Employees are showing as being over budget due to there being few vacancies, as a result staff turnover saving targets are not going to be met. This is across all of the divisions within the department.

Supplies and services are currently projected to be under budget at year-end, this is across all divisions with the exception of the Inclusion division. This is as a result of efforts to restrict spending to essentials only.

Schools transport costs are showing a large over spend against budget. This has continued a trend of the past couple of years and based on current projections will result in a forecast outturn position of £500,000. The Council has a statutory responsibility to provide Special Educational Needs pupils with transport and there has been a large demand for this service. All efforts are being made to try and identify where efficiencies in the service could be made. In October 2018 new tenders will start which could potentially result in a reduction of costs.

Agency expenditure covering a number of contracts is showing spend being below budget for the year to date. However, this is needs led expenditure and could increase if schools require additional support from the Council.

The Fees and Charges income target has been exceeded for the first quarter and likely to continue over the course of the year.

Schools SLA income is unlikely to achieve its income target due to a reduction in the number of schools buying back services from the Council.

Inter Authority income will not achieve its budgeted income target because the Council has a reduced number of pupils in maintained schools that are the responsibility of other authorities. Halton's special schools are full which means that they are unable to accept pupils from other Councils, which has an impact on the income target.

Capital Projects as at 30 June 2018

Capital Expenditure	2018/19 Capital Allocation £'000	Allocation to Date £'000	Actual Spend £'000	Total Allocation Remaining £'000
Asset Management Data	5	0	0	5
Capital Repairs	893	114	114	779
Asbestos Management	19	0	0	19
Schools Access Initiative	77	0	0	77
Basic Needs Projects	216	0	0	216
Lunts Heath	11	0	0	11
Fairfield Primary School	79	2	2	77
Weston Point Primary	4	0	0	4
Kitchen Gas Safety	85	0	0	85
Small Capital Works	119	10	10	109
The Bridge School	380	4	4	376
Simms Cross	122	0	0	122
Ashley School	70	0	0	70
SEND Allocation	30	0	0	30
Healthy Pupils Capital Fund	70	0	0	70
Total Capital Expenditure	2,180	130	130	2,050

Comments on the above figures.

Asset Management (CADDs) works, kitchen gas safety works and small capital works will continue in response or in line with any emergency Health and Safety issues. Asbestos programme surveys are being updated and remedial work carried out where necessary.

Some Capital Repairs works were completed during the Easter holidays. Remaining works will be completed during the summer holidays or in term time.

Bids have been received and approved from schools in respect of the Schools Access Initiative. The Council are currently awaiting schools to procure the work and submit copy invoices.

Unallocated Basic Needs funding will be allocated throughout the year as required. Any balance will be deferred to 2019-20.

Lunts Heath and Weston Point classroom extensions have been completed and the release of retention payments is awaited to finalise spend.

Fairfield Primary construction work to the infant and junior schools, MUGA pitch and enhancement of the grass playing field are now complete. Final costs are awaited together with the release of retention payments.

Work at The Bridge School vocational centre commenced on site May 2018 and is expected to be complete by end of August 2018.

Simms Cross and Ashley school works are to be completed during the summer holidays.

A statutory consultation is currently taking place with regard to the SEND capital allocation. The outcome of the consultation will be submitted to Exec Board on the 20th September 2018, and if approved, works will commence in 2019 with a planned completion of September 2019.

Healthy Pupils Capital Funding will be distributed equally between 36 schools once each school has submitted an application form to the Council, work agreed and carried out.

7.2 CHILDREN AND FAMILIES DEPARTMENT

Revenue Budget as at 30 June 2018

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance to Date (Overspend) £'000
<u>Expenditure</u>				
Employees	9,359	2,240	2,267	(27)
Premises	277	70	68	2
Supplies and Services	1,055	168	170	(2)
Transport	112	21	29	(8)
Direct Payments/Individual Budgets	598	166	173	(7)
Commissioned Services	247	69	69	0
Out of Borough Residential Placements	4,352	540	1,007	(467)
Out of Borough Adoption	82	0	0	0
Out of Borough Fostering	1,379	254	580	(326)
In House Adoption	215	22	53	(31)
Special Guardianship	1,119	280	366	(86)
In House Foster Carer Payments	2,027	443	310	133
Care Leavers	144	48	69	(21)
Family Support	53	10	29	(19)
Emergency Duty Team	100	0	0	0
Contracted Services	4	1	0	1
Early Years	60	10	72	(62)
Total Expenditure	21,183	4,342	5,262	(920)
<u>Income</u>				
Fees and Charges	-16	-4	-6	2
Sales Income	-42	-16	-16	0
Rents	-80	0	0	0
Dedicated Schools Grant	-48	-12	-12	0
Reimbursements & Other Grant Income	-386	-35	-35	0
Government Grants	-36	-36	-36	0
Transfer from Reserves	-36	-36	-36	0
Total Income	-644	-139	-141	2
Net Operational Expenditure	20,539	4,203	5,121	(918)
<u>Recharges</u>				
Premises Support	140	42	42	0
Transport Support	29	7	7	0
Central Support Service Costs	2,609	644	644	0
Net Total Recharges	2,778	693	693	0
Net Department Expenditure	23,317	4,896	5,814	(918)

Comments on the above figures

The net departmental expenditure is £918,000 above budget profile at the end of the first quarter of the financial year, most of which directly relates to Social Care Services.

Employee budgets are based on full time equivalent staffing numbers of 263.

Expenditure relating to employee costs is £27,000 above budget profile in the first quarter. A number of posts are being backfilled by agency staff and some of the posts which were vacant during the last financial year have now been filled. At the end of the first quarter in 2017/18 the cost of agency staff was £50,969 compared to £151,408 at the end of this quarter, an increase of 197%. There has also been a 228% increase in overtime costs from £9,211 in the first quarter of 2017/18 to £30,214 at the end of this quarter.

At the end of the first quarter there are £29,183 of staff turnover savings within the Child Protection and Children in Need division which are not being achieved and there is also an unidentified profiled efficiency saving of £25,000 which is not being achieved.

It is unlikely that Edinburgh Road will be re-opened this financial year which has helped reduced staffing costs in quarter 1 by £77,050 due to posts not being filled. Without this reduction the staffing overspend in quarter 1 would have exceeded £100,000. Staffing needs to be monitored very carefully and in particular agency and overtime costs to ensure they stay within budget.

Supplies and Services expenditure is also slightly above budget to date. Every effort is made to keep controllable costs to a minimum, however, included within these costs are Children in Care costs, which are £21,468 over budget profile at the end of the first quarter, despite additional budget of £55,000 being allocated this financial year.

Transport related expenditure is also over budget at the end of the first quarter, despite being allocated an additional budget of £100,000. This is due to increased demand around the service, which will need to be carefully monitored to make sure that contracts are set up for essential journeys only and where possible other methods of transport are explored. This will continue to be a budget pressure

Expenditure relating to Direct Payments/Individual Budgets is slightly over the budget profile. This area was allocated an additional £340,000 of budget this financial year. Halton Clinical Commissioning Group (HCCG) continues to robustly implement their Continuing Healthcare Assessment, which has resulted in a reduction in the number of joint funded packages of care. The high cost packages will need to be reviewed periodically to see if any costs can be reduced, but still ensuring all needs are still being met.

Out of Borough Residential placement costs are significantly above budget to date and will continue to be a budget pressure for the remainder of the year, despite an additional budget allocation of £1,138,610 this financial year. Savings have also been applied to this area in 2018/19 totalling £580,000 which are not being achieved. An income target of £100,000 relating to Halton Clinical Commissioning Group contribution to joint funded packages has also been applied and unless we have more children in joint funded placements this will not be fully achieved at the year end. In quarter 1 three new children entered the service and their annual costs total £438,606. One child has moved from a fostering placement to a residential placement at an additional annual cost of £50,758. Extensive work has been done to reduce the costs of some residential packages, which has had a positive impact on annual costs, but more needs to be done to try and bring expenditure in line with the budget. This is based on a snapshot of the service at this point in time and there is a risk that additional pressures from new service users will increase overspend levels during the remainder of the financial year.

Costs relating to Out of Borough Fostering placements are also significantly over budget to date. This area has been allocated additional budget of £1,000,000 this financial year and a saving of £45,000 has also been applied, which is not being achieved. In quarter 1 a sibling group of three children entered the service at a total annual cost of £104,171 and one other child entered the service at an annual cost of £35,162. Every effort is made to utilise In House Foster carers where possible, but

due to the lack of available foster carers in the Borough that is not always possible, especially if a young person has specific health needs, therefore Out of Borough placements need to be sought at a higher weekly cost. The average weekly cost for an In House Foster placement is £267.01 and the average cost for an Out of Borough Foster placement is £810.48. This means that the average cost of an Out of Borough placement is 203.5% higher than the average cost of an In House placement.

Expenditure relating to In House Foster carer payments is below budget to date. There has been a significant reduction in the number of foster carers within the Borough and in an effort to address this and recruit new foster carers Halton have joined a collaborative fostering service with Cheshire West and Chester, Cheshire East and Warrington. It is hoped that over time this collaboration will increase the recruitment of foster carers and improve the quality of service offered to them across all authorities. However this is likely to be a lengthy process and it will take some time before the results of this collaboration impacts on the service.

Expenditure relating to In House Adoption is above budget to date. This relates to Residence Orders and the quarterly costs of the Regional Adoption Agency – Together for Adoption. Residence Orders are very similar to Special Guardianship Orders, but the carer does not have parental responsibility. At present there are 28 children subject to a Residence Order at an average weekly cost of £66.76. These are made by the family court and not the council so it is difficult to estimate how many more of them will be agreed throughout the financial year.




Special Guardianship Orders expenditure is also over budget profile and will continue to be a budget pressure this financial year. At present there are 137 children subject to a Special Guardianship Order at an average weekly cost of £218.89. A Special Guardian has parental responsibility until a child reaches 18 years of age and again these orders are made by the family court and not the council, which makes it difficult to estimate how many more of them will be agreed throughout the financial year.

The Early Years net divisional expenditure was £62,000 over budget at the end of the first quarter. Following a staffing restructure which was implemented in March 2018, new working patterns were established at Warrington Road Integrated & Ditton Early Years Centres which have enabled both settings to cover a 10 hour day to bring them into line with private sector settings. A staffing contingency has now been built into the budget & employee related expenditure should not be a budget pressure in 2018/19. The employee related expenditure for Warrington Road Integrated Centre was £12,000 under budget profile and Ditton Early Years Centre £26,000. Parental fees income continues to underachieve & was below target by £123,000; Warrington Road Integrated Centre £60,000 and Ditton Early Years Centre £63,000 and is the main area of concern. This level of underachievement is expected to continue throughout 2018/19 as income targets were set based on both settings having full occupancy levels. Fees increased by £1.00 at the beginning of the 17/18 academic year. However, if the fees were to increase to a level at which the day care centres became self-sustaining, they could find it difficult to compete with places offered in the private sector and occupancy levels could fall. This area needs to be carefully monitored throughout the remainder of the financial year and will continue to be a pressure area in 2018/19 and beyond.

Despite an additional budget allocation of £3m for 2018/19 the expected outturn position for the department to 31 March 2019 is estimated at £3.7m, based on current service demands, staffing costs and agreed efficiency savings not being achieved.




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