



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

**Monday, 27 January 2020 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn**

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

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Marjorie Bradshaw	Conservative
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor John Stockton	Labour
Councillor Angela Teeling	Labour
Councillor Louise Whitley	Labour

Please contact Ann Jones on 0151 511 8276 or e-mail ann.jones@halton.gov.uk for further information.

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

Part I

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Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD

At a meeting of the Children Young People and Families Policy and Performance Board on Monday, 11 November 2019 in the Civic Suite, Town Hall, Runcorn

Present: Councillors Dennett (Chair), Logan (Vice-Chair), M. Bradshaw, Carlin, Cassidy, P. Hignett, P. Lloyd Jones, Teeling and Whitley

Apologies for Absence: Councillors Leck and J. Stockton

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, T. Coffey and J. Farrell

Also in attendance: None

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

CYP16 MINUTES

The Minutes of the meeting held on 9 September 2019 were taken as read and signed as a correct record.

CYP17 PUBLIC QUESTION TIME

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

CYP18 EXECUTIVE BOARD MINUTES

The minutes relating to the Children, Education and Social Care Portfolio, that had been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.

RESOLVED: That the minutes are noted.

CYP19 CONTEXTUAL SAFEGUARDING

The Board received a video presentation from the Operational Director Children's Services, which provided an overview of contextual safeguarding and what it meant for Halton. It was noted that this information was requested

Action

following the *Joint Targeted Area Inspection (JTAI) of Multi-Agency Response to Child Exploitation in Halton* Report, which was on the September agenda and where contextual safeguarding was referred to.

Members were advised that contextual safeguarding was an approach to safeguarding that responded to peoples experiences of harm outside of the home. It expanded the remit of traditional child and family child protection models to social settings such as peer groups, schools and neighbourhoods; also known as contexts. Over the years a number of people had developed other ways of working to reduce crime and create safety in public and social settings, such as safer by design; situational crime prevention; or community safety. These were all important and contextual safeguarding built on these to ask how our child protection systems, as well as criminal justice and community safety, could address the harm that young people faced beyond their families.

It was commented that contextual safeguarding was not just about working in contexts, it was about how the child protection system recognised and addressed the risks that young people faced beyond the control of their parents and that happened beyond the front door.

The Board was advised that there were four component parts to contextual safeguarding: Target; Legislative Framework; Partnerships and Outcomes Measurements; these were explained in detail in the video presentation. It was explained that in order for something to be considered contextual safeguarding, a local authority or child protection service would need to have, or be working towards having these four parts in place.

An example of all four component parts happening at once was provided to Members as follows:

Take a park where sexual assaults were known to have taken place, the target of the assessment and intervention would be the park itself. A social worker would co-ordinate an assessment and plan involving practitioners who would reach into the park to consider ways of making the park safer, through interventions such as increased lighting, youth work or cutting back bushes. This might mean the social worker has to work with new partners such as the local youth club, the neighbourhood police officer, park wardens or the local newsagent, to conduct their assessment, build and deliver their plan. The outcomes or success would then be monitored contextually, such as

monitoring reports of sexual assault or harassment in the park.

Officers advised that in response to contextual safeguarding Halton was adjusting its approach to safeguarding and now had many additional groups of people involved in the Operational Group. Members discussed the information provided and additional information was provided by Officers in response to Members queries around children who went missing, child sexual and criminal exploitation and the profiles of Runcorn and Widnes in relation to organised crime. It was acknowledged that the work around safeguarding was extremely challenging and that early identification and prevention was crucial.

In addition Board Members queried:

How Ward Councillors could help if they suspected a safeguarding issue?

iCART (the integrated contact and referral team) is the point of contact.

Was this a proactive or reactive approach?

Proactive, if someone suspected a child was in danger they can report this and raise the alarm. Preventative work was also taking place to raise awareness amongst children and young people, such as showing them videos of dangers. These messages could also be delivered in schools.

Will this result in more work for agencies and was it sustainable?

Yes it would but it has to be done. It was hoped that increased partnership working within the contextual safeguarding approach would help to identify and help more children at risk.

Was there liaison with schools and the Police when a child goes missing from school?

Yes, if a child is missing from school this is reported to the Police who would conduct case planning meetings about them. Where a child was excluded from school or placed on a reduced timetable, the Education Welfare Services would be advised by the school using a pro forma.

Members were advised of a workshop that would be taking place in January for the agencies and groups involved in safeguarding and an invitation to this was extended to them. The Chair requested a follow up report is received by the Board at a future meeting. He also requested that the contextual safeguarding information be disseminated to all

school governors.

Director of
Children's
Services

RESOLVED: That the presentation be received.

CYP20 EARLY OUTCOMES FUND

The Board received a report from the Strategic Director, People, which outlined the progress regarding Halton's successful bid in receiving part of a share of the Early Outcomes Fund.

It was reported that the TALK Halton project came into being as a result of a successful bid to the DfE as part of the Early Outcomes Fund in January 2019. Money from the DfE was awarded through the Early Outcomes Fund to:

- Reduce the proportion of children not reaching expected levels in Communication Language and Literacy in reception by 2028;
- Close the 'word gap' in areas of social disadvantage; and
- Ensure children who experience disadvantage were given the support they needed to succeed.

The report provided an update of the progress of the TALK Halton project presented to the Board in June, and summarised the context of the bid, evidenced the progress towards project aims and highlighted some of the challenges.

Members were pleased to receive the update and welcomed the progress made.

RESOLVED: That the Board

- 1) supports the drive of the TALK Halton project to improve children's speech, language and communication skills as a core priority; and
- 2) receives a further update report on the progress of the project at the February 2020 meeting.

CYP21 PERFORMANCE MANAGEMENT REPORTS 2019/20 - QUARTER 2

The Board received the Performance Management reports for quarter 2 of 2019-20 (1 July 2019 to 30 September 2019). Members 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 2019-20 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.

Following presentation of the report the following comments were made/noted by Members:

- The Reading Strategy should include encouraging reading for pleasure with adults as well as children targeted;
- Attendance at schools was discussed, in particular regular persistent absences and the need to incentivise parents in certain situations;
- A pro forma was used by schools to document behavioural problems, which was sent to the LA so that if any additional support was needed this could be considered;
- It was accepted that some children often had issues in their lives that they struggled with and resulted in them going missing from school;
- An independent review on absence from school was offered by the Council to secondary schools in the Borough; they declined however, preferring to share data with the LA and between themselves;
- Page 28 PED0102 – the missing target figure would be checked and sent to Members;
- The children's safeguarding partnership had now been launched;
- Cost pressures around residential placements for children still existed; and
- Further to the Inclusion Conference – it was confirmed that the Powerpoint slides had been sent to Schools following this. Feedback on the Charter would be included on the Spring Term Chair of Governor's meeting agenda.

RESOLVED: That the Performance Management reports for quarter 2 of 2019/20 be received.

Operational
Director
Education,
Inclusion and
Provision

CYP22 CHILDCARE SUFFICIENCY ASSESSMENT REVIEW
AUTUMN 2019-20

The Board received a report from the Strategic Director, People, which provided a summary of the revised Childcare Sufficiency Assessment (CSA) Review; this was attached to the report at Appendix 1.

It was noted that Sections 6 and 7 of *The Childcare Act (2006)* and the associated statutory guidance: *Early Education and Childcare – Statutory guidance for local authorities (March 2018)*, required all local authorities in England to undertake and provide an annual childcare sufficiency report to elected Council Members on how they were meeting their duty to secure sufficient childcare and to make it available to the public. In accordance with this, Halton's Childcare Sufficiency Assessment had been reviewed and updated; this was attached to the report.

The report detailed achievements since the last review and outlined Halton's current position. It also highlighted any gaps in provision and explained how these were being addressed. The Board welcomed and approved the revised Childcare Sufficiency Assessment.

RESOLVED: That the Board approves the revised Childcare Sufficiency Assessment.

Meeting ended at 8.30 p.m.

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

DATE: 27 January 2020

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: 27 January 2020

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 Peoples and Families Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 17 OCTOBER 2019

EXB45	HALTON STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) CONSTITUTION
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The Board considered a report of the Strategic Director, People, on the Halton Standing Advisory Council for Religious Education (SACRE) Constitution.

The Board was advised that the broad role of a SACRE was to support the effective provision of Religious Education and collective worship in schools. Each local education authority should work with its SACRE to review existing provision and consider if any changes were required to the agreed syllabus or in the support offered to schools. It was noted that a SACRE comprised of four groups representing Christian denominations, the Church of England, associations representing teachers and the local education authority. The Halton SACRE required a constitution to ensure it operated efficiently and fulfilled its statutory duties.

RESOLVED: That Council be recommended to approve the Halton SACRE Constitution.

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

DATE: 27 January 2020

REPORTING OFFICER: Chief Executive

SUBJECT: Children's Trust Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

1.1 The Minutes relating to the Children's Trust meetings held on 31 October 2019 and 3 December 2019 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.

WORKSHOP NOTES

Review of Halton Children's Trust Arrangements – 31.10.19

Attendees:

Mil Vasic (HBC), Tracey Coffey (HBC), Ann McIntyre (HBC), Pauline Jones (HHT), Leah Priestly Black (HYC), Liv Eren (HYC), Ellis Lloyd Jones (HYC), Elliot Walker (HYC), Emily Louise Mahon (HYC), Phil McClure (Young Addaction), Thileepan Logeswaran (UK Youth Parliament), Yasmin Oultram Harding (Bright Sparks), Callum Oultram Harding (Bright Sparks), Kaitlin Taylor (Bright Sparks), Yvonne Smallman (HSO), Cllr. Tom McInerney (HBC), Sean Barlow (Cheshire Fire & Rescue), Cllr. Dave Cargill (HBC), Eileen O'Meara (HBC Public Health), Michelle Creed (Halton CCG), Dot Roberts (HBC), Kelly Collier (HBC), Tracy Ryan (HBC)

Presentation led by Policy Team to review current and possible future structure/governance arrangements. Group discussion by Board members on proposed option A, option B and blank canvas ideas with feedback from groups outlined below.

Table 1 Feedback

Trust to be more flexible in its meeting arrangements and sub-groups. Exec Group to meet quarterly

Positives

- + Smaller Exec Group to get things done ("agenda")
- + Like the Question Time type themed events
- + Stronger emphasis on Themes – scrutiny of the "as is" and "after recommendations"
- + Exec Group as tasked to hold sub-groups, partners/members accountable
- + Increase wider partnership engagement and future provision e.g. housing

Negatives

- Virtual means lose face 2 face accountability and discussion – need to bear in mind that these previous discussions have not made any impact or fostered any changes

Table 2 Feedback

Question Times are good but no interaction - prefer smaller focus groups

If virtual would lose face 2 face and do we actually read emails when we need to?

Children and young people not aware of the work happening in sub-groups – these need stronger links
High Anxiety, SEND etc

Table 3 Feedback

Option B but with more improvements

Discussing different issue each session

Meeting every 6-8 weeks

If a burning issue arises young people can attend one of the groups to raise it

Set Topics but don't rule out discussion of other issues.

If topic is agreed in advance, Halton Speak Out can work with children and young people in schools (Special schools) to prep them for events/theme

Want one point of contact to raise issues

Avoid jargon, clear headings and information in Easy Read format

Next Steps Agreed

- Next meeting to take place November/December to follow-up discussions
- Reps from ALL groups to attend and deliver a 10 minutes update on the current work or consultations they've done with other young people on what's important to them.
- The Trust will want to see how this fits/links to the three Trust Priorities.
- **Groups to attend Trust meeting and provide update =**
 - Bright Sparks
 - Halton Youth Cabinet
 - Children in Care Council
 - Young Carers
 - College/School Student Councils
 - Halton SEND Carers Forum



Review of Halton Children's Trust Arrangements – 3.12.19

Notes/Actions

Attendees:

Mil Vasic (HBC), Tracey Coffey (HBC), Ann McIntyre (HBC), Suzi Williams (Cheshire Police), Angela Woolfall (Foster Carers), Steph Birchall (HBC), Liz Davenport (HBC), Leah Priestly Black (HYC), Liv Eren (HYC), Ellis Lloyd Jones (HYC), Elliot Walker (HYC), John Hunt (HSO), Kaitlin Taylor (HSO/Bright Sparks), Yvonne Smallman (HSO), Emma Moran (Young Addaction), Jane Kinsella (Bridgewater), Sarah Jones (HBC), Leah Martin (CiC Council), Denise Roberts (Halton CCG), Dot Roberts (HBC), Kelly Collier (HBC), Tracy Ryan (HBC)

Apologies:

Cllr. Tom McInerney (HBC), Cllr. Dave Cargill (HBC), Jane Tetlow (Cheshire Police), Mary Murphy (Riverside College), Sharon Canavan-Daly (Foster Carers), Shélah Semoff (HBC), Eileen O'Meara (Public Health), Pauline Jones (HHT), David Baugh (Pewithall Primary), Laura Marler (Cheshire Police), Phil McClure (Young Addaction)

1.0 Workshop Notes 31.10.19

Dot from HBC CYP Policy Team provided a brief re-cap/overview of the discussions from the Trust Workshop that was held on 31 October and explained the format for today's meeting.

It was confirmed that the Trust Executive Group would be re-introduced, the membership of the Group would be the Senior Partner Leaders/Officers, Sub-Group Chairs/Deputies and HBC CYP Policy Team.

The first meeting to take place January 2020 and meetings would take place on a quarterly basis thereafter.

The Sub-Groups reporting arrangements with the Trust Executive Group are to be strengthened to introduce regular formal reports and performance information as standing agenda items.

The Trust Question Time-style events would continue to be held, providing the opportunity for regular two-way conversations between Senior Trust Partners/Leaders and Halton's children, young people, parents and carers. This would include an event for younger children (Primary Schools).

2.0 Group Updates

In terms of the new Trust structure to re-establish regular engagement with young people, parents and carers, members heard the group updates to learn more about the different groups' activities and issues of importance.

The updates provided a good opportunity for Senior Leaders to discuss the issues with the groups which all members agreed would be helpful in driving forward work of the Trust next year. Kelly and Tracy from HBC CYP Policy Team provided the feedback/updates on behalf of Young Carers, Riverside College students and parents from Halton SEND Carers Forum.

Action: The Halton Carers Centre supporting information for Young Carers to be circulated.

3.0 Participation & Trust Arrangements Review

Dot thanked everyone for their updates and acknowledged how these linked back to the Trust's three Priorities - Early Intervention, Learning & Achievement and Health and Safe.

Dot acknowledged that the work the different groups were individually undertaking linked with each other and queried if reps from the different groups took the opportunity to meet up together as one group as this might provide an opportunity to strengthen their voice, the impact they could have on shaping services and provision across Halton. All members recognised this as a gap within the new Trust structure.

As a means to re-establish regular engagement on behalf of the Trust with young people, parents and carers, Liv suggested that reps from each group could meet and share information, Dot proposed this could form a new 'Trust Consultation and Participation Group'.

Members voted on the proposal which was duly agreed, the new group would be established following the first meeting of the Trust Executive Group in the New Year and would be supported by the Policy Team. The first meeting of the new group will be to draw up membership, Terms of Reference and agree the groups' name.

Next Steps

Action Agreed:

- **The Trust Executive Group will meet January 2020 and quarterly thereafter.**
- **The 'Trust Consultation and Participation Group' will meet quarterly, the first meeting will be six weeks after the Trust Executive Group, so this will be around February/March 2020.**
- **The dates/venue and diary invites to the appropriate members of each respective group will follow.**
- **Revised DRAFT Terms of Reference for the Trust Executive Group and 'Trust Consultation and Participation Group' to be drawn up for discussion and agreed at the first meetings.**
- **The revised Trust Structure will be issued.**
- **The dates of the Trust Question Time-style events will be agreed by both groups once they are established and open to all Trust members for attendance. These will be planned with specific age groups in mind e.g. Primary/Secondary Schools and Riverside College.**

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

DATE: 27th January 2020

REPORTING OFFICER: Strategic Director - People

SUBJECT: Annual Report - Comments, Complaints and Compliments relating to Children's Social Care Services 1st April 2018 - 31st March 2019.

PORTFOLIO: Children, Education and Social Care

WARDS(S): Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To meet the statutory requirement to publish an Annual Report which provides an analysis on complaints processed under the Children Act 1989, Representation's Procedure and evidence how feedback from service users has been used to improve service delivery.
- 1.2 To provide the Board / Senior Management Team with an update and feedback on compliments made by clients and positive feedback from workers/professionals relating to Children Services in the People Directorate. This report will demonstrate the positive impact and outcomes on the lives of people accessing services in this Directorate.

2.0 RECOMMENDATION: That

- 2.1 The reports presented are accepted as the mechanism by which Senior Management and Elected Members can monitor and scrutinise children's social care complaints and compliments.

3.0 SUPPORTING INFORMATION

- 3.1 The aim of The Children Act 1989 Representations Procedure is for Children and Young People to have their concerns resolved swiftly and wherever possible by the people who provide the service locally.
- 3.2 A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.
- 3.3 There are 4 categories to the representation process.
 - i. Statutory Complaints - the complainant is eligible as stated in the Representations Procedure to make a formal complaint.

- ii. Representations - where a complainant is not eligible under the Statutory Complaints Procedure to make a formal complaint, but their comments are noted and responded to. If it is not a complaint under the Statutory Procedure then the Corporate Complaints procedure may apply. These will often be as complex and take as much time as a statutory complaint and are recorded as Customer Care issues.
- iii. Customer Care issues – can also include advice and guidance, signposting, problem solving and early resolution to prevent complaint escalation.
- iv. Compliments – positive feedback

4.0 POLICY IMPLICATIONS

- 4.1 Where identified through the complaints process, policies can be amended to improve service delivery. The learning taken from complaints, comments and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.
- 4.2 Halton Council is a member of the North West Regional Complaints Managers Group. The aim of the regional groups, which meet bi-monthly, is to provide a forum in which peer professionals can discuss and learn about regional and national issues. Here there are opportunities to develop local practice standards, discuss performance and problem solve. The group also discuss proposed changes to legislation and procedures and prepare consultation responses where necessary.

5.0 RISK ANALYSIS

- 5.1 Failure to implement an efficient service could result in the Local Authority being challenged for not dealing with complaints in a timely and efficient manner and could result in the customer not receiving a service which could then detrimental to their safety and wellbeing.
- 5.2 Investing in a timely and thorough complaint investigation and response at Stage 1 identifies potential savings for the Local Authority which can prevent the complaints progressing to Stage 2 where there is a cost. It also prevents staff resources being directed to Stage 2 investigations.
- 5.3 Failure to meet the standards as prescribed in the Children Act 1989 Representations Procedure and the Guidance “Getting the Best from Complaints” can potentially impact on the overall findings of an Ofsted Inspection.

6.0 EQUALITY AND DIVERSITY ISSUES

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

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

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

7.2 Employment, Learning & Skills in Halton

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

7.3 A Healthy Halton

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

7.4 A Safer Halton

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

7.5 Halton's Urban Renewal

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

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

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Principal Policy Officer

Compliments Annual Report

People Directorate Children Services

2018 / 19

The service has been invaluable to helping us as a family, we will forever be grateful.

Thank you for being honest and explaining things, hope you keep at what you are doing cos you do it so well.

Thank you for always going above and beyond for us, I'm so grateful.

I really enjoy being part of the Children in Care Council, it gives us a say about things that matter, being a part of it has improved my confidence and allowed me to make friends, I know I am making a difference to lives of children in care.



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1. Introduction

The report covers compliments received for the Children Services Department of the People Directorate for the period 1 April 2018 to 31 March 2019, it details the compliments that have been formally recorded during this period.

A compliment is “*an expression of praise, commendation, admiration or respect,*” for someone and for something they have done, it is given freely.

As an organisation and due to the statutory complaint process we are well practiced at handling complaints and other negative feedback, customers have plenty of opportunity to let us know if we have not performed to expectation. While complaints get logged, formalised and circulated, compliments and thanks were often just briefly expressed to one individual never to be acknowledged again but it is these comments that make the job rewarding. This report was developed to capture those positive comments and balance this negative input from complaints with the positive feedback and compliments that is also received.

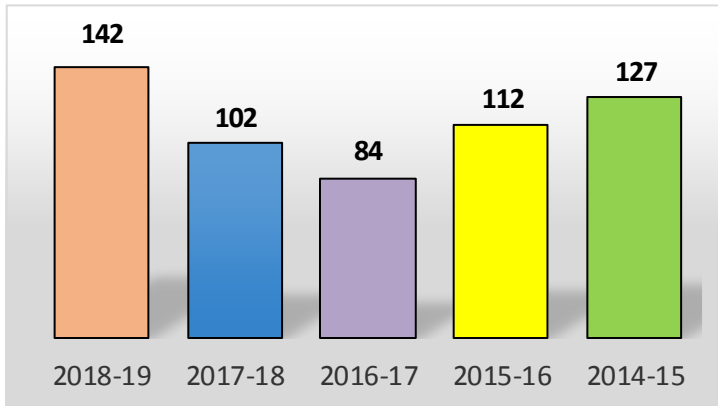
It's hard to quantify the impact of a compliment, much less to describe its effect in a few bullet points. Nonetheless, here are a few observations about compliments.

- Compliments are a measure of awareness from our Service Users; it is their acknowledgment of the positive relationships developed with staff supporting them and of the good developments and positive effects services have had on their family.
- Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts enhancing their performance and contributing to their improved skills.
- Compliments affirm the right behaviour and actions. If someone is questioning their ability or actions, a compliment can give them a clear sense of their direction. People strive to do more of what brings praise from others, it stimulates and strengthens their purpose and enthusiasm for their work.
- Compliments can be used as a form of quality assurance, on a service level compliments can influence the development or continuation of service provision, identifying the things that need to be kept or identifying what needs to change.



2. Customer Feedback Data

2.1 Number of compliments by year.



There has been a 39% increase (40 more) compliments and positive feedback recorded this year. Staff continue to be reminded to forward compliments and positive feedback.

Whilst the number overall have increased, in terms of where compliments and positive feedback comes from the percentages between service users and professionals is consistent to previous years.

Number of Service Users providing a Compliment for Children Services

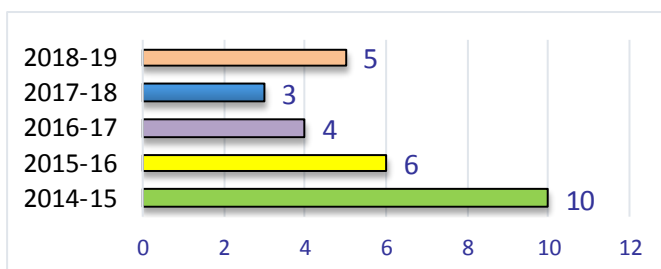
	18-19	17-18	16-17	15-16	14-15
%	70%	72%	68%	58%	69%
Number	100	73	57	65	88

Number of Professionals who provided positive feedback to services

	18-19	17-18	16-17	15-16	14-15
%	30%	28%	32%	42%	31%
Number	42	29	27	47	39

Professional feedback is important, some feedback comes from other council departments who recognise the value of working together and the contribution each makes to achieve positive outcomes for families. There is also recognition from external and/or partner agencies demonstrating good working relationships and recognition of the excellent work undertaken in Halton.

Number compliments received from young people (under 18 years)



3. Compliments by Operational Directorate

The Children's Services compliments report relates to the Education, Inclusion & Provision Department (EIP), and the Children and Families Service (C&F). Whilst C&F percentage has slightly decreased the number of compliments and positive feedback increased from 80 to 101.

	18-19	17-18	16-17	15-16	14-15
C&F	71%	78%	83%	69%	67%
EIP	29%	22%	17%	29%	31%

3.1 Children and Families Service

Year	Total
2018-19	101
2017-18	80
2016-17	70
2015-16	77
2014-15	85

	18-19	17-18	16-17	15-16	14-15
CIN	31%	33%	18%	22%	20%
CIC	14%	14%	26%	20%	29%
TAF	55%	53%	54%	58%	51%

Team around the Family consistently show the highest percentage. Providing direct support within the family instigates a higher number of compliments however these services can also work in conjunction with other teams such as Children in Need.

Child Protection and Children in Need

1. Card - Thank you for being honest and explaining things, hope you keep at what you are doing cos you do it so well. (Client)
2. Verbal - I went through the agencies that schools can access without coming through iCART and she fed back that the information shared about agencies was really useful, the next day she signposted a family to one of the agencies without coming through iCART. (Professional)
3. Email - Miss X said 'the Community Support Worker's Safety Plan was the best thing I have ever done and puts me in control. If we argue I leave and come back when I want'. (Client)
4. Card - Thank you for all your help and support throughout this assessment, I'll miss you. (Client)
5. Letter - Thank you so much for a wonderful course, we've got so much out of it and it's given me so much extra knowledge and confidence it's been lovely seeing everyone each week and getting started on an incredible journey. (Client)
6. Email - Barrister - The local authority were quite right to bring the case and the conduct of the proceedings had been impeccable. The Judge praised the Social Worker both for her work with the family and her evidence (which she gave so as to assist the court as to the 'wide canvas'). I know it is not often that such an outcome would be considered a success, but I know the Social Worker was of the view that it was the right outcome for this family. The family whilst having had an awful ordeal can take some comfort that they had a Social Worker who dealt with them in not just a professional manner, but in a way that was lateral, pragmatic and collaborative.

The Social Workers' conduct of this complicated matter has been exceptional and her final evidence was faultless. (Professional)

7. Text - Well where do I begin? THANK YOU for your support to me and X but most of all THANK YOU from the bottom of my heart in your unaverred support you gave throughout the last 7 months, it was a pleasure to meet you and I don't think hand on heart that there was a better social worker to help all of us when we needed it most. Once again THANK YOU VERY MUCH. (Client)
8. Card - Child - thank you for being our voice.
9. Email - I have recently been working with one of your team members, and I am just emailing as I would like to say how helpful and informative she has been. I am currently working with a lady with a lot of social issues and she was able to offer support in all aspects, advise and sign post as well as doing a lot of the ringing around herself. I am very impressed with her and she's really relieved some of the pressure by offering guidance. (Professional)
10. Email - The step-up process is now working much better since she started offering the consultation sessions within the locality service. Well done! (Professional)
11. Email - Until recently we were carers for our grandson, not long after he was diagnosed as autistic. A few days ago he left our care and moved into full time residential. We have for quite some time struggled to manage some very difficult behaviours and as a result we were given support by the PBSS. We would like to thank them for the work that has been done, the success of this service is families being open to change and advice. The PBSS is an important intervention service that brings support into the home when families need it most. (Client)
12. Card - Just a big thank you for all the work and support you have done for me and my child, pointing me in the right direction with contact, courses and groups and giving me advice and help. I'm so grateful for you all getting me to this stage of bringing my child back home. (Client)
13. Card - Thank you so much for believing in me and giving me this chance to be a good mum, I won't let him down. (Client)
14. Email - CAF/CASS - As always it's a pleasure working with you. I wish to commend the work of the social worker, who was child focussed and professional throughout my involvement. (Professional)
15. Email - As service providers, we are often under the cosh and it is lovely to hear something positive. Can I say that I feel the same about your support of us; as ever, excellent! His new found smile, is a delight to see and he will actively come and ask for a cuddle, which is also lovely. Looking forward to seeing him fly! (Professional)
16. Email - Just to say thank you to all the staff in the team for all the support, guidance and advice over the years. You have helped me throughout my role and offered me reassurance in my decision making. (Professional)
17. Email - X has been amazing. My little lad Y is not the easiest of kids to spend time with, he's really pushed Z's buttons at times and he's held it together and behaved outstandingly. I'm sure it's because he has the support around him he needs and can speak out. Thank you so much for all of your help these past 12 months, you have been fantastic and really made a difference in my Nephews life and future. (Client)
18. Card - Child - card and flowers - thank you so much for everything. (Client)

19. Card and chocolates - Thank you so much for everything you have helped us with, we couldn't have done it without you. (Client)
20. Email - Just want to take this opportunity before I leave to say thank you for the opportunities I have had in Halton. I have been given the opportunity to further my education and study my degree part-time whilst still being able to work and this has allowed me to further my career. I've had some great experiences over the years, particularly in my current team, where this has been at times challenging but also the most enjoyable, working with dedicated and skilled colleagues, helping families and professionals. I have really enjoyed working in Halton. (Professional)
21. Email - Thanks again for a really helpful session yesterday. I have met with our front door Service Manager this morning to talk about your contact challenge meetings. We would really like to introduce this approach in our front door. Would you mind sending through a terms and reference for the meeting and a copy of the audit that you complete? (Professional)
22. Email - Just want to pass on a compliment. I have just spoken with a parent that you did a contact for recently. She was very complementary about your supportive understanding manner during the process and your professionalism. It was good to hear and it did make my job of engaging with the family easier. Many thanks. (Professional)
23. Card - Thank you for always going above and beyond for us, I'm so grateful. (Client)
24. Email - I just want to let you know Mum's comments. She said that she was glad X is her children's Social Worker, she feels X tells her how it is, but she doesn't patronise her or talk down to her. She really feels that X listens to her and that keeps her focused. She said having worked with CSC for years she now sees SW's as wanting to help her and her children rather than wanting to take them away and she thinks X is a great Social Worker. Her report for conference was very good balanced, clear and succinct as was the updated plan. I just wanted share this with you and feel that she has really helped this family engage and improve positive outcomes for this family so far. (Client)
25. Card - You're the best, thanks for your help. (Client)
26. Card - I just want to say the most sincere 'thank you' for all your help and assistance, I cannot put into words how much this has helped us, thank you so much. (Client)
27. Letter - As a small charity with few resources we value the professional expertise and empathy that large statutory organisations are able to share with 3rd sector. Both of these officers were a genuine pleasure to work with and they have provided excellent guidance to the families, for me personally the input has been really positive and a practical example of how genuine partnerships can work effectively together between statutory and voluntary sector. As a small charity we don't have much to offer in return to recognise the help provided except to say a very big thank you. (Professional)
28. Text - I just wanted to say to you that although social services getting involved in my life was one of the worst things to ever happen to me (no offence to you), it has actually been a blessing in disguise and given me the motivation I so badly needed to get mine and my child's life back on track. I haven't stopped de cluttering and cleaning the house since. I've even completely decorated the living room, am putting the Xmas tree up tonight and starting to decorate the hall tomorrow. So in a strange kind of way, I just wanted to say thank you. Oh, I also forgot to mention that last

Friday I had my new central heating fitted! So, after 4 very cold winters, we are now very cosy and warm. Again, I would not have had this done without your help. (Client)

29. Card – Well, where do I start? I wouldn't have been this strong if it wasn't for you. You are honestly amazing at your job and don't let anyone tell you different, you have a place in my heart you have helped us so much. It's going to be such a sad time when you're not involved. (Client)
30. I know we come under fire in Court a lot but had some really positive feedback today in relation to two of our Social Workers. The Judge said X (who gave evidence for over an hour) was clear, professional and concise, based on this the Guardian changed their view. Counsel also wanted to convey his positive feedback about you to me. He said you were outstanding in giving evidence and "fabulous". He said mum's barrister had complemented you to him as well. So thanks for putting in the time to prepare for the hearing it really paid off! (Professional)
31. Email - I have to say you are very good at your job, thanks. (Client)

Children in Care and Care Leavers

32. Card - and I got a bouquet of flowers delivered to me today from X who I did the access to records for thanking me for the work I'd done. (Client)
33. Email - They had an absolutely excellent day out with CIC, both have given me vivid accounts of the activities and people they have met today. Obviously X was top of list of fab people and it was so lovely to hear them so animated talking to other members of my family about their wonderful day out. I am exceptionally fortunate as the children are amazing. Thank you so much for all the work your team do the children's behalf. (Client)
34. Letter - Young person - I really enjoy being part of the Children in Care Council, it gives us a say about things that matter, being a part of it has improved my confidence and allowed me to make friends, I know I am making a difference to lives of children in care. (Client)
35. Email - I just wanted to say thank you for forwarding the opportunity to attend CBBC Summer Social in Liverpool. He had a fantastic day with a friend it was so much fun. (Client)
36. Letter - On behalf of my child, thank you all for making my their stay a home from home, he really looked forward to staying which speaks volumes at the environment you created. Thanks again. (Client)
37. Letter - We would like to thank you personally for your support, when he first started we were really worried about how he would settle in and we need not have, thanks again. (Client)
38. Letter - We would like to thank you personally for your support, you have been supportive to not only to our son but to us as well. We have over the years needed flexibility over respite dates and it has been appreciated, thanks again. (Client)
39. Card - I just wanted to say thank you so very much for making lovely memories for him I could tell he was having a ball on the photos and how he was on the phone he said he needs to go again lol, spoilt young man. (Client)

40. Letter - Firstly thank you she seemed to have had a fantastic time we are so proud of her, we appreciate it greatly. (Client)
41. Feedback form - Since attending he has learnt so much and helps a lot at home. I am glad he goes there as I have a break myself and don't have to worry about him. (Client)
42. Feedback form - It is a fantastic facility, the service provided is first class. Staff are wonderful they look after the children so well. Staff are easy to speak to and raise any issues with. (Client)
43. Feedback form - The staff are amazing and really helpful to X. Communication to home is great. (Client)
44. Feedback form - She has always enjoyed her visits and looks forward to them. We feel happy that she is happy and secure and that allows us to relax and enjoy the break from caring for her 24/7. (Client)
45. Email - I cannot thank you and your team enough for all the support and kindness you have shown us and X over the past few years. I know she has enjoyed her stays with you and she has made some lovely friends there. Thank you again. (Client)

Team around the Family

46. Text - Look what my little super star won!! He said to tell you thank you so much for getting him a place on the football camp, he really enjoyed it. (Client)
47. She spent a lot of time listening to our worries, she got the ball rolling so our children could get the support they needed. I would just like to say a massive thank you for all your help. (Client)
48. She was absolutely fantastic, she listened to me, allowed me to talk and I felt listened to. Her understanding and empathy of my daughter's situation has led to help and she is now on a successful road to recovery. The service has been invaluable to helping us as a family, we will forever be grateful for her support. (Client)
49. Email - I especially like the fact everyone is a first time mum too as I've got loads of friends with babies but as their on their second it's not the same as the first time experience. It's really good being able to chat to people who are going through the same highs and lows that you are and realising you're not on your own. The guest speakers very useful especially the feeding specialist and the health visitor. But I have also found on the weeks there wasn't any guest speaker just discussing any issues I've had with feeding or anything else with you, staff and other mums really useful too. I honestly can't think of any way to improve the group. Although it would be good to have a similar group for mums to be during pregnancy and after they have had the baby they could start FTF group as I would have loved to go to something like that when I was pregnant. (Client)
50. Email - I'm glad that it was recommended whilst she is still so young, I feel like I've taken in all the advice at the right time and been able to utilise the information provided. It's a really lovely group to attend, and I like having a mixture of guest speakers and also just days to have a bit of a play, chat and a brew (major bonus!) you have made it a lovely group to participate in and made everyone, especially myself, feel welcome and comfortable to be able to talk openly in the group. I have so many friends from other areas of the North West who have nothing even close to

what we have in Halton, which makes me appreciate how much we can get involved in. (Client)

51. Email - Thank you so much for the Mother's Day gathering today. It was a lovely afternoon. I was a little apprehensive week 1 with her being so young and just getting out of the house and remembering everything seems like a mission in the first few weeks. However I am very glad that I did and now look forward to the group every week. To meet new people and have adult conversations is so nice. At times it can seem quite lonely and isolated being on maternity unless you get out and meet people and the group and the people in the group have prevented that. Having you both to talk to and help with any queries reassures me which I know can only make me a better Mum. (Client)
52. I found this morning very useful, it helped me understand the links between partners and I also felt that my views might be taken into account. (Client)
53. Very informative and relaxed, thank you, I look forward to doing some events. Lovely catch up, good to see new people and find out information. (Client)
54. I found this meeting really helpful, the staff are lovely. I met other parents who spoke openly, hopefully there will be more of these. (Client)
55. Nice to have some time to talk to others about what they do, I found out lots of information from other parents. (Client)
56. Email - I found myself in a strange town not knowing the area or anyone here, and a new baby. Leaving the only place I'd ever really known and all my family was one of the most traumatic experiences of my life and I was really struggling with coping with everything that had happened. I don't think I had ever felt as lonely or isolated as I did back then. I initially met X from the Children's Centre after donating some baby items I no longer needed, she encouraged me to go along to the Children's Centre, after a few visits she became more aware of my situation. After being here for some months I found myself homeless and desperate. It was at this point I met a support worker for my child after a CAF was opened, she spent a lot of time with myself and my child, I was also suffering from PTSD, anxiety and depression. I'd lost all confidence and if I'm honest hope too, I didn't know how to move forward and most days found it difficult to cope. She put a support plan in place, her patience, professionalism and compassion has got me to where I am today, it took me a long time to trust and open up to her but she preserved even when I found it difficult to engage. She organized respite for my child and I, Dr's appointments and meetings with agencies (housing, debt support and counselling) She checked in on me regularly...even when on occasions I didn't return calls, she stuck with me. I cannot put into words how much she helped me get through what has been one of the toughest, darkest times in my life. She has encouraged me and believed in me, it is because of her I am now housed, my child is now settled and attends nursery twice a week and a crèche, and I am now completing a course on how children learn. Had someone of said to me six months ago I would be where I am today I would not have believed them and certainly wouldn't of believed it possible. She and the staff at the Centre have given myself and my child unconditional support every step of my journey, I still have a long way to go but one thing I have now is hope, confidence and the determination to carry on and make a good life for me and my child. I still have 'bad days' the difference now is I have someone I can turn to if needed. The children's Centre threw me a lifeline when I was desperate and I can openly say they saved my life, I dread to think about where I would be today had we not of had them in our lives.

57. Facebook - I have just started a 9 week course, it's called 'Terrific twos'. I can hands down say that out of all of our classes, including the ones we paid for privately, this is one of our favourites. We are truly spoilt in Halton. We've got 4 local Children Centres (all with sensory or a soft play room) and 2 fab libraries to choose from, they run amazing events. Today's class involved fun play and learn session, the staff running the event were so lovely, friendly and enthusiastic. The kids had a great day. We just wanted to say thank you and I hope the right people see this and give themselves a pat on the back. (Client)
58. Email - It's so nice to get comments like that and for parents to recognise the fantastic facilities we have in Halton, when so many other areas are cutting their universal offer. I constantly get people trying to access services from Frodsham and surrounding area as there is no Children Centre provision. Unfortunately I have to turn them away. We are blessed to have such fabulous facilities and support in Halton. (Professional)
59. Email - I just wanted to say after this morning, how hugely impressed I was by hearing about the impact you have made in the first year of the project, both on your clients themselves but also on other people working with your clients – I really felt as though people were willing and able to think differently about how they need to deliver their services, and that is due to the work that you have done as you have got the project up and running and managed to get so many other people on board. (Professional)
60. Email - I just wanted to say how impressed I was this is in part due to the work that you have done. (Professional)
61. Letter - Would just like to say a huge thank you, for all the help, support and kindness. Without the service none of what we achieved would have been possible. You have made this all possible for us and we are so thankful. The camera is still going, this has enabled him to be more sociable and given him more independence to explore what he loves. He has matured into a lovely young man, I am so proud of the obstacles he has overcome. Thank you so much for your help in his achieving this. (Client)
62. Letter - A big thank you to all the staff, since attending my granddaughter has come on tremendously, she was a shy girl but she is now mixing well and interacting. I would highly recommend this centre, the positive progress, her attitude and confidence is simply a delight to see, I cannot thank you enough. (Client)
63. Email - Mum and her family had been residents in a refuge a number of months following fleeing a violent and abusive relationship. Therefore was starting again at her new property with her young children. The scheme has helped reduce the risk of hazards, facilitated a conversation around potential risk and also supported engagement with the Children's Centre – it's such a good scheme, Thank You! (Professional)
64. Email - Without the fit 4 safety scheme, Mum would have most likely not implemented any safety precautions within the home leading possible injury & harm. Really glad we have this scheme to make a difference to our families. (Professional)
65. Email - Amazing scheme – so many of our clients have benefitted. There's nothing like it where I have previously worked. (Professional)
66. Email - Such a good idea to be able to bring your baby with you on the course – allows people to access the training who would struggle otherwise, this one was

- really friendly and informative, I feel much more confident about coping if the baby starts to choke now. (Client)
67. Feedback form - Child- I think you have been a superstar, you have helped our family a lot, you have helped my anger issues and made it better, thank you for all your support. (Client)
68. Card - You have made us stronger as a family, thank you for your help with us as a family, we will miss you. (Client)
69. Feedback form - Brilliant session, so many practical tips shared, all new mums should meet you. (Client)
70. Email - Thank you for your support too, this year. School can sometimes feel like social services, as you will know, but it is very reassuring to know that staff like yourself, are on hand to provide the support and guidance we need in supporting our families. (Professional)
71. Telephone - I have just spoken to a mum who was extremely complimentary about X and the support she has provided to her daughter who has a lot of emotional, mental health and behavioural issues. Mum said she has engaged really well with X which is unusual but also, X has provided support to mum who also suffers with depression and anxiety. Mum said she has been their lifeline. From my point of view X has just saved me a huge job on recognising what support is needed for the family as X has already done it. (Client)
72. Email - I would just like to compliment you on your staff member X she has always gone above and beyond for our family and is always there with a solution to help or to tell us who can. We feel so lucky to have her assistance and she is a credit to your team x. (Client)
73. Feedback form - Child - I felt happy to have people helping me and I am settled in my new school, people have been so kind throughout, I've got to a place where I am happy now. (Client)
74. Email - I would like to take this opportunity to thank Halton for allowing our family the Max card it has allowed us to go out with the family a lot more than normal thanks to the huge discounts. The family had a holiday last year and we used the card at almost everything it's saved us hundreds of pound on that holiday alone. We also use it local at the Widnes cinema and ice skating as well as the fun fair in Rhyl. Yours thankfully. (Client)
75. Email - I would like to share with you the excellent work X has completed with Y, he has not been outside of his bedroom for the past 18 months but today X arranged for him to come into school to have a look around whilst school was quiet, Y arrived at school which is quite an amazing fete. Pass on my sincerest thanks for the support X has offered the family. (Professional)
76. Email - I hope this reaches the right person. I just wanted to drop a message, to say how grateful I and my family are due to the recent help from X. My child has had a rough time over the last few years and has really struggled with daily life in general. X called a couple of weeks ago and asked to call and meet me us at our home. She went to great efforts before the visit and contacted me numerous times to try and understand her likes and dislikes and the best way to approach her as she has problems with trusting people. When X arrived she had even made her a little book with all her favourite things in to break the ice. I spoke to X away from her about our situation and I found her to be so kind and very understanding. She was so easy to

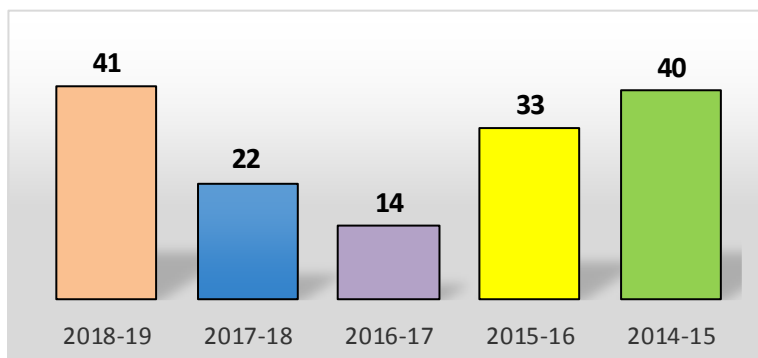
talk to and even offered that I could pop in to the family centre for a chat if I felt isolated or alone. Everything has gone through very quickly with regards to supporting her. I just wanted you to know, how very grateful I am. It has been a very hard few years and to get this help for her is fantastic and will hopefully build her confidence again. Forever grateful. (Client)

77. Feedback form - The support and help we have had as a family is beyond amazing, she has helped me with my recovery and got all the extra support we needed. Our needs have been met in so many different ways, she has been with us every step of the way. I cannot thank her enough, our lives are changing for the better. Don't know what we would have done without her. (Client)
78. Card - Thank you so much for having faith in me and believing I can make it, you have changed our lives forever. I can't thank you enough for the support and care you have given the children and me. (Client)
79. Card - Just wanted to send you a thank you for everything you have done for me and my boys. I'm much more settled and moving forward with confidence. Thank you so much for all your kindness and reassurance, I'll never forget your smiling face. (Client)
80. Card - Thank you, for all your help and support. (Client)
81. Text - Thank you for always being there for me when I need you. (Client)
82. Card - Thank you for everything, you're making my daughters dreams come true. (Client)
83. Email - Thanks for your visit today, it was lovely to see you. Think you can see from both of us how grateful we are to you and how much it is helping her build self-confidence and getting back on her feet. For every grateful. (Client)
84. Email - I would to pass on some feedback on our disability worker who was assigned to us approx. 12 months ago, we think she is wonderful. She has such a cheerful, upbeat personality and manner, she is extremely understanding without judgement. She offers us so much support and truly understands and appreciates any challenges around having a child like X. Not only is she supportive and helpful he loves her, truly he does not take easily to people, but she is amazing with him. When she comes to the house he sits next to her, that may not sound a big thing but X is non-verbal yet she understands the way he communicates, she takes the time to understand what he is demanding. At the Christmas party my husband and I were amazed to see him take her hand and take her up and down the slide with him many times. This is something he does with us but NEVER with anyone else. Thank you for assigning her to us as she has been an extremely valuable addition to the professionals that support X and our family. (Client)
85. Card - Thank you for everything you do for our family. (Client)
86. Card - Thank you so much for the activities you have on over the year and for him taking part in the groups, we will always support them. (Client)
87. Card - Thank you so much for your help and support and expertise, she has made so much progress since coming to your classes. (Client)
88. Card - Thank you for a wonderful Makaton class, from all the group. (Client)

89. Letter - We cannot praise her enough, she has been proactive and managed our expectations. We have come to regard her as a friend and we hope she gets the credit she is due, she has been fantastic. (Client)
90. Card - Thank you for all that you do for us. (Client)
91. Feedback form - Nice to know professionals were supportive and non-judgemental, we were listened to and the support took the pressure of us both. (Client)
92. Email - I am really enjoying the class and the staff are great. I'm finding it really helpful and positive. (Client)
93. Card - I cannot thank you enough for everything you have done for us as a family. You've been amazing, understanding and so helpful. Any family that has you working with them is very lucky. Thanks for everything. (Client)
94. Feedback form - As grandparents with two autistic children it was nice to see our daughter sit down and relax while the two boys was playing. Thank you to the workers. (Client)
95. Feedback form - Had a wonderful time at the family event today with my son who struggles to attend places due to his autism, I have enjoyed being able to enjoy time as a family in a safe environment with families going through the same as each other Very uplifting for children and parents. (Client)
96. Feedback form - We all enjoyed today, thank you so much! My son could play and mix with other children in a safe and welcoming environment! (Client)
97. Feedback form - Fab opportunity to meet and catch up with other parents and our children to play together would be lost without activities organised by disabled children's service, thank you. (Client)
98. Feedback form - We really enjoyed the family event .Staff are really friendly and supportive. I am amazed my daughter went off to play thank you for an excellent service. (Client)
99. Letter - Thank you again, I just wanted to let you know how much we appreciate your help and funding and how much of a positive influence it is having in her daily life. We feel incredibly fortunate to have such help and it gives her so many more chances to experience activities that we would not be able to do. Her confidence and happiness is growing and the improvement in her life is clear to see, she is calmer and smiles all the time. Thank you for your thoughtfulness and support. (Client)
100. Card - Child - thank you for helping me have riding lessons and for helping me do lots of fun things. (Client)
101. Email - Thanks for all your help. Things are a lot calmer these days. I think one of the major things I've taken from it is to not take him on to a point of no return, I just leave it and change the subject or try and distract him with something else. It's nice to see him trying though as well. Thanks again. (Client)

3.2 Education, Inclusion & Provision Department

The EIP Division received 8 more compliments than last year (a 57% increase).



0-25 Inclusion

102. Email - Getting him back on track is all down to you X and your hard work, persistence and tenacity. You should be very proud as you have gone the extra mile on this one. (Professional)
103. Email - This is a very positive email! He has just returned from visiting his new school. I could have cried lots of happy tears believe me! He was so at home there. The children were just like him. The teachers are amazing! He even played on the playground! Thank you for all you have done. Especially having to put up with me. I believe He will be very happy there. (Client)
104. Email - I just really wanted to send my thanks to you all, particularly X for all of the help and understanding during the process. From the first day that she visited us at home and throughout she answered all of my questions (and there have been a lot) and was very understanding and clear about everything. I really felt that she understand our hopes for Y and the fact that we as his parents know him best. I have never felt that Y was just a number in all of this and that is much appreciated. We are so very happy that he has had his EHCP confirmed and that he will be getting support at school. (Client)
105. Email - That's a really good outcome. I'd like to take this opportunity to thank you for your hard work and that of your legal department in these matters. (Professional)
106. Email - May I send you my most sincere thanks which your colleague gave to both myself and family. It was a pleasure dealing with someone in such a professional manner. I pass on this message so that you are aware of my thoughts. (Client)
107. Card - Young Person - Every time I needed someone to talk to, I always knew I could come to you in confidence. Without you and the team I would never have overcome my fears. If you continue to help people the way you helped me, a lot of young people will become what they've always aspired to be. Thank you for everything. (Client)
108. Email - We have loved working with you, you have been an amazing support to our families over the last year and us. We won't forget how you have gone above and beyond throughout the year. Thanks a million professionally and personally. I believe you have made a real difference to the service and we have really enjoyed working with you and wish you every success for the future. (Professional)

109. Email - Just a little email to say thank you very much for all the help and support and patience you have shown me whilst I have been covering the SENCO role. Everything was very daunting at first but you have all been so kind and I wanted you to know that it has been very much appreciated. Thank you again. (Professional)
110. Email - You helped me to get my son into this school, I just want to let you know that it has been an AMAZING journey for him, ... photo's included of him holding school certificates and an award for 'Star of the Year'. (Client)
111. Email - Thank you so much for the information. I have had a quick look through and I feel so excited that Wellbeing and Mental Health are being addressed in a more focused approach. Whenever I have spent time with you, you always make me feel that I am correct in my approach to supporting all the children in my care. Sometimes I doubt myself that I am making a difference in the lives of our more vulnerable young ones but there is one thing for sure I will never give up trying. (Professional)
112. Email - We cannot thank you enough! You never failed to boost me to keep going when I doubted my own belief of his struggles. (Client)
113. Email - I hope you never underestimate how incredibly valuable your work is for children and their families. (Client)
114. Email - Thank you for all your help I couldn't have done it without the help from yourself and the staff. (Client)
115. Feedback form - I think they do an amazing job. They have supported me with a number of issues during the last few years and attended meetings with me. This has given me greater confidence in challenging the LA and improved my knowledge. The staff are always friendly, helpful and knowledgeable and quick to respond. Fantastic service thank you for your help. (Client)
116. Email - He has asked me to email you to say "thank you" for today. He said "please say a special 'thank you' to H because she was very understanding about me being late, because we couldn't find a parking space, but everything was set up and ready to go and the lesson was fantastic, excellent and the tutor is perfect. (Client)
117. Email - Thanks for this and for all your support during this process. Mum has commented on how helpful you have been. I look forward to working together again. (Professional)
118. Email - Thank you so much for supporting him at his first trust board meeting. He spoke to me following the strategic group along with the other 2 parent carers who attended. They all expressed how much work that is undertaken in Halton that they had no knowledge of and how appreciative they were as to the work professionals do in the borough. I do feel we have a new generation of parent/carers who are willing to work in partnership with the council and others and I for one am very excited as to what we can achieve together. (Professional)
119. Email - Thanks so much again for all your help and support and can you thank A for us too - you're both amazing! (Client)

Policy, Provision & Performance Division

120. Email - I found your presentation very informative. Thank you very much for taking the time to go through it with us. (Professional)
121. Email - Thank you so much for your help and support this year. As a school we have been very successful, our pupils and staff have really grown. Thank you for everything you've done for this year we couldn't do it without your support. (Professional)
122. Email - Just an email to say you did a brilliant job in this afternoons meeting. Well done. (Professional)
123. I just wanted to email you to say a massive thank you and express just how grateful we are with the immediate way in which you have dealt with and actioned our request. We appreciate it very much, and if you could have seen the smile on our daughter's face this morning getting ready for her first day you'd know she appreciates your help too! I can stop worrying now knowing she can finally relax and settle into high school. (Client)
124. Email - I just wanted to thank you again for letting me come along, I really enjoyed it and I hope I can be an asset to Halton carers/parents. (Professional)
125. Email - I'd just like to feed back that I thought the Question Time event was fabulous, the young people were brilliant as always, their questions were thought provoking and insightful, they spoke with confidence into the microphone, the breadth of attendees was a credit to everyone that coordinated the event, the responses were from the panel covered a broad base and reflected consistency, the venue was perfect and I could go on...I just wanted to say a huge thank you to everyone, events such as this energise me, they remind me of why I do the job I do and I value the partnerships our teams have. These young people are our adults of tomorrow and we must continue to work alongside them to help them achieve whatever it is they aspire to. They should be very proud. Thanks again. (Professional)
126. Email - I thought yesterday was brilliant, I hope they are a regular event, we I found it very informative. Thanks for letting me attend. I did not realise so much was going on in and around Halton, covering many subjects, I was very impressed. I thought the layout of the event having a question time was very valuable. I will look forward to the next one. (Professional)
127. Email - Thank you so very much for visiting our parent/carers for training last night. I was impressed with your knowledge and I do think you helped our parents/carers to navigate around the website. Thanks again. (Professional)

Education 0-19yrs

128. Email - The Early Years Team have always been outstanding in their support for us and we are so appreciative of that. We have lovely memories. (Client)
129. Email - I think the service that portage does is incredible and I can't thank you enough for helping us over the past three years, you have gave me support and hope when I was at my lowest. I hope you carry on doing an amazing job for other parents and children in the same situation as us. (Client)

130. Email - Can I thank you for taking the time out of your busy schedule to visit and talk through the options and generous support you could offer. The support was excellent and the support to the Nursery with limited experience in this has been excellent. I thank all involved on behalf of the Governing Body, pupils and staff. (Professional)
131. Email - That looks fabulous, I think that you have captured perfectly our concerns. Many thanks to you all, we both thought that it was a very constructive meeting. Thank you so much, I really do appreciate the work that you have done on our behalf. (Professional)
132. Email - I enjoyed meeting you. I'm glad you took it the way it was meant – I didn't mean to embarrass you in any way and I do have a habit of just coming straight out with what I see - your positive attitude glows. (Professional)
133. Email - I just wanted you to know that the course was excellent. I walked away full of knowledge to take back to the girls, we have already put things in place that we didn't have. We have made changes. Thank you once again. (Professional)
134. Card - Child - Thank you for teaching me and my mummy so much. Giving me the tools to learn independence believing in me and pushing me to learn new things. Without you in my life I would not be where it is now. (Client)
135. Email - We are lucky to have such wonderful support and relationships with colleagues in Halton and across the schools. Sometimes it is hard to look at things objectively. We all are passionate about getting it right for our children and have a duty of care to each other. I don't think any of us want to let anyone down – more than anyone – our children. Take care and thanks again. (Professional)

Commissioning

136. Email - I just wanted to say a BIG thank you to you and the team for organising such a great event last night. We really enjoyed ourselves, but more importantly I think it will have a lasting effect on the students we brought with us and their chosen guests. I also think that as news spreads this will have a motivational effect on our current cohort and there are already a number of staff asking for an invite to next year's event. Once again thank you to you and the team and we can wait to be back next year (if you will have us). (Professional)
137. It has been very informative and helpful. I have taken on board things that will help & I have tried the strategies taught & have helped. (Client)
138. The course & professionals delivering it are excellent. I think that it will be really useful for us. It has been fantastic, I have learnt a lot of new tools & techniques that I know I will be able to apply, it has been excellent and I feel very supported. (Professional)
139. Email -great event last night. We really enjoyed ourselves, thank you (Professional)
140. Email - I thought you would like to hear, that I have had some parents approach me to say how much they enjoyed and appreciated all of the work that went into organising the evening, it was lovely to have the opportunity to see the children's Talent and hard work. The evening was so well organised, from start to finish, from parents and children arriving and being welcomed and guided to their seats to their departures. Backstage, the children behaved so well, and this was down to how well timed and organised everything was. (Professional)

141. Email - It was a pleasure to welcome you and your team. The awards evening seemed to run very smoothly, it was wonderful to see how many young people attended the event. It was especially nice to see how well supported the young people were, with parents, family members, teachers and youth leaders all in the audience to celebrate their achievements. The audience, and the staff on duty, thoroughly enjoyed the student performances that took place during the evening. Congratulations on the success of your evening. It was a pleasure to be there, I hope to welcome you back next year. (Professional)
142. Email - She was made up that you gave her the chance, this has given her the belief and confidence in herself. She has made new friends from different areas of life and schools, become more independent and been able to push herself out of her comfort zone. She has learnt some skills that will stay with her for life so much so that she wants to help others to have the experience that she had. The whole experience has given her the belief that she can do whatever she wants to in life and she won't let anyone say to her that she is not capable of doing it. (Client)

4 How Service User Compliments are received

Percentage	2018-19	2017-18	2016-17	2015-16	2014-15
Card	19	11	21	15	17
E-Mail	51	52	25	48	48
Evaluation	17	9	11	11	17
Letter	7	7	11	5	4
Telephone	1		3	6	3
Verbal	1	11	12	9	4
Text	3	8	8	6	6
Newspaper					1
Embroidery			2		
Facebook	1		5		
Various		2	2		
	100%	100%	100%	100%	100%

Electronic communication continues to be the most accessible means to provide compliments however the percentage has decreased with more service users preferring to purchase cards and write letters.



Complaints Annual Report Children Social Care Services 2018 / 19



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1. Introduction

The report covers Children Social Care Services for the period 1 April 2018 to 31 March 2019, it details the complaints and compliments that have been formally recorded during this period.

The Children's Act 1989 require all local authorities with Children Social responsibilities in England and Wales to have a complaints procedure. The aim of The Children Act 1989 Representations Procedure is for Children and Young People to have their concerns resolved swiftly and wherever possible by the people who provide the service locally. 'Getting the Best from Complaints' provides guidance for local authorities on implementing the Children's Act and defines a complaint as being:

A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.

Statutory complaints relate to the provision of Children Social Care and are handled in line with the national regulations referred to above, the key stages of which are set out in section 2 of this report: stage 1 - local resolution; stage 2 – investigation; stage 3 - review panel and section 4 - referral to the Local Government and Social Care Ombudsman.

Complaints about Children Social Care Services that do not fall under The Children Act 1989 Representations Procedure may be responded to under the Councils' Corporate Complaints Procedure these are investigated at stage 1, reviewed at stage 2 and customers may choose to progress their complaint to the Local Government and Social Care Ombudsman as a final stage. Some complaints may be addressed in accordance to internal HR procedures.

It is a requirement of The Children Act 1989 Representations Procedure for the local authority to have a designated officer who is responsible for the management of the procedure and who is independent of social care operational line management and of direct service providers. In order to contribute effectively to service development, the Complaints Management function is managed by the Principal Policy Officer based within the Policy, Provision and Performance Division in the Education, Inclusion & Provision Department.

There are other customer contacts which allow early resolution to prevent complaint escalation and this can include advice and guidance, signposting and problem solving direct with the customer. Another and very positive aspect is the recording and reporting of compliments and positive feedback received by the People (Children Services) Directorate.

This Annual Report is produced in line with national guidance and is designed to share information more widely with members of the public.

2. The Statutory Complaints Process

Halton Borough Council aims to address any concerns as quickly as possible and we aim to acknowledge complaints within 3 working days of being received advising the customer of how their complaint will be handled. We cannot promise to deliver the outcomes that complainants want, but we do make sure that complaints are dealt with as quickly and as thoroughly as possible.

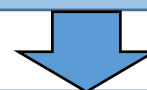
STAGE 1 – the complaint will be allocated to the appropriate team manager who is asked to investigate the complaint. We always aim to resolve the problem as quickly as possible (within 10 working days) however, sometimes the complaint is complex so may take up to 20 working days.

If a complainant is dissatisfied with the response or investigation at Stage 1 and feels that the complaint is not resolved, they or their representative can request to go to Stage 2.



STAGE 2 - An external Independent Person is commissioned by Children's Services to further investigate the complaint. The Investigating Officer and Independent Person will aim to produce a report within 25 working days. However, if the case is complex, they can have a maximum of 65 working days in which to produce their reports. Once the reports have been finalised they are sent to the Adjudication Officer (usually the Head of Service) who will, after careful consideration of the reports, provide the complainant with a written response to their complaint.

If the complainant still remains dissatisfied with the decision/outcome following the independent investigation at Stage 2, they can ask to have their complaint reviewed by the Complaints Review Panel.



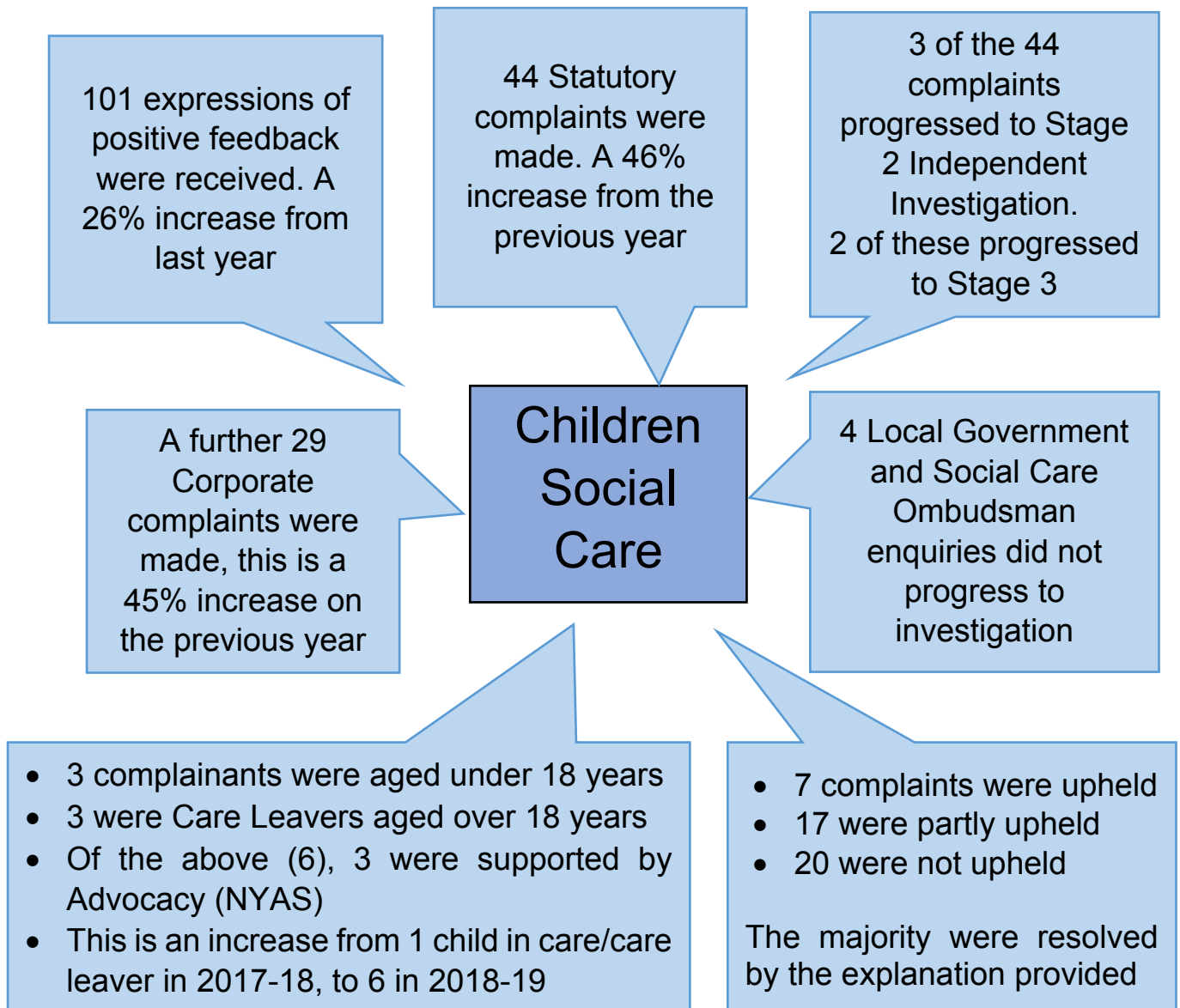
STAGE 3 -. The Complaints Review Panel is made up of three external people who will review the complaint, but they will not reinvestigate or consider new complaints. The complainant can attend the panel meeting if they choose to and can bring a friend or someone they can trust.



STAGE 4 – If a complaint cannot be resolved locally, it can be investigated by the Local Government and Social Care Ombudsman (LGSCO). A complainant has the right to self-refer their complaint to the LGSCO at any stage during the complaint process. However, the LGSCO normally allows the Local Authority the opportunity to process a complaint through every stage of the complaints procedure, before investigating it themselves.

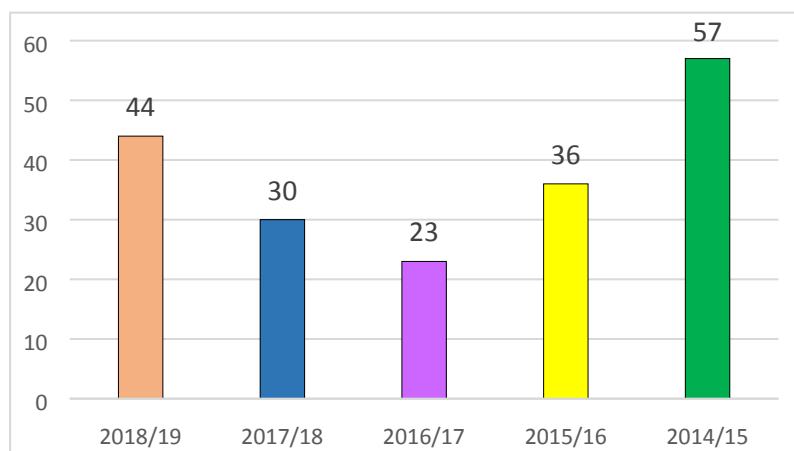
3. Complaints received

One of our challenges is to make sure that we respond to and manage rising customer expectations and demands, but also recognise the opportunities this presents. It's vital to continuous service improvement to know when things have gone right and when people are happy with the services they receive. However, on those occasions when things go wrong, complaints are equally valuable. They provide a chance to identify errors and to make sure the same mistake is not repeated in the future, we listen to feedback in order to continuously improve our services.



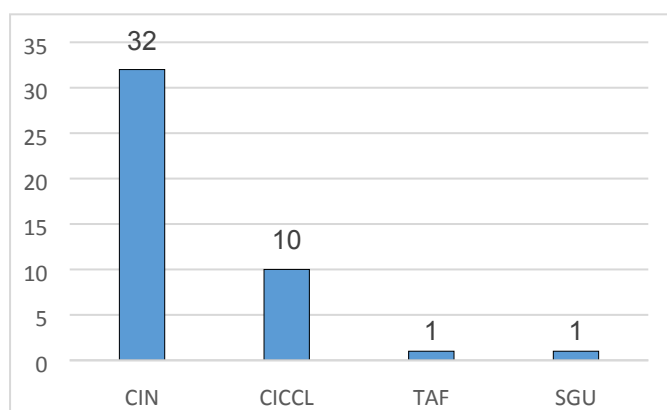
4. Customer feedback data

4.1 Number of Statutory Children Social Care complaints.



It is not always a negative thing to have complaints increase, it can evidence that clients know how to complain, that they have confidence in the process and are willing to engage in order to achieve a fair explanation of the facts. High volumes of complaints can be a sign of an open, learning organisation, as well as sometimes being an early warning of wider problems. Complaints represented less than 3% of open cases to Children in Need, Children in Care and Care Leavers at 31st March 2019.

4.2 The teams the complaints are made about

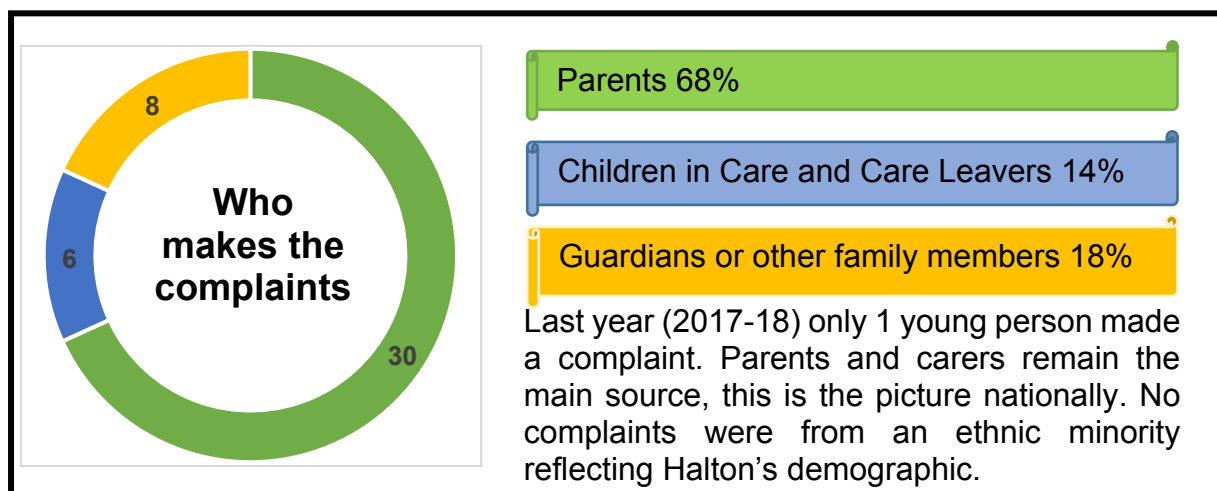


The greatest number of complaints is always with the Children in Need and Child Protection Division (32 of 44) which is to be expected as it is the frontline service dealing with a large number of cases with very difficult issues to address. The complaints were evenly spread across CIN Widnes (14) and CIN Runcorn (15), iCART also received 3 complaints.

4.3 How complaints are made and who makes them

There was an increased percentage in the number of letters received.

	2018-19		2017-18		2016-17		2015-16	
Complaint Form	5	11%	0	4%	1	19%	7	21%
Email	19	43%	19	64%	10	42%	15	25%
Letter	6	14%	1	3%	9	6%	2	17%
Telephone	14	32%	10	33%	2	30%	11	37%
Meeting	0	0	0	0	1	3%	1	0



Advocacy - in its broader sense is about empowering children and young people to make sure that their rights are respected, that their views and wishes are fully considered and reflected in decision-making about their own lives. Although the role of advocacy is not limited to assisting children or young people when they wish to make a complaint, the purpose of an advocate in the complaints procedure is to ensure that children and young people's interests are promoted effectively by a personal champion.

The provision of the advocacy service encourages children and young people to have their voices heard and their issues discussed at the point of service delivery rather than progressing to a complaint. Halton Borough Council commission National Youth Advocacy Service (NYAS) to provide an advocacy support service to Looked After Children and Care Leavers and they supported 3 complainants this year, none of those young people progressed their complaint.

4.4 What are the complaints about

Main categories	2018/19	2017/18	2016/17	2015/16	2014/15
Staff	1 2%	0	0	5 (14%)	7 (12%)
Service (i.e. quality, lack of, over provision & client expectations, customer care)	22 50%	12 (40%)	12 (52%)	18 (50%)	27 (48%)
Assessment / Review Process (disputed or delay in decision)	21 48%	18 (60%)	11 (48%)	13 (36%)	23 (40%)
Total	44	30	23	36	57

Staff - Complaints solely about staff conduct are dealt with outside of the complaints process as these types of complaint cannot progress to the Local Government and Social Care Ombudsman, the appropriate independent body is the Health and Care Professionals Council (HCPC) and so these types of complaints are investigated under internal HR procedures. Complaints about staff attitude or behaviour tend to be found inconclusive. This is due to a lack of evidence from both the complainant and the Council.

Service Provision is about how we have done things, it is about the quality of the service we have provided and include;

Communication - The nature of Children's Social Care means that often workers carry out difficult conversations with families and this can lead to complaints about communication resulting in a difference in recollection. Whilst 9 complaints were about communication 5 were not upheld, and these types of complaint are usually part of a multi-stranded complaint of which 4 were partially upheld. Staff are reminded to respond promptly as leaving messages and not responding back is an issue raised regularly as are expectations not being in line with what can be delivered, there is a need to communicate in order to address this mismatch.

Contact arrangements – There were 5 complaints received, 4 of which were either upheld or partially upheld. This included the location of the contact, staff sudden absence and changes made as a result of further court action.

Delays – there were 3 complaints all of which were upheld, these were due to staff absence which resulted in delays with work progressing.

Assessment and Review is about the process, have we done what we should have done in accordance to policy, procedure or regulations. There are of course the occasions where this will cross over into service provision and vice versa and it is a judgement call made by the Principal Policy Officer taking into consideration the main crux of the complaint and the desired outcome that determines the category.

Statutory Duty - complaints are received disputing the need for Children Social Care to be involved in carrying out assessments, these are rarely upheld due to the statutory duty placed on the Local Authority to investigate children safeguarding concerns, the service recognises this to be a stressful and worrying time for families.

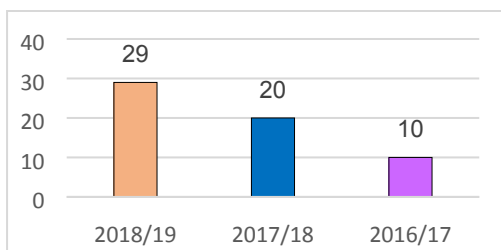
Factual Accuracy – this is usually when there is a disagreement over the content of an assessment or report, one was upheld on the grounds that it held old information however his circumstances had changed. We had another complaint of this nature however the complainant failed to identify what the factual inaccuracies were and so we could not progress this element, it is important that we establish the detail as there is a difference between factual accuracy and the opinion or analysis made by the worker involved. We do also have to consider the arena for reports to be presented, reports requested by courts should be challenged in the court arena.

Decision overruled – a complaint was upheld due to a manager overruling the decision of a social worker, this led on to further Children Social Care intervention when the complainant thought the case was closing hence the complaint being made. Management oversight provides second opinions and are included in the process, it is an important step especially when working in Children Social Care and dealing with children and family life. Often, there is more than one way to deal with an incident, this does not always mean one way is right and the other is wrong but they offer the opportunity of learning about alternative options from different sources so that children involved can have the best outcomes. This complaint evidenced this process working effectively.

4.5 Actions taken and learnings – Complaints are used by the Council as an opportunity to learn and improve, we try to ensure that the same issues do not reoccur. Everyone is capable of making a mistake no matter how well trained and motivated they are however, in the workplace the consequences of human error, an ‘action or decision which was not intended’ can impact on others, staff do not set out to get it wrong. No complaints were as a result of a deliberate deviation from a rule or procedure.

Where action has needed to be taken to address the complaint, it considers if this has an impact across all the services as opposed to just the team involved. Actions that were taken were specific to the individual complainants and the service they received. Some of these are discussed in team meetings to reaffirm what is good practice so the team are all reminded of the impact this has on children, young people and families.

4.6 Corporate Complaints - have increased by 45%



This procedure can be used for dealing with complaints from adults regarding Children’s Social Work Services when they do not fit the criteria for their complaint to be managed under the statutory procedure.

The Corporate Complaints Procedure is an internally determined procedure and is used to process complaints about issues such as a service provided directly to family members (other than the child). This stage is similar to Stage 1 of the Statutory Complaints Procedure in that the relevant Team Manager investigates and responds to the complaint. If the customer is not satisfied they can request to a Stage 2 internal Review undertaken by the Corporate Complaint Team who will send a final response, the final stage is for the complainant to approach the LGSCO.

4.7 The Local Government & Social Care Ombudsman (LGSCO)

Halton received 4 enquiries from the LGSCO, following complaints made to them, they declined to investigate further as there was no case to answer. The level of detail included in complaint responses can be seen to be a significant contributor to this and can evidence the robustness of decision making when dealing with complaints. The accurate definition of complaints by the Principal Policy Officer means that several issues are often identified within each complaint. This assists investigating managers to respond efficiently and accurately to each part of the complaint. Complaints that have been properly investigated and responded to resolves their complaint without the need to refer to the LGSCO.

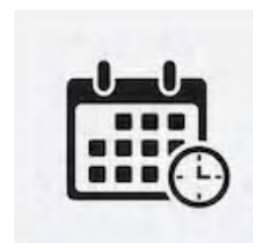


4.8 How quickly do we respond to complaints

	% within 10 days	% within 20 days	% over 20 days
2018-19	23%	66%	34%
2017-18	73%	91%	9%
2016-17	33%	83%	17%
2015-16	33%	70%	30%
2014-15	35%	75%	25%

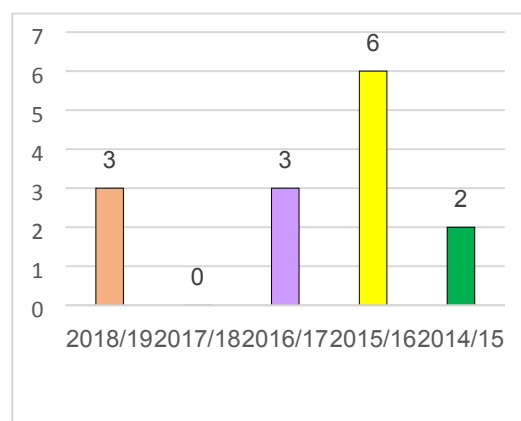
Performance has decreased this year in meeting the statutory deadlines for complaint responses with 66% of cases answered within timescales. Issues such as staff absence can leave managers unable to respond until the staff member has returned, there were a few requiring legal advice but in the main the decrease in meeting timescales is due to the length and complexity of complaints received requiring a more detailed investigation and response along with the Managers capacity to complete these complex investigations.

For all services there are times of pressure, if complaint handling at Stage 1 becomes difficult early action is essential, it is the effective Stage 1 handling that keeps Stage 2 cases to a minimum. The LGSCO will consider how quickly we respond to complaints and any delay can prevent us putting things right swiftly when there is evidence of fault.



The three Stage 2 complaints were all completed outside the 25 working day timescale due to the complexity of the complaint and facilitating an independent investigation. An investigation needs to be comprehensive rather than rushed to meet the deadline. Stage 2 remain low demonstrating effective Stage 1 responses.

One Stage 3 Review Panel was held beyond the 30 working days, it was rearranged due to the complainant's individual circumstances - this was the first Stage 3 since 2013.



Training – is being planned for 2019-20, the Principal Policy Officer is available to support and advise staff; to ensure that best practice is followed during a complaints investigation; and has provided targeted training with individual members of staff and managers on request as part of an induction process.

In addition complaints procedures and processes are updated when required and made available on Tri-x which is the Web based procedure Manual for Children Social Care staff.

5. Compliments

A separate report is compiled that records all the positive comments received and so this is a snapshot. The number of compliments has increased year on year, staff are reminded that it is important to report compliments as well as complaints as they too can be very helpful feedback and really give a flavour of what works well and what people using Children and Families Services really value.

Year	Total
2018-19	101
2017-18	80
2016-17	70
2015-16	77
2014-15	85

Team around the Family consistently show the highest percentage. Providing direct support within the family, instigates a higher number of compliments. Also, these services can work in conjunction with other teams such as Children in Need.

	18-19	17-18	16-17	15-16	14-15
CIN	31%	33%	18%	22%	20%
CIC	14%	14%	26%	20%	29%
TAF	55%	53%	54%	58%	51%

Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others.

The service has been invaluable to helping us as a family, we will forever be grateful.

Thank you for being honest and explaining things, hope you keep at what you are doing cos you do it so well.

Thank you for always going above and beyond for us, I'm so grateful.

I really enjoy being part of the Children in Care Council, it gives us a say about things that matter, being a part of it has improved my confidence and allowed me to make friends, I know I am making a difference to lives of children in care.



REPORT TO:	Children & Young People Policy & Performance Board
DATE:	27 th January 2020
REPORTING OFFICER:	Strategic Director - People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Annual headteacher's report of the attainment and progress of Halton Children in Care
WARD(S)	All

1.0 **PURPOSE OF THE REPORT**

- 1.1 To provide PPB with the annual update of the educational outcomes for Halton children in care 2018-19.

2.0 **RECOMMENDATION: That:**

- i) PPB note the information provided.

3.0 **SUPPORTING INFORMATION**

- 3.1 Please see attached report for detailed data, analysis and impact
- 3.2 The data within the report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers in Halton and their in-care peers across the North West and Nationally.
- 3.3 **What is a good outcome?**

Contextual:

That a child has been in care for at least 12 months, living in a stable placement, with at least 95% attendance at a Good or better school, with no fixed term exclusions, and making at least the expected progress in comparison to their peers.

At Early Years Foundation stage:

A child has achieved the measure of Good Level of Development (GLD)

At Year 1 Phonics:

A child has achieved the threshold of 32 or more in the Phonics test

At Key stage 1:

A child has achieved the Expected Standard in each subject area (Reading, Writing, and Maths) and in the 3 combined areas.

At Key Stage 2:

A child has achieved the Expected Standard in each subject area (Reading, Writing, and Maths) and in the 3 combined areas. In addition the child had made at least their expected progress in Reading, Writing and Maths, from their prior attainment at Key Stage 1 (this indicated by a positive number).

At Key Stage 4:

A young person had achieved English and Maths at grade 5 or above and that they will have achieved highly on Attainment 8 and have a positive Progress 8 score.

Attendance and Exclusions:

A child or young person's attendance has been above 95% for the academic year and they have had no fixed term exclusions or be permanently excluded from school.

EET:

A young person should be actively engaged in education, employment or training from the age of leaving school until at least 19 years old.

3.4

Executive Summary

Please see attached report for detailed data, analysis and impact

✓ = Good Performance

≈ = there is some improvement but there is still concern

✗ = an area of underperformance

Key Stage/Outcome	Performance rating	Comment
Early Years Foundation	≈	Improved performance on last year in comparison with non-care peers but slightly below that of in-care peers. Areas of underachievement are in literacy, numeracy, communication and managing feelings and behaviour.
Year 1 Phonics	≈	Improvement on last year and broadly in line with performance of in-care peers
Key Stage 1	✗	In comparison to non-care peers, Reading outcomes have improved on previous year but there has been a decline in Writing and Maths. In comparison with in-care peers Halton children in care have performed better in Reading and the combined measure, are broadly in line in Writing but below in maths

Key Stage 2	<p>✘ Attainment</p> <p>✘ Progress</p>	<p>In comparison with non-care peers, there has been a decline in performance across all area. In comparison with in-care peers Halton children in care are broadly in line for the combined measure but are below in all individual subjects</p> <p>Halton children in care have made above the expected progress in Writing in comparison to their non-care peers. However, they have made less progress in Reading and Maths. Compared to their in-care peers Halton children in care have made better progress in Reading and Writing but are below in Maths</p>
Key Stage 4	✘ Attainment	<p>Attainment across all measures was poor. 33% young people had an EHCP all for SEMH needs; 42% were persistently absent; 42% had periods of fixed term exclusions over key stage 4. No young person was predicted to achieve the combined measures of English and Maths at either level 4 or level 5. Main reasons for the underperformance were related to poor attendance and exclusions.</p>
Attendance	✔	<p>Despite a slight dip in Primary attendance there has been an increase in attendance at secondary and overall.</p>
Exclusions	✘	<p>Exclusions have risen from the previous year and this is particularly in Primary. However, there has been a reduction in the length of exclusions and also in the number of repeated exclusions.</p>
EET	≈	<p>NEET at 16-19 remains good. However, is still a cause for concern for 20-22 year olds. We have 3 young people at University. A major area of concern is the lack of young</p>

		people accessing apprenticeships.
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- 3.5 Improving educational outcomes and engagement in education, employment and training of our children in care and care leavers is a key priority for the Council for the next 3 years.

The Senior Management Team have agreed the following actions:

1. Develop an action plan to improve overall outcomes for children in care and care leavers, with a particular focus on education, and ensure through this that there is full corporate ownership.
2. Further increase awareness of corporate parenting responsibilities across the Council and actively demonstrate our aspirations for our children in care and care leavers.
3. Receive regular reports on the progress and outcomes of our children in care and care leavers in order to identify and remove barriers to improvement.

Halton Virtual School remains fully committed to improving the educational progress and life chances of our children in care and care leavers and will continue to provide additional support to all our children, examples of which are detailed in the appendix to this report. In addition we are:

1. Strengthening our support and challenge role with all corporate parents so that they more fully understand the importance of promoting educational achievement and engagement within their roles and areas of responsibility.
2. Holding solution focused Progress Improvement Clinics with Children's Social Care colleagues to ensure that each child is making the maximum educational progress that they can by accessing all the support they require at home, in school and through other relevant professionals.
3. Undertaking termly challenge meetings with Designated Teachers to identify underperformance and clearly identify the impact of Pupil Premium Plus interventions.
4. Holding meetings with targeted schools between the PEP and Progress Coordinator, the school Education Psychologist, the Designated Teacher and SENCo, to review any child that has unidentified needs and put an action plan in place to address them.
5. Further developing our training offer for Foster Carers to support learning at home. This is via an on-line platform which provides bespoke learning linked to the individual child in placement.

4.0 **POLICY IMPLICATIONS**

4.1 Please see below regarding national policy changes that will have implications for the support provided through Halton Virtual School.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

5.1 Halton Virtual School relies heavily on the use of Pupil Premium Plus funding from the Government to support the educational outcomes of children in care. This includes support provided through the Personal Education Plan Coordinators and the ability to commission specialist psychological assessment, as well as direct curriculum support for the children and young people. There is currently an agreement that this funding will remain in place until 2020 but that it will be reviewed to take into account other budgetary changes and pressures.

5.2 There is a major risk to the outcomes of our most vulnerable children if this funding ceases because Halton Virtual School will no longer be able to provide the high level and necessary educational support for our children in care.

5.3 Halton Virtual School continues to look to provide additional employment and training opportunities for Care Leavers through access to apprenticeships and work programmes. There needs to be a review of funding opportunities to support these, including creative look at the apprenticeship levy funding.

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

6.1 **Children & Young People in Halton**

The educational outcomes of children in care remain a key priority for the Council.

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

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

6.3 Creating and accessing appropriate apprenticeship opportunities for our Care Leavers remains a major challenge within the current political and financial climate. To support and increase the number of care leavers in apprenticeships is one of the Corporate Parenting Pledges that Halton Borough Council has made but to date there are no care leavers in an apprenticeship.

6.3 **A Healthy Halton**

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational

outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

6.4 **A Safer Halton**

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

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

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

8.0 **EQUALITY AND DIVERSITY ISSUES**

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

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

9.1 None under the meaning of the Act.

END OF KEY STAGE ATTAINMENT AND PROGRESS REPORT FOR HALTON CHILDREN IN CARE

2018-19

Sharon Williams – Headteacher of Halton Virtual School

GLOSSARY OF TERMS

Term	Explanation
H CIC	Cohort of children in care to Halton
ALL H	All children in Halton
ALL NAT	All children nationally
GLD	Good Level of Development
SEN	Special Educational Needs and Disabilities
EHCP	Education Health and Care Plan
PEP	Personal Education Plan
PP+	Pupil Premium Plus
RI	Requires Improvement
CLLD	Communication, Listening and Language Development
EYFS	Early Years foundation Stage
NW CIC	Cohort of children in care across the Nor West region
NAT CIC	Cohort of children in care nationally
R	Reading
W	Writing
M	Maths

Term	Explanation
RWM	Combined measure of Reading, Writing and Maths
E5+	Achieved 5 and above in English GCSE
E4+	Achieved 4 and above in English GCSE
M5+	Achieved 5 and above in Maths GCSE
M4+	Achieved 4 and above in Maths GCSE
EM5+	Achieved 5 and above in English and Maths GCSE
EM4+	Achieved 4 and above in English and Maths GCSE
EET	Education, Employment and Training
NEET	Not in Education, Employment and Training
UASC	Unaccompanied Asylum Seeking Child
YOS	Youth Offending Service
PA	Personal Assistant
Ave %	The average % attendance
%<95%	The percentage of CIC having less than 95% attendance
FT Ex	Fixed Term Exclusion
NOR	Not on Roll of a school/registered education provision

EXECUTIVE SUMMARY

✔ = Good Performance

Ⓜ = there is some improvement but there is still concern

✘ = an area of underperformance

Key Stage/Outcome	Performance rating	Comment
Early Years Foundation	Ⓜ	Improved performance on last year in comparison with non-care peers but slightly below that of in-care peers. Areas of underachievement are in literacy, numeracy, communication and managing feelings and behaviour.
Year 1 Phonics	Ⓜ	Improvement on last year and broadly in line with performance of in-care peers
Key Stage 1	✘	In comparison to non-care peers, Reading outcomes have improved on previous year but there has been a decline in Writing and Maths. In comparison with in-care peers Halton children in care have performed better in Reading and the combined measure, are broadly in line in Writing but below in maths
Key Stage 2	✘ Attainment ✘ Progress	In comparison with non-care peers, there has been a decline in performance across all area. In comparison with in-care peers Halton children in care are broadly in line for the combined measure but are below in all individual subjects Halton children in care have made above the expected progress in Writing in comparison to their non-care peers. However, they have made less progress in Reading and Maths. Compared to their in-care peers Halton children in care have made better progress in Reading and Writing but are below in Maths
Key Stage 4	✘ Attainment	Attainment across all measures was poor. 33% young people had an EHCP all for SEMH needs; 42% were persistently absent; 42% had periods of fixed term exclusions over key stage 4. No young person was predicted to achieve the combined measures of English and Maths at either level 4 or level 5. Main reasons for the underperformance were related to poor attendance and exclusions.
Attendance	✔	Despite a slight dip in Primary attendance there has been an increase in attendance at secondary and overall.
Exclusions	✘	Exclusions have risen from the previous year and this is particularly in Primary. However, there has been a reduction in the length of exclusions and also in the number of repeated exclusions.
EET	Ⓜ	NEET at 16-19 remains good. However, is still a cause for concern for 20-22 year olds. We have 3 young people at University. A major area of concern is the lack of young people accessing apprenticeships.



VS Activity Days and Interventions 2019-20

This is the Virtual School Activity Day Programme for 2019-20 please see what exciting cross curricular opportunities our children in care have to enhance their learning skills.

RECEPTION 2018-19

DATA

Cohort	H CIC	All H	ALL Nat
% Achieved GLD	42.9	66.1	71.8
Gap		-23.2	-28.9
Trend direction		↑	↑

ANALYSIS

3 children achieved a Good Level of Development, 2 boys and 1 girl. This is improved performance on last year.

The main areas of underachievement were literacy, numeracy, communication and managing feelings and behaviour.

Although there is a gap between both local and national non-care peers this has closed on the previous year.

6 out of the 7 children had a PEP completed each term, the remaining child had 2 PEPs.

6 children had access to their Pupil Premium Plus funding across the academic year.

Emerging data shows that Halton children in care are slightly under the performance of their regional and national in-care peers.

CONTEXTUAL BACKGROUND

There were 7 children in the cohort, 5 of whom were boys. 4 children live with family and 1 has been placed for adoption; 2 children live out of borough.

All but 1 child was educated in schools that are rated at least Good by Ofsted.

28% (2) were undergoing statutory assessment for special educational needs and are placed in a resource base.

4 children had attendance above 95%. The remaining 3 children all had attendance above 90% with the main reason for absences being illness.

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with book parcels to support their development in reading.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author to inspire reading, creative writing and imaginative play; and an additional day exploring the world, problem solving and developing social interaction skills

The outcomes for all children were in line with PEP predictions and did show progress across the academic year.

In relation to reading all children showed progress across the academic year, with 4 having achieved accelerated progress.

RECEPTION 2018-19 cntd

VIRTUAL SCHOOL NEXT STEPS

The Virtual School are supporting the application of the statutory assessment process for 3 children who did not achieve their good level of development in order to fully identify any additional learning needs.

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their EYFS outcomes.

Further support will be provided through book parcels and cross curricular activity days.

The Virtual School is part of the development of the borough wide Reading Strategy to ensure that schools and partners are aware of the need to prioritise children in care for support.

PHONICS 2018 - 19

DATA

Cohort	H CIC	All H	All Nat
% Achieved	62.5	80	82
Gap		-17.5	-19.5
Trend direction		↑	↑

ANALYSIS

5 children achieved the Phonics threshold score.

Of the 3 children who did not achieve the threshold score 2 are living with family and 1 is in foster care; however, all 3 were no more than 3 marks below.

Whilst there remains a gap in performance between their non-care peers, this gap has closed on the previous year.

2 of the children who did not achieve the threshold were educated in schools judged to be requires improvement.

6 children had all 3 PEPs completed over the academic year, whilst the remaining 2 children had 2 PEPs.

All had access to their Pupil Premium Plus funding for additional interventions.

Emerging data shows that Halton children in care are broadly in line with the performance of regional and national in-care peers.

CONTEXTUAL BACKGROUND

There were 8 children in the cohort 5 of whom were girls. 2 were summer born children. 37.5% (3) had been in care for just over 12 months.

7 children were educated in Halton schools.

5 were in schools rated as Good or better by Ofsted.

37.5% are on the SEN COP - 25% (2) have an EHCP and 1 child is undergoing statutory assessment.

4 children live with family and 1 child has been placed for adoption.

All children had attendance above 95%. Only 1 child had a school move in the academic year, but this took place after the test had been completed.

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with book parcels to support their development in reading.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author to inspire reading and creative writing; and an additional day focusing on science, maths, cooperative learning and social interaction

PEP outcomes show that 7 children showed progress over the academic year in reading, and 6 children showed progress in speaking and listening.

PHONICS 2018 – 19 cntd

VIRTUAL SCHOOL NEXT STEPS

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further support will be provided through book parcels and cross curricular activity days.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects in preparation for KS1 SATS.

The Virtual School is part of the development of the borough wide Reading Strategy to ensure that schools and partners are aware of the need to prioritise children in care for support.

KEY STAGE 1 2018 - 19

DATA

Cohort	R			W			M		
	H CIC	All H	All Nat	H CIC	All H	All Nat	H CIC	All H	All Nat
% achieved	57.1	72	75	42.9	66	69	42.9	71	76
Gap		-14.9	-17.9		-23.1	-26.1		-28.1	-33.1
Trend direction		↑	↑		↓	↓		↓	↓

CONTEXTUAL BACKGROUND

There were 7 children in the cohort, 6 of whom were boys. 2 were summer born.
 6 were educated in Halton schools. Only 1 child was in a school rated below Good or better by Ofsted.
 14% (1 child) have an EHCP. This child is the only child with attendance below 90% and this is for medical reasons. All other children had attendance above 95%.
 2 children live with family and the rest are in foster care placements.

ANALYSIS

Reading – 1 child achieved Greater Depth; of the 3 children who did not achieve the expected standard all were boys and 1 was assessed as working below key stage levels;

Writing – of the 4 children who did not achieve the expected standard all were boys and 1 child was assessed as working below key stage levels.

Maths – of the 4 children who did not achieve the expected standard all were boys and 2 were assessed as working below key stage levels.

1 boy achieved the expected standard in Reading but did not achieve the combined measure.

Neither summer born children achieved the expected standards across any of the core subjects.

Main areas of underachievement were Maths and Writing

Emerging data shows that Halton children in care achieve above their regional and national in-care peers in Reading and the combined measure of RWM, are in line in Writing but are slightly below in Maths.

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with book parcels to support their development in reading.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author based on pop-up story books to inspire illustrative work, creative writing and reading; and an additional day focusing on science, maths, cooperative learning and social interaction

PEP outcomes show that 4 children have made progress across all core subjects in the academic year.

5 children had access to their Pupil Premium Plus funding for additional interventions over the academic year.

KEY STAGE 1 2018 -19 cntd

VIRTUAL SCHOOL NEXT STEPS

The Virtual School are supporting the application of the statutory assessment process for 2 children who did not achieve the expected standards in order to fully identify any additional learning needs.

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further support will be provided through book parcels and cross curricular activity days.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects.

The Virtual School is part of the development of the borough wide Reading Strategy to ensure that schools and partners are aware of the need to prioritise children in care for support.

KEY STAGE 2 2018-19

ATTAINMENT DATA

Cohort	R			W			M		
	H CIC	All H	All Nat	H CIC	All H	All Nat	H CIC	All H	All Nat
% achieved	33.3	70	73	40	76	78	33.3	75	79
Gap		-36.7	-39.7		-36	-38		-41.7	-45.7
Trend direction		↓	↓		↓	↓		↓	↓

Cohort	RWM		
	H CIC	All H	All Nat
% achieved	33.3	60	65
Gap		-26.7	-31.7
Trend direction		↓	↓

Cohort	R		W		M	
	H CIC	All H	H CIC	All H	H CIC	All H
Prog achieved	-0.25	-0.14	1.14	0.43	-2.74	-0.36
Gap		-0.11		0.71		-2.38

Emerging data shows that Halton children in care compared to their regional and national in-care peers are broadly in line for the combined measure but below in the individual core subjects.

In terms of progress made emerging data shows that Halton children in care made more progress than their regional and national in-care peers in both Reading and Writing but made less progress in comparison in Maths.

CONTEXTUAL BACKGROUND

There were 15 children in the cohort, 8 of whom were boys.

47% (7) came into care during Key Stage 2

33% (5) were educated out of borough. 20% (3) children were educated in special schools, 2 of whom were in the independent sector.

5 were educated in schools rated Requires Improvement or below by Ofsted and all were Halton schools.

27% are on the SEN COP - 20% (3) children have an EHCP and a further child is undergoing statutory assessment.

3 children are in residential provision and 1 is living with family.

2 children had attendance below 95% with the reasons for absence being medical and illness.

2 children had fixed term exclusions of 2 and 2.5 days respectively across the academic year

3 children had a planned school move at the beginning of the Autumn term due to their placements becoming long term.

ANALYSIS

4 children were not entered for their SATs as per the guidance as they were assessed as working at below key stage levels.

1 child achieved greater depth in both Reading and Writing

1 child achieved the expected standard in Reading and Writing but not Maths

1 child achieved the expected standard in Writing and Maths but not Reading

All children achieved at least in line with predictions in their PEPs, although 2 achieved better than expected.

KEY STAGE 2 2018-19 cntd

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with Storytime Magazine to support their development in reading.
- Provided one-one tuition on core subjects when identified as an area of development in the PEP.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author focusing on reading, creative writing and use of language; a day focusing on embedding numeracy skills, literacy, communication skills and cooperative learning; a day focused on mental health and wellbeing and ensuring that children have developed some stress reducing strategies in preparation for their SATs; a day preparing for their transition to secondary school.
- Enhanced transition to secondary school for targeted children to develop confidence and reduce anxiety; and to fully inform secondary Designated Teachers of areas of development and support needs so these are in place ready for September.
- Supported the application of the statutory assessment process for 2 children in order to fully identify any additional learning needs.

4 children made at least 4 points accelerated progress in Reading, with 1 child making above 9 points.

4 children made accelerated progress in Writing with 1 child making 11 points and another child making 14 points.

3 children made accelerated progress in Maths with 1 child making 13 points

VIRTUAL SCHOOL NEXT STEPS

The Virtual School are supporting the application of the statutory assessment process for 3 children who did not achieve the expected standards in order to fully identify any additional learning needs.

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further support will be provided through book parcels and cross curricular activity days.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects.

KEY STAGE 4 2018 - 19

DATA

Cohort	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% Ach	0	56.3	8.3	72.1	0	39.7	33.3	61	0	36	8.3	56.5
Gap	-56.3		-63.8		-39.7		-27.7		-36		-48.2	
Trend	↓		↓		↓		↑		↓		↓	

Cohort	EBacc 4+		EBacc 5+	
	H CIC	All H	H CIC	All H
% Ach	0	22.1	0	13.5
Gap	-22.1		-13.5	

ANALYSIS

Attainment at Key Stage 4 remains an area of high concern and a priority for the Local Authority.

Based on PEP outcomes and progress data gathered throughout the year:

- No young people were predicted to achieve a level 4 in English
- 3 young people were predicted to achieve a level 4 in Maths
- 1 young person achieved 5 GCSEs at level 4 which was above predictions.
- 7 young people achieved in line with their predicted grade in English and 1 young person achieved higher than predicted.
- 7 young people achieved in line with their predicted grade in Maths and 1 young person achieved above this.
- 4 young people achieved overall in line with their predicted grades and 2 young people achieved above this

The main reasons 4 young people did not achieve in line with predictions were poor attendance and being at high risk of permanent exclusion. For other young people they missed their target grade by 1 level.

CONTEXTUAL BACKGROUND

There were 12 young people in the cohort, 8 of whom were male.

10 were educated in Halton schools. 9 schools were rated as good or better by Ofsted

33% (4) had an EHCP all for SEMH needs, 17% (2) were educated in independent specialist provision.

42% (5) were placed in residential provision, all out of borough.

58% (7) had attendance below 95%, with 42% (5) being below 90%. The main reasons were unauthorised absence.

42% (5) had periods of fixed term exclusions during Key Stage 4.

3 young people were either placed on alternative provision or on a reduced timetable to stabilise their education as they were at high risk of permanent exclusion during Year 11.

1 young person had a school move at the beginning of year 11 due to the closure of the specialist provision.

3 young people had periods of missing from care during Key Stage 4.

KEY STAGE 4 2018 - 19 cntd

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided one-one tuition on care subjects when identified as an area of development in the PEP.
- Held cross curricular activity days to embed learning outside the classroom – a day focused on mental health and wellbeing and ensuring that young people have developed some stress reducing strategies in preparation for their SATs; a day focusing on reducing risk taking behaviour and self-regulation; supported young people to attend the Skills Show in Birmingham to raise aspiration
- Enhanced transition support in moving to post 16 provisions
- Provided tailored packages of support for young people at high risk of exclusion
- Ensured that young people are attending high quality alternative provision that meets their long term aspirations

3 young people made progress across the academic year in English

5 young people made progress across the academic year in Maths

No young person was permanently excluded and only 3 had periods of fixed term exclusions, 1 of whom attended a specialist out of borough provision

VIRTUAL SCHOOL NEXT STEPS

Provide support for those young people who will need to re-sit their English and Maths GCSEs

Strengthened transition support from end of secondary phase to post 16 to ensure that all appropriate support is put in place to maintain post 16 engagement.

Allocate additional Pupil Premium Plus funding for 2 of our secondary schools who have high proportions of our children in care – this is to provide additional support to meet the young people's SEMH needs and so reduce the likelihood of exclusion which impacts on learning time.

The Secondary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual young people's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects.

Strengthened our Key Stage 3 and 4 Activity Programme.

ATTENDANCE AND EXCLUSIONS 2018 - 19

DATA

Attendance	Primary	Secondary	Overall
Cohort size	80	67	147
Ave %	96.78%	91.22%	94%
Diff to last yr	↓0.98	↑1.41	↑0.61
%<95%	15%	35.82%	24.5%
%<90% (PA)	5%	23.37%	14.3%

Exclusions	Primary	Secondary	Overall
#1+ FT Ex	5	17	22
%1+ FT Ex	6.25%	23.3%	14.9%
Diff to last yr	↑3.05	↑0.1	↑1.8

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Provided support and advice to schools who were experiencing difficulties managing challenging behaviour.
- Provided tailored packages of support to high risk pupils
- Provided attendance support through Pupil Premium Plus
- Commissioned specialist assessments to support schools to meet the needs of complex children
- Supported schools to undertake the graduated approach in relation to SEMH needs.
- Provided ongoing training to increase awareness and improve practice in meeting the needs of children with attachment difficulties

There has been a reduction in the length of exclusions that children in care have received in both phases with a large proportion receiving 2 days or less.

There has also been a reduction in the number of children receiving more than one fixed term exclusion.

There has been an improvement in secondary attendance and attendance overall.

ANALYSIS

12 Primary children had attendance <95%;

- 6 children live with parents/family members and 2 are residential settings
- The main reasons for absence were illness and medical appointments
- 4 children had Unauthorised absences and a further 4 had authorised absences
- 1 child had 3 days not on roll due to a school move to specialist provision
- 2 children had periods of reduced timetables to stabilise their school placement and reduce the risk of exclusions
- 1 child had a holiday in term time
- Of these children also had exclusions

24 secondary pupils had attendance <95%:

- 3 young people live with parents/family and 12 are placed in residential settings
- The main reasons for absence were unauthorised and authorised absences
- 2 young people had periods of not being on roll due to extended missing from care episodes
- 2 young people had periods of reduced timetables to stabilise their education placements due to high risk of exclusion
- 11 of these young people also had exclusions

5 Primary children had 1 or more fixed term exclusions

- 2 attended Halton schools and 3 were educated out of borough.
- The total number of days was 22.

17 Secondary pupils had 1 or more fixed term exclusions:

- 11 young people attended Halton schools and 6 were educated out of borough.
- The total number of days was 75.5

ATTENDANCE AND EXCLUSIONS 2018 – 19 cntd

VIRTUAL SCHOOL NEXT STEPS

The Virtual School is allocating additional Pupil Premium Plus funding for 2 of our secondary schools who have high proportions of our children in care – this is to provide additional support to meet the young people’s SEMH needs and so reduce the likelihood of exclusion.

Conducting a pilot with a further 3 schools which will focus on increasing awareness of the impact of Adverse Childhood Experiences and toxic stress and the impact they have on a child’s resilience and ability to learn.

Working with the Behaviour Support Service to pilot implementing the PIVOTAL Approach to managing behaviour within another 4 schools.

EET 2018 - 19

DATA

% CIC	16-19	20-22
Education	45.6%	11.1%
Employment and Training	16.2%	36.1%
Combined EET	61.8%	47.2%
NEET	38.2%	52.8%

ANALYSIS

20-22 year old cohort:

- Continues to be challenging, with the 20-21 year olds having the highest percentage of NEET.
- Of the 19 who were NEET at the end of the academic year; 9 came into care from Year 11 onwards.
- There are 4 young parents, 2 who are medically unfit to work and 2 were in custody.
- Of the remaining young people 8 have had YOS involvement and their risk assessments make it more challenging to find placements.

16-19 year old cohort:

- 10 young people live out of borough thus making it more difficult to source appropriate opportunities.
- Of the young people who are NEET 9 have come into care from Year 11 onwards and 7 have had to re-sit both English and Maths before progressing.
- There are 2 Unaccompanied Asylum Seekers who missing from care; 2 young people are in custody, 1 who is medically unfit to work; 1 young parent; and 13 have had previous YOS involvement.

3 young people are accessing higher education courses.

Unfortunately we do not have any young people on an apprenticeship.

WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Realigned roles and responsibilities within the Virtual School to have a greater focus on post 16.
- A dedicated member of the team now has a direct work case load of young people who are at risk of becoming NEET and an additional case load of young people who have expressed an interest in an apprenticeship.
- Strengthened transition support from end of secondary phase to post 16 to ensure that all appropriate support is put in place to maintain post 16 engagement.
- Reviewed approaches used by other local authorities and is working towards implementing an improved model of support for care leavers, with a particular focus on increasing access to apprenticeships.

Provided support for young people who are in further education through the use of Pupil Premium Plus and monitoring of Post 16 Personal Education Plans.

Direct case work has stabilised young people in EET or enabled them to transition onto a more appropriate option.

2 young people have been supported to apply for apprenticeships but unfortunately they were unsuccessful.

2 work experience placements have been sourced within the Council to support the young people in their career choices.

VIRTUAL SCHOOL NEXT STEPS

Creating the right apprenticeship opportunities and support structure remains a struggle for us in the current financial and political climate.

Establish a Care Leaver Apprenticeship Strategic Group led by the Director of Children’s Services whose focus will be to remove barriers to care leavers accessing support and employment opportunities both within the Council and the broader community.

The Virtual School will continue to develop a more comprehensive model of support for care leavers, but given the financial situation this will remain a challenge.

Establish a network of Post 16 providers to offer support and training and also target PEP completion and improving quality, with a particular focus on local FE providers.

Work with colleagues in Adult Social Care to establish a graduated programme from work experience to possible apprenticeships within the local care home sector.

Develop closer links with the Chamber of Commerce and HEP, with a view to increasing apprenticeship possibilities.

Work with colleagues who are looking at Supported Internships to ensure that appropriate care leavers are prioritised for opportunities within the programme.

Activity & Support Programme 2019-20



This is the complete education activity and support programme for academic year 2019-2020 being delivered by Halton Virtual School and key partners.

Our programme consists of:

Education & Opportunity Activities – we offer a variety of experiences for our children and young people that focus on a range of academic, personal and independence skills. The activities generally take place during the school holidays. Letters and invitations are sent out to children/young people and carers in advance of the activity/event with a request for confirmation of attendance.

Interventions – we provide extra support to our children and young people through a variety of resources available to us.

The full programme can also be found on the Halton Virtual School website – www.myvirtualschool.org – along with details of events we’ve run in the past. Below is the front page you will see when you visit the website and you won’t need to log in to access any of the content. You can find the programme on the “Virtual School” drop down menu.



Welcome to Halton Virtual School

The aim of this website is to provide information for our children in care and care leavers and all those who are involved in working with and supporting them.

This is a developing website so we will be constantly updating and adding more pages and resources to each section. If you feel that there is any information that would be useful for us to include or if you have any questions that we currently don't have answers for on the site, please get in touch with us.

This website was last updated 15-01-2019

List of updates can be found below.





Activities / Events

Autumn Half Term 2019



Monday 28 th October 2019	Tuesday 29 th October 2019	Thursday 31 st October 2019	Friday 1 st November 2019
Creative Mind with Curtis Jobling	Eat Fit & Move It	Monster Mayhem	Pit Stop Challenge
Years 8, 9 & 10	All CIC	Years 3 & 4	Years 10 & 11
<p>Curtis Jobling will be visiting us again to bring us more lively activities, hints and tips and general chit chat about writing and also future aspirations regardless of what they may be. His last visit with us brought us lots of laughter and the feedback from everyone who took part was that they'd like more of the same!</p> <p>Aims:</p> <ul style="list-style-type: none"> To look at goals and aspirations. Get hints and tips to improve writing skills. 	<p>The CIC health team are delivering a hands on, activity packed day around "healthy eating and physical exercise".</p> <p>Aims:</p> <ul style="list-style-type: none"> Learn about healthy eating – do taste tests and make your own healthy lunch. Look at different ways to keep active – not just through exercise. 	<p>A monster themed day perfect for Halloween filled with lots of crafts and games.</p> <p>Aims:</p> <ul style="list-style-type: none"> To create a monster puppet. Use your imagination to develop a character profile to bring your monster puppet to life. Work as a team to pass different literacy, maths and general knowledge activities in a point scoring game against other teams. 	<p>Be part of a "pit crew" to dismantle and reassemble a go-kart. The challenge is to do this in the quickest time possible as you race against other groups.</p> <p>Aim:</p> <ul style="list-style-type: none"> Develop team building and communication skills to get onto the timed leaderboard. Learn how to disassemble and accurately reassemble a go-kart with the correct tools and techniques.
<p>Curriculum Links:</p> <ul style="list-style-type: none"> English – writing – use a range of vocabulary and sentence structures for clarity, purpose and effect. English – speaking and listening – use discussion in order to learn and being able to elaborate and explain clearly understanding and ideas. PSHE – goals and aspirations – learn about choices available to them, benefits of being ambitious and identify own strengths, interests, skills and qualities. 	<p>Curriculum Links:</p> <ul style="list-style-type: none"> PSHE – what makes a healthy lifestyle including benefits of physical activity, rest and healthy eating. PSHE – recognise opportunities to make their own choices about food, what might influence their choices and benefits of eating a balanced diet. Cooking and nutrition – use the basic principles of a healthy and varied diet to prepare lunch. PE – lead healthy, active lives 	<p>Curriculum Links:</p> <ul style="list-style-type: none"> Art & Design – use a range of materials creatively to design and make a puppet. English – reading & writing – use a range of vocabulary to create a fun and interesting monster character profile then read aloud own work. English – recall and use knowledge around adjectives, spellings and rhyming words. Maths – recall and use maths knowledge and techniques including times tables, operations and number patterns. PSHE – interpersonal skills – communication and team working. 	<p>Curriculum Links:</p> <ul style="list-style-type: none"> Design & Tech. – understand and use mechanical systems. Design & Tech. – select from and use a wide range of tools and equipment to perform practical tasks. PSHE – interpersonal skills – communication and team working.

Spring Half Term 2020

Monday 17th February 2020	Tuesday 18th February 2020	Thursday 20th February 2020	Friday 21st February 2020
Virtual Reality	Now Press Play	Outward Bound	Spy Academy Code Breakers
Years 7, 8 & 9	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Using the latest VR technology you can be transported to anywhere in the world and beyond! Pupils will get the chance to use tools to create their own VR world.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Experience the world of VR. • Learn how to use VR creation tools to build a VR 3D world. • Use imagination and creativity in creating a VR 3D world that can be explored by themselves and others. 	<p>Take a trip like no other – become the main character of a story through an interactive audio experience.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Listen to audio tracks and use imagination to bring events and stories to life. • Share the experience with others through writing. 	<p>For those who enjoy exploring, adventure and storytelling we have booked a day at the Fiddler’s Ferry Education Resource Centre.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use imagination and creative skills outside of the classroom. • Explore the natural habitats and look out for different woodland creatures in a safe environment. 	<p>The day will involve solving riddles and code breaking to expose the enemy spies who have infiltrated the academy.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Look at different types of ciphers and codes that have been used including pigpen, Caesar shift, Morse code and semaphore. • Solve the trail of coded clues to identify who the enemy spies are.
<p>Curriculum links:</p> <ul style="list-style-type: none"> • Computing – use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Computing – undertake creative projects using a specific piece of software. • Design & Tech. – develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> • English – spoken language – participate in improvisations and discussions. • English – writing – writing narratives about personal experiences (real and fictional). • English – read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> • Learning outside the classroom. • Science – identify different living things, investigate and explore their habitats. • Science – working scientifically – using their observations and ideas to suggest answers to questions. • English – listen and respond appropriately to adults and their peers. • Art & Design – to use a range of materials found in nature to creatively design and make an art piece. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> • History – explore different ciphers and codes including how they were developed and used. • Maths – problem solving – use knowledge about ciphers and codes to crack coded text. • PSHE – interpersonal skills – communication and team working.

March 2020

Wednesday 25 th March 2020	Thursday 26 th March 2020
Skills North West	
Years 7 – 9	Years 10 & 11 and Post-16
<p>We will liaise with schools, carers and young people to arrange a trip to Skills North West (North West’s largest careers, jobs, skills and apprenticeship event) where our children and young people will get the chance to see different careers and opportunities that are out there. They’ll be able to take part in hands-on demonstrations and activities throughout the day in the hope to motivate and inspire them in developing their skills and raising their aspirations.</p>	
<p>Curriculum links:</p> <ul style="list-style-type: none"> • PSHE – to evaluate their own personal strengths and areas for development and to use this to inform goal setting. • PSHE – The knowledges and skills needed for setting realistic and challenging personal targets and goals. • PSHE – learn about different types of work and different pathways through education and work. • PSHE – learn about the information, advice and guidance available to them and how to access it. • PSHE – learn how their strengths, interests, skills and qualities are changing and how these relate to future employability. 	

Spring Break 2020

Monday 6 th April 2020	Tuesday 7 th April 2020	Thursday 9 th April 2020
Detective Training Agency	Man Hunt	Next Steps
Years 7 & 8	Years 5 & 6	Year 11
<p>Our trainee detectives need to put their problem solving skills to the test if they want to solve cases and graduate from the Detective Training Agency.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Complete basic training quizzes to help observation, listening and team working skills. • Work as a team to solve a theft and a murder case. • Collect stars throughout the day to graduate from the Detective Training Agency as “detectives”. 	<p>This is an interactive e-safety lesson. Our children will get the chance to put their knowledge and skills with technology to the test with lots of hands on activities.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Put existing e-safety knowledge into practice whilst learning new information and skills. • Discover where technology can be of help when used appropriately. 	<p>We like to get our Year 11s together every year to let off some steam whilst doing something new and fun. The activities vary every year and have included dragon boating, graffiti workshops, escape rooms and outdoor activity centres.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Opportunity to discuss post-16 options with the virtual school team and look at the support we can offer. • Personal development – building confidence as well as working on team work, communication and resilience. • Taking part in new activities and stress relief.
<p>Curriculum links:</p> <ul style="list-style-type: none"> • Maths – solve problems involving the four operations. • Maths – be able to read measures in volume, time and distance in metric units and convert measures when given the scale. • Maths – shape & problem solving – working out which shapes can fit within a specific area without leaving any empty spaces. • Maths – fit together clues to draw a conclusion. • English – articulate and justify answers, arguments and opinions. • PSHE – interpersonal skills – communication and team working. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> • Computing – use technology safely, respectfully and responsibly, keeping personal information private. • Computing – recognise common uses of information technology beyond school. • PSHE – interpersonal skills – communication and team working. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> • PSHE – learn about different types of work and different pathways through education and work. • PSHE – learn about the information, advice and guidance available to them and how to access it. • PSHE – intrapersonal skills – building confidence and resilience. • Other links vary depending on the chosen activity.

Summer Half Term 2020

Tuesday 26 th May 2020	Thursday 28 th May 2020	Friday 29 th May 2020
Wacky Races	Topsy Turvey Tales	Game of Life
Years 4 & 5	Reception, Years 1 & 2	Years 8 & 9
<p>Build your own balloon car racers and experiment with the design before entering it into the Wacky Races Championship Rally. There will be prizes awarded to the car that travels the furthest, the one that goes the fastest and the one with the best design.</p> <p>Aims:</p> <ul style="list-style-type: none"> To build cars which are propelled by balloon power. To experiment with designs and explore factors that would affect how fast or how far a car goes as well as how it looks. 	<p>Things get a bit mixed up in Fairy Tale Land. Our storytellers will need to help sort out the mess so that all the characters are back in their own story and that the stories are in the right order.</p> <p>Aims:</p> <ul style="list-style-type: none"> To listen to a story and put it in the correct sequence when it's mixed up. To make finger puppets for a selected fairy tale. Use imagination to come up with their own mixed up fairy tale. 	<p>During the day our young people will simulate a time in the life of a chosen job. They will have to make a number of choices throughout the day which will affect their bank balance and their well-being score. The aim is to still have money in the bank at the end of the activity and have a good well-being score.</p> <p>Aim:</p> <ul style="list-style-type: none"> Explore different jobs that can be linked to specific skills or interests. Think about the choices they make and how it impacts of finances and their well-being. Looking at different aspects of working such as wage slips, taxes, expenses and banking.
<p>Curriculum links:</p> <ul style="list-style-type: none"> Science – physics – Newton’s Third Law, the balloon pushes air out backwards and the car and the balloon get pushed forwards. Design & Tech. – come up with elements of a balloon car that can be changed which can affect it’s performance. Design & Tech. – experiment with different designs to improve a balloon car’s performance. Art & Design – to use a range of materials creatively to design and make a balloon car. Maths – to measure the distance a balloon car travels. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> English – reading – becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. English – reading – recognising and joining in with predictable phrases English – reading – participate in discussion about what is read to them, taking turns and listening to what others say. English – reading – explain clearly their understanding of what is read to them. 	<p>Curriculum links:</p> <ul style="list-style-type: none"> PSHE – to assess and manage risk in relation to financial decisions. Maths / PSHE – looking at real life application of maths in terms of finances and understanding different elements of managing money. PSHE – explore what positively and negatively affects their physical, mental and emotional health.

Summer Break 2020

Tuesday 28th July 2020	More dates in summer TBC.
Moving Up	
Year 6	
<p>Each year we like to celebrate the end of primary education with our Year 6 children and look at preparations for secondary school.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To celebrate the end of primary school. • Offer support around the transition to secondary school. • A chance for personal development. 	
<p>Curriculum links:</p> <ul style="list-style-type: none"> • Transition – managing change positively and knowing where they can go for support if needed. • PSHE – intrapersonal skills – building confidence and resilience. • PSHE – intrapersonal skills – communication and team work. • Other links vary depending on the chosen activity. 	

Other events that the Virtual School will be linking in with:

- Universities – some universities have a range of outreach events throughout the year for CIC and Care Leavers. Many will also accommodate bespoke campus visits so we can tailor them to the interest and requests of our children and young people.

Educational Interventions



Intervention	Target Group	Details
Storytime Magazine	KS2 – identified through PEPs and feedback	<p>A year’s subscription to a story magazine sent out monthly to each child at their placement address.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To develop an interest in reading through brightly illustrated magazines rather than books. • To develop reading skills through easy to read short stories.
Curiosity Book Club	Reception & targeted children identified through PEPs and attainment results	<p>Partnership with local bookstore “Curiosity Bookshop” to provide individualised book parcels sent out to a child’s placement address once a half term for the academic year.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To encourage reading at home by providing reading materials that a child can read individually or with carers. • To tailor reading materials to suit individual needs, levels of reading and interests/hobbies.
1:1 Tuition	As requested	<p>Working alongside a tuition agency to arrange after school tuition for a range of subjects should a child or young person request this support.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To provide good quality 1:1 support on a child or young person’s identified subject. • To provide tuition in more than one subject should it be needed. • To monitor progress through reports received from tutors for each session.
Virtual School Website	Primary, Secondary, Post-16	<p>Developing sections within the Virtual School website to support children and young people from primary through to post-16.</p> <p>Aims:</p> <ul style="list-style-type: none"> • To provide subject specific information including tutorials and links to relevant websites. • To provide worksheets for a range of subjects. • To provide information and guidance around key stages including Year 8/9 options years and post-16 options.

REPORT TO:	Children Young People and Families Policy and Performance Board
DATE:	27 January 2020
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Education & Social Care
SUBJECT:	High Needs Review
WARDS:	Borough wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report will be delivered in the form of a presentation on the progress to date in reviewing, revising and redesigning High Needs processes and provision in Halton.

2.0 RECOMMENDATION: That

- i) **Members of the Board consider the outcome of the review and request an update on the progress of the review at the next meeting.**

3.0 SUPPORTING INFORMATION

- 3.1 In November prior to the main Board meeting members were invited to a briefing on the progress to date in the review and redesign of High Needs assessment and provision. This information was presented in the form of both a verbal report and written summary.
- 3.2 This presentation will summarise the progress to date including the developments since the November 2019 briefing.

4.0 POLICY IMPLICATIONS

- 4.1 None.

5.0 FINANCIAL IMPLICATIONS

- 5.1 None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

Developing more inclusive local provision that meet the needs of children and young with SEND in Halton allows pupils to be educated within their

own community alongside their peer groups.

6.2 Employment, Learning & 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 RISK ANALYSIS

7.1 Current provision does not meet the needs of children and young people in the Borough. High numbers of children are being educated in independent provision with many pupils having to travel outside the borough to access provision. This is not in their best interest and is not sustainable.

7.2 Ensuring mainstream schools are more inclusive will reduce the demand on specialist settings and out of borough provision. Remodelling specialist provision so that it better meets local need and special schools provide places for only the most complex children and young people with SEND, reducing the level of placements in independent provision.

7.3 The newly established Placement Division will visit all independent settings checking on the quality of provision, outcomes for the children and young people and attendance. They will also review the price ensuring each placement represents good value for money.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 The aim of the review is to better understand the SEND population so that we can improve the quality of SEND provision within the borough, the outcomes of children and young people with SEND and encourage all our schools to become more inclusive.

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

Document	Place of Inspection	Contact Officer
LA Summary of High Needs Review	Rutland House	Ann McIntyre – Operational Director – Ann McIntyre – Operational Director- Education, Inclusion and Provision & Operational Director - Resources
School Forum High Needs Report – 16 th January 2019	Halton website	Ann McIntyre – Operational Director – Education Inclusion and Provision & Operational Director Resources

REPORT TO:	Children, Young People & Families Policy Performance Board
DATE:	27 th January 2020
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Economic Development Children, Education & Social Care
SUBJECT:	Update on recommendations from the 2017/18 Scrutiny topic 'Further developing links between Halton's Businesses and Schools'
WARD(S)	Borough-wide

1. **PURPOSE OF THE REPORT**

The purpose of this paper is to provide the PPB with an update on recommendations that were made in June 2018 as a conclusion to the 2017/18 Scrutiny topic 'Further developing links between Halton's Businesses and Schools'

2. **RECOMMENDATION: That:**

i) **The PPB note the information provided.**

3. **SUPPORTING INFORMATION**

3.1 Following the 2017/18 Scrutiny topic 'Further developing links between Halton's Businesses and Schools' in June 2018 the following recommendations were approved by the PPB.

3.1.1 Request every secondary school to have a **named** Governor responsible for overseeing how the school engages with businesses and develops pupils' employability skills.

3.1.2 Halton Borough Council officer to check from September 2018 that schools and the College do identify a Careers Leader and that schools publish how outside providers can talk to pupils in schools. This will be reported to PPB annually.

3.1.3 That all schools implement the requirement to offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7-13, ahead of the Government proposed timeline of 2020.

3.1.4 That the College implements the requirement to offer every young person at

least two meaningful encounters with employers per year ahead of the Government proposed timeline of 2020.

- 3.1.5 That PPB receives a copy of the published careers programme for each school and the College from September 2018. This will be reported to PPB annually.
- 3.1.6 That the Director's report to Governors contains information about Careers Guidance and developing employability skills termly.
- 3.1.7 That the Careers and Enterprise Company is requested to update Halton Borough Council termly on the activity of Enterprise Advisers in Halton, and asked to encourage schools to engage directly with the Local Authority to provide feedback about the impact of Enterprise Advisers.
- 3.2 **Recommendation 3.1.1.** Request every secondary school to have a named Governor responsible for overseeing how the school engages with businesses and develops pupils' employability skills.
 - 3.2.1 This request was reiterated to schools through the Director's Report to Governors Autumn Term 2019. In addition six of Halton's secondary schools are now part of the Liverpool City Region Careers Hub, for which having a named Governor is also considered to be good practice.
 - 3.2.2 Six of Halton secondary schools already have a named governor, two schools are actioning this in the next Governor's meeting as a result of the Director's Report to Governors. Two schools do not have a named Governor.
- 3.3 **Recommendation 3.1.2.** Halton Borough Council officer to check from September 2018 that schools and the College do identify a Careers Leader and that schools publish how outside providers can talk to pupils in schools. This will be reported to PPB annually.
 - 3.3.1 This check did take place in 2018 and all schools did have the information provided on their website. This continues to be the case.
- 3.4 **Recommendation 3.1.3.** That all schools implement the requirement to offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7-13, ahead of the Government proposed timeline of 2020.
 - 3.4.1 Schools are aware of this requirement and those working with the Liverpool City Region (LCR) Careers Hub and also Enterprise Advisers will carry out periodic assessments of their performance in meeting this requirement. Data is available for the Wave 1 LCR Career Hub schools that demonstrates 33% of Halton schools have fully met this requirement. This compares to 21% across the Liverpool City Region.
- 3.5 **Recommendation 3.1.4.** That the College implements the requirement to offer every young person at least two meaningful encounters with employers

per year ahead of the Government proposed timeline of 2020.

- 3.5.1 Riverside College exceed the Government requirement by holding focused weeks for engagement with employers and industries, as well as visits and talks that take place in each curriculum area. The Riverside College twitter page includes examples of this.
- 3.6 **Recommendation 3.1.5.** That PPB receives a copy of the published careers programme for each school and the College from September 2018. This will be reported to PPB annually.
- 3.6.1 Please see Appendix 1 for information. No quality assurance of the Careers Programmes provided has or will take place by Local Authority Officers.
- 3.7 **Recommendation 3.1.6.** That the Director's report to Governors contains information about Careers Guidance and developing employability skills termly.
- 3.7.1 A Careers focused item does appear in the Director's report to Governors on a termly basis.
- 3.8 **Recommendation 3.1.7.** That the Careers and Enterprise Company is requested to update Halton Borough Council termly on the activity of Enterprise Advisers in Halton, and asked to encourage schools to engage directly with the Local Authority to provide feedback about the impact of Enterprise Advisers.
- 3.8.1 The Careers and Enterprise Company respond to contact from the 14-19 Team and report back periodically through the LCR Careers Hub and to the LCR 14-19 PASS Group. Communications are well established with the LCR Careers Hub Lead, who provides updates on work within schools and also on opportunities available for schools.

4.0 **POLICY IMPLICATIONS**

- 4.1 Schools and Colleges are required to have a strategy for the careers guidance they provide to young people which should include:
- Providing access to a range of activities that inspire young people;
 - Building strong links with employers – by 2020 this should include at least one encounter(schools) or two encounters (colleges) with an employer each academic year;
 - Schools should be widening access to advice on options post-16, for example, apprenticeships, entrepreneurialism, or other vocational routes alongside the more traditional A levels and university route – from January 2018 this includes allowing Post 16 providers to come into schools to talk to young people;
 - Providing face-to-face advice and guidance;
 - Working with local authorities to identify vulnerable young people and

- those at risk of not participating in post 16 education and training;
- Providing information to students about the financial support that may be available to help young people stay in education post-16;
- Schools should be working with Job Centre Plus to develop a smoother pathway between education and work.

4.2 Further to several reports commenting on the careers education taking place in schools, and young people's readiness for work, the Government set up the Careers and Enterprise Company in 2014. It provides support to schools and colleges on engaging with business leaders and giving young people frequent access to the world of work.

5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

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

6.1 **Children & Young People in Halton**

The work focuses on children and young people being able to have quality careers guidance, as outlined in 4.1 above, this would include links with employers.

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

Encouraging educational institutions in Halton to provide quality careers guidance to every young person will support them in being ready for employment, and support them in knowing what opportunities there are for employment in Halton.

For Halton Businesses, engaging with schools allows them to influence their future workforce.

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 There are no significant risks arising from this report

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 The Scrutiny topic seeks to promote equality of access in regard to how the Borough's pupils and students can benefit from strong and consistent relationships between employment and education providers.

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

None.

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APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

1. Ormiston Chadwick Academy

CEIAG PROGRAMME 2019-2020



The following overview indicates how the CEIAG programme at OCA addresses each of the 8 Gatsby Benchmarks:

BENCHMARK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
1 – A stable careers programme	Comprehensive programme, bespoke to each year group accessing all Benchmarks, including National Careers Week				
2 – Learning from Labour market information	<ul style="list-style-type: none"> Enterprise Day (ECM Day) 	<ul style="list-style-type: none"> Employers Market Jobs for Tomorrow – Meet the Employer (ECM Day) 	<ul style="list-style-type: none"> Employers Market Apprenticeship Assembly Industry Day (ECM Day) Halton City Skills Apprenticeship and Careers Show 	<ul style="list-style-type: none"> Employers Market National Apprenticeship Roadshow Aspirations Day (ECM Day) Apprenticeship Assembly 	<ul style="list-style-type: none"> Apprenticeship Assembly
3 – Addressing the needs of each pupil	<ul style="list-style-type: none"> Preparation for Life (ECM Day) Small group sessions with Careers Connect Revision strategies Assembly 	<ul style="list-style-type: none"> Business Mentors Programme Launch Reach Programme Through the eyes of the girls project Small group sessions with Careers Connect Revision strategies Assembly 	<ul style="list-style-type: none"> Through the eyes of the girls project Aspirations Day (ECM Day) Prestigious Universities Morning Assembly 1:1 Careers Connect Appointments Revision strategies Workshops 	<ul style="list-style-type: none"> Work Experience Assembly Through the eyes of the girls project Aspirations Day (ECM Day) Apprenticeship Assembly Trade Day Prestigious Universities Morning Preparation for Life (ECM Day) 1:1 Careers Connect Appointments Revision strategies Assembly 	<ul style="list-style-type: none"> Apprenticeship Assembly Revision Evening
4 – Linking curriculum learning to careers	<ul style="list-style-type: none"> Culture Week (ECM) 	<ul style="list-style-type: none"> Reach Programme Aspirations Day (ECM Day) Employers Market Jobs for Tomorrow – Meet the Employer (ECM Day) 	<ul style="list-style-type: none"> Employers Market Apprenticeship Assembly Halton City Skills Apprenticeship and Careers Show 	<ul style="list-style-type: none"> Employers Market STEM MOND Trophy National Apprenticeship Roadshow Aspirations Day (ECM Day) 	<ul style="list-style-type: none"> Apprenticeship Assembly

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		<ul style="list-style-type: none"> o Culture Week (ECM) 	<ul style="list-style-type: none"> o Pre-sampling Assembly o Cronton College Sampling Day o Culture Week (ECM) 	<ul style="list-style-type: none"> o Apprenticeship Assembly o Trade Day o Healthcare Science Skills Show o Pre-sampling Assembly 	
5 – Encounters with employers & employees	<ul style="list-style-type: none"> o Employer Talk o Enterprise Day (ECM Day) o Preparation for Life (ECM Day) 	<ul style="list-style-type: none"> o Business Mentors Programme Launch o Employer Talk o Employers Market o Jobs for Tomorrow – Meet the Employer (ECM Day) 	<ul style="list-style-type: none"> o Industry Day (ECM Day) o Employers Market o Halton City Skills Apprenticeship and Careers Show 	<ul style="list-style-type: none"> o National Apprenticeship Roadshow o Aspirations Day (ECM Day) o Employers Market o Healthcare Science Skills Show o Work Experience 	<ul style="list-style-type: none"> o Preparation for Life (ECM Day)
6 – Experiences of the workplace	<ul style="list-style-type: none"> o Culture Week (ECM) 	<ul style="list-style-type: none"> o Culture Week (ECM) 	<ul style="list-style-type: none"> o Culture Week (ECM) 	<ul style="list-style-type: none"> o Work Experience Assembly x 2 o Work Experience o Culture Week (ECM) 	
7 – Encounters with further and higher education	<ul style="list-style-type: none"> o Aspiration Assembly o University Visit 	<ul style="list-style-type: none"> o University Visit 	<ul style="list-style-type: none"> o Apprenticeship Assembly o Aspirations Day (ECM Day) o Prestigious Universities Morning o Higher Education Futures Programme o Pre-sampling Assembly o Cronton College Sampling Day 	<ul style="list-style-type: none"> o Careers Fair o Apprenticeship Assembly o Trade Day o Prestigious Universities Morning o Preparation for Life (ECM Day) o Pre-sampling Assembly o Higher Education Futures Programme o Oxford Residential o Cronton College Sampling Day 	<ul style="list-style-type: none"> o Careers Fair o Apprenticeship Assembly o Preparation for Life (ECM Day) o Cronton/Riverside College Interviews
8 – Personal Guidance	<ul style="list-style-type: none"> o Career Connect Assembly o Preparation for Life (ECM Day) o Aspiration Assembly 	<ul style="list-style-type: none"> o Career Connect Assembly o Reach Programme o Through the eyes of the girls project o Parents Progress Evening 	<ul style="list-style-type: none"> o Career Connect Assembly o Through the eyes of the girls project o Prestigious Universities Morning 	<ul style="list-style-type: none"> o Career Connect Assembly o Careers Fair o Through the eyes of the girls project o Parents Information Evening 	<ul style="list-style-type: none"> o Career Connect Assembly o 1:1 Careers Connect Appointments o Careers Fair o Preparation for Life (ECM Day)
	<ul style="list-style-type: none"> o Small group sessions with Careers Connect o Revision strategies Assembly o Parents Progress Evening 	<ul style="list-style-type: none"> o Small group sessions with Careers Connect o Revision strategies Assembly 	<ul style="list-style-type: none"> o Parents Progress Evening o Industry Day (ECM Day) o Pre-sampling Assembly o 1:1 Careers Connect Appointments o Revision strategies Workshops 	<ul style="list-style-type: none"> o Parents Progress Evening o Prestigious Universities Morning o 1:1 Careers Connect Appointments o Revision strategies Assembly o Pre-sampling Assembly o Oxford Residential 	<ul style="list-style-type: none"> o Parents Progress Evening o Revision Evening o Cronton/Riverside College Interviews o National Citizenship Service Assembly o Aspirational Assembly

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APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

2. Saints Peter and Paul Catholic College

CAREERS PROGRAMME:

<p style="text-align: center;">Year 7</p> <p>Access to one-to-one interviews with our independent careers advisor</p> <p>Introduction to careers using U-explore</p>	<p style="text-align: center;">Year 8</p> <p>All students have a one-to-one interview with our independent careers advisor prior to choosing GCSE options</p> <p>U-explore sessions</p>
<p style="text-align: center;">Year 9</p> <p>Access to one-to-one interviews with our independent careers advisor</p> <p>Targeted interviews in Summer Term with a careers advisor</p> <p>Enterprise Days</p> <p>Employability talks</p>	<p style="text-align: center;">Year 10</p> <p>Access to one-to-one interviews with our independent careers adviser</p> <p>Targeted interview in Summer Term</p> <p>Careers adviser at Parent's Evenings</p> <p>Enterprise Days</p> <p>College Taster Days</p>

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<p>Year 11</p>	<p>Year 12-13</p>
<p>All students to have one-to-one interviews with our independent careers adviser prior to choosing their destination at the end of Year 11</p>	<p>Work shadowing experience Access to one-to-one interviews with our independent careers advisor</p>
<p>Individual students supported with College and Apprenticeship applications</p>	<p>On-going support to BTEC students on extended work placements</p>
<p>Careers adviser at Parent's Evenings</p>	<p>UCAS application support</p>
<p>All students to have mock interview with a local employer</p>	<p>Support in accessing summer school placements</p>
<p>College Taster Days</p>	<p>Apprenticeship application support</p>
<p>Careers adviser attendance at GCSE Results Day</p>	<p>Careers adviser at Parent's Evenings</p>
	<p>Careers adviser attendance at A Level Results Day</p>

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APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

3. Wade Deacon

Careers Programme:

In Year 7 and 8, during Social, Moral, Spiritual and Cultural (SMSC) lessons pupils will learn what work is, how salaries relate to different jobs, how to find out about jobs, the skills needed for work and jobs of the future. All activities will support the options process which takes place in Year 8. Inspirational assemblies will be delivered from local and national employers. Pupils will also take part in 'Tomorrow Manager Today' enterprise activity.

In Year 9 pupils will be selected to attend a Prestigious Universities Morning with a focus on Cambridge and Oxford universities. Pupils will be selected to attend Gifted & Talented sessions at Cronton College. Pupils will sample exciting new courses such as Philosophy and Psychology. During SMSC pupils will complete the Tomorrows Manager Today session. These sessions include money management and being the next Entrepreneur.

In Year 10 all pupils will sample a timetabled day at Cronton/Riverside College. Pupils will sample subjects which they will like to progress onto at Level 3. During the year College and Apprenticeship assemblies will be delivered to Year 10. This provides opportunities for Year 10 to begin thinking about Further Education and courses which they would like to take.

Work Experience - During the summer term, all Year 10 pupils are required to attend a two-week work experience placement. All pupils are required to find their own placements; this ensures that they have a worthwhile and meaningful experience. We encourage our pupils to complete their work experience in the field that they wish to pursue their future career. Work experience provide our pupils with a taster of the world of work; through interviews, applications, time keeping, health and safety and much more.

The purpose of work experience for the student is to:

- Develop their career ideas;
- Build their confidence and self-esteem;
- Enhance their knowledge and skills.

In Year 11 all pupils will attend the annual careers fair. This is a huge event at Wade Deacon with over 50 Further Educational services attending our school. Pupils are able to have one-to-one talks with their providers to find out courses which they deliver, extracurricular activities and how to apply for their college.

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College and Apprenticeship assemblies delivered to Year 11: This provides opportunities for Year 11 to begin thinking about Further Education and courses which they would like to take.

Colleges: Pupils will be provided with opportunities to go a sample at day at Carmel and Priestly College. During the day they will sample subjects which they wish to take.

Apprenticeship talks: Apprenticeship providers will be invited into school and deliver sessions to year 11 pupils.

These sessions will include:

- What apprenticeships are out there?
- How to apply?
- Work experience you need?
- Grades which are required

One-to-one sessions: Every Year 11 pupil will have a one-to-one interview with our Careers Advisor who will provide guidance and support in a pupil's career path. This includes: how to get their careers, qualifications they required, relevant WEX and Further Educational courses which are essential to take.

During SMSC lessons pupils will learn how to create CV's, covering letters and sample a real-life interview delivered by Priestly College. Our Leader of careers will provide guidance and support to ensure that every pupil has secured a place in Further Education.

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APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

4. Sandymoor School

Careers programme:

Sandymoor School is committed to providing a planned programme of careers education for all our students in years 7 – 11. Careers education will be delivered through the Life Skills curriculum and complemented with additional activities. We are also committed to providing access to impartial and independent careers advice via Halton Careers Education Service for all students in year 11; and through access to local employers. Impartial careers information and advice will be delivered by Graeme Peace. The main aim of the careers department is to prepare pupils for life beyond Sandymoor School by linking them to the real world of work through mentoring, workplace visits, careers fairs, guest speakers and work related learning. Our students in years 7-9 follow our Life Skills programme, years 7 and 8 have two lessons per week; year 9 have one lesson per week.

Year 7 CEIAG	Autumn 1		Autumn 2		Spring 1 and Spring 2		Summer 1		Summer 2	
	Personal identity and transition		Employability and Enterprise		Exploring meaning and purpose of life		World of work		Ethical financial decisions	
	Transition to secondary school	R1	Being assertive	H4	Meaning of life	L8, L1	World of work	L10, L11	Saving and spending money	L18, L20
	Overcoming challenges	H2, H5	Enterprise skills and introduction to careers	L8	Purpose of life	L1	Understand the largest job industries.	L13	Budgeting	L7, L13
	Is this me?	H2			Human nature	R20, L11, L12	Evaluate the jobs of the future.	L12		
	Personality skills and traits	L8, L9					Understand the options available to me	L14		
			Challenging career stereotypes and raising aspirations	L9						

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Year 8 CEIAG	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Health and wellbeing		Rights and responsibilities within the community		Online safety and digital literacy		Intimate and sexual relationships		A place of your own		Money and risk
	Health, hygiene and wellbeing	H15, H16, H17, H9, H16, H7	Homelessness	H20	How I present myself online?	L7, L8	Pregnancy and miscarriage. Choices in relation to pregnancy. STIs Risky sexual behaviour. Further advice.	R24, R25, R26, R22, H12, H6, H28, R18	To produce a place of your own Planning a meal	L7, L9	How to make the most of your money
			Young people and the law	H16, H5	Digital footprint	L8, R35, R23, R38, L17					
			Young carers								
			Knife crime	H17							

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Health and wellbeing		Relationships		Financial security		Career ideas		Health and prevention		The world of work	
Year 9	Health and wellbeing	H17, H13	Relationships	R8	Earning and spending money	L20			The purpose and importance of immunisation and vaccination	H10	Career management	L9
	Diet and hygiene	H16	Relationship challenges	L8	Keeping track of your money	L7, L6	Job profiles	L12, L13	Cancer and cancer prevention, healthy lifestyles, self examination	H32		
	Healthy active lifestyle	H15	Sexual health	H17	Making financial choices	L13	Sector overviews	L10	Strategies to overcome worries and seek help	H18	Skills for employment	L8
	Mental health	H5, H3	Domestic abuse	R7	Peer pressure	R28	Subjects Other career paths				Getting a job	L16, L18
	Coping with stress	H6	Forced marriage	R5, R9	Understanding conflict		Apprenticeships				CV	L9
	Peer pressure, assertiveness and risk, gang crime		Extremism and radicalisation	R7	gambling	L18, L19	Entrepreneurs	L16, L15			Interviews	L8
	Managing peer pressure in relation to illicit substances	H4, H28, H31	Understanding different families and parenting skills	R3			Volunteering and GAP years	L10, L16			Job hunting	L12
			Managing change, grief and bereavement Managing conflict at home and the dangers of running away from home				Understanding careers and future aspirations	L9, L8			Networking	L11
	Assessing the risks of drug and alcohol abuse and addiction	H17, H13	Tackling homophobia, transphobia and sexism	R24, R26							Protection at work	L15
											Learning to revise	L14
										Maximise potential	L14	
										Work experience		
										Colleges		
										Universities		

Years 10 and 11: Students have careers assemblies as a year group with external employers and providers; CEIAG sessions within their academic tutorial time; trips and visits and breakout days. All years 10 and 11 have two week's work experience in June.

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5. St Chad's Catholic and Church of England High School

Careers programme:

Year 7

At the beginning of year 7 all pupils are introduced to the online careers information in the Learning Resource Centre (LRC) during Tutor time. Here they are introduced to the [GetConnectedPortal](#) where they can evaluate their personal qualities and skills. Pupils are encouraged to develop an understanding of the wide range of careers that exist.

Year 8

In lessons and in Tutor time pupils continue to develop their awareness of the local employment opportunities. Year 8 Options Day provides pupils with the information they need to choose the right GCSE subjects for them to progress on their journey to find the right career. Parents are then invited to attend an Options Evening to support their child in the decision making process, ensuring that the GCSE choices are suitable for their child to progress towards their future pathways.

Year 9

Through PSHE Careers lessons pupils explore the labour market in the local context. Raising awareness of the employment opportunities that exist instils in our pupils the desire to achieve well. Pupils also produce a draft of their career plan and how to compile a CV.

Year 10

Career Connect are working closely with Year 10 pupils to raise aspirations. During year 10 pupils continue to explore post-16 education and employment opportunities. Local employers and education providers work closely with pupils to give them a better understanding of the world of work and higher education. Pupils also attend university visits and the Halton Skills Show. Pupils also have a Study Skills session in school, delivered by Career Connect where they learn how to learn new skills and organise themselves more effectively in regards to their revision. In PSHE they produce a CV and a personal statement.

Year 11

Students are offered the opportunity to visit universities to experience higher education. All Year 11 students have a 1:1 Careers Guidance Session with the Careers Adviser who offers each individual expert and impartial advice about the routes of further study and apprenticeships available to them. A Careers Fair is held for all students and they have the opportunity to speak to various professionals and organisations, in order to help with their post-16 choices. Students are invited to attend workshops and presentations with outside speakers regarding various post-16 routes. In addition, students and parents are invited to attend the Elevate sessions.

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Sixth Form Programme

PSHE delivered by staff is supplemented by assemblies and visits from employers, apprenticeship providers and universities which provide further advice and guidance. All students have a 1:1 session with our Career Connect Advisor as well as 1:1 mock interviews with local employers. Career Connect provides a tailor made package of support regarding university aspirations and a variety of university and outside speakers attend to offer first hand advice on the best way to pursue and apply for Higher Education courses. Local employers from industry are invited into school to give pupils meaningful contact with the real world of work.

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6. The Grange

The aims of our CEIAG programme:

The careers programme is designed to meet the needs of the students at this school and equip them with lifelong career management skills that prepare them for successful transitions into further education and work. The programme is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

CEIAG plays a crucial role in enabling all students to meet their full potential in life. We aim to help students with their self-awareness and **self-development**, practise **career exploration** skills, gain an understanding of the full range of options open to them and develop **career management** skills so that they are empowered to do their own research and create high quality applications in the future.

In addition, we also aim to inspire our students and aim high in their post-16 choices by exposing them to first hand experiences of the working world and further and higher education institutions.

We continue to evaluate the programme to strive to improve its effectiveness against the learning outcomes.

Students are also given the opportunity to meet local and national employers, FE/HE institutions and training/apprenticeship providers at the school careers fair. In addition, local FE colleges are invited into school to address the students about their offer in more depth.

Resources

Careers information is available in the school library in addition to online resources at:

- Mersey Interactive
- The National Careers Service
- iCould
- Find an apprenticeship
- My world of work
- Careers box
- Target careers

A Careers noticeboard is displayed in a prominent position within the school Atrium.

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A specific room is available for the external IAG provider to conduct one to one interviews and any other work related to their duties.

Partnerships

The CEIAG programme is greatly enhanced through links with a number of partners who help us to make the students learning 'real' and up to date. As well as the strong links with our careers advisers, the Careers Education Service at Halton Borough Council, we constantly strive to expand and improve our links with **employers** and other local groups.

Our students can request an appointment with the schools Careers Advisor to discuss examination course option choices and post 16 progression routes or for general advice. All students in Year 10 and 11 will have 121 meetings with our Careers Advisor to prepare them for Work Experience and College/Apprenticeship interviews.

Our partners include **FE/HE** colleges with whom we hold regular meetings in order to review our CEIAG programme, keep up to date with curriculum changes on both sides and plan for effective student transfer. In addition, FE/HE and **apprenticeship** providers regularly visit the school to speak to our students about the options available to them and how to access any support.

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7. The Heath School

The Heath School Careers Programme:

All learners at the Heath School will take part in a careers programme in years 7-11 that helps them to:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work
- Make and maintain individual progression plans to help them improve their prospects of success
- Offer feedback and ideas on how to improve the careers programme

Year 7

- Individual Career interviews available on request
- Unifrog introduction assembly
- Year 7 Charity Day
- Coding the Future (STEM)
- Post-Apocalyptic Debate (PSHE)
- School Council

Year 8

- Individual Career interviews available on request
- Unifrog introduction assembly
- Year 8 Charity Day
- Team Working (PSHE)
- Barclays Lifeskills x 2 (PSHE)
- Chester Zoo visit (STEM)
- Stockley Farm visit (STEM)
- Knowsley Safari Park visit (STEM)
- Peer Mentoring
- School Council

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Year 9

- Individual Career interviews available on request
- Unifrog introduction assembly
- Year 9 Charity Day
- 'Be the Boss' (PSHE)
- 'Mission to Mars' (STEM)
- 'What Motivates Me'? (PSHE)
- 'Body Language & Dealing with Emotions' (PSHE)
- 'Selling Yourself' (PSHE)
- 'Networking' (PSHE)
- Peer Mentoring
- School Council

Year 10

- Individual Career interviews available on request
- Rymans Enterprise Challenge
- Preparation for Work Experience (PSHE)
- CVs (PSHE)
- Work Experience
- Unifrog introduction assembly
- Chester Zoo visit (STEM)
- Knowsley Safari Park visit (STEM)
- Jodrell Bank visit (STEM)
- Duke of Edinburgh (Bronze)
- Peer Mentoring

Year 11

- Individual Career interviews available on request
- Mock interview day (LfL)
- CV Preparation (PSHE)
- Colleges & Careers Day (LfL)
- HBC Apprenticeship Talk (LfL)
- TTE Engineering Apprenticeship assembly
- Riverside College Apprenticeship assembly
- Unifrog introduction assembly
- Riverside College visit
- Riverside / Cronton College interviews in school

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8. Ormiston Bolingbroke Academy

Careers Programme:

YEAR 7

Even though Year 7 students might think that decisions regarding their future are many years ahead, all students have an introductory assembly about the importance of developing Transferable Employability Skills, even at the age of 11 or 12. They are involved in a number of Enterprise Projects via or OBA's very rich ECM programme and Impact Days where they begin to explore the skills employers are looking for and involve themselves in activities to gain experience and develop an understanding of these crucial skills. Students are introduced to the online careers information available to them and begin to learn more about the vast amount of possible career routes both via the curriculum and the weekly newsletter which is available on OBA's website and is emailed to parents.

YEAR 8

The good work introduced by Form Tutors and Subject Teachers in Year 7 is then built on further in Year 8 and students go on to investigate further possible career routes and explore further the skills and qualities required in different occupations. They consider stereotyping and the importance of equal opportunities and a Year 8 Careers Fair is delivered for students and parents to assist in Option Choices. Students also begin to have an understanding of a range of local businesses; they develop links with them and receive advice and constructive criticism from them following presentations in assemblies.

YEAR 9

In Year 9, further understanding and embedding of key employability skills takes place by external providers. A variety of projects to develop Enterprise Skills take place and exploring post 16 opportunities and CV preparation start to gain a higher profile. Students are introduced in assemblies to employees from local businesses to help them begin their planning for their work experience placement in Year 10.

YEAR 10

In Year 10, as well as the ECM programme and Impact days offering students many opportunities to develop the skills learnt in Years 7-9, they begin to prepare for their week's Work Experience placement. The aim of this valuable week is to give

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students first-hand experience of the world of work. A huge range of links with business and industry are set up by Mploy Solutions, which is a major provider of Work Experience Placements for schools in the North West of England. A Work Experience meeting for parents/carers will take place early in the Autumn term and students are fully prepared for their placement through planned careers lessons during ECM time and assemblies.

YEAR 11

All Year 11 students have a 1:1 Careers Guidance Session with the Careers Adviser who offers each individual expert and impartial advice about the routes of further study and apprenticeships available to them. A Careers Fair is held for all students and they have the opportunity to speak to various professionals and organisations, in order to help with their post 16 choices. Students are invited to attend workshops and presentations with outside speakers regarding various post 16 routes. In addition, each student will have at least one 1:1 careers meeting with either the Principal, Vice Principal, an Assistant Principal or a Head of Year.

SIXTH FORM

In Year 12 all students have a 1:1 interview with the Careers Adviser and Form Tutors offered structured support via an on-line programme called Unifrog. All students also begin to keep a 'Soft Skills Passport' which will help them build up, develop further and log a range of transferable skills required by both universities and employers. A number of CEIAG assemblies also develop their thinking as they begin to prepare for a week's Work Experience, which may link in with the Key Stage 5 curriculum options that they have chosen. A Work Experience meeting for parents/carers will take place early in the Autumn term so that students are fully prepared for their placement and there will be further follow-up and support via tutorials and assemblies.

Alongside this runs a package of support regarding university aspirations and a variety of university and outside speakers attend to offer first hand advice on the best way to pursue and apply for Higher Education courses.

In Year 13, The Sixth Form Team make further recommendations for further 1:1 guidance sessions with the Careers Adviser and students are given the opportunity to have a mock interview with local businesses. Students following vocational courses in the Sixth Form also develop links with local businesses, with some spending curriculum time in the work place.

Update on recommendations from the 2017/18 Scrutiny topic 'Further developing links between Halton's Businesses and Schools'

CYPF PPB JANUARY 2020

APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

9. The Bridge School

Each learner is supported throughout Key Stage 4 with CEIAG which promotes learners to become engaged with their choices at Post 16, our CEIAG package includes 1:1 sessions, extended or block work experience and career/college events.

When appropriate every effort is made to reintegrate learners back into mainstream education, however when this is not a suitable option, school staff work closely with parents, carers and post 16 providers to ensure that all learners have the opportunity to engage in a challenging and needs led post 16 pathway.

Update on recommendations from the 2017/18 Scrutiny topic 'Further developing links between Halton's Businesses and Schools'

CYPF PPB JANUARY 2020

APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

10. Ashley School

Careers programme:

Career Activities by Year Group	
Year 7 and 8	<p>Year 7 and 8 is all about developing self-awareness and discovering the types of careers that are out there in the big wide world;</p> <ul style="list-style-type: none"> • Introduction to Careers – career anagrams to raise awareness of different jobs and discussion on the different jobs roles in our school. • Employer Talks • Introduction to the Careers Adviser and the A-Z of Careers • Timeline of key events in our life and identifying skills and qualities
Year 9	<ul style="list-style-type: none"> • Considering Options – introduction to the careers websites and linking subjects to careers • Local labour market information. 'What Makes a good.....' • Employer Talk • Individual guidance interviews
Year 10	<ul style="list-style-type: none"> • Raising aspirations and stereotyping • Employer Talk • 'What Makes You Tick?' personality test and job values • Individual guidance interviews

Update on recommendations from the 2017/18 Scrutiny topic 'Further developing links between Halton's Businesses and Schools'

CYPF PPB JANUARY 2020

APPENDIX 1 – ONLINE CAREERS PROGRAMMES (updated autumn 2019)

<p>Year 11</p>	<ul style="list-style-type: none"> • Decision Making • Self-Awareness recap • Opportunity Awareness – apprenticeships, traineeships, supported internships and further education • CV Writing/updating and covering letters • Application forms and where to look for jobs • Interview Preparation including a mock interview with local employers • Financial Support for students • Careers Day, with visits from local employers, colleges and training providers. • Employer talk and visit • Visits to local employment environments • College Taster Day • Individual guidance interviews • Evaluation
<p>Year 12-14</p>	<p>All students work towards a qualification in Employability at Entry Level 3 upwards which focuses on their employability skills and career planning. Students also complete the activities below to enhance their learning.</p> <ul style="list-style-type: none"> • Vocational Tasters and visits to different working environments to compare and contrast (construction workshops, modern busy offices, animal care, horticulture and engineering) • Sessions with Job Centre Plus around applying for jobs, interview preparation and local labour market information • Visits to local colleges and training providers • Apprenticeship Workshop. • Individual work placements linked to a student's vocational interests. • Individual guidance interviews • Regular Career Planning updates

REPORT TO:	Children, Young People & Families Policy & Performance Board
DATE:	27 th January 2020
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Education & Social Care
SUBJECT:	Pledge to Children in Care
WARD(S)	Borough Wide

1.0 **PURPOSE OF THE REPORT**

- 1.1 To provide and update on the implementation of the Pledge to Children in Care and seek continued approval of it.

2.0 **RECOMMENDATION: That Members of the Board:**

- i) Endorse the Pledge.
- ii) Endorse action to promote the Pledge so it known to the Council, Children's Trust and other partners.
- iii) Identify further actions to support the commitments to Children in Care.
- iv) The Pledge and actions to support the pledge are referred to Executive Board and then to Council for endorsement.

3.0 **SUPPORTING INFORMATION**

- 3.1 A good corporate parent must offer everything that a good parent would, including stability. It must address both the difficulties which children in care experience and the challenges of parenting within a complex system of different services. This means that children in care and care leavers should be cared about, not just cared for, and that all aspects of their development should be nurtured requiring a corporate approach across all of the agencies involved in the Children's Trust.
- 3.2 The corporate parents are the officers and Members of the Council, members of the Children's Trust, and other partner agencies.
- 3.3 Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services For local authorities (section 9) seeks Local assurances that:

Local authorities will, as a matter of course, want to ensure their structures and organisational arrangements enable them to:

- fulfil their statutory duties effectively (including ensuring that children, young people and families receive effective help and benefit from high educational standards locally);
- be transparent about responsibilities and accountabilities,
- support effective interagency and partnership working.

Section 10) further requires that:

- A local authority should carry out effective assurance checks, integrated as part of their usual decision-making and scrutiny work, of their structures and organisational arrangements. Once any new arrangements are in place, local authorities should review their arrangements regularly to satisfy themselves that they continue to be effective.

3.4 It is equally important that children have a chance to shape and influence the parenting they receive.

3.5 In order to improve the role of the corporate parent the Government announced their expectation that:-

- i) every local authority should put in place arrangements for a Children in Care Council, with direct links to the Director of Children's Services and Lead Member. This would give children in care and care leavers a forum to express their views and influence the services and support they receive
- ii) every local area should set out its 'Pledge' to children in care and care leavers covering the services and support that they should expect to receive
- iii) the Director of Children's Services and Lead Member for Children's Services should be responsible for leading improvements in corporate parenting

3.6 Halton established its Children in Care Council in December 2007. Work on the Pledge commenced in October 2008 and concluded with the young people accepting the final version at their meeting in May 2009. This was endorsed by Executive Board in July 2009.

3.7 The Pledge was reviewed with children in care and care leavers between February and July 2013, through a process of consultation and questionnaires with all children in care over the age of 7 years.

3.8 The Pledge was endorsed by Full Council on 16th October and is supported by the Care Leavers Charter.

3.9 The pledge remains central in all policies and procedures and is reflected in Halton Strategy for Children in Care and Care Leavers

2017-20, the Placement Sufficiency Strategy 2017– 2020 and the Local Offer.

- 3.10 These key strategies have seen the implementation of innovative service development for our children in care and care leavers delivered on behalf of the Councils commitment to the Pledge.
- 3.11 Our pledge to support the transition to adult life has resulted in the formulation of a Care Leavers Accommodation Group, which has key partners from housing and landlords as members to prioritise sustainable and safe accommodation for our care leavers. Furthermore we have created a monthly 'coffee drop' session for our care leavers whereby they attend to learn how to cook, budget and other skills ready for independence in a relaxed environment.
- 3.12 We have engaged with our Children in Care and Care Leavers in the development of a services for them by creating an environment and opportunity to question and challenge the service area and wider partners at the Partnership board. This is to ensure that the pledge to give them times and space to express your feelings and give you opportunities to influence decisions about your future have meaning and value to our children.
- 3.13 We have trained a number of our Children in care and care leavers as Young Inspectors. Their role is to undertake compliance visits to providers that the service commissions.
- 3.14 The Strategies mentioned above are subject to review and the pledge and the Council's commitment to deliver and develop its promises to our children will remain prevalent in all we do. We as a council will work collectively with the CICC to consult on what matters to them in the developments of such key policies and resulting actions to fulfil them. We will seek the support and influence of the Council, Children's Trust, elected members and other partners in achieving the actions required to promote the best outcomes for our children in care and care leavers.
- 3.15 In 2017 the Children in Care Council reviewed the pledge. There were no significant changes suggested as required. The pledge was re-presented through a workshop session agenda at the Children in Care and Care Leavers Partnership Board.
- 3.16 All key partners and corporate parents were asked to demonstrate how they had committed to the implementation the pledge and how they would continue to meet their obligations in its continued implementation.
- 3.17 The pledge also sits intrinsically within the Care Leavers Local Offer for Halton, which is reviewed annually and currently under review with the Children in Care Council. The outcome of this review will not

impact on the Pledge but serve to reinforce the commitments required within it.

- 3.18 Officers, Members, The Children's Trust and other partners all need to contribute in order to achieve the commitment contained within the Pledge.

4.0 **POLICY IMPLICATIONS**

- 4.1 The Pledge is consistent with national policy, the Care Matters agenda, Halton's multi-agency strategy for Children in Care and legislation.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

- 5.1 The Pledge is consistent with the Council's responsibility as a Corporate Parent.

- 5.2 The Halton Strategy for Children in Care and Care Leavers 2017-2020 is in need of review. The priorities in this strategy are drawn from what our children in care and care leavers have told us is important to them. The strategy reflects what children and young people in Halton have asked for in The Pledge: Our Promise to Children and Young People in Care and Care Leavers. It builds on discussions held with young people at the Children in Care Council on the key issues for them and the support that can best assist them. Work with the children in care council has already commenced.

- 5.3 The revised strategy will not fundamentally change the Pledge to Children in Care but enforce the commitment to promote better outcomes for our Children in Care and Care Leavers by fulfilling our pledge to them.

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

6.1 **Children & Young People in Halton**

The Pledge is consistent with ensuring the best possible outcomes for children in care and care leavers and in promoting their life chances.

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

Improving outcomes for children in care and care leavers and ensuring that they receive the appropriate education and are supported to find employment are essential to their long-term economic prospects.

6.3 **A Healthy Halton**

Improved outcomes will contribute to the emotional health and wellbeing and physical health of children in care and care leavers.

6.4 **A Safer Halton**

Improving outcomes and raising the aspirations and achievements of children in care and care leavers will contribute to constructive and long term options for them.

6.5 **Halton's Urban Renewal**

Improved outcomes for children in care and care leavers will enhance their own and the borough' economic environment.

7.0 **RISK ANALYSIS**

7.1 There are no significant risks associated with the Pledge.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Improving the life chances of children in care and care leavers through ensuring that they receive the services and support they require, will contribute to meeting the needs of this vulnerable group.

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

Document	Place of Inspection	Contact Officer
Halton Strategy for Children in Care and Care Leavers 2017-20	Rutland House	Liz Davenport
Care Leavers Local Offer for Halton	Rutland House	Liz Davenport
Children & Young Person's Act 2008	DCSF website	Liz Davenport

The Pledge

What is the Children in Care Council?

The Children in Care Council is a group of young people, who are all cared for by Halton Borough Council, who represent the views and wishes of all children in care and care leavers. We meet once a month to discuss the things that really matter in our lives. The Children in Care Council gives us the chance to speak up, shape and influence the parenting we receive at every level.

We would like you to get involved! If you would like to join the Children in Care Council, get more involved or raise an issue for discussion please contact us ...

What is the pledge to Children in Care and Care Leavers?

The Pledge is a promise made by Halton Borough Council to all Halton children in care and care leavers. This pledge spells out how we promise to help.

Pledge Statements

1. We will help you and stick by you.
2. We will love and care for you as we would our own children.
3. We promise to keep you safe and make sure you live in a safe place.
4. We will support you to see appropriate family and friends. If you can't see them we will explain the reasons why.
5. We will help you to keep in touch with old friends and make new friends.
6. We will give you pocket money and explain pocket money arrangements to you at the start of your placement.
7. We will help you achieve in school and try new activities.
8. We will look after your health.
9. We will keep your information private.
10. We will help you to speak up.
11. We will give you time and space to express your feelings and give you opportunities to influence decisions about your future.
12. We will support you when you move on to adult life.

Children in Care Council
07582 369 266

COFFEE DROP

An opportunity to successfully achieve your dream and learn new life skills, while feeling valued and cared for.

Our drop in session provides a great, comfortable, relaxed venue to support your needs, whilst having fun.

Activities and a chance to talk to housing, youth officers, nurses, work coaches and other professionals.



We will cover fun activities including:



Budgeting Skills

- Making meals for a Fiver - £5
- Planning the weeks food shopping and meals
- Where to buy cheap food



Housekeeping

- Cleaning
- Washing/Drying
- Hanging curtains
- Repairing clothes-sewing a button back on!
- Ironing
- Folding
- Decorating- planning a room on a budget
- Where to buy supplies cheap
- How to furnish your home



Personal Advisor

- Making appointments-Dentist Doctors-Opticians Support
- College visits
- Interview skills
- Work Placements

Cooking Skills

- Making Meals- having your tea on the night
- Planning recipes
- Prepping food
- Cleaning up afterwards
- Learning skills
- Cake baking/bake off and cake decorating



	Date	Time	Venue
R	Weds 15th January	5-7pm	Macys café, Grangeway
R	Weds 19th February	5-7pm	Macys café, Grangeway
R	Weds 18th March	5-7pm	Macys café, Grangeway
R	Weds 15th April	5-7pm	Macys café, Grangeway
R	Weds 20th May	5-7pm	Macys café, Grangeway
R	Weds 17th June	5-7pm	Macys café, Grangeway
R	Weds 15th July	5-7pm	Macys café, Grangeway
R	Weds 19th August	5-7pm	Macys café, Grangeway
R	Weds 16th September	5-7pm	Macys café, Grangeway
R	Weds 21st October	5-7pm	Macys café, Grangeway
R	Weds 18th November	5-7pm	Macys café, Grangeway
R	Weds 16th December	5-7pm	Macys café, Grangeway

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	27 January 2020
REPORTING OFFICER:	Strategic Director People
PORTFOLIO:	Children, Education & Social Care
SUBJECT:	Children's Social Care Performance
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To inform members of the key areas of children's social care performance, outline how this is monitored and how Halton compares regionally and nationally.

2.0 RECOMMENDATIONS

- 2.1 Members note the report.

3.0 CHILDRENS SOCIAL CARE REPORTING

National Statistical Reporting

- 3.1 All local authorities report to the Department of Education to inform the Child In Need Annual Census and the 903 Children in Care Return, the results of which are published every October on the DfE website. The CIN census covers early intervention, contacts and referrals to social care and the reasons, single assessments and identified factors, the nature and volume of child protection activity, the numbers of children protection conferences. The 903 covers children entering care and the reasons, the types of placement used, the legal status of children, how many children have left care and for what reasons (including adoption) and details about care leavers and their accommodation, employment and training outcomes and how the local authority is keeping in touch with them.
- 3.2 In addition, more detailed returns are submitted to the Adoption and Special Guardianship Leadership board on children with an adoption plan, the timeliness of their matching and placing with an adopter and the recruitment of adopters. An annual social worker workforce survey is also submitted to the DfE about the workforce profile, recruitment, retention and sickness rates for social workers and also caseload numbers.
- 3.3 The Local Authority Interactive Tool (LAIT) hosted by the DfE collates a range of data across a number of returns and can be filtered to compare and

benchmark performance across a range of children's indicators on a statistical neighbour, regional and national basis.

Local Reporting

- 3.4 As has been recognised by Ofsted, we have a comprehensive and robust performance reporting framework which enables Halton to monitor and scrutinise our performance on a regular basis in line with the national reporting but also local performance measures. Each team has its own Performance and Intelligence Monitoring Management report (PIMM) which go into the service area in detail on either a weekly, fortnightly or monthly basis. There is a Performance Action report (PACT) on a monthly basis which summarises the key performance indicators for the month across the division and also a monthly ChAT (Childrens Service Analytical Tool) report. The ChAT uses the data that is required by Ofsted when they inspect and outlines performance areas Ofsted will examine when they inspect (and expect to be presented by Day 2 of any inspection) and helps us in our preparation for inspection. We also benchmark our performance regularly against our regional, national and statistical neighbours.

Halton's Childrens Social Care Performance

3.5 Contacts and Referrals

Demand has risen over the last 3 years in particular from a rate of 374 per 10k to a rate of 514 in March 2019 and the early signs in the year to date is that demand continues to increase with the rate predicted to be 639 by year end. The level of demand is the third highest of our statistical neighbour group but is near the England average. The main reasons for referrals are domestic abuse and neglect, with support with behaviour the third main reason.

Assessments

The number of single assessments completed has risen, from 477 per 10k to a predicted rate of 715 by year end. Between 1st April and 3 December 2019, 1253 assessments were completed. Despite the significant increase in volume, 95% of assessments are completed in 45 working days which is significantly above the regional and national average. 61% of children are assessed as requiring ongoing social care support for a period of time. Factors identified at the end of assessments show that the following are present in assessments (and may be in more than one case): alcohol or drug use by parent, 11%; domestic abuse by parent or partner, 14%; mental health of parent, 11% and 22% of assessments had various patterns of neglect.

Re-referrals (where children are referred again within 12 months) are significantly lower than statistical and national averages at 7% compared to over 20%. This means that the assessment and support to children and families is highly effective at preventing need escalating.

Children in Need (CIN)

This is where children and families have been assessed as needing formal

support through a multi-agency plan, or where a child has a disability. Currently, there are 1044 children with an open episode of need (including those being currently assessed). The main reasons for CIN are abuse or neglect and family dysfunction. The majority of children have a CIN plan for less than a year (53%) and none for longer than 2 years. This means we work effectively with partners at improving the circumstances of the family in a timely way without drift, and where the risk to a child remain or increase, we take timely action to reduce and manage that risk. The rate of children per 10k with a CIN plan over the last 3 years has reduced from 420 in 17/18 to a current rate of 365 as we have improved our management and oversight of the CIN process.

Child Protection

Section 47 enquiries are undertaken there is an actual or likely risk of significant harm. A decision to undertake a s47 enquiry, either as a single agency local authority or jointly with the police is made at a strategy discussion or meeting with the local authority, police and health services, with other agencies such as schools contributing to the decision and to decide if there is a need for immediate action to protect a child. Enquires are undertaken through an assessment and the number of s47 enquires have risen in the last 3 years from a rate of 179 per 10k in 17/19 to a current rate of 247. However, a s47 does not automatically lead to a child protection plan or a child coming into care; the assessment, which is done on a multi-agency basis examines the areas of concern and what can be done to reduce any risk, and what support is needed. It highlights the level of concern and mandates agencies to co-operate with the assessment. As a result, 70% of completed s47s this year have not led to a child protection conference.

The rate of child protections conferences per 10k has reduced overall in the last 3 years from a rate of 92 to a current rate of 73 (currently 139 children), which is in line with our statistical neighbours and only slightly above the England average. As we have been moving towards a systemic model of social work practice, where we work with the family and the family network in a different way to build resilience and support, and also develop an ethos of “safe uncertainty” – ie we cannot remove all risks, we can reduce and mitigate with the family and with our partners, it is anticipated this will continue to reduce.

Children in Care

Halton currently has 264 children in care, a rate of 92 per 10k which has been stable for the last 3 years and not seen some the significant increases of other local authorities. The age profile of children in care is 14 under 1, 36 aged 0-4, 70, 5-9 and 145 11-18. The majority are on legal orders, with 8 accommodated by agreement with parents.

The majority (174) live in foster care (108 with in- house foster carers and 66 external foster carers), with 39 in residential placements. 2 young people are currently in welfare secure placements, 34 are living with parents and the remainder are living in supported accommodation. There are currently 5 placed for adoption.

The majority of children in care do not go missing; currently only 12% have had a missing episode but the majority again only go missing one of two episodes.

All placements have a robust approach to reporting young people missing and the service offers a return home interview which is taken up by young people 68% of the time and as a result we may make changes to their care plan where they are living and may change placement if the missing continues.

Care Leavers

We now have extended legal duties to care leavers up until they are 25. We have a duty to keep in touch with them until they are 21, and offer an assessment and support if requested between 21 and 25. We are in touch with 96% of care leavers, and the majority are in suitable accommodation. 60% are in Education Employment or training but this dips significantly as they get older to around 40%. Care leavers tells is they struggle with accommodation, benefits and sanctions when trying to get a job and their mental health is affected and it is these areas that most ask for support with.

CONCLUSION

This report provides a basic summary of the some of the key performance areas. Other areas not covered in this report are the workforce return, fostering service development and recruitment, early intervention and prevention (pre-social care) work and its impact, disabled children short break support and plans and the newly established safeguarding partnership and its work but this can be requested.

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

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 Supporting children and young people to live within their families and protecting them from harm is a legal and statutory duty for the local authority. The service manages well and by ensuring we continue to invest in our frontline social care and social work staff through training and support we maintain and develop the skills to meet this duty. The increase in demand at the front end is of concern (1086 current open cases) and how we ensure we recruit and retain the staff and capacity required to meet the needs.

6.0 EQUALITY & DIVERSITY

None identified.

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

None.