

Public Document Pack



Children Young People and Families Policy and Performance Board

**Monday, 14 September 2020 at 6.30 p.m.
Via remote access (please contact Clerk
below for instructions)**

A handwritten signature in black ink that reads 'David W R'.

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.
The next meeting of the Board is on Monday, 9 November 2020***

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

Part I

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| 1. MINUTES | | 1 - 5 |
| 2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS) | | |
| | Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item. | |
| 3. PUBLIC QUESTION TIME | | 6 - 8 |
| 4. EXECUTIVE BOARD MINUTES | | 9 - 11 |
| 5. DEVELOPMENT OF POLICY ISSUES | | |
| (A) EDUCATIONAL PERFORMANCE, ATTAINMENT SUMMARY 2020 | | 12 - 18 |
| (B) UPDATE ON OFSTED INSPECTION ACTION PLAN AND PRESENTATION ON SUFFICIENCY AND SUPPORT FOR CARE LEAVERS | | 19 - 31 |

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, 20 July 2020 via remote access

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

Apologies for Absence: None

Absence declared on Council business: None

Officers present: M. Vasic, A. McIntyre, A. Jones and T. Coffey

Also in attendance: One member of the press

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

| | <i>Action</i> |
|--|---------------|
| CYP1 MINUTES | |
| <p>The Minutes of the meeting held on 27 January 2020 were taken as read and signed as a correct record.</p> | |
| CYP2 PUBLIC QUESTION TIME | |
| <p>The Board was advised that no public questions had been received.</p> | |
| CYP3 EXECUTIVE BOARD MINUTES | |
| <p>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.</p> <p>RESOLVED: That the minutes be noted.</p> | |
| CYP4 INSPECTION OF AUTHORITY CHILDREN SERVICES | |
| <p>The Board received the findings of the recent Inspection of Local Authority Children Services (ILACS) in Halton and its recommendations. The report was accompanied by a presentation delivered by the Operational Director for Children's Services.</p> | |

It was reported that OFSTED conducted a standard inspection under the ILACS framework from 2 March to 13 March 2020. The ILACS inspection provided a Judgement across four areas and Halton was deemed to 'require improvement to be good' across all areas. Appended to the report was the Judgement document which provided explanations of the findings within each of these areas and their recommendations.

Further, as required by the ILACS framework and in response to the recommendations made, an Action Plan has been drafted and submitted to OFSTED. This was also attached to the report.

Following the detailed presentation Members raised the following queries:

Was there disappointment with the outcome from the inspection – yes but it was recognized that maintaining consistency across all aspects of social work would always be a challenge. Unfortunately we had lost some staff and new staff were just in post at the time of the inspection, which was picked up on.

Are salaries for Social Workers comparable with neighbouring authorities – due to being a smaller authority we do tend to be below what neighbouring authorities pay. However we have done well in terms of retaining staff recently and systemic training is now offered to them. Some staff have left in the past to progress their careers and move onto the next level with other authorities.

Does the authority work with third party organisations such as *Nightstop* and *PiP (Power in Partnership)* when looking for temporary accommodation for young people – yes the homelessness service for young people do work with both of these organisations who both offer a good service.

How did staff respond to the report – they had to move on very quickly as immediately after the inspection the Covid-19 Pandemic overtook everything.

Is the Authority likely to receive any additional funding to help with budgets – this was presently unknown but the Authority would certainly benefit from some investment to help with areas such as residential costs for children with complex needs, which continued to be a challenge.

RESOLVED: That the Board notes the report and comments made on the draft Action Plan.

CYP5 SUPPORT FOR CHILDREN AND FAMILIES DURING COVID 19

The Board was presented with a report from the Strategic Director – People, that gave an update on support provided to children and families during the COVID-19 pandemic. Appended to this was the *Team Around the Family – Our Service Response during COVID-19* report.

Members were advised that throughout the lockdown the iCART had been in operation and although most staff were working from home, there had been a rota of social work staff in the office ready to respond to any immediate safeguarding concerns. Similarly, early help staff had been operating from children's centres and providing day care when needed along with other forms of family support, either virtually or by visiting and observing social distancing guidance.

The report provided summaries for each of the service areas as follows:

- Early Help Services;
- Disabled Children's Services (DCS);
- Daycare at Warrington Road and Ditton;
- Safeguarding and children in care;
- Children in care and care leavers;
- Fostering Service;
- Inglefield;
- Placements Team;
- Educational outcomes and effective practice for children in care and care leavers;
- Personal Education Plans; and
- Safeguarding Unit.

Further to Members questions the following responses were provided:

Where you able to visit children at high risk – yes we were able to do this, at times working with the Police to gain access if needed. Social distancing measures were adhered to and no infection transmissions were reported.

How are we coping with mental health issues and do we have the resources to manage any increases in demand for the service – Public Health England had invested in online learning courses around mental health first aid for staff, to help them identify when mental health is a problem with an individual. The specialist CAMHS help was also still available. There was also extra work done in house, training

staff to support and guide parents; the Education Psychologist Service was also available and the Health Improvement Team had many resources accessible on the Council's website.

Are the Court hearings up and running again for adoptions - yes they are back and one was completed last week. There was still a small backlog to clear however the cases were being heard via hybrid court hearings across Cheshire and Merseyside, which enabled parents to attend whilst some officials dial in, so that social distancing can be observed in the courts.

RESOLVED: That the report and comments made be noted.

CYP6 EDUCATION, INCLUSION & PROVISION UPDATE

The Board considered a report from the Strategic Director – People, which provided a summary of the work of the Education, Inclusion and Provision Department, during the COVID-19 outbreak.

It was reported that although most staff had been working from home throughout the lockdown, the Officers in the Education, Inclusion and Provision Department had continued to provide key services. Members were provided with summaries of some of the key activities that had taken place since 23 March 2020, in the following areas:

- Early Years and School Improvement;
- School Improvement and Governance;
- Behaviour Support Service;
- Halton Virtual Schools;
- Placements;
- Policy, Provision and Performance;
- Inclusion (0-25); and
- Broader Council support.

Members questions following the presentation were as follows:

Concerns were raised over a second spike in Autumn/Winter, would schools be likely to close in a local lockdown scenario – a detailed lockdown plan had been set across Halton and Warrington and a number of different scenarios included. With regards to outbreaks in schools, a decision on whether to close a whole school or not would be made by the Outbreak Team, after making their assessments as to the level of threat. Public Health

England (PHE) had been asked to create guidance for parents and students.

Could governors have access to lockdown plans as well – yes this information could be shared with governors.

What support was in place for our A Level students – the 14-19 Team would go into schools and provide advice and guidance as to the opportunities available to them. Most schools were agreeable to physical appointments with officers. Schools would also invite students in to discuss their results.

Members noted that despite the difficulties Covid-19 had brought the Department, services had coped remarkably well and they passed on their thanks to all staff.

RESOLVED: That the report and comments made be noted.

Operational
Director -
Education,
Inclusion and
Provision

Meeting ended at 8.23 p.m.

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

DATE: 14 September 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: 14 September 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.

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

EXECUTIVE BOARD MEETING HELD ON 30 JULY 2020

| | |
|-------------|--|
| EXB3 | INSPECTION OF LOCAL AUTHORITY CHILDREN SERVICES |
|-------------|--|

The Board received the findings of the recent Inspection of Local Authority Children Services (ILACS) in Halton and its recommendations.

It was reported that OFSTED conducted a standard inspection under the ILACS framework from 2 March to 13 March 2020. The ILACS inspection provided a Judgement across four areas and Halton was deemed to 'require improvement to be good' across all areas. Appended to the report was the Judgement document which provided explanations of the findings within each of these areas and their recommendations.

Further, as required by the ILACS framework and in response to the recommendations made, an Action Plan has been drafted and submitted to OFSTED. This was also attached to the report.

RESOLVED: That the Board notes the findings of the inspection and contents of the Action Plan.

| | |
|---------------------------|---|
| REPORT TO: | Children, Young People & Families Policy & Performance Board |
| DATE: | 14 th September 2020 |
| REPORTING OFFICER: | Strategic Director, People |
| PORTFOLIO: | Children, Education & Social Care |
| SUBJECT: | Educational Performance, Attainment Summary 2020 |
| WARD(S) | All |

1.0 **PURPOSE OF THE REPORT**

- 1.1 To provide PPB with the annual update of the educational challenge, position and outcomes for Halton children for 2019-20.

2.0 **RECOMMENDATION: That:**

- i) **The Board comment on and note the information provided.**

3.0 **SUPPORTING INFORMATION**

Note of Caution:

Please be aware that this year has been an unusual and challenging year due to the impact of Covid and subsequent response. Any data quoted is **provisional and un-validated** and will not be comparable to previous years' data. Due to the outbreak of Covid and the subsequent response there have been many changes to educational provision, assessment and examinations during 2020. The validated national results will not be published this year.

3.1 **Statutory Assessment and Exam Result Key Issues :**

- 3.1.1 In terms of assessment there are no primary statutory assessments this year nationally, including "Good Level of Development" (GLD) indicator; phonics; Year One and Year Two assessments Year Four multiplication tests and Key State Two Tests.

- 3.1.2 With regard to A level, vocational and GCSE results this has been an extremely testing year. Initially the government requested that schools submitted a Centre Assessed Grade (CAG) for each student for each subject. Within that grade boundary schools and colleges had to rank a pupil against others in that cohort studying that subject. This was to be based upon teacher assessment; ongoing

school year performance and mock results that the student had achieved. This CAG and rank were submitted to Ofqual early in June and it was reported that whilst schools had carried out moderation, the CAG received nationally would be much higher than previous year's results. Ofqual were then going to apply an algorithm to prevent grade inflation and that the grades would be determined more by trends in school performance and be less influenced by the teacher assessed grade. The outcome of this decision and the anomalies it created has been played out in the national media and a decision was made to reverse that decision on Monday 17th August. Students received either the CAG or calculated grade, whichever was higher.

Unfortunately, this decision was too late to prevent the universities progressing with offering places and now the universities and Government are working on ensuring students can be offered places to their preferred university courses. Many students have already deferred entry until next year and this is likely to have a detrimental knock on effect to current Year 12 students who will now face a reduction in places for some courses next summer.

- 3.1.3 On Tuesday 18th August 2020, government announced that for GCSE's they would award students the CAG or the calculated grade whichever was higher.

On 19th August 2020 around 4.30pm, the government asked for BTEC qualifications not to be released leaving young people without any results at all for BTEC qualifications. It has been announced that these grades will be released on 25th August, which will have further impact on students being able to gain certainty about their next destinations and further uncertainty for colleges and universities.

- 3.1.4 National league tables will not be produced this year, however collation of data indicates results out of line with all previous experiences. For example, 38.1% of all A levels awarded this summer were graded as A or A*, compared to 25.2% in 2019; grade C and above has risen from 75.5% last year to 87.5% this year.

- 3.1.5 Similarly GCSE results demonstrate a rise in the proportion of higher grades and standard passes. For example 27.6% of students received grade 7 or above in 2020 compared to 21.9% in 2019 and has seen 1.3 million grade 7 or higher grades awarded this year compared to 1 million last year. Grade 4 or above has risen by 8.9% with 78.8% meaning four out of five grades were a standard pass or above. The rise across subjects is inconsistent with Biology GCSE increasing by 11% awarded at grade 7 or above compared to last year.

- 3.1.6 The discrepancy also varies amongst schools and areas. Halton schools had submitted grades that they felt were accurate and

reflected student's true ability and undertook rigorous moderating. Overall, the schools and College are happy with the final outcome.

- 3.1.7 These results will not however be used in any accountability framework and there is no intention for performance tables to be published for this year's results. Neither schools' nor the LA will be held accountable as the results are comparable to other years' results.

3.2 **Educational Challenges for September 2020 onwards**

- 3.2.1 Challenges will now lie in supporting pupils to reach their destination to continue their education, employment or training whilst preparing for the return of all pupils. Two of the key challenges will be how to support current Year 10 and 12 students who will be expected to take GCSE A level and vocational qualifications next summer. These two cohorts have experienced almost six months of home schooling which, however, good the quality cannot replace an in school full teaching programme.

- 3.2.2 Science subjects or those with practical elements could not possibly have been experienced in the manner or approach that would be required to access the full range of skills, experience and laboratory or field work required. Whilst the Government did consult on the curriculum for next year, few changes were made and so these two cohorts will need to sit virtually the same breadth and coverage of curriculum as previous years despite losing out on 6 months of teaching.

- 3.2.3 This will be further complicated by potential future establishment, bubble or area lockdowns.

- 3.2.4 Other cohorts affected will be young children starting school for the first time or those moving from Year Six primary to Year Seven secondary provision who will not have experienced the depth of transition preparation that would be typical for these year groups.

- 3.2.5 Whilst many children, young people and staff will be keen to return, the impact of social isolation alone will be evident on return to school. Some individuals may have experienced bereavement, illness, trauma, financial loss and struggle with other vulnerabilities or changes in routine. Schools, colleges and childcare provisions have prepared for a mixed response and various levels of anxiety on return and supporting children and families physically, socially and emotionally will be key before any gaps in curriculum coverage can be addressed. A comprehensive suite of resources have been made available to support the emotional health of staff and pupils.

- 3.2.6 Currently the government does plan for statutory assessments to be used next academic year including GLD; phonics; multiplication

tables check; Key Stage One and Two statutory assessments; GCSE; A level and vocational assessments.

3.3 **Changes to 2020-2021:**

3.3.1 Some schools have signed up as “Early Adopters” to carry out a reception baseline assessment check that was due to start this September but has now been deferred until September 2021.

3.3.2 Other schools have also signed up as an “Early Adopter” to be assessed next summer against Early Years reforms which would be due to replace the GLD measure. This means summer 2021 results will contain a sample of schools being assessed against a differing EY’s curriculum to the majority, with other schools still being assessed against GLD and the current EY’s EYFS Early learning Goals. It is important that any schools involved in this process share this update with the LA and with their feeder nursery or pre-school provider.

3.3.3 Phonics check is anticipated to continue as normal as are Key Stage one and Two statutory assessment. However the delay in the Early Year’s baseline assessment will mean that the cessation of Key Stage One Statutory Assessments will also be delayed for a further year

3.3.4 GCSE and A level are anticipated to take place next year, although the government have not yet announced their final decision as to whether the exam season will be delayed as this is still under review. Some minor changes have been made to assessment such as field work no longer having to take place physically but the skills demonstrated by remote learning or in a classroom, but generally most curriculum coverage remains in place. The government have said that papers will provide more options on each question to support some reduced coverage, but the changes reported so far are minimal.

3.4 **National Tutoring Programme**

3.4.1 The [National Tutoring Programme](#) is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils’ learning. From the 2020-21 school year, £350million nationally is being used towards the National Tutoring Programme will make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures. The National Tutoring Programme (NTP) consists of two pillars:

- [Tuition Partners](#): schools will be able to access heavily subsidised tuition from an approved list of tuition partners. These organisations – which will all be subject to quality,

safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible.

- [Academic Mentors](#): schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide intensive catch-up support to their pupils

3.4.2 The National Tutoring Programme in its first year will be led by a collaboration of five charities - the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First - supported by the KPMG Foundation.

3.5 **Catch Up Premium**

3.5.1 The government has announced £1 billion of funding in total to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The remaining £350 million is used for the National Tutoring Programme.

3.5.2 The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

3.5.3 Funding will be provided to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to year 11.

3.5.4 Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year. This means a typical primary school of 200 pupils will receive £16,000 while a typical

secondary school of 1,000 pupils will receive £80,000. This funding will be provided in 3 tranches. Schools will receive an initial part payment in autumn 2020, based on the latest available data. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

3.5.5 Though funding has been calculated on a per-pupil or per-place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

4.0 **POLICY IMPLICATIONS**

4.1 None identified.

5.0 **FINANCIAL IMPLICATIONS**

5.1 The DfE have allocated each school funding to support the catch up of pupils/students. Schools will be planning how best to utilise this funding in the Autumn 2020 Term.

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

6.1 **Children & Young People in Halton**

It is essential that all children and young people can return to school safely in September as research shows that the gap for disadvantaged pupils has grown during the lockdown.

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

None identified.

6.3 **A Healthy Halton**

None identified.

6.4 **A Safer Halton**

None identified.

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 It is crucial that the impact of any further lockdown is minimised through blended learning where some education is delivered on line and some elements in school.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Lockdown has increased the gap for those most disadvantaged. The funding available through the government needs to ensure this gap can be narrowed.

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

None.

| | |
|---------------------------|--|
| REPORT TO: | Children and Young People Policy and Performance Board |
| DATE: | 14 September 2020 |
| REPORTING OFFICER: | Strategic Director, People |
| PORTFOLIO: | Children, Education & Social Care |
| SUBJECT: | Update on Ofsted Inspection Action plan and presentation on sufficiency and support for care leavers |
| WARD: | Borough-wide |

1.0 PURPOSE OF REPORT

- 1.1 To inform members of progress against the Ofsted Inspection Action plan and to brief members on the development of services to support care leaver accommodation.

2.0 RECOMMENDATION: That

- 2.1 That members note the report and presentation.

3.0 SUPPORTING INFORMATION

- 3.1 Part 1 of the Ofsted Action plan is in progress. An interim duty and assessment team has been established to ensure consistency of response and improve the quality of assessments and initial plans. This additional capacity will support an anticipated increase in referrals when the schools return full-time and will also support social workers in having additional capacity to undertake more direct work with children and families.
- 3.2 Audit work has continued to review the response on cases in response to Covid and the revised quality and assurance framework will be implemented as planned by the end of September. Eclipse, the new case recording system is fully implemented from 6 September and revised practice guidance on assessments has been issued.
- 3.3 The development appraisal approach for all staff using the Knowledge and Skills Statements has been piloted and will be launched mid-September. This will inform the workforce strategy and training and development for staff to support improvements and consistency in practice.

3.4 The presentation will inform members of steps taken to improve the sufficiency of accommodation options and support for care leavers as part of improving our sufficiency of placement choice.

4.0 **POLICY IMPLICATIONS**

4.1 Ofsted will monitor the progress of our action plan in its future inspection activity.

5.0 **FINANCIAL/RESOURCE IMPLICATIONS**

5.1 The additional Covid grant money has been used to support the introduction of the interim duty and assessment team while the approach is evaluated.

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

6.1 **Children & Young People in Halton**

Children and young people will be supported by an improved and consistent response in the duty assessment service and care leavers will have more placement options and the additional capacity will support an anticipated increase in demand.

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

A wider range of placement options for care leavers will support the plan to encourage and support engagement in all options for employment, education and training.

6.3 **A Healthy Halton**

It is anticipated that there will be a number of emerging emotional health and well-being needs emerge post-Covid for all children and young people.

6.4 **A Safer Halton**

None identified

6.5 **Halton's Urban Renewal**

None identified

6.0 **RISK ANALYSIS**

6.1 We are currently profiling what the impact of increased demand may mean for the service. This will have an impact on staffing costs and support as we need to increase our use of agency staff and will have an impact on the budget pressures. An increase of children on child protection plans, entering care and remaining in care for longer and more intense support for care leavers will also place further

pressures on the budget.

7.0 **EQUALITY AND DIVERSITY ISSUES**

7.1 This is included in the new assessment standards.

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

None.

Care Leavers Accommodation Ashley House

Leaving Care Support Service

- Current support is commissioned using a regional framework through a variety of different providers who work in many different local authorities in the North West.
- In order to enable a closer contractual management relationship, enable wider opportunities for Halton Care Leavers and deliver some financial efficiencies a project was initiated regarding Ashley House.
- Ashley House is a council owned building located on the Inglefield Short Breaks Unit site, but is a separate building.
- Halton Council leased it to Ashley school to utilise it as a independent training home, but it was under utilised.
- Due to sufficiency issues regarding accommodation and shared living for Halton care leavers, notice was served on the lease.

Ashley House:-Purpose of the service

- The plan is to tender for 1 provider to deliver 2 types of support to Care Leavers in Halton for the Ashley site.
- To offer a Leaving Care/Independent Living Service for looked after young people aged 16-18 years
- Support them to acquire necessary skills in preparation for living independently, experiment safely with their increasing freedom and develop responsibilities associated with adulthood.
- A qualified and experienced staff team will provide the appropriate level of support for each young person living there.
- The service will enable young people, via the support delivered, to move on from a permanent, full time care setting to their own home and increase the likelihood of them maintaining future accommodation successfully

Group Support

- During each year approximately 10 Care Leavers require support in a group setting.
- Using the group property in Runcorn – comprising 4 individual bedrooms for young people , a communal kitchen/diner , a shared living room , bathroom/toilet facilities and a staff sleep in room / office.
- The provider will offer support 24/7 including sleep ins each evening
- This will also enable Social Workers and Personal Advisors to work from the property and offer support in developing and reviewing their pathway to independent living.
- Referrals for a place in Ashley House will be managed through the Care Leavers Accommodation Group, which is chaired by the Divisional Manager for Children in Care and Care Leavers.

Community Based Support

- Registered Social Landlords , Private landlords along with other Housing provisions are active members of the Care Leavers Accommodation Group.
- They will be working closely through the group to identify future housing and accommodation for the young people, when its been assessed that they are able to live independently in their own home.
- During each year approximately 10-15 Care Leavers require community based support.
- Under the commission to run this service, direct support will delivered into a variety of community housing settings.
- The hours of support in the community housing could range from 5 hours per week upwards and could ,when required , include sleep ins

Proposed Timeline / Contract Length

- September open to providers to pre book a visit to the setting.
- October launch tender.
- November evaluate written submission.
- December interviews involving Care Leavers on the interview panel for the commission.
- Contract begins 1st January 2021. Contract review meetings throughout tender will be attended by a member of the Children in Care Council and/or one of our Children in Care who are also a trained Young Inspectors.
- Contract length 1st January 2021 to 31st March 2022 with option to extend for 2 further periods of 1 year

Ashley House - home for our Care Leavers



Ashley House



Ashley House



Special Thanks

I would like to take this opportunity to deliver praise and sincere gratitude to

Halton Veterans Community Support Service in Runcorn.

Through their kindness and commitment to the community and our Care Leavers they donated a significant amount of furniture and household items to assist in furnishing Ashley House during COVID 19 in preparation for any emergency accommodation.